Joint School District No 2

Current Date: 06/01/2026 **Board Expense Report** **Page:** 1

05/01/2026 throug 05/31/2026

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	1,110.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	892.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	71.94
Object: 325 - EQUIPMENT REPAIR					
05/06/2026	643767	BLUE RIDER MUSIC AND INSTRUMENT	ID	Instrument Repair - Galileo	95.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	644016	SPRADLEY, CYNDI ANN	ID	Mileage 04/01/26 to 04/28/26	119.63
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	643808	IDAHO SPRINGS WATER COMPANY	ID	23410 - Water Cooler Rental - Summerwind STEM Academy	75.00
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	33654 - Shredding Service - Joplin Elementary School	41.95
Object: 410 - SUPPLIES					
05/06/2026	643773	CARTER, SHELLEY DENISE	ID	REIMB Plate Engraving for CEOY & TOY	54.00
05/06/2026	643833	PETERSON, KARINA MARIE	ID	REIMB Seeds - Supplies for 2nd Grade	47.75
05/13/2026	8428	GRASMICK PRODUCE CO INC	ID	Produce for Student Snacks - Joplin Elementary School	494.80
05/13/2026	643942	CONNELL, KATHY ANNE	ID	REIMB Retirement Gifts - Lake Hazel Elementary School	73.44
05/13/2026	643942	CONNELL, KATHY ANNE	ID	REIMB Cake for Retirement Party - Lake Hazel Elementary	39.99
05/13/2026	643944	D & B BRITE LITES	ID	Laminating Film - Paramount Elementary School	108.00
05/13/2026	643944	D & B BRITE LITES	ID	Laminating Film - McMillan Elementary School	360.00
05/13/2026	643946	DOUGAL, BARBARA ANNE	ID	REIMB Photo Backdrops - Prospect Elementary School	22.98
05/13/2026	644015	SPITTLE, ANNIE LOUISE	ID	REIMB Gifts for Teacher Appreciation	221.67
05/13/2026	644029	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Desert Sage Elementary School	44.95
05/13/2026	644036	VIOLETTE, COLLETTE DEMARS	ID	REIMB Scholastic Purchases - Prospect Elementary School	99.94
05/20/2026	8456	GRASMICK PRODUCE CO INC	ID	Produce for Student Snacks - Joplin Elementary School	154.75
05/20/2026	8457	GRASMICK PRODUCE CO INC	ID	Produce for Student Snacks - Joplin Elementary School	258.90
05/20/2026	644105	D & B BRITE LITES	ID	Laminating Film - Cecil D. Adrus Elementary School	282.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 410 - SUPPLIES					
05/20/2026	644119	FORTMEIER, MARY KATHERINE	ID	REIMB Candy for Senior Walk	71.64
05/20/2026	644121	HARDIN, JULIE LYNN	ID	REIMB Supplies - Chaparral Elementary School	68.25
05/20/2026	644121	HARDIN, JULIE LYNN	ID	RIEMB Supplies - Chaparral Elementary School	35.96
05/20/2026	644137	KRALL, LILY GRACE	ID	REIMB Flowers for Retirement - Lake Hazel Elementary	71.93
05/20/2026	644146	MINUTEMAN INC.	ID	Keys - Ponderosa Elementary School	33.00
05/20/2026	644178	TARDIFF, SUSANE MARIE	ID	RIEMB Photo Print for Mother's Day	3.70
05/20/2026	644180	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Eagle Hills Elementary School	44.95
05/28/2026	644273	WHITE CLOUD COMMUNICATIONS BOISE INC	ID	Model: F2100D 63 USA	2,469.60
05/28/2026	644273	WHITE CLOUD COMMUNICATIONS BOISE INC	ID	Model: WCC	280.00
05/28/2026	644299	CORK, MICHELLE MARIE	ID	RIEMB Juice & Cupcakes - Chaparral Elementary School	25.48
05/28/2026	644300	CRAVER, LYNSI MICHELLE	ID	REIMB Tarps for YMCA Classroom - Hillsdale Elementary	77.94
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Hunter ES to Bogus Basin Ski	378.69
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Hunter ES to Bogus Basin Ski	378.69
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Hunter Elementary to Boise Zoo	388.40
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Desert Sage Elementary School	209.25
05/28/2026	644314	FORTMEIER, MARY KATHERINE	ID	REIMB Candy for 5th Grade Promotion - Cecil D. Andrus	29.85
05/28/2026	644389	YESCO LLC (YOUNG ELECTRIC SIGN COMPANY)	ID	Reader Board Replacement Panel - Hillsdale Elementary	1,880.50
				Function: 512000 - ELEMENTARY PROGRAMS	**11,552.52**
Function: 515000 - SECONDARY PROGRAMS					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	146.06
Object: 310 - PROF/TECH SERVICES					
05/13/2026	643928	BKC TUTORING	ID	Professional Services - Individualized Reading Instruction	300.00
05/28/2026	644281	BKC TUTORING	ID	Professional Services - Individualized Reading Instruction	150.00
Object: 325 - EQUIPMENT REPAIR					
05/28/2026	644284	BOISE KILN REPAIR	ID	Repair Kiln - Lewis & Clark Middle School	100.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 515000 - SECONDARY PROGRAMS					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643795	GRZANIC, BRENDAN R	ID	Mileage 01/16/26 to 04/23/26	62.86
05/13/2026	643931	BRYANT, KARLY LYNNE	ID	Travel Final - ACADECA Nationals	280.00
05/13/2026	643950	FARRELL, MICHELLE ANN	ID	Travel Final - ACADECA Nationals	280.00
05/13/2026	644014	SMITH, TIMOTHY JACKSON	ID	Travel Final - ACADECA Nationals	280.00
05/20/2026	644109	DOMINICI, SHERRI RENELLE	ID	Mileage 03/03/26 to 05/04/26	31.76
05/20/2026	644160	RENAISSANCE HIGH SCHOOL	ID	REIMB State Speech Travel - Advisor Per Diem	140.00
05/28/2026	644286	BROWN, CHRYSTINE MARIE	ID	Mileage 03/03/26 to 05/07/26	59.89
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Renaissance HS to D3 Orchestra Festival	388.40
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Renaissance HS to Band Festival	221.39
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Renaissance High School	1,798.73
05/28/2026	644364	SHEARER, ALI ALDA	ID	Mileage 04/09/26 to 05/20/26	53.72
05/28/2026	644382	VELASQUEZ, ANGELICA MELISSA	ID	Mileage 03/24/26 to 05/05/26	34.08
Object: 390 - OTHER PURCHASED SERVICES					
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	33822 - Shredding Service - Centennial High School	113.10
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	32908 - Shredding Service - Meridian High School	56.88
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	33324 - Shredding Service - Rocky Mountain High School	86.32
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	33770 - Shredding Service - Owyhee High School	40.84
05/20/2026	644183	WASTE PRO OR ACCU SHRED	OR	32599 - Shredding Service - Eagle Middle School	40.18
05/20/2026	644183	WASTE PRO OR ACCU SHRED	OR	32777 - Shredding Service - Mountain View High School	86.32
05/20/2026	644183	WASTE PRO OR ACCU SHRED	OR	32816 - Shredding Service - Lowell Scott Middle School	50.92
05/28/2026	644373	SUMMIT PORTABLE RESTROOMS LLC	ID	Portable Restroom Rental - Eagle Middle School	26.71
05/28/2026	644386	WESTERN RECORDS DESTRUCTION INC	ID	Records Destruction - Renaissance High School	50.00
05/28/2026	644386	WESTERN RECORDS DESTRUCTION INC	ID	Records Destruction - Lewis & Clark Middle School	68.00
Object: 410 - SUPPLIES					
05/06/2026	643704	BLICK ART MATERIALS INC	IL	BLICK 14016 22X15 COID PRESS	54.25
05/06/2026	643704	BLICK ART MATERIALS INC	IL	SOFT-KUT 9X12	88.90
05/06/2026	643704	BLICK ART MATERIALS INC	IL	SOFT-KUT 4X6	72.10
05/06/2026	643704	BLICK ART MATERIALS INC	IL	9X12 CANVAS BOARD	44.29

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Fund: 100 - GENERAL FUND					
Function: 515000 - SECONDARY PROGRAMS					
Object: 410 - SUPPLIES					
05/06/2026	643704	BLICK ART MATERIALS INC	IL	8X10 CANVAS BOARD	96.42
05/06/2026	643705	BSN SPORTS.COM INC	TX	Badminton Racquets Carlton Aeroblade 3000	359.70
05/06/2026	643705	BSN SPORTS.COM INC	TX	Badminton Birdies Carlton Yellow Med. Speed; Cartons of 6	143.88
05/06/2026	643717	HERFF JONES INC	KS	Bachelors Gown	140.00
05/06/2026	643717	HERFF JONES INC	KS	Masters Gown	30.00
05/06/2026	643729	QUALITY ART INC	ID	OIL PASTEL CLASS PACK	42.12
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR BURNT UMBER	26.00
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR YELLOW OCHRE	6.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR BURNT SIENNA	32.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR CERLLLEAN	26.00
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR PRLSSIAN	26.00
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR PERM ROSE	39.00
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR ULTRA BLUE	19.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR PAYNES SGRAY	26.00
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR HOOKKS GREEN	6.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR CAD ORANGE	32.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR SAP GREEN	32.50
05/06/2026	643729	QUALITY ART INC	ID	WATER COLOR DIAOK PURPLE	32.50
05/06/2026	643729	QUALITY ART INC	ID	BLENDING STOMP #4	57.75
05/06/2026	643783	DUNKLEY MUSIC INC	ID	Instrument Supplies (Reeds, etc.) - Meridian High School	193.00
05/06/2026	643793	GRAEFE, HUNTER JACKSON	ID	RIEMB Lab Supplies	77.53
05/06/2026	643811	JOSTENS	ID	Honor Cords - Rocky Mountain High School	1,973.10
05/06/2026	643811	JOSTENS	ID	Faculty Regalia - Eagle High School	87.14
05/06/2026	643811	JOSTENS	ID	Honor Cords - Eagle High School	1,960.05
05/06/2026	643811	JOSTENS	ID	Caps, Gowns, Tassels and Stole Sets for Regalia Raffle	264.75
05/06/2026	643817	MALLOY, BRENDAN CHARLES	ID	REIMB Food for Districts	36.99
05/06/2026	643829	OWYHEE HIGH SCHOOL	ID	REIMB Accompanist - Tara Tanner	322.95
05/13/2026	643879	DUNKLEY MUSIC INC	ID	MTBIT BASS MUTES	31.99

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Fund: 100 - GENERAL FUND					
Function: 515000 - SECONDARY PROGRAMS					
Object: 410 - SUPPLIES					
05/13/2026	643879	DUNKLEY MUSIC INC	ID	1172TM CELLO MUTES	48.24
05/13/2026	643879	DUNKLEY MUSIC INC	ID	5150 VIOLIN/VIOLA MUTES	61.06
05/13/2026	643879	DUNKLEY MUSIC INC	ID	Prelude Viola Set Medium Med	29.69
05/13/2026	643879	DUNKLEY MUSIC INC	ID	VIOLA REPAIR LABOR	50.00
05/13/2026	643879	DUNKLEY MUSIC INC	ID	VIOLA REPAIR SUPP	2.00
05/13/2026	643886	JOSTENS	ID	DIPLOMA	2,205.00
05/13/2026	643886	JOSTENS	ID	SHIPPING & HANDLING	46.95
05/13/2026	643886	JOSTENS	ID	DIPLOMA	-2,205.00
05/13/2026	643886	JOSTENS	ID	SHIPPING & HANDLING	-46.95
05/13/2026	643940	CMYK GRAFIX LLC	ID	Conference Room Decal - Mountain View High School	387.11
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for Centennial High School	388.42
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for OHS - Band/Jazz Festival	198.08
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for Lake Hazel MS - Band to MVHS	219.45
05/13/2026	643968	INTEGRATED TECHNOLOGY & DESIGN LLC	ID	Troubleshooting Audio "Ghosting" - Star Middle School	95.00
05/13/2026	643972	JOSTENS	ID	AVID STOLES - Centennial High School	1,666.73
05/13/2026	643992	MINUTEMAN INC.	ID	Single Sided Keys - Mountain View High School	42.75
05/13/2026	643992	MINUTEMAN INC.	ID	Rekey IC Core - Mountain View High School	20.00
05/13/2026	643994	MOUNTAIN VIEW HIGH SCHOOL	ID	AVID Grad Cards - Mountain View High School	16.00
05/13/2026	643994	MOUNTAIN VIEW HIGH SCHOOL	ID	REIMB Bus to Sand Dunes for Geo & Astro Field Trip	650.00
05/13/2026	643994	MOUNTAIN VIEW HIGH SCHOOL	ID	Printing - Forensics Cards	36.00
05/13/2026	644010	SCHNEIDT, JUSTIN ROSS	ID	REIMB Supplies to Fix Door at Baseball Field - Mountain View	71.66
05/13/2026	644046	JOSTENS	IL	DIPLOMA	2,205.00
05/13/2026	644046	JOSTENS	IL	SHIPPING & HANDLING	46.95
05/20/2026	644076	BLICK ART MATERIALS INC	IL	LINECO PVA GLUE - 802	53.10
05/20/2026	644108	DIXON, AMY LYNNE	ID	Accompanist - February - May, 2026 - Lake Hazel Middle	314.28
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School - Community	294.70
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Mountain View High School - MVHS Band	884.58
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Mountain View High School - MVHS Band	857.41

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 515000 - SECONDARY PROGRAMS					
Object: 410 - SUPPLIES					
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School - ERR 18-21 Holiday	311.69
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School - ERR 18-21 - Special	161.68
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Mountain View High School - MV Orchestra	166.53
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School - AP Art History	283.05
05/20/2026	644115	EVANS, KIRSTEN SHAY	ID	REIMB Squid for Dissection - Idaho Fine Arts Academy	43.71
05/20/2026	644122	HERFF JONES INC	KS	Diplomas - Owyhee High School	112.31
05/20/2026	644132	JOSTENS	ID	Cap, Gown, Tassel & Stole Set - Centennial High School	58.94
05/20/2026	644143	MAYER MUSIC COMPANY	ID	Piano Tuning - Idaho Fine Arts Academy	1,000.00
05/20/2026	644144	MCDONALD, PATRICK M	ID	Graduation Lighting & Sound - Idaho Fine Arts Academy	300.00
05/20/2026	644146	MINUTEMAN INC.	ID	Rekey IC Core - Mountain View High School	20.00
05/20/2026	644146	MINUTEMAN INC.	ID	Keys - Mountain View High School	10.95
05/20/2026	644148	MOUNTAIN VIEW HIGH SCHOOL	ID	300 Stickers, RHS Device Approved	24.00
05/20/2026	644151	OPTIONS	ID	Bathroom Passes / Library Passes / Nurse Passes	486.93
05/20/2026	644152	OWYHEE HIGH SCHOOL	ID	RIEMB Accompanist - Tara Tanner	275.85
05/20/2026	644163	SCHOLASTIC MAGAZINES INC	MO	Scholastic Art Subscription - Eagle High School	98.89
05/28/2026	644270	TEPLY AND ASSOCIATES	ID	Return Addressed security envelopes	528.08
05/28/2026	644270	TEPLY AND ASSOCIATES	ID	Redesign RMHS Logo	18.75
05/28/2026	644270	TEPLY AND ASSOCIATES	ID	Shipping	30.41
05/28/2026	644298	CONNORS, SCOTT JAMES	ID	REIMB Food for Teachers at Graduation - Rocky Mountain	578.27
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee HS to Band Festival	333.55
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee HS to D3 Orchestra Festival	378.69
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee HS to Choir Festival	225.27
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for LHMS to Band Festival	139.82
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for LHMS - Choir at DSC	195.17
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Meridian HS - Photography Class to Boise	217.99
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for LHMS - Orchestra at DSC	126.23
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Rocky Mountain High School - D3 Band	388.90
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School	143.71

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 515000 - SECONDARY PROGRAMS					
Object: 410 - SUPPLIES					
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Star Middle School	243.23
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Star Middle School	388.88
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School	262.17
05/28/2026	644345	MOUNTAIN VIEW HIGH SCHOOL	ID	Chair Stencils - MVHS	30.00
05/28/2026	644345	MOUNTAIN VIEW HIGH SCHOOL	ID	Stickers - MVHS	30.00
05/28/2026	644359	RICE, KAREN ROSE	ID	REIMB Notebooks - Mountain View High School	73.00
				Function: 515000 - SECONDARY PROGRAMS	**27,871.43**
Function: 517000 - ALTERNATIVE HIGH SCHOOL					
Object: 390 - OTHER PURCHASED SERVICES					
05/20/2026	644185	WESTERN RECORDS DESTRUCTION INC	ID	Records Destruction - Meridian Academy	51.00
05/20/2026	644185	WESTERN RECORDS DESTRUCTION INC	ID	Records Destruction - Meridian Academy	51.00
Object: 410 - SUPPLIES					
05/06/2026	643804	IDAHO CORRECTIONAL INDUSTRIES	ID	Posters - Pathways Middle School	91.52
05/13/2026	643973	JOSTENS	IL	Diplomas - Eagle Academy	23.95
05/13/2026	644027	THOMAS CUISINE	ID	Sweet & Savory Snacks - Meridian Academy	690.00
05/20/2026	644131	JOSTENS	IL	Diploma - Rebound	20.50
05/20/2026	644131	JOSTENS	IL	Diploma - Rebound	20.50
05/20/2026	644131	JOSTENS	IL	Diplomas - Virtual School House	1,750.05
05/28/2026	644349	OPTIONS	ID	Acknowledgement Cards - Eagle Academy	65.00
05/28/2026	644387	WHITE CLOUD COMMUNICATIONS BOISE INC	ID	Portable Radios with Chargers & Programming Fees	687.40
				Function: 517000 - ALTERNATIVE HIGH SCHOOL	**3,450.92**
Function: 519000 - CAREER TECHNICAL ED					
Object: 410 - SUPPLIES					
05/06/2026	643851	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Meridian High School	30.00
05/28/2026	644357	R.E.A.L. CURRICULUM LLC	UT	2025 Handbook & Paystub and Classroom Signs & Cards -	2,254.00
				Function: 519000 - CAREER TECHNICAL ED	**2,284.00**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 521000 - EXCEPTIONAL CHILD PROGRAM					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	4,097.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	643960	HERMANN, CHRISTINA MARIE	ID	Mileage 04/01/26 to 04/30/26	20.30
Object: 410 - SUPPLIES					
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for Centennial High School to Christmas Party	294.70
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for Meridian High School - Sp Ed Field Trip	111.67
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Owyhee High School	388.39
05/28/2026	644383	WADE, CHELSEA L	ID	REIMB Supplies for Party - Mountain View High School	38.74
				Function: 521000 - EXCEPTIONAL CHILD PROGRAM	**4,950.80**
Function: 524000 - GIFTED & TALENTED PROGRAM					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643774	CHAN, LISA JANE	ID	Mileage 04/01/26 to 04/29/26	65.47
05/06/2026	643802	HILLS, SARAH RUTH	ID	Mileage 04/01/26 to 04/27/26	71.20
05/06/2026	643841	SIDDOWAY, KAREN MANGUM	ID	Mileage 04/01/26 to 05/01/26	13.92
05/20/2026	644100	CHAN, LISA JANE	ID	Mileage 05/05/26 to 05/13/26	34.73
05/20/2026	644145	MCNULTY, MARGARET ANN	ID	Mileage 12/03/25 to 12/28/25	22.40
05/20/2026	644145	MCNULTY, MARGARET ANN	ID	Mileage 01/07/26 to 05/13/26	99.33
05/28/2026	644355	PHIFER, DELPHINE	ID	Mileage 02/03/26 to 02/12/26	45.02
05/28/2026	644355	PHIFER, DELPHINE	ID	Mileage 03/03/26 to 03/13/26	41.62
05/28/2026	644355	PHIFER, DELPHINE	ID	Mileage 04/06/26 to 05/12/26	26.61
05/28/2026	644366	SPRENGEL, TARA JEANETTE	ID	Mileage 03/04/26 to 05/19/26	19.72
Object: 410 - SUPPLIES					
05/20/2026	644087	PEARSON EDUCATION INC	IN	A103000064455 - KBIT-2 Revised Complete Kit (Print)	446.00
				Function: 524000 - GIFTED & TALENTED PROGRAM	**886.02**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 531000 - INTERSCHOLASTIC PROGRAM					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	644038	WARR, JASON M	ID	Mileage 04/01/26 to 04/30/26	284.78
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	March 2026 Middle School Athletics	2,256.16
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	April 2026 Middle School Athletics	17,283.10
05/28/2026	644360	RICE, TROY FRANCIS	ID	Mileage 04/03/26 to 05/19/26	176.90
Object: 390 - OTHER PURCHASED SERVICES					
05/20/2026	644176	SUMMIT PORTABLE RESTROOMS LLC	ID	Portable Restroom Rental - Centennial High School - Spring	960.00
				Function: 531000 - INTERSCHOLASTIC PROGRAM	**20,960.94**
Function: 611000 - COUNSELING					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643769	BRALEY, EMMA ROSE	ID	Mileage 09/10/25 to 09/25/25	7.28
05/06/2026	643769	BRALEY, EMMA ROSE	ID	Mileage 03/04/26 to 04/30/26	27.55
05/06/2026	643771	CAPAROSO, ANNA JEAN	ID	Mileage 04/01/26 to 04/30/26	124.48
05/06/2026	643812	KOOPMAN, STEPHANIE SUE	ID	Mileage 04/02/26 to 04/30/26	193.07
05/20/2026	644155	PETERMAN, MEGAN MICHELLE	ID	Mileage 04/01/26 to 05/15/26	35.53
05/20/2026	644177	SWAFFORD, KRISTEN M	ID	Mileage 01/28/26 to 04/28/26	38.28
05/28/2026	644280	BEMIS, ANNA JARL	ID	Mileage 01/08/26 to 05/05/26	58.94
05/28/2026	644292	CHESLER, JORDAN CHANTELLE	ID	Mileage 01/28/26 to 04/24/26	29.51
05/28/2026	644301	CURRIN, LISA MARIE	ID	Mileage 01/06/26 to 04/22/26	159.86
05/28/2026	644301	CURRIN, LISA MARIE	ID	Mileage 04/06/26 to 05/04/26	43.94
05/28/2026	644301	CURRIN, LISA MARIE	ID	Travel Final - Idaho Prevention Conference	234.90
05/28/2026	644302	DALOS, NATALIE YOUNG	ID	Mileage 01/28/26 to 04/27/26	15.66
05/28/2026	644308	EDWARDS, ANNE MACKENZIE	ID	Mileage 03/05/26 to 05/19/26	124.70
05/28/2026	644321	GRANT, ANDY KELLY	ID	Mileage 01/14/26 to 05/08/26	61.26
05/28/2026	644332	KROH, MEGAN ELLA	ID	Mileage 04/01/26 to 05/13/26	145.00
05/28/2026	644335	MADSEN, NIKKI LYNN	ID	Mileage 01/20/26 to 04/24/26	62.13
05/28/2026	644347	MYERS, TIFFANY MARIE	ID	Mileage 05/07/26 to 05/13/26	25.45
05/28/2026	644350	OWENS, ASHTON PATRICIA	ID	Mileage 01/28/26 to 04/24/26	26.46

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 611000 - COUNSELING					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644353	PEREDA TORP, MARIA E	ID	Mileage 09/02/25 to 12/02/25	27.58
05/28/2026	644353	PEREDA TORP, MARIA E	ID	Mileage 01/28/26 to 04/29/26	17.69
05/28/2026	644380	TOLAN, DAWN MICHELLE	ID	Mileage 02/24/26 to 05/05/26	59.16
Object: 410 - SUPPLIES					
05/20/2026	644152	OWYHEE HIGH SCHOOL	ID	Posters	400.00
				Function: 611000 - COUNSELING	**1,918.43**
Function: 612000 - HEALTH					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
Object: 310 - PROF/TECH SERVICES					
05/06/2026	643823	MISS MONA COACHING LLC	ID	Tools for Emotional Resilience Presentation	500.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643787	ELIA, MAUREEN PARRY	ID	Mileage 04/01/26 to 04/29/26	50.97
05/06/2026	643813	LAFOND, DEBORAH KAYE	ID	Mileage 04/01/26 to 04/30/26	41.33
Object: 410 - SUPPLIES					
05/20/2026	644086	OPTIONS	ID	Health Services retractable banner	189.00
				Function: 612000 - HEALTH	**999.30**
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 295 - PROFESSIONAL DEVELOPMENT					
05/06/2026	643825	MORTON, LAURI JO	ID	RIEMB Food for Para Meeting	65.89
05/20/2026	644147	MORTON, LAURI JO	ID	REIMB Food for SPED PLC Meeting - Eagle High School	54.03
Object: 310 - PROF/TECH SERVICES					
05/06/2026	643759	AL CHALABI, RIMA	ID	Interpretation Services at Ponderosa Elementary School -	151.55
05/06/2026	643759	AL CHALABI, RIMA	ID	Interpretation Services at Desert Sage Elementary School -	54.13
05/06/2026	643759	AL CHALABI, RIMA	ID	Interpretation Services at Lake Hazel Elementary School -	48.71
05/06/2026	643797	HAJRO, MIRSAD	ID	Interpretation Services at Desert Sage Elementary School -	32.48

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Fund: 100 - GENERAL FUND					
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 310 - PROF/TECH SERVICES					
05/06/2026	643800	HEITHOFF, NASDINA C	ID	Interpretation Services at Lewis & Clark Middle School -	113.66
05/28/2026	644276	AL CHALABI, RIMA	ID	Interpretation Services at Ponderosa Elementary School -	27.06
05/28/2026	644276	AL CHALABI, RIMA	ID	Interpretation Services at Meridian High School - Arabic	43.30
05/28/2026	644304	DIMATHAS, MAKAMBO	ID	Interpretation Services at Summerwind STEM Academy -	43.30
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643760	ANGLIN, AMY MARIE	ID	Mileage 03/03/26 to 04/22/26	113.03
05/06/2026	643761	ARNOLD, CHRISTI LYNNE	ID	Mileage 04/08/26 to 04/29/26	106.94
05/06/2026	643762	BACHMAN, HEATHER MARIE	ID	Mileage 03/10/26 to 04/28/26	102.73
05/06/2026	643764	BASEL, CAITLIN RAY	ID	Mileage 04/01/26 to 04/30/26	127.24
05/06/2026	643766	BIRCH, AMY LYNN	ID	Mileage 02/03/26 to 04/29/26	128.47
05/06/2026	643772	CARDWELL, BRIDGET C	ID	Mileage 04/03/26 to 04/28/26	90.05
05/06/2026	643794	GRAY, DONNA MARIE	ID	Mileage 03/09/26 to 04/22/26	57.35
05/06/2026	643847	SUGGS, REGAN NOELLE	ID	Mileage 01/14/26 to 04/28/26	20.30
05/06/2026	643848	SUGGS, SARAH JEAN	ID	Mileage 03/04/26 to 04/29/26	127.31
05/06/2026	643849	SULLIVAN, NICOLE ALAIN	ID	Mileage 04/02/26 to 04/30/26	117.60
05/06/2026	643857	ZARAGOZA, ANNA LEE	ID	Mileage 03/09/26 to 04/29/26	67.28
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for RMHS - AVID Tour	195.65
05/13/2026	643988	MCLAUGHLIN, ALAYNA ANN	ID	Mileage 04/02/26 to 05/12/26	145.44
05/13/2026	643997	MUNDY CASTLE, JENNY	ID	Mileage 04/01/26 to 04/30/26	114.41
05/20/2026	644099	CATALINE, AMY MARIE	ID	Mileage 04/30/26 to 05/06/26	28.71
05/20/2026	644124	HUBBS, JENNIFER LAURA	ID	Mileage 03/25/26 to 05/19/26	146.52
05/20/2026	644125	HUBLER, AARON CHRISTOPHE	ID	Mileage 04/07/26 to 05/14/26	43.07
05/20/2026	644159	RAMSTACK, JACQUELINE DANIELLE	ID	Mileage 03/03/26 to 05/14/26	116.87
05/28/2026	644277	ANGLIN, AMY MARIE	ID	Mileage 05/07/26 to 05/12/26	20.08
05/28/2026	644278	ARNOLD, CHRISTI LYNNE	ID	Mileage 05/06/26 to 05/07/26	19.65
05/28/2026	644279	BASEL, CAITLIN RAY	ID	Mileage 05/06/26 to 05/18/26	93.02
05/28/2026	644311	ESTLICK, KAITLYN M	ID	Mileage 02/06/26 to 05/21/26	144.49
05/28/2026	644312	FEEKES, BECKY ANNE	ID	Mileage 04/02/26 to 05/15/26	62.86

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644316	GASH, LORI M HEBERGER	ID	Mileage 01/08/26 to 04/17/26	233.31
05/28/2026	644319	GOODFELLOW, KRISTEN LOUISE	ID	Mileage 03/24/26 to 05/20/26	117.74
05/28/2026	644322	GRAY, DONNA MARIE	ID	Mileage 05/05/26 to 05/07/26	21.90
05/28/2026	644330	KNIGHT, MICHELE MARIE	ID	Mileage 03/02/26 to 05/20/26	98.89
05/28/2026	644337	MCDONOUGH, RHONDA K	ID	REIMB Parking for Graduations	60.00
05/28/2026	644363	SHANNON, PATRICIA PAMELA	ID	Mileage 03/25/26 to 05/19/26	102.95
05/28/2026	644371	SULLIVAN, NICOLE ALAIN	ID	Mileage 05/01/26 to 05/21/26	115.71
05/28/2026	644376	THAYER, LEAH RENCHER	ID	Mileage 01/05/26 to 04/03/26	125.06
05/28/2026	644376	THAYER, LEAH RENCHER	ID	Mileage 04/20/26 to 05/20/26	51.55
Object: 392 - DUES/MBRSHP/SUBSCRIP					
05/20/2026	8458	MORETON AND CO	ID	New Notary Bond - Dyani Russell	60.00
Object: 410 - SUPPLIES					
05/06/2026	643765	BELLINI, KIMBERLY NOEL	ID	REIMB for Food for Para PLC Meeting	50.50
05/06/2026	643790	FINER FRAMES	ID	Mats & Recut Existing Mats - DSC	416.16
05/06/2026	643792	GASH, LORI M HEBERGER	ID	REIMB Supplies	80.91
05/06/2026	643814	LAWTHER, CANDACE Y	ID	REIMB Croissants for Para Meeting on 04/29/26	30.00
05/06/2026	643831	PARTRIDGE, KIMBERLY A	ID	REIMB Lunch for Para Training on 04/10/26	14.44
05/06/2026	643840	SHOEMAKER, BRANDI KAY	ID	REIMB Donuts for Para PLC	15.48
05/13/2026	643872	BULK BOOKSTORE	OR	Animal Farm (A Novel) -9780151072552	1,212.20
05/13/2026	643872	BULK BOOKSTORE	OR	Night: Memorial Edition	676.00
05/13/2026	643872	BULK BOOKSTORE	OR	Outliers (The Story of Success) -9780316024976	940.80
05/13/2026	643872	BULK BOOKSTORE	OR	To Kill a Mockingbird: A Graphic Novel	427.70
05/13/2026	643872	BULK BOOKSTORE	OR	Ella Minnow Pea (A Novel in Letters)	327.25
05/13/2026	643872	BULK BOOKSTORE	OR	Fahrenheit 451 (A Novel) - 9781451673265	638.00
05/13/2026	643976	KILOGAN, DAVID MARK	ID	REIMB Sandwich	9.19
05/13/2026	644011	SCHOOL NUTRITION / FOOD SERVICE	ID	Lunch for Academic-Operation Institute Training	1,650.00
05/13/2026	644011	SCHOOL NUTRITION / FOOD SERVICE	ID	Lunch Boxes for Academic-Operation Institute Training	1,700.00
05/13/2026	644034	VANDENBERG, PATRICIA	ID	REIMB Supplies	200.52

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Fund: 100 - GENERAL FUND					
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 410 - SUPPLIES					
05/20/2026	644158	PLANK, CHELSE ROSE	ID	RIEMB Treats for Paras - Mary McPherson Elementary	119.61
05/20/2026	644164	SCHOOL NUTRITION / FOOD SERVICE	ID	Balance Left After Journal Entry for $1650.00 Applied on	50.00
05/20/2026	644165	SHOEMAKER, BRANDI KAY	ID	REIMB Donuts for Para PLC Meeting	15.48
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Meridian HS - AVID to NNU & College of ID	256.34
05/28/2026	644334	LOREE, SHANNON LYN	ID	REIMB Candy	17.76
05/28/2026	644352	PARTRIDGE, KIMBERLY A	ID	REIMB Food for Para Breakfast - Christine Donnell School of	19.16
Object: 444 - ADOPTION TEXTBOOKS					
05/28/2026	644267	MPS	NY	ISBN: 1319582672 EAN: 9781319582678	1,080.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	425.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	159.75
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	56.25
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	500.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	58.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	New: Printed 1 Color Front	31.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	750.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	14.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	356.40
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	8.60
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	19.20
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	231.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	34.40
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	9.60
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Direct to Film Printed Corner	658.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Direct to Film Printed Front	302.25
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Decorated Front Stress Balls	472.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	Delivery	550.00
05/28/2026	644272	TZERS SHIRT SHOP	ID	Hoodies 18500 Sapphire	31.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	Hoodies 18500 Navy	31.50

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 444 - ADOPTION TEXTBOOKS					
05/28/2026	644272	TZERS SHIRT SHOP	ID	Crew Neck Sweatshirts 18000 Sapphire	12.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	Crew Neck Sweatshirts 18000 Navy	12.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	Tshirts 8000 Navy	13.20
05/28/2026	644272	TZERS SHIRT SHOP	ID	Crew Neck Sweatshirts 18000 Sapphire	12.50
				Function: 621000 - INSTRUCTIONAL IMPROVEMENT	**18,507.94**
Function: 622000 - EDUC MEDIA PROGRAM					
Object: 410 - SUPPLIES					
05/06/2026	643709	FOLLETT CONTENT SOLUTIONS LLC	IL	Quantity #2 for Invoices	387.12
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	2,283.75
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	195.25
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	37.50
05/28/2026	644272	TZERS SHIRT SHOP	ID	NEW: Printed 1 Color Front	992.50
05/28/2026	644345	MOUNTAIN VIEW HIGH SCHOOL	ID	Testing Calendar Printing - MVHS	9.00
				Function: 622000 - EDUC MEDIA PROGRAM	**3,905.12**
Function: 623000 - INSTR-RELATED TECHNOLOGY					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643835	QUIJAS, REBECCA A	ID	Mileage 02/02/26 to 02/26/26	39.73
05/06/2026	643844	STRADER, CHRIS LEE	ID	Mileage 02/02/26 to 02/27/26	32.05
05/06/2026	643844	STRADER, CHRIS LEE	ID	Mileage 03/02/26 to 03/31/26	56.91
05/13/2026	643977	KOVALESKI, GARRETT BURTON	ID	Mileage 04/01/26 to 04/30/26	71.70
05/13/2026	644002	PRIBADI, SHAWN MATTHEW HANDOKO	ID	Mileage 04/02/26 to 04/30/26	177.19
05/20/2026	644118	FIELDS, KOBE MICHEAL	ID	Mileage 03/25/26 to 04/28/26	107.37
05/20/2026	644135	KELLY, MITCHELL DAVID	ID	Mileage 04/21/26 to 05/12/26	171.46
05/20/2026	644142	MARSH, CAMERON RILEY	ID	Mileage 01/06/26 to 05/08/26	271.44
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	643708	FATBEAM LLC	ID	Project Scope- Disconnect fiber from existing fiber distribution	1,500.00
05/06/2026	643708	FATBEAM LLC	ID	Requested by K Denton	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 623000 - INSTR-RELATED TECHNOLOGY					
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	643786	EDNETICS INC	ID	Crash Bar Not Engaging - Lake Hazel Middle School	1,055.00
05/06/2026	643786	EDNETICS INC	ID	ADA Button Broken - Sawtooth Middle School	361.00
05/06/2026	643786	EDNETICS INC	ID	Door 23 Not Releasing - Meridian Elementary School	330.00
05/06/2026	643786	EDNETICS INC	ID	East ADA Button Broken - Centennial High School	330.00
05/20/2026	644129	INTEGRATED TECHNOLOGY & DESIGN LLC	ID	Troubleshooting Outdoor Speakers - Lake Hazel Elementary	95.00
Object: 410 - SUPPLIES					
05/20/2026	644079	COMPUNET INC	ID	AXIS P3288-LV 8 Megapixel Indoor/Outdoor 4K	13,077.76
05/28/2026	644263	COMPUNET INC	ID	14x12x4 Low Profile Enclosure with Clear Door, Latch	1,037.16
05/28/2026	644263	COMPUNET INC	ID	Right Angle Bkt for NEMA, A low-cost option to	424.44
Object: 551 - EQUIP > 2500 BUT < 75000					
05/20/2026	644082	INTEGRATED TECHNOLOGY & DESIGN LLC	ID	Ashly nX752 Power Amplifier 2 x 75 Watts @ 2/4/8 Ohms or	999.00
05/20/2026	644082	INTEGRATED TECHNOLOGY & DESIGN LLC	ID	Troubleshoot, Installation, Commission	285.00
05/20/2026	644082	INTEGRATED TECHNOLOGY & DESIGN LLC	ID	Requested by C West	0.00
05/20/2026	644089	RAPTOR TECHNOLOGIES LLC	TX	Raptor 2D Barcode Reader	760.00
05/20/2026	644089	RAPTOR TECHNOLOGIES LLC	TX	Shipping	30.00
05/20/2026	644089	RAPTOR TECHNOLOGIES LLC	TX	Requested b Shari Rippeto	0.00
				Function: 623000 - INSTR-RELATED TECHNOLOGY	**21,212.21**
Function: 631000 - BOARD OF ED PROGRAM					
Object: 410 - SUPPLIES					
05/20/2026	644148	MOUNTAIN VIEW HIGH SCHOOL	ID	Career Fair Posters	75.00
05/20/2026	644166	SIGNS ETC INC	ID	Custom Engraved Signs	56.00
				Function: 631000 - BOARD OF ED PROGRAM	**131.00**
Function: 632000 - DISTRICT ADMINISTRATION					
Object: 311 - LEGAL FEES					
05/13/2026	90002907	HAWLEY TROXELL ENNIS & HAWLEY LLP	ID	Legal Services	192.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 632000 - DISTRICT ADMINISTRATION					
Object: 350 - COMMUNICATION					
05/13/2026	644001	PITNEY BOWES INC	WI	Postage and Shipping Charges	2,340.75
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643796	HAHLE, LISA ANN	ID	Mileage 04/03/26 to 04/28/26	136.37
05/06/2026	643816	LILIENKAMP, JILL MARIE	ID	Mileage 04/02/26 to 04/29/26	128.98
05/13/2026	644017	SPRENGEL, EVAN LEE	ID	Mileage 04/03/26 to 04/30/26	134.42
05/28/2026	644367	STANDS, GEOFF GORDON	ID	Mileage 02/03/26 to 05/20/26	234.83
Object: 391 - LEGAL NOTICES					
05/20/2026	644127	IDAHO PRESS TRIBUNE	ID	Legal / Public Notice - Ad 741070	274.79
Object: 410 - SUPPLIES					
05/06/2026	643828	OPTIONS	ID	Self-Inking Signature Stamp - Derek Bub	40.00
05/20/2026	644151	OPTIONS	ID	Brochures: Inspire and Empower Students	324.00
				Function: 632000 - DISTRICT ADMINISTRATION	**3,806.14**
Function: 641000 - SCHOOL ADMINISTRATION					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	1,273.00
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643778	CLAYTON, HOLLY KATHLEEN	ID	Mileage 04/01/26 to 04/28/26	32.19
05/06/2026	643818	MARSHALL, BRIAN KING	ID	Mileage 02/24/26 to 03/30/26	95.27
05/06/2026	643821	MEYERS, JASON PATRICK	ID	Mileage 01/12/26 to 04/24/26	189.95
05/06/2026	643852	WEBB, MELISSA SHAYE	ID	Mileage 04/02/26 to 04/30/26	190.75
05/13/2026	643938	CHRISTENSEN, SAMUEL E	ID	Mileage 02/11/26 to 04/30/26	151.74
05/13/2026	643962	HITMAN, GRAHAM ARTHUR	ID	Mileage 01/15/26 to 04/14/26	63.95
05/13/2026	643979	LANNON, MARC LOUIS	ID	Mileage 04/09/26 to 04/15/26	17.40
05/13/2026	644013	SMITH, ANDREA MARIE	ID	Mileage 04/02/26 to 04/30/26	25.59
05/20/2026	644154	PEARCE, DAWN R	ID	Mileage 01/05/26 to 05/15/26	57.13
05/28/2026	644318	GIEBLER, JAMIE LEANNE	ID	Mileage 05/01/26 to 05/27/26	107.45

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 641000 - SCHOOL ADMINISTRATION					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644375	TACHELL, JENNIFER ANN	ID	Mileage 04/06/26 to 05/22/26	266.22
05/28/2026	644384	WEBB, MELISSA SHAYE	ID	Mileage 05/13/26 to 05/15/26	65.61
				Function: 641000 - SCHOOL ADMINISTRATION	**2,754.25**
Function: 651000 - BUSINESS OPERATIONS					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	417.00
Object: 310 - PROF/TECH SERVICES					
05/06/2026	643770	BROWN & BROWN INSURANCE INC	CA	Service Agreement 07/01/25 to 06/30/26 - 06/01/26	11,051.12
05/06/2026	643781	CONNECT SOURCE SOLUTIONS INC	SC	HRIS Monthly Administration - April 2026	13,140.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643768	BOTHKE, CAITLIN KELLEY	ID	Mileage 03/04/26 to 04/29/26	74.60
05/28/2026	644285	BOTHKE, CAITLIN KELLEY	ID	Mileage 05/07/26 to 05/21/26	60.10
05/28/2026	644285	BOTHKE, CAITLIN KELLEY	ID	RIEMB Parking for Graduations	60.00
05/28/2026	644313	FLETCHER, JENNIFER	ID	Mileage 01/08/26 to 02/18/26	67.50
05/28/2026	644313	FLETCHER, JENNIFER	ID	Mileage 03/05/26 to 05/21/26	72.57
05/28/2026	644313	FLETCHER, JENNIFER	ID	REIMB Parking for Graduations	60.00
05/28/2026	644325	HOWARD, LORI ANNE	ID	Mileage 05/06/26 to 05/22/26	28.28
Object: 390 - OTHER PURCHASED SERVICES					
05/13/2026	644039	WASTE PRO OR ACCU SHRED	OR	33136 - Shredding Service - DSC	698.00
Object: 399 - CONTRACT SERVICES					
05/20/2026	644106	DAVID MOSER LLC	ID	Consulting / Professional Services	1,021.76
05/28/2026	644370	STUDER EDUCATION LLC	CO	Consulting - 03/01/26 to 05/31/26	64,891.65
Object: 410 - SUPPLIES					
05/20/2026	644186	WILLSCOT	AZ	40' Container - Idaho Fine Arts Academy	204.50
05/28/2026	644388	WILLSCOT	AZ	40' Container - Idaho Fine Arts Academy	204.50

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 651000 - BUSINESS OPERATIONS					
Object: 460 - LICENSE FOR TECHNOLOGY					
05/13/2026	644028	TIMECLOCK PLUS	TX	Enterprise License Annual Plan	108.00
				Function: 651000 - BUSINESS OPERATIONS	**92,159.58**
Function: 656000 - ADMIN TECHNOLOGY SERVICES					
Object: 351 - METRO ETHERNET/PRI/ISP					
05/28/2026	644265	FATBEAM LLC	ID	Monthly recurring charge for 40G Dedicated Internet Access	9,250.00
05/28/2026	644265	FATBEAM LLC	ID	Monthly Charges for 100M WAN	19,638.00
05/28/2026	644374	T MOBILE USA INC	OH	991779970 - Service Date 02/21/26 to 03/20/26	1,008.00
05/28/2026	644374	T MOBILE USA INC	OH	991779970 - Service Dates 03/21/26 to 04/20/26	1,142.40
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643836	RICHARDSON, CAMILLE FAYE	ID	Mileage 03/24/26	7.76
05/13/2026	643987	MCCONNELL, JEFF SAMUEL	ID	Mileage 04/01/26 to 04/30/26	155.37
05/13/2026	643993	MISNER, PATRICK JARED	ID	Mileage 04/06/26 to 05/04/26	171.32
05/13/2026	644007	RICHARDSON, CAMILLE FAYE	ID	Mileage 04/01/26 to 04/24/26	106.36
05/28/2026	644291	CHARLES, STEVEN MICHAEL	ID	Mileage 04/01/26 to 05/07/26	169.36
05/28/2026	644291	CHARLES, STEVEN MICHAEL	ID	Mileage 05/08/26 to 05/22/26	67.35
05/28/2026	644369	STEVENSON, HUNTER BLAINE	ID	Mileage 05/05/26 to 05/21/26	183.21
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	643786	EDNETICS INC	ID	Maintenance Night Engineering Support	615.00
05/20/2026	644080	EDNETICS INC	ID	Double Sided Clock w/ Universal Mnt - multi-color display, 4"	1,775.17
05/20/2026	644080	EDNETICS INC	ID	Grounds - ACM - Project services	10,061.23
05/20/2026	644080	EDNETICS INC	ID	Project services	1,347.19
05/20/2026	644080	EDNETICS INC	ID	Paging Equipment/ACM Integration - Project services	2,405.96
05/20/2026	644080	EDNETICS INC	ID	SURFACE MOUNT BOX FOR IP SPEAKER WITH DISPLAY	61.01
05/20/2026	644080	EDNETICS INC	ID	Double Sided Clock w/ Universal Mnt - multi-color display, 4"	1,775.17
05/20/2026	644080	EDNETICS INC	ID	Facilities - ACM - Project services	11,697.02
05/20/2026	644080	EDNETICS INC	ID	Door Hardware - Project services	1,347.19
05/20/2026	644080	EDNETICS INC	ID	Paging Equipment/ACM Integration - Project services	2,780.20

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 656000 - ADMIN TECHNOLOGY SERVICES					
Object: 390 - OTHER PURCHASED SERVICES					
05/20/2026	644080	EDNETICS INC	ID	ALARM CONT SLP-2M SG SS 2EA DSW-3 ILL GN 12V 2EA	252.76
05/20/2026	644080	EDNETICS INC	ID	detection, are supported. induction loop for hearing aids.	1,351.20
05/20/2026	644080	EDNETICS INC	ID	Axis 8207 Door Station - Project services	2,469.70
05/20/2026	644080	EDNETICS INC	ID	Requested by S Rippeto	0.00
Object: 551 - EQUIP > 2500 BUT < 75000					
05/28/2026	644263	COMPUNET INC	ID	AXIS Axis M1075-L Mk II Fully Featured HDTV Box	646.20
05/28/2026	644263	COMPUNET INC	ID	AXIS TU9004 Wireless USB Dongle for M1075-L Box	75.44
05/28/2026	644263	COMPUNET INC	ID	Requested by C West	0.00
				Function: 656000 - ADMIN TECHNOLOGY SERVICES	**70,559.57**
Function: 661000 - BUILDING OPERATIONS					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	654.00
Object: 320 - PROPERTY SERVICES					
05/06/2026	643751	ALSCO INC	ID	April 2026 stmt FACILITIES Laundry services	3,768.05
Object: 331 - HEAT AND LIGHTS					
05/06/2026	643806	IDAHO POWER CO	IL	0033465237 & 0033465231 - CTE	792.33
05/06/2026	643806	IDAHO POWER CO	IL	0032972692 - Owyhee High School	14,440.80
05/13/2026	643966	IDAHO POWER CO	IL	0030198549 DSC	22,606.24
05/13/2026	643966	IDAHO POWER CO	IL	0030198583 LSMS	8,558.93
05/13/2026	643966	IDAHO POWER CO	IL	0033301202 MMS PRIMARY	11,506.77
05/13/2026	643966	IDAHO POWER CO	IL	0030198625 MHS	23,399.37
05/13/2026	643966	IDAHO POWER CO	IL	0030198660 MVHS	19,603.27
05/13/2026	643966	IDAHO POWER CO	IL	0030198508 RMHS	18,648.02
05/13/2026	643966	IDAHO POWER CO	IL	0030400649 EAGLE ACAD	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400790 EMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400076 MERIDIAN ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400818 MERIDIAN ELEM	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0030392350 MERIDIAN ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384660 MERIDIAN ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384766 MERIDIAN ELEM PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400495 MARY MCPHERSON	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384633 MARY MCPHERSON PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384845 MCMILLAN	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030472759 MCMILLAN PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400915 CJES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392235 CHAPARRAL ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392327 LHMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032098939 LHMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392404 LHMS PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384794 LAKE HAZEL ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392594 FRONTIER	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392567 JOPLIN	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392293 SPALDING	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032435776 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400007 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400291 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392531 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392135 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392904 USTICK	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033262651 UES SIGN	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384524 PIONEER	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032146142 LSMS PORTBL	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384689 SEVEN OAKS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400765 MMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384498 BMSA	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0030392472 BMSA	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400684 PATHWAYS PRTBLS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392630 PEREGRINE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032582600 PATHWAYS MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392207 MHS LIGHT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032189169 MVHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392666 HUNTER	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384740 DISCOVERY	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384714 DISCOVERY	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384564 DISCOVERY	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032634937 STAR MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032634938 STAR MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400468 MAINT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400442 MAINT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384406 PEPPER RIDGE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384430 MAINT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384476 MERIDIAN ACAD	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400179 SIENA	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392436 RIVER VALLEY	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392729 PONDEROSA	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392162 SUMMERWIND	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400720 SMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400395 EAGLE ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400220 LCMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392033 PROSPECT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392001 GALILEO	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400843 EAGLE ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392973 EAGLE ELEM	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0030400255 HMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384548 HMS LITES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384925 HMS PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032470214 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400880 PARAMOUNT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384900 EHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392504 EHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400569 REBOUND	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400610 ANDRUS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392697 WILLOW CREEK	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392104 CROSSROADS MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392936 EAGLE HILLS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057106 OHS SHACK	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057112 OHS dusk/dawn lights1	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057118 OHS dusk/dawn lights5	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057129 OHS dusk/dawn lights4	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057119 OHS dusk/dawn lights3	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033057117 OHS dusk/dawn lights2	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400523 CDSA	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392799 SILVER SAGE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392769 MERIDIAN ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032634936 VMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392830 MERIDIAN ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392868 DESERT SAGE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384866 EAGLE ELEM dusk/dawn	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400050 EAGLE ELEM PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032927928 ACADEMY SPRK EAGLE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032614332 HILLSDALE	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0032967556 PLEASANT VIEW	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030687367 MHS TEMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030726796 PLEASANT VIEW FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032605683 STAR MS FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030699580 STAR ELEM PKG	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384453 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384585 EAGLE ACAD PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384609 LHMS PORTABLES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384820 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392063 STAR ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392180 MMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392262 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030655935 PEREGRINE COMM CTR	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400110 STAR PORTABLES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400145 STAR ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032338725 VMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032397729 VMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032411078 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032430249 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032430250 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032470213 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032534923 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032546197 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612743 STAR MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612744 STAR MS LN FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612744 STAR MS LN FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030810686 IFAA ST LGHT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384950 USTICK SIGN	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030198549 DSC	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030198583 LSMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0033301202 MMS PRIMARY	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030198625 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030198660 MVHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030198508 RMHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400649 EAGLE ACAD	1,302.02
05/13/2026	643966	IDAHO POWER CO	IL	0030400790 EMS	7,666.27
05/13/2026	643966	IDAHO POWER CO	IL	0030400076 MERIDIAN ELEM	19.41
05/13/2026	643966	IDAHO POWER CO	IL	0030400818 MERIDIAN ELEM	2,635.50
05/13/2026	643966	IDAHO POWER CO	IL	0030392350 MERIDIAN ELEM	19.41
05/13/2026	643966	IDAHO POWER CO	IL	0030384660 MERIDIAN ELEM	131.55
05/13/2026	643966	IDAHO POWER CO	IL	0030384766 MERIDIAN ELEM PUMP	54.41
05/13/2026	643966	IDAHO POWER CO	IL	0030400495 MARY MCPHERSON	2,403.35
05/13/2026	643966	IDAHO POWER CO	IL	0030384633 MARY MCPHERSON PUMP	44.42
05/13/2026	643966	IDAHO POWER CO	IL	0030384845 MCMILLAN	2,987.87
05/13/2026	643966	IDAHO POWER CO	IL	0030472759 MCMILLAN PUMP	14.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400915 CJES	2,372.54
05/13/2026	643966	IDAHO POWER CO	IL	0030392235 CHAPARRAL ELEM	3,165.38
05/13/2026	643966	IDAHO POWER CO	IL	0030392327 LHMS	5,372.33
05/13/2026	643966	IDAHO POWER CO	IL	0032098939 LHMS	766.25
05/13/2026	643966	IDAHO POWER CO	IL	0030392404 LHMS PUMP	164.22
05/13/2026	643966	IDAHO POWER CO	IL	0030384794 LAKE HAZEL ELEM	2,801.93
05/13/2026	643966	IDAHO POWER CO	IL	0030392594 FRONTIER	3,375.09
05/13/2026	643966	IDAHO POWER CO	IL	0030392567 JOPLIN	1,975.67

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0030392293 SPALDING	3,888.43
05/13/2026	643966	IDAHO POWER CO	IL	0032435776 CHS	996.97
05/13/2026	643966	IDAHO POWER CO	IL	0030400007 CHS	10,052.61
05/13/2026	643966	IDAHO POWER CO	IL	0030400291 CHS	1,797.29
05/13/2026	643966	IDAHO POWER CO	IL	0030392531 CHS	340.46
05/13/2026	643966	IDAHO POWER CO	IL	0030392135 CHS	3,128.75
05/13/2026	643966	IDAHO POWER CO	IL	0030392904 USTICK	3,027.74
05/13/2026	643966	IDAHO POWER CO	IL	0033262651 UES SIGN	25.97
05/13/2026	643966	IDAHO POWER CO	IL	0030384524 PIONEER	2,994.66
05/13/2026	643966	IDAHO POWER CO	IL	0032146142 LSMS PORTBL	232.81
05/13/2026	643966	IDAHO POWER CO	IL	0030384689 SEVEN OAKS	3,499.56
05/13/2026	643966	IDAHO POWER CO	IL	0030400765 MMS	75.38
05/13/2026	643966	IDAHO POWER CO	IL	0030384498 BMSA	258.37
05/13/2026	643966	IDAHO POWER CO	IL	0030392472 BMSA	2,429.33
05/13/2026	643966	IDAHO POWER CO	IL	0030400684 PATHWAYS PRTBLS	625.37
05/13/2026	643966	IDAHO POWER CO	IL	0030392630 PEREGRINE	4,133.50
05/13/2026	643966	IDAHO POWER CO	IL	0032582600 PATHWAYS MS	1,569.65
05/13/2026	643966	IDAHO POWER CO	IL	0030392207 MHS LIGHT	83.64
05/13/2026	643966	IDAHO POWER CO	IL	0032189169 MVHS	645.93
05/13/2026	643966	IDAHO POWER CO	IL	0030392666 HUNTER	4,217.52
05/13/2026	643966	IDAHO POWER CO	IL	0030384740 DISCOVERY	3,838.62
05/13/2026	643966	IDAHO POWER CO	IL	0030384714 DISCOVERY	105.78
05/13/2026	643966	IDAHO POWER CO	IL	0030384564 DISCOVERY	3.93
05/13/2026	643966	IDAHO POWER CO	IL	0032634937 STAR MS	6,071.10
05/13/2026	643966	IDAHO POWER CO	IL	0032634938 STAR MS	190.51
05/13/2026	643966	IDAHO POWER CO	IL	0030400468 MAINT	123.38
05/13/2026	643966	IDAHO POWER CO	IL	0030400442 MAINT	436.16
05/13/2026	643966	IDAHO POWER CO	IL	0030384406 PEPPER RIDGE	4,146.07

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0030384430 MAINT	406.88
05/13/2026	643966	IDAHO POWER CO	IL	0030384476 MERIDIAN ACAD	1,441.15
05/13/2026	643966	IDAHO POWER CO	IL	0030400179 SIENA	4,592.20
05/13/2026	643966	IDAHO POWER CO	IL	0030392436 RIVER VALLEY	3,939.85
05/13/2026	643966	IDAHO POWER CO	IL	0030392729 PONDEROSA	4,022.73
05/13/2026	643966	IDAHO POWER CO	IL	0030392162 SUMMERWIND	2,814.33
05/13/2026	643966	IDAHO POWER CO	IL	0030400720 SMS	8,048.98
05/13/2026	643966	IDAHO POWER CO	IL	0030400395 EAGLE ELEM	907.03
05/13/2026	643966	IDAHO POWER CO	IL	0030400220 LCMS	7,814.26
05/13/2026	643966	IDAHO POWER CO	IL	0030392033 PROSPECT	4,120.74
05/13/2026	643966	IDAHO POWER CO	IL	0030392001 GALILEO	5,535.42
05/13/2026	643966	IDAHO POWER CO	IL	0030400843 EAGLE ELEM	235.33
05/13/2026	643966	IDAHO POWER CO	IL	0030392973 EAGLE ELEM	1,603.71
05/13/2026	643966	IDAHO POWER CO	IL	0030400255 HMS	6,853.96
05/13/2026	643966	IDAHO POWER CO	IL	0030384548 HMS LITES	62.89
05/13/2026	643966	IDAHO POWER CO	IL	0030384925 HMS PUMP	99.94
05/13/2026	643966	IDAHO POWER CO	IL	0032470214 HILLSDALE	310.92
05/13/2026	643966	IDAHO POWER CO	IL	0030400880 PARAMOUNT	4,226.92
05/13/2026	643966	IDAHO POWER CO	IL	0030384900 EHS	2,556.67
05/13/2026	643966	IDAHO POWER CO	IL	0030392504 EHS	14,858.64
05/13/2026	643966	IDAHO POWER CO	IL	0030400569 REBOUND	1,350.04
05/13/2026	643966	IDAHO POWER CO	IL	0030400610 ANDRUS	3,189.49
05/13/2026	643966	IDAHO POWER CO	IL	0030392697 WILLOW CREEK	3,092.90
05/13/2026	643966	IDAHO POWER CO	IL	0030392104 CROSSROADS MS	1,955.74
05/13/2026	643966	IDAHO POWER CO	IL	0030392936 EAGLE HILLS	2,268.70
05/13/2026	643966	IDAHO POWER CO	IL	0033057106 OHS SHACK	25.84
05/13/2026	643966	IDAHO POWER CO	IL	0033057112 OHS dusk/dawn lights1	11.73
05/13/2026	643966	IDAHO POWER CO	IL	0033057118 OHS dusk/dawn lights5	11.73

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0033057129 OHS dusk/dawn lights4	11.73
05/13/2026	643966	IDAHO POWER CO	IL	0033057119 OHS dusk/dawn lights3	13.22
05/13/2026	643966	IDAHO POWER CO	IL	0033057117 OHS dusk/dawn lights2	11.73
05/13/2026	643966	IDAHO POWER CO	IL	0030400523 CDSA	2,227.61
05/13/2026	643966	IDAHO POWER CO	IL	0030392799 SILVER SAGE	1,961.57
05/13/2026	643966	IDAHO POWER CO	IL	0030392769 MERIDIAN ELEM	27.31
05/13/2026	643966	IDAHO POWER CO	IL	0032634936 VMS	7,100.69
05/13/2026	643966	IDAHO POWER CO	IL	0030392830 MERIDIAN ELEM	150.69
05/13/2026	643966	IDAHO POWER CO	IL	0030392868 DESERT SAGE	5,015.47
05/13/2026	643966	IDAHO POWER CO	IL	0030384866 EAGLE ELEM dusk/dawn	19.18
05/13/2026	643966	IDAHO POWER CO	IL	0030400050 EAGLE ELEM PUMP	57.02
05/13/2026	643966	IDAHO POWER CO	IL	0032927928 ACADEMY SPRK EAGLE	25.84
05/13/2026	643966	IDAHO POWER CO	IL	0032614332 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032967556 PLEASANT VIEW	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030687367 MHS TEMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030726796 PLEASANT VIEW FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032605683 STAR MS FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030699580 STAR ELEM PKG	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384453 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384585 EAGLE ACAD PUMP	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384609 LHMS PORTABLES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384820 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392063 STAR ELEM	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392180 MMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030392262 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030655935 PEREGRINE COMM CTR	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400110 STAR PORTABLES	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030400145 STAR ELEM	0.00

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 331 - HEAT AND LIGHTS					
05/13/2026	643966	IDAHO POWER CO	IL	0032338725 VMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032397729 VMS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032411078 CHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032430249 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032430250 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032470213 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032534923 HILLSDALE	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032546197 MHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612743 STAR MS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612744 STAR MS LN FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032612744 STAR MS LN FLSHRS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0032972692 OHS	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030810686 IFAA ST LGHT	0.00
05/13/2026	643966	IDAHO POWER CO	IL	0030384950 USTICK SIGN	0.00
05/20/2026	644126	IDAHO POWER CO	IL	0033456230 - Leigh Field Dr	42.78
05/20/2026	644126	IDAHO POWER CO	IL	0030687367 - MHS Temp	207.11
05/20/2026	644126	IDAHO POWER CO	IL	0032967556 - Pleasant View	2,558.59
05/20/2026	644126	IDAHO POWER CO	IL	0030726796 - Gondola Dr Flashers	4.64
05/20/2026	644126	IDAHO POWER CO	IL	0030699580 - STES	3,217.80
05/28/2026	644326	IDAHO POWER CO	IL	0030655935 - Waltman Comm Center	146.70
05/28/2026	644326	IDAHO POWER CO	IL	0030810686 - IFAA Street Light	3.91
Object: 332 - NATURAL GAS					
05/06/2026	643809	INTERMOUNTAIN GAS CO	ID	482715225 - Meridian Middle School	766.43
05/06/2026	643809	INTERMOUNTAIN GAS CO	ID	482447689 - Leigh Field Building	44.92
05/13/2026	643969	INTERMOUNTAIN GAS CO	ID	482181111 - District Service Center	778.30
05/13/2026	643969	INTERMOUNTAIN GAS CO	ID	482525241 - Victory Middle School	514.99

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 332 - NATURAL GAS					
05/13/2026	643969	INTERMOUNTAIN GAS CO	ID	482744838 - CTE	216.69
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482135264 PATHWAYS MS	248.46
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482633924 STAR MS	656.59
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482426582 MVHS	971.59
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482802828 LHMS	310.76
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482459065 RMHS	1,611.24
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482102548 MES	24.81
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482426552 MHS	286.69
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482333688 MARY MCPHERSON #B	114.64
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482696228 OHS BLD #3	125.34
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482459040 MHS	1,601.89
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482780461 MVHS	337.84
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482125457 LSMS	386.84
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482190609 SPALDING	244.14
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482757838 USTICK	40.45
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482696058 USTICK	136.46
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112447 DESERT SAGE	160.72
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482190669 SEVEN OAKS	246.31
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482099901 CDSA	269.45
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482110571 EAGLE ELEM	166.61
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482443580 DISCOVERY	464.92
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482472590 MES	122.54
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482430517 S SILVER SAGE	309.19
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112068 PROSPECT	112.49
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482180882 RIVER VALLEY-2	109.13
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482087299 HES	86.24
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482090408 JOPLIN	186.01
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482430564 MMS	353.99

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 332 - NATURAL GAS					
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482180880 BMSA	202.69
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482525156 WILLOW CREEK	536.53
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482426624 SMS	734.67
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482507557 MHS	166.09
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482619325 ACHMNT HOUSE	101.88
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482181151 LCMS	670.60
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482159049 MHS	247.39
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482190622 CHAPARRAL	256.00
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482158994 STAR ELEM	346.46
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112390 REBOUND	300.15
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482409617 SUMMERWIND	254.91
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482430333 SUMMERWIND	87.92
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112768 CROSSROADS MS	324.37
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482140142 LAKE HAZEL ELEM	251.67
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482152516 EHS GREENHOUSE	100.76
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482624003 PEPPER RIDGE ELEM	79.54
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482128592 LHMS	171.70
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482739239 MERIDIAN ACAD #A	112.49
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112548 MCMILLAN	294.77
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482181023 CHS	549.99
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482159075 PIONEER	297.46
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482444738 USTICK	70.61
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482110167 CHS	440.15
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482199329 CJES	238.76
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482172467 SIENA	91.27
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482459225 MHS CNTL PL	59.43
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482426525 PONDEROSA	41.56
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482063315 EAGLE ELEM GYM	96.85

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 332 - NATURAL GAS					
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482715107 PARAMOUNT	145.08
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482108484 EAGLE ELEM	50.50
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482190582 ANDRUS	173.07
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482069778 MERIDIAN ACAD #B	72.29
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482512806 PEREGRINE	90.15
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482443523 EAGLE HILLS	347.00
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482114756 MES	468.68
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482111517 FRONTIER	443.38
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112612 EAGLE MS	210.24
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482035310 MHS BKUP	23.69
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482078732 MHS AG	164.47
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482634618 EHS BATTING	298.54
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482757841 GALILEO	130.36
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482437061 MARY MCPHERSON	399.10
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482111315 EAGLE ACAD	94.62
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482190528 EAGLE ACAD	105.22
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482077024 MHS ANNEX	104.10
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482459060 HMS	851.51
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482131927 CHS BBALL	43.24
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482112245 MAINT	137.00
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482079580 MAINT	125.89
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482172340 HILLSDALE	201.09
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482460531 PLEASANT VIEW	373.93
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482426583 IFAA	210.24
05/28/2026	644327	INTERMOUNTAIN GAS CO	ID	482459154 OHS	1,690.65
Object: 333 - TELEPHONE					
05/13/2026	643955	GRANITE TELECOMMUNICATIONS LLC	MA	04825933 - Phone Services 05/01/26 to 05/31/26	2,136.77
05/13/2026	643955	GRANITE TELECOMMUNICATIONS LLC	MA	05273456 - Phone Services 05/01/26 to 05/31/26	4,659.90

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 333 - TELEPHONE					
05/13/2026	643955	GRANITE TELECOMMUNICATIONS LLC	MA	05273460 - Phone Services 05/01/26 to 05/31/26	459.10
Object: 334 - SEWER,WATER AND TRASH					
05/06/2026	643775	CITY OF EAGLE/WATER DEPT	ID	1325.01 Seven Oaks Elementary School	586.76
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	30.9999.1 - Eagle High School	1,575.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	20.0170.1 - Eagle Middle School	765.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	20.0140.1 - Eagle Hills Elementary School	360.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	20.0120.1 - Eagle Elementary School	360.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	35.1399.1 - Seven Oaks Elementary School	495.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	20.0175.1 - Eagle Academy	135.00
05/06/2026	643785	EAGLE SEWER DISTRICT	ID	50.4735.1 - Galileo	675.00
05/06/2026	643843	STAR SEWER AND WATER DISTRICT	ID	1.692.1 APRIL STMT	854.19
05/06/2026	643843	STAR SEWER AND WATER DISTRICT	ID	4.712.2 APRIL STMT	878.35
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0096020 JOPLIN	-507.02
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0187670 SUMMMERWIND	-471.46
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0188430 FRONTIER	-778.75
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0421900 SUMMERWIND	-149.28
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0441633 MCMILLAN	-391.14
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0443578 CHS	-2,784.72
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0450851 PIONEER	-964.18
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0548086 LSMS	-776.30
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0549940 ANDRUS	-747.87
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0549944 SPALDING	-1,042.32
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0559398 USTICK	-366.15
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0565672 PEPPER RIDGE	-1,101.90
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0571348 SILVER SAGE	-259.66
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0572811 DESERT SAGE	-459.48
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	0582559 LHMS	-249.04
05/08/2026	643295	BOISE CITY UTILITY BILLING	ID	9557503 USTICK	-346.78

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/08/2026	643626	BOISE CITY UTILITY BILLING	ID	0571348 4/1/26 WST-2	-500.00
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0096020 JOPLIN	507.02
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0187670 SUMMMERWIND	471.46
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0188430 FRONTIER	778.75
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0421900 SUMMERWIND	149.28
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0441633 MCMILLAN	891.14
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0443578 CHS	2,784.72
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0450851 PIONEER	964.18
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0548086 LSMS	776.30
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0549940 ANDRUS	747.87
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0549944 SPALDING	1,042.32
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0559398 USTICK	366.15
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0565672 PEPPER RIDGE	1,101.90
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0571348 SILVER SAGE	259.66
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0572811 DESERT SAGE	459.48
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	0582559 LHMS	249.04
05/08/2026	643858	BOISE CITY UTILITY BILLING	ID	9557503 USTICK	346.78
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	408592 - Mary McPherson Elementary School	517.97
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	408581 - Christine Donnell School of the Arts	470.21
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	408570 - Silver Sage Elementary School	532.33
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	408567 - Lake Hazel Middle School	890.16
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	401353 - Desert Sage Elementary School	651.31
05/13/2026	643921	ADA COUNTY BILLING SERVICES	ID	408603 - Lake Hazel Elementary School	405.37
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0096020 JOPLIN	832.04
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0187670 SUMMMERWIND	493.83
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0188430 FRONTIER	815.98
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0421900 SUMMERWIND	156.10
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0441633 MCMILLAN	933.82

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0443578 CHS	2,833.67
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0450851 PIONEER	1,010.38
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0548086 LSMS	813.81
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0549940 ANDRUS	905.63
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0549944 SPALDING	1,092.29
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0559398 USTICK	383.13
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0565672 PEPPER RIDGE	1,154.68
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0571348 SILVER SAGE	271.82
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0572811 DESERT SAGE	481.29
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	0582559 LHMS	260.19
05/13/2026	643929	BOISE CITY UTILITY BILLING	ID	9557503 USTICK	363.15
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	02980011-01 PLEASANT VIEW	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	03921006-01 WILLOW CREEK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	04701200-01 PARAMOUNT SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	04703112-02 PARAMOUNT	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	04980002-01 RMHS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	05050004-01 REBOUND	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	05980004-01 REBOUND SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	05980007-01 HMS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	07010002-01 PATHWAYS MS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	07079000-01 DISCOVERY	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	07980002-01 PATHWAYS MS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	08200022-01 PROSPECT SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	08201222-01 PROSPECT	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	09091000-01 SMS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	10109998-01 HUNTER	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	10109999-01 HUNTER SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	108980001-01 OHS 1	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	108980002-01 OHS 2	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	108980003-01 OHS Concess	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	14144990-01 PONDEROSA	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	14144991-01 PONDEROSA SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	15221580-01 BMSA EAST	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	15221582-01 BMSA WEST	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	17340766-01 CJES	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	18484200-01 RIVER VALLEY	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	18484201-01 RIVER VALLEY SPK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	03921005-01 WILLOW CREEK	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	20470120-01 LCMS	1,782.96
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21490982-01 MERIDIAN ACAD	70.86
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21490984-01 MERIDIAN ACAD mtr2	24.29
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21490985-01 MERIDIAN ACAD spk	6.47
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21490986-01 MERIDIAN ACAD mtr3	649.20
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21491018-01 MERIDIAN ACAD	297.80
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	21491244-01 CROSSROADS MS	458.78
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23020012-01 MERIDIAN ELEM	55.39
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23021124-01 MERIDIAN ELEM #2	40.67
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23021126-01 MERIDIAN ELEM	853.75
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23024230-01 MMS	339.53
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23024234-01 MMS #2	211.28
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	23024236-01 MMS #3	2,192.27
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040041-01 MHS	24.29
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040050-01 MHS CAFETERIA	4,742.51
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040051-01 MHS	0.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040052-01 MHS #east	125.43
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040054-01 MHS #west	109.24

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040055-01 MHS cntrl plnt	561.39
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040056-01 MHS phs2b	57.05
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040057-01 MHS Auditorium	118.28
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040644-01 MHS tech center	142.85
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24040645-01 MHS concession	196.28
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24240051-01 MHS	18.24
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	24244051-01 TRANSPORTATION	6.47
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	25050473-01 CHAPARRAL	6.47
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	25050474-01 CHAPARRAL	960.81
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	25050476-01 CHAPPARAL	356.75
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	29075000-01 PEREGRINE	1,034.44
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	29075001-01 PEREGRINE	6.47
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	29075002-01 PEREGRINE	24.29
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	31520700-05 DSC	276.80
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	31520750-03 DSC SOUTH	1,757.73
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	31980000-01 RHS	636.82
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	31980218-01 IFAA	151.04
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	31980220-02 CTE	450.18
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	35357994-01 MVHS	4,981.11
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	35357996-01 MVHS portable	212.66
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	35357998-01 MVHS	38.10
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	35357999-01 MVHS	6.47
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	37980015-01 VICTORY MS	2,329.00
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	45980027-01 MARY MCPHERSON	579.49
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	46980511-01 SIENA	1,350.88
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	48980001-01 HILLSDALE	1,269.60
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	99012057-01 IFAA	509.23
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	77000010-02 MHS	737.55

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/13/2026	643939	CITY OF MERIDIAN SERVICES	ID	99011220-02 PLEASANT VIEW	0.00
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140405 - Eagle Academy	345.79
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140411 - Eagle Elementary School	793.77
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140415 - Eagle High School	2,689.38
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140416 - Eagle Hills Elementary School	692.07
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140427 - Eagle Middle School	766.68
05/13/2026	643957	HARDIN SANITATION INC	TX	2215-1140468 - Galileo Math & Science	713.63
05/13/2026	644005	REPUBLIC SERVICES INC	TX	3-0884-0061602 - STMS	1,434.47
05/13/2026	644005	REPUBLIC SERVICES INC	TX	3-0884-1036011 - STES	627.13
05/13/2026	644035	VEOLIA WATER IDAHO INC	NJ	06009135640777 - EESA	75.13
05/13/2026	644035	VEOLIA WATER IDAHO INC	NJ	06008501363026 - EAC	163.23
05/13/2026	644035	VEOLIA WATER IDAHO INC	NJ	06008858091595 - EES	113.25
05/13/2026	644035	VEOLIA WATER IDAHO INC	NJ	06007007300956 - EHES	206.78
05/20/2026	644182	VEOLIA WATER IDAHO INC	NJ	06003668306684 - EAC	15.12
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	02980011-01 PLEASANT VIEW	995.79
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	03921006-01 WILLOW CREEK	772.70
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	04701200-01 PARAMOUNT SPK	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	04703112-02 PARAMOUNT	935.44
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	04980002-01 RMHS	3,296.70
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	05050004-01 REBOUND	555.51
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	05980004-01 REBOUND SPK	8.61
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	05980007-01 HMS	1,767.61
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	07010002-01 PATHWAYS MS	535.93
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	07079000-01 DISCOVERY	972.31
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	07079006-01 LEIGH FIELD DR	73.99
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	07980002-01 PATHWAYS MS	120.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	08200022-01 PROSPECT SPK	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	08201222-01 PROSPECT	1,016.22

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Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	09091000-01 SMS	1,916.40
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	10109998-01 HUNTER	1,947.42
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	10109999-01 HUNTER SPK	74.95
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	108980001-01 OHS 1	2,838.53
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	108980002-01 OHS 2	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	108980003-01 OHS Concess	192.84
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	14144990-01 PONDEROSA	940.41
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	14144991-01 PONDEROSA SPK	8.61
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	15221580-01 BMSA EAST	752.90
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	15221582-01 BMSA WEST	170.95
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	17340766-01 CJES	1,123.28
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	18484200-01 RIVER VALLEY	1,037.75
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	18484201-01 RIVER VALLEY SPK	6.47
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	03921005-01 WILLOW CREEK	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	20470120-01 LCMS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21490982-01 MERIDIAN ACAD	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21490984-01 MERIDIAN ACAD mtr2	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21490985-01 MERIDIAN ACAD spk	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21490986-01 MERIDIAN ACAD mtr3	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21491018-01 MERIDIAN ACAD	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	21491244-01 CROSSROADS MS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23020012-01 MERIDIAN ELEM	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23021124-01 MERIDIAN ELEM #2	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23021126-01 MERIDIAN ELEM	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23024230-01 MMS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23024234-01 MMS #2	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	23024236-01 MMS #3	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040041-01 MHS	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040050-01 MHS CAFETERIA	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040051-01 MHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040052-01 MHS #east	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040054-01 MHS #west	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040055-01 MHS cntrl plnt	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040056-01 MHS phs2b	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040057-01 MHS Auditorium	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040644-01 MHS tech center	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24040645-01 MHS concession	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24240051-01 MHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	24244051-01 TRANSPORTATION	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	25050473-01 CHAPARRAL	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	25050474-01 CHAPARRAL	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	25050476-01 CHAPPARAL	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	29075000-01 PEREGRINE	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	29075001-01 PEREGRINE	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	29075002-01 PEREGRINE	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	31520700-05 DSC	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	31520750-03 DSC SOUTH	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	31980000-01 RHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	31980218-01 IFAA	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	35357994-01 MVHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	35357996-01 MVHS portable	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	35357998-01 MVHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	35357999-01 MVHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	37980015-01 VICTORY MS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	45980027-01 MARY MCPHERSON	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	46980511-01 SIENA	0.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 334 - SEWER,WATER AND TRASH					
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	48980001-01 HILLSDALE	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	99012057-01 IFAA	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	77000010-02 MHS	0.00
05/28/2026	644295	CITY OF MERIDIAN SERVICES	ID	99011220-02 PLEASANT VIEW	0.00
Object: 335 - IRRIGATION ASSESMENT					
05/06/2026	643788	EMMETT LATERAL WATER USERS ASSOCIATION	ID	2026 Annual Assessment	932.00
05/13/2026	643948	EAGLECREEK HOMEOWNERS ASSOCIATION INC	AZ	Irrigation Assessment	1,895.25
05/20/2026	644097	BAINBRIDGE HOA	ID	2025 - Shared Irrigation	1,217.23
05/20/2026	644153	PARAMOUNT OWNERS ASSOCIATION INC	ID	2025 - Shared Irrigation	1,090.46
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643853	WHEELER, MICHAEL LAWRENCE	ID	Mileage 04/09/26	5.80
05/13/2026	643935	CAMPBELL, MELINDA ANN	ID	Mileage 01/13/26 to 04/10/26	8.70
05/13/2026	643959	HERENA GAMARRA, ALICIA	ID	Mileage 04/01/26 to 04/30/26	13.05
05/20/2026	644101	CHUMA, VASILIY	ID	Mileage 04/07/26 to 04/30/26	109.69
05/28/2026	644346	MUJIC, LUTVO	ID	Mileage 02/26/26 to 04/24/26	181.25
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	643757	IDAHO SPRINGS WATER COMPANY	ID	MAINT Purified water	35.97
05/06/2026	643757	IDAHO SPRINGS WATER COMPANY	ID	MAINT Purified water	47.94
05/06/2026	643757	IDAHO SPRINGS WATER COMPANY	ID	MAINT Purified water	19.99
05/06/2026	643757	IDAHO SPRINGS WATER COMPANY	ID	MAINT Purified water	79.93
05/13/2026	643904	EXPRESS SERVICES INC	OK	04/26/26 Wages	9,712.04
05/13/2026	643904	EXPRESS SERVICES INC	OK	05/03/26 Wages	8,946.28
05/20/2026	644055	EXPRESS SERVICES INC	OK	05/10/26 Wages	7,977.78
Object: 410 - SUPPLIES					
05/06/2026	643750	AIR FILTER SUPERSTORE WHOLESALE LLC	ID	52-306573 EAC Air filters	459.21
05/06/2026	643750	AIR FILTER SUPERSTORE WHOLESALE LLC	ID	52-306529 GRDS Air filters	98.52
05/13/2026	643899	AIR FILTER SUPERSTORE WHOLESALE LLC	ID	52-306572 EMS Air filters	3,498.24

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 661000 - BUILDING OPERATIONS					
Object: 410 - SUPPLIES					
05/13/2026	643899	AIR FILTER SUPERSTORE WHOLESALE LLC	ID	52-306078 SPES Air filters	1,406.81
				Function: 661000 - BUILDING OPERATIONS	**484,842.87**
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	1,491.00
Object: 320 - PROPERTY SERVICES					
05/06/2026	8403	PROTEX LLC	ID	52-306590 MMS Service call	297.50
05/06/2026	643754	CUSTOM CARE PEST SERVICES	ID	52-306578 CMC Pest control	300.00
05/06/2026	643755	DIVISION OF OCCUPATIONAL AND PROFESSIONAL	ID	MMS Elevator inspection	125.00
05/06/2026	643755	DIVISION OF OCCUPATIONAL AND PROFESSIONAL	ID	EMS Elevator inspection	125.00
05/06/2026	643755	DIVISION OF OCCUPATIONAL AND PROFESSIONAL	ID	CHS Elevator inspection	125.00
05/06/2026	643755	DIVISION OF OCCUPATIONAL AND PROFESSIONAL	ID	GSTEM Elevator inspection	100.00
05/13/2026	8413	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 Preventative maintenance	927.00
05/13/2026	8414	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 HES Preventative maintenance	1,045.00
05/13/2026	8415	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 PRES Preventative maintenance	1,038.00
05/13/2026	8416	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 RVES Preventative maintenance	1,032.00
05/13/2026	8417	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 SPES Preventative maintenance	920.00
05/13/2026	8418	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 DSES Preventative maintenance	1,023.00
05/13/2026	8419	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 CES Preventative maintenance	920.00
05/13/2026	8420	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 PDES Preventative maintenance	1,032.00
05/13/2026	8421	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 AES Preventative maintenance	920.00
05/13/2026	8422	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 SIES Preventative maintenance	1,092.00
05/13/2026	8423	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 SOES Preventative maintenance	920.00
05/13/2026	8424	CJ ELECTRIC LLC	ID	52-306596 MAC Service call	362.66
05/13/2026	8425	CJ ELECTRIC LLC	ID	52-306656 EHS Service call	1,963.53
05/13/2026	8426	CJ ELECTRIC LLC	ID	52-306651 PRES Service call	512.90
05/13/2026	643898	ADVANCED CONTRACTING TREE SERVICE	ID	52-306326 STMS Tree removal	2,600.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 320 - PROPERTY SERVICES					
05/13/2026	643901	CLOVERDALE PLUMBING CO	ID	52-306632 MES Service call	477.88
05/13/2026	643902	CUSTOM CARE PEST SERVICES	ID	52-306638 EHS Pest control	110.00
05/13/2026	643903	D & A GLASS CO INC	ID	52-306517 RMHS Service call	210.00
05/13/2026	643905	FLYNN BEC LP	ID	52-306334 SSES Repair roof leak	633.00
05/13/2026	643905	FLYNN BEC LP	ID	52-305938 HES Repair roof leak	472.00
05/13/2026	643905	FLYNN BEC LP	ID	52-305929 MES Repair roof leak	1,180.00
05/13/2026	643915	PRIME PLUMBING LLC	ID	52-306507 LSMS Service call	577.00
05/13/2026	643916	SIGLER WHOLESALE DISTRIBUTORS INC	AZ	52-306398 RMHS Control baord, contactor, fan motor	1,131.02
05/13/2026	643918	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	52-305890 PDES Pull station covers	1,620.00
05/13/2026	643918	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	52-305935 PSES Service call	1,170.00
05/13/2026	643918	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	52-305750 EAC Service call	1,750.00
05/13/2026	643918	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	52-306057 CDSOA Service call	240.00
05/13/2026	643918	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	52-306109 SPES Service call	400.00
05/13/2026	643919	UPSON COMPANY	ID	52-306644 MTCHS Service call	494.92
05/13/2026	643920	WALL 2 WALL COMMERCIAL FLOORING	ID	52-306634 RHS Carpet repair	498.00
05/20/2026	8441	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 RHS Preventative maintenance	833.75
05/20/2026	8442	ACS AMERICAN CHILLER SERVICE	ID	52-306237 MMS Service call	1,021.20
05/20/2026	8443	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 PMES Preventative maintenance	1,015.00
05/20/2026	8449	ACS AMERICAN CHILLER SERVICE	ID	SA-ACS-2026-05 DES Preventative maintenance	1,005.00
05/20/2026	8453	CJ ELECTRIC LLC	ID	52-306702 HMS Replace wiring and whips	792.66
05/20/2026	644047	ACCO ENGINEERED SYSTEMS INC	ID	CHS Preventative maintenance	150.91
05/20/2026	644047	ACCO ENGINEERED SYSTEMS INC	ID	RMHS Preventative maintenance	150.91
05/20/2026	644047	ACCO ENGINEERED SYSTEMS INC	ID	EHS Preventative maintenance	150.91
05/20/2026	644047	ACCO ENGINEERED SYSTEMS INC	ID	MHS Preventative maintenance	150.91
05/20/2026	644048	BAR S & J CONSTRUCTION CORP	ID	52-306360 STMS Edge banding	244.00
05/20/2026	644052	CLOVERDALE PLUMBING CO	ID	52-306597 SSES Service call	99.00
05/20/2026	644052	CLOVERDALE PLUMBING CO	ID	52-306692 BMSTEM Service call	395.77
05/20/2026	644054	CUSTOM CARE PEST SERVICES	ID	52-306663 WCES Pest control	130.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 320 - PROPERTY SERVICES					
05/20/2026	644054	CUSTOM CARE PEST SERVICES	ID	52-306673 SOES Pest control	275.00
05/20/2026	644056	FLYNN BEC LP	ID	52-306461 RMHS Repair roof leak	993.00
05/20/2026	644056	FLYNN BEC LP	ID	52-306567 RHS Repair roof leak	905.00
05/20/2026	644060	IDAHO MATERIAL HANDLING INC	ID	52-306153 MMS Fork lift repair	308.24
05/20/2026	644063	MINUTEMAN INC.	ID	52-306315 SSES Commercial locksmith	743.58
05/20/2026	644065	STATE FIRE DC SPECIALTIES LLC	ID	52-306453 CAC Service call	1,128.68
05/20/2026	644065	STATE FIRE DC SPECIALTIES LLC	ID	52-306426 CTE Service call	410.00
05/20/2026	644068	WILLSCOT	AZ	52-304996 CHS Storage containers	155.00
Object: 325 - EQUIPMENT REPAIR					
05/06/2026	643752	CARLS CYCLE SALES INC	ID	52-306548 GRDS Voltage regulator	143.49
05/06/2026	643753	COBALT TRUCK EQUIPMENT	ID	52-304562 GRDS Lift cylinder and adapter	891.09
05/06/2026	643758	TURF EQUIP AND IRRIGATION INC	UT	52-306628 GRDS Sending unit and grommets	84.67
05/06/2026	90002904	NAPA AUTO PARTS /DYNA PARTS LLC	ID	52-306587 GRDS Shift tube clamp	40.84
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306489 MAINT Transmission fluid	42.11
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306538 GRDS Wire assembly	352.45
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306541 MAINT Wire and indicator assembly	200.30
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306559 MAINT Aerial	36.20
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306562 GRDS Injector assembly	942.54
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306602 GRDS Separator, element, hose	284.81
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306610 GRDS Nuts and bolts	80.92
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306615 GRDS Gaskets	60.43
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306618 GRDS Brake kit	53.19
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306562 GRDS Arm core	-360.00
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306489 GRDS Auto parts	217.42
05/13/2026	643908	KENDALL FORD OF MERIDIAN LLC	ID	52-306489 GRDS Auto parts	-42.11
05/13/2026	643914	O'REILLY AUTO PARTS	MO	Stmt 04.28.2026 Auto parts and supplies	6,415.36
05/13/2026	90002906	NAPA AUTO PARTS /DYNA PARTS LLC	ID	52-306624 MAINT Automotive parts	61.60
05/20/2026	644061	JOHNSTONE SUPPLY	ID	52-306667 MAC Motor, fuse holder	253.17

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 325 - EQUIPMENT REPAIR					
05/20/2026	644062	KENDALL FORD OF MERIDIAN LLC	ID	52-306623 GRDS Gasket kit	338.46
05/20/2026	644062	KENDALL FORD OF MERIDIAN LLC	ID	52-306665 MAINT Hitch assembly	607.94
05/20/2026	644062	KENDALL FORD OF MERIDIAN LLC	ID	52-306647 GRDS Cleaner	24.48
05/20/2026	90002909	NAPA AUTO PARTS /DYNA PARTS LLC	ID	52-306690 MAINT Solenoid and headlights	353.46
05/20/2026	90002910	ROADRUNNER GLASS COMPANY INC	ID	52-306661 MAINT Window replacement	254.82
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/20/2026	644110	DOUTHIT, NATHAN SCOTT	ID	Mileage 04/09/26 to 04/16/26	69.02
Object: 410 - SUPPLIES					
05/13/2026	643906	H D FOWLER COMPANY	ID	52-306451 DES Vacuum relief valve	291.13
05/13/2026	643907	JOHNSTONE SUPPLY	ID	52-306634 HDES Zoom oiler	32.43
05/13/2026	643907	JOHNSTONE SUPPLY	ID	52-306634 HDES Thermostat	70.10
05/13/2026	643911	LOWES HOME IMPROVEMENT INC	ID	05/02/26 Maintenance supplies	66.88
05/13/2026	643912	MINUTEMAN INC.	ID	52-306613 CHS Keys	10.95
05/13/2026	643912	MINUTEMAN INC.	ID	52-306643 DES Rekey ic core	20.00
05/20/2026	644057	GRAINGER INC	ID	52-306687 GRDS Latch clamps	126.48
05/20/2026	644058	H D FOWLER COMPANY	ID	52-306653 MES Connector	122.74
05/20/2026	644058	H D FOWLER COMPANY	ID	52-306654 MES Gate and angle valve	241.82
05/20/2026	644059	HOME DEPOT	KY	May 2026 Maintenance supplies	1,190.38
05/20/2026	644061	JOHNSTONE SUPPLY	ID	52-306306 EES Freight correction	-31.28
05/20/2026	644063	MINUTEMAN INC.	ID	52-303530 RMHS Keys	25.00
05/20/2026	644063	MINUTEMAN INC.	ID	52-306324 SPES Lock	14.95
05/20/2026	644063	MINUTEMAN INC.	ID	52-306672 MMS Rekey ic core	30.95
05/20/2026	644064	SIGNS ETC INC	ID	52-306683 LHMS SIgn	94.64
05/20/2026	644067	TATES RENTS INC	ID	52-198225 MHS Road plate	400.00
05/20/2026	90002908	INTERSTATE ELECTRIC SUPPLY INC	ID	52-306280 GSTEM Light sensor	620.55
				Function: 664000 - DISTRICT MAINTENANCE-SOM	**55,628.31**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 665000 - GROUNDS					
Object: 320 - PROPERTY SERVICES					
05/20/2026	8452	CJ ELECTRIC LLC	ID	52-306630 PSOA Irrigation pump transformer replacement	1,166.30
05/20/2026	644049	BASELINE INC	ID	1 yr of BaseManager Plus service for HMS	219.00
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	CHS Weekly turf maintenance	6,593.67
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	EHS Weekly turf maintenance	7,573.45
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	MHS Weekly turf maintenance	9,817.45
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	MVHS Weekly turf maintenance	8,897.22
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	RMHS Weekly turf maintenance	11,033.22
05/20/2026	644066	SUNSHINE LANDSCAPE LLC	ID	OHS Weekly turf maintenance	9,063.45
05/28/2026	643103	BASELINE INC	ID	1 yr of BaseManager Plus service for VMS, RMHS, EHS,	-1,095.00
Object: 325 - EQUIPMENT REPAIR					
05/20/2026	644062	KENDALL FORD OF MERIDIAN LLC	ID	52-306635 GRDS Wire assembly, sleeve wiring	161.33
05/20/2026	90002909	NAPA AUTO PARTS /DYNA PARTS LLC	ID	52-306697 GRDS Differential gasket, gear oil	66.96
Object: 410 - SUPPLIES					
05/13/2026	8427	HORIZON DISTRIBUTORS INC	ID	52-306629 GRDS Edger blade	386.00
05/13/2026	643910	LAWN EQUIPMENT COMPANY	ID	52-306515 GRDS Seal	42.30
05/13/2026	643913	MOUNTAIN WEST LLC	ID	52-306585 DSCW Playground chips	5,050.00
05/13/2026	643917	TACOMA SCREW PRODUCTS INC	WA	52-306649 GRDS Nuts, screws and gloves	109.94
				Function: 665000 - GROUNDS	**59,085.29**
Function: 667000 - SECURITY					
Object: 310 - PROF/TECH SERVICES					
05/13/2026	643970	JOHNSON CONTROLS US HOLDINGS LLC	IL	Security Services - Eagle High School & Meridian High School	217.98
05/28/2026	644275	ADA COUNTY SHERIFF'S OFFICE	ID	West Ada SRO - May 2026	64,708.88
05/28/2026	644282	BOISE CITY POLICE DEPT	ID	SRO Law Enforcement Services - May 2026	13,072.98
				Function: 667000 - SECURITY	**77,999.84**
Function: 681000 - PUPIL TO SCHOOL TRANSPORTATION					
Object: 321 - EQUIP RENTAL					
05/06/2026	643824	MOBILE MODULAR	CA	Rent - Eagle High School Bus Driver Building	1,210.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 681000 - PUPIL TO SCHOOL TRANSPORTATION					
Object: 382 - TRANSPORTATION SERVICES					
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	February 2026 Bus Services	2,081,471.76
Object: 421 - GASOLINE/DIESEL FUEL					
05/06/2026	643779	CO ENERGY	WA	Fuel - Transportation	40,157.37
05/13/2026	643941	CO ENERGY	WA	Fuel - Transportation	35,256.96
05/28/2026	644297	CO ENERGY	WA	Fuel - Transportation	35,596.71
				Function: 681000 - PUPIL TO SCHOOL TRANSPORTATION	**2,193,692.80**
Function: 682000 - PUPIL ACTIVITY TRANSPORTATION					
Object: 399 - CONTRACT SERVICES					
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Rocky Mountain High School	275.28
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Rocky Mountain High School	186.92
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Rocky Mountain High School	378.21
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Rocky Mountain High School	262.66
				Function: 682000 - PUPIL ACTIVITY TRANSPORTATION	**1,103.07**
Function: 683000 - GENERAL TRANSPORTATION					
Object: 399 - CONTRACT SERVICES					
05/13/2026	643922	ADA COUNTY HIGHWAY DISTRICT	ID	VanPools - Mountain View HS, Meridian HS, Owyhee HS,	43.00
				Function: 683000 - GENERAL TRANSPORTATION	**43.00**
Function: 691000 - NOON DUTY PROGRAM					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	218.00
				Function: 691000 - NOON DUTY PROGRAM	**218.00**
Function: 692000 - DISTRICT COPY CENTER					
Object: 329 - COPIER CONTRACT					
05/13/2026	643945	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	1,036.08
05/28/2026	644303	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	48,591.61

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 100 - GENERAL FUND					
Function: 692000 - DISTRICT COPY CENTER					
Object: 620 - INTEREST PAYMENTS					
05/13/2026	643945	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	857.99
05/28/2026	644303	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	4,839.72
				Function: 692000 - DISTRICT COPY CENTER	**55,325.40**
Function: 720000 - COMMUNITY PROGRAMS					
Object: 410 - SUPPLIES					
05/06/2026	643842	SIGNS ETC INC	ID	Field Sign with Directions on How to Reserve Field on	483.77
				Function: 720000 - COMMUNITY PROGRAMS	**483.77**
Function: 810000 - CAPITAL ASSET ACQUISITION-SO					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/13/2026	643945	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	4,507.93
05/28/2026	644303	DEX IMAGING LLC	FL	Copy Machine Leases and Meter Charges	41,993.98
				Function: 810000 - CAPITAL ASSET ACQUISITION-SO	**46,501.91**
				Total for Fund: 100 - GENERAL FUND	**3,262,834.43**
Fund: 225 - ADVANCED OPPORTUNITIES					
Function: 515000 - SECONDARY PROGRAMS					
Object: 410 - SUPPLIES					
05/28/2026	644289	CENTENNIAL HIGH SCHOOL	ID	College Board Bill for AP Testing	36,000.00
05/28/2026	644307	EAGLE HIGH SCHOOL	ID	College Board Bill for AP Testing - Advanced Opportunity	27,021.54
05/28/2026	644339	MERIDIAN HIGH SCHOOL	ID	College Board Bill for AP Testing	15,030.00
05/28/2026	644345	MOUNTAIN VIEW HIGH SCHOOL	ID	College Board Bill for AP Testing	37,530.00
05/28/2026	644351	OWYHEE HIGH SCHOOL	ID	College Board Bill for AP Testing	22,860.00
05/28/2026	644361	ROCKY MOUNTAIN HIGH SCHOOL	ID	College Board Bill for AP Testing	33,263.00
05/28/2026	644377	THE COLLEGE BOARD	IL	CLEP Registrations	873.00
05/28/2026	644377	THE COLLEGE BOARD	IL	AP Testing - Idaho Fine Arts Academy	630.00
				Function: 515000 - SECONDARY PROGRAMS	**173,207.54**
				Total for Fund: 225 - ADVANCED OPPORTUNITIES	**173,207.54**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 239 - ASB					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 410 - SUPPLIES					
05/06/2026	643782	DRAKE, EMILY FAE	ID	REIMB Supplies for Drama Club	167.72
05/06/2026	643803	HYMAS, AMY D	ID	REIMB Art Fair Items for Class Auction Project - CDSA	30.00
05/06/2026	643830	PARKER PORTRAITS INC	ID	Color Yearbooks - Pioneer Elementary School	6,613.20
05/06/2026	643830	PARKER PORTRAITS INC	ID	Color Yearbooks - McMillan Elementary School	1,605.40
05/06/2026	643845	SUBWAY	ID	6" Sub Sandwiches for Pioneer Elementary School	1,878.00
05/06/2026	643846	SUBWAY	ID	6" Sub Sandwiches for Seven Oaks Elementary School	1,932.00
05/06/2026	643851	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Chaparral Elementary School	44.95
05/06/2026	643851	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Meridian Elementary School	30.00
05/06/2026	643856	WOOD, MARGRETHE N	ID	REIMB Books - McMillan Elementary School	323.40
05/13/2026	643877	COMPUNET INC	ID	Portable Panoramic Camera and installation	1,150.00
05/13/2026	643947	DURHAM SCHOOL SERVICES LP	ID	Transportation for Joplin Elementary School	199.05
05/13/2026	643975	KENNEDY, HEIDI ANNE	ID	REIMB Gifts for School Lunch Hero - McMillan Elementary	35.82
05/13/2026	643983	LORENZO, DAVID ARTHUR	ID	REIMB Decals & Vests - Hunter Elementary School	333.08
05/13/2026	644000	PARKER PORTRAITS INC	ID	Color Yearbooks - Ustick Elementary School	79.03
05/13/2026	644000	PARKER PORTRAITS INC	ID	Color Yearbooks - Ustick Elementary School	2,653.00
05/13/2026	644015	SPITTLE, ANNIE LOUISE	ID	REIMB Gifts for Teacher Appreciation & Photos	134.90
05/13/2026	644021	STONE, NATALEE AMANDA	ID	REIMB Cookes for Grad Walk	90.00
05/13/2026	644022	SUBWAY	ID	6" Sub Sandwiches for Paramount Elementary School	858.00
05/13/2026	644023	SUBWAY	ID	6" Sub Sandwiches for Pioneer Elementary School	1,878.00
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Summerwind STEM Academy - 5th Grade	258.29
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation to A Christmas Carol - McMillan Elementary	520.47
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer School of the Arts - Grad Level	340.33
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer School of the Arts - Kindergarten	388.89
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer School of the Arts - Grade to Boise	140.80
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer School of the Arts - 4th Grade Field	206.34
05/20/2026	644114	ESCANDON, DIANE LEIGH	ID	REIMB Coffee - Spalding STEM	42.00
05/20/2026	644116	EVANS, STEPHANIE JENSEN	ID	REIIMB Student Photos - Paramount Elementary School	43.48
05/20/2026	644120	HAMPTON, MELISSA ANNE	ID	REIMB Snacks for Staff Appreciation - Spalding Elementary	183.66

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 239 - ASB					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 410 - SUPPLIES					
05/20/2026	644164	SCHOOL NUTRITION / FOOD SERVICE	ID	Milk for Character Breakfast - Paramount Elementary School	25.50
05/20/2026	644171	SUBWAY	ID	6" Sub Sandwiches for Willow Creek Elementary School	864.00
05/20/2026	644172	SUBWAY	ID	6" Sub Sandwiches for Paramount Elementary School	936.00
05/20/2026	644173	SUBWAY	ID	6" Sub Sandwiches for Lake Hazel Elementary School	894.00
05/20/2026	644174	SUBWAY	ID	6" Sub Sandwiches for Pioneer Elementary School	1,878.00
05/20/2026	644175	SUBWAY	ID	6" Sub Sandwiches for Siena Elementary School	798.00
05/20/2026	644180	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Joplin Elementary School	30.00
05/20/2026	644180	TREASURE VALLEY COFFEE INC	ID	Water Cooler Rental - Star Elementary School	44.95
05/20/2026	644184	WEST ADA EDUCATION FOUNDATION	ID	Transfer Money from 2 Check Deposited in the Wrong	150.00
05/28/2026	644288	CAIN, DENICE MARIE	ID	REIMB Gift Cards - Hillsdale Elementary School	100.00
05/28/2026	644290	CHAN, NICOLE RENEE	ID	REIMB Signs for Art Fair - Christine Donnell School of the	49.12
05/28/2026	644293	CHOATE, KAYCEE JO	ID	REIMB Food, Plates & Napkins for Retirement Party -	109.92
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Eagle Hills ES - Run Club Field Trip	388.88
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer School of the Arts	388.40
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	194.21
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	353.45
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	178.18
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	275.76
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	210.22
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	163.62
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pioneer Elementary School	381.60
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Hillsdale Elementary School	388.41
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Chief Joseph School of the Arts	157.30
05/28/2026	644331	KRICHBAUM, TRACY S	ID	REIMB Library Books & Supplies - Siena Elementary School	61.96
05/28/2026	644338	MCQUILLEN, AMY M	ID	REIMB Snacks for After Testing Activity - Cecil D. Andrus	16.44
05/28/2026	644343	MINUTEMAN INC.	ID	Keys - Joplin Elementary School	26.00
05/28/2026	644344	MITTLEIDER, KATIE	ID	REIMB Doughnuts - Barbara Morgan STEM	43.88
05/28/2026	644372	SUMMERWIND SKIPPERS INC	ID	Performance of Summerwind Skippers Jump Rope Team	600.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 239 - ASB					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 410 - SUPPLIES					
				Function: 512000 - ELEMENTARY PROGRAMS	**31,867.61**
Function: 517000 - ALTERNATIVE HIGH SCHOOL					
Object: 410 - SUPPLIES					
05/06/2026	643808	IDAHO SPRINGS WATER COMPANY	ID	5 Gallons Water - Eagle Academy	7.99
05/06/2026	643808	IDAHO SPRINGS WATER COMPANY	ID	10 Gallons Water - Eagle Academy	15.98
05/06/2026	643808	IDAHO SPRINGS WATER COMPANY	ID	10 Gallons Water - Eagle Academy	15.98
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	140.55
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	98.15
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	104.10
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	105.60
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	105.45
05/06/2026	643838	SCHOOL NUTRITION / FOOD SERVICE	ID	Student Meals - CMS Testing Breakfasts	65.50
05/13/2026	644037	WAHOOZ FAMILY FUN ZONE	ID	Prom - Eagle Academy	2,726.33
05/20/2026	644131	JOSTENS	IL	Yearbooks - Crossroads Middle School	248.28
05/20/2026	644134	KAMHOUT, MELISSA HIPWELL	ID	REIMB Greeting Cards and Gift Wrap Bag - Rebound	38.33
05/20/2026	644157	PIPER, TARA LYNN	ID	REIMB Cinnamon Rolls for Staff Appreciation Week	96.00
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pathways Middle School	148.56
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pathways Middle School	224.31
05/28/2026	644306	DURHAM SCHOOL SERVICES LP	ID	Transportation for Pathways Middle School	388.40
05/28/2026	644362	SCHOOL NUTRITION / FOOD SERVICE	ID	Meals for Event Breakfast - Eagle Academy	113.40
				Function: 517000 - ALTERNATIVE HIGH SCHOOL	**4,642.91**
				Total for Fund: 239 - ASB	**36,510.52**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 241 - DRIVER'S EDUCATION					
Function: 543000 - DRIVER EDUCATION					
Object: 321 - EQUIP RENTAL					
05/20/2026	644136	KENDALL FORD OF MERIDIAN LLC	ID	Driver's Ed Vehicle Lease Agreement - 13 Vehicles @ $550.	7,150.00
Object: 325 - EQUIPMENT REPAIR					
05/13/2026	644040	WESTERN MOUNTAIN AUTO SALES	ID	Brakes on Driver's Ed Vehicle - Bronco - F48838	351.00
05/13/2026	644040	WESTERN MOUNTAIN AUTO SALES	ID	Brakes on Driver's Ed Vehicle - Escape - A34590	351.00
05/13/2026	644040	WESTERN MOUNTAIN AUTO SALES	ID	Labor on Driver's Ed Vehicle - Edge - A19671	70.20
Object: 421 - GASOLINE/DIESEL FUEL					
05/13/2026	644043	WRIGHT EXPRESS FLEET SERVICES INC	IL	Driver's Ed Fuel Charges	1,674.64
				Function: 543000 - DRIVER EDUCATION	**9,596.84**
				Total for Fund: 241 - DRIVER'S EDUCATION	**9,596.84**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 242 - SPECIAL FUND ACTIVITIES					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	1,273.00
				Function: 512000 - ELEMENTARY PROGRAMS	**1,273.00**
Function: 519000 - CAREER TECHNICAL ED					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	643984	LUCAS, NADIA GENNY ADEL	ID	Mileage 04/02/26 to 04/30/26	19.94
05/13/2026	643990	MERIDIAN TECH CHS ASB	ID	Skills - National Conference Student Dues	202.97
05/13/2026	643990	MERIDIAN TECH CHS ASB	ID	Skills - National Conference Student Dues	85.00
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Mountain View High School - MV Culinary	208.28
05/20/2026	644112	DURHAM SCHOOL SERVICES LP	ID	Transportation for Meridian High School - MHS Culinary to	105.84
Object: 390 - OTHER PURCHASED SERVICES					
05/13/2026	643926	ALSCO INC	ID	Laundry Services for CTE	1,042.81
05/28/2026	644379	TINDALL WELDING AND CONSULTING	ID	Testing for Welding Certifications - CTE	17,400.00
Object: 410 - SUPPLIES					
05/06/2026	643724	MES SERVICES COMPANY LLC	CT	FXMSJAPR2T-01 STANDARD TURNOUT COATS	5,836.80
05/06/2026	643724	MES SERVICES COMPANY LLC	CT	FXMSPAPR2T-01 TURNOUT PANTS	4,586.68
05/06/2026	643724	MES SERVICES COMPANY LLC	CT	FREIGHT	150.00
05/06/2026	643780	COLLEGE OF WESTERN IDAHO	ID	CNA Clinical Skills Test & CNA Written Exam	1,195.00
05/13/2026	643889	MES SERVICES COMPANY LLC	CT	SCBA REPAIR & PARTS SEE QT2054318 BY D CALHOUN	2,490.35
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	3/8x7 20' Flat Bar	1,338.72
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	3/8x6 20' Flat Bar	640.70
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/4x1 20' Flat Bar	227.85
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/8x2 20' Flat Bar	189.90
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/4x2 20' Flat Bar	455.55
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/8x2 12' Alum Flat Bar	319.95
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/8x2 20' flat bar	835.56
05/13/2026	643894	ROCKY MOUNTAIN STEEL INC	ID	1/4x2 20' flat bar	911.10
05/13/2026	643990	MERIDIAN TECH CHS ASB	ID	Admin Fund	167.15

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 242 - SPECIAL FUND ACTIVITIES					
Function: 519000 - CAREER TECHNICAL ED					
Object: 410 - SUPPLIES					
05/20/2026	644148	MOUNTAIN VIEW HIGH SCHOOL	ID	Pathways Posters & Ag Expo Posters	81.00
Object: 551 - EQUIP > 2500 BUT < 75000					
05/13/2026	643885	INFORMATION TECHNOLOGY CORE ITC	MT	HP Z2 TOWER G1I WORKSTATIONS DESKTOP PC	4,320.27
05/28/2026	644329	KENWORTH SALES CO	ID	Vehicle Surrender - Purchase/Repair - MCTC	1,328.26
				Function: 519000 - CAREER TECHNICAL ED	**44,139.68**
Function: 521000 - EXCEPTIONAL CHILD PROGRAM					
Object: 310 - PROF/TECH SERVICES					
05/13/2026	643930	BROWN, KRISTINE	ID	SLP Services - 04/06/26 to 04/26/26	430.65
05/13/2026	643998	NETWORK INTERPRETING SERVICE INC	ID	Interpretation Services - Hearing Impaired - Sawtooth Middle	990.44
05/20/2026	644096	ANGUIANO, CARRIE TAYLOR	ID	ASL Interpreting Services - Sawtooth Middle School	1,050.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644324	HICKS, LINDSEY NICHOLE	ID	Mileage 04/13/26 to 05/12/26	38.28
				Function: 521000 - EXCEPTIONAL CHILD PROGRAM	**2,509.37**
Function: 531000 - INTERSCHOLASTIC PROGRAM					
Object: 390 - OTHER PURCHASED SERVICES					
05/28/2026	644283	BOISE COLLISION CENTER INC	ID	Repairs to Ford Ecosport - VIN/MAJ6S3GL4MC451383	1,314.96
05/28/2026	644283	BOISE COLLISION CENTER INC	ID	Repairs to Ford Maverick - VIN/3FTTW8JA1SRB64409	3,037.18
				Function: 531000 - INTERSCHOLASTIC PROGRAM	**4,352.14**
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643827	NOVOA, LUIZ VIDAL	ID	Mileage 04/01/26 to 04/30/26	140.80
05/13/2026	643943	CRAWFORD, KATIE LINN	ID	Mileage 04/01/26 to 04/22/26	98.82
05/13/2026	643943	CRAWFORD, KATIE LINN	ID	Mileage 04/23/26 to 04/30/26	27.62
05/13/2026	643952	GALL, TAMI RENE	ID	Mileage 04/01/26 to 04/28/26	71.99
05/13/2026	643982	LINE, DEBRA CHRISTINE	ID	Mileage 04/07/26	22.62
05/13/2026	643982	LINE, DEBRA CHRISTINE	ID	Mileage 04/01/26 to 04/30/26	150.37

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 242 - SPECIAL FUND ACTIVITIES					
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	643989	MCMULLEN, TRUDY PHYLISS	ID	Mileage 04/14/26 to 04/29/26	19.29
05/13/2026	643995	MOWER, ISSA M	ID	Mileage 04/02/26 to 04/30/26	52.42
05/13/2026	644033	URQUIA, EVA MARIA	ID	Mileage 04/01/26 to 04/29/26	80.11
05/28/2026	644315	GALL, TAMI RENE	ID	Mileage 05/01/26 to 05/14/26	56.62
05/28/2026	644348	NOVOA, LUIZ VIDAL	ID	Mileage 05/01/26 to 05/20/26	112.45
05/28/2026	644381	URQUIA, EVA MARIA	ID	Mileage 05/01/26 to 05/12/26	35.24
Object: 410 - SUPPLIES					
05/13/2026	643954	GLOBAL ONLINE LANGUAGE SERVICES US INC	DE	Student License Renewal with Early Bird Discount	12,000.00
05/13/2026	644045	ZUBAKOVEC, ERIN	ID	REIMB Praxis Exam	133.90
				Function: 621000 - INSTRUCTIONAL IMPROVEMENT	**13,002.25**
Function: 656000 - ADMIN TECHNOLOGY SERVICES					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	643925	ALDERSON, HEATH ROGER	ID	Travel Final - Laserfiche Conference	105.00
05/13/2026	643958	HAWKINS, SHANA LEE	ID	Travel Final - Laserfiche Conference	165.00
05/13/2026	643961	HIRANO, MONA	ID	Travel Final - Laserfiche Conference	165.00
05/13/2026	644003	QUIJAS, REBECCA A	ID	Travel Final - Laserfiche Conference	135.00
05/13/2026	644008	RICHARDSON, MELINDA MARIE	ID	Travel Final - Laserfiche Conference	292.11
05/13/2026	644020	STEVENSON, JESSICA GENE	ID	Travel Final - Laserfiche Conference	105.00
05/13/2026	644041	WILLIAMS, BRYCE JEFFERY	ID	Travel Final - Laserfiche Conference	105.00
05/20/2026	644107	DENTON, KEVEN LANCE	ID	Travel Final - KnowBe4 Conference	2,364.54
05/20/2026	644130	JONES, NICKOLAS A	ID	Travel Final - Atlassian Conference	409.97
05/20/2026	644141	LARITZ, DUSTIN RICHARD	ID	Travel Final - Atlassian Conference	315.00
05/20/2026	644169	STOHEL, JOHN L	ID	Travel Final - Atlassian Conference	256.46
05/20/2026	644179	THOMAS, MARCOS LOUIS DE CARVALHO	ID	Travel Final - Atlassian Conference	245.00
Object: 390 - OTHER PURCHASED SERVICES					
05/20/2026	644103	CONDUO	ID	Agile Coaching	4,200.00
05/20/2026	644148	MOUNTAIN VIEW HIGH SCHOOL	ID	Door Wrap - IT Department	65.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 242 - SPECIAL FUND ACTIVITIES					
Function: 656000 - ADMIN TECHNOLOGY SERVICES					
Object: 392 - DUES/MBRSHP/SUBSCRIP					
05/20/2026	644094	ALDERSON, HEATH ROGER	ID	Travel Final - IETA Conference	166.77
				Function: 656000 - ADMIN TECHNOLOGY SERVICES	**9,094.85**
				Total for Fund: 242 - SPECIAL FUND ACTIVITIES	**74,371.29**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 243 - STATE CTE ADDED COSTS					
Function: 519000 - CAREER TECHNICAL ED					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643763	BAKER, NICOLE MARIE	ID	Travel Final - HOSA State Leadership Conference	168.00
05/06/2026	643777	CLARK, TAYLOR KATELYN	ID	Travel Final - HOSA State Leadership Conference	155.50
05/06/2026	643805	IDAHO HOSA FUTURE HEALTH PROFESSIONALS	ID	2026 ILC Advisor Registrations - CTE	1,305.00
05/06/2026	643805	IDAHO HOSA FUTURE HEALTH PROFESSIONALS	ID	Car Passes for HOSA - Meridian High School	110.00
05/06/2026	643805	IDAHO HOSA FUTURE HEALTH PROFESSIONALS	ID	Car Passes for HOSA - Owyhee High School	200.75
05/06/2026	643807	IDAHO SKILLS USA	ID	SkillsUSA National Leadership & Skills Conference	2,000.00
05/06/2026	643807	IDAHO SKILLS USA	ID	SkillsUSA National Leadership & Skills Conference	1,000.00
05/06/2026	643810	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	American Welding Society Certification Bootcamp 2026	45.00
05/06/2026	643810	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	Agriculture Division Summer Professional Development 2026	200.00
05/06/2026	643810	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	American Welding Society Certification Bootcamp 2026	45.00
05/06/2026	643810	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	American Welding Society Certification Bootcamp 2026	45.00
05/06/2026	643810	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	Agriculture Division Summer Professional Development 2026	200.00
05/06/2026	643826	NESBITT, KYLE RAY	ID	Travel Final - FFA State Convention	168.00
05/06/2026	643839	SHEPHERD, KENNETH MEARLE	ID	Mileage 04/02/26 to 04/24/26	23.93
05/06/2026	643850	TIERSMA, CHLOE ABIGAYLE	ID	Travel Final - HOSA State Leadership Conference	240.28
05/13/2026	643933	BURTON PEUGH, RENEE JANENE	ID	Travel Final - NAAE Region 1 Conference	252.00
05/13/2026	643964	HUBERT, ALISON DAWN	ID	Mileage 04/01/26 to 04/24/26	35.53
05/13/2026	643967	IDAHO SKILLS USA	ID	SkillsUSA National Leadership and Skills Conference	225.00
05/20/2026	644095	ANDERS, THOMAS ROBERT	ID	Travel Final - Business Professionals of America National	445.00
05/20/2026	644104	CUTLER, ANDREA HALL	ID	Mileage 02/18/26 to 04/24/26	65.03
05/20/2026	644117	FAVOR, ANDREW PATRICK	ID	Travel Final - Business Professionals of America National	315.00
05/20/2026	644123	HILL, JULIE E	ID	Travel Final - Business Professionals of America National	350.00
05/20/2026	644140	LANGLAND, ASHLEY KATE	ID	Mileage 01/20/26 to 05/01/26	48.50
05/20/2026	644140	LANGLAND, ASHLEY KATE	ID	Mileage 05/07/26 to 05/08/26	7.83
05/20/2026	644156	PHILLIPS, SHANNON RAE	ID	Mileage 02/02/26 to 04/28/26	241.43
05/20/2026	644156	PHILLIPS, SHANNON RAE	ID	Mileage 01/20/26 to 05/01/26	98.38
05/20/2026	644167	SMITH, JULIA ANN	ID	Mileage 02/20/.26 to 05/01/26	119.63
05/28/2026	644296	CLARK, PETER JAMES	ID	Travel Final - Business Professionals of America State	130.15

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 243 - STATE CTE ADDED COSTS					
Function: 519000 - CAREER TECHNICAL ED					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644296	CLARK, PETER JAMES	ID	Travel Final - Business Professionals of America National	363.00
05/28/2026	644320	GOSSI, JOSEPH STEPHEN	ID	Travel Final - Business Professionals of America National	67.25
05/28/2026	644328	IVATA /IDAHO VOCATIONAL AGRICULTURE TEACHERS	ID	IATA Summer Inservice Conference - Centennial High School	200.00
05/28/2026	644340	MERIDIAN MEDICAL ARTS CHARTER HIGH ASB	ID	Rooms MMACHS Held for HOSA Students	5,756.40
05/28/2026	644365	SHEPHERD, KENNETH MEARLE	ID	Mileage 05/01/26 to 05/19/26	23.64
Object: 410 - SUPPLIES					
05/06/2026	8404	GRASMICK PRODUCE CO INC	ID	Produce for Banquet - Cafe Renaissance	391.80
05/06/2026	643701	B & H PHOTO VIDEO INC	NY	CA52952C001AA CANON PFI-2700 GRAY PIGMENT INK	666.87
05/06/2026	643701	B & H PHOTO VIDEO INC	NY	KOSBWR4240 KODAK WATER RESISTANT SCRIM	537.84
05/06/2026	643726	NORCO INC LB 413124	WA	$305406-022 HB 28 030X10 SPOOL WIRE	981.93
05/06/2026	643726	NORCO INC LB 413124	WA	KIT:SMARTSYNC OHMIC RINGS 3 RINGS PER KIT	25.42
05/06/2026	643726	NORCO INC LB 413124	WA	MED DUTY, 90 DEGREE HEAD	591.58
05/06/2026	643738	STEVE REGAN CO	ID	Lambert - LM-6/LM-HP High Porosity Mix w/ Perlite- 3.8 cu. ft	279.54
05/06/2026	643738	STEVE REGAN CO	ID	Lambert - LM-ORG/LM-111 Organic All Purpose Mix - 3.8 cu	600.32
05/06/2026	643738	STEVE REGAN CO	ID	Western Pulp - 12" Round Hanging Basket 2.09 Gallon-	773.88
05/06/2026	643738	STEVE REGAN CO	ID	Western Pulp - 4 Strand Nylon Hanger-22/Bundle	132.54
05/06/2026	643738	STEVE REGAN CO	ID	HC Companies - SQL05502G18 - 5.5" Black Dillen TL Square	243.15
05/06/2026	643738	STEVE REGAN CO	ID	ICL Osmocole Plus 15-9-12 w/ micros 5-6 Month 50lb. -	115.21
05/06/2026	643738	STEVE REGAN CO	ID	DP Industries - 6" White Plant Label - 1000/Box	59.25
05/06/2026	643776	CLARK, MELANIE	ID	REIMB Lanyards and Whiteboard	119.33
05/13/2026	643874	CERTIPORT INC	UT	MOS Practice Tests up to 500 User License Full Suite -	1,000.00
05/13/2026	643874	CERTIPORT INC	UT	MOS Practice Tests up to 500 User License Full Suite -	1,000.00
05/13/2026	643883	HENRY SCHEIN INC	NY	ELASTIKON BY ACTIMOVE SPE 1405639	331.60
05/13/2026	643883	HENRY SCHEIN INC	NY	LEUKOTAPE P 9113665	36.48
05/13/2026	643883	HENRY SCHEIN INC	NY	ATHLETIC TAPE 950 POROUS 1348646	824.74
05/13/2026	643883	HENRY SCHEIN INC	NY	UNDERWRAP M WRAP BIG RE 9760995	218.16
05/13/2026	643883	HENRY SCHEIN INC	NY	DURA STICK ii ELECTRODE S 2X2 5660206	21.25
05/13/2026	643994	MOUNTAIN VIEW HIGH SCHOOL	ID	Print Jobs	56.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 243 - STATE CTE ADDED COSTS					
Function: 519000 - CAREER TECHNICAL ED					
Object: 410 - SUPPLIES					
05/13/2026	644004	RENAISSANCE HIGH SCHOOL	ID	REIMB Dry Cleaning FCCLA Coats	108.00
05/13/2026	644024	SYSCO FOOD SERVICES OF IDAHO	ID	Chemicals and Paper Products - Renaissance CTE	1,205.22
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 LIGHT GRAY INK CARTRIDGE 50ML/REG	460.80
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 MATTE BLACK INK CARTRIDGE	230.40
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 PHOTO BLACK INK CARTRIDGE	345.60
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 CYAN INK CARTRIDGE 50ML/REG	268.80
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 LIGHT CYAN INK CARTRIDGE 50ML/REG	307.20
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 GRAY INK CARTRIDGE 50ML/REG	499.20
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 MAGENTA INK CARTRIDGE 50ML/REG	307.20
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 LIGHT MAGENTA INK CARTRIDGE 50ML	268.80
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 VIOLET INK CARTRIDGE 50ML/REG	268.80
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PRO10 YELLOW INK CARTRIDGE 50ML/REG	268.80
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON ULTRA PREMIUM GLSY PHOTO PAPER	36.60
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON ULTRA PREMIUM GLOSSY PHOT 5X7"/20/REG	74.90
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON ULTRA PREMIUM GLOSSY PHOTO 8X10"/20/REG	111.70
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PREM LUSTER PAPER (SUPER B) 13X19/50/REG	449.95
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON PREM GLOSSY PAPER (BRDRLSS) 11X14/20/REG	195.90
05/20/2026	644075	B & H PHOTO VIDEO INC	NY	EPSON ULTRA PREMIUM LUSTER PHOTO(C) 17.	230.28
05/20/2026	644085	NORCO INC LB 413124	WA	2-1/2" X 60" COATED BENCHSTAND BELT	193.02
05/20/2026	644085	NORCO INC LB 413124	WA	Second Semester Gasses PO	818.67
05/20/2026	644085	NORCO INC LB 413124	WA	HOSE TO HOSE COUPLING SET ZA3232240	58.81
05/20/2026	644085	NORCO INC LB 413124	WA	HOSE TO HOSE COUPLING SET ZA3232240	58.81
05/20/2026	644092	WESCO DISTRIBUTION INC	ID	Micro White	179.10
05/20/2026	644092	WESCO DISTRIBUTION INC	ID	CRS Slvr dollar metallic	330.70
05/20/2026	644092	WESCO DISTRIBUTION INC	ID	deep black	597.80
05/20/2026	644092	WESCO DISTRIBUTION INC	ID	tinted clear additive	548.50
05/20/2026	644092	WESCO DISTRIBUTION INC	ID	alliance gal agitator	79.85
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	POCBLUSBCL1M POWER TECH MFI CERTIFIED USB-C	20.96

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 243 - STATE CTE ADDED COSTS					
Function: 519000 - CAREER TECHNICAL ED					
Object: 410 - SUPPLIES					
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	WASP10U6W WATSON 10 OUTLET SURGE PROTECTOR	25.49
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	KIDTDEG2128G KINGSTON 1285GB DATA TRAVELER	191.10
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46YD00 EPSON T46Y VIOLET ULTRACHROME	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y200 EPSON T46Y CYAN ULTRACHROME PRO10	76.80
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y300 EPSON T46Y VIVID MAGENTA	76.80
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y800 EPSON T46Y MATTE BLACK ULTRACHORME	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y400 EPSON T46Y YELLOW ULTRACHORME	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y500 EPSON T46Y LIGHT CYAN ULTRACHORME	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y100 EPSON T46Y PHOTO BLACK ULTRACHORME	76.80
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y600 EPSON T46Y VIVID LIGHT MAGENTA	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y700 EPSON T46Y GRAY LULTRACHROME PRO10	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	EPT46Y900 EPSON T46Y LIGHT GRAY ULTRACHROME	38.40
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	CASBV4240 CANON SCRIM BANNER VINYL 42"X40' ROLL	1,344.60
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	GOCB12 CODOX CARRYING BAG FOR AD600PRO KIT	94.50
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	KOSBWR4240 KODAK WATER RESISTANT SCRIM	792.20
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	PYLRSTN14UX2 PYLE 1U SERVER RACK SHELVES SET	89.97
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	SA64GBEPSD SANDISK 64GB EXTREME PRO UHS-I SD	378.73
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	SADDC464GA46 SANDISK ULTRA DUAL DRIVE LUXE 64	320.64
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	PRGT255B PROTAPES PRO GAFF CLOTH TAPE	20.62
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	SE700062 SENNHEISER CL 35-XLR/REG	37.80
05/28/2026	644269	NORCO INC LB 413124	WA	STN 2119Y-L welding gloves split cowhide large	395.64
05/28/2026	644271	THE SHERWIN WILLIAMS CO	ID	1.3 perf atom head	210.60
05/28/2026	644271	THE SHERWIN WILLIAMS CO	ID	1.4 perf atom head	210.60
05/28/2026	644271	THE SHERWIN WILLIAMS CO	ID	Universal Clearcoat	505.20
05/28/2026	644271	THE SHERWIN WILLIAMS CO	ID	Medium Hardener	214.90
Object: 551 - EQUIP > 2500 BUT < 75000					
05/06/2026	643701	B & H PHOTO VIDEO INC	NY	Nikon Z 6 II Camera w/ 24-70, f/4 Lens/Reg	6,259.41
05/06/2026	643716	HENRY SCHEIN INC	NY	TAPING STATION 4 SEAT TIL 36"H X 42'D	8,593.73

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 243 - STATE CTE ADDED COSTS					
Function: 519000 - CAREER TECHNICAL ED					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/06/2026	643716	HENRY SCHEIN INC	NY	FULL SIDES W/ FULL DEPTH ST	0.00
05/06/2026	643716	HENRY SCHEIN INC	NY	1/2 DRAWER PULLOUT	562.00
05/06/2026	643716	HENRY SCHEIN INC	NY	SLEEVE LOGO F/ TABLE	745.36
05/06/2026	643719	IDAHO FEDERAL SURPLUS PROPERTY	ID	Cummins nta855 Engine assembly	4,000.00
05/13/2026	643896	THE SHERWIN WILLIAMS CO	ID	Ultra rack paint stand	1,008.00
05/13/2026	643896	THE SHERWIN WILLIAMS CO	ID	Door Fender Double	1,072.00
05/13/2026	643924	AIR EQUIPMENT COMPANY	ID	Air Compressor and Accessories - CTE	59,560.00
05/13/2026	644009	RUNDLE ELECTRIC INC	ID	Electrical Work to Go With Air Compressor Project - CTC-M	13,682.69
05/20/2026	644133	JVH TECHNICAL LLC	WA	Epson Sure Color Printer, Ink Cartridges & 4-Year Warranty	23,392.00
05/20/2026	644168	STANDARD RESTAURANT EQUIPMENT CO	ID	Griddle Gas Counter and Equipment	83,748.16
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	PRXS7DTW PROX 7 DRAWER WORKSTATION CASE	749.96
05/28/2026	644260	B & H PHOTO VIDEO INC	NY	SE700040 SENNHEISER EW-DP ENG SET MIC SYS/Q1-6	1,932.64
05/28/2026	644378	THE SHERWIN WILLIAMS CO	ID	Supplies per Quote 8338650	48,832.66
				Function: 519000 - CAREER TECHNICAL ED	**291,651.89**
				Total for Fund: 243 - STATE CTE ADDED COSTS	**291,651.89**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 244 - IQPS PROF TECH GRANT					
Function: 519000 - CAREER TECHNICAL ED					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643791	FORD, MCKENNA RENEE	ID	Travel Final - NAAE Region 1 Conference	252.00
05/06/2026	643834	PUTZIER, ZACHERY TAYLOR	ID	REIMB Checked Bag Fee	35.00
05/06/2026	643834	PUTZIER, ZACHERY TAYLOR	ID	Travel Final - NAAE Region 1 Conference	280.00
05/06/2026	643855	WILLIAMS, KELSEY MARIE	ID	Travel Final - NAAE Region 1 Conference	175.00
Object: 551 - EQUIP > 2500 BUT < 75000					
05/06/2026	643726	NORCO INC LB 413124	WA	292753 PAPR II W/T94-R	1,825.00
05/06/2026	643726	NORCO INC LB 413124	WA	249955 XT60M 25FT LONG BDY MACHINE	1,020.00
05/06/2026	643726	NORCO INC LB 413124	WA	VAL TMK06 8PC INSERTA CLAMP KIT	235.00
05/06/2026	643726	NORCO INC LB 413124	WA	VAL TD5-4830Q-K3 RHINO CART 48X30	5,785.00
05/06/2026	643726	NORCO INC LB 413124	WA	301580 WIRELESS FOOT CONTROL	945.00
05/13/2026	643891	NORCO INC LB 413124	WA	TUN WC332x7 3/32 2% Ceriated Tungstend Electrode 10/box	441.68
05/13/2026	643891	NORCO INC LB 413124	WA	SME MC12-1 Acetylene Cutting Tip	23.87
				Function: 519000 - CAREER TECHNICAL ED	**11,017.55**
				Total for Fund: 244 - IQPS PROF TECH GRANT	**11,017.55**
Fund: 245 - STATE TECHNOLOGY					
Function: 623000 - INSTR-RELATED TECHNOLOGY					
Object: 390 - OTHER PURCHASED SERVICES					
05/06/2026	8410	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Desert Sage Elementary School	240.00
05/06/2026	8411	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Hunter Elementary School	360.00
Object: 410 - SUPPLIES					
05/13/2026	644025	TEACHING BOOKS.NET LLC	OH	12-Month Database Access	1,605.00
Object: 460 - LICENSE FOR TECHNOLOGY					
05/13/2026	8432	OETC	OR	Azure - February 2026	2,993.63
05/13/2026	8433	OETC	OR	Azure - March 2026	3,141.23
				Function: 623000 - INSTR-RELATED TECHNOLOGY	**8,339.86**
				Total for Fund: 245 - STATE TECHNOLOGY	**8,339.86**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 251 - TITLE I-A IMPR BASIC PROG					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	643923	ADCOCK, JENNIFER KARI	ID	Mileage 03/02/26 to 03/30/26	153.70
05/13/2026	643923	ADCOCK, JENNIFER KARI	ID	Mileage 03/30/26 to 03/31/26	37.41
				Function: 512000 - ELEMENTARY PROGRAMS	**191.11**
Function: 621000 - INSTRUCTIONAL IMPROVEMENT					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/13/2026	644042	WILSON, ANGELINA MARIA	ID	Mileage 04/01/26 to 04/22/26	76.42
05/20/2026	644093	ADCOCK, JENNIFER KARI	ID	Mileage 04/01/26 to 04/30/26	189.37
05/28/2026	644305	DRUM, SHANNON ADELL	ID	Mileage 03/03/26 to 05/20/26	91.71
05/28/2026	644390	YINGLING, LESLIE ANN	ID	Mileage 01/15/26 to 05/22/26	92.66
				Function: 621000 - INSTRUCTIONAL IMPROVEMENT	**450.16**
				Total for Fund: 251 - TITLE I-A IMPR BASIC PROG	**641.27**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 257 - IDEA PART B-SP ED					
Function: 521000 - EXCEPTIONAL CHILD PROGRAM					
Object: 310 - PROF/TECH SERVICES					
05/28/2026	644341	MERIDIAN TECH CHS ASB	ID	Flow Through Funds - Set Aside for Charter School	4,500.00
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643801	HESS, LORIE A	ID	Mileage 01/12/26 to 04/17/26	113.90
05/06/2026	643832	PETERSON, ERIN NICOLE	ID	Mileage 04/01/26 to 04/29/26	136.81
05/13/2026	643927	BARNHARDT, REBECCA ANNE	ID	Mileage 04/01/26 to 04/29/26	24.58
05/13/2026	643932	BURLO, JARON C	ID	Mileage 03/11/26 to 04/29/26	56.77
05/13/2026	643934	BUTLER, CHRISTY LYNN	ID	Mileage 04/01/26 to 04/30/26	209.45
05/13/2026	643934	BUTLER, CHRISTY LYNN	ID	Mileage 04/02/26 to 04/23/26	16.89
05/13/2026	643936	CHAMBERS, CLAIRE I	ID	Mileage 04/01/26 to 04/30/26	123.40
05/13/2026	643937	CHRISTE, SARA JO	ID	Mileage 02/05/26 to 03/30/26	32.63
05/13/2026	643937	CHRISTE, SARA JO	ID	Mileage 04/01/26 to 04/30/26	26.10
05/13/2026	643949	ELLIOTT, NICHOLAS MICHAEL	ID	Mileage 04/01/26 to 04/30/26	119.41
05/13/2026	643951	FOSTER, MARCIE HELENE	ID	Mileage 04/01/26 to 04/24/26	32.55
05/13/2026	643953	GAVRILYUK, OLGA	ID	Mileage 04/08/26 to 04/29/26	41.33
05/13/2026	643956	HALE, REBECCA ANITA	ID	Mileage 04/14/26 to 04/30/26	74.89
05/13/2026	643965	HURTADO, JAIRO A	ID	Mileage 04/06/26 to 05/01/26	165.30
05/13/2026	643971	JOHNSTON, OLIVIA MAE	ID	Mileage 04/01/26 to 04/30/26	15.01
05/13/2026	643980	LEIGHTON, MARGARET MARIE	ID	Mileage 04/01/26 to 04/30/26	72.57
05/13/2026	643985	MAI, AMY CHRISTINE	ID	Mileage 04/01/26 to 04/29/26	38.35
05/13/2026	643986	MAYBURY, KELLY CEBU	ID	Mileage 04/07;/26 to 04/28/26	18.27
05/13/2026	643999	OLIVEIRA, SARA IRENE	ID	Mileage 04/03/26 to 04/29/26	80.40
05/13/2026	644006	REYNOLDS, GRETCHEN NIKOL	ID	Mileage 04/07/26 to 04/30/26	24.36
05/13/2026	644012	SMITH, AMANDA LEIGH	ID	Mileage 04/02/26 to 04/30/26	53.43
05/13/2026	644018	STARCHER, CHRISSY BARBARA	ID	Mileage 04/01/26 to 04/30/26	54.30
05/13/2026	644031	TURNBULL, JENNIFER MARIE	ID	Mileage 04/01/26 to 04/29/26	109.33
05/13/2026	644032	ULREY, BREANNA LYN	ID	Mileage 04/01/26 to 04/27/26	42.92
05/13/2026	644044	WYNKOOP, REBECCA ANN	ID	Mileage 04/01/26 to 04/30/26	143.48
05/20/2026	644098	BARNHARDT, REBECCA ANNE	ID	Mileage 05/06/26 to 05/13/26	13.34

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 257 - IDEA PART B-SP ED					
Function: 521000 - EXCEPTIONAL CHILD PROGRAM					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/20/2026	644111	DRAKE, BRIANA ESTEE	ID	Mileage 05/12/26	7.69
05/20/2026	644139	KYSER, SAVANNA R	ID	Mileage 04/06/26 to 04/28/26	13.85
05/20/2026	644139	KYSER, SAVANNA R	ID	Mileage 05/04/26 to 05/15/26	13.70
05/20/2026	644161	REYNOLDS, GRETCHEN NIKOL	ID	Mileage 05/04/26 to 05/14/26	11.24
05/20/2026	644187	YARNELL, MEGAN CLAY	ID	Mileage 04/01/26 to 04/30/26	132.10
05/28/2026	644294	CHRISTE, SARA JO	ID	Mileage 05/01/26 to 05/20/26	29.00
05/28/2026	644309	ELLIOTT, NICHOLAS MICHAEL	ID	Mileage 05/04/26 to 05/20/26	48.50
05/28/2026	644317	GERTLAR, ELIZA MINCULESCU	ID	Mileage 05/20/26	4.71
05/28/2026	644323	HERMANN, CHRISTINA MARIE	ID	Mileage 05/05/26 to 05/19/26	8.70
05/28/2026	644336	MAYBURY, KELLY CEBU	ID	Mileage 05/01/26 to 05/18/26	24.36
05/28/2026	644341	MERIDIAN TECH CHS ASB	ID	Flow Through Funds - Set Aside for Charter School	15,334.60
05/28/2026	644354	PETERSON, ERIN NICOLE	ID	Mileage 05/05/26 to 05/20/26	69.38
05/28/2026	644358	RIANO, EMMALUISA	ID	Mileage 02/02/26 to 05/20/26	49.95
				Function: 521000 - EXCEPTIONAL CHILD PROGRAM	**22,087.55**
				Total for Fund: 257 - IDEA PART B-SP ED	**22,087.55**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 260 - SCHOOL-BASED MEDICAID					
Function: 651000 - BUSINESS OPERATIONS					
Object: 310 - PROF/TECH SERVICES					
05/06/2026	643798	HALL, NICOLE MISA	ID	REIMB Idaho DOPL (Division of Occupational & Professional	115.00
Object: 399 - CONTRACT SERVICES					
05/06/2026	643815	LHR/TALK LLC, LILY H	ID	SLP Services 04/16/26 to 04/24/26	2,340.00
05/06/2026	643819	MARTIN, BRENDA	ID	SLP Services - 04/07/26 to 04/23/26	1,785.00
05/06/2026	643822	MILTON, JANA	ID	SLP Services - April 2026 (04/06/26 to 04/17/26	5,043.75
05/06/2026	643837	RISE INC FKA COMMUNITY PARTNERSHIPS OF IDAHO	ID	Behavioral Intervention - March 2026	115,329.42
05/13/2026	643963	HOBBS, JENNIFER	ID	SLP Services 04/01/26 to 04/30/26	8,786.00
05/13/2026	643981	LHR/TALK LLC, LILY H	ID	SLP Services 04/30/26 to 05/08/26	2,340.00
05/13/2026	643991	MILTON, JANA	ID	SLP Services - April & May 2026 (04/20/26 to 05/01/26)	6,037.50
05/13/2026	643996	MULTICARE PERSONAL CARE SERVICES INC	ID	Professional Services - RN School	9,823.16
05/13/2026	644026	THE ANCHOR PLACE	ID	Professional Services & Mileage	1,514.43
05/13/2026	644026	THE ANCHOR PLACE	ID	Professional Services & Mileage	1,650.36
05/13/2026	644030	TREASURE VALLEY CONNECTIONS COUNSELING PLLC	ID	Professional Services	5,223.20
05/20/2026	8454	FAMILY COUNSELING SERVICES INC	ID	Counseling Services 03/02/26 to 03/31/26	20,034.06
05/20/2026	8455	FAMILY COUNSELING SERVICES INC	ID	Counseling Services 04/01/26 to 04/30/26	24,092.91
05/20/2026	644102	COMMUNICATE THERAPY SERVICES LLC	ID	Professional Services - April 2026	1,577.45
05/20/2026	644150	ONESPAN NORTH AMERICA INC	MA	Annual License Renewal	291.06
05/20/2026	644181	TREASURE VALLEY CONNECTIONS COUNSELING PLLC	ID	Professional Services	2,622.80
05/28/2026	644333	LHR/TALK LLC, LILY H	ID	SLP Services 05/14/26 to 05/22/26	2,388.75
05/28/2026	644342	MILTON, JANA	ID	SLP Services May 2026 (05/04/26 to 05/22/26)	8,137.50
05/28/2026	644368	STATE OF IDAHO DEPT OF HEALTH AND WELFARE	ID	Medicaid Match Fund - End of Year	600,000.00
05/28/2026	644368	STATE OF IDAHO DEPT OF HEALTH AND WELFARE	ID	Medicaid Match Fund - April 2026	271,349.29
				Function: 651000 - BUSINESS OPERATIONS	**1,090,481.64**
				Total for Fund: 260 - SCHOOL-BASED MEDICAID	**1,090,481.64**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 290 - SCHOOL NUTRITION					
Account: 416100 - LUNCH SALES-REIMBURSABLE					
Object: 710 - FOOD SERVICES PROGRAM					
05/06/2026	643692	CROTZ, JULIE	ID	Lunch Account Refund	538.90
05/06/2026	643695	ESPINOSA, CYNTHIA	ID	Lunch Account Refund	55.65
05/06/2026	643697	HULSE, JAMIE JANEL	ID	Lunch Account Refund	17.85
05/06/2026	643698	MARTIN, MICHELE	ID	Lunch Account Refund	622.75
05/06/2026	643699	MEDINA, ISMAEL	ID	Lunch Account Refund	891.25
05/13/2026	643860	CHONG, JIMMY	ID	Lunch Account Refund	56.25
05/13/2026	643861	GASKINS, SHAYLA	ID	Lunch Account Refund	14.10
05/13/2026	643863	KELLER, JAMES	ID	Lunch Account Refund	19.90
05/13/2026	643864	LE, MAI	ID	Lunch Account Refund	107.25
05/13/2026	643867	TUFT, JONA	ID	Lunch Account Refund	324.95
05/20/2026	644073	FRIDAY, KRISTINE	ID	Lunch Account Refund	175.00
05/20/2026	644074	REZAIE, SHAKOFA	ID	Lunch Account Refund	58.80
05/28/2026	644203	ALIYEV, SEVDA	ID	Lunch Account Refund	1,337.30
05/28/2026	644204	ARNOLD, JILENE	ID	Lunch Account Refund	146.00
05/28/2026	644205	BARBER, PAULA	ID	Lunch Account Refund	21.40
05/28/2026	644209	BURKHEAD, MIKE	ID	Lunch Account Refund	63.25
05/28/2026	644215	EVANS, REBECCA	ID	Lunch Account Refund	22.20
05/28/2026	644218	FLINK, ALEXANDER	ID	Lunch Account Refund	127.50
05/28/2026	644224	HEALY, KERI	ID	Lunch Account Refund	30.50
05/28/2026	644227	HOUSTON, PERLA	ID	Lunch Account Refund	129.35
05/28/2026	644228	JUSTICE, JENNIFER	ID	Lunch Account Refund	12.20
05/28/2026	644229	MANISCALCO, APRIL	ID	Lunch Account Refund	32.70
05/28/2026	644230	MARCONI, RACHEL STEVENS	ID	Lunch Account Refund	12.00
05/28/2026	644231	MARTIN, DAVID	ID	Lunch Account Refund	62.25
05/28/2026	644234	MCCULLOUGH, JUDIT	ID	Lunch Account Refund	48.90
05/28/2026	644236	MUMMEY, KIMBERLY	ID	Lunch Account Refund	26.60
05/28/2026	644238	NGUYEN, TIEN	ID	Lunch Account Refund	20.20
05/28/2026	644241	OXTON, BRANDON	ID	Lunch Account Refund	66.25

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 290 - SCHOOL NUTRITION					
Account: 416100 - LUNCH SALES-REIMBURSABLE					
Object: 710 - FOOD SERVICES PROGRAM					
05/28/2026	644247	SALMANS, JEFF	ID	Lunch Account Refund	81.75
05/28/2026	644251	SHUFFLER, THERESA	ID	Lunch Account Refund	67.60
05/28/2026	644254	TALLEY, MICHAEL	ID	Lunch Account Refund	3.30
05/28/2026	644259	WELLARD, DEBORAH	ID	Lunch Account Refund	39.10
				Account: 416100 - LUNCH SALES-REIMBURSABLE	**5,233.00**
Function: 710000 - FOOD SERVICES PROGRAM					
Object: 299 - WORKER'S COMPENSATION					
05/28/2026	8460	INTERMOUNTAIN CLAIMS INC	ID	Worker's Comp - April 2026	1,110.00
Object: 320 - PROPERTY SERVICES					
05/06/2026	643693	CUSTOM CARE PEST SERVICES	ID	Pest Control - HE	140.00
05/06/2026	643693	CUSTOM CARE PEST SERVICES	ID	Pest Control - OHS	140.00
05/06/2026	643693	CUSTOM CARE PEST SERVICES	ID	Pest Control - PRE	140.00
05/06/2026	90002903	BOISE APPLIANCE & REFRIGERATION INC	ID	PME - Steamer	132.38
05/06/2026	90002903	BOISE APPLIANCE & REFRIGERATION INC	ID	EMS - Walk-in Cooler	129.90
05/13/2026	643859	ALSCO INC	ID	Laundry Services - April 2026	4,853.74
05/13/2026	643862	GENERAL PARTS LLC	MN	SSE - Walk-In Cooler	412.90
05/13/2026	643862	GENERAL PARTS LLC	MN	PRE - Walk-in Cooler	442.90
05/13/2026	643862	GENERAL PARTS LLC	MN	EMS - Walk-in Cooler	442.90
05/13/2026	90002905	BOISE APPLIANCE & REFRIGERATION INC	ID	SSE - Walk-in Cooler	414.15
05/13/2026	90002905	BOISE APPLIANCE & REFRIGERATION INC	ID	Siena - Walk-in Cooler	530.90
05/20/2026	644070	CUSTOM CARE PEST SERVICES	ID	Pest Control - STE	175.00
05/28/2026	644212	CUSTOM CARE PEST SERVICES	ID	Pest Control - Spalding Elementary School	160.00
05/28/2026	644212	CUSTOM CARE PEST SERVICES	ID	Pest Control - Ustick Elementary School	140.00
05/28/2026	644223	GRAINGER INC	ID	Truck Supplies	33.23
Object: 322 - FACILITY RENT					
05/20/2026	90002911	GOLD STAR FOODS NW DISTRIBUTION	ID	Food Purchases and Storage & Delivery - April 2026	1,025.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 290 - SCHOOL NUTRITION					
Function: 710000 - FOOD SERVICES PROGRAM					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/06/2026	643691	ALLEN, JULIE ANN	ID	Mileage 04/01/26 to 04/30/26	47.49
05/13/2026	643865	PARISI, NICOLE LYNN	ID	Mileage 03/06/26 to 04/30/26	33.64
05/13/2026	643866	SHEARER, ROCHELLE RENAE	ID	Mileage 09/23/25 to 11/19/25	79.38
05/13/2026	643866	SHEARER, ROCHELLE RENAE	ID	Mileage 01/20/26 to 01/23/26	40.31
05/28/2026	644206	BARKER, MELISSA PAT	ID	Mileage 01/07/26 to 05/20/26	13.49
05/28/2026	644207	BOOTH, ELLEN MARY	ID	Mileage 10/03/25	0.07
05/28/2026	644207	BOOTH, ELLEN MARY	ID	Mileage 03/25/26 to 05/21/26	26.25
05/28/2026	644208	BROWN, MECHELLE DAWN	ID	Mileage 03/26/26 to 05/15/26	139.93
05/28/2026	644210	CONLEY, WINDY SOMMER	ID	Mileage 05/21/26	6.02
05/28/2026	644211	CORDOVA, GEOVANA	ID	Mileage 01/16/26 to 05/15/26	3.48
05/28/2026	644214	DOMKA, DEBRA ANN	ID	Mileage 01/15/26 to 05/21/26	5.44
05/28/2026	644216	FEELEY, MELANIE MELODY	ID	Mileage 04/23/26 to 05/15/26	5.08
05/28/2026	644217	FISHER, LESLIE ANN	ID	Mileage 01/08/26 to 04/30/26	2.18
05/28/2026	644220	GANN, JEFFREY ROBERT	ID	Mileage 01/16/26 to 05/20/26	24.65
05/28/2026	644221	GANNAWAY, SCARLETT RAE	ID	Mileage 09/12/25 to 11/19/25	24.92
05/28/2026	644221	GANNAWAY, SCARLETT RAE	ID	Mileage 01/14/26 to 05/21/26	32.26
05/28/2026	644222	GAYTHWAITE, TAMI LEE	ID	Mileage 01/12/26 to 05/21/26	0.87
05/28/2026	644225	HERRERA, BARBARA ANN	ID	Mileage 05/07/26	2.90
05/28/2026	644226	HOLDERNESS, KATHERINE	ID	Mileage 01/06/26 to 05/21/26	0.87
05/28/2026	644232	MARTINEZ, STEPHANIE LORRIE	ID	Mileage 04/09/26 to 05/06/26	15.15
05/28/2026	644233	MASON, COREY LEIGH	ID	Mileage 01/08/26 to 05/20/26	13.05
05/28/2026	644235	MILLER, JAMIE A	ID	Mileage 01/21/26 to 05/21/26	20.88
05/28/2026	644237	MUNOZ, LISA ANN	ID	Mileage 01/09/26 to 04/30/26	10.44
05/28/2026	644239	O'REILLY AUTO PARTS	MO	Wiper Blades - 2021 Ford Escape	125.03
05/28/2026	644240	OTTER, KIM	ID	Mileage 01/05/26 to 05/12/26	13.20
05/28/2026	644242	PAIGE, RACHEL AMANDA	ID	Mileage 03/31/26 to 05/15/26	28.71
05/28/2026	644242	PAIGE, RACHEL AMANDA	ID	Mileage 05/21/26	4.79
05/28/2026	644243	PATLAN, CLAUDIA	ID	Mileage 01/21/26 to 05/15/26	25.52

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 290 - SCHOOL NUTRITION					
Function: 710000 - FOOD SERVICES PROGRAM					
Object: 380 - TRAVEL/MILEAGE REIMB.					
05/28/2026	644244	PEA, NYTA JO	ID	Mileage 01/23/26 to 05/15/26	23.20
05/28/2026	644245	RONNOW, JULIE ANNE	ID	Mileage 08/15/25 to 12/12/25	36.54
05/28/2026	644245	RONNOW, JULIE ANNE	ID	Mileage 01/23/26 to 05/21/26	42.05
05/28/2026	644246	RUIZ, CARIE MICHELE	ID	Mileage 01/08/26 to 05/19/26	21.53
05/28/2026	644248	SCHNACKER, MINDI M	ID	Mileage 08/20/25 to 12/19/25	0.70
05/28/2026	644248	SCHNACKER, MINDI M	ID	Mileage 01/09/26 to 05/20/26	15.23
05/28/2026	644249	SECEROVIC, MERIMA	ID	Mileage 01/08/26 to 05/21/26	63.95
05/28/2026	644252	SIMPSON, MAREN KRISTINE	ID	Mileage 01/09/26 to 05/21/26	1.23
05/28/2026	644253	STOCKMAN, MARIE MARIE	ID	Mileage 01/07/26 to 05/14/26	81.20
05/28/2026	644255	THAMES, SUSANNE	ID	Mileage 01/14/26 to 05/21/26	15.08
05/28/2026	644256	THOMPSON, BARBARA S	ID	Mileage 01/06/26 to 01/30/26	12.40
05/28/2026	644256	THOMPSON, BARBARA S	ID	Mileage 02/02/26 to 02/26/26	12.91
05/28/2026	644256	THOMPSON, BARBARA S	ID	Mileage 03/02/26 to 03/31/26	10.01
05/28/2026	644256	THOMPSON, BARBARA S	ID	Mileage 04/01/26 to 04/30/26	18.20
05/28/2026	644256	THOMPSON, BARBARA S	ID	Mileage 05/01/26 to 05/21/26	6.09
05/28/2026	644257	WATERMAN, LESA MARIE	ID	Mileage 01/30/26 to 05/21/26	7.83
05/28/2026	644258	WEATHERS, MEGHAN KINNE	ID	Mileage 01/13/26 to 05/19/26	104.47
Object: 410 - SUPPLIES					
05/06/2026	643700	TZERS SHIRT SHOP	ID	Uniforms - Hero Hats	2,712.50
Object: 412 - FS CHEMICAL SUPPLIES					
05/20/2026	644069	BRADY INDUSTRIES OF IDAHO LLC	ID	FFVP Purchases, Chemical Purchases & Paper Purchases -	3,983.76
Object: 413 - FS PAPER SUPPLIES					
05/20/2026	644069	BRADY INDUSTRIES OF IDAHO LLC	ID	FFVP Purchases, Chemical Purchases & Paper Purchases -	350.42
05/20/2026	644069	BRADY INDUSTRIES OF IDAHO LLC	ID	FFVP Purchases, Chemical Purchases & Paper Purchases -	14,615.76
Object: 450 - FOOD PURCHASES					
05/06/2026	643694	DAIRY FARMERS OF AMERICA INC	KS	Milk Deliveries - 04/20/26 to 04/24/26	26,955.13
05/06/2026	643696	FRANZ FAMILY BAKERIES INC	CA	Bread Deliveries - 04/20/26 to 04/24/26	4,338.70

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 290 - SCHOOL NUTRITION					
Function: 710000 - FOOD SERVICES PROGRAM					
Object: 450 - FOOD PURCHASES					
05/13/2026	8412	GRASMICK PRODUCE CO INC	ID	Produce Deliveries - April 2026	96,630.34
05/20/2026	644071	DAIRY FARMERS OF AMERICA INC	KS	Milk Deliveries - 04/27/26 to 05/01/26	25,347.48
05/20/2026	644071	DAIRY FARMERS OF AMERICA INC	KS	Milk Deliveries - 05/04/26 to 05/08/26	27,333.80
05/20/2026	644072	FRANZ FAMILY BAKERIES INC	CA	Bread Deliveries - 04/29/26 to 05/01/26	5,045.60
05/20/2026	644072	FRANZ FAMILY BAKERIES INC	CA	Bread Deliveries - 05/06/26 to 05/07/26	5,387.74
05/20/2026	90002911	GOLD STAR FOODS NW DISTRIBUTION	ID	Food Purchases and Storage & Delivery - April 2026	312,491.67
05/28/2026	8459	GRASMICK PRODUCE CO INC	ID	Produce Deliveries - MAY 2026	51,893.37
05/28/2026	644213	DAIRY FARMERS OF AMERICA INC	KS	Milk Deliveries - 05/11/26 to 05/15/26	25,655.72
05/28/2026	644219	FRANZ FAMILY BAKERIES INC	CA	Bread Deliveries - 05/13/26 to 05/14/26	2,212.18
05/28/2026	644250	SHAMROCK FOODS COMPANY	AZ	Food Purchases 10/29/25	218.20
				Function: 710000 - FOOD SERVICES PROGRAM	**616,813.99**
				Total for Fund: 290 - SCHOOL NUTRITION	**622,046.99**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 420 - PLANT FACILITIES FUND					
Function: 512000 - ELEMENTARY PROGRAMS					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/06/2026	643854	WHITE CLOUD COMMUNICATIONS BOISE INC	ID	Portable Radios with Chargers & Programming Fees	2,062.20
				Function: 512000 - ELEMENTARY PROGRAMS	**2,062.20**
Function: 515000 - SECONDARY PROGRAMS					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/13/2026	643871	BSN SPORTS.COM INC	TX	15' PORTABLE BENCH W/BACK - BEPG15	1,769.97
05/13/2026	643871	BSN SPORTS.COM INC	TX	3 ROW 15' TIP N ROLL BLEACHER - TR0315	1,699.99
05/13/2026	643871	BSN SPORTS.COM INC	TX	FREIGHT	310.56
05/13/2026	643895	SCHOOL SPECIALTY LLC	WI	TABLE - CLASSROOM SELECT - RECTANGLE ACTIVITY	3,777.92
05/13/2026	643940	CMYK GRAFIX LLC	ID	Podium Print - Meridian High School	298.95
05/13/2026	643992	MINUTEMAN INC.	ID	Keys - Rocky Mountain High School	21.90
05/20/2026	644078	CAROLINA BIOLOGICAL SUPPLY CO INC	NC	CAROLINA HOT PLATE 7X7"	4,218.00
				Function: 515000 - SECONDARY PROGRAMS	**12,097.29**
Function: 623000 - INSTR-RELATED TECHNOLOGY					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/06/2026	8405	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Chaparral Elementary School	1,657.00
05/06/2026	8406	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Chief Joseph School of the Arts	1,446.00
05/06/2026	8407	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Desert Sage Elementary School	1,462.00
05/06/2026	8408	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Eagle Elementary School	1,192.00
05/06/2026	8409	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Discovery Elementary School	433.00
05/13/2026	8434	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Lake Hazel Elementary School	1,449.00
05/13/2026	8435	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - McMillan Elementary School	1,579.00
05/13/2026	8436	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Eagle Hills Elementary School	1,581.00
05/13/2026	8437	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Hunter Elementary School	369.00
05/13/2026	8438	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Frontier Elementary School	634.00
05/13/2026	8439	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - Meridian Elementary School	504.00
05/13/2026	8440	PRECISION COMMUNICATIONS HOLDINGS LLC	ID	Professional Services - River Valley Elementary School	1,288.00
05/20/2026	644080	EDNETICS INC	ID	LHMS - Phase-3A_ACM - Project Services	2,836.57

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 420 - PLANT FACILITIES FUND					
Function: 623000 - INSTR-RELATED TECHNOLOGY					
Object: 551 - EQUIP > 2500 BUT < 75000					
05/28/2026	644261	CIRCLE P INSTALLATIONS LLC	AR	Installation - Wall Mounted TV	325.00
05/28/2026	644261	CIRCLE P INSTALLATIONS LLC	AR	Installation Air Media VIVI	32.00
05/28/2026	644261	CIRCLE P INSTALLATIONS LLC	AR	Assett Tagging, Serie! and Mac number recording	6.00
05/28/2026	644261	CIRCLE P INSTALLATIONS LLC	AR	Requested by Shari Rippeto	0.00
				Function: 623000 - INSTR-RELATED TECHNOLOGY	**16,793.57**
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 320 - PROPERTY SERVICES					
05/06/2026	643756	IDAHO POWER	ID	Line Installation CHS SRN 00549958 DN 0000182649	160,204.00
05/06/2026	643789	ENGINEERED STRUCTURES INC	ID	Centennial High School Softball Stadium	500,833.27
05/13/2026	643900	ATLAS TECHNICAL CONSULTANTS LLC	TX	CHS Proj 22725 Softball complex	3,482.50
05/13/2026	643909	KM ENGINEERING LLP	ID	MHS Tunnel Repair Proj 23-037	9,150.00
05/13/2026	643912	MINUTEMAN INC.	ID	52-306556 LCMS Door closer, exit device, lever trim, lock	7,085.00
05/20/2026	8444	ACS AMERICAN CHILLER SERVICE	ID	52-300770 LCMS Service call	5,720.00
05/20/2026	8445	ACS AMERICAN CHILLER SERVICE	ID	52-304151 PRES Service call	2,577.00
05/20/2026	8446	ACS AMERICAN CHILLER SERVICE	ID	52-304157 SOES Service call	2,577.00
05/20/2026	8447	ACS AMERICAN CHILLER SERVICE	ID	52-304154 SPES Service call	2,577.00
05/20/2026	8448	ACS AMERICAN CHILLER SERVICE	ID	52-304152 RVES Service call	2,577.00
05/20/2026	8450	ACS AMERICAN CHILLER SERVICE	ID	52-305785 MMS Replaced wall heater with mini split in band	9,992.00
05/20/2026	8451	ACS AMERICAN CHILLER SERVICE	ID	52-305873 MMS Replaced wall heater with mini split in gym	9,444.00
05/20/2026	644047	ACCO ENGINEERED SYSTEMS INC	ID	52-306442 RMHS Service call	1,638.70
05/20/2026	644050	BENNETTS PAINTING LLC	ID	52-305868 EES Painting	2,000.00
05/20/2026	644051	CLIMA TECH CORPORATION	ID	SA-CLIMATECH-2026-01 MHS Cafeteria upgrade PP1	14,345.00
05/20/2026	644052	CLOVERDALE PLUMBING CO	ID	52-306659 PRES Water heater	18,828.00
05/20/2026	644053	COMMERCIAL ELECTRIC INC	ID	52-306701 MVHS Football stadium lights	6,925.30
05/20/2026	644053	COMMERCIAL ELECTRIC INC	ID	52-306701 MVHS Softball stadium lights	9,246.73
05/20/2026	644053	COMMERCIAL ELECTRIC INC	ID	52-306701 MPES Parking lot lights	5,923.06
05/20/2026	644053	COMMERCIAL ELECTRIC INC	ID	52-306701 JES Parking lot lights	4,325.26
05/20/2026	644080	EDNETICS INC	ID	SECO-LARM SL-1311-MA/B 12VDC HIGH INTENSITY LED	150.28

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 420 - PLANT FACILITIES FUND					
Function: 664000 - DISTRICT MAINTENANCE-SOM					
Object: 320 - PROPERTY SERVICES					
05/20/2026	644080	EDNETICS INC	ID	STR BC FRPVC FOIL SHD FRPVC JKT WHT CMP/FPLP	350.00
05/20/2026	644080	EDNETICS INC	ID	HIDÂ® Mercuryâ„¢ MR52-S3B Controller Serial I/O Dual	722.33
05/20/2026	644080	EDNETICS INC	ID	24VDC IN - 5VDC / 12VDC@6A OUT	77.75
05/20/2026	644080	EDNETICS INC	ID	Mounting Magnets 8 Pack; inclu	45.30
05/20/2026	644091	THE KAINOS GROUP PROTECTION SYSTEM LLC	ID	2026 annual fire alarm system monitoring. 26 sites per	14,160.00
05/20/2026	644113	ENGINEERED STRUCTURES INC	ID	Centennial High School Softball Stadium	621,308.28
				Function: 664000 - DISTRICT MAINTENANCE-SOM	**1,416,264.76**
Function: 810000 - CAPITAL ASSET ACQUISITION-SO					
Object: 530 - BUILDING CONSTRUCTION					
05/06/2026	643733	SCHOOL SPECIALTY LLC	WI	Item: 1555000	8,532.16
05/06/2026	643733	SCHOOL SPECIALTY LLC	WI	Item: 1598383	960.48
05/06/2026	643733	SCHOOL SPECIALTY LLC	WI	Item: 1609060	115.80
05/06/2026	643733	SCHOOL SPECIALTY LLC	WI	INSTALL	2,687.50
05/13/2026	8431	LKV ARCHITECTS PA	ID	Centennial High School Softball Facilities	12,656.25
05/13/2026	643884	IDAHO CORRECTIONAL INDUSTRIES	ID	Part: 40E101AC	0.00
05/13/2026	643884	IDAHO CORRECTIONAL INDUSTRIES	ID	Part: 40E603CAC	0.00
05/13/2026	643884	IDAHO CORRECTIONAL INDUSTRIES	ID	Part: 40EBK133653AC-001	0.00
05/13/2026	643884	IDAHO CORRECTIONAL INDUSTRIES	ID	Part: IWD4FH/ADA/NB/GR/LKM	302.00
05/13/2026	643978	KREIZENBECK CONSTRUCTORS	ID	Lake Hazel Middle School	176,480.73
05/13/2026	643978	KREIZENBECK CONSTRUCTORS	ID	Lake Hazel Middle School	226,380.50
05/20/2026	644138	KREIZENBECK CONSTRUCTORS	ID	Lake Hazel Middle School	5,118.72
05/20/2026	644170	STUDIO H ARCHITECTS PLLC	ID	Lake Hazel Middle School Project 23-61.4 Phase 3	4,563.85
05/20/2026	644170	STUDIO H ARCHITECTS PLLC	ID	LHMS Project 23-61.5 Phase 4	2,204.00
05/20/2026	644170	STUDIO H ARCHITECTS PLLC	ID	LHMS Project 23-61.6 Phase 5	55,177.00
05/28/2026	644274	WILLSCOT	AZ	Quote includes Delivery, Pickup, Installation Charges and	966.84
				Function: 810000 - CAPITAL ASSET ACQUISITION-SO	**496,145.83**
				Total for Fund: 420 - PLANT FACILITIES FUND	**1,943,363.65**

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 436 - MODERNIZATION FACILITIES FUND					
Function: 810001 - CAPASSET-SO NEWSTAR					
Object: 530 - BUILDING CONSTRUCTION					
05/06/2026	643707	EDNETICS INC	ID	Part X SMTL3000RM2UCNC	9,951.60
05/06/2026	643707	EDNETICS INC	ID	Shipping	366.46
05/06/2026	643721	LIGHTSPEED TECHNOLOGIES INC	OR	TOPCAT W/FLEXMIKE, SHAREMIKE AND MEDIA	47,412.00
05/06/2026	643721	LIGHTSPEED TECHNOLOGIES INC	OR	PAGEFIRST SENSOR CLIP WITH SHIELDED 50' PLENUM-	1,512.00
05/06/2026	643721	LIGHTSPEED TECHNOLOGIES INC	OR	DC POWER EXTENSION CABLE KIT - 50 FT	1,080.00
05/13/2026	8430	LKV ARCHITECTS PA	ID	Independence Elementary School	36,215.37
05/13/2026	643870	B & H PHOTO VIDEO INC	NY	ADVANCED NETWORK DEVICES INFORMACAST-	31,716.16
05/13/2026	643870	B & H PHOTO VIDEO INC	NY	ATLASIED WALL PLATE PUSH BUTTON SWITCH,	0.00
05/13/2026	643870	B & H PHOTO VIDEO INC	NY	ADVANCED NETWORK DEVICES DOUBLE-SIDED HD IP	0.00
05/13/2026	643877	COMPUNET INC	ID	Part #LIC-C9300-48E-5Y	11,599.60
05/13/2026	643877	COMPUNET INC	ID	Part #C9300-48UN-M	33,524.80
05/13/2026	643877	COMPUNET INC	ID	Part# MA-CBL-120G-1M	644.70
05/13/2026	643878	DEMCO INC	WI	BOOK JACKET ROLL DISPENSER, WOOD, 23X23.5X12"	155.48
05/13/2026	643878	DEMCO INC	WI	PAPERFOLD ADJUSTABLE BOOK JACKET COVER,	56.24
05/13/2026	643878	DEMCO INC	WI	PAPERFOLD ADJUSTABLE BOOK JACKET COVER,	43.49
05/13/2026	643878	DEMCO INC	WI	PAPER SPINE LABELS, 1"X.75", WHITE, 10,000/BOX	43.34
05/13/2026	643878	DEMCO INC	WI	REDDI CORNER CLEAR POLYESTER, 2MIL, 96/PKG	28.88
05/13/2026	643878	DEMCO INC	WI	BOOK REPAIR WINGS, CLEAR POLYESTER, 2 MIL,	16.90
05/13/2026	643878	DEMCO INC	WI	BAYSCAN 2D BAR CODE SCANNER	311.88
05/13/2026	643878	DEMCO INC	WI	COLIBRI BOOK COVERS STANDARD, 12-5/8X19-3/8,	127.48
05/13/2026	643878	DEMCO INC	WI	DEMCO COVER ONE BOOK REPAIR MACHINE, UP TO	1,799.00
05/13/2026	643878	DEMCO INC	WI	SHELF MARKER ASST ROUND 25/PKG, BLUE-GREEN-	108.78
05/13/2026	643878	DEMCO INC	WI	PRESTIGE PRO AND SURECUT LETTERS-NUMBERS-	3,059.00
05/13/2026	643878	DEMCO INC	WI	FREIGHT	115.69
05/20/2026	644080	EDNETICS INC	ID	SIGNO40K: WALL MOUNT W/KEYPAD; 13.56mHz &	3,171.00
05/20/2026	644080	EDNETICS INC	ID	PANIC SURF MTN SPDT W/TM-DOOR RELEASE BUTTON	94.00
05/20/2026	644080	EDNETICS INC	ID	ZONE CONTROLLER; IP ENDPOINT W/ANALOG AUDIO	1,163.48
05/20/2026	644081	GUITAR CENTER STORES INC	ID	H99261000002001	299.00

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 436 - MODERNIZATION FACILITIES FUND					
Function: 810001 - CAPASSET-SO NEWSTAR					
Object: 530 - BUILDING CONSTRUCTION					
05/20/2026	644081	GUITAR CENTER STORES INC	ID	108403767	110.00
05/20/2026	644081	GUITAR CENTER STORES INC	ID	468403000000000	17.25
05/20/2026	644081	GUITAR CENTER STORES INC	ID	106390115	13.50
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	MAGNETALK MATCH-UP ADVENTURE KIT	79.99
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	FANTASTIC CARD HOLDER CN	29.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	PIGS & PALS PREPOSITION CN	14.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	SEQUENCING CN	14.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	LANGUAGE STRATEGIES BUNDLE US	119.91
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	ORAL-MOTOR MIRRORS CN	21.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	SOCIAL SKILLS CHIPPER CHAT CN	79.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	WEBBER PROBLEM SOLVING PHOTO	69.95
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	MAGNETALK WH QUESTIONS & BARRIER	139.90
05/20/2026	644090	SUPER DUPER PUBLICATIONS	SC	COMPARE AND CONTRAST CN	14.95
05/28/2026	644262	COMPLETE BOOK AND MEDIA SUPPLY LLC	TX	Item ID: LS5009	70.34
05/28/2026	644262	COMPLETE BOOK AND MEDIA SUPPLY LLC	TX	Item ID: 14470	512.75
05/28/2026	644262	COMPLETE BOOK AND MEDIA SUPPLY LLC	TX	Item ID: LST4250	239.36
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158978455	1,847.00
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158036301	1,001.20
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 25042	1,306.00
05/28/2026	644268	NCS PEARSON INC	AZ	Item: A103000242457	1,138.60
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158009568	993.00
05/28/2026	644268	NCS PEARSON INC	AZ	Item: A103000285198	1,034.30
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158012801	444.70
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158659880	563.90
05/28/2026	644268	NCS PEARSON INC	AZ	Item: A103000393805	1,151.70
05/28/2026	644268	NCS PEARSON INC	AZ	Item: 0158038452	861.00
05/28/2026	644268	NCS PEARSON INC	AZ	Item: A102001600108	491.00
05/28/2026	644268	NCS PEARSON INC	AZ	Shipping	433.30

Date	Check #	Payee Name	State	Invoice Description	Amount
Fund: 436 - MODERNIZATION FACILITIES FUND					
Function: 810001 - CAPASSET-SO NEWSTAR					
Object: 530 - BUILDING CONSTRUCTION					
				Function: 810001 - CAPASSET-SO NEWSTAR	**197,431.68**
Function: 810002 - CAPASSET-SO NEWCTE					
Object: 530 - BUILDING CONSTRUCTION					
05/13/2026	8429	LKV ARCHITECTS PA	ID	Career Technical Education Facility Tenant Improvement	33,591.91
05/28/2026	644310	ENGINEERED STRUCTURES INC	ID	CTE Pay App # 2	7,125.00
05/28/2026	644310	ENGINEERED STRUCTURES INC	ID	CTE Pay App #3	5,375.00
				Function: 810002 - CAPASSET-SO NEWCTE	**46,091.91**
				Total for Fund: 436 - MODERNIZATION FACILITIES FUND	**243,523.59**

Total for all Funds: **7,789,674.61**

West Ada School District
Board Report - PCard Expenses
May 1st through the 31st

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/11/2026	241.543000	Driver's Education-543	Supplies-000410	CENTENNIAL HIGH SCHOOL4	Id Transdept 2083320102	DRED REG- DIXON	5.12
05/13/2026	241.543000	Driver's Education-543	Supplies-000410	CENTENNIAL HIGH SCHOOL4	Id Transdept 2083320102	DRED REG- DIXON	23.57
			Supplies-000410 Total				28.69
		Driver's Education-543 Total					**28.69**
05/01/2026	100.114001	Education Foundation-114001	District Wide	OWYHEE HIGHSCHL1	Amazon Mktpl	EF M GALLEGOS TAT	56.97
05/01/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bv9lc20h2	EF Hahs TAT SofS John	20.48
05/01/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT B Fischer mason jars	24.99
05/01/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT K Mather keychains, mouse	82.79
05/01/2026	100.114001	Education Foundation-114001	District Wide	BARBARA\MORGAN STEM 2	Amazon Mktpl	EF TAT Sherod	17.79
05/01/2026	100.114001	Education Foundation-114001	District Wide	CENTENNIAL\HIGH SCHOOL7	Wm Supercenter #2862	SOFTBALL COACH GIFTS- WIBSTAD	423.36
05/01/2026	100.114001	Education Foundation-114001	District Wide	CENTENNIAL\HIGH SCHOOL7	Wal-Mart #2862	SOFTBALL COACH GIFTS- WIBSTAD	5.28
05/01/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	EF McGrorty TAT	419.62
05/01/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	EF Band	163.77
05/01/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	EF General	48.65
05/04/2026	100.114001	Education Foundation-114001	District Wide	REBOUND\SCHOOL 1	World Market #343	EF - General Fund - Coffee syrups for Teacher Appreciation Week	36.95
05/04/2026	100.114001	Education Foundation-114001	District Wide	REBOUND\SCHOOL 1	Dollartree	EF - General Fund - Decorations and bowls - Teacher Appreciation Week	18.50
05/04/2026	100.114001	Education Foundation-114001	District Wide	REBOUND\SCHOOL 1	Zurchers- Site 118 - Meri	EF - General Fund - Decorations for Teacher Appreciation Week	38.48
05/04/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS\ELEM SCHL 1	Dominos 7327	EF TAT C Mcelyea pizza party	65.49
05/04/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	EF TAT deMarini Glue, Sharpies. deMarini	48.92
05/04/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT J Gruzins foil sheets, locks, games, cookies	57.19
05/04/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT J Tumble mason jars	26.99
05/04/2026	100.114001	Education Foundation-114001	District Wide	PONDEROSA\ELEM SCHOOL 1	Idahoo Reptile Zoo	EF TAT G.Sorenson	311.97
05/04/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Zoo Boise	EF-Zoo-PTO	318.00
05/04/2026	100.114001	Education Foundation-114001	District Wide	PATHWAYS\MIDL SCHOOL 1	Fred-Meyer #0198	EF SOS Compass Compassion Fund - 497 Pathways Middle school	64.42
05/04/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 3	Amazon Mktpl	EF - TAT - MARTINEZ	104.32
05/05/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Walmart.Com 8009256278	EF TAT Jones Felt Squares. Jones	13.59
05/05/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Walmart.Com 8009256278	EF TAT Jones. Flowers, Index Cards. Markers. Jones	52.52
05/05/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	15.47
05/05/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	85.49
05/05/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Amazon Mktpl	Ed foundation Counseling account- Purchases for McKinney Vento UAY accidentally purchased with P	310.09
05/06/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	EF Scoville silicone mats	49.84
05/06/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT B Fischer 3D nozzle	33.25
05/06/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Walmart.Com	EF TAT Jones. Pink Petunia. Jones	7.54
05/06/2026	100.114001	Education Foundation-114001	District Wide	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	EF TAT Smith	558.91
05/06/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF Z Ludvik organizer, tablet, lights, markers	61.93
05/06/2026	100.114001	Education Foundation-114001	District Wide	FRONTIER\ELEM SCHOOL 2	Hertzberg New Method In	EF-Grant-Knam = $342.00 ASB-557-Books = $23.83	342.00
05/06/2026	100.114001	Education Foundation-114001	District Wide	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	EF -TAT Dara Sears	65.66
05/06/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 3	Amazon Mktpl	EF - TAT - MARTINEZ	49.97
05/06/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 3	Amazon Mktpl	EF - TAT - MARTINEZ	344.32
05/06/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	69.64
05/06/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Avasflowers.Net	Ed foundation Counseling account- Condolence flowers for Rae Peppley, approved by Kylee Bendorf 5/	86.26
05/06/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Albertsons #3339	Ed Foundation Counseling account; Retirement gift for Andy Grant. Approved by Kylee Bendorf 5/4/26	25.00
05/07/2026	100.114001	Education Foundation-114001	District Wide	SAWTOOTH MIDL SCHOOL 2	Costco Whse#1343	EF-TAT-Nurse-Congdon	355.91
05/07/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	EF TAT Gibbs Vacuum, Filters, Battery. Gibbs	182.97
05/07/2026	100.114001	Education Foundation-114001	District Wide	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	EF - TAT Dara Sears	122.49
05/07/2026	100.114001	Education Foundation-114001	District Wide	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	EF - TAT Dara Sears	43.48
05/07/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Teacherspayteachers.Com	EF-Sprengel-TAT	132.34
05/07/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Amazon Mktplace Pmts	Ed foundation Counseling account- Reimbursement for McKinney Vento UAY accidentally purchased w	(34.92)
05/07/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Amazon Mktplace Pmts	Ed foundation Counseling account- Reimbursement for McKinney Vento UAY accidentally purchased w	(137.65)
05/07/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Amazon Mktplace Pmts	Ed foundation Counseling account- Reimbursement for McKinney Vento UAY accidentally purchased w	(31.35)
05/08/2026	100.114001	Education Foundation-114001	District Wide	STAR ELEM SCHOOL 1	Amazon Mktpl	EF Library TAT books	133.52
05/08/2026	100.114001	Education Foundation-114001	District Wide	ROCKY MOUNTAIN HS 3	Costco Whse#1343	EF A. Hickman SPED	19.98
05/08/2026	100.114001	Education Foundation-114001	District Wide	STAR\MIDDLE SCHOOL 3	Friends Of Zoo Boise	EF General Meyers - Holman	176.00
05/08/2026	100.114001	Education Foundation-114001	District Wide	REBOUND\SCHOOL 1	Wal-Mart #5841	EF - General Fund - Tablecloth and cupcakes for Teacher Appreciation Week.	30.71
05/08/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	EF Smith Andrew caliper	479.94
05/08/2026	100.114001	Education Foundation-114001	District Wide	BARBARA\MORGAN STEM 2	Wal-Mart #5841	EF TAT Fletcher Party	60.24
05/08/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHOOL 2	Michaels Stores 1252	EF Thespians Club senior celebration	75.41
05/08/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHOOL 2	Dollar Tree	EF Thespians Club senior celebration	44.75
05/08/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHOOL 2	Wm Supercenter #2862	EF Thespians Club senior celebration	23.18
05/08/2026	100.114001	Education Foundation-114001	District Wide	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	EF - TAT Dara Sears	44.97
05/08/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Jensen-TAT	152.86
05/08/2026	100.114001	Education Foundation-114001	District Wide	INFORMATION\SERVICES	Lands End* W000035495	EF IT Gear for new hire	68.85
05/08/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Spenner-TAT	135.20
05/08/2026	100.114001	Education Foundation-114001	District Wide	ROCKY\MOUNTAIN HS 5	Amazon Mktpl	EF TAT- K. White	95.96
05/08/2026	100.114001	Education Foundation-114001	District Wide	COUNSELING\DEPARTMENT	Amazon Mktplace Pmts	Ed foundation Counseling account- Reimbursement for McKinney Vento UAY accidentally purchased w	(106.17)
05/11/2026	100.114001	Education Foundation-114001	District Wide	INFORMATION\SERVICES	Amazon Reta* Bf5k165m2	Cybersecurity Snack Bar Supplies	51.72
05/11/2026	100.114001	Education Foundation-114001	District Wide	ROCKY MOUNTAIN HS 3	Scentsycommonskitchen	EF A. Hickman SPED	74.15

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/11/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	EF General	223.19
05/11/2026	100.114001	Education Foundation-114001	District Wide	BARBARA\MORGAN STEM 2	Zoo Boise	EF PTO Whole School Field Trip;	2,496.00
05/11/2026	100.114001	Education Foundation-114001	District Wide	BARBARA\MORGAN STEM 2	Marcos Pizza - 6032 - Oh	EF TAT Brannan pizza party	45.46
05/11/2026	100.114001	Education Foundation-114001	District Wide	BARBARA\MORGAN STEM 2	Amazon Mktpl	EF TAT Computer- Screen wipes	69.93
05/11/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT K Mather headphones	37.99
05/11/2026	100.114001	Education Foundation-114001	District Wide	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	EF-TAT-INSTANT CAMERA AND FILM-BARLOW	76.98
05/11/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	228.90
05/11/2026	100.114001	Education Foundation-114001	District Wide	INFORMATION\SERVICES	Jimmy Johns - 2783 - Ecom	EF IT Jimmy John's FTMN	162.61
05/11/2026	100.114001	Education Foundation-114001	District Wide	MERIDIAN MIDL SCHOOL 1	Fly High - Boise	EF - Special Needs and General Fund - School	264.45
05/11/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Idaho Historical Museum	EF-4th grade admission-PTO	258.00
05/11/2026	100.114001	Education Foundation-114001	District Wide	KEVEN DENTON	McDonalds F11887	Line 4862 - FTMN Breakfast	54.18
05/11/2026	100.114001	Education Foundation-114001	District Wide	INFORMATION\SERVICES	Chick-Fil-A #03380	IT FTMN Breakfast	14.14
05/12/2026	100.114001	Education Foundation-114001	District Wide	SAWTOOTH\MIDL SCHOOL 1	Sq *hugos Deli	EF-TAT-SPED-Dan Hammel	191.29
05/12/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktplace Pmts	EF General	(24.99)
05/12/2026	100.114001	Education Foundation-114001	District Wide	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	EF General	8.99
05/12/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	EF Li TAT nametag holders	30.99
05/12/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bv7yb9g30	EF Scoville TaT Culinary	9.44
05/12/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT S Purcell pioneer day crafts	100.02
05/12/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	EF Principal General Holiday Assistance. Backpacks, Lunchboxes, Socks, Water Bottles, Personal Care	366.60
05/12/2026	100.114001	Education Foundation-114001	District Wide	HUNTER\ELEM SCHOOL 2	Amazon Mktpl	EF McCormick TAT	40.88
05/13/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 3	Amazon Mktpl	EF - TAT - MARTINEZ	16.62
05/13/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Shafter	53.73
05/13/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Teeter	38.77
05/13/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Trainor	12.99
05/13/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Trainor	95.60
05/13/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Whitaker	26.78
05/13/2026	100.114001	Education Foundation-114001	District Wide	HUNTER\ELEM SCHOOL 2	Amazon Reta* Bf6w041c1	EF McCormick TAT	6.47
05/13/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	8.11
05/14/2026	100.114001	Education Foundation-114001	District Wide	ROCKY MOUNTAIN HS 3	Wahoozfunzone_pos	EF SPED A. Hickman	229.90
05/14/2026	100.114001	Education Foundation-114001	District Wide	SAWTOOTH MIDL SCHOOL 2	Costco Whse#1343	EF SPED-Dan Hammel	38.84
05/14/2026	100.114001	Education Foundation-114001	District Wide	ACCOUNTS PAYABLE	San Mar	EF General Funds $20k Donation	544.61
05/14/2026	100.114001	Education Foundation-114001	District Wide	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	EF GENERAL SCHOOLS PENCIL SHARPENERS	157.27
05/14/2026	100.114001	Education Foundation-114001	District Wide	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	EF TAT Horgan	16.99
05/14/2026	100.114001	Education Foundation-114001	District Wide	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	EF TAT M Coday tie dye refill	12.91
05/14/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Reta* E59iu2fj3	EF-Werre-TAT	139.99
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Braley for Counseling	49.76
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Braley for Counseling	184.01
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Fletcher	50.58
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Whitaker	55.92
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Wm Supercenter #5841	EF TAT Whitaker=37.19/EF TAT Schildknecht=187.37	37.19
05/14/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Wm Supercenter #5841	EF TAT Schildknecht=187.37	187.37
05/14/2026	100.114001	Education Foundation-114001	District Wide	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	EF Principal General Holiday Assistance. Deodorant. Brady	13.58
05/14/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Lesteberg-TAT	45.76
05/15/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Walmart.Com	EF Thespians Club student mtg	26.15
05/15/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 3	Walmart.Com	EF Thes Club student meeting	3.88
05/15/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Gray-TAT	147.31
05/15/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Zagarella-TAT	131.04
05/15/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Brown	232.70
05/15/2026	100.114001	Education Foundation-114001	District Wide	MERIDIAN\ELEM SCHOOL 1	Amazon Mktpl	EF Nurse - Health Office Supplies	75.98
05/18/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW HS 4	Hostinger.Com	EF BAND- PROGRAM -	335.52
05/18/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW HS 4	Pygraphics	EF - TAT - BARRO	125.00
05/18/2026	100.114001	Education Foundation-114001	District Wide	RENAISSANCE\HIGH SCHL 1	Pizza Hut 002148	EF Thespians Club stu mtg	228.67
05/18/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 8	Genewiz	EF - GRANT - COOPER	161.60
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 2	Zoo Boise	EF-1st grade-PTO	438.00
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Sq *westys	EF-5th grade-PTO	625.60
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Huth-TAT	139.01
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Rich-TAT	137.61
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Shipley-TAT	162.82
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Wilson-TAT	242.26
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-TAT	135.86
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-TAT	(135.86)
05/18/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Huth-TAT	(139.01)
05/19/2026	100.114001	Education Foundation-114001	District Wide	SAWTOOTH\MIDL SCHOOL 1	Amazon Mktpl	EF-TAT-Nurse Congdon	384.21
05/19/2026	100.114001	Education Foundation-114001	District Wide	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	EF TAT- TINA DUKE	184.61
05/19/2026	100.114001	Education Foundation-114001	District Wide	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	EF-TAT-TINA DUKE: DRY ERASER	2.97
05/19/2026	100.114001	Education Foundation-114001	District Wide	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	EF-TAT-TINA DUKE-BOOKMARKS	7.82
05/19/2026	100.114001	Education Foundation-114001	District Wide	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	EF TAT McMurtrey	106.13
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Brucker-TAT	136.71
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Reed-TAT	141.20
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Drake-Special Needs	29.98
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-TAT	13.58
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-TAT	(13.58)

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/19/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Reed-TAT	(141.20)
05/20/2026	100.114001	Education Foundation-114001	District Wide	MOUNTAIN VIEW\HS 3	Amazon Mktpl	EF - TAT- FUNDERBURG	299.94
05/20/2026	100.114001	Education Foundation-114001	District Wide	ROCKY MOUNTAIN HS 3	Tst* Topgolf - Boise	EF Special Needs - A. Hickman	172.93
05/20/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Drake-Special Needs	21.99
05/20/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Mumford-TAT	441.29
05/20/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	ER-Special Needs-Purl	113.84
05/20/2026	100.114001	Education Foundation-114001	District Wide	FEDERAL PROGRAMS	Lowes #02792	Community Garden Supplies for DSES	398.20
05/21/2026	100.114001	Education Foundation-114001	District Wide	SAWTOOTH MIDL SCHOOL 2	Albertsons #0177	EF TAT-SPED-Hammel	92.66
05/21/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Dominos 7311	EF TAT Whitaker	58.47
05/21/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Shipley-TAT	12.34
05/21/2026	100.114001	Education Foundation-114001	District Wide	PROFESSIONAL\TECH ED3	Sq *idaho Fcs Educator As	PLTW Grant Tyler Bolen Conference Registration	135.00
05/21/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktplace Pmts	EF-Lesteberg-TAT CREDIT	(57.68)
05/21/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Mumford-TAT	12.45
05/21/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Purl-Special Needs	281.58
05/21/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	ER-Purl-Special Needs	56.99
05/22/2026	100.114001	Education Foundation-114001	District Wide	WILLOW CREEK ELEM SCHL 1	Amazon Mktplace Pmts	EF-Lesteberg-TAT CREDIT	(8.21)
05/25/2026	100.114001	Education Foundation-114001	District Wide	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	EF S.BERG GRANT 277.81	277.81
05/25/2026	100.114001	Education Foundation-114001	District Wide	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	EF S.BERG TAT	13.01
05/25/2026	100.114001	Education Foundation-114001	District Wide	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	EF GENERAL SCHOOLS 56.98	56.98
05/25/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktpl	EF TAT Shafter	21.24
05/25/2026	100.114001	Education Foundation-114001	District Wide	PROFESSIONAL\TECH ED3	American Air	PLTW Grant Tyler Bolen Conference Baggage Fees	45.00
05/25/2026	100.114001	Education Foundation-114001	District Wide	PROFESSIONAL\TECH ED3	American Air	PLTW Grant Tyler Bolen Conference Baggage Fees	45.00
05/25/2026	100.114001	Education Foundation-114001	District Wide	PROFESSIONAL\TECH ED3	American Air	PLTW Grant Tyler Bolen Conference Flight	313.98
05/25/2026	100.114001	Education Foundation-114001	District Wide	PROFESSIONAL\TECH ED3	American Air	PLTW Grant Tyler Bolen Conference Flight	836.23
05/25/2026	100.114001	Education Foundation-114001	District Wide	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* 4s4xz0n53	EF TAT- OTTS	19.28
05/26/2026	100.114001	Education Foundation-114001	District Wide	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	EF TAT- OTTS	795.12
05/27/2026	100.114001	Education Foundation-114001	District Wide	SPALDING\ELEM SCHOOL 2	Amazon Reta* Ex8f58rm3	EF-TAT-DUKE-CARDSTOCK	12.43
05/27/2026	100.114001	Education Foundation-114001	District Wide	SPALDING\ELEM SCHOOL 2	Amazon Mktplace Pmts	EF-TAT-DUKE-REFUND FOR DAMAGED CARDSTOCK	(12.43)
05/29/2026	100.114001	Education Foundation-114001	District Wide	BARBARA MORGAN STEM 2	Amazon Mktplace Pmts	EF TAT Whitaker Reimbursement	(55.92)
			District Wide Total				21,725.84
		Education Foundation-114001 Total					**21,725.84**
05/22/2026	100.656000	GF Admin Technology Services-656	Dues/Mbrshp/subscrip-000392	KEVEN DENTON	Solarwinds	Kiwi Cattools Renewal Line 4897	498.33
			Dues/Mbrshp/subscrip-000392 Total				498.33
05/29/2026	100.656000	GF Admin Technology Services-656	Equipment-000551	INFORMATION\SERVICES	Amazon Mktpl	Line 4900 - Scanners for Techs	716.52
05/29/2026	100.656000	GF Admin Technology Services-656	Equipment-000551	INFORMATION\SERVICES	Amazon Mktpl	Line 4901 - G9 Adapters	1,328.92
			Equipment-000551 Total				2,045.44
05/19/2026	100.656000	GF Admin Technology Services-656	License for Technology-000460	INFORMATION\SERVICES	Www.Nimblelinks.Com	Line 4912 - Nimble Links License (currency exchange fee - charged us double then credited extra charge	89.00
05/19/2026	100.656000	GF Admin Technology Services-656	License for Technology-000460	INFORMATION\SERVICES	Currency Conversion Fee	Line 4912 - Nimble Links License (currency exchange fee - charged us double then credited extra charge	0.89
05/19/2026	100.656000	GF Admin Technology Services-656	License for Technology-000460	INFORMATION\SERVICES	Currency Conversion Fee	Line 4912 - Nimble Links License (currency exchange fee - charged us double then credited extra charge	0.89
05/19/2026	100.656000	GF Admin Technology Services-656	License for Technology-000460	INFORMATION\SERVICES	Www.Nimblelinks.Com	Line 4912 - Nimble Links License (currency exchange fee - charged us double then credited extra charge	89.00
05/22/2026	100.656000	GF Admin Technology Services-656	License for Technology-000460	INFORMATION\SERVICES	Www.Nimblelinks.Com	Line 4912 - Nimble Links License (currency exchange fee - charged us double then credited extra charge	(89.00)
			License for Technology-000460 Total				90.78
05/06/2026	100.656000	GF Admin Technology Services-656	Metro Ethernet/PRI/ISP-000351	DEVAN DELASHMUTT	Elevenlabs.Io	Recurring Monthly Expense	22.00
05/11/2026	100.656000	GF Admin Technology Services-656	Metro Ethernet/PRI/ISP-000351	INFORMATION\SERVICES	Msft * E0400z6vs6	Membership	24.00
05/11/2026	100.656000	GF Admin Technology Services-656	Metro Ethernet/PRI/ISP-000351	INFORMATION\SERVICES	Msft * E0400z6vs5	Membership	3.00
			Metro Ethernet/PRI/ISP-000351 Total				49.00
05/04/2026	100.656000	GF Admin Technology Services-656	Other Services-000390	INFORMATION\SERVICES	Sinch Mailgun	Recurring Expense	200.00
05/07/2026	100.656000	GF Admin Technology Services-656	Other Services-000390	INFORMATION\SERVICES	In *worldwide Interpreter	Line 4842 - WW Interpreters Service Desk	29.67
05/25/2026	100.656000	GF Admin Technology Services-656	Other Services-000390	INFORMATION\SERVICES	Openai *chatgpt Subscr	Recurring Charge	50.00
			Other Services-000390 Total				279.67
05/01/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	[1] PDU needed to break-out 208v Power from DR UPS to supply Redundant power supply to EverPur	74.99
05/01/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Reta* Bj9h35jh1	Amazon Command Strips for Infrastructure - VIVI Attachments	96.70
05/01/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Lenovo	DSC- IT - 5x Wireless Keyboard + Mouse Combos	149.95
05/04/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	Line 4807 - Badge Holders	268.80
05/08/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	Cold Storage Step Stool	52.61
05/15/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Reta* Xr3jt28b3	Office Supplies	55.44
05/18/2026	100.656000	GF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	Line 4888 - Office Supplies Sub Placement Cartridge	224.99
			Supplies-000410 Total				923.48
		GF Admin Technology Services-656 Total					**3,886.70**
05/12/2026	100.631000	GF Administration program-631	Dues/Mbrshp/subscrip-000392	COMMUNICATIONS DEPARTMEN	Buzzsprout Inv8848094	DSC COMMS BUZZSPROUT SUBSCRIPTION	12.00
05/25/2026	100.631000	GF Administration program-631	Dues/Mbrshp/subscrip-000392	COMMUNICATIONS DEPARTMEN	Adobe Inc	DSC COMMS ADOBE SUBSCRIPTION	34.99
			Dues/Mbrshp/subscrip-000392 Total				46.99
05/01/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS\DEPARTMEN	Tst*smokin Iron Bbq Llc	DSC COMMS Rhondenbaugh Supplies WAWA STU	2,524.25
05/01/2026	100.631000	GF Administration program-631	Supplies-000410	HUMAN RESOURCES	United	C. Rice Alixa - Denver, CO	443.80
05/06/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Wm Supercenter #3093	DSC COMMS RHODENBAUGH SSAC SUPPLIES	249.26
05/07/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS CUTURE SUPPLIES	33.97
05/08/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Crumbl	DSC COMMS TEACHER APPRECIATION	9,730.80
05/11/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Hobby Lobby # 433	DSC COMMS GRADUATION SUPPLIES	1,107.17
05/11/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS IES & FRONT DESK SUPPLIES	131.76
05/12/2026	100.631000	GF Administration program-631	Supplies-000410	SARAH\INGLE	Walmart.Com	DSC Admin INGLE Board supplies	0.83
05/13/2026	100.631000	GF Administration program-631	Supplies-000410	SARAH\INGLE	Walmart.Com	DSC Admin INGLE Board supplies	77.27
05/13/2026	100.631000	GF Administration program-631	Supplies-000410	SARAH\INGLE	Walmart.Com	DSC Admin INGLE Board supplies	29.95

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/13/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS RHODENBAUGH IES	23.39
05/13/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Wm Supercenter #3093	DSC COMMS RHODENBAUGH YOS	24.47
05/14/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS GRADUATION SUPPLIES	99.99
05/15/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS GRADUATION SUPPLIES	18.90
05/18/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Wm Supercenter #3093	DSC COMMS GRADUATION SUPPLIES	177.60
05/18/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Wal-Mart #3093	DSC COMMS GRADUATION SUPPLIES	92.62
05/18/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Walmart.Com	DSC COMMS OFFICE SUPPLIES	47.76
05/19/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Costco Whse #0761	DSC COMMS GRADUATION SUPPLIES	521.25
05/19/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Amazon Mktpl	DSC COMMS GRADUATION SUPPLIES	20.64
05/20/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Buffalo Wild Wngs 0671	DSC COMMS GRADUATION EXEC & BOARD	274.88
05/20/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Cafe Zupas	DSC COMMS GRADUATION EXEC & BOARD	213.51
05/20/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Hobby Lobby # 433	DSC COMMS GRADUATION SUPPLIES	160.65
05/21/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Ezcater*chicken Delite	DSC COMMS GRADUATION EXEC & BOARD	414.54
05/22/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Chipotle Online	DSC COMMS GRADUATION EXEC & BOARD	417.96
05/27/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Meridian Trophy Inc	DSC COMMS RHODENBAUGH YOS	39.95
05/28/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Dollar Tree	DSC COMMS RHODENBAUGH IES	2.00
05/29/2026	100.631000	GF Administration program-631	Supplies-000410	COMMUNICATIONS DEPARTMEN	Zurchers- Site 118 - Meri	DSC COMMS RHODENBAUGH IES	16.97
			Supplies-000410 Total				16,896.14
05/14/2026	100.631000	GF Administration program-631	Travel/Mileage-000380	HUMAN RESOURCES	United	ATIXA Symposium - S. Foster	469.25
05/14/2026	100.631000	GF Administration program-631	Travel/Mileage-000380	HUMAN RESOURCES	United	ATIXA Symposium - D. Beck	469.25
05/14/2026	100.631000	GF Administration program-631	Travel/Mileage-000380	HUMAN RESOURCES	United	ATIXA Symposium - K. Haener	469.25
			Travel/Mileage-000380 Total				1,407.75
		GF Administration program-631 Total					**18,350.88**
05/14/2026	100.632000	GF Administration program-632	Communication-000350	ACCOUNTS PAYABLE	2pitney Bowes Inc.	Red ink replacement	161.01
			Communication-000350 Total				161.01
05/06/2026	100.632000	GF Administration program-632	Dues/Mbrshp/subscrip-000392	SARAH\INGLE	Github, Inc.	DSC Admin Ingle monthly subscription	0.93
05/11/2026	100.632000	GF Administration program-632	Dues/Mbrshp/subscrip-000392	DEREK BUB	Infinite Strengths	DSC Admin BUB monthly subscription	79.00
05/13/2026	100.632000	GF Administration program-632	Dues/Mbrshp/subscrip-000392	SARAH\INGLE	Github, Inc.	DSC Admin Ingle monthly subscription	56.00
05/18/2026	100.632000	GF Administration program-632	Dues/Mbrshp/subscrip-000392	DEREK BUB	Remarkable	DSC Admin BUB monthly subscription	4.23
05/18/2026	100.632000	GF Administration program-632	Dues/Mbrshp/subscrip-000392	DEREK BUB	Currency Conversion Fee	DSC Admin BUB monthly subscription	0.04
			Dues/Mbrshp/subscrip-000392 Total				140.20
05/01/2026	100.632000	GF Administration program-632	Supplies-000410	MARCUS MYERS	Jimmy Johns - 2783 Moto	Executive Supplies	363.25
05/04/2026	100.632000	GF Administration program-632	Supplies-000410	MARCUS MYERS	Firehouse Subs 1179 Qsr	Executive Supplies	135.59
05/05/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Lowes #02573	DSC Admin BUB dsc office grill	525.72
05/06/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	1-800-Flowers.Com,inc.	DSC Admin INGLE sympathy floral KB	99.62
05/07/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Ezcater*panera Bread	DSC Admin INGLE SIC Meeting	255.04
05/11/2026	100.632000	GF Administration program-632	Supplies-000410	MARCUS MYERS	Happy Teriyaki -Ten Mile	Executive Supplies	133.17
05/14/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Ezcater*cafe Rio	DSC Admin Think Tank	326.09
05/18/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Tst*maddies Wine And Wh	DSC Admin BUB working dinner	225.63
05/18/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Thecarpark 190 S 9th Gara	DSC Admin INGLE parking clerk retreat	20.00
05/20/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Thecarpark Simplot Garage	DSC Admin BUB Graduation parking	15.00
05/20/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Grubhub*cafezupasmerid	DSC Admin INGLE eval lunch	57.78
05/20/2026	100.632000	GF Administration program-632	Supplies-000410	MARCUS MYERS	Diamond Parking	Executive Supplies	36.55
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Thecarpark Simplot Garage	DSC Admin BUB Graduation parking	15.00
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Grubhub*cafezupasmerid	DSC Admin INGLE eval lunch	59.60
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Uber *eats	DSC Admin INGLE Eval lunches	27.95
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Uber *eats	DSC Admin INGLE Eval lunches	6.18
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Uber *eats	DSC Admin INGLE Eval lunches	25.44
05/21/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Uber *eats	DSC Admin INGLE Eval lunches	6.39
05/22/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Thecarpark Simplot Garage	DSC Admin BUB Graduation parking	15.00
05/25/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Thecarpark Simplot Garage	DSC Admin BUB Graduation parking	15.00
05/25/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Dd *doordash Linglouie	DSC Admin INGLE eval lunch	21.29
05/25/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Grubhub*costavida	DSC Admin INGLE eval lunch	39.69
05/25/2026	100.632000	GF Administration program-632	Supplies-000410	MARCUS MYERS	Blimpie	Executive Supplies	160.09
05/29/2026	100.632000	GF Administration program-632	Supplies-000410	DEREK BUB	Tst*coynes	DSC Admin BUB working dinner	142.25
05/29/2026	100.632000	GF Administration program-632	Supplies-000410	SARAH\INGLE	Tst*goodwood Barbecue Co	DSC Admin INGLE working lunch	75.00
			Supplies-000410 Total				2,802.32
05/08/2026	100.632000	GF Administration program-632	Travel/Mileage-000380	SARAH\INGLE	Swa*premseat	DSC Admin INGLE flight to sup conference June	53.00
05/08/2026	100.632000	GF Administration program-632	Travel/Mileage-000380	SARAH\INGLE	Alaska Air	DSC Admin INGLE flight to sup conference June	26.00
05/08/2026	100.632000	GF Administration program-632	Travel/Mileage-000380	SARAH\INGLE	Alaska Air	DSC Admin INGLE flight to sup conference June	198.40
05/08/2026	100.632000	GF Administration program-632	Travel/Mileage-000380	SARAH\INGLE	Southwes	DSC Admin INGLE flight to sup conference June	178.40
			Travel/Mileage-000380 Total				455.80
		GF Administration program-632 Total					**3,559.33**
05/11/2026	100.651000	GF Administration program-651	Dues/Mbrshp/subscrip-000392	OPERATIONS\DEPARTMENT	Pst*optconnect	Monthly memebership	25.75
05/28/2026	100.651000	GF Administration program-651	Dues/Mbrshp/subscrip-000392	ACCOUNTS PAYABLE	National Institute Of Go	Procurement 2026 Annual forum	299.00
			Dues/Mbrshp/subscrip-000392 Total				324.75
05/29/2026	100.651000	GF Administration program-651	License for Technology-000460	ACCOUNTS PAYABLE	Intuit *qbooks Online	Galileo	80.50
			License for Technology-000460 Total				80.50
05/28/2026	100.651000	GF Administration program-651	Software Contracts-000323	ACCOUNTS\PAYABLE 2	Anthropic: Claude Team	Accounting team plan	1,200.00
			Software Contracts-000323 Total				1,200.00
05/04/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE 3	Complete Office Llc	DSC Copy Paper	3,628.00
05/04/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	379.07

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/04/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	32.40
05/04/2026	100.651000	GF Administration program-651	Supplies-000410	HUMAN RESOURCES	Indeed Usi26-03578212	Job Posting	1,146.81
05/06/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	111.94
05/07/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	DSC Supplies	34.33
05/07/2026	100.651000	GF Administration program-651	Supplies-000410	HUMAN RESOURCES	Market Street #3195	Flowers for J.Fletcher	49.99
05/11/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	126.16
05/13/2026	100.651000	GF Administration program-651	Supplies-000410	OPERATIONS\DEPARTMENT	Chevron 0370213	gas	68.41
05/19/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	DSC Supplies	95.25
05/21/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	DSC Supplies	133.92
05/21/2026	100.651000	GF Administration program-651	Supplies-000410	HUMAN RESOURCES	Dd *doordash Bloomhaus	Flowers for K. Richter	46.34
05/25/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	109.91
05/29/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Office Depot #2087	DSC Supplies	22.47
05/29/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Amazon Reta* V394n3e03	DSC Supplies	249.99
05/29/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	DSC Supplies	15.07
05/29/2026	100.651000	GF Administration program-651	Supplies-000410	ACCOUNTS PAYABLE	Amazon Reta* P53em4qr3	HR Supplies	19.20
05/29/2026	100.651000	GF Administration program-651	Supplies-000410	OPERATIONS\DEPARTMENT	In *signs Etc Inc.	signs	53.00
			Supplies-000410 Total				6,322.26
05/05/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Southwes	HR Conference	203.40
05/05/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	United	HR Conference	190.45
05/07/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Grand Hyatt Denver	ATIXA Summer Symposium	765.11
05/08/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	STACI LOW	Sf Sourdough Eatery	HR Staff Meeting	119.69
05/20/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Thecarpark Jump Garage Wc	WASD Graduation Parking	15.00
05/21/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Parkboi 9th Front1	WASD Graduation Parking	15.00
05/22/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Thecarpark Jump Garage Wc	WASD Graduation Parking	15.00
05/25/2026	100.651000	GF Administration program-651	Travel/Mileage-000380	HUMAN RESOURCES	Thecarpark Jump Garage Wc	WASD Graduation Parking	15.00
			Travel/Mileage-000380 Total				1,338.65
		GF Administration program-651 Total					**9,266.16**
05/11/2026	100.517000	GF Alternative High School-517	Copier Paper-000417	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv2u35so1	All Staff - 3 cases copy paper	124.75
			Copier Paper-000417 Total				124.75
05/01/2026	100.517000	GF Alternative High School-517	Supplies-000410	MERIDIAN ACADEMY HS 1	Amazon Mktpl	DSC - Art Supplies	16.32
05/01/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	The Home Depot #1809	DSC-Science materials	46.90
05/01/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	ISAT Supplies	6.63
05/04/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv4jh56l2	Classroom books - Chris Spencer classroom	150.00
05/04/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bj7105g81	Office supplies - all staff	247.55
05/04/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bs94849u1	refund of 4/28 purchase - teacher appreciation - order cancelled by Amazon	(11.70)
05/04/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktplace Pmts	refund of 4/28 purchase - teacher appreciation - order cancelled by Amazon	(101.02)
05/04/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bj8qz3za0	White out - Emma Clark Classroom	7.55
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Reta* Bv7yn9c91	Classroom Supplies	59.94
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	classroom supplies - Bolner / Michael	64.49
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom supplies - Bolner / Michael	55.73
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv25i6ri2	Expo Markers - All Staff	42.10
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Office Supplies	19.98
05/05/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Teacher appreciation - all staff	56.98
05/06/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom supplies - Bolner / Michael	63.22
05/06/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bj5688630	Classroom supplies - Richards / Campbell	58.72
05/06/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Gopher Family Brands	Classroom supplies - success siblings - Douglas / PE - Winkle	550.75
05/06/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Fred Meyer #0685	meat / seasoning for staff appreciation lunch	137.49
05/06/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Teacher appreciation- all staff	37.44
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom supplies - Bolner / Michael	32.47
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom supplies - Richards	9.74
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	classroom supplies - Richards	6.82
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bf4sc9302	memory cards - Parson classroom	54.99
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv9qh71i1	Student Atlas' - Parsons Classroom	169.40
05/07/2026	100.517000	GF Alternative High School-517	Supplies-000410	MERIDIAN ACADEMY HS 1	D&b Supply Co Store 6	DSC - 410 - Green House Class	28.48
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv6bu0hl1	Classroom Student Atlas' - Parsons room	42.35
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Classroom Supplies	29.99
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom Supplies - Headphones - Richards	18.95
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	ERIC ESCHEN	Starbucks 14832	Coffee for staff appreciation week	42.00
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Reta* Bv24x2h71	Office Supplies	15.29
05/08/2026	100.517000	GF Alternative High School-517	Supplies-000410	ERIC ESCHEN	Albertsons #0169	Snacks for Staff appreciation week	58.54
05/11/2026	100.517000	GF Alternative High School-517	Supplies-000410	MATT\MURA	Teacherspayteachers.Com	Classroom Supplies	24.99
05/11/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Walmart.Com 8009256278	Classroom Supplies	181.80
05/11/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Classroom Supplies - Redmon - Science	44.89
05/11/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Demco Inc	Library - Genre labels for books	78.65
05/11/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Spotify Usa	School Music	12.99
05/12/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	9x12 envelopes - all staff	53.80
05/12/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bf6612af1	office supplies - all staff - lysol wipes, key covers	24.04
05/12/2026	100.517000	GF Alternative High School-517	Supplies-000410	MERIDIAN ACADEMY HS 1	Amazon Reta* 4g30n0e73	DSC - 410 - Classroom Supplies	16.52
05/13/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Student Binders - Dislike quality - sending back	32.48
05/13/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Warhawk Air Museum	Field Trip	136.00
05/13/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Locker Locks	117.12
05/13/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Office Supplies	312.47

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Wb4jn8ex3	Classroom books - Thrasher	197.25
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Wm Supercenter #3093	Classroom end of school - H. Redmon	84.29
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv5wn5u80	Library book	6.99
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bf1he38m1	Library Books	29.82
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bv37h47a0	Library Books	22.98
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Student Binders - Dislike quality - sending back	38.46
05/14/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Walmart.Com	Classroom Supplies	255.96
05/15/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Ah2439bl3	Classroom books - Julia Thrasher	86.79
05/15/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Library Books	286.48
05/15/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Library books / pencils for student binders	305.32
05/15/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Triple Laptop Screen Extender - J. Allumbaugh	63.09
05/15/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Minuteman, Inc.	Locker Keys	33.00
05/18/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Books for Library	264.30
05/18/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Bf1u570s0	Library Books	182.47
05/18/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Wb4jn8ex3	refund of 11 damaged The Book Thief Books.	(86.79)
05/18/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Classroom Supplies	52.39
05/18/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Mktpl	Dance Supplies	47.95
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	REBOUND\SCHOOL 1	Meridian Trophy Inc	DSC - Trophies for retirement staff	213.07
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	REBOUND\SCHOOL 1	Costco Whse#1343	DSC - Water and treats for graduation	110.11
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktplace Pmts	refund of binders returned	(38.46)
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktplace Pmts	Refund of binders returned	(32.48)
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Wal-Mart #2862	School BBQ	90.27
05/19/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Fred-Meyer #0198	Student Celebration	17.06
05/20/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Costco Whse#1343	Dance Supplies	100.19
05/20/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Wahoozfunzone_pos	Field Trip	643.72
05/20/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Reta* Tc5h39k33	Office Supplies	18.69
05/21/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Chefstore 7203	School BBQ Supplies	284.49
05/21/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* U782i0s73	Student binders for 26/27 school year	856.68
05/25/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	The Home Depot #1809	DSC-Degreaser	17.98
05/25/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-Office supplies	54.94
05/25/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Reta* Es9xl0253	DSC-Office supplies	12.13
05/25/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-Office supplies	21.84
05/25/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Reta* Ss36d9ts3	DSC-Office supplies	14.99
05/26/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Laptop screen extenders and poster frames for staff and office	918.79
05/26/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* Ju5k75st3	Library book	7.89
05/26/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-Office supplies	52.19
05/26/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Reta* 5m8ei7pw3	DSC-Office supplies	58.54
05/27/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-Office supplies	137.37
05/27/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-Office supplies	66.67
05/27/2026	100.517000	GF Alternative High School-517	Supplies-000410	EAGLE ACADEMY HS 1	Amazon Mktpl	DSC-PE supplies	660.31
05/27/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* 0g7zt7xy3	Student Binders - part of May 13 order	77.88
05/27/2026	100.517000	GF Alternative High School-517	Supplies-000410	CROSSROADS MIDL SCHOOL1	Amazon Reta* J33o79v53	Office Supplies	194.79
05/29/2026	100.517000	GF Alternative High School-517	Supplies-000410	MATT\MURA	Zoom.Com 888-799-9666	Staff Interview	16.99
05/29/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Reta* E86ym90t3	Book for Library	14.34
05/29/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Books for Library	624.34
05/29/2026	100.517000	GF Alternative High School-517	Supplies-000410	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Reach book laptop screen extender for Katie	504.19
			Supplies-000410 Total				10,644.10
		GF Alternative High School-517 Total					**10,768.85**
05/01/2026	100.611000	GF Attendance and guidance program-611	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	COUNSELING SUPPLIES- SANTOS	9.99
05/05/2026	100.611000	GF Attendance and guidance program-611	Supplies-000410	COUNSELING\DEPARTMENT	Qgv*jannus, Inc	ASIST training for Rikki Jensen- approved by Kylee Bendorf 5/4/26.	100.00
05/15/2026	100.611000	GF Attendance and guidance program-611	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktplace Pmts	RETURN COUNSEL SUPPLIES- SANTOS	(48.00)
			Supplies-000410 Total				61.99
		GF Attendance and guidance program-611 Total					**61.99**
05/04/2026	100.661000	GF Custodial program-661	Supplies-000410	TAWNYA HULBERT	Amazon Mktpl	52-306569 CUST Backpack vacuum bags	678.65
			Supplies-000410 Total				678.65
		GF Custodial program-661 Total					**678.65**
03/26/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	UES Copy Paper	(1,814.00)
03/26/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	CDSA Copy Paper	1,814.00
05/01/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Mary Mac Copy Paper	1,814.00
05/04/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Galileo Copy Paper	1,814.00
05/07/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Hunter Copy Paper	1,814.00
05/07/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Summerwind Copy Paper	893.39
05/08/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	McMillian Copy Paper	1,814.00
05/08/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Ponderosa Copy Paper	1,814.00
05/15/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Prospect Copy Paper	1,814.00
05/22/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	KELLI\KNOWLES	Complete Office Llc	Paper	110.58
05/28/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	Peregrine copy paper	1,814.00
05/28/2026	100.512000	GF Elementary school programs-512	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	BMSA Copy Paper	1,814.00
			Copier Paper-000417 Total				15,515.97
05/07/2026	100.512000	GF Elementary school programs-512	Equipment Repair-000325	CHIEF JOSEPH\ELEM SCHL1	Dunkley Music Inc	DSC - Supplies - Allis - Flute Repair DSC - Musical Equipment Repair - Allis - Flute Repair, Reeds	69.93
			Equipment Repair-000325 Total				69.93
05/11/2026	100.512000	GF Elementary school programs-512	Equipment-000551	PIONEER SCHL OF ARTS 1	White Cloud Boise	551 - Equipment - new radios from Whit Clouds	1,230.00

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/28/2026	100.512000	GF Elementary school programs-512	Equipment-000551	GALILEO\K-8 SCHOOL 1	Gopher Family Brands	DSC Equipment	1,065.06
05/29/2026	100.512000	GF Elementary school programs-512	Equipment-000551	GALILEO\K-8 SCHOOL 2	Amazon Reta* Uy1p86ug3	DSC Equipment	231.94
05/29/2026	100.512000	GF Elementary school programs-512	Equipment-000551	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Equipment	183.90
05/29/2026	100.512000	GF Elementary school programs-512	Equipment-000551	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Equipment	361.72
			Equipment-000551 Total				3,072.62
04/08/2026	100.512000	GF Elementary school programs-512	Other Services-000390	SUMMERWIND\ELEM SCHOOL1	Waste Pro	DSC - shredding	70.28
05/07/2026	100.512000	GF Elementary school programs-512	Other Services-000390	MCMILLAN\ELEM SCHOOL 1	Stericycle, Inc	DSC quarterly shredding	74.87
05/07/2026	100.512000	GF Elementary school programs-512	Other Services-000390	SEVEN OAKS\ELEM SCHOOL1	Waste Pro	DSC Shredding Invoice 3932396. Blaskoski	31.16
05/07/2026	100.512000	GF Elementary school programs-512	Other Services-000390	SILVER SAGE\ELEM SCHL 1	Western Records Destructi	DSC-Shredding	46.00
05/11/2026	100.512000	GF Elementary school programs-512	Other Services-000390	PROSPECT\ELEM SCHOOL 2	Waste Pro	DSC Shredding	1.64
05/11/2026	100.512000	GF Elementary school programs-512	Other Services-000390	EAGLE ELEM SCHOOL 1	Waste Pro	DSC - Shredding - Paper Shred	43.60
05/11/2026	100.512000	GF Elementary school programs-512	Other Services-000390	ANDRUS\ELEM SCHOOL 2	Waste Pro	DSC- Shredding Services	29.44
05/12/2026	100.512000	GF Elementary school programs-512	Other Services-000390	PIONEER SCHL\OF ARTS 2	Western Records Destructi	DSC - Shredding	46.00
05/13/2026	100.512000	GF Elementary school programs-512	Other Services-000390	PARAMOUNT ELEM SCHOOL 1	Waste Pro	DSC Shredding- paper shred	29.44
05/14/2026	100.512000	GF Elementary school programs-512	Other Services-000390	MERIDIAN\ELEM SCHOOL 1	Western Records Destructi	DSC Shredding sensitive materials	38.00
05/18/2026	100.512000	GF Elementary school programs-512	Other Services-000390	PEREGRINE\ELEM SCHOOL 1	Western Records Destructi	DSC Shred- Shred Services for 04/01/2026 - 04/30/2026. Invoice# 0809625.	47.00
05/21/2026	100.512000	GF Elementary school programs-512	Other Services-000390	BARBARA MORGAN STEM 1	Stericycle, Inc	DSC Shredding May 26	158.85
05/21/2026	100.512000	GF Elementary school programs-512	Other Services-000390	HUNTER ELEM SCHOOL 1	Western Records Destructi	DSC Shredding	312.00
			Other Services-000390 Total				928.28
04/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SUMMERWIND\ELEM SCHOOL1	Waste Pro	DSC - shredding	(70.28)
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - Letter Board	49.90
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - reward sticker Iready	57.95
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Reta* Bs95d67v0	DSC - Supplies - Books	49.24
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Art Walk	21.38
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC- dum dums	28.95
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC Gen Sup- supplies	48.15
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC Gen Sup- Tiny Star	84.26
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC office supplies	61.48
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC plastic sheeting	38.68
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC PRE-K SUPPLY	32.24
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Reta* Bv0mm1xr2	DSC Sharpener and AAs	62.57
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC sponges, balls	57.35
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	45.99
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	24.50
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE\ELEM SCHOOL 1	Office Depot #2087	DSC Supplies - certificates	58.50
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* By0286v70	DSC Supplies Refund	(4.57)
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies stretchy bands-PE	75.50
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC wall stapler	9.49
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-homework folders	45.99
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-sub binders, homework folders	174.15
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Costco Whse #0761	DSC-Supplies	19.98
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HUNTER\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies General	63.37
05/01/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- 5th gr promotion supplies	44.97
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Mktpl	ASB Tape dispensers	14.44
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Otc Brands	ASB-stuffed inflatable lion	6.70
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - Birthday Pencils	58.29
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Jadie Converse	21.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom Supplies - Jadie Converse	69.67
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Travis Ceniga	49.84
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*bj8t14tt0	DSC - Double sided tape - Heather Wolski	4.69
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Photo Mat - Cheryl Weeks	15.83
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Farewell Gifts	37.94
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Locks	16.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Kosmatka - Markers	17.97
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Albertsons #0160	DSC - Supplies - Ogle - 5th Grade Promotion	99.92
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Hobby Lobby #945	DSC - Supplies - Ogle - 5th Grade Promotion	14.94
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Classroom Rug. Lavoie	79.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	DSC- General Supplies- Computer classroom supplies- Device wipes.	50.94
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Greenwald class supplies	143.76
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Humphries class supplies	143.44
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Reta* Bj4u07sa1	DSC KINDERGARTEN	439.80
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Space Pencils. Lavoie	9.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	The Home Depot #1809	DSC Supplies	129.66
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - bingo cage	22.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - paper for poster printer	63.60
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Reta* Bj64e5mr1	DSC Supplies - sharpies	69.75
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - sticky easel pad, stickers, markers, and pens	110.93
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - storage bins, puzzles and game.	63.41
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA\MORGAN STEM 2	Amazon Mktpl	DSC Supplies for Kinder program and office	108.61
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KARA\RITTER	Costco Whse #0761	DSC- supplies for teacher appreciation week	113.96
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Reta* Bj0fl4u91	DSC-General Supplies- Michelle Storey- Curriculum- All staff.	595.20
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Amazon Mktpl	DSC-Office Supplies	17.28

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Albertsons #3339	DSC-superhero lunch lady treats	11.46
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE ELEM SCHL 2	Dominos 7315	DSC-Supplies	101.74
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	269.27
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Amazon Reta* Bs8em6ii0	DSC General Supply	21.05
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Amazon Reta* Bj52u0g11	DSC General Supply	51.56
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* Bj7t383f0	DSC Gen Sup- binding coils	10.18
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* Bj5ez3tp0	DSC Gen Sup- pencil sharpener	11.41
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Cafe Zupas	DSC, Staff Lunch	161.99
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Reta* Bj2ar5zu0	DSC supplies- 3rd gr -EoY activity supplies	54.07
05/04/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- 4th gr folders	62.97
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - adaptors and cables	133.62
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Etsy.Com*stickersprinkles	DSC - Stickers - Brian Thornburg	19.71
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Antilla - Crowns	34.99
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Mktpl	DSC - Supplies - Caps	85.78
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Reta* Bv9eu6i02	DSC - Supplies - Expo Markers	42.10
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Ogle - Promotion Supplies	176.31
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Mktpl	DSC - Supplies - Sign, Book, Paper, Glue, Wipes	188.50
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC 3D filament	68.97
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktplace Pmts	DSC Greenwald refund	(5.02)
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Greenwald supplies	6.48
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC- sensory toys, spiral notebook,blue balloons	71.39
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC STICKERS	11.38
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Reta* Bf2nz8cm2	DSC Supplies	3.48
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	DSC Supplies	16.14
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FRONTIER\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies	48.77
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Wm Supercenter #2862	DSC Supplies - Paint set.	45.36
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - sticky easel pad x2, markers, pens, pencils, post-its and notebooks.	202.76
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Wal-Mart #2862	DSC Supplies - supplies for class project	37.92
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Reta* Bv4194fj1	DSC Supplies Batteries	55.98
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	35.99
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC Gen Sup- thank you cards	9.99
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- 3rd gr -EoY activity supplies	201.57
05/05/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOHN\URSILLO	Wm Supercenter #2861	DSC supplies- string cheese for student testing	46.20
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Brian Thornburg	79.45
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Reta* Bf0oo2n72	DSC - envelopes and radio	449.00
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Farewell Gifts	113.34
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Ogle - Promotion Supplies	27.48
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC- Envelopes 9 x 12	25.45
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktplace Pmts	DSC Greenwald refund	(120.70)
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC lanyards	9.98
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bj8792860	DSC pens	11.75
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC SUN SHELTER	12.89
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	39.87
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	25.21
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	476.20
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC- Supplies	74.72
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - Bubbles for student celebration.	42.89
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies Math manipulative, toys, phonics box set, pocket chart, pencil sharpener, tweezers, books	44.77
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	52.20
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR ELEM SCHOOL 1	Primo Brands/Waterserv	DSC Portables water	596.50
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Amazon Mktpl	DSC General Supply	15.99
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* Bj8z33q60	DSC Gen Sup- 1st grade supplies	167.64
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* Bv1oe5tk1	DSC Gen Sup- 2nd grade supplies	128.42
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC Gen Sup- Combination locks	35.99
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com	DSC, Supplies	36.23
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Idaho Historical Museum	DSC supplies- 4th gr ID History Museum	10.00
05/06/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Wal-Mart #2862	DSC supplies- popsicles for students- Spring Sprint	97.44
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ALISA TUELLER	Amazon Mktpl	DSC - Academic calendar	17.05
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Jennifer Svedin	134.76
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Dominos 7311	DSC - IBOB - Michelle Cork	55.99
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Dunkley Music Inc	DSC - Supplies - Allis - Flute Repair DSC - Musical Equipment Repair - Allis - Flute Repair, Reeds	109.37
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEPPER RIDGE\ELEM SCHL2	Amazon Reta* Bf1pv00f2	DSC - White card stock	25.98
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bf3hs6n22	DSC art supplies	5.82
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC counters, markers, sanitizer, art supplies	65.24
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Mktpl	dsc disposable tablecloths for Career Day	29.78
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR ELEM SCHOOL 1	Amazon Reta* Bf4gf9jp2	DSC Fans	330.30
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC grad banners & signs	32.53
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Greenwald classroom supplies	91.55
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC KINDERGARTEN	59.99
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC KINDERGARTEN	1,019.95
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC KINDERGARTEN	139.97
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC Large Wall Calendar	20.99

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Walmart.Com 8009256278	DSC office supplies	45.62
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Odp Bus Sol Llc # 101078	DSC Office Supplies	71.29
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Www.Thepinkbee.Com	DSC- pink bee boundaries masterclass	17.00
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FRONTIER\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies	171.71
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	76.78
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* Bf04u7e22	DSC Supplies	46.10
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	49.99
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* Bf5968ey2	DSC Supplies - Paint set.	34.71
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies Math manipulative, toys, phonics box set, pocket chart, pencil sharpener, tweezers, books	407.12
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies Training alarm-ERR	53.30
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Reta* Bj55w32r0	DSC white roll paper	336.27
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-ballot boxes	7.89
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Www.Thepinkbee.Com	DSC--pink bee TOP bootcamp	17.00
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Reta* Bf1ul3en2	DSC-Supplies	5.88
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	DSC-Supplies	9.65
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Lmr Productions Llc	DSC-unorthodox culture system	167.00
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Amazon Mktpl	DSC General Supply	16.79
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC Gen Sup- 4th grade supplies	246.49
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	17.09
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com 8009256278	DSC, Supplies	37.07
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Reta* Bj6a49k30	DSC-Office Supplies	24.29
05/07/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- dry erase pockets, erasers- Cochran	11.68
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEPPER RIDGE\ELEM SCHL2	Amazon Reta* Bv6po9bg1	DSC - Batteries	26.52
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Speech - Lynette Fogg	31.90
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC 2ND GRADE	354.60
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Mktpl	DSC Binding combs	86.60
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bv6138b71	DSC disinfecting wipes	8.97
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC Fourth Grade Supplies	110.37
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Greenwald class supplies	24.13
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC Kinder Supplies	178.21
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Reta* Bj0m21yi0	DSC Office supplies	56.91
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Reta* Bv11h0b71	DSC Scotch Tape, Wite Out. Blaskoski	80.40
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC Second Grade Supplies	71.97
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Scholastic, Inc.	DSC Supplies	166.06
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC Third Grade Supplies	234.53
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KARA\RITTER	Zamzows 10	DSC-flowers for retirement staff	224.58
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-Parise- supplies, dry erases, pencil caps, paper mate felt tip makers, mesh zipper pouches, chart ma	88.92
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Lowes #00907	DSC-Supplies	13.47
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Reta* Bj9847770	DSC- White cardstock	38.97
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MEGHAN\STEWART	Market Street #3195	DSC - supplies blooming plant Music teacher	24.99
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HUNTER\ELEM SCHOOL 2	Amazon Reta* Bf8s03xo2	DSC DeviceCarts 5thGrade	2,094.95
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* Bf10l5vu2	DSC General Sup- file folders	24.82
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Amazon Mktpl	DSC-Office Supplies	33.56
05/08/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Amazon Reta* Bv8sx5mc1	DSC-Office Supplies	16.68
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Kim Atkinson	76.05
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*bv2le8ed0	DSC - dry erase markers - Kim Atkinson	14.83
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Reta* Bv3or1p30	DSC - Low odor Expo	204.72
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ALISA TUELLER	Amazon Mktpl	DSC - Plant Facility - Ukulele Cart	294.09
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA\MORGAN STEM 2	Amazon Reta* Bf1zt5411	DSC Supplies Otter Pops for Field Day and last day	141.12
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC 2ND GRADE	182.75
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC 2ND GRADE	710.72
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Odp Bus Sol Llc # 101078	DSC 2nd grade folders	59.88
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC 2ND GRADE SUPPLY	54.96
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC 4th grade supplies	184.26
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Mktpl	DSC Binding combs	57.98
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Reta* Bv21s0qt1	DSC Binding combs	19.12
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC BULLETIN BOARD	33.17
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC CMartin supplies	26.24
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bv7mz11u0	DSC disinfecting wipes	8.97
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Reta* Bf8663b02	DSC Extension cords	119.12
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC Folders, dry erase	847.29
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Reta* Jx88v29c3	DSC HANGING FILE	41.08
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JENNY\ARSENAULT	Amazon Mktpl	DSC MENU HOLDER	8.81
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 105125	DSC Office pens	82.77
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC Office supplies	24.25
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC Office supplies	44.79
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101080	DSC office supplies	19.77
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Reta* Bf4a69ld1	DSC PENCIL SHARPENERS	95.97
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL1	Little Caesars 1273 0015	DSC- pizza for "P" day for kindergarten	67.13
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC Post-it notes	55.66
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Curric Asso	DSC Quick Writes for 2nd/3rd	250.32
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC Raptor Rolls	61.18

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC SENSORY TENT	26.99
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN\ELEM SCHL1	Complete Office Llc	DSC SHEET PROTECTORS	176.89
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Waste Pro	DSC Shredding	39.20
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Odp Bus Sol Llc # 101078	DSC Supplies	293.49
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Demco Inc	DSC Supplies	115.56
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* 2a3o14sb3	DSC Supplies - cleaning wipes.	59.88
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - markers, pencil holders, laminating sheets, pouches and beads.	82.43
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Odp Bus Sol Llc # 101135	DSC Tape, staples	72.45
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Tesch classroom	165.37
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC WASHABLE MARKERS	95.97
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Mktpl	DSC Whiteboard	152.90
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Reta* Qa8o85tl3	DSC-Laminating for Kindergarten, snacks for Kindergarten last day	74.26
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CORINNE HOPPE	Sq *my Donuts Eagle	DSC - Supplies - Donuts	265.61
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	dsc 410-dry erase boards/markers	257.74
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY\ELEM SCHOOL1	Fred Meyer #0685	dsc dashers gifts	30.96
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Reta* Bf0s205w2	DSC-Supplies	131.59
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	86.96
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Reta* Bv1md1z30	DSC-Supplies	15.98
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE ELEM SCHL 1	Culligan Water Conditioni	DSC General Supply	82.60
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies water hose	56.44
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BROOKE\ROY	Amazon Reta* Bv6oi7e90	DSC General Sup- learning book	146.67
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HUNTER\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies General	20.96
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Walgreens #11687	DSC-Reed-Classroom Supplies	28.94
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MERIDIAN\ELEM SCHOOL 1	Zurchers- Site 118 - Meri	DSC Gen - Promotion supply	47.57
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Wal-Mart #2862	DSC supplies- 3rd gr EoY activity supplies	96.26
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Odp Bus Sol Llc # 101078	DSC supplies- construction paper	105.99
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Odp Bus Sol Llc # 101078	DSC supplies- construction paper	95.45
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Stapls7915498493000003	DSC supplies- construction paper	506.75
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Wal-Mart #5841	DSC-Reed-Classroom Supplies	37.61
05/11/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JENNIFER\MAXWELL	Cabelas Online U.S.	DSC - Supplies - Refund	(21.19)
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - Cardstock	354.95
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*bf9dz4ti1	DSC - Lifesavers - Michelle Cork	20.49
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC CMartin classroom supplies	108.14
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC End of Year supplies	65.79
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC First grade supplies	49.32
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Quality Art E	DSC Supplies	646.00
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	34.19
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA\MORGAN STEM 2	National Association Of	DSC Supplies Presidential Awards for 5th	185.11
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC USB Printer Cable	12.99
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-dawn novel, dog man book, wood push pins, adventure awaits candy bag, Kristy's great , Junie B J	1,099.25
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-gel pens, candid and compassionate feedback book, journals markers, teacher resource book, chop	467.54
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-reading wall art for library	219.98
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Reta* Bv0tf5510	DSC - Supplies - Hammerquist - Water, Paper Plates	10.57
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	dsc 410- pencils, name tags, expos	249.13
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-1st grade supplies-paint brushes/paper,etc	253.58
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410--classroom birthday crowns	27.96
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-headphones	16.31
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY\ELEM SCHOOL1	Wal-Mart #5841	dsc grad walk items	64.08
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Mktpl	dsc preschool celebration items	81.41
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Quality Art E	DSC- Sulphite paper, watercolor paper, construction paper	830.30
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - pump needles	3.99
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Wal-Mart #2862	DSC Supplies - Food for student celebration.	57.60
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* Bf0ib50k1	DSC Supplies - labels	19.56
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Fred-Meyer #0439	DSC410-student reward popsicle	9.38
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SUMMERWIND\ELEM SCHOOL1	Amazon Mktpl	DSC - lilac copy paper	41.92
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies wobble stool, caddies	39.59
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HUNTER\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies General	962.94
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- flagging tape- field day	71.94
05/12/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- playground equipment, PBIS rewards, radio parts	385.36
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Reta* Bv3il9qq0	DSC - colored paper	101.73
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - supplies	149.65
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Reta* Bf2bi3mu2	DSC - Supplies - Labels	8.46
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Nishikawa - Farewell Gifts	41.28
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Ogle - Sunglasses	33.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - white folders for 5th grade	47.96
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Reta* Yz06i1ow3	dsc 3 ring binders and brass plated fasteners	62.31
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-HEADPHONES	237.10
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-markers, file folders, etc	55.46
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC 4th Grade Folders	25.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC CMartin classroom	19.25
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN\ELEM SCHL1	Complete Office Llc	DSC FOLDERS	118.60
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	DSC- General Supplies- All staff- Construction paper- staff supplies.	160.42

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC HEADSET ATTACHMENT	41.77
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Mktpl	DSC- Items for kindergarten promotion ceremony	46.98
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC- spiral notebook	16.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	18.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	13.86
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	17.84
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Lakeshore Learning Mater	DSC Supplies	34.93
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Costco Whse #0761	DSC- Supplies	105.95
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - beads	8.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* Cq3sx3733	DSC Supplies - markers and Command strips.	20.51
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktplace Pmts	DSC Supplies - Refund	(49.99)
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktplace Pmts	DSC Supplies refund	(7.67)
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Fred-Meyer #0439	DSC410-student clothing	32.47
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktplace Pmts	DSC-assistant principal plaque, assistant principal notebook -Amazon refunded items not available	(30.98)
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Waste Pro	DSC - Shred #390	40.18
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Codys Appliance Repair	DSC - Supplies to Washing Machine	204.22
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*bv45r5qn0	DSC- Batteries- Heather Wolski	11.23
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	Amazon Mktpl	DSC Supplies New Idaho Flag	21.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SUMMERWIND\ELEM SCHOOL1	Amazon Mktpl	DSC - workroom supplies	688.15
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC TV Screen Protectors	7,776.72
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BROOKE\ROY	Amazon Mktpl	DSC Gen Sup- glass whiteboards	359.96
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BROOKE\ROY	Amazon Mktpl	DSC General Sup- painters tape	39.96
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Staples 1409	DSC- Office Supplies	39.99
05/13/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Wal-Mart #2862	DSC-Shipley-Classroom Supplies	126.37
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 40-PENCILS, ART SUPPLIES, FOLDERS	237.97
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410- SAFESCHOOL SUPPLIES	24.49
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-ERASERS, PENCILS, LAMINATING SHEETS	107.29
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-SAFESCHOOL SUPPLIES	138.69
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY\ELEM SCHOOL1	Fred-Meyer #0198	dsc end of year items	20.96
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 1	Complete Office Llc	DSC Markers, tape, copy paper	231.74
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Mktpl	DSC Sheet protectors, office supplies, classroom supplies	104.23
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Mktpl	dsc student rewards for good behavior	81.68
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies for health office	126.62
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Mktpl	DSC Whiteboard	22.30
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	LAKE HAZEL\ELEM SCHOOL2	Amazon Mktpl	DSC-germ x hand sanitizer, Lysol spray	64.76
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Complete Office Llc	DSC-Office Supplies	181.40
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	130.79
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	School Specialty Llc	DSC - Recess Equipment	422.21
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Amazon Mktpl	DSC - RR Supplies	228.43
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	U Oregon Online Paymnt	DSC Supplies	69.99
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	39.45
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Imse	DSC Supplies	204.95
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Curric Asso	DSC Supplies	160.20
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	37.38
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	79.35
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	33.82
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Dominos 7326	DSC Supplies - pizza for class celebration	57.96
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Batteries, Adhesive Remover	40.28
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Walmart.Com 8009256278	DSC Microwave. Blaskoski	85.50
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PONDEROSA\ELEM SCHOOL 1	Amazon Mktpl	DSC Supplies wobble stool, caddies	36.99
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Reta* 172y41xd3	DSC-Paper	3.79
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BROOKE\ROY	Amazon Mktpl	DSC Gen Sup- Chalk Markers	14.98
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BROOKE\ROY	Amazon Mktpl	DSC General Sup- masking tape	73.66
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com	DSC, Supplies	35.74
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	DSC-Shipley-Classroom Supplies	38.45
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Wal-Mart #2862	DSC supplies- 3rd gr EoY activity supplies	13.20
05/14/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Lowes #02573	DSC-Shipley-Classroom Supplies	71.32
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - stop signs	279.70
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	At-A-Glance Us	DSC 410- ACADEMIC CALENDAR	51.52
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC colored paper, page protectors, labels	85.62
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Mktpl	dsc fasteners and raptor labels	33.48
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - beach balls and juice	41.96
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - Expo markers and envelopes.	126.14
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* Jk89g8kf3	DSC Supplies - pretzels and Nabisco snack variety	35.93
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Market Street #3195	DSC Supplies- ice cream for student celebration	25.96
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Mktpl	DSC Toys for classroom use	53.96
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Classroom supplies - Ashley Parker	56.98
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Colored paper - Heather Wolski	15.63
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon Mktpl	DSC - Colored paper - Heather Wolski	159.53
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC - Construction Paper - Heather Wolski	413.70
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Albertsons #0180	DSC - Livingston Supplies - Heather Wolski	56.95
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*rh9xl8ze3	DSC - Pencil Sharpeners - Heather Wolski	65.36

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	99.47
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Tim*time For Kids Mag	DSC Supplies	55.00
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	Amazon Mktpl	DSC Supplies for Recess Equipment= 10.04	10.04
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Dominos 7326	DSC - Supplies - Hammerquist - Pizza for Stu Council	39.88
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Reta* 6l4j47ct3	DSC ziplock bags	68.58
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	DSC-1st grade funds	106.81
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	DSC-Supplies	299.96
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Reta* O33tz1583	DSC General Sup- certificate paper	10.59
05/15/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Sq *pops Popcorn	DSC-Pearce-Classroom Supplies	38.70
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*kf7wv0ko3	DSC - Colored Paper - Heather Wolski	72.58
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 2	Odp Bus Sol Llc # 101078	DSC - Construction Paper- Heather Wolski	211.97
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CORINNE HOPPE	Albertsons #0182	DSC - Supplies - Cookies	38.90
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DAVID\JAKIOUS	Lowes #02573	DSC - tool	79.94
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bf4p06a60	DSC 11x17 copy paper	35.98
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Reta* Bf0o15vk0	DSC 410-3rd grade supplies/laminating sheets	11.69
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-KRAFT PAPER AND SHARPENERS	197.27
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-SAFESCHOOL SUPPLIES	592.71
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-SIDEWALK CHALK	5.17
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-STICKERS/BOOKMARKS	11.98
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Bradburn supplies	75.97
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktplace Pmts	DSC REFUND	(12.89)
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	ANDRUS\ELEM SCHOOL 2	Amazon Reta* Bf2w39gi0	DSC Scotch tape	18.18
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	34.19
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	35.26
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - blocks, legos, magnets and puzzle	51.48
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - book	14.99
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Complete Office Llc	DSC Supplies - folders	45.84
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Little Caesars 1273 0008	DSC Supplies - pizza for 2nd grade.	30.21
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Dominos 7326	DSC Supplies - pizza for class celebration	57.96
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Reta* Lu7hf64p3	DSC Supplies - privacy shields	56.99
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	Amazon Mktpl	DSC Supplies New US Flag	31.98
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC USB to USB cable	8.48
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	DSC-Supplies	471.57
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SUMMERWIND\ELEM SCHOOL1	Amazon Mktplace Pmts	DSC - refund nondelivery of paper	(41.92)
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Whistles, Stapler	19.39
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 2	Wm Supercenter #3093	DSC- General Supplies- Kinder Team- Kristina Shaver.	14.10
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Raptor Tech	DSC- General Supplies- Raptor visitor badges.	195.00
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE ELEM SCHL 1	Costco Whse #0761	DSC General Supply	94.92
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE ELEM SCHL 1	Costco Whse #0761	Dsc General Supply	50.59
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Keyboard Lift. Blaskoski	66.49
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Office Supplies (markers, sticky notes, pencils. pencil sharpener, pens). Blaskoski	775.17
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Reta* Of9ky4i33	DSC-Paper	39.28
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Mktpl	DSC-Supplies	19.98
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HUNTER\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies General	15.64
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	32.48
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Amazon Mktpl	DSC-Office Supplies	376.27
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Costco Whse#1343	DSC-Shipley-Classroom Supplies	29.67
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	DSC-Spenner-Classroom Supplies	19.99
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MERIDIAN\ELEM SCHOOL 1	Wal-Mart #3093	DSC Gen - IReady Testing Project Supply	16.43
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MERIDIAN\ELEM SCHOOL 1	Wm Supercenter #3093	DSC Gen - Promotion Supplies	119.35
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Sp Kleenslate	DSC supplies- kindergarten white boards-class sets	592.69
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- lap desks- Randall	83.99
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- scissors	18.04
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-No money	135.86
05/18/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Huth-No money	139.01
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Reta* To7vw92v3	DSC - accessories for rewards time	99.00
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Reta* Px0oc86w3	DSC 410-FOLDERS	35.79
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Reta* G694l6sh3	DSC 410-privacy shields	48.99
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Certificates	20.89
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC- Supplies	209.39
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - desk converter	237.49
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Reta* Xt8i93r13	DSC Supplies - markers	113.31
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - sharpies	63.21
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - state flag	39.13
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	17.98
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Farewell Gift	44.82
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HEIDI\JACKMAN-RAHN	Amazon Mktpl	DSC book	26.49
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Reta* 0n7v396v3	DSC- General Supplies- All staff- Binding combs.	10.19
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL\OF ARTS 1	Amazon Reta* 218282nw3	DSC-Books	13.40
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC General Sup- double sided tape	18.99
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC General Sup- end of year supplies	2,459.11
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JARED\CHRISTENSEN	Amazon Mktpl	DSC-Office Supplies	200.98

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Walgreens #11687	DSC-Reed-Classroom Supplies	3.65
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MERIDIAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Gen - Promotion Item	7.54
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Greene-No money	13.58
05/19/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Amazon Mktpl	EF-Reed-No money	141.20
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONI DAVIS	Sq *dk Donuts Nampa	DSC - Collaboration - Doni Davis	50.97
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Amazon Mktpl	DSC - cords	49.14
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Quality Art M	DSC - Sulphite Paper	54.00
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Reta* Vo0240v03	dsc 10 principles leadership books	114.07
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC cardstock, key rings, colored paper	78.23
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	DSC- General Supplies- Field Day Activities- All students.	119.96
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	DSC- General Supplies- Katie Vestre- ERR supplies.	380.99
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Reta* Ho1wu91e3	DSC- General Supplies- Katie Vestre- ERR supplies.	20.64
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Reta* Lt24y1vg3	DSC- General Supplies- Katie Vestre- ERR supplies.	99.57
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Wm Supercenter #3094	DSC General Supply	98.01
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE ELEM SCHL 1	Albertsons #3339	DSC General Supply	103.92
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Reta* 9q6ec9ov3	dsc preschool book and k-5 book	18.92
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY\ELEM SCHOOL1	Usps Po 1557750642	dsc return label fee for Riverside Insights	9.72
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktplace Pmts	DSC Return of supplies	(14.89)
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC STANDING DESK	55.99
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC storage	114.65
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	Dsc Storage cabnet	79.99
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	19.99
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - frames	26.99
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Reta* Ye9794qu3	DSC Supplies - markers & pencils	448.90
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - mini sticky notes	12.34
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - misc supplies	474.83
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - misc supplies	693.10
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - spiral notebooks	59.39
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Reta* Xg4gf6mv3	DSC-Supplies	10.51
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	23.60
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR\ELEM SCHOOL 2	Amazon Mktpl	DSC Visitor Stickers	25.07
05/20/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Amazon Mktpl	DSC - Building Supplies	112.06
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEPPER RIDGE\ELEM SCHL2	Amazon Mktpl	DSC - office supplies	33.35
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CORINNE HOPPE	Lowes #02573	DSC - Supplies - Boxes	22.80
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DESERT SAGE\ELEM SCHL 2	Amazon Reta* M25iz09k3	DSC General Supply	305.90
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Reta* H04na9673	DSC Metal Rim Key Tags. Blaskoski	6.22
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MARY MCPHRSN\ELEM SCHL1	Complete Office Llc	DSC PAPER	93.40
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC paper	30.30
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Costco Whse#1343	DSC Preschool supplies	89.01
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* Sd6762nz3	DSC Supplies	36.99
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* Pa76k1lj3	DSC Supplies	70.28
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Scholastic, Inc.	DSC Supplies	4,572.77
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	44.63
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Dominos 7326	DSC Supplies - class celebration	179.98
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Dominos 7326	DSC Supplies - class celebration	69.02
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - labels	35.40
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Dominos 7326	DSC Supplies- Class celebration	87.64
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	WILLOW CREEK ELEM SCHL 2	Costco Whse#1343	DSC-Office Supplies	65.47
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- dry erasers, hi-liters	33.43
05/21/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PLEASANT VIEW\ELEM SCHL1	Amazon Mktpl	DSC - Building Supplies	1,051.40
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-CRASH PAD COVERS	142.00
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-FOLDABLE TABLES	455.94
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Keyboard Lift. Blaskoski	66.49
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Western Records Destructi	DSC paper shred	84.00
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Etahand2mind	DSC Supplies	46.63
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies	1,383.35
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - misc supplies	514.26
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - paint markers, stickers, post-its, birthday crowns and student name plates.	56.50
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC-410 ERASERS/THANK YOU	55.97
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	DSC-Supplies	19.58
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Reta* 0l3go7ko3	DSC-Supplies	45.49
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Amazon Mktpl	DSC General Sup- check out labels	18.99
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PARAMOUNT ELEM SCHOOL 1	Chicago Connection, Llc	DSC General Sup- pizza for staff last day	336.92
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR ELEM SCHOOL 1	Waste Pro	DSC Shred service	208.00
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Fred-Meyer #0198	DSC, Supplies	26.46
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	17.99
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Papa Johns #2372	DSC, Supplies	82.37
05/22/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Reta* Bl83f5n13	DSC snack-student	12.00
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DONNELL SCHL OF ARTS 2	White Cloud Boise	DSC - radios	1,098.10
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	DSC 410-BIRTHDAY PENCILS/ERASERS	165.95
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Reta* Dy9cp3zv3	DSC Library supplies	10.24
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	39.99

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	HILLSDALE ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies - misc supplies	32.57
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - sensory wall tiles, timers, light covers, magnetic tiles and building blocks.	147.61
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	dsc 410- floor mats	74.99
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SPALDING\ELEM SCHOOL 2	Amazon Mktpl	dsc 410- floor mats	1,199.84
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	DISCOVERY ELEM SCHOOL2	Amazon Mktpl	dsc sheet protectors	39.98
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JOPLIN\ELEM SCHOOL 2	Costco Whse #0761	DSC Supplies - bins	67.94
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JEFFREY\CHRISTOPHERSON	Sp Bylr Llc Big A Cal	DSC Supplies Office	171.96
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	193.12
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	99.99
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com	DSC, Supplies	45.70
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Odp Bus Sol Llc # 101080	DSC supplies- envelopes	9.84
05/25/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Odp Bus Sol Llc # 101078	DSC supplies- office supplies	144.11
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHAPARRAL ELEM SCHOOL 1	Amazon.Com*e811w6x73	DSC - Furniture movers- Mirzeta Baltic	17.61
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC ERR Supplies	74.64
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC Supllies	196.11
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supples - clipboards	58.99
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies	665.17
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Amazon Mktpl	DSC Supplies-student store	410.52
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Mktpl	DSC Carpet Spots, Wall Strip, Laminator, Name Tags, Calendar, Organizer, Window Backdrop. Carter	182.85
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Reta* Wl0oq5ul3	DSC Glade Automatic Spray Refill. Blaskoski	15.87
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- hexagon templates	9.49
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	7.99
05/26/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Reta* 0096w3613	DSC, Supploes	4.77
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* D820i1i53	DSC key tags	6.22
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Library supplies	585.51
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	574.57
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	149.79
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* 7c4ee7c93	DSC Supplies	162.00
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	USITCK\ELEM SCHOOL 2	Lowes #02573	DSC supplies wood	264.80
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com	DSC, Supplies	177.55
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Amazon Mktpl	DSC Conf Room Chairs	725.97
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Reta* B88rg4re3	DSC Metal Rim Key Tags. Blaskoski	6.22
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	433.57
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	Supplies	303.54
05/27/2026	100.512000	GF Elementary school programs-512	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Amazon Mktpl	DSC - Supplies - Gates - Binders, Net Attachments	54.96
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	STAR ELEM SCHOOL 1	Py *westside Pizza - Star	DSC Leadership meeting lunch	68.56
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Hs66k67b3	DSC markers	12.18
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Ftd*albertsons Floral	DSC McMahan family	88.20
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SEVEN OAKS ELEM SCHOOL2	Amazon Reta* H04na9673	DSC REFUND Metal Rim Key Tags. Blaskoski	(6.22)
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	575.32
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	173.95
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	214.17
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JUSTINE BURGESS	Amazon Mktpl	DSC Supplies - bulletin board	127.99
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	JENNIFER\MAXWELL	Three Wood Pizza & Pub	DSC Supplies - PLC Lead Mtg	101.00
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 1	Amazon Mktpl	DSC Supplies Light BL Cardstock	114.50
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 1	Amazon Mktpl	DSC Supplies Whole School #2 Black construction	58.05
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 1	Amazon Mktpl	DSC Supplies Whole School #3 Data Binders	26.45
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	KELLI\KNOWLES	Amazon Mktpl	DSC, Supplies	28.99
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	SILVER SAGE\ELEM SCHL 1	Amazon Mktpl	Supplies	105.99
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Stericycle, Inc	DSC additional shredding	74.87
05/28/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	Supplies	38.94
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Scholastic, Inc.	DSC classroom scholastic	364.82
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	EAGLE HILLS\ELEM SCHL 1	Blimpie	DSC lunch for leadership meeting	89.46
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Shop Strange Inc.	DSC Office supplies	777.31
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 1	Odp Bus Sol Llc # 101078	DSC Supplies	123.04
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* Dh7668ni3	DSC Supplies	167.64
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Reta* 402o72nl3	DSC Supplies	334.99
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	GALILEO\K-8 SCHOOL 2	Amazon Mktpl	DSC Supplies	80.95
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	DSC supplies- books for principal book study	81.09
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 1	Amazon Mktpl	DSC Supplies Green Construction	94.80
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	Walmart.Com	DSC Supplies PBI bulbs	11.99
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	Walmart.Com	DSC Supplies PBI lamp and laminating	27.50
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	BARBARA MORGAN STEM 2	The Week Junior	DSC Supplies Reimbursement from subscription	(22.19)
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	Supplies	6.92
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	Supplies	189.16
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL OF ARTS 1	Follett Content Solutions	Supplies	299.56
05/29/2026	100.512000	GF Elementary school programs-512	Supplies-000410	PIONEER SCHL\OF ARTS 2	Parks & Recreation	Supplies	250.00
			Supplies-000410 Total				81,907.58
		GF Elementary school programs-512 Total					**101,494.38**
05/11/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SPED SUPPLIES- FONNESBECK	80.89
05/12/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SPED SUPPLIES- FONNESBECK	107.66
05/14/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	DIST- SPED SUPPLIES- WALDECK	29.96

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/14/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Reta* Q87hb3qn3	DSC - SPED CLSRM SUPP - VANNORTWICK	17.99
05/15/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	MERIDIAN HIGH SCHOOL 2	Dominos 7311	DIST- SPED SUPPLIES- WALDECK	59.89
05/15/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Twinkl 5133080	DSC GF SPED- Annual Membership- J. Loyning	89.88
05/15/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Blooket	DSC GF SPED- Blooket membership- J. Loyning	59.88
05/19/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SPED SUPPLIES- FONNESBECK	12.99
05/19/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Gimkit Pro - 1 Year	DSC GF SPED- Annual membership- T. Smith	59.88
05/21/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SPED SUPPLIES- FONNESBECK	52.21
05/21/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SPED SUPPLIES- FONNESBECK	49.99
05/21/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF SPED- Calculators and headphones- J. Loyning	129.40
05/21/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF SPED- Calculators and headphones- J. Loyning	54.57
05/22/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES SPED- FONNESBECK	38.50
05/22/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES SPED- FONNESBECK	526.66
05/26/2026	100.521000	GF Exceptional school programs-521	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES SPED- FONNESBECK	284.72
			Supplies-000410 Total				1,655.07
		GF Exceptional school programs-521 Total					**1,655.07**
05/04/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Itag/Sage	ITAG Memberships for Oswald, Dorval, Garrett, Knight, and Estlick	125.00
05/11/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Trader Joe S #361	Teacher Appreciation Week- JMC	63.56
05/20/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	246.10
05/20/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	(246.10)
05/20/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	246.10
05/21/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	334.96
05/21/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	(334.96)
05/21/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	334.96
05/22/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Tickets*edufest 20	Edufest Registrations for Shafter & Hammerquist	881.44
05/22/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Tickets*edufest 20	Edufest Registrations for Shafter & Hammerquist	(881.44)
05/22/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Tickets*edufest 20	Edufest Registrations for Shafter & Hammerquist	881.44
05/25/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	GT Team Supplies	58.17
05/25/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	GT Team Supplies	(58.17)
05/25/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	GT Team Supplies	58.17
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	7,718.08
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	229.14
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	45.10
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	(45.10)
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	45.10
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	(7,718.08)
05/26/2026	100.524000	GF Gifted and Talented Program-524	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	GT Team Supplies	7,718.08
			Supplies-000410 Total				9,701.55
		GF Gifted and Talented Program-524 Total					**9,701.55**
05/07/2026	100.665000	GF Grounds-665	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Supreme Equipment	52-306622 GRDS Belt	151.76
05/14/2026	100.665000	GF Grounds-665	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Supreme Equipment	52-306648 GRDS Whell hub w/disc and motor	972.19
05/20/2026	100.665000	GF Grounds-665	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306693 GRDS Brake drum kits	539.98
05/29/2026	100.665000	GF Grounds-665	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Pick-A-Part Jalopy Jungle	52-306752 GRDS Trailer plug end, pigtail	7.55
			Equipment Repair-000325 Total				1,671.48
05/06/2026	100.665000	GF Grounds-665	Other Services-000390	MAINTENANCE\DEPARTMENT	Sawtooth Law...	MHS Parking lot expansion legal fees for rutledge lateral	720.65
05/22/2026	100.665000	GF Grounds-665	Other Services-000390	MAINTENANCE\DEPARTMENT	In *baseline, Inc	Basline irrigation station controller services	1,095.00
			Other Services-000390 Total				1,815.65
05/05/2026	100.665000	GF Grounds-665	Supplies-000410	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306540 GRDS Pressure gauge	76.99
05/05/2026	100.665000	GF Grounds-665	Supplies-000410	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306608 GRDS Hose clamps	35.19
05/06/2026	100.665000	GF Grounds-665	Supplies-000410	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306540 GRDS Pressure test kit	58.99
05/06/2026	100.665000	GF Grounds-665	Supplies-000410	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306586 GRDS Blades	57.99
05/18/2026	100.665000	GF Grounds-665	Supplies-000410	MAINTENANCE\DEPARTMENT	Rain Bird Online Store	Rain Bird IQ Data Plan Renewal 1yr	1,400.00
			Supplies-000410 Total				1,629.16
		GF Grounds-665 Total					**5,116.29**
05/11/2026	100.623000	GF Instr-Related Technology-623	Supplies-000410	KEVEN DENTON	Costco Whse#1343	Line 4873 - Cybersecurity Snack Bar Costco Supplies	144.49
05/20/2026	100.623000	GF Instr-Related Technology-623	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	Line 4867 - Testing USB-C to A cables for conferencing monitors that do not have a multimedia port. R	8.99
			Supplies-000410 Total				153.48
		GF Instr-Related Technology-623 Total					**153.48**
05/07/2026	100.621000	GF Instructional improvement program-621	District Wide	PLEASANT VIEW\ELEM SCHL1	Wal-Mart #5841	DSC - Monthly Para Meeting 05/2026	75.46
05/13/2026	100.621000	GF Instructional improvement program-621	District Wide	MERIDIAN HIGH SCHOOL 3	Costco Whse#1343	DIST- PARAPROFESSIONAL MTG- MALINSKI	173.95
			District Wide Total				249.41
05/12/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	FEDERAL PROGRAMS	Vsp*propio Ls Llc	Propio Translation Services	1,932.10
05/12/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	FEDERAL PROGRAMS	Vsp*propio Ls Llc	Propio Translation Services	1,195.21
05/12/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	FEDERAL PROGRAMS	Vsp*propio Ls Llc	Propio Translation Services	1,300.25
05/22/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	ASSESSMENT\ACCOUNTABILITY	Pragmatic Works Train	online training- Aaron Hubler	247.50
05/22/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	ASSESSMENT\ACCOUNTABILITY	Pragmatic Works Train	Online training- Dave Harrison	247.50
05/22/2026	100.621000	GF Instructional improvement program-621	Prof/Tech Services-000310	ASSESSMENT\ACCOUNTABILITY	Pragmatic Works Train	Online training- Jacqueline Ramstack	247.50
			Prof/Tech Services-000310 Total				5,170.06
05/04/2026	100.621000	GF Instructional improvement program-621	Professional Development-000295	SUMMERWIND\ELEM SCHOOL1	Amazon Mktpl	DSC - Para PLC - snacks	182.99
05/04/2026	100.621000	GF Instructional improvement program-621	Professional Development-000295	SUMMERWIND\ELEM SCHOOL1	Amazon Mktpl	DSC - Para PLC - snacks	12.96
05/07/2026	100.621000	GF Instructional improvement program-621	Professional Development-000295	SUMMERWIND\ELEM SCHOOL1	Amazon Mktpl	DSC - Para PLC - snacks	7.98
05/20/2026	100.621000	GF Instructional improvement program-621	Professional Development-000295	BARBARA MORGAN STEM 2	Walmart.Com 8009256278	DSC Para PLC Breakfast May 26	61.55
05/21/2026	100.621000	GF Instructional improvement program-621	Professional Development-000295	SAWTOOTH\MIDL SCHOOL 1	Tst*tin Roof Tacos Merid	DSC-Para PLC-Brownholtz	88.55

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
			Professional Development-000295 Total				354.03
04/02/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Barr Center	MMS Barr Model PD	(1,625.00)
04/02/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Barr Center	MMS Barr Model PD	(1,625.00)
04/03/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Southwes	MMS Barr Model PD	(612.80)
04/03/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	(268.40)
04/03/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	(268.40)
04/03/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	(268.40)
04/03/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	(268.40)
04/20/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Westin Mission Front D	MMS Barr Model PD	(552.88)
04/20/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARCUS\MYERS	Westin Mission Front D	MMS Barr Model PD	(552.88)
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	A. Lish Supplies	12.67
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEPPER RIDGE\ELEM SCHL2	Albertsons #0160	DSC - Para PLC - Donuts	11.97
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Blue Sky Bagels - Meridia	DSC Para PLC	20.00
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bs9jj87p0	ELA Books	93.64
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv56u3x22	ELA Training Books- K/1	270.54
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FLYERS AT JOPLIN 1	Walmart.Com 8009256278	Paraprofessional Funds, Supplies	47.81
05/01/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Www.Caferio.Com	Teacher Appreciaton Lunch	523.29
05/04/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Heart & Brain Stress Balls	79.12
05/04/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ASSESSMENT\ACCOUNTABILITY	Amazon Mktpl	Office Supplies	222.97
05/05/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Cardstock for SS	17.98
05/05/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Mktpl	DSC - Para - PLC Supplies	435.19
05/05/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Imse	OG+ & Morphology+ Card Sets- Return	(22.10)
05/05/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Reta* Bj6j51yg1	AVID SUPPLIES - FOSTER	42.10
05/06/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ACCOUNTS PAYABLE	Costco Whse#1343	A. Lish Supplies	119.92
05/06/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Costco Whse #0761	Art Show- Refreshments	55.97
05/06/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	OWYHEE HIGHSCHL3	Dollartree	DIST PAR PLC - PARA PLC SUPPLIES - O CONNOR	40.50
05/06/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Wal-Mart #2862	DSC SpEd Para food	16.50
05/06/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RHONDA\MCDONOUGH	Openai *chatgpt Subscr	Professional Development Supplies	50.00
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ACCOUNTS PAYABLE	Market Street #3195	A. Lish Supplies	60.91
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ACCOUNTS PAYABLE	Market Street #3195	A. Lish Supplies	579.10
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	OWYHEE HIGHSCHL3	Albertsons #3194	DIST PAR PLC - PARA PLC SUPPLIES - O CONNOR	47.29
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	OWYHEE HIGHSCHL3	Albertsons #3194	DIST PAR PLC - PARA PLC SUPPLIES - O CONNOR	(2.84)
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	OWYHEE HIGHSCHL3	Tst*tin Roof Tacos Nampa	DIST PAR PLC - PARA PLC SUPPLIES - O CONNOR	76.50
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PONDEROSA ELEM SCHOOL 2	Albertsons #0180	DSC Para-PLC food for meeting	80.92
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	ESPI Zipper Pouches	18.99
05/07/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Sq *scotties Donuts Merid	Teacher Appreciation Week	45.08
05/08/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Webship	DSC Farrell IB exam shipping	100.00
05/08/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Starbucks Store 08831	Teacher Appreciation Week	40.00
05/08/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse#1343	District Professional Learning Supplies	197.44
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEPPER RIDGE ELEM SCHL1	Fred-Meyer #0613	DSC - Para PLC - drinks and snacks	69.44
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Webship	DSC Farrell IB exam shipping	100.00
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Reta* Rd9f30om3	PD Books	88.71
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Supplies for PD Trainings	28.49
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Idaho Pizza Company Meri	T&L Team Appreciation Lunch	400.70
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bf4sq94x1	Tissue & Packing Tape	25.67
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Mktpl	DSC - Para - PLC Supplies	29.08
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE ELEM SCHOOL 2	Amazon Mktplace Pmts	DSC - Para - PLC Supply Return	(60.11)
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEPPER RIDGE ELEM SCHL1	Jimmy Johns - 1548 Moto	DSC - Para PLC - sandwich boxes	181.41
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Reta* Bv69k9070	AVID SUPPLIES - J FOSTER	21.05
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	AVID SUPPLIES- LACY	105.65
05/11/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	331.22
05/12/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Wm Supercenter #3093	DSC TREATS FOR PARA'S	17.69
05/12/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Supplies for PD Trainings	279.19
05/12/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEREGRINE\ELEM SCHOOL 2	Wal-Mart #5841	SPED Para PLC- May	142.18
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Tst*uncle Bobs Sports B	DSC SpEd Para Food	104.00
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CHIEF JOSEPH\ELEM SCHL1	Cafe Zupas	DSC - Para Meeting Snacks - Burnett - Lunches	177.03
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Walmart.Com	DSC monthly para meeting	41.64
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Wm Supercenter #3093	DSC TREATS FOR PARA'S	30.26
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Dutch Bros Id0805	DSC TREATS FOR PARA'S	75.00
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Costco Whse#1343	DSC-Para Breakfast	82.71
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEREGRINE\ELEM SCHOOL 2	Wm Supercenter #5841	SPED Para PLC refund.	(14.27)
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	PD Supplies	24.99
05/13/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FLYERS AT JOPLIN 1	Cafe Zupas	Para Fund, Para Lunch	161.99
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PEPPER RIDGE ELEM SCHL1	Albertsons #0160	DSC - Para PLC - Yogurt parfaits	38.39
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	REBOUND\SCHOOL 1	Tst* Kneaders Bakery And	DSC - Sandwiches for paraprofessional meeting 5-13-26	53.43
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Albertsons #3337	DSC PLC Para Pro meeting	10.00
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Albertsons 3065	DSC PLC Para Pro Meeting	38.40
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MARY MCPHRSN ELEM SCHL2	Wm Supercenter #3093	DSC TREATS FOR PARAS	35.00
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	WILLOW CREEK ELEM SCHL 1	Wal-Mart #5841	DSC-Para Breakfast	41.32
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	HERITAGE MIDDLE SCHOOL1	Wm Supercenter #5841	DSC-PARA PLC-SNACKS FOR MEETING-HANSEN	66.88
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	PROSPECT\ELEM SCHOOL 1	Costco Whse#1343	DSC SpEd Para Food Fund	137.24
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Inventory Team Scanners	245.66

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	DONNELL SCHL OF ARTS 2	McDonalds F39558	DSC-Para Funds	24.67
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	DONNELL SCHL OF ARTS 2	Albertsons #3339	DSC-Para Funds	61.93
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	USITCK\ELEM SCHOOL 2	Freedom Bagel Bakery	Para bagels	26.58
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	USITCK\ELEM SCHOOL 2	Fred-Meyer #0198	Para coffee	64.80
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RIVER VALLEY\ELEM SCHL2	Albertsons 3065	Para PLC funds- snacks for para PLC mtg	32.48
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Fred-Meyer #0198	District Professional Learning Supplies	17.96
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Wm Supercenter #2862	District Professional Learning Supplies	19.13
05/14/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse#1343	District Professional Learning Supplies	55.98
05/15/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	REBOUND\SCHOOL 1	Tst* Kneaders Bakery And	DSC - Sandwiches for Paraprofessional meeting 5-13-26	76.12
05/15/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MCMILLAN\ELEM SCHOOL 2	Starbucks Store 80862	DSC Para meeting	67.96
05/15/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	PD Supplies	61.95
05/15/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	SCOTT\CONNORS	Johnny Bronx Llc	DIST - AVID Food - T. Pence	29.03
05/18/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE MIDDLE SCHOOL 1	Olive Garden 0026481	D PARA ACCOUNT - J OVERALL - LUNCH FOR PARA MTG.	181.35
05/18/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Webship	DSC IB Farrell exam shipping	100.00
05/18/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Ragers Smash N Axe	Team Building for ELA Dept	378.00
05/18/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	DONNELL SCHL\OF ARTS 1	Tst*hugos Deli Overland	DSC-Para Funds	29.87
05/18/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	EAGLE\HIGH SCHOOL 5	Michaels Stores 1252	AVID SUPPLIES - FABRIC - M MILLER	312.67
05/19/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ASSESSMENT\ACCOUNTABILITY	Amazon Mktpl	Office Supplies	154.59
05/20/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Webship	DSC Farrell IB exam shipping	100.00
05/20/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Panera Bread #601937 O	Math Team Breakfast PD	227.88
05/20/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Market Street #3195	District Professional Learning Supplies	115.79
05/21/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	The Home Depot #1804	Boxes for SS books	56.39
05/21/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	SEVEN OAKS\ELEM SCHOOL1	Panera Bread #606367 O	DSC PLC Meeting Breakfast. Blaskoski	125.25
05/21/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	ELA PD Supplies	106.40
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Avid Center	Avid Virtual Conference Registration	850.00
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Avid Center	Avid Virtual Conference Registration	850.00
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	ELA Teacher PD Supplies	96.12
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Signature Stamps	45.57
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Tools for Book Covering	11.99
05/22/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	MOUNTAIN VIEW HS 4	Chick-Fil-A #03084	DSC - EOY PARA LUNCH - WILLS	163.81
05/25/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	REBOUND\SCHOOL 1	R R Bbq Meridian 09	DSC - Paraprofessional end of year luncheon	71.00
05/25/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Reta* Rw8ua5yj3	Elementary Science Kits	199.50
05/25/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Elementary Science Kits	353.60
05/25/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Carolina Biologic Supply	Redworm Vouchers	1,298.10
05/26/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	ELA PD Books & Supplies	145.42
05/26/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ASSESSMENT\ACCOUNTABILITY	Amazon Mktpl	Office Supplies	117.52
05/26/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ASSESSMENT\ACCOUNTABILITY	Amazon Mktpl	Office Supplies	65.29
05/26/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Wal-Mart #2862	Professional Learning Supplies	3.84
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	Elementary Science Kits	281.94
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Panera Bread #601937 O	SS Team Lunch	84.68
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ROCKY MOUNTAIN HS 3	Sp Woodburn Press	DIST - AVID Supplies - T. Pence	324.82
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	ROCKY MOUNTAIN HS 3	In *select Printing, Llc	DIST - AVID Supplies - T. Pence	1,625.00
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse #0761	Professional Learning Supplies	105.95
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse #0761	Professional Learning Supplies	112.31
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Chefstore 7203	Professional Learning Supplies	58.05
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Cke*the Tortilla Fac 1492	Professional Learning Supplies	60.28
05/27/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse #0761	Refund Professional Learning Supplies because they charged tax	(112.31)
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	Elementary Science Kits	119.49
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	Elementary Science Kits	538.50
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RHONDA\MCDONOUGH	Cafe Zupas	Professional Development Supplies	42.03
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Albertsons #0177	District Professional Development Supplies	24.91
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Albertsons #0177	District Professional Learning Supplies	49.92
05/28/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Preferred Shipping Inc	DSC Farrell IB exam shipping	155.47
05/29/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Mktpl	Elementary Science Kits	1,053.64
05/29/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Elementary Science Kits	605.26
05/29/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	CURRICULUM DEPARTMENT	Amazon Reta* 9k6wc6xz3	Math PD Books	94.67
05/29/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	RHONDA\MCDONOUGH	Cafe Zupas	Professional Development Supplies	34.53
05/29/2026	100.621000	GF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Market Street #3195	Professional Development Supplies	242.79
			Supplies-000410 Total				12,549.81
05/01/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv3m97xe2	ELA Novels	88.50
05/01/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM DEPARTMENT	Solution Tree Inc	Science of Reading Masterclass	99.00
05/04/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv4th1xe2	ELA Books	44.03
05/04/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bj0y97ca0	SS Preview Books	31.98
05/05/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bj8ma2xa0	Anchor Texts- Magnetic Literacy	730.32
05/05/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bj9743eq0	ELA Novels	106.93
05/05/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	ESPI- White Board Markers	4,619.80
05/05/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	SS Book Covering Materials	327.96
05/05/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	SS Book Covering Materials	30.73
05/06/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv2y773d1	AP Human Geography Books	930.24
05/08/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bj95g9w60	ELA Books	53.45
05/11/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv53u6f30	AP Human Geography Books	122.40
05/11/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv6cp3qc1	ELA Novels	47.95

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/11/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bv8cy6qq1	ELA Novels	34.95
05/12/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Bf6iy6aw1	ELA Books	41.94
05/13/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Ux3tw8bt3	Re-Envisioning Rigor Books for SS teachers	5,040.00
05/18/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Mn0m10yg3	Re-Envisioning Rigor Books for Science Teachers	3,920.00
05/19/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* 9b5ab80i3	AP Human Geography Books	1,884.96
05/19/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* 4657m8m73	SS Preview Books	31.98
05/21/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Ji1939wx3	ELA Books	95.40
05/21/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Independence Elementary ESPI Rugs	2,328.90
05/22/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Mktpl	Independence ESPI Rugs	237.49
05/26/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* 8t0aa6e63	AP Human Geography Books	856.80
05/26/2026	100.621000	GF Instructional improvement program-621	Textbooks-000444	CURRICULUM\DEPARTMENT 2	Amazon Reta* Ec8jl2er3	Independence ESPI Rugs	1,279.96
			Textbooks-000444 Total				22,985.67
04/02/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Barr Center	MMS Barr Model PD	1,625.00
04/02/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Barr Center	MMS Barr Model PD	1,625.00
04/03/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Southwes	MMS Barr Model PD	612.80
04/03/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	268.40
04/03/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	268.40
04/03/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	268.40
04/03/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Alaska Air	MMS Barr Model PD	268.40
04/20/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Westin Mission Front D	MMS Barr Model PD	552.88
04/20/2026	100.621000	GF Instructional improvement program-621	Travel/Mileage-000380	MARCUS\MYERS	Westin Mission Front D	MMS Barr Model PD	552.88
			Travel/Mileage-000380 Total				6,042.16
		GF Instructional improvement program-621 Total					**47,351.14**
05/18/2026	100.531000	GF Interscholastic Program-531	Supplies-000410	FEDERAL PROGRAMS	Red Pavilion	Supplies for Athletic Department Meeting	179.30
			Supplies-000410 Total				179.30
		GF Interscholastic Program-531 Total					**179.30**
05/05/2026	100.664000	GF Maintenance and warehouse programs-664	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Amazon Reta* Bv1zs1oh1	52-306582 GRDS Mower tire	686.44
05/13/2026	100.664000	GF Maintenance and warehouse programs-664	Equipment Repair-000325	MAINTENANCE\DEPARTMENT	Amazon Mktpl	52-306664 MAINT Rear bumper assembly	187.58
			Equipment Repair-000325 Total				874.02
05/04/2026	100.664000	GF Maintenance and warehouse programs-664	Supplies-000410	MAINTENANCE\DEPARTMENT	Supreme Equipment	52-306612 GRDS Cutter blades	173.28
05/08/2026	100.664000	GF Maintenance and warehouse programs-664	Supplies-000410	MAINTENANCE\DEPARTMENT	The Sherwin-Williams Comp	MAINT Paint	391.44
05/18/2026	100.664000	GF Maintenance and warehouse programs-664	Supplies-000410	WYATT HUME	Idaho Pizza Company Eagl	52-306754 MAINT Maintenance tech training	160.77
05/20/2026	100.664000	GF Maintenance and warehouse programs-664	Supplies-000410	MAINTENANCE\DEPARTMENT	Autozone Comm Ecom 6999	52-306743 DSCW Paint and supplies	247.18
05/29/2026	100.664000	GF Maintenance and warehouse programs-664	Supplies-000410	ACCOUNTS PAYABLE	Create Spaces	DSC Maintenance	1,304.48
			Supplies-000410 Total				2,277.15
		GF Maintenance and warehouse programs-664 Total					**3,151.17**
05/01/2026	100.622000	GF Media program-622	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST LIB SUPP - LIBRARY SUPPLIES - YAKA	97.37
			Supplies-000410 Total				97.37
		GF Media program-622 Total					**97.37**
05/14/2026	100.515000	GF Secondary school programs-515	Copier Paper-000417	ACCOUNTS PAYABLE	Complete Office Llc	OHS Copy Paper	3,628.00
05/15/2026	100.515000	GF Secondary school programs-515	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	CHS Copy Paper	1,814.00
05/18/2026	100.515000	GF Secondary school programs-515	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	EMS Copy Paper	1,269.80
05/18/2026	100.515000	GF Secondary school programs-515	Copier Paper-000417	ACCOUNTS PAYABLE 3	Complete Office Llc	IFAA Copy Paper	580.71
			Copier Paper-000417 Total				7,292.51
05/04/2026	100.515000	GF Secondary school programs-515	District Wide	OWYHEE\HIGHSCHL6	Dragila Vault Co	EF - POLE VAULT POLES FOR TRACK - A PERRY	2,410.00
			District Wide Total				2,410.00
04/10/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	IDAHO FINE ARTS ACAD 2	Sweetwater Sound	Medals Art J.Valenzuela	(164.99)
04/10/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	IDAHO FINE ARTS ACAD 2	Sweetwater Sound	Amp for Contemporary S. Scrivner	164.99
05/06/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	MOUNTAIN VIEW HS 4	Sq *lisas Band Instrumen	DSC - INSTURMENT REPAIR - BARRO	65.00
05/06/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	MOUNTAIN VIEW HS 4	Sq *lisas Band Instrumen	DSC - INSTURMENT REPAIR - BARRO	15.00
05/06/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	MOUNTAIN VIEW HS 4	Sq *lisas Band Instrumen	DSC - INSTURMENT REPAIR - BARRO	165.00
05/15/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	LOWELL SCOTT\MIDL SCHL2	Minuteman, Inc.	DSC GF Equip Repair- Cam lock to repair BK drawer lock- K. Godderidge	25.90
05/27/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	LEWIS CLARK\MIDL SCHL 1	Welch Music Center Inc	DSC Guitar strings and repairs	595.04
05/28/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	VICTORY\MIDDLE SCHOOL 1	Sq *owyhee Mountain Fiddl	DSC FUNDS / ORCHESTRA INSTRUMENT CLEAN & REPAIR / HATLEY	1,260.00
05/28/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	LEWIS CLARK MIDL SCHL 2	Dunkley Music Inc	DSC Orch Repairs	1,107.27
05/28/2026	100.515000	GF Secondary school programs-515	Equipment Repair-000325	STAR\MIDDLE SCHOOL 3	Blue Rider Music And Inst	DSC - Equip Repair - Switzer	679.00
			Equipment Repair-000325 Total				3,912.21
05/08/2026	100.515000	GF Secondary school programs-515	Other Services-000390	HERITAGE\MIDDLE SCHOOL2	Waste Pro	DSC-OTHER PUR SERV-CONFIDENTIAL SHRED	70.28
05/11/2026	100.515000	GF Secondary school programs-515	Other Services-000390	EAGLE HIGH SCHOOL 6	Waste Pro	DSC - SHREDDING SERVICE - DENTON	50.92
05/28/2026	100.515000	GF Secondary school programs-515	Other Services-000390	MERIDIAN\HIGH SCHOOL 4	Cmyk Grafix	DIST- ADMIN PURCHASES- MURPHY	3,282.03
05/28/2026	100.515000	GF Secondary school programs-515	Other Services-000390	STAR\MIDDLE SCHOOL 2	Waste Pro	DSC - shredding - Labbe	29.44
			Other Services-000390 Total				3,432.67
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - DEPARTMENT AWARD - HIBBS	15.00
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Chefstore 7203	700 - FOOD LAB SUPP - LEITCH	495.52
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Fred-Meyer #0198	700 - FOOD LAB SUPP - LEITCH	272.42
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL3	Sp The Potters Cente	ART SUPPLIES KILN PARTS- LEE	1,196.00
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF 700 - M WYDICK - KNIVES, CUTTING BOARDS, FELT, DEHYDRATOR MATS, ETC	389.58
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D SUPPLY - A HANIGAN - BATTERY	13.99
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL2	Raptor Tech	DIST SUPP - TARDY PASSES - SIMIS	335.00
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - Ducks - A. Dahl	9.99
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN MIDL SCHOOL 1	Sq *queen Skateboards	DSC - ISAT Prizes - A. Dahl	37.10
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* Bs2yd4kn0	DSC - School Supply - Labbe	29.99

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / OFFICE DESKS / ASHTON & BAKER	170.98
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supply Custodial item	41.64
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF SCI- End of year science supplies- M. McDonald	50.13
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Reta* Bj6z68gu1	DSC GF SCI- End of year science supplies- M. McDonald	10.16
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Chefstore 7203	DSC-inservice supply-Spencer	101.94
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Organization bins library-Cornelius	93.38
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Organization bins-Egbert	134.85
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Boise Co-Op Village	DSC-refund-Spencer	(65.00)
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-INSPIRATIONAL BUTTONS	20.99
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-PUZZLES-MCKENNA	46.96
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 2	The Home Depot #1804	Items for PE, C.Prentice	44.88
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	PLAYSCHOOL SUPPLIES- KEATING	18.99
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Reta* Bs9wq37a0	Service Day Supplies C.Prentice	6.38
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Hobby Lobby # 433	SUPPLIES TEEN LIVING- KEATING	106.17
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	R. Wilkinson Math Supplies	9.99
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	Walmart.Com	DIST CF - SCIENCE CLASSROOM SUPPLIES - RICHINS	75.17
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	Walmart.Com	DIST CF - SCIENCE CLASSROOM SUPPLIES - RICHINS	7.87
05/01/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - EOY supplies - A. Dahl	182.55
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF SCI- End of year science supplies- M. McDonald 2. ASB Science- End of year science supplies	30.02
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL2	Amazon Reta* Bj2ya0uz1	700 - CALCULATORS FOR MATH DEPT - KNIGHT	839.40
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Fred Meyer #0685	700 - FOOD LAB SUPP - LEITCH	148.49
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL MIDL SCHOOL3	Walmart.Com	ASB-Italian soda supplies/staff week-Egbert	50.91
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF700 - M WYDICK - PARING KNIVES	61.42
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF700 - M WYDICK - WALL CLOCK ORDER	81.19
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF700 - ROSS -YELLOW PAINT	60.30
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST GRAD SUPP - EXTRA GRAD ROBES - BENEDICK	29.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGHSCHL6	Engine G-Kym3uip	DIST SUPP - BASEBALL HOTEL RES - DIDN'T NEED SO CANCELLED CREDIT BACK TO SU	(3,108.78)
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - DEPARTMENT STUDENT AWARD - R EDWARDS	9.78
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	B&h Photo 800-606-6969	DSC FUNDS / MICROPHONE PIECE / DEW	131.76
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Walmart.Com	DSC FUNDS / NURSE SUPPLIES / LEE	37.99
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	The Home Depot 1804	DSC FUNDS / PRODUCT SUPPLIES FOR MUNA / LEE	366.00
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / TABLECLOTHES FOR AWARDS / LEE	74.97
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supply file folders	52.80
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF SCI- End of year science supplies- M. McDonald	57.21
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Reta* Bj2ix0ia1	DSC-Baby oil & cotton swabs-Erdman	8.27
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Amazon Mktpl	DSC-ISAT incentives-Kerbs	17.99
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Demco Inc	DSC-Lib signs-Cornelius	543.46
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-PUZZLE, MARKERS-MCKENNA	50.57
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Surge protectors, Velcro ties-Lindstrom	95.14
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Surge protectors-Lindstrom	119.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 2	Jostens White 6768	Honors Cords, C.Hansen	228.85
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktplace Pmts	OFFICE RETURN- CAUDELL	(24.27)
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 2	Complete Office Llc	Office Supplies C.Prentice	36.65
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES VID TECH- BUGBY	69.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES VID TECH- BUGBY	51.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES VID TECH- BUGBY	91.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES VID TECH- BUGBY	179.98
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 7	Homedepot.Com	DSC - SHELVES FOR CLASSROOM - BLACK	194.01
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	Supplies	18.99
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 2	Mixbook.Com	DSC - Photography class, student photo books - S. Wester	218.21
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 2	Mixbook.Com	DSC - Photography class, student photo books - S. Wester	218.21
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 2	Mixbook.Com	DSC - Photography class, student photo books - S. Wester	246.16
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	Office Supplies C.Prentice	168.40
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	Plates for service day food C.Prentice	54.83
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	Service Day Food Warmers	37.03
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Reta* Bj9br1ta0	DSC - Baggies - A. Dahl	30.52
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - EOY supplies - A. Dahl	9.99
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - ISAT Prizes - A. Yarbrough	401.96
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - Student Incentive program supplies - A. Dahl	39.95
05/04/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL MIDL SCHOOL3	Walmart.Com	ASB-Italian soda supplies/staff week-Egbert	(50.91)
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktplace Pmts	CREDIT D CF700 - K ROSS - YELLOW PAINT	(30.15)
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D SUPPLY - G KOVALESKI - USB HUBS	56.95
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 8	Holiday Inn Express & Su	DIST- BAND TRAVEL- MURPHY	690.00
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktpl	DSC - Classroom supply - Vanek	112.74
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SCRUB BRUSH FOR MUNA / LEE	253.08
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supply	52.32
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC ISAT Supplies	25.99
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Lowes #02573	DSC Theater supply	6.30
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Chefstore 7203	DSC-office supply-Spencer	10.16
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Sp The Secret Stories	DSC-SUPPLY-PHONICS SET-LEWIS	19.99
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	GENERAL SUPPLIES- BARNSON	347.38
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Reta* Bj47v7eu0	GENERAL SUPPLIES- MCFARLAND	512.60

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	ART SUPPLIES - WELLS	699.00
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	ART SUPPLIES - WELLS	126.15
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	Badge holders C.Prentice	69.29
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	Walmart.Com	DIST CF - CULINARY LAB SUPPLIES - KIPPER	116.11
05/05/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN MIDL SCHOOL 1	Sq *double Decker Espress	DSC - Teacher Appr - N. Velasquez	556.26
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE SCHOOL 3	Walmart.Com	D FCS 793 - M WYDICK - MILK, EGGS, ONIONS	38.32
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL3	National Speech Debate A	700 - COACH FEES AND MEMBERSHIP - MALLOY	357.00
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGHSCHL5	The Home Depot #1804	700 - CONCRETE FOR ART - SEGRAVES	23.91
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	700 - DEBATE AND SPEECH SUPP - MALLOY	42.74
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	700 - FILE CABINETS FOR BAND - CROZIER	263.00
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Fred Meyer #0685	700 - FOOD LAB SUPPLIES - LEITCH	346.38
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL3	Sp Aa Print Supply	700 - INK FOR POSTER PRINTING - KERN	2,238.64
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* Bj2wd26v0	DIST- ADMIN SUPPLIES- MURPHY	68.88
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC CF Ind Arts- Misc supplies for class- C. Wilson	840.38
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Minuteman, Inc.	DSC FUNDS / BUILDING KEY / KOBER	10.95
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Sp Put-In-Cups	DSC FUNDS / KODIAK STRONG FENCE / SKAGGS	792.26
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- Classroom supplies- C. Wilcox	16.62
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF ISAT- Raffle tickets- A. Terrill	8.79
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC Orchestra item	1,031.37
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-CF-PENCILS, COLORED PENCILS, PAPER, MARKERS	355.16
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Market Street #3195	DSC-inservice supply-Spencer	36.47
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Walmart.Com	DSC-student supply-Boatman	41.76
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Paypal	DSC - ART DEPT SUPPLIES - STEPHENSON	80.00
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - FCS, Dehydrated Marshmallow Bites - H. Waite	9.85
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Chefstore 7203	DIST CF - CULINARY SUPPLIES - KIPPER LINE 2: ASB - FCCLA ICE CREAM SUPPLIES - KIP	297.81
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	GENERAL SUPPLIES- MCFARLAND	470.20
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktplace Pmts	SUPPLIES RETURN- WILHITE	(71.97)
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	Walmart.Com	DSC - AP TESTING FOOD FOR STUDENTS - S TAYLOR	94.20
05/06/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL5	J.W. Pepper	MUSIC FILING BOXES- BROWNING	100.24
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	700 - DEBATE AND SPEECH SUPP - MALLOY	236.60
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Fred-Meyer #0198	700 - FOOD LAB SUPPLIES - LEITCH	63.29
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Fred-Meyer #0198	700 - FOOD LAB SUPPLIES - LEITCH	87.72
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Chefstore 7203	700 - FOOD LAB SUPPLIES - LEITCH	187.94
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE SCHOOL 1	Thompsons Inc	D SUPPLY - A SMITH - WASHER/DRYER REPAIRS INV 2196	165.00
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - BOOKKEEPING SUPP - NIBLETT	38.76
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - CASH BOXES - NIBLETT	33.80
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / 8th GRADE AWARD PAPER / ASHTON	17.98
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Fred-Meyer #0198	DSC FUNDS / FCS FUNDS SUPPLIES / BOWER	20.92
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Fred-Meyer #0198	DSC FUNDS / FCS FUNDS SUPPLIES / BOWER	55.98
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Reta* Bf6yd9td2	DSC FUNDS / TISSUES / LEE	98.98
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- Classroom supplies- C. Wilcox	17.49
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- Classroom supplies- C. Wilcox	55.38
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Dbc	DSC-Art supplies-Erdman	17.84
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Costco Whse#1343	DSC-inservice supply-Spencer	149.25
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Costco Whse#1343	DSC-inservice supply-Spencer	104.80
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Walmart.Com	DSC-ISAT incentive-Boatman	27.84
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Amazon Mktpl	DSC-office supply-Spencer	52.56
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL MIDL SCHOOL3	Waste Pro	DSC-Shredding-Laub	70.28
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW HS 4	Rs Warehouse Stamps	DSC - NEW SIG STAMPS FOR KAREN - NELSON	59.64
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - ART SUPPLIES - STEPHENSON	116.88
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - ART SUPPLIES - STEPHENSON	186.72
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - SCI, duct tape - M. Grigsby	92.42
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	R. Wilkinson Math supplies	8.74
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL4	National Speech Debate A	SPEECH AND DEB NAT REG - MONTREUIL	411.18
05/07/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Google*youtube Member	700- ONLINE SUBSCRIPTION- MOATS	9.99
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	700 - BAND ROOM SUPPLIES - CROZIER	263.00
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	700 - SPEECH AND DEBATE SUPP - MALLOY	505.90
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	CF-GENERAL-FAKE MUSTACHES-RAYMES	13.99
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF 700 - M WYDICK - SKINNY STIRRING STICKS, KITCHEN SCALES, DEHYDRATOR TRA	365.66
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF700 - K ROSS - YELLOW PAINT	32.82
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* Bj2nh0u10	DIST- PRINTER INK- MOATS	499.85
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - BOOKKEEPING AND ACTIVITY SUPP - NIBLETT	135.96
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL2	Wal-Mart #5841	DIST SUPP - COUNSELING OFFICE SUPP - BERRINGER-EDWARDS	80.69
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR MIDDLE SCHOOL 2	Abc Stamp, Signs & Awards	DSC - School Supply - Labbe	57.91
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / 8th GRADE AWARD PAPER / ASHTON	47.24
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Reta* Bv4jb6hb1	DSC FUNDS / BOOKS FOR LEADERSHIP / NEWELL	267.40
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Reta* Bf2093g62	DSC FUNDS / CREATIVE ORDER SUPPLIES / SKAGGS	8.89
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / PICKLEBALL RACKETS / DEW	199.90
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / PICKLEBALL RACKETS / DEW	199.90
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / PICKLEBALL RACKETS / DEW	199.90
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General office supply	5.99
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- Classroom supplies- C. Wilcox	41.99

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- Self inking stamps- K. Godderidge	35.97
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Sp Apperson	DSC Lange scantron	842.92
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Market Street #3195	DSC-inservice supply-Spencer	78.18
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* Bv1wt8v21	DSC-SUPPLY-BANKERS BOXES FOR BOOK STORAGE-ARMSTRONG	43.99
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-SILVER METALLIC PAPER	9.98
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 7	Walmart.Com 8009256278	DSC - FRNT OFFICE SUPP/PLATES & CUPS/ CANDY - BIANCH/RICE/DEMARCO	69.70
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DIST CF - FORENSICS SUPPLIES - SPOONER	193.86
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 2	Walmart.Com	DSC - FCS, food lab items - H. Waite	275.33
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	MATH SUPPLIES- SIMPSON	85.36
05/08/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 1	Quizlet.Com	DSC - CLASSROOM SUBSCRIPTION - GETZIN	35.99
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	White Cloud Boise	DSC-New Radios-Laub	475.50
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Us.Store.Bambulab.Com	DSC General Ops- Filament for 3D printers- C. Wilson	154.59
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	CF-GENERAL-FELT SHEETS FOR FCS PROJECT AND TOWELS-SOBOLEWSKI	200.04
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	CF-GENERAL-KITCHEN TOWELS-SOBOLEWSKI	9.98
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	DIST- ADMIN SUPPLIES- MURPHY	364.65
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 8	Www Costco Com	DIST- GRAD SUPPLIES- C ANDERSON	187.92
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - BOOKKEEPING AND ACTIVITY SUPP - NIBLETT	135.20
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* Bv79x2zk0	DSC - School supply - Labbe	37.21
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* Bv3af6rl1	DSC - school supply - Labbe	22.45
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* Kq5071i13	DSC - School supply - Labbe	13.62
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC CF FCS- Class supplies- J. Christianson	17.19
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC CF FCS- Class supplies- J. Christianson	56.59
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK MIDL SCHL 2	Walmart.Com 8009256278	DSC FCS supplies	36.44
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / BAND REPAIR SUPPLIES / GRZANIC	14.99
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / BAND REPAIR SUPPLIES / GRZANIC	37.32
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / BAND REPAIR SUPPLIES / GRZANIC	9.65
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Albertsons 3065	DSC FUNDS / ISAT INCENTIVES - POPSICLES / LEE	222.64
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / PICKLEBALL RACKETS / DEW	199.90
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101078	DSC Lange index cards cardstock Sharpies	57.07
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Market Street #3195	DSC-inservice supply-Spencer	82.52
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Walmart.Com 8009256278	DSC-ISAT incentive-Boatman	20.88
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Mvp Disc Sports	DSC-SUPPLY-GOLF DISC SHIPPING	25.19
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-METALLIC CARDSTOCK FOR AWARDS	42.15
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* 1k0kr1673	DSC-SUPPLY-WHITE CARDSTOCK	75.53
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	The Home Depot 1801	CUSTODIAL SUPPLIES- RAMAZANI	549.00
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - MAIN OFFICE SUPPLIES - PIKE	61.51
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktplace Pmts	SUPPLIES RETURN- WILHITE	(54.11)
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	BIO SUPPLIES- RUIZ	41.72
05/11/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Reta* Rx7vi5bc3	DSC - Baggies - A. Dahl	27.56
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Grainger	DSC Murphy stu locks	149.98
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - DEPARTMENT REWARD - CROZIER/PERCIFIELD	36.90
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / CREATIVE SUPPLIES / SKAGGS	476.80
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Walmart.Com	DSC-ISAT incentive-Boatman	41.76
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	DSC - CERT PAPER - HOWELL	126.85
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	Costco Whse#1343	DSC - Students - Meyers	40.99
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	Ridleys 8440	DSC - students - Meyers	118.12
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	Costco Whse#1343	DSC - Students - Meyers	359.15
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC office supplies	136.62
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Reta* Bv6yh5v80	DSC office supplies	46.98
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	R.Wilkinson Math tools	12.55
05/12/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Reta* Bv4na8gp0	DSC General Ops- Signature Stamps- K. Godderidge	36.69
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - DPED DEPARTMENT REWARD - HONN	21.89
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Bryant ELA stu consumables	776.83
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Farmer Math stu folders	113.40
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Walmart.Com	DSC FUNDS / FCS SUPPLIES / BOWER	241.26
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Walmart.Com 8009256278	DSC-ISAT incentive-Boatman	41.76
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Wal-Mart #5841	DSC-Sawtooth Way-Spencer	17.40
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* 1k0kr1673	DSC-SUPPLY-REFUND FOR UNAVAILABLE CARDSTOCK	(32.37)
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL3	Embi Tec	700 - MINI GEL ELECTROPORESIS KITS - WALLING	4,200.00
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	Wm Supercenter #5841	DSC - Students - Fritz	8.81
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC Office item	31.03
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC Office supply	19.89
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Costco Whse#1343	DSC ISAT- Celebration supplies- A. Terrill	160.93
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	ART SUPPLIES - WELLS	8.54
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Cracker Barrel #359 Boise	DSC - MATH DEPT SUPPLIES - ALBERTSON	153.04
05/13/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Costco Whse#1343	DIST CF - CULINARY SUPPLIES - KIPPER LINE2: ASB - FCCLA CELEBRATION - KIPPER	98.58
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / ISAT REWARDS / FRAAS & RETHY	93.07
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Albertsons 3065	DSC FUNDS / MORE POPSICLES / WRIGHT	19.95
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101078	DSC Lange stu consumables	382.90
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bf5yv8bl1	DSC Lange student newspaper	72.29
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Reta* Bf2z395t1	DIST 700/ASB - CLASSROOM SUPP	6.80
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 5	American Heart Shopcpr	DSC - BLS INSTRUCTOR PACKAGE - PEGRAM	167.35

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Reta* Bf4dt1my1	DIST CF - STAGECRAFT SUPPLIES - HARRISON	42.93
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR MIDDLE SCHOOL 2	Albertsons #3194	DSC - ISAT incentive - Fritz	157.79
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR MIDDLE SCHOOL 2	Minuteman, Inc.	DSC - keys - Swindell	60.50
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR MIDDLE SCHOOL 2	Minuteman, Inc.	DSC - keys - Swindell	5.50
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Kapco-Online	DSC - LIBRARY SUPPLIES - ITALIANO	648.68
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	MATH SUPPLIES- SIMPSON	32.29
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	OFFICE SUPPLIES- CAUDELL	194.27
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Reta* Bf83p9541	OFFICE SUPPLIES- CAUDELL	63.58
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	OFFICE SUPPLIES- OLSON	17.99
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	MATH SUPPLIES- SIMPSON	37.99
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	MATH SUPPLIES- SIMPSON	37.99
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	BIO SUPPLIES- RUIZ	44.16
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	The Home Depot #1809	DIST CF - STAGECRAFT PAINT - HARRISON	53.96
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Bs Ace Hardware - Eagle	DSC - PE DEPT SUPPLIES - RIVERS	35.11
05/14/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - Student Incentive program supplies - A. Dahl	39.95
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Dbc	DSC Bruijn art sketchbooks	409.60
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / BAND SUPPLY EQUIPMENT / GRZANIC	130.30
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Wm Supercenter #3093	DSC FUNDS / ISAT REWARDS / DOUGAN	42.82
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General office supply	29.38
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supply Frame	9.98
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bv5bq6ua0	DSC Schneiderman stu newsletters	17.99
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Amazon Mktpl	DSC-office supply-Spencer	17.72
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Reta* Bv29u3y30	DSC-Science department supplies-Presnell	133.88
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Science department supplies-Presnell	29.58
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-COMMAND HOOKS AND GOLD CHAINS	70.42
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* 1k0kr1673	DSC-SUPPLY-REFUND FOR UNAVAILABLE CARDSTOCK	(32.37)
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktplace Pmts	DSC-SUPPLY-REUND FOR SILVER PAPER	(9.98)
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Walmart.Com	DSC Kleenex	13.16
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Reta* Bv42s3910	Student Incentive- Refund coming for BEATS	148.99
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Costco Whse #0761	DSC - ISAT INCENTIVE SUPPLIES - RICE	2,000.00
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 3	Chick-Fil-A #05503	DSC - office students - S Cook	223.02
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - SCIENCE DEPT SUPPLIES - FOSTER	871.28
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Odp Bus Sol Llc # 101078	DSC - TEACHER SUPPLIES - ITALIANO	299.94
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ROCKY\MOUNTAIN HS 1	Costco Whse#1343	DIST - Grad & Student supplies - T. Schmidt	352.81
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ROCKY\MOUNTAIN HS 1	Costco Whse#1343	DIST - Grad & Student supplies - T. Schmidt	303.67
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	GENERAL SUPPLIES- MCFARLAND	299.97
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- EOY Supplies- K. Godderidge	34.76
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC CF Choral- Sheet music- J. DeWitt 2. DSC GF Music- Sheet Music- J. DeWitt	43.77
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF Music- Sheet Music- J. DeWitt	20.21
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- EOY supplies- K. Godderidge	478.37
05/15/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC General Ops- EOY Supplies- K. Godderidge	263.97
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF 700-5.29 D FCS 793-14.57 - M WYDICK - FCS SUPPLIES INCL SMARTIES, TEEN GIRLS I	5.29
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D CF 700-5.29 D FCS 793-14.57 - M WYDICK - FCS SUPPLIES INCL SMARTIES, TEEN GIRLS I	14.57
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* J50a06b73	DSC Farmer Math 1 2 graph notebooks	1,161.00
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Dominos 7326	DSC General student recognition	59.50
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supplies	60.60
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supplies	108.25
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktpl	DSC General Supplies	39.63
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Wal-Mart #2862	DSC Zabala Chem stu supplies	48.54
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Reta* 287ge6en3	DSC-Hangers-Schmidt	37.99
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Fred Meyer #0685	DSC-ISAT incentives-Boatman	51.12
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Complete Office Llc	DSC-Science supplies-Presnell	61.44
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-5 TIER STORAGE SHELF	41.99
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	Albertsons #3194	DSC - ISAT incentives - Fritz	197.81
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 3	Albertsons #3194	DSC - ISAT incentives - Fritz	230.19
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktplace Pmts	DSC - refund Isat incentives - Fritz	(38.99)
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 8	Stage Lighting Store	DSC - STAGE LIGHTS - SUMMERS	300.75
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Odp Bus Sol Llc # 101078	DSC - TEACHER SUPPLIES - ITALIANO	135.44
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Hobby Lobby # 433	DSC FUNDS / FSC SUPPLIES / BOWER	196.63
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Wal-Mart #3093	DSC FUNDS / PARTY CALLWAY AND CAGLE / CALLAWAY	45.71
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / FCS SUPPLIES - FCS ACCT / BOWER $209.59 DSC FUNDS / FCS SUPPLIES / BO	209.59
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	FCS SUPPLIES - FCS ACCT / BOWER $209.59 DSC FUNDS / FCS SUPPLIES / BOWER $123.71	123.71
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JOLENE\CARTWRIGHT	Albertsons #0177	DSC ISAT- Celebration supplies-A. Terrill	321.31
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 2	The Home Depot #1804	DSC - DRAMA, classroom supplies - G. Beirne	32.98
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN MIDL SCHOOL 1	Albertsons #0164	DSC - ISAT Prizes - A. Dahl	200.00
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - Student Incentive program supplies - A. Yarbrough	115.00
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC CF Choral- Sheet Music- J. DeWitt	165.83
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC GF Fine Arts- Stereo receiver- J. DeWitt	235.60
05/18/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	J.W. Pepper	DIST CF - ORCHESTRA SUPPLIES - D JOHNSON	78.99
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	DSC - BADGE HOLDERS - ACKLEY	436.96
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW HS 4	Market Street #3195	DSC - MISC GRAD DAY SUPPLIES - BARRO	12.49
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW HS 4	Albertsons #0177	DSC - MISC GRAD DAY SUPPLIES - BARRO	26.97

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Reta* T91xb9zd3	DSC cleaner Prado	47.40
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 3	Amazon Mktplace Pmts	DSC Supply undelivered	(41.64)
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Reta* 3h3kp5qh3	DIST CF - STAGECRAFT SUPPLIES - HARRISON	196.02
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 8	Stage Lighting Store	DSC - STAGE LAMPS - SUMMERS	960.25
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Walmart.Com	DSC FUNDS / ISAT INCENTIVES / PRINCE	48.08
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Walmart.Com	DSC FUNDS / ISAT INCENTIVES / ROSBAUGH	45.11
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SUPPLIES FOR BAND REPAIRS / GRZANIC	26.21
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Mktplace Pmts	Student Incentive Refund	(99.95)
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN MIDL SCHOOL 1	Scheels Meridian	DSC - ISAT Prizes - A. Dahl	50.00
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	DSC - MATH DEPT SUPPLIES - ALBERTSON	57.30
05/19/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Costco Whse#1343	DSC ISAT- Return of items not needed for ISAT Celebration- A. Terrill	(115.96)
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Johnnys Pizza	DSC McGrorty Music meal	389.63
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHOOL 2	Usad.Org	DSC Smith AcaDeca curriculum	1,378.00
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Bookstudy book-Hinkson	12.98
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-CAR TOOL KIT-LANNON	37.99
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktplace Pmts	DSC-SUPPLY-REFUND/RETURN OF METALLIC PAPER	(27.95)
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-SPONGES AND INFLATABLE SERVING COOLERS	75.79
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D FCS 793 - M WYDICK - TEEN GIRL BOOKS, JOLLY RANCHERS STORAE BAGS, MEASURI	113.95
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ERIC\MCCASLIN HAHN	Sq *eagle High School	D SUPPLY - E MACH - EMS LOGO STICKERS	400.00
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST FCS SUPP - FCS DEPARTMENT SUPP - LEITCH	26.69
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGHSCHL6	Www Costco Com	DIST SUPP - TV'S FOR SCHOOL - EDWARDS	699.99
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGHSCHL6	Www Costco Com	DIST SUPP - TV'S FOR SCHOOL - EDWARDS	3,499.95
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	DSC - BADGE HOLDERS - ACKLEY	48.98
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 3	Wal-Mart #3093	DSC FUNDS / ISAT INCENTIVES / NEWELL	92.90
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Reta* E16cn1ud3	DSC FUNDS / WIPES & DISH SOAP / LEE	156.96
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL1	Bestbuycom807182592457	DSC GF Fine Arts- Floor standing speakers- J. DeWitt	466.35
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL1	Bestbuymkt807182599757	DSC GF Fine Arts- Speaker Wire- J. DeWitt	61.43
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN MIDL SCHOOL 1	Zumiez #026	DSC - ISAT Prizes - A. Dahl	115.67
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\MIDL SCHOOL 3	Amazon Mktpl	DSC - Notepads - A. Dahl	31.81
05/20/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Albertsons #0177	DSC General Ops- Eggs for experiment- M. McDonald	7.39
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange glue sticks	63.92
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange tape	98.83
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	DIST SUPP - TECH SUPPLIES - SCHINDEL	32.70
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW HS 4	Complete Office Llc	DSC - WHITE BINDERS - SUTTON	246.00
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Wal-Mart #3093	DSC FUNDS / ADVISORY POPTOP PARTY / WRIGHT	17.09
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	TRACY NEWELL	Albertsons 3065	DSC FUNDS / ISAT INCENTIVES / NEWELL	199.80
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Dunkley Music Inc	DSC FUNDS / SUPPLIES FOR BAND REPAIRS / GRZANIC	253.66
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bm85f12e1	DSC Lange classroom sup	736.79
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange stu easel pads	467.68
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Book study-Hinkson	14.99
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Book study-Hinkson	14.99
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Blue Rider Music And Inst	DSC-Instrument repair-Brings	3,500.00
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SAWTOOTH\MIDL SCHOOL 1	Amazon Mktpl	DSC-office supply-Spencer	25.85
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	TRACY NEWELL	Costco Whse #0761	DSC FUNDS / ISAT REWARDS / NEWELL DSC FUNDS / SUPPLIES / NEWELL	86.96
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	TRACY NEWELL	Costco Whse #0761	DSC FUNDS / ISAT REWARDS / NEWELL DSC FUNDS / SUPPLIES / NEWELL	29.76
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	SCOTT\CONNORS	Thecarpark 11th & Front G	DIST - Graduation parking - S. Connors	12.00
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	IDAHO FINE ARTS ACAD 1	Www Schoolmate Com	Planners L.Crew	118.75
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - SCIENCE DEPT SUPPLIES - AMOREBIETA	109.38
05/21/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL2	Blue Rider Music And Inst	DSC CF Band- Reeds and swabs- J. DeWitt	49.68
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* I068c1xq3	DIST- GRAD SUPPLIES- MURPHY	56.13
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Dominos 7377	DSC FUNDS / ISAT INCENTIVE PARTY / NEWELL	45.57
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Dominos 7377	DSC FUNDS / ISAT INCENTIVE PARTY / NEWELL	93.78
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	TRACY NEWELL	Albertsons #0160	DSC FUNDS / ISAT INCENTIVE PARTY / NEWELL	29.97
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Book study books-Hinkson	7.98
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* By5d13j23	DSC-SUPPLY-GEL PENS AND WIRELESS KEYBOARDS WITH MOUSE-MORRIS	428.43
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE MIDDLE SCHOOL1	Lowes #00907	DSC-SUPPLY-HOSE AND NOZZLE FOR FIELD DAY	60.38
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ROCKY\MOUNTAIN HS 6	Nike.Com	DIST - ISAT Prizes - T. Pence	305.25
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DIST CF - SCIENCE SUPPLIES - AMOREBIETA	158.79
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	DSC - MATH DEPT SUPPLIES - ALBERTSON	891.87
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	DSC - MATH DEPT SUPPLIES - ALBERTSON	302.34
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	DSC - MATH DEPT SUPPLIES - ALBERTSON	326.38
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 3	Vulcan	DSC - PE DEPT SUPPLIES - RIVERS	238.95
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC ISAT- Student incentives- A. Terrill	79.45
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC ISAT- Student incentives- A. Terrill	15.29
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	J.W. Pepper	DIST CF - ORCHESTRA SUPPLIES - D JOHNSON	220.86
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	J.W. Pepper	DSC - ORCHESTRA SUPPLIES - D JOHSNON	1,000.00
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE HIGH SCHOOL 6	J.W. Pepper	DSC - ORCHESTRA SUPPLIES - D JOHSNON	443.00
05/22/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 3	Costco Whse#1343	DIST-ADMIN Supplies-Murphy	36.92
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SUPPLIES / LEE	9.99
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SUPPLIES / LEE	653.94
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SUPPLIES / LEE	218.50
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101078	DSC Lange stu supplies	100.04

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101078	DSC Lange teacher supplies	294.25
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101135	DSC Lange file folders	37.33
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL2	Amazon Mktpl	DSC-Book study books-Hinkson	11.11
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Minuteman, Inc.	DSC-SUPPLY-KEYS-LANNON	21.90
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	ROCKY\MOUNTAIN HS 6	Lululemoncom	DIST - ISAT Prizes - T. Pence	156.88
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - COMPUTER CORD MAT - A ROGERSON	26.99
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LOWELL SCOTT\MIDL SCHL3	Amazon Mktpl	DSC ISAT- Student incentives- A. Terrill	60.97
05/25/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MERIDIAN\HIGH SCHOOL 3	Market Street #3195	DIST-ADMIN Supplies-Murphy	69.98
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange classroom supplies	184.23
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange stu supplies	27.88
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Smith stu markers	26.98
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktplace Pmts	SUPPLIES RETURN- SIMPSON	(85.36)
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Reta* Up5ql5sq3	DSC - FRONT OFFICE SUPP - MIRAYA	334.60
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	DSC - FRONT OFFICE SUPP - RICE	97.10
05/26/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	DSC - SPED CLSRM SUPP - MACALVIAN	79.99
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* 9x7f274p3	DSC Lange classroom supplies	19.33
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Sp Steve Weiss Music	DSC McGrorty percussion stu pads	387.60
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / SUPPLIES / LEE	1,039.45
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Welch Music Center Inc	DSC Guitar strings and repairs	114.45
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Welch Music Center Inc	DSC Guitar strings and repairs	105.51
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LEWIS CLARK\MIDL SCHL 1	Welch Music Center Inc	DSC Guitar strings and repairs	175.00
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGHSCHL3	Dd *doordashdashpass	DIST SUPP - FRAUDULENT CHARGE CANCELLED CARD, WILL REIMBURSE - NIBLETT	96.00
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* Zx00l6643	DSC - custodial - Swindell	56.96
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktpl	DSC - custodial - Swindell	376.48
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Reta* I900r6tj3	DSC - ELA - Meyers	668.80
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Lowes #02792	DSC - SCREWS & ANCORS FOR NEW ROOM SIGNS - DICUS	69.90
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	MOUNTAIN VIEW\HS 3	Uplift Desk	DSC - SUPPLIES FOR NEW PRIN OFFICE - RICE	1,301.68
05/27/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	FCS SUPP - GENERAL FCS SUPP - LEITCH	431.08
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Dunkley Music Inc	DSC FUNDS / BAND SUPPLIES FOR MAINTENANCE / GRZANIC	146.96
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Follett Content Solutions	DSC-A Monster Calls books-Spurny	1,086.01
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	LAKE HAZEL\MIDL SCHOOL1	Follett Content Solutions	DSC-A Monster Calls books-Spurny	547.09
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Reta* An40d5cn3	DSC-SUPPLY-MARKERS AND STICKY NOTES	109.28
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 3	Blue Rider Music And Inst	DSC - Band/Orch - Switzer	83.97
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 3	Blue Rider Music And Inst	DSC - Band repair - Switzer	900.03
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - PRINCIPAL PLANNER - MCINERNEY	20.00
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 2	Sq *gameface Athletics	DSC - Students - Meyers	2,624.00
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Murphy Fitness consumables	318.68
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Mv75i6ok3	DSC Murphy Fitness consumables	95.96
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Murphy Fitness consumables	60.99
05/28/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Carolina Biologic Supply	DSC Zabala IB Chem stu lab supplies	54.92
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VICTORY\MIDDLE SCHOOL 1	Amazon Mktpl	DSC FUNDS / DESK COVER / LEE	6.74
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-SUPPLY-BROCHURE DISPLAY, HOOKS, REWARDS JAR	195.17
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL3	Lowes #02573	OFFICE SUPPLIES- MCCAFFREY	148.93
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktpl	DSC - Tech - Meyers	22.86
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktpl	DSC - Tech - Meyers	74.86
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 1	Amazon Mktpl	DSC - Admin - 32.27	32.27
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	EAGLE MIDDLE\SCHOOL 2	Amazon Mktpl	D SUPPLY - B DUTTON - SAFETY VESTS	99.98
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	JASON\MEYERS	The Home Depot #1809	DSC - School - Meyers	195.88
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	STAR\MIDDLE SCHOOL 2	Wahoozfunzone_ecom	DSC - Students - Fritz	2,133.19
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	VIRTUAL SCHOOL HOUSE 2	4te*idaho Springs Water C	DSC - Water	200.76
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Dobson Art stu consumables	103.01
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	DSC Lange easel pads stu projects	350.76
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Odp Bus Sol Llc # 101078	DSC Lange staff supplies	70.15
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Amazon Reta* L11vh1w23	DSC Zabala sci stu notebooks	611.83
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Bronco Shop	DSC Zabala stu lab notebooks	414.00
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL5	In *gkw, Inc.	GRAD PROGRAMS 2026 - SANTOS	300.00
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL5	In *gkw, Inc.	GRAD PROGRAMS 2026 - SANTOS	251.20
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	CENTENNIAL\HIGH SCHOOL5	In *gkw, Inc.	OFFICE SUPPLIES- CAUDELL	43.80
05/29/2026	100.515000	GF Secondary school programs-515	Supplies-000410	OWYHEE\HIGH SCHL7	Flosports Subscription	DIST SUPP - CREDIT FROM UNKNOW SUSCRIPTION - NIBLETT	(1.80)
			Supplies-000410 Total				85,694.33
		GF Secondary school programs-515 Total					**102,741.72**
05/07/2026	100.519000	GF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- PHOTO SUPPLIES- KLAR	29.95
05/18/2026	100.519000	GF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	E Group Inc	CTE - CREDIT - MUTHIORA	(12.00)
			Supplies-000410 Total				17.95
		GF Secondary school programs-519 Total					**17.95**
05/28/2026	100.541000	GF Summer School Special Ed-541	Supplies-000410	SPECIAL\SERVICES 57	Amazon Mktpl	ESY Supplies	152.20
05/29/2026	100.541000	GF Summer School Special Ed-541	Supplies-000410	SPECIAL\SERVICES 57	Amazon Mktpl	ESY Supplies	34.85
			Supplies-000410 Total				187.05
		GF Summer School Special Ed-541 Total					**187.05**
05/18/2026	420.623000	Instr-Related Technology - 623000	Equipment-000551	INFORMATION\SERVICES	Amazon Mktpl	Line 4865 - Slim TV Mounts - Infrastructure	117.00
			Equipment-000551 Total				117.00
		Instr-Related Technology - 623000 Total					**117.00**

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/01/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Independence supplies	299.19
05/04/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Independence supplies	62.89
05/07/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Independence Supplies	280.27
05/18/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Indenpendence custodial supplies	52.32
05/18/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Indenpendence supplies	81.18
05/19/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Reta* 349da1ru3	Custodial supplies	427.49
05/19/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Indenpendence supplies	27.06
05/19/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Grainger	Independence supplies	530.59
05/19/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Independence supplies	13.99
05/19/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Grainger	Independence supplies	387.16
05/20/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	The Home Depot #1804	Independence supplies	1,152.95
05/21/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Reta* 7y0k25203	Indenpdence Grounds	101.46
05/21/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	D&b Supply Co Store 6	Indenpendence supplies	419.98
05/22/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Indenpendence supplies	290.21
05/25/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Homedepot.Com	Independence supplies	388.37
05/25/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Demco Inc	Independence supplies	137.08
05/27/2026	436.810001	Modernization Facilities Capasset - New Star	Building Construction-000530	ACCOUNTS PAYABLE	Amazon Mktpl	Independence supplies	289.36
			Building Construction-000530 Total				4,941.55
		Modernization Facilities Capasset - New Star Total					**4,941.55**
05/04/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MCMILLAN\ELEM SCHOOL 1	Amazon Mktpl	DSC Wood whiteboard	158.99
05/04/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MERIDIAN\ELEM SCHOOL 1	Complete Office Llc	DSC - Plant Facilities - Cabinet	340.10
05/06/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PROSPECT\ELEM SCHOOL 1	White Cloud Boise	DSC PF Walkies	3,437.00
05/06/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	USITCK\ELEM SCHOOL 2	Amazon Reta* Bf7qv0482	Facilities trash cans	567.88
05/06/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	USITCK\ELEM SCHOOL 2	Amazon Mktpl	Facilities Loading cart	185.99
05/07/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PEREGRINE\ELEM SCHOOL 1	Walmart.Com	DSC- Equipment Budget- Return on original Walmart order# 200014710011451- Propane tank for grid	(76.82)
05/07/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC Standing Desk Converter	131.59
05/08/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	EAGLE HILLS ELEM SCHL 2	Amazon Reta* Bf5vq5pf2	DSC Education Rug	309.99
05/08/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PROSPECT\ELEM SCHOOL 2	Amazon Reta* Bf3vm8ph2	DSC Plant Facilities Rugs	929.97
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PIONEER SCHL OF ARTS 1	White Cloud Boise	551 - Equipment - new radios from Whit Clouds	2,207.00
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	ALISA TUELLER	Amazon Mktpl	DSC - Plant Facility - Ukulele Cart	721.69
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	EAGLE HILLS\ELEM SCHL 1	Odp Bus Sol Llc # 101078	DSC office chair	297.75
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	Plant Facilities	548.98
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	Plant Facilities	369.59
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	Plant Facilities	316.77
05/11/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	Plant Facilities	162.86
05/13/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC TV Screen Protectors	973.03
05/13/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC TV Screen Protectors	7,776.72
05/13/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC EQUIPMENT	297.99
05/13/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC SOUND SYSTEMS	151.11
05/13/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PROSPECT\ELEM SCHOOL 2	Amazon Mktpl	DSC TV Screen Protectors	(7,776.72)
05/14/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN\ELEM SCHL1	The Home Depot 1804	DSC DRILL, BITS	210.71
05/14/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MCMILLAN\ELEM SCHOOL 2	White Cloud Boise	DSC Radios	1,431.50
05/14/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC STANDING DESKS	391.93
05/15/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC WHITEBOARD EASELS	407.39
05/18/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC EQUIPMENT	316.40
05/18/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	EAGLE HILLS\ELEM SCHL 1	Odp Bus Sol Llc # 101078	DSC office chairs	893.24
05/18/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	EAGLE HILLS ELEM SCHL 2	Amazon Mktpl	DSC Standing desk converter	131.59
05/18/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	PEREGRINE\ELEM SCHOOL 1	Amazon Mktpl	DSC Equipment Budget- Buddy bench for students.	133.75
05/19/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN ELEM SCHL2	Amazon Mktpl	DSC EQUIPMENT	357.56
05/20/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	BARBARA MORGAN STEM 2	Amazon Reta* 182eh67z3	DSC Plant Facilities- PBI Desks	1,016.48
05/21/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	RIVER VALLEY\ELEM SCHL1	Amazon Mktpl	EQUPMT- mobile moving cart	259.00
05/22/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	DAVID\JAKIOUS	Lowes #02573	DSC - building maint. supplies	461.02
05/26/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	SILVER SAGE\ELEM SCHL 1	Odp Bus Sol Llc # 101078	Plant Facilities-refund	(50.00)
05/28/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	MARY MCPHRSN\ELEM SCHL1	School Specialty Ecomm	DSC TEACHER DESK	1,109.36
05/28/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	USITCK\ELEM SCHOOL 2	Amazon Mktpl	Facilities book shelf	247.45
05/29/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	BARBARA MORGAN STEM 1	Amazon Reta* Fy53y3im3	DSC Plant Facilites PBI cubicle.	254.12
05/29/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	BARBARA MORGAN STEM 1	Amazon Mktpl	DSC Plant Facilites Faucet for Teacher Lounge	37.97
05/29/2026	420.512000	Plant Facilities Fund - 512	Equipment-000551	KATHRYN\MITTLEIDER	Walmart.Com	DSC Plant Facilities Bookshelves for Conference room	518.37
			Equipment-000551 Total				20,159.30
05/21/2026	420.512000	Plant Facilities Fund - 512	Other Services-000390	ACCOUNTS PAYABLE	Amazon Mktpl	Joplin theft/vandalism	62.99
			Other Services-000390 Total				62.99
		Plant Facilities Fund - 512 Total					**20,222.29**
05/01/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	LEWIS CLARK\MIDL SCHL 1	Cjelectricl	DSC Plant Facility Readerboard	502.54
05/08/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	HERITAGE MIDDLE SCHOOL1	Sp Lookourway.Com	DSC-PLANT FACILITIES-HARDWARE AND FLAGS FOR LIGHT POLES-MORRIS	2,262.47
05/11/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	LAKE HAZEL\MIDL SCHOOL1	White Cloud Boise	DSC-Plant Facilities-New Radios-Laub	1,349.00
05/11/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	LOWELL SCOTT\MIDL SCHL2	Us.Store.Bambulab.Com	DSC GF Equipment- 3D Printers- C. Wilson 3. DSC General Ops- Filament for 3D printers- C. Wils	1,098.00
05/12/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - CLASSROOM WHITEBOARD - FOSTER	189.99
05/12/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	DSC - CLASSROOM WHITEBOARD - FOSTER	239.99
05/18/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	HERITAGE\MIDDLE SCHOOL2	Amazon Mktpl	DSC-PLANT FACILITIES-TEACHER TASK CHAIRS-MORRIS	599.97
05/20/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	IDAHO FINE ARTS ACAD 1	Amazon Mktpl	Library Chair J.Davis	178.19
05/21/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	DIST- SPED ROOM- ASH	372.00
05/25/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	SCOTT\CONNORS	The Home Depot 1804	DIST - Facilities supplies - T. Schmidt	280.80

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/27/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	HERITAGE\MIDDLE SCHOOL2	Image 360 Boise	DSC-PLANT FACILITIES-BALANCE FOR FRONT DOOR VINYL INSTALLATION-MORRIS	163.18
05/28/2026	420.515000	Plant Facilities Fund - 515	Equipment-000551	CENTENNIAL HIGH SCHOOL4	Melhart Music	STRG RACK ORCHESTRA- BROWNING	1,864.00
			Equipment-000551 Total				9,100.13
05/29/2026	420.515000	Plant Facilities Fund - 515	Supplies-000410	SCOTT\CONNORS	The Home Depot #1804	DIST - Facilities supplies- T. Schmidt	(93.43)
			Supplies-000410 Total				(93.43)
		Plant Facilities Fund - 515 Total					**9,006.70**
05/15/2026	420.517000	Plant Facilities Fund - 517	Equipment-000551	PATHWAYS\MIDL SCHOOL 1	Amazon Mktpl	Triple Laptop Screen Extender - J. Allumbaugh	126.89
			Equipment-000551 Total				126.89
		Plant Facilities Fund - 517 Total					**126.89**
05/08/2026	100.119300	Prepaid-119300	District Wide	PROFESSIONAL\TECH ED3	Alaska Air	VO TECH Flight	567.79
			District Wide Total				567.79
		Prepaid-119300 Total					**567.79**
05/04/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	Summer School	15.92
05/21/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Chefstore 7203	Summer School	229.67
05/22/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	Summer School	109.98
05/25/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Complete Office Llc	Summer School	164.75
05/26/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	Summer School	448.30
05/27/2026	242.542000	SFR High School Summer School-542	Supplies-000410	ACCOUNTS PAYABLE	Amazon Mktpl	Summer school supplies	194.45
			Supplies-000410 Total				1,163.07
		SFR High School Summer School-542 Total					**1,163.07**
05/01/2026	242.531000	SFR Interscholastic Program-531	Supplies-000410	MOUNTAIN VIEW\HS 7	Ls Pictureline Boise	CTE - NIKON KIT WITH LENS - GARTNER	2,972.90
05/08/2026	242.531000	SFR Interscholastic Program-531	Supplies-000410	ACCOUNTS PAYABLE	Costco Whse #0761	Athletics supplies	249.99
05/13/2026	242.531000	SFR Interscholastic Program-531	Supplies-000410	MOUNTAIN VIEW\HS 8	B&h Photo 800-606-6969	DSC - GRAPHIC DESIGN SUPPLIES - FREI	1,370.51
05/28/2026	242.531000	SFR Interscholastic Program-531	Supplies-000410	ACCOUNTS PAYABLE	Swire Coca-Cola, Usa S	Athletics supplies	367.45
			Supplies-000410 Total				4,960.85
		SFR Interscholastic Program-531 Total					**4,960.85**
05/06/2026	242.656000	SRF Admin Technology Services-656	Supplies-000410	INFORMATION\SERVICES	Amazon Mktpl	USB Cable to update cart	301.92
			Supplies-000410 Total				301.92
05/01/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Mbay Front Desk	Line 4707 - Laserfiche Conference	170.07
05/04/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Swa*excs_bag	Line 4707 - Lasefiche Conference Expenses	35.00
05/04/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Swa*excs_bag	Line 4707 - Laserfiche Conference	35.00
05/04/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Swa*excs_bag	Line 4707 - Laserfiche Conference	35.00
05/11/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Anaza - Ldg - Hp Anaheim	Line 4699 - Atlassian Team Conference	274.32
05/11/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Anaza - Ldg - Hp Anaheim	Line 4699 - Atlassian Team Conference	274.32
05/11/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Anaza - Ldg - Hp Anaheim	Line 4699 - Atlassian Team Conference	274.32
05/11/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	INFORMATION\SERVICES	Anaza - Ldg - Hp Anaheim	Line 4699 - Atlassian Team Conference	274.32
05/18/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	KEVEN DENTON	Luxor Front Desk	Line 4494, 4570, 73, 74 Cisco Live Vegas 2026 Conf Hotels	141.73
05/18/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	KEVEN DENTON	Luxor Front Desk	Line 4494, 4570, 73, 74 Cisco Live Vegas 2026 Conf Hotels	130.39
05/18/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	KEVEN DENTON	Luxor Front Desk	Line 4494, 4570, 73, 74 Cisco Live Vegas 2026 Conf Hotels	130.39
05/18/2026	242.656000	SRF Admin Technology Services-656	Travel/Mileage-000380	KEVEN DENTON	Mbay Front Desk	Line 4494, 4570, 73, 74 Cisco Live Vegas 2026 Conf Hotels	260.77
			Travel/Mileage-000380 Total				2,035.63
		SRF Admin Technology Services-656 Total					**2,337.55**
05/13/2026	257.616000	SRF Ancillary program-616	Other Services-000390	SPECIAL\SERVICES 57	Par Inc	Digital Brief-II Protocols	300.00
05/18/2026	257.616000	SRF Ancillary program-616	Other Services-000390	SPECIAL\SERVICES 57	Awl*pearson Education	BASC-3 Admin reports	585.00
			Other Services-000390 Total				885.00
		SRF Ancillary program-616 Total					**885.00**
05/01/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktplace Pmts	Classroom Supplies for CES	(7.16)
05/01/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	21.84
05/01/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	7.75
05/01/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	15.15
05/01/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	School Specialty Ecomm	Classroom Supplies for SUES	362.02
05/04/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	275.80
05/04/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	270.36
05/04/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	892.81
05/04/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	1,645.48
05/04/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	MCMILLAN\ELEM SCHOOL 1	Dominos 7302	DSC Parent and Family Engagement Supplies	740.00
05/05/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	102.76
05/05/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Bj3293rv1	Classroom Materials for DSES	517.30
05/05/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Wm Supercenter #2862	Supplies for Parent Involvement Event at UES	344.85
05/06/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Little Caesars 1273 0008	Supplies for Parent Involvement Event at UES	108.64
05/06/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Wm Supercenter #3094	Supplies for Parent Involvement Event at UES	56.05
05/06/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Wm Supercenter #2862	Supplies for Parent Involvement Event at UES	103.71
05/07/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Wm Supercenter #2861	Supplies for Parent Involvement Event at UES	14.85
05/08/2026	242.512000	SRF Elementary school programs-512	Supplies-000410	ASSESSMENT\ACCOUNTABILITY	Amazon Reta* Bf0xg7vr2	Headset for Independence Elementary School	3,072.30
05/11/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Bf2736471	Classroom Materials for DSES	775.95
05/11/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Bv06g0aq0	Classroom Materials for MES	665.10
05/11/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for UES	39.98
05/13/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Bf55w2vk1	Classroom Materials for MES	812.90
05/14/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Bf3al4mn1	Classroom Supplies for UES	29.99
05/19/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Costco Whse#1343	Supplies for FES Parent Involvement Event	176.77
05/25/2026	242.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Co Teaching Supplies for DSC	349.80
05/25/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* Vf0nx30x3	Office Supplies for SUES	37.74

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/26/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	26.99
05/26/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* M22ix9b93	Office Supplies for SUES	45.08
05/27/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	140.57
05/27/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Classroom Supplies for CES	281.19
05/27/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Office Supplies for SUES	240.40
05/28/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Accucut	Classroom Supplies for CES	22.81
05/28/2026	251.512000	SRF Elementary school programs-512	Supplies-000410	FEDERAL PROGRAMS	Accucut	Classroom Supplies for CES	135.01
			Supplies-000410 Total				12,324.79
		SRF Elementary school programs-512 Total					**12,324.79**
05/22/2026	257.521000	SRF Exceptional Child Program-521	Equipment Repair-000325	SPECIAL\SERVICES 57	Populas Furniture	Repair a Hi/Lo Table	236.00
			Equipment Repair-000325 Total				236.00
05/21/2026	257.521000	SRF Exceptional Child Program-521	Supplies-000410	SPECIAL\SERVICES 57	Amazon Reta* 2z2829f43	Packing tape	16.20
			Supplies-000410 Total				16.20
05/21/2026	257.521000	SRF Exceptional Child Program-521	Travel/Mileage-000380	SPECIAL\SERVICES 57	Thebigskyliteracysummi	M. Sinisi registration for Big Sky Literacy Summit	895.00
05/21/2026	257.521000	SRF Exceptional Child Program-521	Travel/Mileage-000380	SPECIAL\SERVICES 57	Thebigskyliteracysummi	S. Oliveria registration for Big Sky Literacy	895.00
			Travel/Mileage-000380 Total				1,790.00
		SRF Exceptional Child Program-521 Total					**2,042.20**
05/25/2026	223.621000	SRF Instructional improvement program-621	Other Services-000390	CURRICULUM\DEPARTMENT 2	Int*baccalaureate Org	Avid Virtual Conference Registration	450.00
05/25/2026	223.621000	SRF Instructional improvement program-621	Other Services-000390	CURRICULUM\DEPARTMENT 2	Int*baccalaureate Org	Avid Virtual Conference Registration	450.00
05/25/2026	223.621000	SRF Instructional improvement program-621	Other Services-000390	CURRICULUM\DEPARTMENT 2	Currency Conversion Fee	Avid Virtual Conference Registration	4.50
05/25/2026	223.621000	SRF Instructional improvement program-621	Other Services-000390	CURRICULUM\DEPARTMENT 2	Currency Conversion Fee	Avid Virtual Conference Registration	4.50
			Other Services-000390 Total				909.00
05/04/2026	242.621000	SRF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	Supplies for DSC	17.99
05/04/2026	242.621000	SRF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Costco Whse#1343	Supplies for DSC	83.97
05/13/2026	242.621000	SRF Instructional improvement program-621	Supplies-000410	FEDERAL PROGRAMS	Amazon Mktpl	District Professional Learning Supplies	9.99
			Supplies-000410 Total				111.95
05/29/2026	223.621000	SRF Instructional improvement program-621	Travel/Mileage-000380	CURRICULUM DEPARTMENT	Eb *elevate Your Class	Elevate Conference Tickets for Ariel	300.00
05/29/2026	223.621000	SRF Instructional improvement program-621	Travel/Mileage-000380	CURRICULUM DEPARTMENT	Delta Air	Airfaire for Ariel for Elevate	216.40
05/29/2026	223.621000	SRF Instructional improvement program-621	Travel/Mileage-000380	CURRICULUM DEPARTMENT	Thebigskyliteracysummi	Big Sky Literacy Summit Registration	895.00
			Travel/Mileage-000380 Total				1,411.40
		SRF Instructional improvement program-621 Total					**2,432.35**
05/04/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Reta* Bv8ex5qf2	Professional Development Supplies	14.99
05/04/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	264.14
05/13/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	4imprint, Inc	Professional Development Supplies	2,375.13
05/13/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	52.29
05/18/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	579.80
05/18/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	FEDERAL PROGRAMS	Student-Centered Coach	Diane Sweeney Materials for DSC	395.00
05/21/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	9.95
05/21/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	257.54
05/21/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Barnes&noble Papersource	Professional Development Supplies	121.85
05/22/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	55.46
05/22/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	592.44
05/22/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	FEDERAL PROGRAMS	Amazon Reta* 3d5of61f3	District Professional Learning Supplies	543.20
05/25/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	89.80
05/25/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	35.92
05/25/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	26.94
05/25/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	39.54
05/25/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	89.80
05/26/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	53.88
05/27/2026	271.621000	SRF Instructional Improvement-621	Supplies-000410	RHONDA\MCDONOUGH	Amazon Mktpl	Professional Development Supplies	62.86
			Supplies-000410 Total				5,660.53
		SRF Instructional Improvement-621 Total					**5,660.53**
05/05/2026	290.710000	SRF Non-Instructional-710	Catering Purchases-000452	SCHOOL\NUTRITIONSVC5	Chefstore 7203	CATERING EXPENSE - SALSA BAR	79.32
05/05/2026	290.710000	SRF Non-Instructional-710	Catering Purchases-000452	SCHOOL\NUTRITIONSVC5	Costco Whse #0734	CATERING EXPENSE - SALSA BAR	39.96
05/06/2026	290.710000	SRF Non-Instructional-710	Catering Purchases-000452	SCHOOL\NUTRITIONSVC5	Chefstore 7203	CATERING EXPENSE - SALSA BAR	58.23
05/27/2026	290.710000	SRF Non-Instructional-710	Catering Purchases-000452	SCHOOL\NUTRITIONSVC5	Chefstore 7203	CATERING EXPENSE	290.34
			Catering Purchases-000452 Total				467.85
05/21/2026	290.710000	SRF Non-Instructional-710	Equipment-000551	FOOD SERVICE\MAINTENANCE	The Webstaurant Store Inc	PARAMOUNT STEAMER	11,301.50
			Equipment-000551 Total				11,301.50
05/11/2026	290.710000	SRF Non-Instructional-710	Food Purchases-000450	SCHOOL NUTRITION SVC	Fred-Meyer #0198	SPECIAL DIET	43.95
			Food Purchases-000450 Total				43.95
05/04/2026	290.710000	SRF Non-Instructional-710	FS Chemical Supplies-000412	FOOD SERVICE MAINTENANCE	The Webstaurant Store Inc	CHEMICALS	211.01
05/19/2026	290.710000	SRF Non-Instructional-710	FS Chemical Supplies-000412	FOOD SERVICE\MAINTENANCE	Rsd - Boise#18	COIL CLEANER	44.34
05/29/2026	290.710000	SRF Non-Instructional-710	FS Chemical Supplies-000412	FOOD SERVICE\MAINTENANCE	The Webstaurant Store Inc	CHEMICALS - DESCALE	365.32
			FS Chemical Supplies-000412 Total				620.67
05/05/2026	290.710000	SRF Non-Instructional-710	Other Services-000390	SCHOOL NUTRITION SVC 2	The Webstaurant Store Inc	MONTHY MEMBERSHIP FOR DISCOUNTED SHIPPING - MAY 2026	99.00
			Other Services-000390 Total				99.00
05/04/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	FOOD SERVICE MAINTENANCE	The Webstaurant Store Inc	SMS-WARMER, MMS-DISHWASHER-TRUCK	654.44
05/06/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	FOOD SERVICE\MAINTENANCE	The Home Depot #1804	TRUCK STOCK FOR REPAIRS	27.69
05/11/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	FOOD SERVICE\MAINTENANCE	The Home Depot #1804	TRUCK STOCK FOR REPAIRS	78.89
05/22/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	SCHOOL NUTRITION SVC 2	The Webstaurant Store Inc	PARAMOUNT STEAMER - TABLE	145.99
05/22/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	FOOD SERVICE\MAINTENANCE	The Webstaurant Store Inc	TRUCK STOCK FOR REPAIRS	1,309.12

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/25/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	FOOD SERVICE\MAINTENANCE	The Home Depot #1804	TRUCK STOCK FOR REPAIRS	69.98
05/26/2026	290.710000	SRF Non-Instructional-710	Property Services-000320	SCHOOL\NUTRITION SVC	Amazon Mktpl	TRUCK STOCK FOR REPAIRS	7.99
			Property Services-000320 Total				2,294.10
05/01/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Mktpl	OFFICE SUPPLIES - IPAD CASE BRANDT	15.99
05/08/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Mktpl	SFSP - ZIP TIES	5.99
05/11/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Reta* Bv8hk6av0	SFSP- THERMOMETER WIPES	133.98
05/13/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Reta* Bf09581c1	SFSP- THERMOMETER WIPES	66.99
05/13/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Reta* Bv8hk6av0	SFSP- THERMOMETER WIPES - REFUND	(66.99)
05/15/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Mktpl	SFSP - CHALK	4.04
05/18/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL NUTRITION SVC 2	Amazon Mktpl	OFFICE SUPPLIES	25.83
05/21/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITION SVC	Amazon Mktplace Pmts	SFSP - CHALK REFUND	(4.04)
05/27/2026	290.710000	SRF Non-Instructional-710	Supplies-000410	SCHOOL\NUTRITIONSVC5	Wm Supercenter #3093	SFSP - HAND SANITIZER	25.30
			Supplies-000410 Total				207.09
05/12/2026	290.710000	SRF Non-Instructional-710	Travel/Mileage-000380	SCHOOL\NUTRITIONSVC4	Chevron 0380450	EA TRANSPORT GAS	50.16
05/22/2026	290.710000	SRF Non-Instructional-710	Travel/Mileage-000380	SCHOOL\NUTRITIONSVC4	Chevron 0380450	EA TRANSPORT GAS	25.90
05/29/2026	290.710000	SRF Non-Instructional-710	Travel/Mileage-000380	SCHOOL NUTRITION SVC 2	Mister Car Wash #1510	CAR WASH - KATHY	14.00
			Travel/Mileage-000380 Total				90.06
		SRF Non-Instructional-710 Total					**15,124.22**
05/14/2026	244.519000	SRF Qwest Foundation for Education-519	Other Services-000390	PROFESSIONAL\TECH ED3	Idaho Botanical Garden	Horticulture Field Trip	502.00
05/15/2026	244.519000	SRF Qwest Foundation for Education-519	Other Services-000390	PROFESSIONAL\TECH ED3	Zoo Boise	Horticulture Field Trip	630.00
			Other Services-000390 Total				1,132.00
08/14/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	40.98
08/14/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASSROOM SUPPLIES	120.27
08/15/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	52.34
08/19/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	19.49
08/26/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* 089su9vf3	WILLIAMS CLASS SUPPLIES	59.99
12/12/2025	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Meyer Hatchery	MCTC STOKES CORNISH CROSS EGGS	322.40
01/21/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC WILLIAMS LAB SUPPLIES	30.93
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED2	Amazon Reta* Bv2w81xb2	IQPS STOKES Amazon booklets	59.70
05/06/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED3	Fwata Amcs* Far West A	Ryan Horton FWATA	260.00
05/13/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED3	Realityworks	IQPS Bucknell	7,080.00
05/15/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED2	Zoo Boise	HORT field trip	60.00
05/18/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Reta* Nh1an5vf3	I QPS STokes	69.65
05/18/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Reta* Gw34s02k3	IQPS Stokes	268.65
05/19/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	Lulu Press, Inc.	MCTC STOKES HANDBOOK	(45.00)
05/19/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	Lulu Press, Inc.	MCTC STOKES HANDBOOK	816.74
05/19/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	Sp Woodcraft Supply	MCTC STOKES INCORRECT ORDER	442.93
05/21/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Steve Regan Caldwell	MCTC PEUGH PLANT SCIENCE RESTOCK	6,449.91
05/21/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Market Street #3195	MCTC STOKES SCIENCE LESSON ITEMS	188.47
05/22/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	Sp Woodcraft Supply	MCTC STOKES LAB STAND	418.99
05/25/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	Sp Woodcraft Supply	MCTC STOKES INCORRECT ORDER REFUND	(442.93)
05/27/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL\TECH ED3	Lab Aids Inc	BUCKNELL IQPS PURCHASE	866.66
05/29/2026	244.519000	SRF Qwest Foundation for Education-519	Supplies-000410	PROFESSIONAL TECH ED1	School Specialty Nasco	MCTC STOKES FOOD NUTRITN KIT	327.00
			Supplies-000410 Total				17,467.17
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NAAE IQPS Baggage FEES	40.00
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NAAE IQPS Baggage FEES	40.00
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NAAE IQPS Baggage FEES	40.00
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NAAE IQPS Baggage FEES	40.00
05/01/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NAAE IQPS Baggage FEES	40.00
05/04/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Metropolitan Shuttle	Refund for Travel Bus	(2,173.50)
05/07/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NWATA FLIGHT	434.10
05/07/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Southwes	NWATA FLIGHT	347.90
05/08/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Enterprise Rent-A-Car	Grant Supplied Van for NAAE	690.21
05/08/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NWATA FLIGHT	436.90
05/11/2026	244.519000	SRF Qwest Foundation for Education-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	NWATA FLIGHT REFUND	(434.10)
			Travel/Mileage-000380 Total				(498.49)
		SRF Qwest Foundation for Education-519 Total					**18,100.68**
05/07/2026	225.515000	SRF Secondary Programs-515	Supplies-000410	ADVANCEDOPP DEPT	Act	ACT with writing- Corson	100.00
05/14/2026	225.515000	SRF Secondary Programs-515	Supplies-000410	ADVANCEDOPP DEPT	Prep Blast	Spanish with writing (Level 1 & 2)- Quiroga	35.00
05/18/2026	225.515000	SRF Secondary Programs-515	Supplies-000410	ADVANCEDOPP DEPT	Act	ACT Science Add On Albulhi	75.00
05/18/2026	225.515000	SRF Secondary Programs-515	Supplies-000410	ADVANCEDOPP DEPT	Act	ACT Science Add On- Brcak	75.00
			Supplies-000410 Total				285.00
		SRF Secondary Programs-515 Total					**285.00**
05/01/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FOLDING TABLE - BEETSBROWN	47.77
05/05/2026	242.519000	SRF Secondary school programs-519	Equipment-000551	PROFESSIONAL TECH ED2	Apple.Com/Us	Computers	1,379.01
05/05/2026	242.519000	SRF Secondary school programs-519	Equipment-000551	PROFESSIONAL TECH ED2	Apple.Com/Us	Computers	195.99
05/05/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	ROCKY MOUNTAIN HS 3	B&h Photo 800-606-6969	DIST - CTE Supplies - P. Meunier	3,608.10
05/05/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	ROCKY MOUNTAIN HS 3	B&h Photo 800-606-6969	DIST - CTE Supplies - P. Meunier	1,059.86
05/06/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	EAGLE HIGH SCHOOL 6	B&h Photo 800-606-6969	CTE - CAMERAS - FAVOR	1,564.65
05/07/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	RENAISSANCE\HIGH SCHL 3	Amazon Reta* Bv8hr8ep1	CTE Scoville mixers	3,179.70
05/07/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	CURNC EQUIP A HYMEL- BUGBY	1,379.00
05/07/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	CURNC EQUIP A HYMEL- BUGBY	1,893.04

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/07/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES- BUGBY	1,155.57
05/11/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	CENTENNIAL\HIGH SCHOOL5	Amazon Mktpl	EQUIP CC- BUGBY	649.00
05/14/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	MOUNTAIN VIEW\HS 3	Ls Pictureline Boise	CTE - CAMERA & CAMER LENS - HOWARD	2,728.94
05/20/2026	243.519000	SRF Secondary school programs-519	Equipment-000551	CENTENNIAL\HIGH SCHOOL5	Amazon Mktpl	EQUIP CC- BUGBY	797.99
			Equipment-000551 Total				19,638.62
05/08/2026	242.519000	SRF Secondary school programs-519	Other Services-000390	PROFESSIONAL\TECH ED1	In *shop Equipment Specia	MCTC BRAKE LATHE IN AUTO SHOP	425.00
05/08/2026	242.519000	SRF Secondary school programs-519	Other Services-000390	PROFESSIONAL\TECH ED1	In *shop Equipment Specia	MCTC BRAKE LATHE IN AUTO SHOP	445.40
05/08/2026	242.519000	SRF Secondary school programs-519	Other Services-000390	PROFESSIONAL\TECH ED1	In *shop Equipment Specia	MCTC BRAKE LATHE IN AUTO SHOP	445.85
05/08/2026	242.519000	SRF Secondary school programs-519	Other Services-000390	PROFESSIONAL\TECH ED1	In *shop Equipment Specia	MCTC BRAKE LATHE IN AUTO SHOP	440.50
05/11/2026	242.519000	SRF Secondary school programs-519	Other Services-000390	MERIDIAN\HIGH SCHOOL 6	In *shop Equipment Specia	MCTC RHOADES HOIST REPAIRS IN SHOP	683.62
05/18/2026	243.519000	SRF Secondary school programs-519	Other Services-000390	PROFESSIONAL TECH ED2	Boise Appliance & Ref	Pilot Tower fix	506.80
			Other Services-000390 Total				2,947.17
08/14/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	(40.98)
08/14/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASSROOM SUPPLIES	(120.27)
08/15/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	(52.34)
08/19/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	WILLIAMS CLASS SUPPLIES	(19.49)
08/26/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* 089su9vf3	WILLIAMS CLASS SUPPLIES	(59.99)
12/12/2025	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Meyer Hatchery	MCTC STOKES CORNISH CROSS EGGS	(322.40)
01/21/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 26F- INTERIOR DESIGN- MOATS	(145.87)
01/21/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 26F- INTERIOR DESIGN- MOATS	145.87
01/21/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC WILLIAMS LAB SUPPLIES	(30.93)
04/24/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Amazon Mktpl	CTE Wood Health	(20.49)
04/24/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Amazon Mktpl	CTE Wood Health	20.49
04/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Amazon Mktpl	CTE Wood Health	(962.77)
04/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Amazon Mktpl	CTE Wood Health	962.77
05/01/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	First Watch - 7725	CTE Splaine instructor testing	70.99
05/01/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED2	Amazon Mktpl	Swag Closet Supplies/Furniture	419.52
05/01/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED2	Edible Arrangements 497	Teacher Appreciation	84.15
05/01/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED2	4te*idaho Springs Water C	Water for OHS/CTE	102.91
05/01/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 1	Wm Supercenter #3093	CTE - PLAYSCHOOL SUPPLIES - MUTHIORA	291.40
05/01/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	CTE Smith Eng stu supplies	133.11
05/01/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	Chefstore 7203	CTE - REQUEST #1 - GIBB	144.79
05/01/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	Fred-Meyer #0198	CTE - REQUEST #2 - GIBB	559.75
05/01/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - PLAY SCHOOL SUPPLIES - CLARK	89.23
05/04/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 1	Sq *sarahs Bagel Cafe Me	CTE Splaine instructor testing	20.47
05/04/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* Bj97n2340	MCTC LUCAS OFFICE SUPPLIES	21.05
05/04/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC LUCAS OFFICE SUPPLIES	452.48
05/04/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	AMY BROWN	Wm Supercenter #5841	Teacher Appreciation	8.94
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Fred-Meyer #0198	CTE Scoville cleaning	98.53
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Fred-Meyer #0198	CTE Scoville protein	86.67
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	13.28
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Reta* Bj51o2gm1	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	3.29
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	342.01
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	77.17
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	426.55
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - SPRTS MED SUPP - BECKER	99.95
05/04/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - PLAY SCHOOL SUPPLIES - CLARK	119.94
05/05/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* Bv8qu3yh2	MCTC LANGLAND CLASSROOM SUPPLIES	840.27
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- ECE SUPPLIES- LANGLAND	156.64
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	In *fe Supply Company	CTE Hemseri protection plate	169.90
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN HIGH SCHOOL 2	Aed Superstore	CTE- MEDICAL SUPPLIES- TIERSMA	556.00
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Enterprise Rent-A-Car	Livestock Judging	152.87
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	Fred-Meyer #0198	CTE - REQUEST #3 - GIBB	292.41
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	Chefstore 7203	CTE - REQUEST #5 - GIBB	123.63
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - SPRTS MED SUPP - BECKER	84.98
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 95C- NUTRITION SUPPLIES- MOATS	159.86
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 95C-NUTRITION SUPPLIES- MOATS	10.99
05/05/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Chefstore 7203	FRUIT BERRIES SUPPLIES- RUSH #27	390.23
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	CTE Hubert bakery smallwares	997.91
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	McMaster-Carr	CTE Smith spring pin	29.15
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY MOUNTAIN HS 3	Chefstore 7203	DIST - CTE #10 Culinary supplies - A. Ritter	339.08
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY MOUNTAIN HS 3	Fred Meyer #0685	DIST - CTE #10 Culinary supplies - A. Ritter	51.09
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* Bf7ki1lg2	MCTC RHOADES LAB TOOLS/SUPPLIES	1,110.90
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - PLAY SCHOOL SUPPLIES - CLARK	32.30
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	LESSON PLA SUPPLIES- KEATING	82.74
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Reta* Bf9a21ll2	LESSON PLA SUPPLIES- KEATING	13.69
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Albertsons #0177	BAKING UNIT- RUSH #25	96.57
05/06/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Albertsons #0177	PROTEIN/DAIRY UNIT- RUSH #26	85.33
05/07/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Corona Village	MCTC LUCAS TEACHER APPRC LUNCH	200.00
05/07/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Office Depot #2087	Diploma Paper	83.93
05/07/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Printivity	Saddle stich Booklets for Pathways	1,507.63
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY MOUNTAIN HS 3	Fred Meyer #0685	DIST - CTE #10 Culinary supplies - A. Ritter	62.61

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Mfcp Boise Id	MCTC BALLARD SHOP SUPPLIES	118.07
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	D&b Supply Co Store 6	MCTC BUSLER SHOP SUPPLIES	1,751.71
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Allianz Travel Ins	Travel Insurance for Flight	38.89
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	LESSON PLA SUPPLIES- KEATING	80.92
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 96C- NUTRITION SUPPLIES- MOATS	23.69
05/07/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 96C- NUTRITION SUPPLIES- MOATS	98.32
05/08/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Walmart.Com 8009256278	MCTC LUCAS TEACHER APPR LUNCH	105.78
05/08/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW HS 4	Johnson Plastics Plus	DSC - GRAPHIC DESGIN SUPPLIES - FREI	1,091.77
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Reta* Bv0by2m91	CTE - TECHNOLOGY CLASS SUPP - BABIRACKI	17.98
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- FASHION & TEXTILE SUPPLIES- MOATS	59.59
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- FASHION & TEXTILE SUPPLIES- MOATS	139.98
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- PHOTO SUPPLIES- KLAR	648.06
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 4	Wal-Mart #5841	CTE- PLAYSCHOOL SUPPLIES- LANGLAND	121.55
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Fred-Meyer #0198	CTE Scoville calzones	95.63
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 4	Sq *idaho Fcs Educator As	DIST - Conference Reg - M. Smith	135.00
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 5	Amazon Mktpl	DIST - CTE Supplies - M. Smith	69.29
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 5	Amazon Mktpl	DIST - Fashion supplies - C. Sipes	260.23
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Reta* Bv8r45m21	MCTC BOEHM CLASS SUPPLIES	15.03
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC BOEHM CLASS SUPPLIES	232.83
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Alternative Hose-Boise	MCTC JIRA TICKET 52223 COUPLER/ADAPTER	28.27
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	541.24
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	Wal-Mart #3093	CTE - PLAYSCHOOL SUPPLIES - MUTHIORA	250.76
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - ANIMAL SCIENCE SUPPLIES - MARSHALL	12.93
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 105C- NUTRITION SUPPLIES- MOATS	72.81
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 97C- NUTRITION SUPPLIES- MOATS	45.36
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Hobby Lobby # 433	CTE- FASHION SUPPLIES- MOATS	396.09
05/08/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL\HIGH SCHOOL7	Paypal	ENGINER NOTEBOOKS- DENT	540.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT student exam	104.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Air Equipment Co	MCTC BALLARD AIR COMPR REPAIR/SERVICE	2,068.58
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC LUCAS OFFICE SUPPLIES	15.99
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Homedepot.Com	Tools Busler	1,734.00
05/11/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Waste Pro	Waste Services	30.25
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 8	Us.Store.Bambulab.Com	CTE- ENGINEERING SUPPLIES- BABIRACKI	408.54
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 8	Paypal	CTE- ENGINEERING SUPPLIES- BABIRACKI	720.00
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- ENGINEERING SUPPLIES- BABIRACKI	293.36
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- FASHION & TEXTILE SUPPLIES- MOATS	55.17
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- PHOTO SUPPLIES- KLAR	155.25
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	CTE Scoville stu notebooks	178.50
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 5	Amazon Mktpl	DIST - CTE supplies - M. Smith	448.26
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Fsp*council For Professio	MCTC ECE GRAD SASH	85.00
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Amazon Mktpl	CTE - FASHION/TEEN LIV/PLAYSCHOOL SUPP - MUTHIORA	14.99
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Homedepot.Com	Tools Busler	2,061.43
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	The Home Depot #1804	Tools Busler	707.23
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 6	E Group Inc	CTE - FCCLA SUPPLIES - MUTHIORA	144.00
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - ANIMAL SCIENCE SUPPLIES - MARSHALL	62.65
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - CULINARY SUPPLIES - KIPPER	20.98
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - CULINARY SUPPLIES - KIPPER	170.22
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Reta* Bf5hz35b2	CTE - CULINARY SUPPLIES - KIPPER	28.22
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES ENG- DENT	24.99
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	CTE - PRESCHOOL SUPPLIES - CLARK	387.67
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	CTE - PRESCHOOL SUPPLIES - CLARK	6.29
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 5	Amazon Mktpl	CTE - PRESCHOOL SUPPLIES - CLARK	421.08
05/11/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE HIGH SCHOOL 6	Odp Bus Sol Llc # 101078	CTE - PRINTER TONER - KIPPER	900.44
05/12/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	Sq *chevys Bls	MCTC LANGLAND CPR CERTS	330.75
05/12/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW HS 4	Roland Dga Corporation	DSC - GRAPHIC DESGIN SUPPLIES - FREI	414.39
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktpl	CTE - TECHNOLOGY CLASS SUPP - BABIRACKI	979.13
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Grainger	CTE Hubert stu locks	250.00
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 4	Bestbuymkt807177609908	CTE- ENGINEERING SUPPLIES- BABIRACKI	84.36
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 4	Bestbuymkt807177609908	CTE- ENGINEERING SUPPLIES- BABIRACKI	337.42

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 4	Bestbuymkt807177609909	CTE- ENGINEERING SUPPLIES- BABIRACKI	84.36
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 3	Amazon Mktpl	CTE Hubert catering equipment	579.24
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC GIBB POTS AND PANS	1,199.94
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGH SCHL7	Fred Meyer #0685	CTE - CULINARY LAB SUPP - LEITCH	20.98
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - CULINARY SUPPLIES - KIPPER	277.52
05/12/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Amazon Mktpl	SUPPLIES ENG- DENT	922.61
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGHSCHL5	Us.Store.Bambulab.Com	CTE - 3D PRINTER SUPP - BABIRACKI	429.99
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGHSCHL5	Paypal	CTE - ENGINEERING NOTEBOOKS - BABIRACKI	720.00
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 4	Market Street #3195	DIST - Animal Sci 2 - K. Williams	142.42
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	ROCKY\MOUNTAIN HS 4	Market Street #3195	DIST - Animal Sci 2 - K. Williams	72.00
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Homedepot.Com	Tools Busler	521.86
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGH SCHL7	Fred-Meyer #0198	CTE - CULINARY LAB SUPP - LEITCH	151.74
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGH SCHL7	Chefstore 7203	CTE - CULINARY LAB SUPP - LEITCH	363.92
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	12.02
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	309.93
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	37.90
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Reta* Bv4o86h40	CTE - FINAL RESTOCK - MUTHIORA	30.04
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	12.99
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - ANIMAL SCIENCE SUPPLIES - MARSHALL	826.17
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Amazon Mktpl	CTE - ANIMAL SCIENCE SUPPLIES - MARSHALL	290.59
05/13/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 104C- NUTRITION SUPPLIES- MOATS	180.93
05/14/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/14/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine EMT stu exam	104.00
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 8	Us.Store.Bambulab.Com	CTE- ENGINEERING SUPPLIES- BABIRACKI	175.26
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN HIGH SCHOOL 3	Wal-Mart #5841	CTE- PLAYSCHOOL SUPPLIES- LANGLAND	109.85
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 3	Ls Pictureline Boise	CTE - CAMERA & CAMER LENS - HOWARD	249.98
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGH SCHL7	Fred Meyer #0685	CTE - CULINARY LAB SUPP - LEITCH	229.29
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	321.15
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - LED LIGHTS FOR CLSRM - BEETSBROWN	59.99
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Albertsons #0177	BAKING UNIT- RUSH #25	113.75
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 106C- NUTRITION SUPPLIES- MOATS	77.25
05/14/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0177	CTE- 106C- NUTRITION SUPPLIES- MOATS	90.47
05/15/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine NREMT stu exam	104.00
05/15/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine NREMT stu exam	104.00
05/15/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine NREMT stu exam	104.00
05/15/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED1	Amazon Mktpl	MCTC LUCAS OFFICE SUPPLIES	12.94
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 1	Wm Supercenter #3093	CTE - PLAYSCHOOL SNACKS & CLEANING SUPPLIES - MUTHIORA	240.72
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	The Home Depot #1804	MCTC BOEHM INTRO TO MECH SUPPLIES	754.54
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	San Mar	TShirt Order Kern	1,699.99
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Reta* Bv8hz1y30	CTE - ENG SUPPLIES - BABIRACKI	49.99
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGHSCHL5	Us.Store.Bambulab.Com	CTE - ENGINEERING SUPP - BABIRACKI	157.29
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	101.44
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktplace Pmts	CTE- ENGINEERING SUPPLIES- BABIRACKI	(59.99)
05/15/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL6	Uniforms Today	UNIFORMS FCCLA- KEATING	1,243.20
05/18/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine NREMT stu exam	104.00
05/18/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	National Registry Emt	CTE Splaine NREMT stu exam	104.00
05/18/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Sq *wendy Smith	Ferns for Office	90.00
05/18/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Lowes #02792	Plant holders for office	129.92
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE\HIGH SCHL7	Fred Meyer #0685	CTE - CULINARY LAB SUPP - LEITCH	77.56
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	20.78
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	15.19
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Fred-Meyer #0198	CTE Shepherd cleaning	44.49
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* 776a60g43	CTE- ENGINEERING SUPPLIES- BABIRACKI	49.99

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktplace Pmts	CTE- ENGINEERING SUPPLIES- BABIRACKI	(170.65)
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Homedepot.Com	Tool Order for Busler	459.66
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	The Home Depot #1804	Tool Order for Busler	189.45
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 2	Wal-Mart #5841	CTE - ANIMAL SCIENCE SUPPLIES - MARSHALL	347.68
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	EAGLE\HIGH SCHOOL 4	Sq *idaho Fcs Educator As	CTE - CONFERENCE REGISTRATION - BODINE	135.00
05/18/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 105C- NUTRITION SUPPLIES- MOATS	53.08
05/19/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	OWYHEE HIGHSCHL1	Amazon Mktplace Pmts	CTE - RETURN OF WRONG ITEM PURCHASED - BABIRACKI	(52.00)
05/19/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	RENAISSANCE\HIGH SCHL 4	Postnet Id103	CTE Hemseri Fire return	34.39
05/19/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL2	Vex*robotics	VEX SUPPLIES- DENT	2,621.38
05/19/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 96C- NUTRITION SUPPLIES- MOATS	5.99
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL1	Fred Meyer #0685	ANIM SCI MEATS LAB- BETTENCOURT	93.79
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CENTENNIAL HIGH SCHOOL1	Albertsons #3194	GREEN HOUSE LAB- BETTENCOURT	18.44
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Mktpl	Sewing Machines and Stands	638.32
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 107C- TEEN LIVING SUPPLIES- MOATS	192.69
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 109C- FOOD PREP RESTOCK- MOATS	546.37
05/20/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Chefstore 7203	CTE- 109C- FOOD PREP RESTOCK- MOATS	42.88
05/21/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Wal-Mart #3093	Food For Teacher End of Year	213.33
05/21/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Usps Po 1557750642	Over Night Check sent for Printer Purchase	35.90
05/21/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	San Mar	Tshirts Kern	88.89
05/21/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW HS 4	Tide Cleaners	CTE - CLEANING FOR BLAZERS - MUTHIORA	24.98
05/22/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 6	On The Spot Cleaners	MCTC PHILLIPS UNIFORM CLEANERS	97.19
05/22/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED1	Napa Auto Parts E-Bill	MCTC RHOADES TOOLS AND SUPPLIES	3,926.43
05/25/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Blossom Flower Deliver	Flowers for Emalee Merrell	101.23
05/25/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Standard Restaurant Boise	CTE Scoville smallwares	1,516.52
05/25/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Standard Restaurant Boise	CTE Scoville smallwares	426.66
05/25/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	San Mar	Tshirts Kern	83.71
05/25/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Sanmar	Tshirts Kern	5.18
05/26/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Amazon Mktpl	New Sewing Machines	1,975.84
05/26/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MOUNTAIN VIEW\HS 7	Amazon Mktpl	CTE - FINAL RESTOCK - MUTHIORA	4.74
05/27/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Wm Supercenter #2862	CTE Hubert org bins	149.56
05/27/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	CAFE RENAISSANCE	Chefstore 7203	CTE Scoville smallwares	959.93
05/28/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	WILLIAM SCHUMAKER	Tst*goodwood Barbecue Co	Working Lunch and Team Building	146.04
05/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Maverik #615	Gas for Atanatomage	134.35
05/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	In *core Technologies Llc	Computers for Classrooms	1,423.00
05/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	In *core Technologies Llc	Computers for Classrooms	5,692.00
05/28/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Reta* Ul3rf0j43	CTE- ENGINEERING SUPPLIES- BABIRACKI	11.27
05/29/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Costco Whse #0761	MOSCOW will be paid back by ASB	200.71
05/29/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Wm Supercenter #2862	MOSCOW will be paid back by ASB	59.71
05/29/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL\TECH ED3	Chefstore 7203	MOSCOW will be paid back by ASB	50.57
05/29/2026	242.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	Printivity	Saddle Stitch Booklet	1,507.94
05/29/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	PROFESSIONAL TECH ED2	76 - McCarran	Gas for Atanatomage	121.21
05/29/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL7	Albertsons #0180	CTE- 108C- CULINARY RESTOCK- MOATS	742.84
05/29/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 1	Amazon Mktpl	CTE- ENGINEERING SUPPLIES- BABIRACKI	176.31
05/29/2026	243.519000	SRF Secondary school programs-519	Supplies-000410	MERIDIAN\HIGH SCHOOL 4	Complete Office Llc	CTE- FASION SUPPLIES- MOATS	717.86
			Supplies-000410 Total				74,333.97
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Student Flight FCCLA	397.08
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED2	Gaylord Opry Resort	Instructor Rooms for BPA Nationals	1,344.69
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED2	Gaylord Opry Resort	Instructor Rooms for BPA Nationals	1,344.69
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED2	Gaylord Opry Resort	Instructor Rooms for BPA Nationals	1,344.69
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED2	Gaylord Opry Resort	Instructor Rooms for BPA Nationals	1,344.69
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Teacher/CTSO Airfare	397.08
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Teacher/CTSO Airfare	397.08
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Teacher/CTSO Airfare	397.08
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	American Ai	Teacher/CTSO Airfare	397.08
05/01/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	MOUNTAIN VIEW\HS 6	Fccla	CTE - FCCLA NATIONALS REG - GIBB	260.00
05/05/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Enterprise Rent-A-Car	Livestock Judging	152.88

Posting Date	Combo	Category	Object Name	Cardholder Name 1	Merchant Name	Description	Amount
05/06/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	MOUNTAIN VIEW HS 4	Www.Idahoata.Org	CTE - IATA CONFER REG - BECKER	110.00
05/06/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Marta - Transcard Unit	SKILLS USA Marta	272.25
05/07/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	OWYHEE\HIGH SCHL7	Idaho.Gov	CTE - ADVISER REGISTRATION - LEITCH	151.70
05/07/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	EAGLE\HIGH SCHOOL 1	Swa*excs_bag	CTE - BPA NATIONALS BAGGAGE FEE - GOSSI	35.00
05/07/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	EAGLE\HIGH SCHOOL 1	Swa*excs_bag	CTE - BPA NATIONALS BAGGAGE FEE - GOSSI	35.00
05/08/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	VO TECH Flight	567.79
05/08/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	EAGLE\HIGH SCHOOL 1	Fsp*signature Transportat	CTE - BPA NATIONALS TRANSPORTATION - GOSSI	667.45
05/08/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Alaska Air	VO TECH Flight	(567.79)
05/11/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	MERIDIAN\HIGH SCHOOL 6	Sq *idaho Fcs Educator As	MCTC LANGLAND IFCS MEMBERSHIP	22.00
05/11/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	MERIDIAN\HIGH SCHOOL 6	Sq *idaho Fcs Educator As	MCTC LANGLAND IFCS SUMMER CONF REG	135.00
05/11/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Zero To Three	MCTC PHILLIPS ZERO TO THREE CONF REG	2,250.00
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Delta Air	MCTC CUTLER ZERO TO THREE FLIGHT	436.39
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Delta Air	MCTC LANGLAND ZERO TO THREE FLIGHT	436.39
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Delta Air	MCTC MUTHIORA ZERO TO THREE CONF FLIGHT	436.39
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Delta Air	MCTC PHILLIPS ZERO TO THREE FLIGHT	436.39
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED1	Delta Air	MCTC SMITH ZERO TO THREE FLIGHT	436.39
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Gaylord Opry Resort	BPA	(0.01)
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Gaylord Opry Resort	BPA OVERAGES	(0.01)
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Gaylord Opry Resort	BPA OVERAGES	(0.01)
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Gaylord Opry Resort	BPA OVERAGES	(0.01)
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED2	Gaylord Opry Resort	BPA OVERAGES	(0.01)
05/12/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	EAGLE\HIGH SCHOOL 1	Fsp*signature Transportat	CTE - BPA NATIONALS TRANSPORTATION - GOSSI	655.16
05/14/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED1	Southwes	MCTC PEUGH WLC FLIGHTS	733.00
05/14/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	EAGLE\HIGH SCHOOL 4	Sq *idaho Fcs Educator As	CTE - CONFERENCE REGISTRATION - CLARK	135.00
05/19/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED1	Fsp*council For Professio	MCTC PHILLIPS CDA APPLICATION	525.00
05/19/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED1	Fsp*council For Professio	MCTC PHILLIPS CDA APPLICATION	525.00
05/20/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED1	Fsp*council For Professio	MCTC PHILLIPS CDA APPLICATION	525.00
05/20/2026	242.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL TECH ED1	Fsp*council For Professio	MCTC PHILLIPS CDA APPLICATION	525.00
05/20/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	CENTENNIAL HIGH SCHOOL6	Fccla	FCCLA BLOCK FEE- KEATING	125.00
05/21/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Westin Pch Tree Fd	Rooms for Skills USA	6,145.35
05/22/2026	243.519000	SRF Secondary school programs-519	Travel/Mileage-000380	PROFESSIONAL\TECH ED3	Westin Pch Tree Fd	Rooms for Skills USA	1,229.07
			Travel/Mileage-000380 Total				31,113.20
		SRF Secondary school programs-519 Total					**128,032.96**
		Grand Total					**568,504.98**

END OF MONTH BUDGET REPORT BY PROJECT

Fiscal Year: 2025-2026 | Month: June | Joint School District No 2

Display Account	Account/Object	Adopted Budget	Current Budget	Month to Date Activity	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND								
REVENUES								
PROJECT 000 - DISTRICT WIDE								
420 R 413000 000 000 000	413000 - PENALTY:DELINQUENT TAXES	0.00	0.00	416.76	22,418.49	0.00	-22,418.49	0.00%
420 R 412100 000 000 000	412100 - TAXES-SCHOOL PLANT	16,000,000.00	16,000,000.00	2,189.61	16,188,356.19	0.00	-188,356.19	-1.18%
TOTAL OBJECT 000 - DISTRICT WIDE		16,000,000.00	16,000,000.00	2,606.37	16,210,774.68	0.00	-210,774.68	-1.32%
TOTAL PROJECT 000		16,000,000.00	16,000,000.00	2,606.37	16,210,774.68	0.00	-210,774.68	-1.32%
TOTAL REVENUES		16,000,000.00	16,000,000.00	2,606.37	16,210,774.68	0.00	-210,774.68	-1.32%
EXPENSES								
PROJECT 000 - DISTRICT WIDE								
420 E 651000 551 000 000	551 - EQUIP > 2500 BUT < 75000	0.00	0.00	3,197.03	3,197.03	13,700.00	-16,897.03	0.00%
TOTAL FUNCTION 651000 - BUSINESS OPERATIONS		0.00	0.00	3,197.03	3,197.03	13,700.00	-16,897.03	0.00%
420 E 664000 320 000 000	320 - PROPERTY SERVICES	4,000,000.00	1,870,932.94	248,637.14	1,768,963.74	254,404.57	-152,435.37	9.63%
420 E 664000 320 404 000	320 - PROPERTY SERVICES	0.00	0.00	437,344.71	3,326,345.88	0.00	-3,326,345.88	0.00%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		4,000,000.00	1,870,932.94	685,981.85	5,095,309.62	254,404.57	-3,478,781.25	-185.94%
420 E 810000 530 404 000	530 - BUILDING CONSTRUCTION	0.00	0.00	17,058.21	244,445.38	0.00	-244,445.38	0.00%
TOTAL FUNCTION 810000 - CAPITAL ASSET ACQUISITION-		0.00	0.00	17,058.21	244,445.38	0.00	-244,445.38	0.00%
TOTAL PROJECT 000		4,000,000.00	1,870,932.94	706,237.09	5,342,952.03	268,104.57	-3,740,123.66	-199.91%
PROJECT 100 - GENERAL SUBJECTS								
420 E 512000 551 101 100	551 - EQUIP > 2500 BUT < 75000	4,627.00	5,424.00	2,803.50	5,423.61	0.00	0.39	51.69%
420 E 512000 551 110 100	551 - EQUIP > 2500 BUT < 75000	4,000.00	5,000.00	2,860.76	5,000.00	0.00	0.00	0.00%
420 E 512000 551 113 100	551 - EQUIP > 2500 BUT < 75000	4,000.00	6,954.00	1,864.70	6,920.78	1,521.00	-1,487.78	-21.39%
420 E 512000 551 115 100	551 - EQUIP > 2500 BUT < 75000	4,176.00	5,000.00	2,479.37	5,000.00	0.00	0.00	0.00%
420 E 512000 551 117 100	551 - EQUIP > 2500 BUT < 75000	7,459.00	8,760.00	4,631.91	8,760.00	0.00	0.00	0.00%
420 E 512000 551 124 100	551 - EQUIP > 2500 BUT < 75000	4,541.00	5,220.00	214.69	5,027.18	0.00	192.82	3.69%
420 E 512000 551 751 100	551 - EQUIP > 2500 BUT < 75000	8,194.00	10,076.00	2,817.79	9,175.73	0.00	900.27	8.93%
TOTAL FUNCTION 512000 - ELEMENTARY PROGRAMS		36,997.00	46,434.00	17,672.72	45,307.30	1,521.00	-394.30	-0.85%

END OF MONTH BUDGET REPORT BY PROJECT

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Display Account	Account/Object	Adopted Budget	Current Budget	Month to Date Activity	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND								
EXPENSES								
PROJECT 100 - GENERAL SUBJECTS								
420 E 515000 551 405 100	551 - EQUIP > 2500 BUT < 75000	23,841.00	29,461.00	188.44	28,905.20	0.00	555.80	1.89%
420 E 515000 551 406 100	551 - EQUIP > 2500 BUT < 75000	24,018.00	30,293.00	3,545.25	27,733.86	0.00	2,559.14	13.60%
420 E 515000 551 409 100	551 - EQUIP > 2500 BUT < 75000	25,214.00	32,368.00	5,940.94	28,819.77	119.75	3,428.48	10.59%
420 E 515000 551 410 100	551 - EQUIP > 2500 BUT < 75000	25,405.00	32,759.00	41.46	32,725.49	0.00	33.51	0.10%
420 E 515000 551 601 100	551 - EQUIP > 2500 BUT < 75000	9,683.00	11,791.00	2,002.30	5,234.51	6,045.82	510.67	72.59%
420 E 515000 551 602 100	551 - EQUIP > 2500 BUT < 75000	11,900.00	13,990.00	5,050.81	11,317.35	0.00	2,672.65	19.10%
420 E 515000 551 604 100	551 - EQUIP > 2500 BUT < 75000	9,739.00	12,911.00	4,325.98	2,306.15	4,000.00	6,604.85	135.77%
420 E 515000 551 605 100	551 - EQUIP > 2500 BUT < 75000	10,874.00	13,264.00	10,146.01	13,241.42	0.00	22.58	76.66%
420 E 515000 551 752 100	551 - EQUIP > 2500 BUT < 75000	8,962.00	11,509.00	479.96	11,509.00	0.00	0.00	0.00%
420 E 515000 551 753 100	551 - EQUIP > 2500 BUT < 75000	4,000.00	5,000.00	933.08	1,576.49	0.00	3,423.51	68.47%
TOTAL FUNCTION 515000 - SECONDARY PROGRAMS		153,636.00	193,346.00	32,654.23	163,369.24	10,165.57	19,811.19	10.25%
420 E 517000 551 493 100	551 - EQUIP > 2500 BUT < 75000	4,000.00	5,000.00	1,050.00	3,039.21	1,845.90	114.89	60.22%
TOTAL FUNCTION 517000 - ALTERNATIVE HIGH SCHOOL		4,000.00	5,000.00	1,050.00	3,039.21	1,845.90	114.89	2.30%
TOTAL PROJECT 100		194,633.00	244,780.00	51,376.95	211,715.75	13,532.47	19,531.78	7.98%
PROJECT 303 - RECRUITMENT								
420 E 651000 551 001 303	551 - EQUIP > 2500 BUT < 75000	0.00	862.00	368.73	1,428.53	0.00	-566.53	-65.72%
TOTAL FUNCTION 651000 - BUSINESS OPERATIONS		0.00	862.00	368.73	1,428.53	0.00	-566.53	-65.72%
TOTAL PROJECT 303		0.00	862.00	368.73	1,428.53	0.00	-566.53	-65.72%
PROJECT 915 - TECHNOLOGY								
420 E 623000 551 000 915	551 - EQUIP > 2500 BUT < 75000	1,500,000.00	1,500,000.00	299,309.48	764,504.79	1,579,300.73	-843,805.52	60.39%
TOTAL FUNCTION 623000 - INSTR-RELATED TECHNOLOGY		1,500,000.00	1,500,000.00	299,309.48	764,504.79	1,579,300.73	-843,805.52	-56.25%
TOTAL PROJECT 915		1,500,000.00	1,500,000.00	299,309.48	764,504.79	1,579,300.73	-843,805.52	-56.25%
PROJECT 921 - PAINTING								
420 E 664000 320 000 921	320 - PROPERTY SERVICES	0.00	214,323.16	7,625.00	56,225.00	0.00	158,098.16	73.77%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	214,323.16	7,625.00	56,225.00	0.00	158,098.16	73.77%
TOTAL PROJECT 921		0.00	214,323.16	7,625.00	56,225.00	0.00	158,098.16	73.77%

END OF MONTH BUDGET REPORT BY PROJECT

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Display Account	Account/Object	Adopted Budget	Current Budget	Month to Date Activity	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND								
EXPENSES								
PROJECT 923 - FLOORS & CEILINGS								
420 E 664000 320 000 923	320 - PROPERTY SERVICES	0.00	173,203.97	17,964.00	139,504.97	267,488.00	-233,789.00	3.72%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	173,203.97	17,964.00	139,504.97	267,488.00	-233,789.00	-134.98%
TOTAL PROJECT 923		0.00	173,203.97	17,964.00	139,504.97	267,488.00	-233,789.00	-134.98%
PROJECT 924 - MECHANICAL SYSTEMS								
420 E 664000 320 000 924	320 - PROPERTY SERVICES	0.00	470,391.07	41,846.00	726,275.25	57,860.00	-313,744.18	-48.17%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	470,391.07	41,846.00	726,275.25	57,860.00	-313,744.18	-66.70%
TOTAL PROJECT 924		0.00	470,391.07	41,846.00	726,275.25	57,860.00	-313,744.18	-66.70%
PROJECT 925 - ROOFING								
420 E 664000 320 000 925	320 - PROPERTY SERVICES	0.00	0.00	820,068.88	952,706.48	0.00	-952,706.48	0.00%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	0.00	820,068.88	952,706.48	0.00	-952,706.48	0.00%
TOTAL PROJECT 925		0.00	0.00	820,068.88	952,706.48	0.00	-952,706.48	0.00%
PROJECT 926 - MAJOR BLDG REMODEL								
420 E 810000 530 603 926	530 - BUILDING CONSTRUCTION	4,000,000.00	4,000,000.00	775,466.36	9,949,184.27	15,114.40	-5,964,298.67	-145.96%
TOTAL FUNCTION 810000 - CAPITAL ASSET ACQUISITION-		4,000,000.00	4,000,000.00	775,466.36	9,949,184.27	15,114.40	-5,964,298.67	-149.11%
TOTAL PROJECT 926		4,000,000.00	4,000,000.00	775,466.36	9,949,184.27	15,114.40	-5,964,298.67	-149.11%
PROJECT 930 - ELECTRICAL								
420 E 664000 320 000 930	320 - PROPERTY SERVICES	0.00	211,823.53	6,495.70	286,334.86	0.00	-74,511.33	-35.18%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	211,823.53	6,495.70	286,334.86	0.00	-74,511.33	-35.18%
TOTAL PROJECT 930		0.00	211,823.53	6,495.70	286,334.86	0.00	-74,511.33	-35.18%
PROJECT 933 - FIRE ALARM SYSTEMS								
420 E 664000 320 000 933	320 - PROPERTY SERVICES	0.00	35,071.00	3,145.00	62,068.00	60,915.00	-87,912.00	-68.01%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	35,071.00	3,145.00	62,068.00	60,915.00	-87,912.00	-250.67%
TOTAL PROJECT 933		0.00	35,071.00	3,145.00	62,068.00	60,915.00	-87,912.00	-250.67%

END OF MONTH BUDGET REPORT BY PROJECT

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Display Account	Account/Object	Adopted Budget	Current Budget	Month to Date Activity	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND								
EXPENSES								
PROJECT 935 - PLUMBING								
420 E 664000 320 000 935	320 - PROPERTY SERVICES	0.00	110,004.12	7,635.54	183,590.35	15,975.71	-89,561.94	-66.89%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	110,004.12	7,635.54	183,590.35	15,975.71	-89,561.94	-81.42%
TOTAL PROJECT 935		0.00	110,004.12	7,635.54	183,590.35	15,975.71	-89,561.94	-81.42%
PROJECT 951 - FIRE SPRINKLERS								
420 E 664000 320 000 951	320 - PROPERTY SERVICES	0.00	114,575.32	1,162.14	151,833.64	21,005.00	-58,263.32	-32.52%
TOTAL FUNCTION 664000 - DISTRICT MAINTENANCE-SOM		0.00	114,575.32	1,162.14	151,833.64	21,005.00	-58,263.32	-50.85%
TOTAL PROJECT 951		0.00	114,575.32	1,162.14	151,833.64	21,005.00	-58,263.32	-50.85%
TOTAL EXPENSES		9,694,633.00	8,945,967.11	2,738,700.87	18,828,323.92	2,299,295.88	-12,181,652.69	-136.17%
FUND 436 - MODERNIZATION FACILITIES FUND								
EXPENSES								
PROJECT 968 - NEW CONSTRUCTION								
436 E 810001 530 000 968	530 - BUILDING CONSTRUCTION	0.00	22,000,000.00	2,460,688.61	15,447,151.72	632,049.07	5,920,799.21	30.45%
TOTAL FUNCTION 810001 - CAPASSET-SO NEWSTAR		0.00	22,000,000.00	2,460,688.61	15,447,151.72	632,049.07	5,920,799.21	26.91%
436 E 810002 530 000 968	530 - BUILDING CONSTRUCTION	0.00	10,255,667.88	94,235.58	233,428.86	0.00	10,022,239.02	97.72%
TOTAL FUNCTION 810002 - CAPASSET-SO NEWCTE		0.00	10,255,667.88	94,235.58	233,428.86	0.00	10,022,239.02	97.72%
TOTAL PROJECT 968		0.00	32,255,667.88	2,554,924.19	15,680,580.58	632,049.07	15,943,038.23	49.43%
TOTAL EXPENSES		0.00	32,255,667.88	2,554,924.19	15,680,580.58	632,049.07	15,943,038.23	49.43%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Beg Fund Balance	41,118,918.49	46,411,058.86	148,953.08	0.00	46,262,105.78	99.7%
Earnings on Investments	6,000,000.00	4,850,000.00	4,861,481.54	0.00	-11,481.54	-0.2%
Other Local	550,000.00	500,000.00	480,571.15	0.00	19,428.85	3.9%
Other State Support	745,500.00	745,500.00	874,186.00	0.00	-128,686.00	-17.3%
Penalty:Delinquent Tax	45,000.00	12,000.00	11,854.39	0.00	145.61	1.2%
Taxes-Other	250.00	188,000.00	121,644.15	0.00	66,355.85	35.3%
Taxes-Supplemental	13,850,655.00	13,850,655.00	13,909,079.08	0.00	-58,424.08	-0.4%
Taxes-Tort	1,300,000.00	665,000.00	437,729.20	0.00	227,270.80	34.2%
TOTAL OBJECT 000	63,610,323.49	67,222,213.86	20,845,498.59	0.00		
OBJECT 542 - HIGH SCHOOL SUMMER SCHOOL						
Tuition From Individuals	6,750.00	2,000.00	10,941.20	0.00	-8,941.20	-447.1%
TOTAL OBJECT 542	6,750.00	2,000.00	10,941.20	0.00		
OBJECT 720 - COMMUNITY PROGRAMS						
Rentals	525,000.00	981,750.00	1,137,177.13	0.00	-155,427.13	-15.8%
TOTAL OBJECT 720	525,000.00	981,750.00	1,137,177.13	0.00		
TOTAL REVENUES	64,142,073.49	68,205,963.86	21,993,616.92	0.00	46,212,346.94	67.75%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	58,027,406.76	59,434,352.68	51,225,623.47	-4,849,176.48	13,057,905.69	22.0%
Benefits	22,096,015.85	22,081,588.26	19,754,209.01	-1,947,996.89	4,275,376.14	19.4%
Purchased Services	0.00	2,362.27	2,454.50	0.00	-92.23	-3.9%
Materials and Supplies	365,064.00	376,492.75	352,419.65	-7.00	24,080.10	6.4%
TOTAL FUNCTION 512000	80,488,486.61	81,894,795.96	71,334,706.63	-6,797,180.37		
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	46,382,368.96	47,427,112.09	41,662,745.84	-3,887,966.49	9,652,332.74	20.4%
Benefits	18,038,621.28	18,057,077.50	15,979,404.13	-1,585,007.51	3,662,680.88	20.3%
Purchased Services	104,700.00	131,156.29	155,170.84	7,240.00	-31,254.55	-23.8%
Materials and Supplies	1,302,733.00	918,632.12	878,547.53	-5,862.84	45,947.43	5.0%
TOTAL FUNCTION 515000	65,828,423.24	66,533,978.00	58,675,868.34	-5,471,596.84		
FUNCTION 517000 - ALTERNATIVE HIGH SCHOOL						
Salaries	3,531,951.08	4,076,380.61	3,564,020.00	-326,579.66	838,940.27	20.6%
Benefits	1,395,166.03	1,586,617.95	1,435,304.48	-138,555.58	289,869.05	18.3%
Purchased Services	0.00	496.07	700.13	0.00	-204.06	-41.1%
Materials and Supplies	40,394.00	47,203.93	40,510.95	0.00	6,692.98	14.2%
TOTAL FUNCTION 517000	4,967,511.11	5,710,698.56	5,040,535.56	-465,135.24		

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
FUNCTION 519000 - CAREER TECHNICAL ED						
Salaries	5,484,357.82	5,955,140.05	5,167,637.20	-506,328.54	1,293,831.39	21.7%
Benefits	2,162,249.58	2,263,287.82	2,033,515.62	-205,807.24	435,579.44	19.2%
Materials and Supplies	90,016.25	79,416.25	72,970.17	0.00	6,446.08	8.1%
Capital	6,500.75	12,100.75	11,152.55	0.00	948.20	7.8%
TOTAL FUNCTION 519000	7,743,124.40	8,309,944.87	7,285,275.54	-712,135.78		
FUNCTION 521000 - EXCEPTIONAL CHILD PROGRAM						
Salaries	19,164,072.54	18,877,219.28	16,550,592.82	-1,535,314.59	3,861,941.05	20.5%
Benefits	8,393,332.44	8,377,731.60	7,670,479.51	-751,681.98	1,458,934.07	17.4%
Materials and Supplies	0.00	4,925.00	4,851.97	0.00	73.03	1.5%
TOTAL FUNCTION 521000	27,557,404.98	27,259,875.88	24,225,924.30	-2,286,996.57		
FUNCTION 522000 - PRESCHOOL EXCEPTIONAL PRG						
Salaries	364,092.03	1,617,334.46	1,413,308.57	-133,776.53	337,802.42	20.9%
Benefits	311,838.51	691,122.07	625,604.79	-63,189.55	128,706.83	18.6%
TOTAL FUNCTION 522000	675,930.54	2,308,456.53	2,038,913.36	-196,966.08		
FUNCTION 524000 - GIFTED & TALENTED PROGRAM						
Salaries	1,983,122.29	2,033,249.04	1,721,092.30	-169,724.66	481,881.40	23.7%
Benefits	691,478.88	726,587.56	637,466.28	-64,182.95	153,304.23	21.1%
Materials and Supplies	46,410.50	45,760.50	41,912.96	0.00	3,847.54	8.4%
TOTAL FUNCTION 524000	2,721,011.67	2,805,597.10	2,400,471.54	-233,907.61		
FUNCTION 531000 - INTERSCHOLASTIC PROGRAM						
Salaries	2,239,615.52	2,075,282.05	1,998,373.21	-86,574.87	163,483.71	7.9%
Benefits	565,324.90	465,984.94	448,730.54	-27,764.08	45,018.48	9.7%
Purchased Services	281,970.88	300,303.61	321,993.00	0.00	-21,689.39	-7.2%
Materials and Supplies	8,650.00	8,650.00	6,340.72	-1,632.91	3,942.19	45.6%
TOTAL FUNCTION 531000	3,095,561.30	2,850,220.60	2,775,437.47	-115,971.86		
FUNCTION 532000 - SCHOOL ACTIVITY PROGRAM						
Salaries	209,261.76	237,258.15	244,955.85	-1,971.77	-5,725.93	-2.4%
Benefits	57,816.59	57,861.08	59,447.20	-416.61	-1,169.51	-2.0%
Purchased Services	50,000.00	50,000.00	48,000.00	0.00	2,000.00	4.0%
TOTAL FUNCTION 532000	317,078.35	345,119.23	352,403.05	-2,388.38		
FUNCTION 541000 - EXT SCHOOL YEAR-SS						
Salaries	56,954.98	0.00	-99.63	0.00	99.63	0.0%
Benefits	23,398.15	922.95	-26.99	0.00	949.94	102.9%
Materials and Supplies	2,198.20	2,198.20	332.10	0.00	1,866.10	84.9%
TOTAL FUNCTION 541000	82,551.33	3,121.15	205.48	0.00		
FUNCTION 542000 - HIGH SCHOOL SUMMER SCHOOL						
Salaries	169,249.64	2,172.38	13,037.06	0.00	-10,864.68	-500.1%
Benefits	42,672.37	459.70	2,630.95	0.00	-2,171.25	-472.3%
TOTAL FUNCTION 542000	211,922.01	2,632.08	15,668.01	0.00		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
FUNCTION 544000 - MIDDLE SCHOOL SUMMER SCHOOL						
Salaries	108,106.87	425.00	1,625.00	0.00	-1,200.00	-282.4%
Benefits	14,185.92	57.29	158.54	0.00	-101.25	-176.7%
Materials and Supplies	695.00	542.70	0.00	0.00	542.70	100.0%
TOTAL FUNCTION 544000	122,987.79	1,024.99	1,783.54	0.00		
FUNCTION 611000 - COUNSELING						
Salaries	6,705,740.89	6,722,373.71	5,983,768.23	-561,963.84	1,300,569.32	19.3%
Benefits	2,490,768.16	2,456,461.93	2,271,590.91	-216,841.92	401,712.94	16.4%
Purchased Services	7,660.00	9,276.90	9,559.02	0.00	-282.12	-3.0%
Materials and Supplies	27,500.00	15,117.00	8,943.06	0.00	6,173.94	40.8%
TOTAL FUNCTION 611000	9,231,669.05	9,203,229.54	8,273,861.22	-778,805.76		
FUNCTION 612000 - HEALTH						
Salaries	2,770,773.69	3,395,230.32	3,017,343.02	-284,765.72	662,653.02	19.5%
Benefits	1,188,905.18	1,263,086.03	1,160,742.84	-112,546.66	214,889.85	17.0%
Purchased Services	22,034.78	59,655.29	57,605.32	-2,323.32	4,373.29	7.3%
TOTAL FUNCTION 612000	3,981,713.65	4,717,971.64	4,235,691.18	-399,635.70		
FUNCTION 613000 - REGISTRATION & ATTENDANCE						
Salaries	1,287,727.20	1,340,383.73	1,256,739.22	-111,151.32	194,795.83	14.5%
Benefits	613,470.11	693,043.11	675,474.26	-61,958.39	79,527.24	11.5%
TOTAL FUNCTION 613000	1,901,197.31	2,033,426.84	1,932,213.48	-173,109.71		
FUNCTION 616000 - SPECIAL SERVICES PROGRAM						
Salaries	4,036,337.33	5,384,326.38	4,693,691.37	-442,112.92	1,132,747.93	21.0%
Benefits	1,716,355.06	1,818,611.80	1,631,336.51	-157,578.03	344,853.32	19.0%
TOTAL FUNCTION 616000	5,752,692.39	7,202,938.18	6,325,027.88	-599,690.95		
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	3,807,805.69	4,441,256.28	4,144,669.01	-281,841.55	578,428.82	13.0%
Benefits	1,718,116.58	1,386,611.27	1,212,652.55	-85,114.61	259,073.33	18.7%
Purchased Services	76,000.00	344,514.58	298,899.43	0.00	45,615.15	13.2%
Materials and Supplies	841,737.19	664,718.50	601,204.73	-28,542.65	92,056.42	13.8%
Capital	20,074.05	20,074.05	18,382.62	-1,769.97	3,461.40	17.2%
TOTAL FUNCTION 621000	6,463,733.51	6,857,174.68	6,275,808.34	-397,268.78		
FUNCTION 622000 - EDUC MEDIA PROGRAM						
Salaries	2,639,657.32	2,603,225.48	2,248,728.79	-214,988.19	569,484.88	21.9%
Benefits	1,253,807.11	1,234,080.87	1,122,372.59	-109,040.26	220,748.54	17.9%
Materials and Supplies	0.00	10,000.00	9,905.60	0.00	94.40	0.9%
TOTAL FUNCTION 622000	3,893,464.43	3,847,306.35	3,381,006.98	-324,028.45		

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
FUNCTION 623000 - INSTR-RELATED TECHNOLOGY						
Salaries	2,050,134.45	1,906,381.17	1,902,021.74	-164,535.32	168,894.75	8.9%
Benefits	793,019.12	788,493.95	787,455.81	-68,470.15	69,508.29	8.8%
Purchased Services	104,321.46	181,785.41	185,179.81	0.00	-3,394.40	-1.9%
Materials and Supplies	81,860.49	59,367.72	59,267.72	-8,312.46	8,412.46	14.2%
Capital	12,188.62	44,324.63	34,724.13	-24,913.01	34,513.51	77.9%
TOTAL FUNCTION 623000	3,041,524.14	2,980,352.88	2,968,649.21	-266,230.94		
FUNCTION 631000 - BOARD OF ED PROGRAM						
Salaries	682,414.95	746,409.13	737,508.94	-60,620.71	69,520.90	9.3%
Benefits	234,996.14	241,332.41	239,435.21	-21,614.74	23,511.94	9.7%
Purchased Services	21,059.00	29,276.14	24,748.68	0.00	4,527.46	15.5%
Materials and Supplies	80,613.00	55,631.93	85,950.71	0.00	-30,318.78	-54.5%
TOTAL FUNCTION 631000	1,019,083.09	1,072,649.61	1,087,643.54	-82,235.45		
FUNCTION 632000 - DISTRICT ADMINISTRATION						
Salaries	1,473,053.21	1,679,072.49	1,654,743.59	-145,970.98	170,299.88	10.1%
Benefits	432,507.70	508,428.94	501,794.63	-45,513.89	52,148.20	10.3%
Purchased Services	98,515.00	88,623.86	71,684.54	0.00	16,939.32	19.1%
Materials and Supplies	21,888.00	25,366.30	29,964.94	0.00	-4,598.64	-18.1%
TOTAL FUNCTION 632000	2,025,963.91	2,301,491.59	2,258,187.70	-191,484.87		
FUNCTION 641000 - SCHOOL ADMINISTRATION						
Salaries	15,938,315.97	17,530,092.27	16,107,881.78	-1,461,541.14	2,883,751.63	16.5%
Benefits	5,839,019.63	6,297,940.78	5,975,669.95	-553,636.90	875,907.73	13.9%
Purchased Services	18,000.00	11,825.26	9,462.40	0.00	2,362.86	20.0%
TOTAL FUNCTION 641000	21,795,335.60	23,839,858.31	22,093,014.13	-2,015,178.04		
FUNCTION 651000 - BUSINESS OPERATIONS						
Salaries	3,346,434.49	3,074,791.10	3,049,013.84	-248,576.97	274,354.23	8.9%
Benefits	1,171,242.78	1,302,046.31	1,297,071.55	-100,297.16	105,271.92	8.1%
Purchased Services	208,104.00	324,104.54	560,733.91	0.00	-236,629.37	-73.0%
Materials and Supplies	106,331.00	135,305.42	320,515.79	0.00	-185,210.37	-136.9%
Capital	6,252.00	16,078.10	16,656.10	0.00	-578.00	-3.6%
TOTAL FUNCTION 651000	4,838,364.27	4,852,325.47	5,243,991.19	-348,874.13		
FUNCTION 656000 - ADMIN TECHNOLOGY SERVICES						
Salaries	1,869,897.60	1,865,538.16	1,861,775.70	-165,839.80	169,602.26	9.1%
Benefits	627,564.79	682,479.88	683,421.12	-61,048.83	60,107.59	8.8%
Purchased Services	585,817.71	645,505.03	854,982.45	-176,534.00	-32,943.42	-5.1%
Materials and Supplies	1,164,304.83	1,194,206.90	926,042.16	-100,458.86	368,623.60	30.9%
Capital	135,000.00	105,000.00	51,655.19	-5,074.00	58,418.81	55.6%
TOTAL FUNCTION 656000	4,382,584.93	4,492,729.97	4,377,876.62	-508,955.49		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
FUNCTION 661000 - BUILDING OPERATIONS						
Salaries	9,566,350.29	9,365,651.08	9,518,948.34	-691,032.92	537,735.66	5.7%
Benefits	4,163,275.08	4,469,480.48	4,511,649.85	-337,883.66	295,714.29	6.6%
Purchased Services	6,709,176.98	6,746,547.16	6,005,967.49	0.00	740,579.67	11.0%
Materials and Supplies	771,223.20	770,526.07	773,955.50	0.00	-3,429.43	-0.4%
TOTAL FUNCTION 661000	21,210,025.55	21,352,204.79	20,810,521.18	-1,028,916.58		
FUNCTION 664000 - DISTRICT MAINTENANCE-SOM						
Salaries	2,128,587.30	2,019,493.96	2,024,821.32	-171,778.55	166,451.19	8.2%
Benefits	904,137.16	944,766.17	952,500.17	-76,246.66	68,512.66	7.3%
Purchased Services	540,455.24	682,820.41	660,391.58	0.00	22,428.83	3.3%
Materials and Supplies	355,845.43	429,745.89	459,921.81	0.00	-30,175.92	-7.0%
TOTAL FUNCTION 664000	3,929,025.13	4,076,826.43	4,097,634.88	-248,025.21		
FUNCTION 665000 - GROUNDS						
Salaries	984,947.50	729,079.19	727,466.85	-59,565.85	61,178.19	8.4%
Benefits	393,304.47	408,256.43	409,614.76	-28,765.54	27,407.21	6.7%
Purchased Services	831,826.55	803,334.01	599,522.67	0.00	203,811.34	25.4%
Materials and Supplies	141,061.90	139,715.06	114,431.27	-13,542.80	38,826.59	27.8%
TOTAL FUNCTION 665000	2,351,140.42	2,080,384.69	1,851,035.55	-101,874.19		
FUNCTION 667000 - SECURITY						
Salaries	725,301.03	966,831.14	875,240.54	-72,247.52	163,838.12	16.9%
Benefits	303,678.10	466,919.40	437,036.96	-43,236.53	73,118.97	15.7%
Purchased Services	1,153,646.00	1,153,646.00	767,267.82	0.00	386,378.18	33.5%
TOTAL FUNCTION 667000	2,182,625.13	2,587,396.54	2,079,545.32	-115,484.05		
FUNCTION 681000 - PUPIL TO SCHOOL TRANSPORTATION						
Salaries	452,229.75	457,147.98	443,588.66	-44,348.44	57,907.76	12.7%
Benefits	153,376.65	153,445.83	152,041.63	-14,771.79	16,175.99	10.5%
Purchased Services	20,073,318.42	20,073,318.42	18,951,787.56	-5,769.29	1,127,300.15	5.6%
Materials and Supplies	1,386,819.85	1,329,319.85	1,052,493.36	0.00	276,826.49	20.8%
TOTAL FUNCTION 681000	22,065,744.67	22,013,232.08	20,599,911.21	-64,889.52		
FUNCTION 682000 - PUPIL ACTIVITY TRANSPORTATION						
Purchased Services	219,000.00	219,000.00	101,527.33	0.00	117,472.67	53.6%
TOTAL FUNCTION 682000	219,000.00	219,000.00	101,527.33	0.00		
FUNCTION 683000 - GENERAL TRANSPORTATION						
Purchased Services	0.00	30,000.00	25,124.15	0.00	4,875.85	16.3%
Materials and Supplies	1,041.32	1,041.32	399.66	-296.67	938.33	90.1%
TOTAL FUNCTION 683000	1,041.32	31,041.32	25,523.81	-296.67		
FUNCTION 691000 - NOON DUTY PROGRAM						
Salaries	554,877.94	506,853.85	557,486.93	0.00	-50,633.08	-10.0%
Benefits	81,047.30	68,979.24	76,135.48	0.00	-7,156.24	-10.4%
TOTAL FUNCTION 691000	635,925.24	575,833.09	633,622.41	0.00		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
FUNCTION 692000 - DISTRICT COPY CENTER						
Purchased Services	518,876.58	518,876.58	477,722.49	0.00	41,154.09	7.9%
Debt Retirement	100,000.00	100,000.00	79,135.10	0.00	20,864.90	20.9%
TOTAL FUNCTION 692000	618,876.58	618,876.58	556,857.59	0.00		
FUNCTION 720000 - COMMUNITY PROGRAMS						
Salaries	165,179.77	188,350.15	202,802.22	-4,937.44	-9,514.63	-5.1%
Benefits	62,285.86	50,772.60	53,389.00	-2,166.63	-449.77	-0.9%
TOTAL FUNCTION 720000	227,465.63	239,122.75	256,191.22	-7,104.07		
FUNCTION 810000 - CAPITAL ASSET ACQUISITION-SO						
Capital	95,699.89	95,699.89	546,764.83	0.00	-451,064.94	-471.3%
TOTAL FUNCTION 810000	95,699.89	95,699.89	546,764.83	0.00		
TOTAL EXPENSES	315,675,889.17	325,316,538.17	294,159,299.62	-23,934,367.29	55,091,605.84	16.93%
TOTAL FUND 100 - GENERAL FUND	-251,533,815.68	-257,110,574.31	($272,165,682.	$23,934,367.29		
FUND 223 - STATE PROF DEV						
EXPENSES						
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	728,435.83	832,485.26	932,829.88	-86,666.09	-13,678.53	-1.6%
Benefits	290,762.84	396,265.15	348,103.16	-33,727.80	81,889.79	20.7%
Purchased Services	53,541.00	54,195.00	42,397.60	0.00	11,797.40	21.8%
TOTAL FUNCTION 621000	1,072,739.67	1,282,945.41	1,323,330.64	-120,393.89		
TOTAL EXPENSES	1,072,739.67	1,282,945.41	1,323,330.64	-120,393.89	80,008.66	6.24%
TOTAL FUND 223 - STATE PROF DEV	-1,072,739.67	-1,282,945.41	($1,323,330.64)	$120,393.89		
FUND 225 - ADVANCED OPPORTUNITIES						
REVENUES						
OBJECT 515 - SECONDARY PROGRAMS						
Other State Support	103,140.00	103,140.00	671,860.00	0.00	-568,720.00	-551.4%
TOTAL OBJECT 515	103,140.00	103,140.00	671,860.00	0.00		
TOTAL REVENUES	103,140.00	103,140.00	671,860.00	0.00	-568,720.00	-551.41%
EXPENSES						
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	0.00	0.00	308.20	0.00	-308.20	0.0%
Benefits	0.00	0.00	65.12	0.00	-65.12	0.0%
Materials and Supplies	492,656.48	492,656.48	208,722.91	0.00	283,933.57	57.6%
TOTAL FUNCTION 515000	492,656.48	492,656.48	209,096.23	0.00		

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FUND 225 - ADVANCED OPPORTUNITIES						
EXPENSES						
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	0.00	177,751.00	234,258.80	0.00	-56,507.80	-31.8%
Benefits	0.00	13,598.03	48,772.84	0.00	-35,174.81	-258.7%
Materials and Supplies	0.00	60,756.96	179,750.40	0.00	-118,993.44	-195.9%
TOTAL FUNCTION 621000	0.00	252,105.99	462,782.04	0.00		
TOTAL EXPENSES	492,656.48	744,762.47	671,878.27	0.00	72,884.20	9.79%
TOTAL FUND 225 - ADVANCED OPPORTUNITIES	-389,516.48	-641,622.47	($18.27)	$0.00		
FUND 239 - ASB						
REVENUES						
OBJECT 512 - ELEMENTARY PROGRAMS						
Other Local	0.00	-167,498.09	167,399.87	0.00	-334,897.96	199.9%
TOTAL OBJECT 512	0.00	-167,498.09	167,399.87	0.00		
OBJECT 517 - ALTERNATIVE HIGH SCHOOL						
Other Local	0.00	-12,419.39	13,556.68	0.00	-25,976.07	209.2%
TOTAL OBJECT 517	0.00	-12,419.39	13,556.68	0.00		
TOTAL REVENUES	0.00	-179,917.48	180,956.55	0.00	-360,874.03	200.58%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Materials and Supplies	304,702.72	524,024.01	229,588.26	0.00	294,435.75	56.2%
TOTAL FUNCTION 512000	304,702.72	524,024.01	229,588.26	0.00		
FUNCTION 517000 - ALTERNATIVE HIGH SCHOOL						
Materials and Supplies	54,413.10	68,081.10	37,009.13	0.00	31,071.97	45.6%
TOTAL FUNCTION 517000	54,413.10	68,081.10	37,009.13	0.00		
TOTAL EXPENSES	359,115.82	592,105.11	266,597.39	0.00	325,507.72	54.97%
TOTAL FUND 239 - ASB	-359,115.82	-772,022.59	($85,640.84)	$0.00		
FUND 241 - DRIVER'S EDUCATION						
REVENUES						
OBJECT 543 - DRIVER EDUCATION						
Other Local	215,625.00	215,625.00	166,395.52	0.00	49,229.48	22.8%
TOTAL OBJECT 543	215,625.00	215,625.00	166,395.52	0.00		
TOTAL REVENUES	215,625.00	215,625.00	166,395.52	0.00	49,229.48	22.83%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 241 - DRIVER'S EDUCATION						
EXPENSES						
FUNCTION 543000 - DRIVER EDUCATION						
Salaries	178,186.00	178,186.00	144,094.41	-944.44	35,036.03	19.7%
Benefits	25,654.65	24,154.65	19,418.41	-72.25	4,808.49	19.9%
Purchased Services	4,092.18	6,338.21	3,921.39	0.00	2,416.82	38.1%
Materials and Supplies	14,810.85	14,810.85	11,067.53	0.00	3,743.32	25.3%
TOTAL FUNCTION 543000	222,743.68	223,489.71	178,501.74	-1,016.69		
TOTAL EXPENSES	222,743.68	223,489.71	178,501.74	-1,016.69	46,004.66	20.58%
TOTAL FUND 241 - DRIVER'S EDUCATION	-7,118.68	-7,864.71	($12,106.22)	$1,016.69		
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
FUNCTION 519000 - CAREER TECHNICAL ED						
Salaries	249,300.83	235,633.40	226,595.80	-11,792.86	20,830.46	8.8%
Benefits	53,264.37	50,028.53	47,993.51	-2,491.79	4,526.81	9.0%
Purchased Services	49,449.11	69,889.79	70,304.29	0.00	-414.50	-0.6%
Materials and Supplies	177,815.30	167,601.01	132,544.10	-7,146.82	42,203.73	25.2%
Capital	78,882.20	317,322.20	38,578.70	-91,008.13	369,751.63	116.5%
TOTAL FUNCTION 519000	608,711.81	840,474.93	516,016.40	-112,439.60		
TOTAL EXPENSES	608,711.81	840,474.93	516,016.40	-112,439.60	436,898.13	51.98%
TOTAL FUND 243 - STATE CTE ADDED COSTS	-608,711.81	-840,474.93	($516,016.40)	$112,439.60		
FUND 244 - IQPS PROF TECH GRANT						
EXPENSES						
FUNCTION 519000 - CAREER TECHNICAL ED						
Purchased Services	4,013.07	7,101.89	7,101.89	0.00	0.00	0.0%
Materials and Supplies	6,755.84	21,415.09	19,652.21	0.00	1,762.88	8.2%
Capital	10,920.00	10,737.52	8,244.39	-2,493.13	4,986.26	46.4%
TOTAL FUNCTION 519000	21,688.91	39,254.50	34,998.49	-2,493.13		
TOTAL EXPENSES	21,688.91	39,254.50	34,998.49	-2,493.13	6,749.14	17.19%
TOTAL FUND 244 - IQPS PROF TECH GRANT	-21,688.91	-39,254.50	($34,998.49)	$2,493.13		
FUND 245 - STATE TECHNOLOGY						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Other State Support	3,474,464.00	3,474,464.00	3,729,451.00	0.00	-254,987.00	-7.3%
TOTAL OBJECT 000	3,474,464.00	3,474,464.00	3,729,451.00	0.00		
OBJECT 623 - INSTR-RELATED TECHNOLOGY						
Other Local	0.00	0.00	60,451.71	0.00	-60,451.71	0.0%
TOTAL OBJECT 623	0.00	0.00	60,451.71	0.00		
TOTAL REVENUES	3,474,464.00	3,474,464.00	3,789,902.71	0.00	-315,438.71	-9.08%

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FUND 245 - STATE TECHNOLOGY						
EXPENSES						
FUNCTION 623000 - INSTR-RELATED TECHNOLOGY						
Purchased Services	174,700.00	84,700.00	110,918.37	-7,200.00	-19,018.37	-22.5%
Materials and Supplies	1,983,725.84	2,273,725.84	2,633,704.11	0.00	-359,978.27	-15.8%
TOTAL FUNCTION 623000	2,158,425.84	2,358,425.84	2,744,622.48	-7,200.00		
TOTAL EXPENSES	2,158,425.84	2,358,425.84	2,744,622.48	-7,200.00	-378,996.64	-16.07%
TOTAL FUND 245 - STATE TECHNOLOGY	1,316,038.16	1,116,038.16	$1,045,280.23	$7,200.00		
FUND 246 - STATE SAFE & DRUG FREE						
REVENUES						
OBJECT 611 - COUNSELING						
Other State Support	462,825.01	462,825.01	492,210.00	0.00	-29,384.99	-6.3%
TOTAL OBJECT 611	462,825.01	462,825.01	492,210.00	0.00		
TOTAL REVENUES	462,825.01	462,825.01	492,210.00	0.00	-29,384.99	-6.35%
EXPENSES						
FUNCTION 611000 - COUNSELING						
Salaries	277,461.28	277,461.28	260,981.15	-26,075.30	42,555.43	15.3%
Benefits	108,107.44	117,411.16	112,210.61	-11,046.48	16,247.03	13.8%
TOTAL FUNCTION 611000	385,568.72	394,872.44	373,191.76	-37,121.78		
TOTAL EXPENSES	385,568.72	394,872.44	373,191.76	-37,121.78	58,802.46	14.89%
TOTAL FUND 246 - STATE SAFE & DRUG FREE	77,256.29	67,952.57	$119,018.24	$37,121.78		
FUND 251 - TITLE I-A IMPR BASIC PROG						
REVENUES						
OBJECT 512 - ELEMENTARY PROGRAMS						
Title I-ESEA	4,931,263.00	4,884,392.00	2,679,954.81	0.00	2,204,437.19	45.1%
TOTAL OBJECT 512	4,931,263.00	4,884,392.00	2,679,954.81	0.00		
TOTAL REVENUES	4,931,263.00	4,884,392.00	2,679,954.81	0.00	2,204,437.19	45.13%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	2,368,249.90	2,702,348.44	2,264,064.44	-208,201.98	646,485.98	23.9%
Benefits	920,840.08	1,078,342.88	893,769.23	-87,132.90	271,706.55	25.2%
Materials and Supplies	2,268.64	37,549.03	33,252.39	0.00	4,296.64	11.4%
TOTAL FUNCTION 512000	3,291,358.62	3,818,240.35	3,191,086.06	-295,334.88		
FUNCTION 517000 - ALTERNATIVE HIGH SCHOOL						
Salaries	54,270.00	62,000.00	51,792.35	-4,704.36	14,912.01	24.1%
Benefits	24,139.96	30,260.00	23,596.01	-2,209.07	8,873.06	29.3%
TOTAL FUNCTION 517000	78,409.96	92,260.00	75,388.36	-6,913.43		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 251 - TITLE I-A IMPR BASIC PROG						
EXPENSES						
FUNCTION 611000 - COUNSELING						
Salaries	201,000.00	198,500.00	176,698.90	-16,485.28	38,286.38	19.3%
Benefits	64,350.00	58,775.00	58,580.11	-6,150.77	6,345.66	10.8%
TOTAL FUNCTION 611000	265,350.00	257,275.00	235,279.01	-22,636.05		
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	398,952.80	358,300.00	318,900.70	-28,458.50	67,857.80	18.9%
Benefits	129,507.68	125,443.00	105,893.89	-10,126.99	29,676.10	23.7%
Purchased Services	6,947.88	5,000.00	1,849.29	0.00	3,150.71	63.0%
TOTAL FUNCTION 621000	535,408.36	488,743.00	426,643.88	-38,585.49		
FUNCTION 641000 - SCHOOL ADMINISTRATION						
Salaries	5,700.00	9,000.00	6,762.86	-690.39	2,927.53	32.5%
Benefits	1,151.76	1,161.24	1,378.97	-140.76	-76.97	-6.6%
TOTAL FUNCTION 641000	6,851.76	10,161.24	8,141.83	-831.15		
TOTAL EXPENSES	4,177,378.70	4,666,679.59	3,936,539.14	-364,301.00	1,094,441.45	23.45%
TOTAL FUND 251 - TITLE I-A IMPR BASIC PROG	753,884.30	217,712.41	($1,256,584.33)	$364,301.00		
FUND 257 - IDEA PART B-SP ED						
REVENUES						
OBJECT 521 - EXCEPTIONAL CHILD PROGRAM						
Title VI-B	6,995,381.00	6,995,381.00	5,704,227.32	0.00	1,291,153.68	18.5%
TOTAL OBJECT 521	6,995,381.00	6,995,381.00	5,704,227.32	0.00		
TOTAL REVENUES	6,995,381.00	6,995,381.00	5,704,227.32	0.00	1,291,153.68	18.46%
EXPENSES						
FUNCTION 521000 - EXCEPTIONAL CHILD PROGRAM						
Salaries	3,290,100.15	3,279,100.15	2,970,443.94	-254,029.01	562,685.22	17.2%
Benefits	1,961,412.58	1,961,412.58	1,587,369.04	-150,339.49	524,383.03	26.7%
Purchased Services	27,233.60	61,233.60	60,913.46	0.00	320.14	0.5%
Materials and Supplies	131,534.12	87,534.12	56,267.40	-2,765.00	34,031.72	38.9%
TOTAL FUNCTION 521000	5,410,280.45	5,389,280.45	4,674,993.84	-407,133.50		
FUNCTION 616000 - SPECIAL SERVICES PROGRAM						
Salaries	1,175,372.98	1,169,372.98	1,374,047.74	-126,044.40	-78,630.36	-6.7%
Benefits	371,252.77	371,252.77	470,016.54	-45,052.90	-53,710.87	-14.5%
TOTAL FUNCTION 616000	1,546,625.75	1,540,625.75	1,844,064.28	-171,097.30		
TOTAL EXPENSES	6,956,906.20	6,929,906.20	6,519,058.12	-578,230.80	989,078.88	14.27%
TOTAL FUND 257 - IDEA PART B-SP ED	38,474.80	65,474.80	($814,830.80)	$578,230.80		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 258 - IDEA PART B-PRE SCHL						
REVENUES						
OBJECT 522 - PRESCHOOL EXCEPTIONAL PRG						
Title VI-B	209,897.00	273,427.00	182,292.70	0.00	91,134.30	33.3%
TOTAL OBJECT 522	209,897.00	273,427.00	182,292.70	0.00		
TOTAL REVENUES	209,897.00	273,427.00	182,292.70	0.00	91,134.30	33.33%
EXPENSES						
FUNCTION 522000 - PRESCHOOL EXCEPTIONAL PRG						
Salaries	100,433.47	100,433.47	89,952.24	-8,636.35	19,117.58	19.0%
Benefits	37,693.38	37,693.38	37,854.36	-3,920.54	3,759.56	10.0%
TOTAL FUNCTION 522000	138,126.85	138,126.85	127,806.60	-12,556.89		
FUNCTION 616000 - SPECIAL SERVICES PROGRAM						
Salaries	43,673.95	43,673.95	53,188.34	-5,272.54	-4,241.85	-9.7%
Benefits	12,344.76	12,344.76	21,764.95	-2,177.50	-7,242.69	-58.7%
TOTAL FUNCTION 616000	56,018.71	56,018.71	74,953.29	-7,450.04		
TOTAL EXPENSES	194,145.56	194,145.56	202,759.89	-20,006.93	11,392.60	5.87%
TOTAL FUND 258 - IDEA PART B-PRE SCHL	15,751.44	79,281.44	($20,467.19)	$20,006.93		
FUND 260 - SCHOOL-BASED MEDICAID						
REVENUES						
OBJECT 616 - SPECIAL SERVICES PROGRAM						
OTHER STATE REVENUE	0.00	5,205,000.00	7,306,239.43	0.00	-2,101,239.43	-40.4%
TOTAL OBJECT 616	0.00	5,205,000.00	7,306,239.43	0.00		
TOTAL REVENUES	0.00	5,205,000.00	7,306,239.43	0.00	-2,101,239.43	-40.37%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	319,292.82	319,292.82	373,213.92	-29,734.40	-24,186.70	-7.6%
Benefits	148,769.68	148,769.68	177,623.07	-16,090.83	-12,762.56	-8.6%
TOTAL FUNCTION 512000	468,062.50	468,062.50	550,836.99	-45,825.23		
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	493,890.80	493,890.80	355,604.95	-30,739.31	169,025.16	34.2%
Benefits	198,692.99	198,692.99	188,411.61	-18,184.78	28,466.16	14.3%
TOTAL FUNCTION 515000	692,583.79	692,583.79	544,016.56	-48,924.09		
FUNCTION 521000 - EXCEPTIONAL CHILD PROGRAM						
Salaries	62,725.21	62,725.21	903,821.99	-92,638.76	-748,458.02	-1,193.2%
Benefits	18,585.07	18,585.07	429,227.40	-48,203.85	-362,438.48	-1,950.2%
Purchased Services	5,940.00	5,940.00	37.60	0.00	5,902.40	99.4%
TOTAL FUNCTION 521000	87,250.28	87,250.28	1,333,086.99	-140,842.61		

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 260 - SCHOOL-BASED MEDICAID						
EXPENSES						
FUNCTION 522000 - PRESCHOOL EXCEPTIONAL PRG						
Salaries	0.00	0.00	157,418.00	-15,119.85	-142,298.15	0.0%
Benefits	0.00	0.00	63,018.48	-6,826.43	-56,192.05	0.0%
TOTAL FUNCTION 522000	0.00	0.00	220,436.48	-21,946.28		
FUNCTION 612000 - HEALTH						
Salaries	0.00	0.00	410,335.81	-36,486.10	-373,849.71	0.0%
Benefits	9,205.81	9,205.81	179,397.79	-15,745.55	-154,446.43	-1,677.7%
TOTAL FUNCTION 612000	9,205.81	9,205.81	589,733.60	-52,231.65		
FUNCTION 616000 - SPECIAL SERVICES PROGRAM						
Salaries	60,439.50	60,439.50	267,419.02	-25,699.83	-181,279.69	-299.9%
Benefits	15,150.57	15,150.57	102,947.96	-10,727.61	-77,069.78	-508.7%
TOTAL FUNCTION 616000	75,590.07	75,590.07	370,366.98	-36,427.44		
FUNCTION 651000 - BUSINESS OPERATIONS						
Salaries	194,468.47	195,101.67	146,324.30	-12,088.82	60,866.19	31.2%
Benefits	67,404.74	67,404.74	68,936.39	-6,024.49	4,492.84	6.7%
Purchased Services	1,213,564.00	1,213,564.00	3,571,564.47	0.00	-2,358,000.47	-194.3%
Materials and Supplies	29,765.26	29,765.26	44,439.37	0.00	-14,674.11	-49.3%
TOTAL FUNCTION 651000	1,505,202.47	1,505,835.67	3,831,264.53	-18,113.31		
TOTAL EXPENSES	2,837,894.92	2,838,528.12	7,439,742.13	-364,310.61	-4,236,903.40	-149.26%
TOTAL FUND 260 - SCHOOL-BASED MEDICAID	-2,837,894.92	2,366,471.88	($133,502.70)	$364,310.61		
FUND 261 - TITLE IV-A ESSA						
REVENUES						
OBJECT 512 - ELEMENTARY PROGRAMS						
Othr Ind Federal Programs	519,303.00	504,758.00	347,164.13	0.00	157,593.87	31.2%
TOTAL OBJECT 512	519,303.00	504,758.00	347,164.13	0.00		
TOTAL REVENUES	519,303.00	504,758.00	347,164.13	0.00	157,593.87	31.22%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	145,000.00	143,211.80	128,253.22	-11,934.32	26,892.90	18.8%
Benefits	67,268.11	80,639.65	62,749.63	-6,027.93	23,917.95	29.7%
Purchased Services	2,000.00	5,000.00	2,687.76	0.00	2,312.24	46.2%
TOTAL FUNCTION 512000	214,268.11	228,851.45	193,690.61	-17,962.25		
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	0.00	22,784.00	20,885.37	-1,898.67	3,797.30	16.7%
Benefits	0.00	6,675.00	4,222.83	-385.04	2,837.21	42.5%
TOTAL FUNCTION 515000	0.00	29,459.00	25,108.20	-2,283.71		

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FUND 261 - TITLE IV-A ESSA						
EXPENSES						
FUNCTION 611000 - COUNSELING						
Salaries	106,500.00	107,871.32	107,599.44	-8,758.27	9,030.15	8.4%
Benefits	40,763.64	55,125.00	35,894.41	-2,508.59	21,739.18	39.4%
TOTAL FUNCTION 611000	147,263.64	162,996.32	143,493.85	-11,266.86		
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	6,500.00	48,391.30	38,818.09	-3,384.28	12,957.49	26.8%
Benefits	18,724.80	15,335.34	10,211.51	-760.53	5,884.36	38.4%
TOTAL FUNCTION 621000	25,224.80	63,726.64	49,029.60	-4,144.81		
TOTAL EXPENSES	386,756.55	485,033.41	411,322.26	-35,657.63	109,368.78	22.55%
TOTAL FUND 261 - TITLE IV-A ESSA	132,546.45	19,724.59	($64,158.13)	$35,657.63		
FUND 263 - PERKINS V - CTE						
EXPENSES						
FUNCTION 519000 - CAREER TECHNICAL ED						
Salaries	155,710.74	133,920.62	158,102.12	-6,489.67	-17,691.83	-13.2%
Benefits	39,371.64	39,469.17	29,883.58	-1,390.05	10,975.64	27.8%
Materials and Supplies	74,347.18	40,995.74	36,512.97	0.00	4,482.77	10.9%
Capital	0.00	6,113.55	0.00	0.00	6,113.55	100.0%
TOTAL FUNCTION 519000	269,429.56	220,499.08	224,498.67	-7,879.72		
TOTAL EXPENSES	269,429.56	220,499.08	224,498.67	-7,879.72	3,880.13	1.76%
TOTAL FUND 263 - PERKINS V - CTE	-269,429.56	-220,499.08	($224,498.67)	$7,879.72		
FUND 265 - IDEA MINI GRANTS						
EXPENSES						
FUNCTION 521000 - EXCEPTIONAL CHILD PROGRAM						
Materials and Supplies	0.00	2,390.00	2,540.79	0.00	-150.79	-6.3%
TOTAL FUNCTION 521000	0.00	2,390.00	2,540.79	0.00		
TOTAL EXPENSES	0.00	2,390.00	2,540.79	0.00	-150.79	-6.31%
TOTAL FUND 265 - IDEA MINI GRANTS	0.00	-2,390.00	($2,540.79)	$0.00		
FUND 270 - TITLE III ENGLISH LANGUAGE ACQ						
REVENUES						
OBJECT 512 - ELEMENTARY PROGRAMS						
Othr Ind Federal Programs	176,719.00	205,255.00	109,124.71	0.00	96,130.29	46.8%
TOTAL OBJECT 512	176,719.00	205,255.00	109,124.71	0.00		
TOTAL REVENUES	176,719.00	205,255.00	109,124.71	0.00	96,130.29	46.83%

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FUND 270 - TITLE III ENGLISH LANGUAGE ACQ						
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	16,440.60	36,500.00	30,948.51	-2,949.21	8,500.70	23.3%
Benefits	5,142.98	14,750.00	12,045.81	-1,205.88	3,910.07	26.5%
TOTAL FUNCTION 512000	21,583.58	51,250.00	42,994.32	-4,155.09		
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	46,434.40	55,000.00	78,023.30	-7,767.82	-15,255.48	-27.7%
Benefits	10,376.52	34,100.00	34,087.25	-87.38	100.13	0.3%
TOTAL FUNCTION 515000	56,810.92	89,100.00	112,110.55	-7,855.20		
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	0.00	40,000.00	34,365.32	-3,124.11	8,758.79	21.9%
Benefits	358.59	25,361.00	12,303.20	-1,136.75	14,194.55	56.0%
TOTAL FUNCTION 621000	358.59	65,361.00	46,668.52	-4,260.86		
TOTAL EXPENSES	78,753.09	205,711.00	201,773.39	-16,271.15	20,208.76	9.82%
TOTAL FUND 270 - TITLE III ENGLISH	97,965.91	-456.00	($92,648.68)	$16,271.15		
FUND 271 - TITLE II-A SUPPORTING EFFECTIV						
REVENUES						
OBJECT 621 - INSTRUCTIONAL IMPROVEMENT						
Othr Ind Federal Programs	836,008.00	830,017.00	500,907.36	0.00	329,109.64	39.7%
TOTAL OBJECT 621	836,008.00	830,017.00	500,907.36	0.00		
TOTAL REVENUES	836,008.00	830,017.00	500,907.36	0.00	329,109.64	39.65%
EXPENSES						
FUNCTION 621000 - INSTRUCTIONAL IMPROVEMENT						
Salaries	403,501.22	372,000.00	307,073.65	-27,084.47	92,010.82	24.7%
Benefits	188,828.00	140,224.00	116,851.77	-10,457.33	33,829.56	24.1%
Purchased Services	40,000.00	236,788.00	201,310.00	0.00	35,478.00	15.0%
Materials and Supplies	27,898.00	100,000.00	14,825.46	0.00	85,174.54	85.2%
TOTAL FUNCTION 621000	660,227.22	849,012.00	640,060.88	-37,541.80		
TOTAL EXPENSES	660,227.22	849,012.00	640,060.88	-37,541.80	246,492.92	29.03%
TOTAL FUND 271 - TITLE II-A SUPPORTING	175,780.78	-18,995.00	($139,153.52)	$37,541.80		
FUND 274 - REFUGEE GRANT						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Othr Ind Federal Programs	340,402.00	740,402.00	250,881.10	0.00	489,520.90	66.1%
TOTAL OBJECT 000	340,402.00	740,402.00	250,881.10	0.00		
TOTAL REVENUES	340,402.00	740,402.00	250,881.10	0.00	489,520.90	66.12%

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FUND 274 - REFUGEE GRANT						
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Salaries	139,221.25	214,982.69	180,595.40	-17,915.23	52,302.52	24.3%
Benefits	60,175.39	96,405.00	75,563.27	-7,349.72	28,191.45	29.2%
TOTAL FUNCTION 512000	199,396.64	311,387.69	256,158.67	-25,264.95		
FUNCTION 515000 - SECONDARY PROGRAMS						
Salaries	20,379.69	26,176.18	23,994.85	-2,181.35	4,362.68	16.7%
Benefits	10,954.63	10,954.63	11,450.22	-1,068.20	572.61	5.2%
TOTAL FUNCTION 515000	31,334.32	37,130.81	35,445.07	-3,249.55		
TOTAL EXPENSES	230,730.96	348,518.50	291,603.74	-28,514.50	85,429.26	24.51%
TOTAL FUND 274 - REFUGEE GRANT	109,671.04	391,883.50	($40,722.64)	$28,514.50		
FUND 275 - HOMELESS EDUCATION						
REVENUES						
OBJECT 611 - COUNSELING						
Othr Ind Federal Programs	49,000.00	49,000.00	51,344.92	0.00	-2,344.92	-4.8%
TOTAL OBJECT 611	49,000.00	49,000.00	51,344.92	0.00		
TOTAL REVENUES	49,000.00	49,000.00	51,344.92	0.00	-2,344.92	-4.79%
EXPENSES						
FUNCTION 611000 - COUNSELING						
Salaries	32,033.76	32,730.00	30,409.23	-2,769.75	5,090.52	15.6%
Benefits	12,917.01	12,989.01	12,886.64	-1,194.45	1,296.82	10.0%
TOTAL FUNCTION 611000	44,950.77	45,719.01	43,295.87	-3,964.20		
TOTAL EXPENSES	44,950.77	45,719.01	43,295.87	-3,964.20	6,387.34	13.97%
TOTAL FUND 275 - HOMELESS EDUCATION	4,049.23	3,280.99	$8,049.05	$3,964.20		
FUND 290 - SCHOOL NUTRITION						
REVENUES						
OBJECT 710 - FOOD SERVICES PROGRAM						
School Food Service	3,903,405.88	3,903,405.88	4,213,159.91	0.00	-309,754.03	-7.9%
TOTAL OBJECT 710	3,903,405.88	3,903,405.88	4,213,159.91	0.00		
TOTAL REVENUES	3,903,405.88	3,903,405.88	4,213,159.91	0.00	-309,754.03	-7.94%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 290 - SCHOOL NUTRITION						
EXPENSES						
FUNCTION 710000 - FOOD SERVICES PROGRAM						
Salaries	5,845,467.82	5,841,467.82	4,694,639.57	-400,599.33	1,547,427.58	26.5%
Benefits	2,436,939.22	2,465,939.22	2,680,422.66	-247,442.60	32,959.16	1.3%
Purchased Services	388,037.75	363,037.75	266,397.61	0.00	96,640.14	26.6%
Materials and Supplies	5,815,085.89	4,829,655.15	4,523,646.20	0.00	306,008.95	6.3%
TOTAL FUNCTION 710000	14,485,530.68	13,500,099.94	12,165,106.04	-648,041.93		
TOTAL EXPENSES	14,485,530.68	13,500,099.94	12,165,106.04	-648,041.93	1,983,035.83	14.69%
TOTAL FUND 290 - SCHOOL NUTRITION	-10,582,124.80	-9,596,694.06	($7,951,946.13)	$648,041.93		
FUND 310 - BOND INTEREST/REDEMPTION						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Penalty:Delinquent Tax	0.00	0.00	11,529.35	0.00	-11,529.35	0.0%
Taxes-Bond & Interest	5,000,000.00	5,000,000.00	29,673.16	0.00	4,970,326.84	99.4%
TOTAL OBJECT 000	5,000,000.00	5,000,000.00	41,202.51	0.00		
TOTAL REVENUES	5,000,000.00	5,000,000.00	41,202.51	0.00	4,958,797.49	99.18%
TOTAL FUND 310 - BOND	5,000,000.00	5,000,000.00	$41,202.51	$0.00		
FUND 410 - 2015 BOND BUILDING FUND						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	1,274.27	-1,274.27	0.00	2,548.54	200.0%
Earnings on Investments	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OBJECT 000	0.00	1,274.27	-1,274.27	0.00		
TOTAL REVENUES	0.00	1,274.27	-1,274.27	0.00	2,548.54	200.00%
TOTAL FUND 410 - 2015 BOND BUILDING FUND	0.00	1,274.27	($1,274.27)	$0.00		
FUND 411 - 2018 BOND BUILDING FUND						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	147,678.81	-147,678.81	0.00	295,357.62	200.0%
Earnings on Investments	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OBJECT 000	0.00	147,678.81	-147,678.81	0.00		
TOTAL REVENUES	0.00	147,678.81	-147,678.81	0.00	295,357.62	200.00%
TOTAL FUND 411 - 2018 BOND BUILDING FUND	0.00	147,678.81	($147,678.81)	$0.00		

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FUND 420 - PLANT FACILITIES FUND						
REVENUES						
OBJECT 000 - DISTRICT WIDE						
Penalty:Delinquent Tax	0.00	0.00	22,418.49	0.00	-22,418.49	0.0%
Taxes-Plant Facility	16,000,000.00	16,000,000.00	16,188,356.19	0.00	-188,356.19	-1.2%
TOTAL OBJECT 000	16,000,000.00	16,000,000.00	16,210,774.68	0.00		
TOTAL REVENUES	16,000,000.00	16,000,000.00	16,210,774.68	0.00	-210,774.68	-1.32%
EXPENSES						
FUNCTION 512000 - ELEMENTARY PROGRAMS						
Capital	36,997.00	46,434.00	45,307.30	-1,282.50	2,409.20	5.2%
TOTAL FUNCTION 512000	36,997.00	46,434.00	45,307.30	-1,282.50		
FUNCTION 515000 - SECONDARY PROGRAMS						
Capital	153,636.00	193,346.00	163,369.24	-20,515.54	50,492.30	26.1%
TOTAL FUNCTION 515000	153,636.00	193,346.00	163,369.24	-20,515.54		
FUNCTION 517000 - ALTERNATIVE HIGH SCHOOL						
Capital	4,000.00	5,000.00	3,039.21	-1,050.00	3,010.79	60.2%
TOTAL FUNCTION 517000	4,000.00	5,000.00	3,039.21	-1,050.00		
FUNCTION 623000 - INSTR-RELATED TECHNOLOGY						
Capital	1,500,000.00	1,500,000.00	764,504.79	-170,401.90	905,897.11	60.4%
TOTAL FUNCTION 623000	1,500,000.00	1,500,000.00	764,504.79	-170,401.90		
FUNCTION 651000 - BUSINESS OPERATIONS						
Capital	0.00	862.00	4,625.56	0.00	-3,763.56	-436.6%
TOTAL FUNCTION 651000	0.00	862.00	4,625.56	0.00		
FUNCTION 664000 - DISTRICT MAINTENANCE-SOM						
Purchased Services	4,000,000.00	3,200,325.11	7,653,848.17	-83,386.17	-4,370,136.89	-136.6%
TOTAL FUNCTION 664000	4,000,000.00	3,200,325.11	7,653,848.17	-83,386.17		
FUNCTION 810000 - CAPITAL ASSET ACQUISITION-SO						
Capital	4,000,000.00	4,000,000.00	10,193,629.65	-110,799.44	-6,082,830.21	-152.1%
TOTAL FUNCTION 810000	4,000,000.00	4,000,000.00	10,193,629.65	-110,799.44		
TOTAL EXPENSES	9,694,633.00	8,945,967.11	18,828,323.92	-387,435.55	-9,494,921.26	-106.14%
TOTAL FUND 420 - PLANT FACILITIES FUND	6,305,367.00	7,054,032.89	($2,617,549.24)	$387,435.55		
FUND 436 - MODERNIZATION FACILITIES FUND						
EXPENSES						
FUNCTION 810001 - CAPASSET-SO NEWSTAR						
Capital	0.00	22,000,000.00	15,447,151.72	-146,644.78	6,699,493.06	30.5%
TOTAL FUNCTION 810001	0.00	22,000,000.00	15,447,151.72	-146,644.78		

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FUND 436 - MODERNIZATION FACILITIES FUND						
EXPENSES						
FUNCTION 810002 - CAPASSET-SO NEWCTE						
Capital	0.00	10,255,667.88	233,428.86	0.00	10,022,239.02	97.7%
TOTAL FUNCTION 810002	0.00	10,255,667.88	233,428.86	0.00		
TOTAL EXPENSES	0.00	32,255,667.88	15,680,580.58	-146,644.78	16,721,732.08	51.84%
TOTAL FUND 436 - MODERNIZATION FACILITIES	0.00	-32,255,667.88	($15,680,580.58)	$146,644.78		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Base Support Program	82,090,194.00	82,400,000.00	80,261,224.65	0.00	2,138,775.35	2.60%
Beg Fund Balance	41,118,918.49	46,411,058.86	148,953.08	0.00	46,262,105.78	99.68%
Benefit Apportionment	34,909,432.00	34,449,541.41	33,553,853.34	0.00	895,688.07	2.60%
Earnings on Investments	6,000,000.00	4,850,000.00	4,861,481.54	0.00	-11,481.54	-0.24%
Other Local	550,000.00	700,000.00	678,471.19	0.00	21,528.81	3.08%
Penalty:Delinquent Tax	45,000.00	12,000.00	11,854.39	0.00	145.61	1.21%
Proceeds:Bonds,Cap Leases,etc	0.00	0.00	0.00	0.00	0.00	0.00%
PUBLIC RECORDS REQUEST	0.00	0.00	367.50	0.00	-367.50	0.00%
Rentals	0.00	0.00	0.00	0.00	0.00	0.00%
Rev In Lieu of Ag Equip Tax	0.00	250,000.00	217,511.67	0.00	32,488.33	13.00%
Taxes-Emergency	0.00	0.00	81.57	0.00	-81.57	0.00%
Taxes-Other	250.00	188,000.00	121,644.15	0.00	66,355.85	35.30%
Taxes-Supplemental	13,850,655.00	13,850,655.00	13,909,079.08	0.00	-58,424.08	-0.42%
Taxes-Tort	1,300,000.00	665,000.00	437,729.20	0.00	227,270.80	34.18%
Transfers In	1,294,132.40	750,000.00	841,786.08	0.00	-91,786.08	-12.24%
Transportation Support	15,000,000.00	16,277,385.00	15,922,853.24	0.00	354,531.76	2.18%
Tuition Equivalency	165,000.00	120,000.00	115,880.41	0.00	4,119.59	3.43%
Tuition From Individuals	6,750.00	2,000.00	10,941.20	0.00	-8,941.20	-447.06%
Base Support Program	239,317.97	0.00	0.00	0.00	0.00	0.00%
OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Rentals	525,000.00	1,026,300.00	1,181,814.84	0.00	-155,514.84	-15.15%
TOTAL PROJECT 000	197,094,649.86	201,951,940.27	152,275,527.13	0.00	49,676,413.14	24.60%
PROJECT 074 - DYSLEXIA						
Other State Support	286,898.00	314,011.00	314,011.00	0.00	0.00	0.00%
TOTAL PROJECT 074	286,898.00	314,011.00	314,011.00	0.00	0.00	0.00%
PROJECT 080 - SUPPLEMENTAL RESERVE FUND						
Base Support Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 080	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 321 - STATE STAFF SUPPORT-TEACH						
Base Support Program	127,138,966.00	125,334,121.11	122,075,433.98	0.00	3,258,687.13	2.60%
TOTAL PROJECT 321	127,138,966.00	125,334,121.11	122,075,433.98	0.00	3,258,687.13	2.60%
PROJECT 322 - STATE STAFF SUPRT-CLASSIF						
Base Support Program	28,627,686.00	28,579,057.65	27,836,002.15	0.00	743,055.50	2.60%
TOTAL PROJECT 322	28,627,686.00	28,579,057.65	27,836,002.15	0.00	743,055.50	2.60%
PROJECT 323 - STATE STAFF SUPPORT-ADMIN						
Base Support Program	11,505,345.00	11,152,833.47	10,862,859.78	0.00	289,973.69	2.60%
TOTAL PROJECT 323	11,505,345.00	11,152,833.47	10,862,859.78	0.00	289,973.69	2.60%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
REVENUES						
PROJECT 454 - STATE SUPRT-MATH/SCI						
Other State Support	745,500.00	745,500.00	874,186.00	0.00	-128,686.00	-17.26%
TOTAL PROJECT 454	745,500.00	745,500.00	874,186.00	0.00	-128,686.00	-17.26%
Total R - Revenue	365,399,044.86	368,077,463.50	314,238,020.04	0.00	53,839,443.46	14.63%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	55,169,563.78	56,364,135.05	48,509,704.20	-4,599,124.51	12,453,555.36	22.09%
Benefits	21,380,655.03	20,779,244.60	18,580,672.96	-1,819,013.41	4,017,585.05	19.33%
Purchased Services	4,700.00	1,408.74	1,343.91	0.00	64.83	4.60%
Materials and Supplies	35,903.10	122,151.20	2,007.42	0.00	120,143.78	98.36%
Capital	1,830.00	1,830.00	0.00	0.00	1,830.00	100.00%
Salaries	45,463,999.10	46,247,778.20	40,648,154.16	-3,790,758.78	9,390,382.82	20.30%
Benefits	18,095,141.08	17,617,574.00	15,554,892.97	-1,536,868.61	3,599,549.64	20.43%
Purchased Services	6,000.00	1,662.42	1,820.57	0.00	-158.15	-9.51%
Materials and Supplies	1,149,706.00	159,895.71	21,485.34	0.00	138,410.37	86.56%
Capital	1,400.00	11,367.25	11,431.17	0.00	-63.92	-0.56%
Salaries	4,254,222.19	4,053,929.69	3,544,313.32	-323,826.68	833,443.05	20.56%
Benefits	1,715,580.56	1,581,496.08	1,431,343.69	-136,573.83	286,726.22	18.13%
Purchased Services	1,575.00	4,372.95	15,416.97	0.00	-11,044.02	-252.55%
Materials and Supplies	42,079.66	87,259.35	21,318.56	0.00	65,940.79	75.57%
Capital	2,252.00	0.00	0.00	0.00	0.00	0.00%
Salaries	5,545,557.52	5,951,797.57	5,164,004.72	-506,328.54	1,294,121.39	21.74%
Benefits	2,225,222.38	2,435,682.96	2,205,401.49	-205,807.24	436,088.71	17.90%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	5,554.00	5,554.00	8,299.61	0.00	-2,745.61	-49.43%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	19,183,205.54	18,879,806.81	16,553,180.35	-1,535,314.59	3,861,941.05	20.46%
Benefits	8,608,522.59	8,377,731.60	7,670,479.51	-751,681.98	1,458,934.07	17.41%
Purchased Services	46,654.00	45,037.26	9,167.26	0.00	35,870.00	79.65%
Materials and Supplies	8,450.00	8,450.00	4,320.28	0.00	4,129.72	48.87%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	1,639,364.58	1,617,468.62	1,413,442.73	-133,776.53	337,802.42	20.88%
Benefits	697,501.70	696,967.81	629,316.93	-63,189.55	130,840.43	18.77%
Purchased Services	500.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	500.00	1,246.53	75,436.52	0.00	-74,189.99	-5,951.72%
Capital	746.53	0.00	0.00	0.00	0.00	0.00%
Salaries	2,065,141.03	2,039,156.10	1,727,271.36	-169,724.66	481,609.40	23.62%
Benefits	745,400.34	732,811.92	637,548.47	-64,182.95	159,446.40	21.76%
Purchased Services	15,752.50	15,737.50	10,417.81	0.00	5,319.69	33.80%
Materials and Supplies	36,410.50	36,410.50	34,214.45	0.00	2,196.05	6.03%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	2,302,746.70	2,119,562.05	2,042,653.21	-86,574.87	163,483.71	7.71%
Benefits	589,341.30	466,276.14	449,021.74	-27,764.08	45,018.48	9.65%
Purchased Services	324,861.88	340,875.09	339,843.70	0.00	1,031.39	0.30%
Materials and Supplies	8,650.00	9,400.00	6,590.71	-1,632.91	4,442.20	47.26%
Capital	20,100.00	20,100.00	13,033.70	0.00	7,066.30	35.16%
Insurance-Judgements	9,702.00	9,702.00	8,778.00	0.00	924.00	9.52%
Salaries	217,659.03	320,665.15	328,362.85	-1,971.77	-5,725.93	-1.79%
Benefits	60,636.34	57,862.85	59,448.97	-416.61	-1,169.51	-2.02%
Purchased Services	54,800.00	53,389.64	48,000.00	0.00	5,389.64	10.09%
Salaries	76,902.54	0.00	-99.63	0.00	99.63	0.00%
Benefits	23,398.15	922.95	-26.99	0.00	949.94	102.92%
Purchased Services	5,928.57	2,783.57	0.00	0.00	2,783.57	100.00%
Materials and Supplies	2,198.20	2,198.20	332.10	0.00	1,866.10	84.89%
Salaries	272,623.18	2,172.38	12,881.06	0.00	-10,708.68	-492.95%
Benefits	62,879.20	818.91	2,600.36	0.00	-1,781.45	-217.54%
Purchased Services	34,107.80	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	2,533.68	600.00	0.00	0.00	600.00	100.00%
Capital	281.32	281.32	0.00	0.00	281.32	100.00%
Salaries	115,318.25	425.00	1,625.00	0.00	-1,200.00	-282.35%
Benefits	14,936.80	808.17	158.54	0.00	649.63	80.38%
Purchased Services	14,110.00	110.00	0.00	0.00	110.00	100.00%
Materials and Supplies	695.00	542.70	0.00	0.00	542.70	100.00%
Salaries	6,816,196.33	6,722,873.70	5,984,268.22	-561,963.84	1,300,569.32	19.35%
Benefits	2,617,922.93	2,468,857.43	2,272,698.91	-216,841.92	413,000.44	16.73%
Purchased Services	7,890.00	9,276.90	9,559.02	0.00	-282.12	-3.04%
Materials and Supplies	28,150.00	24,357.00	18,183.06	0.00	6,173.94	25.35%
Salaries	3,313,914.52	3,461,391.49	3,084,022.68	-284,765.72	662,134.53	19.13%
Benefits	1,310,045.97	1,290,631.43	1,171,195.25	-112,546.66	231,982.84	17.97%
Purchased Services	81,948.99	98,245.29	115,395.32	-2,323.32	-14,826.71	-15.09%
Materials and Supplies	7,112.01	19,045.79	20,748.77	0.00	-1,702.98	-8.94%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	1,332,990.40	1,359,313.39	1,275,668.88	-111,151.32	194,795.83	14.33%
Benefits	641,340.76	701,159.06	678,832.93	-61,958.39	84,284.52	12.02%
Salaries	4,036,705.66	5,384,326.38	4,693,691.37	-442,112.92	1,132,747.93	21.04%
Benefits	1,774,809.99	1,850,841.67	1,664,470.50	-157,578.03	343,949.20	18.58%
Purchased Services	308,624.00	309,817.61	308,000.32	0.00	1,817.29	0.59%
Materials and Supplies	800.00	930.74	930.74	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	3,941,080.66	4,295,305.09	4,014,003.14	-265,182.89	546,484.84	12.72%
Benefits	2,158,212.60	1,528,316.21	1,261,825.31	-81,031.10	347,522.00	22.74%
Purchased Services	116,151.00	269,305.12	148,771.50	0.00	120,533.62	44.76%
Materials and Supplies	405,704.98	450,292.98	418,288.06	11,445.48	20,559.44	4.57%
Capital	11,316.97	11,316.97	8,237.47	-1,769.97	4,849.47	42.85%
Salaries	2,764,457.37	2,603,408.31	2,248,911.62	-214,988.19	569,484.88	21.87%
Benefits	1,323,413.86	1,241,892.05	1,124,189.32	-109,040.26	226,742.99	18.26%
Purchased Services	200.00	200.00	0.00	0.00	200.00	100.00%
Materials and Supplies	5,788.00	5,788.00	5,787.28	0.00	0.72	0.01%
Capital	1,445.00	1,445.00	0.00	0.00	1,445.00	100.00%
Salaries	2,052,427.23	1,906,381.17	1,902,021.74	-164,535.32	168,894.75	8.86%
Benefits	815,791.52	788,493.95	787,455.81	-68,470.15	69,508.29	8.82%
Purchased Services	124,876.46	189,600.30	192,994.70	0.00	-3,394.40	-1.79%
Materials and Supplies	148,774.15	111,391.35	111,291.32	-8,312.46	8,412.49	7.55%
Capital	14,188.62	44,324.63	34,724.13	-24,913.01	34,513.51	77.87%
Salaries	238,734.30	236,232.85	226,543.55	-21,586.69	31,275.99	13.24%
Benefits	101,958.16	91,404.95	89,409.08	-9,180.02	11,175.89	12.23%
Purchased Services	63,674.63	82,044.00	101,029.85	0.00	-18,985.85	-23.14%
Materials and Supplies	28,360.00	2,720.98	3,497.33	0.00	-776.35	-28.53%
Capital	5,000.00	0.00	0.00	0.00	0.00	0.00%
Salaries	1,478,745.21	1,678,643.62	1,654,314.72	-145,970.98	170,299.88	10.15%
Benefits	451,300.45	508,409.98	501,705.32	-45,513.89	52,218.55	10.27%
Purchased Services	185,250.96	154,071.38	97,543.09	0.00	56,528.29	36.69%
Materials and Supplies	21,888.00	34,906.60	37,431.07	0.00	-2,524.47	-7.23%
Capital	1,300.00	0.00	0.00	0.00	0.00	0.00%
Salaries	16,658,106.54	17,590,685.75	16,168,475.26	-1,461,541.14	2,883,751.63	16.39%
Benefits	6,089,131.56	6,310,470.80	5,988,573.87	-553,636.90	875,533.83	13.87%
Purchased Services	18,000.00	11,825.26	9,462.40	0.00	2,362.86	19.98%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	3,366,866.16	3,088,196.64	3,062,179.60	-248,576.97	274,594.01	8.89%
Benefits	2,335,001.24	3,243,029.80	1,329,802.00	-100,297.16	2,013,524.96	62.09%
Purchased Services	309,854.00	436,574.86	903,100.53	0.00	-466,525.67	-106.86%
Materials and Supplies	111,254.00	132,254.17	288,193.77	0.00	-155,939.60	-117.91%
Capital	6,252.00	16,078.10	16,656.10	0.00	-578.00	-3.59%
Insurance-Judgements	1,971,169.00	1,971,169.00	2,449,589.76	0.00	-478,420.76	-24.27%
Salaries	1,883,913.84	1,865,538.16	1,861,775.70	-165,839.80	169,602.26	9.09%
Benefits	648,513.34	682,479.88	683,421.12	-61,048.83	60,107.59	8.81%
Purchased Services	600,597.71	998,692.93	1,709,972.83	-176,534.00	-534,745.90	-53.54%
Materials and Supplies	1,171,304.83	1,305,999.33	1,037,834.59	-100,458.86	368,623.60	28.23%
Capital	144,645.87	105,000.00	51,655.19	-5,074.00	58,418.81	55.64%

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	9,568,822.29	9,368,894.78	9,522,192.04	-691,032.92	537,735.66	5.74%
Benefits	4,266,443.16	4,470,120.86	4,511,649.85	-337,883.66	296,354.67	6.63%
Purchased Services	6,936,632.25	6,929,789.73	6,175,716.57	0.00	754,073.16	10.88%
Materials and Supplies	883,223.20	777,190.76	780,620.19	0.00	-3,429.43	-0.44%
Capital	23,508.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	2,131,287.30	2,019,493.96	2,024,821.32	-171,778.55	166,451.19	8.24%
Benefits	928,662.01	944,766.17	952,500.17	-76,246.66	68,512.66	7.25%
Purchased Services	550,337.24	684,526.41	662,053.99	0.00	22,472.42	3.28%
Materials and Supplies	358,045.43	458,569.09	487,070.21	0.00	-28,501.12	-6.22%
Capital	206,031.86	201,031.86	0.00	0.00	201,031.86	100.00%
Salaries	984,947.50	729,079.19	727,466.85	-59,565.85	61,178.19	8.39%
Benefits	403,552.47	408,256.43	409,614.76	-28,765.54	27,407.21	6.71%
Purchased Services	861,826.55	803,334.01	599,522.67	0.00	203,811.34	25.37%
Materials and Supplies	90,409.55	139,792.90	114,509.11	-13,542.80	38,826.59	27.77%
Capital	66,794.00	45,286.54	0.00	0.00	45,286.54	100.00%
Salaries	784,978.11	969,520.85	877,930.25	-72,247.52	163,838.12	16.90%
Benefits	333,914.45	508,758.40	474,341.43	-43,236.53	77,653.50	15.26%
Purchased Services	1,156,646.00	1,821,446.00	1,350,067.82	0.00	471,378.18	25.88%
Materials and Supplies	2,500.00	0.00	0.00	0.00	0.00	0.00%
Salaries	452,881.75	457,147.98	443,588.66	-44,348.44	57,907.76	12.67%
Benefits	158,676.00	153,445.85	152,041.65	-14,771.79	16,175.99	10.54%
Purchased Services	20,144,318.42	20,144,318.42	19,019,010.82	-5,769.29	1,131,076.89	5.61%
Materials and Supplies	1,434,819.85	1,377,319.85	1,061,460.24	0.00	315,859.61	22.93%
Capital	0.00	57,500.00	14,225.00	0.00	43,275.00	75.26%
Purchased Services	219,000.00	219,000.00	101,527.33	0.00	117,472.67	53.64%
Purchased Services	7,900.00	37,900.00	26,347.51	0.00	11,552.49	30.48%
Materials and Supplies	1,041.32	1,041.32	399.66	-296.67	938.33	90.11%
Capital	2,000.00	2,000.00	0.00	0.00	2,000.00	100.00%
Salaries	578,017.86	506,853.85	557,486.93	0.00	-50,633.08	-9.99%
Benefits	88,828.46	74,319.83	77,320.53	0.00	-3,000.70	-4.04%
Purchased Services	518,876.58	520,676.58	479,522.49	0.00	41,154.09	7.90%
Materials and Supplies	923.42	923.42	0.00	0.00	923.42	100.00%
Debt Retirement	100,000.00	100,000.00	79,135.10	0.00	20,864.90	20.86%
Benefits	413,814.45	313,814.45	0.00	0.00	313,814.45	100.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	-22,797.64	0.00	22,797.64	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	155,862.77	172,747.67	186,441.12	-4,937.44	-8,756.01	-5.07%
Benefits	59,969.23	48,238.06	49,517.42	-2,166.63	887.27	1.84%
Purchased Services	43,375.95	45,143.80	42,518.80	0.00	2,625.00	5.81%
Materials and Supplies	6,712.10	2,517.95	2,517.95	0.00	0.00	0.00%
Capital	50,561.83	50,561.83	107,425.70	0.00	-56,863.87	-112.46%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	31,006,791.85	36,183,858.22	0.00	0.00	36,183,858.22	100.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	352,399,535.64	360,731,605.61	291,675,710.65	-23,294,421.62	92,350,316.58	25.60%
PROJECT 012 - KNDRGRTN SCRN/INTVNTN/REG						
Salaries	8,500.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	250.00	250.00	0.00	0.00	250.00	100.00%
TOTAL PROJECT 012	8,750.00	250.00	0.00	0.00	250.00	100.00%
PROJECT 070 - PUBLIC RELATIONS						
Salaries	443,680.65	510,401.28	511,190.39	-39,034.02	38,244.91	7.49%
Benefits	141,338.27	150,006.66	150,105.33	-12,434.72	12,336.05	8.22%
Purchased Services	367,054.00	27,207.13	149,684.87	0.00	-122,477.74	-450.17%
Materials and Supplies	79,583.00	53,334.95	82,877.38	0.00	-29,542.43	-55.39%
Capital	615.00	3,610.92	3,610.92	0.00	0.00	0.00%
TOTAL PROJECT 070	1,032,270.92	744,560.94	897,468.89	-51,468.74	-101,439.21	-13.62%
PROJECT 074 - DYSLEXIA						
Salaries	130,804.55	85,741.60	78,941.39	-7,145.13	13,945.34	16.26%
Benefits	156,093.45	140,373.92	29,501.55	-2,717.14	113,589.51	80.92%
TOTAL PROJECT 074	286,898.00	226,115.52	108,442.94	-9,862.27	127,534.85	56.40%
PROJECT 098 - COMPUTER AIDE						
Salaries	860,125.86	841,847.78	742,523.75	-66,948.81	166,272.84	19.75%
Benefits	483,761.68	438,495.32	395,307.22	-40,183.16	83,371.26	19.01%
TOTAL PROJECT 098	1,343,887.54	1,280,343.10	1,137,830.97	-107,131.97	249,644.10	19.50%
PROJECT 099 - OVERCROWDED CLASSROOM AID						
Salaries	133,550.80	46,942.15	75,571.72	-833.54	-27,796.03	-59.21%
Benefits	20,787.15	8,893.90	14,850.47	-171.84	-5,784.73	-65.04%
TOTAL PROJECT 099	154,337.95	55,836.05	90,422.19	-1,005.38	-33,580.76	-60.14%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 100 - GENERAL SUBJECTS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	8,801.88	8,768.93	0.00	32.95	0.37%
Materials and Supplies	1,028,563.00	1,004,486.89	928,581.67	-7.00	75,912.22	7.56%
Capital	0.00	6,530.24	3,930.20	0.00	2,600.04	39.82%
Salaries	0.00	5,519.60	6,766.21	0.00	-1,246.61	-22.59%
Benefits	0.00	1,128.89	1,379.08	0.00	-250.19	-22.16%
Purchased Services	0.00	30,094.21	33,809.09	0.00	-3,714.88	-12.34%
Materials and Supplies	1,235,230.00	857,522.26	830,507.58	3,035.17	23,979.51	2.80%
Capital	0.00	8,300.00	2,255.95	0.00	6,044.05	72.82%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	1,827.70	2,133.76	0.00	-306.06	-16.75%
Materials and Supplies	94,000.00	89,286.30	66,025.95	0.00	23,260.35	26.05%
Capital	0.00	0.00	393.41	0.00	-393.41	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	24,946.30	22,776.00	0.00	2,170.30	8.70%
Materials and Supplies	0.00	10,542.20	9,376.97	0.00	1,165.23	11.05%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	78,291.47	77,489.69	0.00	801.78	1.02%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	4,602.42	4,406.42	0.00	196.00	4.26%
TOTAL PROJECT 100	2,357,793.00	2,131,880.36	1,998,600.91	3,028.17	130,251.28	6.11%
PROJECT 105 - BRIDGING						
Salaries	43,761.60	53,147.85	48,718.89	-4,428.99	8,857.95	16.67%
Benefits	3,349.50	4,065.83	3,727.02	-338.81	677.62	16.67%
TOTAL PROJECT 105	47,111.10	57,213.68	52,445.91	-4,767.80	9,535.57	16.67%
PROJECT 110 - ENGLISH LANGUAGE ARTS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	23,303.88	22,093.39	0.00	1,210.49	5.19%
Purchased Services	1,000.00	1,000.00	145.00	0.00	855.00	85.50%
Materials and Supplies	22,000.00	22,000.00	19,174.20	0.00	2,825.80	12.84%
TOTAL PROJECT 110	23,000.00	46,303.88	41,412.59	0.00	4,891.29	10.56%
PROJECT 120 - SOCIAL STUDIES						
Materials and Supplies	0.00	13,253.27	12,290.16	0.00	963.11	7.27%
Salaries	3,800.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	42,000.00	42,000.00	36,749.51	-10,318.95	15,569.44	37.07%
TOTAL PROJECT 120	45,800.00	55,253.27	49,039.67	-10,318.95	16,532.55	29.92%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 130 - MATHEMATICS						
Materials and Supplies	0.00	17,068.54	16,473.29	0.00	595.25	3.49%
Materials and Supplies	7,006.40	7,006.40	6,896.36	0.00	110.04	1.57%
TOTAL PROJECT 130	7,006.40	24,074.94	23,369.65	0.00	705.29	2.93%
PROJECT 131 - ELL-BLDG ACCOUNT						
Materials and Supplies	0.00	3,150.00	3,087.72	0.00	62.28	1.98%
TOTAL PROJECT 131	0.00	3,150.00	3,087.72	0.00	62.28	1.98%
PROJECT 140 - SCIENCE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	24,720.39	24,886.64	-96.75	-69.50	-0.28%
Purchased Services	12,000.00	929.40	14,709.40	0.00	-13,780.00	-1,482.68%
Materials and Supplies	82,272.60	82,272.60	73,426.60	-29,669.18	38,515.18	46.81%
Capital	16,549.05	16,549.05	16,322.13	0.00	226.92	1.37%
TOTAL PROJECT 140	110,821.65	124,471.44	129,344.77	-29,765.93	24,892.60	20.00%
PROJECT 150 - PHYSICAL EDUCATION						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	19,228.96	17,497.35	0.00	1,731.61	9.01%
TOTAL PROJECT 150	0.00	19,228.96	17,497.35	0.00	1,731.61	9.01%
PROJECT 151 - PHOTOGRAPHY						
Materials and Supplies	0.00	1,000.00	982.61	0.00	17.39	1.74%
TOTAL PROJECT 151	0.00	1,000.00	982.61	0.00	17.39	1.74%
PROJECT 152 - HEALTH						
Materials and Supplies	0.00	506.63	355.31	0.00	151.32	29.87%
Salaries	9,000.00	11,907.49	11,907.49	0.00	0.00	0.00%
Benefits	0.00	910.93	910.93	0.00	0.00	0.00%
TOTAL PROJECT 152	9,000.00	13,325.05	13,173.73	0.00	151.32	1.14%
PROJECT 154 - AVID						
Materials and Supplies	0.00	4,700.00	4,706.06	-2,150.00	2,143.94	45.62%
Salaries	12,600.00	6,598.19	7,577.88	0.00	-979.69	-14.85%
Benefits	2,161.95	503.42	578.37	0.00	-74.95	-14.89%
Purchased Services	0.00	125,000.00	115,287.80	0.00	9,712.20	7.77%
Materials and Supplies	329,060.00	107,560.00	84,748.45	0.00	22,811.55	21.21%
TOTAL PROJECT 154	343,821.95	244,361.61	212,898.56	-2,150.00	33,613.05	13.76%
PROJECT 165 - COMPUTER SCIENCE						
Materials and Supplies	0.00	672.18	672.18	0.00	0.00	0.00%
TOTAL PROJECT 165	0.00	672.18	672.18	0.00	0.00	0.00%
PROJECT 170 - WORLD LANGUAGES						
Materials and Supplies	0.00	4,167.05	3,721.46	0.00	445.59	10.69%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	2,650.00	2,650.00	2,380.00	0.00	270.00	10.19%
TOTAL PROJECT 170	2,650.00	6,817.05	6,101.46	0.00	715.59	10.50%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 175 - I B HIGH SCHOOL						
Purchased Services	14,270.00	14,420.00	14,420.00	0.00	0.00	0.00%
Materials and Supplies	12,435.00	12,285.00	12,141.49	0.00	143.51	1.17%
TOTAL PROJECT 175	26,705.00	26,705.00	26,561.49	0.00	143.51	0.54%
PROJECT 180 - MUSIC						
Materials and Supplies	0.00	3,923.43	3,806.84	0.00	116.59	2.97%
TOTAL PROJECT 180	0.00	3,923.43	3,806.84	0.00	116.59	2.97%
PROJECT 181 - CHORAL MUSIC						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	3,200.00	2,564.53	0.00	635.47	19.86%
TOTAL PROJECT 181	0.00	3,200.00	2,564.53	0.00	635.47	19.86%
PROJECT 182 - BAND						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	22,692.92	22,075.24	0.00	617.68	2.72%
TOTAL PROJECT 182	0.00	22,692.92	22,075.24	0.00	617.68	2.72%
PROJECT 183 - ORCHESTRA						
Purchased Services	0.00	92.00	92.00	0.00	0.00	0.00%
Materials and Supplies	0.00	2,823.99	2,591.30	0.00	232.69	8.24%
TOTAL PROJECT 183	0.00	2,915.99	2,683.30	0.00	232.69	7.98%
PROJECT 184 - FINE ARTS						
Materials and Supplies	0.00	600.70	600.70	0.00	0.00	0.00%
TOTAL PROJECT 184	0.00	600.70	600.70	0.00	0.00	0.00%
PROJECT 185 - VISUAL ARTS						
Materials and Supplies	0.00	1,099.58	1,099.58	0.00	0.00	0.00%
Materials and Supplies	0.00	18,581.79	18,780.17	0.00	-198.38	-1.07%
TOTAL PROJECT 185	0.00	19,681.37	19,879.75	0.00	-198.38	-1.01%
PROJECT 186 - PERFORMING ARTS/THEATRE						
Materials and Supplies	0.00	5,000.00	4,630.20	0.00	369.80	7.40%
TOTAL PROJECT 186	0.00	5,000.00	4,630.20	0.00	369.80	7.40%
PROJECT 187 - GIFTED AND TALENTED						
Materials and Supplies	10,000.00	9,350.00	7,698.51	0.00	1,651.49	17.66%
TOTAL PROJECT 187	10,000.00	9,350.00	7,698.51	0.00	1,651.49	17.66%
PROJECT 188 - SPEECH						
Materials and Supplies	0.00	1,970.36	1,048.65	0.00	921.71	46.78%
TOTAL PROJECT 188	0.00	1,970.36	1,048.65	0.00	921.71	46.78%
PROJECT 190 - INDUSTRIAL ART						
Materials and Supplies	0.00	2,202.00	2,193.43	0.00	8.57	0.39%
TOTAL PROJECT 190	0.00	2,202.00	2,193.43	0.00	8.57	0.39%
PROJECT 193 - BAND-ORCH ALLOC						
Purchased Services	6,000.00	6,000.00	4,624.40	0.00	1,375.60	22.93%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 193 - BAND-ORCH ALLOC						
Purchased Services	45,000.00	52,741.11	37,580.42	7,240.00	7,920.69	15.02%
Materials and Supplies	0.00	7,500.08	7,849.81	0.00	-349.73	-4.66%
TOTAL PROJECT 193	51,000.00	66,241.19	50,054.63	7,240.00	8,946.56	13.51%
PROJECT 194 - ELECTIVES						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 194	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 195 - GRAPHIC ARTS						
Materials and Supplies	0.00	2,724.50	2,220.64	0.00	503.86	18.49%
TOTAL PROJECT 195	0.00	2,724.50	2,220.64	0.00	503.86	18.49%
PROJECT 200 - PROF-TECH SUBJECTS						
Salaries	15,140.00	7,708.95	7,998.95	0.00	-290.00	-3.76%
Benefits	770.70	645.45	653.87	0.00	-8.42	-1.30%
Purchased Services	13,000.00	10,355.79	7,619.65	0.00	2,736.14	26.42%
Materials and Supplies	85,312.25	74,712.25	64,670.56	0.00	10,041.69	13.44%
Capital	6,500.75	12,100.75	11,152.55	0.00	948.20	7.84%
TOTAL PROJECT 200	120,723.70	105,523.19	92,095.58	0.00	13,427.61	12.72%
PROJECT 210 - WELDING						
Materials and Supplies	0.00	1,000.00	998.21	0.00	1.79	0.18%
TOTAL PROJECT 210	0.00	1,000.00	998.21	0.00	1.79	0.18%
PROJECT 220 - BUSINESS TECH						
Materials and Supplies	0.00	1,813.01	1,813.01	0.00	0.00	0.00%
TOTAL PROJECT 220	0.00	1,813.01	1,813.01	0.00	0.00	0.00%
PROJECT 230 - FAMLY & CONSM SCI						
Materials and Supplies	0.00	428.93	428.93	0.00	0.00	0.00%
Materials and Supplies	0.00	9,731.93	9,626.28	0.00	105.65	1.09%
TOTAL PROJECT 230	0.00	10,160.86	10,055.21	0.00	105.65	1.04%
PROJECT 250 - HEALTH PROFSSNS						
Materials and Supplies	0.00	595.25	609.74	0.00	-14.49	-2.43%
TOTAL PROJECT 250	0.00	595.25	609.74	0.00	-14.49	-2.43%
PROJECT 281 - MEDIA BROADCSTG						
Materials and Supplies	0.00	2,000.00	2,000.00	0.00	0.00	0.00%
TOTAL PROJECT 281	0.00	2,000.00	2,000.00	0.00	0.00	0.00%
PROJECT 293 - ADV LEARNG PRTNRSHPS						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 293	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 303 - RECRUITMENT						
Purchased Services	0.00	16,490.57	28,949.70	0.00	-12,459.13	-75.55%
Materials and Supplies	3,077.00	3,077.00	32,347.77	0.00	-29,270.77	-951.28%
TOTAL PROJECT 303	3,077.00	19,567.57	61,297.47	0.00	-41,729.90	-213.26%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 304 - VIRTUAL SCHOOL HOUSE						
Purchased Services	1,500.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	50.00	50.00	26.05	0.00	23.95	47.90%
Purchased Services	8,000.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	100,000.00	0.00	0.00	0.00	0.00	0.00%
Salaries	11,528.03	0.00	0.00	0.00	0.00	0.00%
Benefits	675.67	675.67	0.00	0.00	675.67	100.00%
Purchased Services	1,200.00	5,400.00	5,400.00	0.00	0.00	0.00%
Materials and Supplies	7,286.00	600.00	0.00	0.00	600.00	100.00%
TOTAL PROJECT 304	130,239.70	6,725.67	5,426.05	0.00	1,299.62	19.32%
PROJECT 311 - MAGNET START UP						
Salaries	5,724.01	1,090.00	1,090.00	0.00	0.00	0.00%
Benefits	1,050.00	83.42	83.42	0.00	0.00	0.00%
Purchased Services	500.00	500.00	0.00	0.00	500.00	100.00%
Materials and Supplies	1,466.00	1,466.00	0.00	0.00	1,466.00	100.00%
TOTAL PROJECT 311	8,740.01	3,139.42	1,173.42	0.00	1,966.00	62.62%
PROJECT 315 - LITERACY						
Salaries	210,000.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 315	210,000.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 325 - STATE SUPRT-SAFE SCHOOLS						
Salaries	860,445.55	825,337.81	709,196.27	-68,827.39	184,968.93	22.41%
Benefits	493,417.27	505,068.31	457,105.40	-45,645.14	93,608.05	18.53%
Salaries	356,820.31	416,062.88	367,734.14	-33,133.04	81,461.78	19.58%
Benefits	228,485.32	247,504.66	230,139.34	-21,337.69	38,703.01	15.64%
Salaries	22,540.35	25,477.52	23,539.69	-1,937.81	3,875.64	15.21%
Benefits	17,206.53	15,054.31	14,674.30	-1,606.32	1,986.33	13.19%
Salaries	4,917.61	0.00	156.00	0.00	-156.00	0.00%
Benefits	574.06	69.24	30.59	0.00	38.65	55.82%
Benefits	244.44	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 325	1,984,651.44	2,034,574.73	1,802,575.73	-172,487.39	404,486.39	19.88%
PROJECT 330 - GRADUATION DPL/FACLTY						
Salaries	500.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	76,450.00	76,450.00	100,107.92	0.00	-23,657.92	-30.95%
Materials and Supplies	58,656.67	58,656.67	55,578.24	-4,461.75	7,540.18	12.85%
Materials and Supplies	3,800.00	5,100.00	4,647.30	0.00	452.70	8.88%
TOTAL PROJECT 330	139,406.67	140,206.67	160,333.46	-4,461.75	-15,665.04	-11.17%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 331 - ENGLISH LANGUAGE LEARNERS						
Salaries	1,335,167.25	1,361,418.54	1,193,956.18	-113,442.23	280,904.59	20.63%
Benefits	481,668.33	484,299.12	437,781.38	-42,983.34	89,501.08	18.48%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	1,000.00	1,000.00	0.00	0.00	1,000.00	100.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	704,497.16	823,534.26	665,012.66	-64,074.67	222,596.27	27.03%
Benefits	290,394.00	318,608.32	267,612.40	-26,801.21	77,797.13	24.42%
Salaries	0.00	9,857.88	9,051.47	-815.17	1,621.58	16.45%
Benefits	0.00	4,031.34	3,859.77	-375.43	547.00	13.57%
Salaries	21,347.55	0.01	0.01	0.00	0.00	0.00%
Benefits	8,814.46	248.67	-0.18	0.00	248.85	100.07%
Salaries	161,386.84	72,278.52	67,242.68	-5,084.54	10,120.38	14.00%
Benefits	65,819.55	18,592.93	17,539.40	-1,027.56	2,081.09	11.19%
Purchased Services	24,500.00	23,299.36	28,360.19	0.00	-5,060.83	-21.72%
Materials and Supplies	5,000.00	5,000.00	19.72	0.00	4,980.28	99.61%
TOTAL PROJECT 331	3,099,595.14	3,122,168.95	2,690,435.68	-254,604.15	686,337.42	21.98%
PROJECT 355 - REGISTRATION						
Salaries	26,275.88	4,150.01	4,150.01	0.00	0.00	0.00%
Benefits	632.53	1,115.37	797.84	0.00	317.53	28.47%
Materials and Supplies	3,800.00	1,400.93	1,400.93	0.00	0.00	0.00%
TOTAL PROJECT 355	30,708.41	6,666.31	6,348.78	0.00	317.53	4.76%
PROJECT 356 - YMCA RENTAL						
Salaries	14,073.15	20,073.51	20,832.13	0.00	-758.62	-3.78%
Benefits	4,200.00	3,936.44	4,085.21	0.00	-148.77	-3.78%
TOTAL PROJECT 356	18,273.15	24,009.95	24,917.34	0.00	-907.39	-3.78%
PROJECT 409 - SECTION 504						
Salaries	25,901.90	-0.06	-0.06	0.00	0.00	0.00%
Benefits	12,409.67	-12.72	-12.72	0.00	0.00	0.00%
Purchased Services	2,165.00	6,165.00	450.00	0.00	5,715.00	92.70%
Materials and Supplies	750.00	6,750.00	2,895.00	0.00	3,855.00	57.11%
TOTAL PROJECT 409	41,226.57	12,902.22	3,332.22	0.00	9,570.00	74.17%
PROJECT 453 - IDAHO EDUCATION NETWORK						
Salaries	17,609.85	-0.02	-0.02	0.00	0.00	0.00%
Benefits	8,788.30	-0.02	-0.02	0.00	0.00	0.00%
Materials and Supplies	700.00	700.00	0.00	0.00	700.00	100.00%
TOTAL PROJECT 453	27,098.15	699.96	-0.04	0.00	700.00	100.01%
PROJECT 465 - EDUCATION FOUND						
Purchased Services	20,975.00	17,519.40	16,677.57	0.00	841.83	4.81%
Materials and Supplies	475.00	475.00	475.00	0.00	0.00	0.00%
TOTAL PROJECT 465	21,450.00	17,994.40	17,152.57	0.00	841.83	4.68%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 501 - BUB, DEREK						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 501	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 502 - HAWKINS, SHANA						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 502	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 503 - ROBERTS, BUFFY						
Materials and Supplies	500.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 503	500.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 504 - RICE, CLIFF						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 504	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 505 - MYERS, MARCUS						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 505	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 510 - STANDS, GEOFF						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 510	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 511 - HAHLE, LISA						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 511	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 512 - BARRETT, DUSTIN						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 512	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 514 - DAVIES, KELLY						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 514	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 515 - REINHART, DAVE						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 515	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 516 - SENANDER, RENEE						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 516	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 517 - ROBERTS, DAVE						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 517	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 520 - LOW, STACI						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 520	750.00	0.00	0.00	0.00	0.00	0.00%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 522 - WARR,JASON						
Materials and Supplies	750.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 522	750.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 607 - LP STUDENT COUNCIL						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 607	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 700 - COURSE FEE						
Materials and Supplies	2,275.00	2,275.00	2,136.84	0.00	138.16	6.07%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	12,994.50	15,574.51	0.00	-2,580.01	-19.85%
Materials and Supplies	738,850.00	348,259.89	134,152.92	0.00	214,106.97	61.48%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	9,100.00	9,100.00	6,602.59	0.00	2,497.41	27.44%
TOTAL PROJECT 700	750,225.00	372,629.39	158,466.86	0.00	214,162.53	57.47%
PROJECT 710 - CF-LANGUAGE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	9,524.02	9,405.83	0.00	118.19	1.24%
TOTAL PROJECT 710	0.00	9,524.02	9,405.83	0.00	118.19	1.24%
PROJECT 715 - CF-HUMANITIES						
Materials and Supplies	0.00	6,552.02	6,202.08	0.00	349.94	5.34%
TOTAL PROJECT 715	0.00	6,552.02	6,202.08	0.00	349.94	5.34%
PROJECT 730 - CF-MATH						
Materials and Supplies	0.00	5,000.00	4,775.18	0.00	224.82	4.50%
TOTAL PROJECT 730	0.00	5,000.00	4,775.18	0.00	224.82	4.50%
PROJECT 740 - CF-SCIENCE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	60,949.00	58,550.05	0.00	2,398.95	3.94%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 740	0.00	60,949.00	58,550.05	0.00	2,398.95	3.94%
PROJECT 752 - CF-HEALTH						
Materials and Supplies	0.00	12,991.04	10,214.19	0.00	2,776.85	21.38%
TOTAL PROJECT 752	0.00	12,991.04	10,214.19	0.00	2,776.85	21.38%
PROJECT 760 - CF-BUSINESS						
Materials and Supplies	0.00	4,435.00	3,716.38	0.00	718.62	16.20%
TOTAL PROJECT 760	0.00	4,435.00	3,716.38	0.00	718.62	16.20%
PROJECT 765 - CF-COMPUTER SCI						
Materials and Supplies	0.00	4,280.87	3,791.87	0.00	489.00	11.42%
TOTAL PROJECT 765	0.00	4,280.87	3,791.87	0.00	489.00	11.42%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 767 - CF-ENGINEERING						
Materials and Supplies	0.00	4,527.94	2,776.63	0.00	1,751.31	38.68%
TOTAL PROJECT 767	0.00	4,527.94	2,776.63	0.00	1,751.31	38.68%
PROJECT 770 - CF-FORGNLG						
Materials and Supplies	0.00	4,625.00	3,196.87	0.00	1,428.13	30.88%
TOTAL PROJECT 770	0.00	4,625.00	3,196.87	0.00	1,428.13	30.88%
PROJECT 780 - CF-MUSIC						
Materials and Supplies	0.00	446.65	439.81	0.00	6.84	1.53%
TOTAL PROJECT 780	0.00	446.65	439.81	0.00	6.84	1.53%
PROJECT 781 - CF-CHORAL MUSIC						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	125.00	125.00	0.00	0.00	0.00%
Materials and Supplies	0.00	27,877.55	26,140.92	-2,000.00	3,736.63	13.40%
TOTAL PROJECT 781	0.00	28,002.55	26,265.92	-2,000.00	3,736.63	13.34%
PROJECT 782 - CF-BAND						
Purchased Services	0.00	2,664.00	2,664.00	0.00	0.00	0.00%
Materials and Supplies	0.00	57,784.09	65,283.33	0.00	-7,499.24	-12.98%
TOTAL PROJECT 782	0.00	60,448.09	67,947.33	0.00	-7,499.24	-12.41%
PROJECT 783 - CF-ORCHESTRA						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	17,439.26	15,946.50	0.00	1,492.76	8.56%
TOTAL PROJECT 783	0.00	17,439.26	15,946.50	0.00	1,492.76	8.56%
PROJECT 784 - CF-FINE ARTS						
Materials and Supplies	525.00	525.00	261.73	0.00	263.27	50.15%
Purchased Services	0.00	3,200.00	2,246.34	0.00	953.66	29.80%
Materials and Supplies	129,150.00	107,728.65	102,526.92	0.00	5,201.73	4.83%
Materials and Supplies	2,100.00	2,100.00	568.72	0.00	1,531.28	72.92%
TOTAL PROJECT 784	131,775.00	113,553.65	105,603.71	0.00	7,949.94	7.00%
PROJECT 785 - CF-ART						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	72,891.42	73,704.71	-189.51	-623.78	-0.86%
TOTAL PROJECT 785	0.00	72,891.42	73,704.71	-189.51	-623.78	-0.86%
PROJECT 786 - CF-DRAMA						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	29,273.11	27,516.89	0.00	1,756.22	6.00%
TOTAL PROJECT 786	0.00	29,273.11	27,516.89	0.00	1,756.22	6.00%
PROJECT 788 - CF-SPEECH						
Materials and Supplies	0.00	4,500.00	4,042.86	0.00	457.14	10.16%
TOTAL PROJECT 788	0.00	4,500.00	4,042.86	0.00	457.14	10.16%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 790 - CF-IND ARTS						
Materials and Supplies	0.00	17,205.15	14,308.51	0.00	2,896.64	16.84%
TOTAL PROJECT 790	0.00	17,205.15	14,308.51	0.00	2,896.64	16.84%
PROJECT 793 - CF-FAMILY & CONS SCI						
Materials and Supplies	0.00	51,081.90	50,730.27	0.00	351.63	0.69%
TOTAL PROJECT 793	0.00	51,081.90	50,730.27	0.00	351.63	0.69%
PROJECT 794 - CF-AG SCIENCE						
Materials and Supplies	0.00	1,000.00	1,000.00	0.00	0.00	0.00%
TOTAL PROJECT 794	0.00	1,000.00	1,000.00	0.00	0.00	0.00%
PROJECT 795 - CF-GRAPHIC						
Materials and Supplies	0.00	12,719.74	11,844.36	0.00	875.38	6.88%
TOTAL PROJECT 795	0.00	12,719.74	11,844.36	0.00	875.38	6.88%
PROJECT 915 - TECHNOLOGY						
Capital	72,326.40	79,555.83	79,555.83	0.00	0.00	0.00%
TOTAL PROJECT 915	72,326.40	79,555.83	79,555.83	0.00	0.00	0.00%
PROJECT 916 - COPY MACHINES						
Capital	95,699.89	95,699.89	546,764.83	0.00	-451,064.94	-471.33%
TOTAL PROJECT 916	95,699.89	95,699.89	546,764.83	0.00	-451,064.94	-471.33%
PROJECT 942 - GROUNDS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	8,748.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	48,731.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 942	57,479.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 946 - SNOW REMOVAL						
Purchased Services	66,913.93	33,752.85	0.00	0.00	33,752.85	100.00%
Materials and Supplies	50,652.35	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 946	117,566.28	33,752.85	0.00	0.00	33,752.85	100.00%
PROJECT 951 - FIRE SPRINKLERS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 951	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 952 - FIRE EX/KITCHEN HOODS						
Purchased Services	3,668.75	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 952	3,668.75	0.00	0.00	0.00	0.00	0.00%
PROJECT 954 - BACK FLOW						
Purchased Services	25,000.00	245.00	245.00	0.00	0.00	0.00%
TOTAL PROJECT 954	25,000.00	245.00	245.00	0.00	0.00	0.00%

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FUND 100 - GENERAL FUND						
EXPENSES						
PROJECT 965 - ADACT						
Salaries	12,216.62	11,391.13	11,630.91	0.00	-239.78	-2.10%
Benefits	3,900.44	2,047.01	2,094.02	0.00	-47.01	-2.30%
Purchased Services	5,000.00	5,990.94	6,040.94	0.00	-50.00	-0.83%
Materials and Supplies	0.00	723.96	723.96	0.00	0.00	0.00%
TOTAL PROJECT 965	21,117.06	20,153.04	20,489.83	0.00	-336.79	-1.67%
Total E - Expense	365,380,686.47	372,566,901.67	302,792,587.39	-23,934,367.29	93,708,681.57	25.15%
TOTAL FUND 100 - GENERAL FUND	18,358.39	-4,489,438.17	$11,445,432.65	$23,934,367.29		
FUND 220 - FOREST RESERVE						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	6,492.67	6,629.47	0.00	0.00	6,629.47	100.00%
Other Local	100.00	100.00	871.95	0.00	-771.95	-771.95%
Penalty:Delinquent Tax	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	6,592.67	6,729.47	871.95	0.00	5,857.52	87.04%
Total R - Revenue	6,592.67	6,729.47	871.95	0.00	5,857.52	87.04%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	6,592.67	6,729.47	0.00	0.00	6,729.47	100.00%
TOTAL PROJECT 000	6,592.67	6,729.47	0.00	0.00	6,729.47	100.00%
Total E - Expense	6,592.67	6,729.47	0.00	0.00	6,729.47	100.00%
TOTAL FUND 220 - FOREST RESERVE	0.00	0.00	$871.95	$0.00		
FUND 223 - STATE PROF DEV						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	248,957.99	201,780.25	0.00	0.00	201,780.25	100.00%
Other State Support	1,100,278.00	1,100,278.00	1,126,205.27	0.00	-25,927.27	-2.36%
TOTAL PROJECT 000	1,349,235.99	1,302,058.25	1,126,205.27	0.00	175,852.98	13.51%
Total R - Revenue	1,349,235.99	1,302,058.25	1,126,205.27	0.00	175,852.98	13.51%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	812,937.31	820,541.26	930,165.88	-86,666.09	-22,958.53	-2.80%
Benefits	293,261.18	408,763.49	347,511.50	-33,727.80	94,979.79	23.24%
Purchased Services	53,541.00	54,195.00	42,397.60	0.00	11,797.40	21.77%
TOTAL PROJECT 000	1,159,739.49	1,283,499.75	1,320,074.98	-120,393.89	83,818.66	6.53%

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FUND 223 - STATE PROF DEV						
EXPENSES						
PROJECT 060 - STAFF DEVELOPMENT						
Salaries	115,540.00	0.00	0.00	0.00	0.00	0.00%
Benefits	26,596.00	1,526.00	0.00	0.00	1,526.00	100.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 060	142,136.00	1,526.00	0.00	0.00	1,526.00	100.00%
PROJECT 110 - ENGLISH LANGUAGE ARTS						
Salaries	10,900.00	0.00	0.00	0.00	0.00	0.00%
Benefits	12,262.50	3,488.50	0.00	0.00	3,488.50	100.00%
TOTAL PROJECT 110	23,162.50	3,488.50	0.00	0.00	3,488.50	100.00%
PROJECT 120 - SOCIAL STUDIES						
Salaries	13,080.00	13,080.00	2,800.00	0.00	10,280.00	78.59%
Benefits	11,118.00	464.00	591.66	0.00	-127.66	-27.51%
TOTAL PROJECT 120	24,198.00	13,544.00	3,391.66	0.00	10,152.34	74.96%
Total E - Expense	1,349,235.99	1,302,058.25	1,323,466.64	-120,393.89	98,985.50	7.60%
TOTAL FUND 223 - STATE PROF DEV	0.00	0.00	($197,261.37)	$120,393.89		
FUND 224 - LEADERSHIP PREMIUMS						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Materials and Supplies	0.00	0.00	0.28	0.00	-0.28	0.00%
TOTAL PROJECT 000	0.00	0.00	0.28	0.00	-0.28	0.00%
Total E - Expense	0.00	0.00	0.28	0.00	-0.28	
TOTAL FUND 224 - LEADERSHIP PREMIUMS	0.00	0.00	($0.28)	$0.00		
FUND 225 - ADVANCED OPPORTUNITIES						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	155,080.48	479,797.80	0.00	0.00	479,797.80	100.00%
TOTAL PROJECT 000	155,080.48	479,797.80	0.00	0.00	479,797.80	100.00%
PROJECT 119 - ADVANCED OP						
Other State Support	337,576.00	337,576.00	319,833.83	0.00	17,742.17	5.26%
TOTAL PROJECT 119	337,576.00	337,576.00	319,833.83	0.00	17,742.17	5.26%
PROJECT 306 - BSU DUAL CREDIT						
Other State Support	0.00	0.00	349,640.00	0.00	-349,640.00	0.00%
TOTAL PROJECT 306	0.00	0.00	349,640.00	0.00	-349,640.00	0.00%
PROJECT 308 - NNU DUAL CREDIT						
Other State Support	60,880.00	60,880.00	163,440.00	0.00	-102,560.00	-168.46%
TOTAL PROJECT 308	60,880.00	60,880.00	163,440.00	0.00	-102,560.00	-168.46%
PROJECT 316 - ISU DUAL CREDIT						
Other State Support	27,000.00	27,000.00	34,560.00	0.00	-7,560.00	-28.00%
TOTAL PROJECT 316	27,000.00	27,000.00	34,560.00	0.00	-7,560.00	-28.00%

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FUND 225 - ADVANCED OPPORTUNITIES						
REVENUES						
PROJECT 336 - UOFI DUAL CREDIT						
Other State Support	2,880.00	2,880.00	460.00	0.00	2,420.00	84.03%
TOTAL PROJECT 336	2,880.00	2,880.00	460.00	0.00	2,420.00	84.03%
PROJECT 341 - CWI DUAL CREDIT						
Other State Support	39,380.00	39,380.00	507,960.00	0.00	-468,580.00	-1,189.89%
TOTAL PROJECT 341	39,380.00	39,380.00	507,960.00	0.00	-468,580.00	-1,189.89%
Total R - Revenue	622,796.48	947,513.80	1,375,893.83	0.00	-428,380.03	-45.21%
EXPENSES						
PROJECT 119 - ADVANCED OP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	492,656.48	492,656.48	208,640.11	0.00	284,016.37	57.65%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 119	492,656.48	492,656.48	208,640.11	0.00	284,016.37	57.65%
PROJECT 175 - I B HIGH SCHOOL						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 175	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 283 - PROFESSIONAL TECH EXAM						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 283	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 306 - BSU DUAL CREDIT						
Salaries	0.00	177,751.00	234,258.80	0.00	-56,507.80	-31.79%
Benefits	0.00	13,598.03	48,772.84	0.00	-35,174.81	-258.68%
Materials and Supplies	0.00	47,754.00	62,935.20	0.00	-15,181.20	-31.79%
TOTAL PROJECT 306	0.00	239,103.03	345,966.84	0.00	-106,863.81	-44.69%
PROJECT 308 - NNU DUAL CREDIT						
Salaries	40,789.60	40,789.60	0.00	0.00	40,789.60	100.00%
Benefits	8,157.92	8,157.92	0.00	0.00	8,157.92	100.00%
Materials and Supplies	11,932.48	11,932.48	0.00	0.00	11,932.48	100.00%
Salaries	0.00	13,279.40	13,279.40	0.00	0.00	0.00%
Benefits	0.00	2,805.94	2,805.94	0.00	0.00	0.00%
Materials and Supplies	0.00	3,567.60	29,419.20	0.00	-25,851.60	-724.62%
TOTAL PROJECT 308	60,880.00	80,532.94	45,504.54	0.00	35,028.40	43.50%
PROJECT 316 - ISU DUAL CREDIT						
Salaries	18,090.00	18,090.00	0.00	0.00	18,090.00	100.00%
Benefits	3,618.00	3,618.00	0.00	0.00	3,618.00	100.00%
Materials and Supplies	5,292.00	5,292.00	0.00	0.00	5,292.00	100.00%
Salaries	0.00	2,918.61	38,270.40	0.00	-35,351.79	-1,211.25%
Benefits	0.00	4,892.70	8,086.54	0.00	-3,193.84	-65.28%
Materials and Supplies	0.00	6,220.80	10,281.60	0.00	-4,060.80	-65.28%
TOTAL PROJECT 316	27,000.00	41,032.11	56,638.54	0.00	-15,606.43	-38.03%

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FUND 225 - ADVANCED OPPORTUNITIES						
EXPENSES						
PROJECT 336 - UOFI DUAL CREDIT						
Salaries	1,929.60	1,929.60	308.20	0.00	1,621.40	84.03%
Benefits	385.92	385.92	65.12	0.00	320.80	83.13%
Materials and Supplies	564.48	564.48	82.80	0.00	481.68	85.33%
TOTAL PROJECT 336	2,880.00	2,880.00	456.12	0.00	2,423.88	84.16%
PROJECT 341 - CWI DUAL CREDIT						
Salaries	26,384.60	26,384.60	0.00	0.00	26,384.60	100.00%
Benefits	5,276.92	5,276.92	0.00	0.00	5,276.92	100.00%
Materials and Supplies	7,718.48	7,718.48	0.00	0.00	7,718.48	100.00%
Salaries	0.00	35,081.20	35,081.20	0.00	0.00	0.00%
Benefits	0.00	7,412.68	7,412.68	0.00	0.00	0.00%
Materials and Supplies	0.00	9,435.36	87,396.00	0.00	-77,960.64	-826.26%
TOTAL PROJECT 341	39,380.00	91,309.24	129,889.88	0.00	-38,580.64	-42.25%
PROJECT 621 - OVERLOAD COURSE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 621	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	622,796.48	947,513.80	787,096.03	0.00	160,417.77	16.93%
TOTAL FUND 225 - ADVANCED OPPORTUNITIES	0.00	0.00	$588,797.80	$0.00		
FUND 232 - INSURANCE FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	1,856,788.26	2,204,275.88	0.00	0.00	2,204,275.88	100.00%
Other Local	0.00	0.00	122,417.81	0.00	-122,417.81	0.00%
TOTAL PROJECT 000	1,856,788.26	2,204,275.88	122,417.81	0.00	2,081,858.07	94.45%
Total R - Revenue	1,856,788.26	2,204,275.88	122,417.81	0.00	2,081,858.07	94.45%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Benefits	1,856,788.26	2,204,275.88	0.00	0.00	2,204,275.88	100.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	1,856,788.26	2,204,275.88	0.00	0.00	2,204,275.88	100.00%
Total E - Expense	1,856,788.26	2,204,275.88	0.00	0.00	2,204,275.88	100.00%
TOTAL FUND 232 - INSURANCE FUND	0.00	0.00	$122,417.81	$0.00		
FUND 237 - SCHOOL BASED MEDICAID						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%
TOTAL PROJECT 000	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%
Total R - Revenue	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 237 - SCHOOL BASED MEDICAID						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%
Total E - Expense	3,055,813.63	3,055,813.63	0.00	0.00	3,055,813.63	100.00%
TOTAL FUND 237 - SCHOOL BASED MEDICAID	0.00	0.00	$0.00	$0.00		
FUND 239 - ASB						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	5,132,343.00	5,291,238.22	0.00	0.00	5,291,238.22	100.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Beg Fund Balance	952,846.17	952,846.17	0.00	0.00	952,846.17	100.00%
Beg Fund Balance	47,538.31	47,538.31	0.00	0.00	47,538.31	100.00%
TOTAL PROJECT 000	6,132,727.48	6,291,622.70	0.00	0.00	6,291,622.70	100.00%
PROJECT 555 - ASB PRINCIPAL						
Other Local	0.00	-118,961.70	121,003.70	0.00	-239,965.40	201.72%
Other Local	0.00	-274.00	274.00	0.00	-548.00	200.00%
Beg Fund Balance	31,841.74	31,841.74	0.00	0.00	31,841.74	100.00%
Other Local	0.00	-4,513.74	5,646.95	0.00	-10,160.69	225.11%
TOTAL PROJECT 555	31,841.74	-91,907.70	126,924.65	0.00	-218,832.35	238.10%
PROJECT 556 - ASB STUDENT ACTIVITY						
Other Local	0.00	-93,016.63	95,768.37	0.00	-188,785.00	202.96%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	-4,416.08	4,416.08	0.00	-8,832.16	200.00%
TOTAL PROJECT 556	0.00	-97,432.71	100,184.45	0.00	-197,617.16	202.82%
PROJECT 557 - ASB LIBRARY						
Other Local	0.00	-91,107.96	91,814.96	0.00	-182,922.92	200.78%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	-27.00	27.00	0.00	-54.00	200.00%
TOTAL PROJECT 557	0.00	-91,134.96	91,841.96	0.00	-182,976.92	200.78%
PROJECT 558 - ASB PE/HEALTH						
Other Local	0.00	-29,020.56	29,629.64	0.00	-58,650.20	202.10%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	-85.00	85.00	0.00	-170.00	200.00%
TOTAL PROJECT 558	0.00	-29,105.56	29,714.64	0.00	-58,820.20	202.09%
PROJECT 559 - ASB MUSIC/ARTS						
Other Local	0.00	-10,031.63	11,052.63	0.00	-21,084.26	210.18%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 559	0.00	-10,031.63	11,052.63	0.00	-21,084.26	210.18%

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 239 - ASB						
REVENUES						
PROJECT 560 - ASB ENRICHMENT 1						
Other Local	0.00	-4,908.11	4,908.11	0.00	-9,816.22	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 560	0.00	-4,908.11	4,908.11	0.00	-9,816.22	200.00%
PROJECT 561 - ASB ENRICHMENT 2						
Other Local	0.00	-10,905.42	10,905.42	0.00	-21,810.84	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	-153.00	153.00	0.00	-306.00	200.00%
TOTAL PROJECT 561	0.00	-11,058.42	11,058.42	0.00	-22,116.84	200.00%
PROJECT 562 - ASB ENRICHMENT 3						
Other Local	0.00	-6,285.23	6,285.23	0.00	-12,570.46	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 562	0.00	-6,285.23	6,285.23	0.00	-12,570.46	200.00%
PROJECT 563 - ASB ENRICHMENT 4						
Other Local	0.00	-25,429.76	25,429.76	0.00	-50,859.52	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 563	0.00	-25,429.76	25,429.76	0.00	-50,859.52	200.00%
PROJECT 564 - ASB STUDENT COUNCIL						
Other Local	0.00	-3,296.79	3,831.79	0.00	-7,128.58	216.23%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 564	0.00	-3,296.79	3,831.79	0.00	-7,128.58	216.23%
PROJECT 565 - ASB YEARBOOK						
Other Local	0.00	-26,355.60	25,414.58	0.00	-51,770.18	196.43%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	-4,054.57	4,821.86	0.00	-8,876.43	218.92%
TOTAL PROJECT 565	0.00	-30,410.17	30,236.44	0.00	-60,646.61	199.43%
PROJECT 570 - ASB MISC 1						
Other Local	0.00	-6,147.03	6,147.03	0.00	-12,294.06	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 570	0.00	-6,147.03	6,147.03	0.00	-12,294.06	200.00%
PROJECT 571 - ASB MISC 2						
Other Local	0.00	-1,526.29	1,526.29	0.00	-3,052.58	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 571	0.00	-1,526.29	1,526.29	0.00	-3,052.58	200.00%
PROJECT 572 - ASB MISC 3						
Other Local	0.00	-661.05	661.05	0.00	-1,322.10	200.00%

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Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 239 - ASB						
REVENUES						
PROJECT 572 - ASB MISC 3						
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 572	0.00	-661.05	661.05	0.00	-1,322.10	200.00%
PROJECT 573 - ASB MISC 4						
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 573	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 574 - ASB MISC 5						
Other Local	0.00	-5,799.37	5,799.37	0.00	-11,598.74	200.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 574	0.00	-5,799.37	5,799.37	0.00	-11,598.74	200.00%
Total R - Revenue	6,164,569.22	5,876,487.92	455,601.82	0.00	5,420,886.10	92.25%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Materials and Supplies	0.00	0.00	8,008.45	0.00	-8,008.45	0.00%
Materials and Supplies	5,132,343.00	5,291,238.22	0.00	0.00	5,291,238.22	100.00%
TOTAL PROJECT 000	5,132,343.00	5,291,238.22	8,008.45	0.00	5,283,229.77	99.85%
PROJECT 555 - ASB PRINCIPAL						
Materials and Supplies	206,372.44	325,105.14	142,181.10	0.00	182,924.04	56.27%
Materials and Supplies	0.00	274.00	0.00	0.00	274.00	100.00%
Materials and Supplies	28,546.96	35,000.31	21,797.79	0.00	13,202.52	37.72%
TOTAL PROJECT 555	234,919.40	360,379.45	163,978.89	0.00	196,400.56	54.50%
PROJECT 556 - ASB STUDENT ACTIVITY						
Materials and Supplies	351,963.62	443,218.46	121,802.57	0.00	321,415.89	72.52%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	29,133.52	33,549.60	10,211.74	0.00	23,337.86	69.56%
TOTAL PROJECT 556	381,097.14	476,768.06	132,014.31	0.00	344,753.75	72.31%
PROJECT 557 - ASB LIBRARY						
Materials and Supplies	121,418.75	212,530.66	84,461.29	0.00	128,069.37	60.26%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	442.54	377.24	63.59	0.00	313.65	83.14%
TOTAL PROJECT 557	121,861.29	212,907.90	84,524.88	0.00	128,383.02	60.30%
PROJECT 558 - ASB PE/HEALTH						
Materials and Supplies	72,755.44	102,057.37	23,755.49	0.00	78,301.88	76.72%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	27.98	112.98	98.99	0.00	13.99	12.38%
TOTAL PROJECT 558	72,783.42	102,170.35	23,854.48	0.00	78,315.87	76.65%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 239 - ASB						
EXPENSES						
PROJECT 559 - ASB MUSIC/ARTS						
Materials and Supplies	35,989.48	46,903.45	12,536.69	0.00	34,366.76	73.27%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	307.50	307.50	100.00	0.00	207.50	67.48%
TOTAL PROJECT 559	36,296.98	47,210.95	12,636.69	0.00	34,574.26	73.23%
PROJECT 560 - ASB ENRICHMENT 1						
Materials and Supplies	5,027.15	9,424.75	2,288.38	0.00	7,136.37	75.72%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 560	5,027.15	9,424.75	2,288.38	0.00	7,136.37	75.72%
PROJECT 561 - ASB ENRICHMENT 2						
Materials and Supplies	70,318.50	81,654.30	56,587.59	0.00	25,066.71	30.70%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	2,793.52	2,519.94	1,246.07	0.00	1,273.87	50.55%
TOTAL PROJECT 561	73,112.02	84,174.24	57,833.66	0.00	26,340.58	31.29%
PROJECT 562 - ASB ENRICHMENT 3						
Materials and Supplies	8,152.14	14,520.22	4,993.80	0.00	9,526.42	65.61%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	3,723.85	3,723.85	303.35	0.00	3,420.50	91.85%
TOTAL PROJECT 562	11,875.99	18,244.07	5,297.15	0.00	12,946.92	70.97%
PROJECT 563 - ASB ENRICHMENT 4						
Materials and Supplies	32,310.42	57,975.16	23,740.45	0.00	34,234.71	59.05%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 563	32,310.42	57,975.16	23,740.45	0.00	34,234.71	59.05%
PROJECT 564 - ASB STUDENT COUNCIL						
Materials and Supplies	9,032.75	13,717.75	4,162.87	0.00	9,554.88	69.65%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	908.90	2,104.15	1,390.40	0.00	713.75	33.92%
TOTAL PROJECT 564	9,941.65	15,821.90	5,553.27	0.00	10,268.63	64.90%
PROJECT 565 - ASB YEARBOOK						
Materials and Supplies	16,980.31	41,947.70	21,803.39	0.00	20,144.31	48.02%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	10,206.33	13,260.90	4,946.32	0.00	8,314.58	62.70%
TOTAL PROJECT 565	27,186.64	55,208.60	26,749.71	0.00	28,458.89	51.55%
PROJECT 570 - ASB MISC 1						
Materials and Supplies	9,715.06	16,334.72	3,672.26	0.00	12,662.46	77.52%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	830.13	416.66	72.20	0.00	344.46	82.67%
TOTAL PROJECT 570	10,545.19	16,751.38	3,744.46	0.00	13,006.92	77.65%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 239 - ASB						
EXPENSES						
PROJECT 571 - ASB MISC 2						
Materials and Supplies	6,785.62	8,311.91	1,587.86	0.00	6,724.05	80.90%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	1,143.96	1,143.96	0.00	0.00	1,143.96	100.00%
TOTAL PROJECT 571	7,929.58	9,455.87	1,587.86	0.00	7,868.01	83.21%
PROJECT 572 - ASB MISC 3						
Materials and Supplies	2,447.18	4,242.03	2,443.24	0.00	1,798.79	42.40%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	768.67	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 572	3,215.85	4,242.03	2,443.24	0.00	1,798.79	42.40%
PROJECT 573 - ASB MISC 4						
Materials and Supplies	704.19	704.19	0.00	0.00	704.19	100.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	294.21	57.00	0.00	0.00	57.00	100.00%
TOTAL PROJECT 573	998.40	761.19	0.00	0.00	761.19	100.00%
PROJECT 574 - ASB MISC 5						
Materials and Supplies	2,873.12	8,672.49	5,627.76	0.00	3,044.73	35.11%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	251.98	55.35	0.00	0.00	55.35	100.00%
TOTAL PROJECT 574	3,125.10	8,727.84	5,627.76	0.00	3,100.08	35.52%
Total E - Expense	6,164,569.22	6,771,461.96	559,883.64	0.00	6,211,578.32	91.73%
TOTAL FUND 239 - ASB	0.00	-894,974.04	($104,281.82)	$0.00		
FUND 241 - DRIVER'S EDUCATION						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	3,861.02	-21,248.07	0.00	0.00	-21,248.07	100.00%
Driver Ed Program	115,000.00	115,000.00	-97,200.00	0.00	212,200.00	184.52%
Other Local	215,625.00	215,625.00	166,395.52	0.00	49,229.48	22.83%
TOTAL PROJECT 000	334,486.02	309,376.93	69,195.52	0.00	240,181.41	77.63%
Total R - Revenue	334,486.02	309,376.93	69,195.52	0.00	240,181.41	77.63%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	180,359.00	178,186.00	144,094.41	-944.44	35,036.03	19.66%
Benefits	28,876.12	24,154.65	19,418.41	-72.25	4,808.49	19.91%
Purchased Services	103,028.66	86,995.29	82,571.39	0.00	4,423.90	5.09%
Materials and Supplies	18,492.10	16,310.85	14,692.38	0.00	1,618.47	9.92%
Insurance-Judgements	3,730.14	3,730.14	0.00	0.00	3,730.14	100.00%
TOTAL PROJECT 000	334,486.02	309,376.93	260,776.59	-1,016.69	49,617.03	16.04%
Total E - Expense	334,486.02	309,376.93	260,776.59	-1,016.69	49,617.03	16.04%
TOTAL FUND 241 - DRIVER'S EDUCATION	0.00	0.00	($191,581.07)	$1,016.69		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	4,200.00	0.00	0.00	4,200.00	100.00%
Other Local	0.00	0.00	-4,200.00	0.00	4,200.00	0.00%
Rentals	0.00	0.00	0.00	0.00	0.00	0.00%
000000	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	4,200.00	-4,200.00	0.00	8,400.00	200.00%
PROJECT 011 - RESIDENTIAL FACILITIES						
Beg Fund Balance	46,841.00	46,841.00	0.00	0.00	46,841.00	100.00%
TOTAL PROJECT 011	46,841.00	46,841.00	0.00	0.00	46,841.00	100.00%
PROJECT 029 - SECURING OUR FUTURE						
Beg Fund Balance	0.00	-82,820.25	0.00	0.00	-82,820.25	100.00%
Other State Support	0.00	82,820.25	0.00	0.00	82,820.25	100.00%
TOTAL PROJECT 029	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 046 - MUSIC FESTIVAL						
Other Local	5,000.00	5,000.00	6,265.00	0.00	-1,265.00	-25.30%
Beg Fund Balance	2,625.00	2,696.76	0.00	0.00	2,696.76	100.00%
TOTAL PROJECT 046	7,625.00	7,696.76	6,265.00	0.00	1,431.76	18.60%
PROJECT 049 - PROJECT FILTER						
Beg Fund Balance	0.00	95,000.00	0.00	0.00	95,000.00	100.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 049	0.00	95,000.00	0.00	0.00	95,000.00	100.00%
PROJECT 064 - HEALTH & WELFARE						
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 064	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 065 - E-RATE PROCEEDS						
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
Beg Fund Balance	5,334,788.87	3,601,432.69	0.00	0.00	3,601,432.69	100.00%
Other Local	3,250,000.00	3,250,000.00	1,044,043.16	0.00	2,205,956.84	67.88%
TOTAL PROJECT 065	8,584,788.87	6,851,432.69	1,044,043.16	0.00	5,807,389.53	84.76%
PROJECT 068 - TTIA CSI UP						
Title I-ESEA	116,663.00	116,663.00	9,859.97	0.00	106,803.03	91.55%
TOTAL PROJECT 068	116,663.00	116,663.00	9,859.97	0.00	106,803.03	91.55%
PROJECT 072 - SAT						
Beg Fund Balance	0.00	2,949.00	0.00	0.00	2,949.00	100.00%
TOTAL PROJECT 072	0.00	2,949.00	0.00	0.00	2,949.00	100.00%
PROJECT 073 - TITLE I PROG INCOME						
Beg Fund Balance	403.00	403.00	0.00	0.00	403.00	100.00%
TOTAL PROJECT 073	403.00	403.00	0.00	0.00	403.00	100.00%
PROJECT 074 - DYSLEXIA						
Beg Fund Balance	0.00	32,626.00	0.00	0.00	32,626.00	100.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
REVENUES						
PROJECT 074 - DYSLEXIA						
Other State Support	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 074	0.00	32,626.00	0.00	0.00	32,626.00	100.00%
PROJECT 080 - SUPPLEMENTAL RESERVE FUND						
Beg Fund Balance	10,957,809.00	-1,606,809.10	0.00	0.00	-1,606,809.10	100.00%
Other Local	0.00	5,362,635.98	0.00	0.00	5,362,635.98	100.00%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 080	10,957,809.00	3,755,826.88	0.00	0.00	3,755,826.88	100.00%
PROJECT 094 - 1:1 DEVICE INS						
Beg Fund Balance	581,318.55	718,286.06	0.00	0.00	718,286.06	100.00%
Other Local	275,000.00	275,000.00	261,667.67	0.00	13,332.33	4.85%
Rentals	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 094	856,318.55	993,286.06	261,667.67	0.00	731,618.39	73.66%
PROJECT 095 - H & W MINI GRANT						
Beg Fund Balance	0.00	14,139.39	0.00	0.00	14,139.39	100.00%
Other State Support	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 095	0.00	14,139.39	0.00	0.00	14,139.39	100.00%
PROJECT 148 - MASTER EDUC PREMIUM						
Beg Fund Balance	0.00	956.00	0.00	0.00	956.00	100.00%
TOTAL PROJECT 148	0.00	956.00	0.00	0.00	956.00	100.00%
PROJECT 187 - GIFTED AND TALENTED						
Beg Fund Balance	0.00	-54,260.75	0.00	0.00	-54,260.75	100.00%
Other Local	0.00	54,744.87	0.00	0.00	54,744.87	100.00%
TOTAL PROJECT 187	0.00	484.12	0.00	0.00	484.12	100.00%
PROJECT 210 - WELDING						
Beg Fund Balance	0.00	-2,481.15	0.00	0.00	-2,481.15	100.00%
Other Local	0.00	2,888.73	0.00	0.00	2,888.73	100.00%
TOTAL PROJECT 210	0.00	407.58	0.00	0.00	407.58	100.00%
PROJECT 223 - CULINARY ARTS						
Beg Fund Balance	12,826.32	11,207.96	0.00	0.00	11,207.96	100.00%
Other Local	11,000.00	18,834.23	31,060.55	0.00	-12,226.32	-64.92%
TOTAL PROJECT 223	23,826.32	30,042.19	31,060.55	0.00	-1,018.36	-3.39%
PROJECT 288 - CTE MAGNET						
Beg Fund Balance	3,142,713.22	3,526,918.15	0.00	0.00	3,526,918.15	100.00%
Professional Technical Program	1,050,000.00	1,808,898.70	1,084,141.00	0.00	724,757.70	40.07%
TOTAL PROJECT 288	4,192,713.22	5,335,816.85	1,084,141.00	0.00	4,251,675.85	79.68%
PROJECT 310 - WEST ADA ED FOUNDATION						
Beg Fund Balance	0.00	-68.39	0.00	0.00	-68.39	100.00%
Other Local	0.00	853.85	0.00	0.00	853.85	100.00%
TOTAL PROJECT 310	0.00	785.46	0.00	0.00	785.46	100.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
REVENUES						
PROJECT 315 - LITERACY						
Base Support Program	8,385,610.78	7,980,947.14	8,344,460.00	0.00	-363,512.86	-4.55%
Beg Fund Balance	177,211.52	543,719.47	0.00	0.00	543,719.47	100.00%
TOTAL PROJECT 315	8,562,822.30	8,524,666.61	8,344,460.00	0.00	180,206.61	2.11%
PROJECT 329 - STATE SUPRT-L.E.P.						
Beg Fund Balance	0.00	94,162.00	0.00	0.00	94,162.00	100.00%
Other State Support	439,398.00	354,822.00	448,984.00	0.00	-94,162.00	-26.54%
TOTAL PROJECT 329	439,398.00	448,984.00	448,984.00	0.00	0.00	0.00%
PROJECT 332 - STATE SUPRT-REMEDIATION						
Beg Fund Balance	547,367.39	656,713.38	0.00	0.00	656,713.38	100.00%
Other State Support	452,427.00	452,427.00	423,970.00	0.00	28,457.00	6.29%
TOTAL PROJECT 332	999,794.39	1,109,140.38	423,970.00	0.00	685,170.38	61.77%
PROJECT 334 - STEM GRANTS						
Beg Fund Balance	0.00	-3,810.16	0.00	0.00	-3,810.16	100.00%
Othr Ind Federal Programs	0.00	3,810.16	0.00	0.00	3,810.16	100.00%
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 334	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 339 - INSTRUCTIONAL RESERVE						
Beg Fund Balance	2,106,186.46	2,106,186.46	0.00	0.00	2,106,186.46	100.00%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 339	2,106,186.46	2,106,186.46	0.00	0.00	2,106,186.46	100.00%
PROJECT 342 - LEP ENHANCEMENT GRANT						
Beg Fund Balance	3,011.89	296.70	0.00	0.00	296.70	100.00%
Other State Support	85,000.00	85,863.34	85,000.00	0.00	863.34	1.01%
TOTAL PROJECT 342	88,011.89	86,160.04	85,000.00	0.00	1,160.04	1.35%
PROJECT 348 - CAREER COUNSELORS						
Beg Fund Balance	524,015.17	481,952.02	0.00	0.00	481,952.02	100.00%
Other State Support	1,030,000.00	1,058,671.49	1,074,693.00	0.00	-16,021.51	-1.51%
TOTAL PROJECT 348	1,554,015.17	1,540,623.51	1,074,693.00	0.00	465,930.51	30.24%
PROJECT 352 - MISC. GRANTS						
Beg Fund Balance	0.00	4,709.89	0.00	0.00	4,709.89	100.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 352	0.00	4,709.89	0.00	0.00	4,709.89	100.00%
PROJECT 353 - ED-FI CTA GRANT						
Beg Fund Balance	0.00	38,693.00	0.00	0.00	38,693.00	100.00%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 353	0.00	38,693.00	0.00	0.00	38,693.00	100.00%
PROJECT 373 - CTE SUMMER SCHOOL						
Beg Fund Balance	0.00	7,192.62	0.00	0.00	7,192.62	100.00%
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 373	0.00	7,192.62	0.00	0.00	7,192.62	100.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
REVENUES						
PROJECT 374 - SOURCES OF STRENGTH						
Beg Fund Balance	0.00	-9,747.94	0.00	0.00	-9,747.94	100.00%
Other Local	0.00	9,747.94	0.00	0.00	9,747.94	100.00%
TOTAL PROJECT 374	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 402 - CHARTER SCHOOL FACILITY						
Beg Fund Balance	468,490.20	623,226.20	0.00	0.00	623,226.20	100.00%
Other Local	159,200.00	159,200.00	161,108.00	0.00	-1,908.00	-1.20%
TOTAL PROJECT 402	627,690.20	782,426.20	161,108.00	0.00	621,318.20	79.41%
PROJECT 404 - FMRI						
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 404	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 406 - OPERATION SCHOOL BELL						
Beg Fund Balance	0.00	33.25	0.00	0.00	33.25	100.00%
TOTAL PROJECT 406	0.00	33.25	0.00	0.00	33.25	100.00%
PROJECT 407 - D/HH PROGRAM (SP ED)						
Beg Fund Balance	183,695.63	19,449.60	0.00	0.00	19,449.60	100.00%
Tuition From Individuals	341,580.03	460,758.16	140,170.76	0.00	320,587.40	69.58%
TOTAL PROJECT 407	525,275.66	480,207.76	140,170.76	0.00	340,037.00	70.81%
PROJECT 456 - ATHLETIC FEES						
Beg Fund Balance	0.00	-163,466.50	0.00	0.00	-163,466.50	100.00%
Tuition From Individuals	901,223.12	1,064,205.50	927,448.17	0.00	136,757.33	12.85%
TOTAL PROJECT 456	901,223.12	900,739.00	927,448.17	0.00	-26,709.17	-2.97%
PROJECT 458 - SUB TRAINING						
Beg Fund Balance	3,507.30	-2,166.34	0.00	0.00	-2,166.34	100.00%
Other Local	0.00	5,673.64	0.00	0.00	5,673.64	100.00%
TOTAL PROJECT 458	3,507.30	3,507.30	0.00	0.00	3,507.30	100.00%
Total R - Revenue	40,594,912.45	33,322,826.00	14,038,671.28	0.00	19,284,154.72	57.87%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	4,200.00	0.00	0.00	4,200.00	100.00%
TOTAL PROJECT 000	0.00	4,200.00	0.00	0.00	4,200.00	100.00%
PROJECT 011 - RESIDENTIAL FACILITIES						
Purchased Services	46,841.00	46,841.00	0.00	0.00	46,841.00	100.00%
Materials and Supplies	0.00	0.00	-46,841.00	0.00	46,841.00	0.00%
TOTAL PROJECT 011	46,841.00	46,841.00	-46,841.00	0.00	93,682.00	200.00%
PROJECT 029 - SECURING OUR FUTURE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	82,820.25	0.00	-82,820.25	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 029	0.00	0.00	82,820.25	0.00	-82,820.25	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 046 - MUSIC FESTIVAL						
Salaries	2,500.00	1,434.07	300.00	0.00	1,134.07	79.08%
Benefits	600.00	600.00	63.39	0.00	536.61	89.44%
Materials and Supplies	4,525.00	5,662.69	5,662.69	0.00	0.00	0.00%
TOTAL PROJECT 046	7,625.00	7,696.76	6,026.08	0.00	1,670.68	21.71%
PROJECT 047 - DSC CONTRIBUTIONS						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 047	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 049 - PROJECT FILTER						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	95,000.00	39,742.50	-2,399.70	57,657.20	60.69%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 049	0.00	95,000.00	39,742.50	-2,399.70	57,657.20	60.69%
PROJECT 065 - E-RATE PROCEEDS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	556,000.00	587,438.30	416,147.40	-29,788.89	201,079.79	34.23%
Benefits	178,200.00	178,461.72	130,712.10	-12,775.98	60,525.60	33.92%
Purchased Services	170,000.00	225,932.32	185,771.12	0.00	40,161.20	17.78%
Materials and Supplies	333,485.94	3,853,600.35	5,136.92	0.00	3,848,463.43	99.87%
Capital	7,347,102.93	2,006,000.00	2,005,968.00	0.00	32.00	0.00%
TOTAL PROJECT 065	8,584,788.87	6,851,432.69	2,743,735.54	-42,564.87	4,150,262.02	60.58%
PROJECT 068 - TTIA CSI UP						
Salaries	76,700.00	76,700.00	42,834.07	-7,140.02	41,005.95	53.46%
Benefits	24,020.00	24,020.00	16,318.37	-2,705.40	10,407.03	43.33%
Purchased Services	2,000.00	2,000.00	0.00	0.00	2,000.00	100.00%
Materials and Supplies	13,943.00	13,943.00	0.00	0.00	13,943.00	100.00%
TOTAL PROJECT 068	116,663.00	116,663.00	59,152.44	-9,845.42	67,355.98	57.74%
PROJECT 072 - SAT						
Salaries	0.00	2,949.00	0.00	0.00	2,949.00	100.00%
Materials and Supplies	0.00	0.00	-2,949.00	0.00	2,949.00	0.00%
TOTAL PROJECT 072	0.00	2,949.00	-2,949.00	0.00	5,898.00	200.00%
PROJECT 073 - TITLE I PROG INCOME						
Materials and Supplies	0.00	0.00	-403.00	0.00	403.00	0.00%
Capital	403.00	403.00	0.00	0.00	403.00	100.00%
TOTAL PROJECT 073	403.00	403.00	-403.00	0.00	806.00	200.00%
PROJECT 074 - DYSLEXIA						
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	32,626.00	0.00	0.00	32,626.00	100.00%
TOTAL PROJECT 074	0.00	32,626.00	0.00	0.00	32,626.00	100.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 080 - SUPPLEMENTAL RESERVE FUND						
Salaries	800,000.00	800,000.00	0.00	0.00	800,000.00	100.00%
Benefits	290,400.00	282,075.11	0.00	0.00	282,075.11	100.00%
Materials and Supplies	1,126,597.29	1,126,597.29	0.00	0.00	1,126,597.29	100.00%
Salaries	825,000.00	689,065.69	1,565,636.06	-84,868.96	-791,701.41	-114.89%
Benefits	0.00	233,313.48	585,721.77	-46,126.98	-306,281.31	-131.27%
Purchased Services	100,000.00	50,000.00	45,017.58	0.00	4,982.42	9.96%
Materials and Supplies	75,058.00	125,058.00	38,177.36	0.00	86,880.64	69.47%
Capital	50,000.00	48,729.73	2,548.00	0.00	46,181.73	94.77%
Salaries	0.00	0.00	650,343.73	-44,897.77	-605,445.96	0.00%
Benefits	0.00	0.00	242,596.33	-20,538.27	-222,058.06	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	780,000.00	400,987.58	0.00	0.00	400,987.58	100.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	6,910,753.71	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 080	10,957,809.00	3,755,826.88	3,130,040.83	-196,431.98	822,218.03	21.89%
PROJECT 094 - 1:1 DEVICE INS						
Salaries	90,624.12	90,624.12	0.00	0.00	90,624.12	100.00%
Benefits	40,705.45	40,705.45	0.00	0.00	40,705.45	100.00%
Purchased Services	110,940.80	110,940.80	26,913.19	0.00	84,027.61	75.74%
Materials and Supplies	291,318.55	576,015.69	94,997.70	0.00	481,017.99	83.51%
Capital	175,000.00	175,000.00	0.00	0.00	175,000.00	100.00%
Transfers	147,729.63	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 094	856,318.55	993,286.06	121,910.89	0.00	871,375.17	87.73%
PROJECT 095 - H & W MINI GRANT						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	14,139.39	9,477.77	0.00	4,661.62	32.97%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 095	0.00	14,139.39	9,477.77	0.00	4,661.62	32.97%
PROJECT 148 - MASTER EDUC PREMIUM						
Salaries	0.00	956.00	0.00	0.00	956.00	100.00%
Materials and Supplies	0.00	0.00	-956.00	0.00	956.00	0.00%
TOTAL PROJECT 148	0.00	956.00	-956.00	0.00	1,912.00	200.00%
PROJECT 187 - GIFTED AND TALENTED						
Salaries	0.00	0.00	33,084.26	-3,308.43	-29,775.83	0.00%
Benefits	0.00	484.12	27,018.64	-2,784.26	-23,750.26	-4,905.86%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 187	0.00	484.12	60,102.90	-6,092.69	-53,526.09	-11,056.

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 210 - WELDING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	5,326.91	5,326.91	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 210	0.00	5,326.91	5,326.91	0.00	0.00	0.00%
PROJECT 223 - CULINARY ARTS						
Purchased Services	0.00	8,609.95	0.00	0.00	8,609.95	100.00%
Materials and Supplies	23,826.32	30,817.91	30,817.91	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 223	23,826.32	39,427.86	30,817.91	0.00	8,609.95	21.84%
PROJECT 288 - CTE MAGNET						
Salaries	874,024.66	885,962.66	685,911.68	-49,366.87	249,417.85	28.15%
Benefits	203,324.00	236,900.14	206,005.28	-17,420.18	48,315.04	20.39%
Purchased Services	326,397.00	326,805.56	213,618.86	0.00	113,186.70	34.63%
Materials and Supplies	2,106,367.56	2,429,687.93	397,493.11	-8,295.07	2,040,489.89	83.98%
Capital	585,000.00	1,343,898.70	313,428.29	-11,850.00	1,042,320.41	77.56%
Salaries	57,000.00	75,212.33	67,100.90	-6,275.31	14,386.74	19.13%
Benefits	40,600.00	31,654.48	26,756.96	-2,544.37	7,441.89	23.51%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 288	4,192,713.22	5,330,121.80	1,910,315.08	-95,751.80	3,515,558.52	65.96%
PROJECT 302 - AFTER SCHOOL PROGRAM						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 302	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 310 - WEST ADA ED FOUNDATION						
Salaries	0.00	8,652.96	10,045.44	0.00	-1,392.48	-16.09%
Benefits	0.00	785.46	768.49	0.00	16.97	2.16%
Materials and Supplies	0.00	-8,652.96	-10,882.32	0.00	2,229.36	-25.76%
TOTAL PROJECT 310	0.00	785.46	-68.39	0.00	853.85	108.71%
PROJECT 315 - LITERACY						
Salaries	5,276,095.79	5,373,720.45	4,403,013.43	-399,298.91	1,370,005.93	25.49%
Benefits	2,529,672.17	2,473,956.15	1,806,428.46	-174,211.61	841,739.30	34.02%
Purchased Services	11,183.18	15,183.18	0.00	0.00	15,183.18	100.00%
Materials and Supplies	745,871.16	661,806.83	193,531.33	0.00	468,275.50	70.76%
TOTAL PROJECT 315	8,562,822.30	8,524,666.61	6,402,973.22	-573,510.52	2,695,203.91	31.62%
PROJECT 329 - STATE SUPRT-L.E.P.						
Salaries	87,772.47	77,000.00	61,304.42	-5,305.94	21,001.52	27.27%
Benefits	33,723.59	41,000.00	23,061.12	-2,289.44	20,228.32	49.34%
Materials and Supplies	10,000.00	5,000.00	60.00	0.00	4,940.00	98.80%
Salaries	69,098.03	35,500.00	28,233.54	-2,545.89	9,812.35	27.64%
Benefits	30,459.50	28,500.00	11,599.28	-1,120.20	18,020.92	63.23%
Materials and Supplies	5,000.00	5,000.00	0.00	0.00	5,000.00	100.00%

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Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 329 - STATE SUPRT-L.E.P.						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	93,129.50	128,030.51	53,851.18	-1,476.13	75,655.46	59.09%
Benefits	30,816.91	28,500.00	11,064.15	-298.13	17,733.98	62.22%
Purchased Services	16,000.00	36,000.00	13,749.34	0.00	22,250.66	61.81%
Materials and Supplies	53,271.00	64,453.49	29,466.59	0.00	34,986.90	54.28%
Capital	10,127.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 329	439,398.00	448,984.00	232,389.62	-13,035.73	229,630.11	51.14%
PROJECT 332 - STATE SUPRT-REMEDIATION						
Salaries	347,559.28	347,559.28	0.00	0.00	347,559.28	100.00%
Benefits	63,322.97	27,464.63	0.02	0.00	27,464.61	100.00%
Salaries	223,668.78	293,509.40	97,522.21	-9,663.98	205,651.17	70.07%
Benefits	31,978.42	45,164.46	37,929.01	-3,833.77	11,069.22	24.51%
Salaries	0.00	43,626.72	36,484.96	-3,635.56	10,777.32	24.70%
Benefits	0.00	10,322.56	8,567.07	-876.25	2,631.74	25.50%
Salaries	160,000.00	170,935.50	41,278.93	-3,083.59	132,740.16	77.66%
Benefits	55,985.00	53,277.89	14,709.44	-1,498.84	40,067.29	75.20%
Benefits	117,279.94	117,279.94	0.00	0.00	117,279.94	100.00%
TOTAL PROJECT 332	999,794.39	1,109,140.38	236,491.64	-22,591.99	895,240.73	80.71%
PROJECT 334 - STEM GRANTS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 334	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 339 - INSTRUCTIONAL RESERVE						
Materials and Supplies	2,106,186.46	2,106,186.46	1,825,926.51	-1,206,328.97	1,486,588.92	70.58%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 339	2,106,186.46	2,106,186.46	1,825,926.51	-1,206,328.97	1,486,588.92	70.58%
PROJECT 342 - LEP ENHANCEMENT GRANT						
Salaries	59,463.95	0.00	-0.04	0.00	0.04	0.00%
Benefits	22,760.05	50.00	-934.57	0.00	984.57	1,969.14%
Materials and Supplies	5,787.89	5,060.33	349.80	0.00	4,710.53	93.09%
Salaries	0.00	56,234.06	51,547.87	-4,686.18	9,372.37	16.67%
Benefits	0.00	24,815.65	18,399.47	-1,705.14	8,121.32	32.73%
TOTAL PROJECT 342	88,011.89	86,160.04	69,362.53	-6,391.32	23,188.83	26.91%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 348 - CAREER COUNSELORS						
Salaries	849,389.93	874,749.61	733,808.98	-70,721.14	211,661.77	24.20%
Benefits	325,955.95	346,209.46	299,125.52	-29,136.19	76,220.13	22.02%
Purchased Services	45,778.45	70,778.45	0.00	0.00	70,778.45	100.00%
Materials and Supplies	332,890.84	248,885.99	59,587.58	0.00	189,298.41	76.06%
TOTAL PROJECT 348	1,554,015.17	1,540,623.51	1,092,522.08	-99,857.33	547,958.76	35.57%
PROJECT 352 - MISC. GRANTS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	4,709.89	220.00	0.00	4,489.89	95.33%
TOTAL PROJECT 352	0.00	4,709.89	220.00	0.00	4,489.89	95.33%
PROJECT 353 - ED-FI CTA GRANT						
Purchased Services	0.00	38,693.00	0.00	0.00	38,693.00	100.00%
Materials and Supplies	0.00	0.00	-38,693.00	0.00	38,693.00	0.00%
TOTAL PROJECT 353	0.00	38,693.00	-38,693.00	0.00	77,386.00	200.00%
PROJECT 373 - CTE SUMMER SCHOOL						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	7,192.62	3,303.49	0.00	3,889.13	54.07%
TOTAL PROJECT 373	0.00	7,192.62	3,303.49	0.00	3,889.13	54.07%
PROJECT 374 - SOURCES OF STRENGTH						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	9,747.94	0.00	-9,747.94	0.00%
TOTAL PROJECT 374	0.00	0.00	9,747.94	0.00	-9,747.94	0.00%
PROJECT 402 - CHARTER SCHOOL FACILITY						
Capital	627,690.20	782,426.20	32,176.00	0.00	750,250.20	95.89%
TOTAL PROJECT 402	627,690.20	782,426.20	32,176.00	0.00	750,250.20	95.89%
PROJECT 404 - FMRI						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 404	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 406 - OPERATION SCHOOL BELL						
Purchased Services	0.00	33.25	0.00	0.00	33.25	100.00%
TOTAL PROJECT 406	0.00	33.25	0.00	0.00	33.25	100.00%
PROJECT 407 - D/HH PROGRAM (SP ED)						
Salaries	293,826.53	259,757.50	220,339.75	-22,552.85	61,970.60	23.86%
Benefits	160,073.32	149,074.45	117,206.67	-11,821.49	43,689.27	29.31%
Purchased Services	47,600.00	47,600.00	10,537.43	0.00	37,062.57	77.86%
Materials and Supplies	1,103.32	1,103.32	0.00	0.00	1,103.32	100.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 242 - SPECIAL FUND ACTIVITIES						
EXPENSES						
PROJECT 407 - D/HH PROGRAM (SP ED)						
Salaries	10,850.45	8,742.07	-2,120.40	-2,961.04	13,823.51	158.13%
Benefits	11,822.04	13,930.42	11,511.26	-1,172.12	3,591.28	25.78%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 407	525,275.66	480,207.76	357,474.71	-38,507.50	161,240.55	33.58%
PROJECT 456 - ATHLETIC FEES						
Salaries	651,970.08	562,398.37	1,133,734.86	-10,018.51	-561,317.98	-99.81%
Benefits	109,206.86	201,506.83	155,202.88	-1,931.41	48,235.36	23.94%
Purchased Services	13,000.00	9,787.62	262.14	0.00	9,525.48	97.32%
Materials and Supplies	8,739.00	8,739.00	7.96	0.00	8,731.04	99.91%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	100,123.32	97,927.28	107,467.50	0.00	-9,540.22	-9.74%
Benefits	18,183.86	20,379.90	17,098.39	0.00	3,281.51	16.10%
TOTAL PROJECT 456	901,223.12	900,739.00	1,413,773.73	-11,949.92	-501,084.81	-55.63%
PROJECT 458 - SUB TRAINING						
Purchased Services	3,507.30	279.49	0.00	0.00	279.49	100.00%
Materials and Supplies	0.00	3,227.81	3,227.81	0.00	0.00	0.00%
TOTAL PROJECT 458	3,507.30	3,507.30	3,227.81	0.00	279.49	7.97%
Total E - Expense	40,594,912.45	33,331,435.95	19,789,147.99	-2,325,259.74	15,867,547.70	47.61%
TOTAL FUND 242 - SPECIAL FUND ACTIVITIES	0.00	-8,609.95	($5,750,476.71)	$2,325,259.74		
FUND 243 - STATE CTE ADDED COSTS						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Professional Technical Program	1,413,656.25	1,495,136.39	1,495,136.39	0.00	0.00	0.00%
TOTAL PROJECT 000	1,413,656.25	1,495,136.39	1,495,136.39	0.00	0.00	0.00%
Total R - Revenue	1,413,656.25	1,495,136.39	1,495,136.39	0.00	0.00	0.00%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	302.50	302.50	0.00	0.00	0.00%
Benefits	0.00	23.15	23.15	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	-71,230.46	-101,465.80	0.00	30,235.34	-42.45%
TOTAL PROJECT 000	0.00	-70,904.81	-101,140.15	0.00	30,235.34	-42.64%
PROJECT 203 - COLLISION TECH						
Salaries	0.00	2,506.23	2,506.23	0.00	0.00	0.00%
Benefits	0.00	529.57	529.57	0.00	0.00	0.00%
Purchased Services	0.00	2,075.66	2,075.66	0.00	0.00	0.00%
Materials and Supplies	14,607.54	53,312.60	53,312.60	1,735.95	-1,735.95	-3.26%
Capital	1,865.00	28,922.63	26,233.12	0.00	2,689.51	9.30%
TOTAL PROJECT 203	16,472.54	87,346.69	84,657.18	1,735.95	953.56	1.09%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
PROJECT 204 - LAW ENFORCEMENT						
Salaries	3,144.00	6,838.16	6,838.16	0.00	0.00	0.00%
Benefits	775.00	1,444.90	1,444.91	0.00	-0.01	0.00%
Purchased Services	1,500.00	30.00	30.00	0.00	0.00	0.00%
Materials and Supplies	8,308.11	12.33	12.33	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 204	13,727.11	8,325.39	8,325.40	0.00	-0.01	0.00%
PROJECT 205 - FIREFIGHTING						
Salaries	1,638.65	1,035.63	1,035.63	0.00	0.00	0.00%
Benefits	346.24	218.83	218.83	0.00	0.00	0.00%
Purchased Services	1,200.00	1,547.20	1,547.20	0.00	0.00	0.00%
Materials and Supplies	10,542.22	15,089.90	15,089.90	-2,106.75	2,106.75	13.96%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 205	13,727.11	17,891.56	17,891.56	-2,106.75	2,106.75	11.78%
PROJECT 209 - EMT						
Salaries	3,039.00	3,312.32	5,593.02	0.00	-2,280.70	-68.86%
Benefits	669.00	700.09	1,181.80	0.00	-481.71	-68.81%
Purchased Services	1,500.00	3,452.44	3,452.44	0.00	0.00	0.00%
Materials and Supplies	5,005.28	7,749.05	7,108.81	-640.24	1,280.48	16.52%
Capital	3,513.83	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 209	13,727.11	15,213.90	17,336.07	-640.24	-1,481.93	-9.74%
PROJECT 210 - WELDING						
Salaries	144,604.52	139,972.43	129,042.05	-11,437.13	22,367.51	15.98%
Benefits	34,736.49	29,724.00	27,289.28	-2,416.63	4,851.35	16.32%
Purchased Services	29,796.21	46,183.91	46,344.91	0.00	-161.00	-0.35%
Materials and Supplies	109,398.01	85,435.60	79,315.69	-4,181.33	10,301.24	12.06%
Capital	11,617.28	6,798.15	6,798.15	0.00	0.00	0.00%
TOTAL PROJECT 210	330,152.51	308,114.09	288,790.08	-18,035.09	37,359.10	12.13%
PROJECT 212 - POWERSPORTS						
Salaries	8,407.46	1,611.38	1,611.38	0.00	0.00	0.00%
Benefits	639.61	341.20	341.20	0.00	0.00	0.00%
Purchased Services	0.00	30.00	30.00	0.00	0.00	0.00%
Materials and Supplies	4,059.58	3,395.37	3,395.37	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 212	13,106.65	5,377.95	5,377.95	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
PROJECT 214 - ANIMAL SCIENCE						
Salaries	0.00	739.01	739.01	0.00	0.00	0.00%
Benefits	0.00	156.16	156.16	0.00	0.00	0.00%
Purchased Services	0.00	388.40	388.40	0.00	0.00	0.00%
Materials and Supplies	0.00	59.96	59.96	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 214	0.00	1,343.53	1,343.53	0.00	0.00	0.00%
PROJECT 215 - PLANT SCIENCE						
Salaries	0.00	328.22	328.22	0.00	0.00	0.00%
Benefits	0.00	69.35	69.35	0.00	0.00	0.00%
Purchased Services	0.00	7.00	1,045.44	0.00	-1,038.44	-14,834.
Materials and Supplies	0.00	2,528.09	2,528.09	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 215	0.00	2,932.66	3,971.10	0.00	-1,038.44	-35.41%
PROJECT 220 - BUSINESS TECH						
Salaries	14,873.03	9,218.82	9,218.82	0.00	0.00	0.00%
Benefits	2,766.41	1,947.92	1,947.93	0.00	-0.01	0.00%
Purchased Services	16,956.00	14,690.71	14,690.71	0.00	0.00	0.00%
Materials and Supplies	60,368.96	4,618.01	4,618.01	0.00	0.00	0.00%
Capital	0.00	509.00	509.00	0.00	0.00	0.00%
TOTAL PROJECT 220	94,964.40	30,984.46	30,984.47	0.00	-0.01	0.00%
PROJECT 222 - INFO SYS TECH						
Salaries	2,600.00	1,242.78	1,242.78	0.00	0.00	0.00%
Benefits	425.00	262.61	262.61	0.00	0.00	0.00%
Purchased Services	1,500.00	1,008.20	1,008.20	0.00	0.00	0.00%
Materials and Supplies	14,692.96	1,083.75	1,083.75	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 222	19,217.96	3,597.34	3,597.34	0.00	0.00	0.00%
PROJECT 223 - CULINARY ARTS						
Salaries	14,370.00	13,416.37	14,115.01	0.00	-698.64	-5.21%
Benefits	2,969.00	2,834.89	2,982.51	0.00	-147.62	-5.21%
Purchased Services	17,580.15	9,282.18	8,467.24	0.00	814.94	8.78%
Materials and Supplies	71,519.95	58,468.65	58,468.65	0.00	0.00	0.00%
Capital	16,810.53	160,080.22	151,142.22	-5,541.90	14,479.90	9.05%
TOTAL PROJECT 223	123,249.63	244,082.31	235,175.63	-5,541.90	14,448.58	5.92%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
PROJECT 230 - FAMLY & CONSM SCI						
Salaries	600.00	4,468.01	4,468.01	0.00	0.00	0.00%
Benefits	150.00	944.09	944.09	0.00	0.00	0.00%
Purchased Services	1,500.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	21,136.27	27,015.15	26,998.24	0.00	16.91	0.06%
Capital	2,199.60	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 230	25,585.87	32,427.25	32,410.34	0.00	16.91	0.05%
PROJECT 231 - EARLY CHILDHOOD EDUC						
Salaries	14,175.30	18,506.91	18,732.81	0.00	-225.90	-1.22%
Benefits	3,474.57	3,910.57	3,958.29	0.00	-47.72	-1.22%
Purchased Services	15,830.00	10,251.64	10,251.64	0.00	0.00	0.00%
Materials and Supplies	54,435.15	38,070.11	38,070.11	0.00	0.00	0.00%
Capital	4,625.03	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 231	92,540.05	70,739.23	71,012.85	0.00	-273.62	-0.39%
PROJECT 240 - AUTOMOTIVE TECH						
Salaries	10,000.00	12,801.03	9,808.83	-355.73	3,347.93	26.15%
Benefits	1,500.00	2,706.37	2,074.11	-75.16	707.42	26.14%
Purchased Services	6,757.75	1,737.00	1,737.00	0.00	0.00	0.00%
Materials and Supplies	10,387.32	15,999.99	15,999.99	0.00	0.00	0.00%
Capital	4,300.00	60,384.40	60,384.40	0.00	0.00	0.00%
TOTAL PROJECT 240	32,945.07	93,628.79	90,004.33	-430.89	4,055.35	4.33%
PROJECT 250 - HEALTH PROFSSNS						
Salaries	40,752.96	24,841.97	25,087.33	0.00	-245.36	-0.99%
Benefits	6,403.24	5,249.13	5,300.94	0.00	-51.81	-0.99%
Purchased Services	50,529.43	20,409.48	20,409.48	0.00	0.00	0.00%
Materials and Supplies	60,801.37	32,204.23	32,204.23	-1,954.45	1,954.45	6.07%
Capital	12,855.98	9,901.09	9,901.09	0.00	0.00	0.00%
TOTAL PROJECT 250	171,342.98	92,605.90	92,903.07	-1,954.45	1,657.28	1.79%
PROJECT 255 - EDUC ASST						
Salaries	2,075.00	2,988.16	3,038.16	0.00	-50.00	-1.67%
Benefits	0.00	631.40	641.96	0.00	-10.56	-1.67%
Purchased Services	1,100.00	5,592.86	5,592.86	0.00	0.00	0.00%
Materials and Supplies	3,688.56	3,979.59	3,979.59	0.00	0.00	0.00%
TOTAL PROJECT 255	6,863.56	13,192.01	13,252.57	0.00	-60.56	-0.46%
PROJECT 262 - MEDIA PHOTOGRPY						
Salaries	4,071.00	1,587.14	1,587.14	0.00	0.00	0.00%
Benefits	600.00	335.37	335.37	0.00	0.00	0.00%
Purchased Services	8,592.99	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	25,184.82	18,767.19	18,767.14	0.00	0.05	0.00%
Capital	34,111.77	138,746.87	34,796.87	-51,975.00	155,925.00	112.38%
TOTAL PROJECT 262	72,560.58	159,436.57	55,486.52	-51,975.00	155,925.05	97.80%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
PROJECT 270 - PRE-ENGINEERING						
Salaries	16,606.00	4,354.77	4,354.69	0.00	0.08	0.00%
Benefits	3,960.00	920.14	920.14	0.00	0.00	0.00%
Purchased Services	18,133.49	729.34	729.34	0.00	0.00	0.00%
Materials and Supplies	40,328.81	31,187.92	31,187.92	0.00	0.00	0.00%
Capital	10,632.24	18,802.92	18,802.92	0.00	0.00	0.00%
TOTAL PROJECT 270	89,660.54	55,995.09	55,995.01	0.00	0.08	0.00%
PROJECT 277 - DIESEL TECH						
Salaries	2,278.80	1,280.24	1,280.24	0.00	0.00	0.00%
Benefits	481.51	270.51	270.51	0.00	0.00	0.00%
Purchased Services	0.00	1,509.97	1,509.97	0.00	0.00	0.00%
Materials and Supplies	12,597.51	10,769.49	10,769.49	0.00	0.00	0.00%
Capital	3,860.14	5,567.97	5,567.97	0.00	0.00	0.00%
TOTAL PROJECT 277	19,217.96	19,398.18	19,398.18	0.00	0.00	0.00%
PROJECT 281 - MEDIA BROADCSTG						
Salaries	4,563.19	3,030.24	3,030.24	0.00	0.00	0.00%
Benefits	707.75	640.29	640.29	0.00	0.00	0.00%
Purchased Services	9,300.00	1,656.25	1,656.25	0.00	0.00	0.00%
Materials and Supplies	34,980.39	18,135.71	18,134.03	0.00	1.68	0.01%
Capital	56,771.44	151,675.75	-14,179.75	-25,200.00	191,055.50	125.96%
TOTAL PROJECT 281	106,322.77	175,138.24	9,281.06	-25,200.00	191,057.18	109.09%
PROJECT 284 - MEDIA GRPHC COM						
Salaries	9,125.00	6,494.96	7,879.34	0.00	-1,384.38	-21.31%
Benefits	1,250.00	874.73	1,664.89	0.00	-790.16	-90.33%
Purchased Services	4,905.00	11,901.26	11,931.26	0.00	-30.00	-0.25%
Materials and Supplies	19,339.51	21,049.68	21,049.68	0.00	0.00	0.00%
Capital	23,227.82	2,891.22	1,743.18	0.00	1,148.04	39.71%
TOTAL PROJECT 284	57,847.33	43,211.85	44,268.35	0.00	-1,056.50	-2.44%
PROJECT 285 - CONSTRUCT TRADES						
Salaries	6,000.00	1,600.30	1,600.30	0.00	0.00	0.00%
Benefits	1,500.00	338.14	338.14	0.00	0.00	0.00%
Purchased Services	2,233.37	559.08	559.08	0.00	0.00	0.00%
Materials and Supplies	9,484.59	15,640.33	15,640.33	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 285	19,217.96	18,137.85	18,137.85	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 243 - STATE CTE ADDED COSTS						
EXPENSES						
PROJECT 287 - BUSINESS MGT ENTREP						
Salaries	11,107.56	6,922.88	6,922.88	0.00	0.00	0.00%
Benefits	2,176.05	2,049.35	1,551.71	0.00	497.64	24.28%
Purchased Services	18,100.00	1,180.71	1,180.71	0.00	0.00	0.00%
Materials and Supplies	25,184.92	15,488.10	15,488.10	0.00	0.00	0.00%
Capital	24,638.03	40,079.38	40,079.38	-8,291.23	8,291.23	20.69%
TOTAL PROJECT 287	81,206.56	65,720.42	65,222.78	-8,291.23	8,788.87	13.37%
PROJECT 288 - CTE MAGNET						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	1,199.94	1,199.94	0.00	0.00	0.00%
TOTAL PROJECT 288	0.00	1,199.94	1,199.94	0.00	0.00	0.00%
Total E - Expense	1,413,656.25	1,495,136.39	1,164,883.01	-112,439.60	442,692.98	29.61%
TOTAL FUND 243 - STATE CTE ADDED COSTS	0.00	0.00	$330,253.38	$112,439.60		
FUND 244 - IQPS PROF TECH GRANT						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	4,914.00	3,725.41	0.00	0.00	3,725.41	100.00%
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	4,914.00	3,725.41	0.00	0.00	3,725.41	100.00%
PROJECT 205 - FIREFIGHTING						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 205	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 210 - WELDING						
Professional Technical Program	93,000.00	70,000.00	70,000.00	0.00	0.00	0.00%
TOTAL PROJECT 210	93,000.00	70,000.00	70,000.00	0.00	0.00	0.00%
PROJECT 214 - ANIMAL SCIENCE						
Professional Technical Program	0.00	20,000.00	20,000.00	0.00	0.00	0.00%
TOTAL PROJECT 214	0.00	20,000.00	20,000.00	0.00	0.00	0.00%
PROJECT 215 - PLANT SCIENCE						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 215	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 220 - BUSINESS TECH						
Professional Technical Program	0.00	10,000.00	10,000.00	0.00	0.00	0.00%
TOTAL PROJECT 220	0.00	10,000.00	10,000.00	0.00	0.00	0.00%
PROJECT 250 - HEALTH PROFSSNS						
Professional Technical Program	25,000.00	25,000.00	25,000.00	0.00	0.00	0.00%
TOTAL PROJECT 250	25,000.00	25,000.00	25,000.00	0.00	0.00	0.00%
PROJECT 262 - MEDIA PHOTOGRPY						
Professional Technical Program	5,000.00	15,000.00	15,000.00	0.00	0.00	0.00%
TOTAL PROJECT 262	5,000.00	15,000.00	15,000.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 244 - IQPS PROF TECH GRANT						
REVENUES						
PROJECT 281 - MEDIA BROADCSTG						
Professional Technical Program	5,000.00	20,000.00	20,000.00	0.00	0.00	0.00%
TOTAL PROJECT 281	5,000.00	20,000.00	20,000.00	0.00	0.00	0.00%
PROJECT 284 - MEDIA GRPHC COM						
Professional Technical Program	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00%
TOTAL PROJECT 284	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00%
PROJECT 287 - BUSINESS MGT ENTREP						
Professional Technical Program	0.00	5,000.00	5,000.00	0.00	0.00	0.00%
TOTAL PROJECT 287	0.00	5,000.00	5,000.00	0.00	0.00	0.00%
Total R - Revenue	137,914.00	173,725.41	170,000.00	0.00	3,725.41	2.14%
EXPENSES						
PROJECT 204 - LAW ENFORCEMENT						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 204	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 205 - FIREFIGHTING						
Materials and Supplies	4,914.00	4,203.98	2,441.10	0.00	1,762.88	41.93%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 205	4,914.00	4,203.98	2,441.10	0.00	1,762.88	41.93%
PROJECT 210 - WELDING						
Purchased Services	1,603.00	17,751.36	17,751.36	0.00	0.00	0.00%
Materials and Supplies	22,083.00	25,044.28	25,044.28	0.00	0.00	0.00%
Capital	69,314.00	34,639.98	32,146.85	-2,493.13	4,986.26	14.39%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 210	93,000.00	77,435.62	74,942.49	-2,493.13	4,986.26	6.44%
PROJECT 214 - ANIMAL SCIENCE						
Purchased Services	0.00	3,775.15	3,775.15	0.00	0.00	0.00%
Materials and Supplies	0.00	646.40	646.40	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 214	0.00	4,421.55	4,421.55	0.00	0.00	0.00%
PROJECT 215 - PLANT SCIENCE						
Purchased Services	0.00	1,592.00	1,592.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	6,537.00	6,537.00	0.00	0.00	0.00%
TOTAL PROJECT 215	0.00	8,129.00	8,129.00	0.00	0.00	0.00%
PROJECT 220 - BUSINESS TECH						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	3,207.26	3,207.26	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 220	0.00	3,207.26	3,207.26	0.00	0.00	0.00%

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 244 - IQPS PROF TECH GRANT						
EXPENSES						
PROJECT 250 - HEALTH PROFSSNS						
Purchased Services	2,059.29	3,245.24	3,245.24	0.00	0.00	0.00%
Materials and Supplies	7,348.95	21,886.53	21,886.53	0.00	0.00	0.00%
Capital	15,591.76	22,056.98	22,056.98	0.00	0.00	0.00%
TOTAL PROJECT 250	25,000.00	47,188.75	47,188.75	0.00	0.00	0.00%
PROJECT 262 - MEDIA PHOTOGRPY						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	119.20	2,625.15	2,625.15	0.00	0.00	0.00%
Capital	4,880.80	3,181.00	3,180.60	0.00	0.40	0.01%
TOTAL PROJECT 262	5,000.00	5,806.15	5,805.75	0.00	0.40	0.01%
PROJECT 281 - MEDIA BROADCSTG						
Purchased Services	1,931.41	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	215.52	8,229.63	8,229.63	0.00	0.00	0.00%
Capital	2,853.07	7,134.65	7,134.65	0.00	0.00	0.00%
TOTAL PROJECT 281	5,000.00	15,364.28	15,364.28	0.00	0.00	0.00%
PROJECT 284 - MEDIA GRPHC COM						
Purchased Services	4,013.07	3,326.74	3,326.74	0.00	0.00	0.00%
Materials and Supplies	36.47	0.00	0.00	0.00	0.00	0.00%
Capital	950.46	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 284	5,000.00	3,326.74	3,326.74	0.00	0.00	0.00%
PROJECT 287 - BUSINESS MGT ENTREP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	2,556.02	2,556.02	0.00	0.00	0.00%
Capital	0.00	2,086.06	2,086.06	0.00	0.00	0.00%
TOTAL PROJECT 287	0.00	4,642.08	4,642.08	0.00	0.00	0.00%
Total E - Expense	137,914.00	173,725.41	169,469.00	-2,493.13	6,749.54	3.89%
TOTAL FUND 244 - IQPS PROF TECH GRANT	0.00	0.00	$531.00	$2,493.13		
FUND 245 - STATE TECHNOLOGY						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Base Support Program	135,000.00	135,000.00	0.00	0.00	135,000.00	100.00%
Beg Fund Balance	3,521,052.00	3,656,743.86	0.00	0.00	3,656,743.86	100.00%
Other State Support	3,474,464.00	3,474,464.00	3,729,451.00	0.00	-254,987.00	-7.34%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	7,130,516.00	7,266,207.86	3,729,451.00	0.00	3,536,756.86	48.67%
PROJECT 328 - STATE SUPRT-TECHNOLOGY						
Other Local	0.00	0.00	60,451.71	0.00	-60,451.71	0.00%
TOTAL PROJECT 328	0.00	0.00	60,451.71	0.00	-60,451.71	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 245 - STATE TECHNOLOGY						
REVENUES						
PROJECT 357 - CONTENT & CURRICULUM						
Other State Support	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 357	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	7,130,516.00	7,266,207.86	3,789,902.71	0.00	3,476,305.15	47.84%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Purchased Services	90,000.00	0.00	21,605.40	0.00	-21,605.40	0.00%
Materials and Supplies	936,365.00	736,365.00	41,687.50	0.00	694,677.50	94.34%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	3,173,461.60	3,109,153.46	0.00	0.00	3,109,153.46	100.00%
TOTAL PROJECT 000	4,199,826.60	3,845,518.46	63,292.90	0.00	3,782,225.56	98.35%
PROJECT 328 - STATE SUPRT-TECHNOLOGY						
Purchased Services	84,700.00	84,700.00	89,672.97	-7,200.00	2,227.03	2.63%
Materials and Supplies	2,039,565.84	2,329,565.84	2,648,542.71	0.00	-318,976.87	-13.69%
Capital	384,123.56	384,123.56	206,558.70	0.00	177,564.86	46.23%
TOTAL PROJECT 328	2,508,389.40	2,798,389.40	2,944,774.38	-7,200.00	-139,184.98	-4.97%
PROJECT 357 - CONTENT & CURRICULUM						
Materials and Supplies	422,300.00	622,300.00	563,571.00	0.00	58,729.00	9.44%
TOTAL PROJECT 357	422,300.00	622,300.00	563,571.00	0.00	58,729.00	9.44%
Total E - Expense	7,130,516.00	7,266,207.86	3,571,638.28	-7,200.00	3,701,769.58	50.94%
TOTAL FUND 245 - STATE TECHNOLOGY	0.00	0.00	$218,264.43	$7,200.00		
FUND 246 - STATE SAFE & DRUG FREE						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	30,904.34	19,347.13	0.00	0.00	19,347.13	100.00%
Other Local	6,587.00	6,587.00	0.00	0.00	6,587.00	100.00%
Other State Support	462,825.01	462,825.01	492,210.00	0.00	-29,384.99	-6.35%
TOTAL PROJECT 000	500,316.35	488,759.14	492,210.00	0.00	-3,450.86	-0.71%
Total R - Revenue	500,316.35	488,759.14	492,210.00	0.00	-3,450.86	-0.71%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	360,718.29	349,161.08	261,051.23	-26,075.30	114,185.15	32.70%
Benefits	139,598.06	139,598.06	112,274.73	-11,046.48	38,369.81	27.49%
TOTAL PROJECT 000	500,316.35	488,759.14	373,325.96	-37,121.78	152,554.96	31.21%
Total E - Expense	500,316.35	488,759.14	373,325.96	-37,121.78	152,554.96	31.21%
TOTAL FUND 246 - STATE SAFE & DRUG FREE	0.00	0.00	$118,884.04	$37,121.78		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 247 - TECHNOLOGY STAFFING						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 247 - TECHNOLOGY STAFFING	0.00	0.00	$0.00	$0.00		
FUND 248 - PQI PROF TECH GRANT						
REVENUES						
PROJECT 220 - BUSINESS TECH						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 220	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 250 - HEALTH PROFSSNS						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 250	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 262 - MEDIA PHOTOGRPY						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 262	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 281 - MEDIA BROADCSTG						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 281	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 284 - MEDIA GRPHC COM						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 284	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 287 - BUSINESS MGT ENTREP						
Professional Technical Program	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 287	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 220 - BUSINESS TECH						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 220	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 250 - HEALTH PROFSSNS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 250	0.00	0.00	0.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 248 - PQI PROF TECH GRANT						
EXPENSES						
PROJECT 262 - MEDIA PHOTOGRPY						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 262	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 281 - MEDIA BROADCSTG						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 281	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 284 - MEDIA GRPHC COM						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 284	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 287 - BUSINESS MGT ENTREP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 287	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 248 - PQI PROF TECH GRANT	0.00	0.00	$0.00	$0.00		
FUND 251 - TITLE I-A IMPR BASIC PROG						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	709,500.97	735,320.00	0.00	0.00	735,320.00	100.00%
Title I-ESEA	4,931,263.00	4,884,392.00	2,679,954.81	0.00	2,204,437.19	45.13%
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	5,640,763.97	5,619,712.00	2,679,954.81	0.00	2,939,757.19	52.31%
Total R - Revenue	5,640,763.97	5,619,712.00	2,679,954.81	0.00	2,939,757.19	52.31%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	2,032,736.93	1,881,575.64	1,577,927.21	-135,164.57	438,813.00	23.32%
Benefits	747,096.84	749,097.88	606,857.27	-58,573.66	200,814.27	26.81%
Purchased Services	34,625.00	66,449.00	19,034.44	0.00	47,414.56	71.35%
Materials and Supplies	358,541.89	333,717.96	116,660.38	0.00	217,057.58	65.04%
Capital	5,000.00	5,000.00	692.50	0.00	4,307.50	86.15%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 251 - TITLE I-A IMPR BASIC PROG						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	132,550.00	5,000.34	0.33	0.00	5,000.01	99.99%
Benefits	58,816.12	0.09	0.01	0.00	0.08	88.89%
Materials and Supplies	7,450.00	0.00	0.00	0.00	0.00	0.00%
Capital	5,000.00	5,000.00	0.00	0.00	5,000.00	100.00%
Salaries	67,143.79	62,000.00	51,792.35	-4,704.36	14,912.01	24.05%
Benefits	24,639.96	30,260.00	23,596.01	-2,209.07	8,873.06	29.32%
Materials and Supplies	18,593.08	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	11,500.00	10,239.57	-930.87	2,191.30	19.05%
Benefits	0.00	5,825.00	4,506.66	-440.38	1,758.72	30.19%
Salaries	435,850.00	340,300.20	282,837.96	-23,536.97	80,999.21	23.80%
Benefits	123,544.32	115,415.00	96,666.90	-9,018.92	27,767.02	24.06%
Purchased Services	38,110.88	182,615.60	25,949.29	0.00	156,666.31	85.79%
Materials and Supplies	10,000.00	30,000.00	1,470.59	0.00	28,529.41	95.10%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	5,700.00	9,000.00	6,762.86	-690.39	2,927.53	32.53%
Benefits	1,151.76	1,161.24	1,378.97	-140.76	-76.97	-6.63%
Transfers	192,000.00	150,611.00	142,386.06	0.00	8,224.94	5.46%
TOTAL PROJECT 000	4,298,550.57	3,984,528.95	2,968,759.36	-235,409.95	1,251,179.54	31.40%
PROJECT 275 - HOMELESS						
Salaries	2,850.00	0.00	0.00	0.00	0.00	0.00%
Benefits	800.00	50.00	0.00	0.00	50.00	100.00%
Salaries	1,000.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	201,000.00	187,000.00	166,459.33	-15,554.41	36,095.08	19.30%
Benefits	64,350.00	52,950.00	54,073.45	-5,710.39	4,586.94	8.66%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 275	270,000.00	240,000.00	220,532.78	-21,264.80	40,732.02	16.97%
PROJECT 317 - TITLE I PARENT INVOLVEMNT						
Salaries	7,936.27	7,482.93	2,298.75	0.00	5,184.18	69.28%
Benefits	2,564.66	1,550.00	474.39	0.00	1,075.61	69.39%
Purchased Services	250.00	855.00	355.00	0.00	500.00	58.48%
Materials and Supplies	34,249.07	35,212.07	17,024.23	0.00	18,187.84	51.65%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	4,000.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	3,000.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	1,000.00	375.00	0.00	625.00	62.50%
Materials and Supplies	3,000.00	3,000.00	0.00	0.00	3,000.00	100.00%
TOTAL PROJECT 317	55,000.00	49,100.00	20,527.37	0.00	28,572.63	58.19%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 251 - TITLE I-A IMPR BASIC PROG						
EXPENSES						
PROJECT 370 - PROF DEV						
Salaries	475,800.32	858,100.00	715,504.92	-69,740.69	212,335.77	24.74%
Benefits	193,675.84	342,800.00	281,020.38	-27,859.61	89,639.23	26.15%
Purchased Services	56,052.12	5,075.00	75.00	0.00	5,000.00	98.52%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	62,900.00	300.02	8.78	0.00	291.24	97.07%
Benefits	22,611.20	25.00	1.34	0.00	23.66	94.64%
Salaries	15,323.96	0.00	-6.07	0.00	6.07	0.00%
Benefits	5,074.76	0.03	-1.27	0.00	1.30	4,333.33%
Purchased Services	2,000.00	2,000.00	0.00	0.00	2,000.00	100.00%
Salaries	70,500.00	73,000.00	54,056.51	-4,921.53	23,865.02	32.69%
Benefits	23,389.20	10,433.00	9,278.48	-1,108.07	2,262.59	21.69%
Purchased Services	0.00	1,000.00	150.00	0.00	850.00	85.00%
TOTAL PROJECT 370	927,327.40	1,292,733.05	1,060,088.07	-103,629.90	336,274.88	26.01%
PROJECT 410 - PRIVATE SCHOOL ALLOCATION						
Salaries	54,493.60	40,000.00	27,762.27	-3,296.72	15,534.45	38.84%
Benefits	11,567.40	10,600.00	5,891.58	-699.63	5,408.05	51.02%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	23,825.00	2,750.00	1,927.80	0.00	822.20	29.90%
TOTAL PROJECT 410	89,886.00	53,350.00	35,581.65	-3,996.35	21,764.70	40.80%
Total E - Expense	5,640,763.97	5,619,712.00	4,305,489.23	-364,301.00	1,678,523.77	29.87%
TOTAL FUND 251 - TITLE I-A IMPR BASIC PROG	0.00	0.00	($1,625,534.42)	$364,301.00		
FUND 257 - IDEA PART B-SP ED						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	500,000.00	500,000.00	0.00	0.00	500,000.00	100.00%
Title VI-B	6,995,381.00	6,995,381.00	5,704,227.32	0.00	1,291,153.68	18.46%
TOTAL PROJECT 000	7,495,381.00	7,495,381.00	5,704,227.32	0.00	1,791,153.68	23.90%
PROJECT 352 - MISC. GRANTS						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 352	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 361 - RESTRAINT & SECLUS IMPL GRNT						
Title VI-B	56,000.00	56,000.00	0.00	0.00	56,000.00	100.00%
TOTAL PROJECT 361	56,000.00	56,000.00	0.00	0.00	56,000.00	100.00%
PROJECT 362 - SPED IND 14 PSO SURVEY						
Title VI-B	2,100.00	2,100.00	1,044.96	0.00	1,055.04	50.24%
TOTAL PROJECT 362	2,100.00	2,100.00	1,044.96	0.00	1,055.04	50.24%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 257 - IDEA PART B-SP ED						
REVENUES						
PROJECT 365 - IDEA-B PRIVATE SCHOOL PROP						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 365	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	7,553,481.00	7,553,481.00	5,705,272.28	0.00	1,848,208.72	24.47%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	3,314,060.15	3,313,860.15	3,004,875.41	-254,029.01	563,013.75	16.99%
Benefits	2,011,329.38	2,011,287.12	1,587,369.04	-150,339.49	574,257.57	28.55%
Purchased Services	34,580.00	68,580.00	70,963.73	0.00	-2,383.73	-3.48%
Materials and Supplies	161,991.86	181,410.12	117,224.93	-2,765.00	66,950.19	36.91%
Capital	45,400.00	20,400.00	1,706.40	0.00	18,693.60	91.64%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	1,175,373.02	1,169,373.02	1,374,047.74	-126,044.40	-78,630.32	-6.72%
Benefits	386,027.19	386,027.19	470,016.54	-45,052.90	-38,936.45	-10.09%
Purchased Services	92,020.00	113,020.00	100,337.77	0.00	12,682.23	11.22%
Materials and Supplies	86,577.00	106,577.00	26,932.28	0.00	79,644.72	74.73%
Transfers	153,883.80	153,883.80	227,281.91	0.00	-73,398.11	-47.70%
TOTAL PROJECT 000	7,461,242.40	7,524,418.40	6,980,755.75	-578,230.80	1,121,893.45	14.91%
PROJECT 352 - MISC. GRANTS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	2,700.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 352	2,700.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 361 - RESTRAINT & SECLUS IMPL GRNT						
Salaries	1,300.00	0.00	0.00	0.00	0.00	0.00%
Benefits	19,750.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	13,950.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	18,100.00	0.00	0.00	0.00	0.00	0.00%
Capital	5,000.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 361	58,100.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 365 - IDEA-B PRIVATE SCHOOL PROP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 365	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 405 - IDEA POST SCHL OUTCMS						
Materials and Supplies	2,376.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 405	2,376.00	0.00	0.00	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 257 - IDEA PART B-SP ED						
EXPENSES						
PROJECT 410 - PRIVATE SCHOOL ALLOCATION						
Purchased Services	21,040.00	21,040.00	76.82	0.00	20,963.18	99.63%
Materials and Supplies	1,800.00	1,800.00	628.97	0.00	1,171.03	65.06%
TOTAL PROJECT 410	22,840.00	22,840.00	705.79	0.00	22,134.21	96.91%
PROJECT 415 - CHARTER SCHOOL ALLOCATION						
Purchased Services	6,222.60	6,222.60	4,612.28	0.00	1,610.32	25.88%
TOTAL PROJECT 415	6,222.60	6,222.60	4,612.28	0.00	1,610.32	25.88%
Total E - Expense	7,553,481.00	7,553,481.00	6,986,073.82	-578,230.80	1,145,637.98	15.17%
TOTAL FUND 257 - IDEA PART B-SP ED	0.00	0.00	($1,280,801.54)	$578,230.80		
FUND 258 - IDEA PART B-PRE SCHL						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	15,000.00	15,000.00	0.00	0.00	15,000.00	100.00%
Title VI-B	209,897.00	273,427.00	182,292.70	0.00	91,134.30	33.33%
TOTAL PROJECT 000	224,897.00	288,427.00	182,292.70	0.00	106,134.30	36.80%
Total R - Revenue	224,897.00	288,427.00	182,292.70	0.00	106,134.30	36.80%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	100,433.47	100,433.47	89,952.24	-8,636.35	19,117.58	19.04%
Benefits	39,285.72	39,285.72	37,854.36	-3,920.54	5,351.90	13.62%
Purchased Services	302.69	302.69	0.00	0.00	302.69	100.00%
Materials and Supplies	10,815.99	79,568.99	12,383.43	0.00	67,185.56	84.44%
Capital	12,000.00	6,400.00	0.00	0.00	6,400.00	100.00%
Salaries	43,727.77	43,727.77	53,188.34	-5,272.54	-4,188.03	-9.58%
Benefits	12,747.76	12,344.76	21,764.95	-2,177.50	-7,242.69	-58.67%
Materials and Supplies	0.00	780.00	600.00	0.00	180.00	23.08%
Transfers	5,583.60	5,583.60	7,255.69	0.00	-1,672.09	-29.95%
TOTAL PROJECT 000	224,897.00	288,427.00	222,999.01	-20,006.93	85,434.92	29.62%
PROJECT 358 - PRESCHOOL REALLOC FUNDS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 358	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	224,897.00	288,427.00	222,999.01	-20,006.93	85,434.92	29.62%
TOTAL FUND 258 - IDEA PART B-PRE SCHL	0.00	0.00	($40,706.31)	$20,006.93		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 259 - AMERICAN RESCUE PLAN ACT						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 259 - AMERICAN RESCUE PLAN	0.00	0.00	$0.00	$0.00		
FUND 260 - SCHOOL-BASED MEDICAID						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	21,000.26	21,000.26	0.00	0.00	21,000.26	100.00%
OTHER STATE REVENUE	5,205,000.00	5,205,000.00	7,306,239.43	0.00	-2,101,239.43	-40.37%
TOTAL PROJECT 000	5,226,000.26	5,226,000.26	7,306,239.43	0.00	-2,080,239.17	-39.81%
Total R - Revenue	5,226,000.26	5,226,000.26	7,306,239.43	0.00	-2,080,239.17	-39.81%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	321,906.42	321,906.42	373,213.92	-29,734.40	-21,573.10	-6.70%
Benefits	152,909.86	152,909.86	178,372.34	-16,090.83	-9,371.65	-6.13%
Salaries	495,114.44	495,114.44	356,104.95	-30,739.31	169,748.80	34.28%
Benefits	205,597.65	205,597.65	196,389.42	-18,184.78	27,393.01	13.32%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	65,101.21	65,101.21	903,821.99	-92,638.76	-746,082.02	-1,146.03%
Benefits	19,448.74	19,448.74	429,836.42	-48,203.85	-362,183.83	-1,862.25%
Purchased Services	1,758,946.64	1,758,946.64	-127.49	0.00	1,759,074.13	100.01%
Materials and Supplies	21,322.75	21,322.75	488.40	0.00	20,834.35	97.71%
Capital	6,534.00	6,534.00	0.00	0.00	6,534.00	100.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 260 - SCHOOL-BASED MEDICAID						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	159,783.00	-15,119.85	-144,663.15	0.00%
Benefits	0.00	0.00	63,018.48	-6,826.43	-56,192.05	0.00%
Salaries	27,487.94	27,487.94	410,335.79	-36,486.10	-346,361.75	-1,260.05%
Benefits	9,690.51	9,690.51	179,964.27	-15,745.55	-154,528.21	-1,594.63%
Salaries	60,439.50	60,439.50	267,419.02	-25,699.83	-181,279.69	-299.94%
Benefits	15,783.77	15,150.57	102,947.96	-10,727.61	-77,069.78	-508.69%
Salaries	194,468.47	195,101.67	146,324.30	-12,088.82	60,866.19	31.20%
Benefits	69,669.10	69,669.10	68,936.39	-6,024.49	6,757.20	9.70%
Purchased Services	1,221,814.00	1,221,814.00	3,823,934.49	0.00	-2,602,120.49	-212.97%
Materials and Supplies	29,765.26	29,765.26	44,439.37	0.00	-14,674.11	-49.30%
Transfers	550,000.00	550,000.00	246,332.86	0.00	303,667.14	55.21%
TOTAL PROJECT 000	5,226,000.26	5,226,000.26	7,951,535.88	-364,310.61	-2,361,225.01	-45.18%
Total E - Expense	5,226,000.26	5,226,000.26	7,951,535.88	-364,310.61	-2,361,225.01	-45.18%
TOTAL FUND 260 - SCHOOL-BASED MEDICAID	0.00	0.00	($645,296.45)	$364,310.61		
FUND 261 - TITLE IV-A ESSA						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	91,862.00	105,214.00	0.00	0.00	105,214.00	100.00%
Othr Ind Federal Programs	519,303.00	504,758.00	347,164.13	0.00	157,593.87	31.22%
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	611,165.00	609,972.00	347,164.13	0.00	262,807.87	43.09%
Total R - Revenue	611,165.00	609,972.00	347,164.13	0.00	262,807.87	43.09%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	152,919.24	160,211.80	128,253.22	-11,934.32	43,892.90	27.40%
Benefits	67,268.11	90,639.65	62,749.63	-6,027.93	33,917.95	37.42%
Purchased Services	3,000.00	10,000.00	3,837.76	0.00	6,162.24	61.62%
Materials and Supplies	4,000.00	15,993.09	0.00	0.00	15,993.09	100.00%
Salaries	28,121.60	22,784.00	20,885.37	-1,898.67	3,797.30	16.67%
Benefits	8,735.65	6,675.00	4,222.83	-385.04	2,837.21	42.51%
Materials and Supplies	500.00	0.00	0.00	0.00	0.00	0.00%
Salaries	106,500.00	107,871.32	107,599.44	-8,758.27	9,030.15	8.37%
Benefits	40,763.64	55,125.00	35,894.41	-2,508.59	21,739.18	39.44%
Salaries	72,459.16	65,263.88	48,281.39	-3,384.28	20,366.77	31.21%
Benefits	33,232.60	16,385.35	10,243.96	-760.53	6,901.92	42.12%
Purchased Services	17,751.00	20,000.00	230.09	0.00	19,769.91	98.85%
Materials and Supplies	37,832.00	22,360.91	0.00	0.00	22,360.91	100.00%
Transfers	20,500.00	2,831.00	0.00	0.00	2,831.00	100.00%
TOTAL PROJECT 000	593,583.00	596,141.00	422,198.10	-35,657.63	209,600.53	35.16%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 261 - TITLE IV-A ESSA						
EXPENSES						
PROJECT 410 - PRIVATE SCHOOL ALLOCATION						
Materials and Supplies	17,582.00	13,831.00	0.00	0.00	13,831.00	100.00%
TOTAL PROJECT 410	17,582.00	13,831.00	0.00	0.00	13,831.00	100.00%
Total E - Expense	611,165.00	609,972.00	422,198.10	-35,657.63	223,431.53	36.63%
TOTAL FUND 261 - TITLE IV-A ESSA	0.00	0.00	($75,033.97)	$35,657.63		
FUND 263 - PERKINS V - CTE						
REVENUES						
PROJECT 208 - CTE GRANTS						
Perkins III-Voc Tech Act	15,677.00	15,677.00	11,152.57	0.00	4,524.43	28.86%
TOTAL PROJECT 208	15,677.00	15,677.00	11,152.57	0.00	4,524.43	28.86%
PROJECT 213 - WORK BASED LEARNING						
Perkins III-Voc Tech Act	79,674.00	79,674.00	51,395.74	0.00	28,278.26	35.49%
TOTAL PROJECT 213	79,674.00	79,674.00	51,395.74	0.00	28,278.26	35.49%
PROJECT 297 - PROF-TECH SS TRNG/LACK AC						
Perkins III-Voc Tech Act	356,819.00	310,369.00	270,330.13	0.00	40,038.87	12.90%
TOTAL PROJECT 297	356,819.00	310,369.00	270,330.13	0.00	40,038.87	12.90%
Total R - Revenue	452,170.00	405,720.00	332,878.44	0.00	72,841.56	17.95%
EXPENSES						
PROJECT 208 - CTE GRANTS						
Salaries	11,999.36	11,126.44	10,202.88	-923.56	1,847.12	16.60%
Benefits	3,677.64	3,921.17	3,373.81	-309.78	857.14	21.86%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 208	15,677.00	15,047.61	13,576.69	-1,233.34	2,704.26	17.97%
PROJECT 213 - WORK BASED LEARNING						
Salaries	4,400.00	12,662.46	12,662.46	0.00	0.00	0.00%
Benefits	926.82	2,675.58	2,675.58	0.00	0.00	0.00%
Purchased Services	0.00	6,273.12	6,273.12	0.00	0.00	0.00%
Materials and Supplies	74,347.18	40,995.74	36,512.97	0.00	4,482.77	10.93%
Capital	0.00	6,113.55	0.00	0.00	6,113.55	100.00%
TOTAL PROJECT 213	79,674.00	68,720.45	58,124.13	0.00	10,596.32	15.42%
PROJECT 288 - CTE MAGNET						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 288	0.00	0.00	0.00	0.00	0.00	0.00%

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Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 263 - PERKINS V - CTE						
EXPENSES						
PROJECT 297 - PROF-TECH SS TRNG/LACK AC						
Salaries	163,457.00	158,907.44	184,012.50	-5,566.11	-19,538.95	-12.30%
Benefits	35,694.00	36,251.50	27,213.27	-1,080.27	10,118.50	27.91%
Purchased Services	33,275.00	2,400.00	2,400.00	0.00	0.00	0.00%
Materials and Supplies	124,393.00	124,393.00	112,617.06	0.00	11,775.94	9.47%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 297	356,819.00	321,951.94	326,242.83	-6,646.38	2,355.49	0.73%
Total E - Expense	452,170.00	405,720.00	397,943.65	-7,879.72	15,656.07	3.86%
TOTAL FUND 263 - PERKINS V - CTE	0.00	0.00	($65,065.21)	$7,879.72		
FUND 265 - IDEA MINI GRANTS						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Title VI-B	10,000.00	98,051.00	89,875.53	0.00	8,175.47	8.34%
TOTAL PROJECT 000	10,000.00	98,051.00	89,875.53	0.00	8,175.47	8.34%
PROJECT 097 - SPED SECONDARY MENTOR						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 097	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 106 - SPED EARLY CHILDHOOD PLAY						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 106	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 108 - SPED PARAPROF TRAINING						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 108	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 112 - SPED DATA DRILL DOWN PD &						
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 112	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	10,000.00	98,051.00	89,875.53	0.00	8,175.47	8.34%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	8,140.00	7,430.85	0.00	0.00	7,430.85	100.00%
Benefits	1,860.00	1,799.76	0.00	0.00	1,799.76	100.00%
Purchased Services	0.00	4,709.15	4,000.00	0.00	709.15	15.06%
Materials and Supplies	0.00	2,390.00	2,540.79	0.00	-150.79	-6.31%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	10,000.00	16,329.76	6,540.79	0.00	9,788.97	59.95%
PROJECT 095 - H & W MINI GRANT						
Materials and Supplies	0.00	78,051.00	77,742.97	0.00	308.03	0.39%
TOTAL PROJECT 095	0.00	78,051.00	77,742.97	0.00	308.03	0.39%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 265 - IDEA MINI GRANTS						
EXPENSES						
PROJECT 097 - SPED SECONDARY MENTOR						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 097	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 103 - EARLY CHILDHOOD SPED MINI						
Purchased Services	0.00	3,670.24	3,600.00	0.00	70.24	1.91%
TOTAL PROJECT 103	0.00	3,670.24	3,600.00	0.00	70.24	1.91%
PROJECT 106 - SPED EARLY CHILDHOOD PLAY						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 106	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 108 - SPED PARAPROF TRAINING						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 108	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 112 - SPED DATA DRILL DOWN PD &						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 112	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	10,000.00	98,051.00	87,883.76	0.00	10,167.24	10.37%
TOTAL FUND 265 - IDEA MINI GRANTS	0.00	0.00	$1,991.77	$0.00		
FUND 270 - TITLE III ENGLISH LANGUAGE ACQ						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	53,591.00	69,787.00	0.00	0.00	69,787.00	100.00%
Othr Ind Federal Programs	176,719.00	205,255.00	109,124.71	0.00	96,130.29	46.83%
Title VI-B	0.00	0.00	0.00	0.00	0.00	0.00%
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	230,310.00	275,042.00	109,124.71	0.00	165,917.29	60.32%
Total R - Revenue	230,310.00	275,042.00	109,124.71	0.00	165,917.29	60.32%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	77,940.60	36,500.00	30,948.51	-2,949.21	8,500.70	23.29%
Benefits	28,666.65	14,750.00	12,045.78	-1,205.88	3,910.10	26.51%
Materials and Supplies	0.00	2,000.00	38.70	0.00	1,961.30	98.07%
Salaries	50,059.40	60,000.00	78,023.30	-7,767.82	-10,255.48	-17.09%
Benefits	10,974.76	34,100.00	34,087.25	-87.38	100.13	0.29%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 270 - TITLE III ENGLISH LANGUAGE ACQ						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	2,200.00	74,371.00	34,540.32	-3,124.11	42,954.79	57.76%
Benefits	358.59	25,361.00	12,303.20	-1,136.75	14,194.55	55.97%
Purchased Services	12,000.00	5,000.00	0.00	0.00	5,000.00	100.00%
Materials and Supplies	48,110.00	22,960.00	771.89	0.00	22,188.11	96.64%
TOTAL PROJECT 000	230,310.00	275,042.00	202,758.95	-16,271.15	88,554.20	32.20%
Total E - Expense	230,310.00	275,042.00	202,758.95	-16,271.15	88,554.20	32.20%
TOTAL FUND 270 - TITLE III ENGLISH	0.00	0.00	($93,634.24)	$16,271.15		
FUND 271 - TITLE II-A SUPPORTING EFFECTIV						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	134,516.00	0.00	0.00	134,516.00	100.00%
Othr Ind Federal Programs	836,008.00	830,017.00	500,907.36	0.00	329,109.64	39.65%
TOTAL PROJECT 000	836,008.00	964,533.00	500,907.36	0.00	463,625.64	48.07%
Total R - Revenue	836,008.00	964,533.00	500,907.36	0.00	463,625.64	48.07%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	525,346.00	448,193.00	309,340.66	-27,084.47	165,936.81	37.02%
Benefits	193,828.00	145,224.00	116,851.77	-10,457.33	38,829.56	26.74%
Purchased Services	50,000.00	246,788.00	201,310.00	0.00	45,478.00	18.43%
Materials and Supplies	27,898.00	100,000.00	14,825.46	0.00	85,174.54	85.17%
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	797,072.00	940,205.00	642,327.89	-37,541.80	335,418.91	35.68%
PROJECT 370 - PROF DEV						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 370	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 410 - PRIVATE SCHOOL ALLOCATION						
Materials and Supplies	38,936.00	24,328.00	2,322.00	0.00	22,006.00	90.46%
TOTAL PROJECT 410	38,936.00	24,328.00	2,322.00	0.00	22,006.00	90.46%
Total E - Expense	836,008.00	964,533.00	644,649.89	-37,541.80	357,424.91	37.06%
TOTAL FUND 271 - TITLE II-A SUPPORTING	0.00	0.00	($143,742.53)	$37,541.80		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 273 - 21ST CENTURY CLC						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 273 - 21ST CENTURY CLC	0.00	0.00	$0.00	$0.00		
FUND 274 - REFUGEE GRANT						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	73,455.99	73,455.99	0.00	0.00	73,455.99	100.00%
Othr Ind Federal Programs	340,402.00	740,402.00	250,881.10	0.00	489,520.90	66.12%
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	413,857.99	813,857.99	250,881.10	0.00	562,976.89	69.17%
Total R - Revenue	413,857.99	813,857.99	250,881.10	0.00	562,976.89	69.17%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	193,580.27	226,982.69	186,227.90	-17,915.23	58,670.02	25.85%
Benefits	83,447.66	103,286.88	75,704.17	-7,349.72	34,932.43	33.82%
Materials and Supplies	15,132.00	10,000.00	10,000.00	0.00	0.00	0.00%
Salaries	20,379.69	26,676.18	24,051.10	-2,181.35	4,806.43	18.02%
Benefits	11,026.63	11,074.63	11,514.51	-1,068.20	628.32	5.67%
Purchased Services	16,499.00	0.00	0.00	0.00	0.00	0.00%
Salaries	31,600.00	0.00	0.00	0.00	0.00	0.00%
Benefits	6,900.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	13,950.00	5,000.00	855.00	0.00	4,145.00	82.90%
Materials and Supplies	21,342.74	430,837.61	333.90	0.00	430,503.71	99.92%
TOTAL PROJECT 000	413,857.99	813,857.99	308,686.58	-28,514.50	533,685.91	65.57%
Total E - Expense	413,857.99	813,857.99	308,686.58	-28,514.50	533,685.91	65.57%
TOTAL FUND 274 - REFUGEE GRANT	0.00	0.00	($57,805.48)	$28,514.50		

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 275 - HOMELESS EDUCATION						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	26,484.82	26,484.82	0.00	0.00	26,484.82	100.00%
Othr Ind Federal Programs	49,000.00	49,000.00	51,344.92	0.00	-2,344.92	-4.79%
TOTAL PROJECT 000	75,484.82	75,484.82	51,344.92	0.00	24,139.90	31.98%
Total R - Revenue	75,484.82	75,484.82	51,344.92	0.00	24,139.90	31.98%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	32,033.76	32,730.00	30,409.23	-2,769.75	5,090.52	15.55%
Benefits	13,136.01	12,989.01	12,886.64	-1,194.45	1,296.82	9.98%
Purchased Services	10,000.00	9,450.76	0.00	0.00	9,450.76	100.00%
Materials and Supplies	20,315.05	20,315.05	12,992.00	0.00	7,323.05	36.05%
TOTAL PROJECT 000	75,484.82	75,484.82	56,287.87	-3,964.20	23,161.15	30.68%
Total E - Expense	75,484.82	75,484.82	56,287.87	-3,964.20	23,161.15	30.68%
TOTAL FUND 275 - HOMELESS EDUCATION	0.00	0.00	($4,942.95)	$3,964.20		
FUND 278 - IMMIGRANT GRANT						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00%
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 278 - IMMIGRANT GRANT	0.00	0.00	$0.00	$0.00		
FUND 281 - ESSER II						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 281 - ESSER II						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 281 - ESSER II	0.00	0.00	$0.00	$0.00		
FUND 283 - ESSER III						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 283 - ESSER III						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 331 - ENGLISH LANGUAGE LEARNERS						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 331	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 283 - ESSER III	0.00	0.00	$0.00	$0.00		
FUND 286 - ARP_HCY HOMELESS II						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Othr Ind Federal Programs	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	0.00	0.00	0.00	0.00	0.00	0.00%
Benefits	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 286 - ARP_HCY HOMELESS II	0.00	0.00	$0.00	$0.00		
FUND 290 - SCHOOL NUTRITION						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Earnings on Investments	0.00	0.00	0.00	0.00	0.00	0.00%
School Food Service	0.00	0.00	0.00	0.00	0.00	0.00%
Beg Fund Balance	6,444,447.52	4,427,484.28	0.00	0.00	4,427,484.28	100.00%
Child Nutrition Reimb	6,135,000.00	6,135,000.00	5,213,071.47	0.00	921,928.53	15.03%
Earnings on Investments	300,000.00	300,000.00	206,266.70	0.00	93,733.30	31.24%
Meal Sales:Non-reimbursable	375,000.00	375,000.00	399,295.08	0.00	-24,295.08	-6.48%
Other Food Sales	15,000.00	15,000.00	24,366.23	0.00	-9,366.23	-62.44%
Other Local	0.00	1,164.00	29,500.00	0.00	-28,336.00	-2,434.36%
School Food Service	3,903,405.88	3,903,405.88	4,213,159.91	0.00	-309,754.03	-7.94%
TOTAL PROJECT 000	17,172,853.40	15,157,054.16	10,085,659.39	0.00	5,071,394.77	33.46%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 290 - SCHOOL NUTRITION						
REVENUES						
PROJECT 042 - SFSP SUMMER FEEDING						
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 042	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	17,172,853.40	15,157,054.16	10,085,659.39	0.00	5,071,394.77	33.46%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Salaries	5,869,464.23	5,865,464.23	4,693,725.87	-400,599.33	1,572,337.69	26.81%
Benefits	2,444,918.91	2,473,918.91	2,680,266.43	-247,442.60	41,095.08	1.66%
Purchased Services	594,772.75	569,772.75	348,887.61	0.00	220,885.14	38.77%
Materials and Supplies	6,825,264.01	5,737,833.27	4,662,872.64	0.00	1,074,960.63	18.73%
Capital	80,900.00	80,900.00	26,371.57	0.00	54,528.43	67.40%
Transfers	372,165.00	372,165.00	218,529.56	0.00	153,635.44	41.28%
Transfers	985,368.50	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	17,172,853.40	15,100,054.16	12,630,653.68	-648,041.93	3,117,442.41	20.65%
PROJECT 042 - SFSP SUMMER FEEDING						
Salaries	0.00	0.00	913.70	0.00	-913.70	0.00%
Benefits	0.00	0.00	156.23	0.00	-156.23	0.00%
Materials and Supplies	0.00	0.00	3,432.80	0.00	-3,432.80	0.00%
TOTAL PROJECT 042	0.00	0.00	4,502.73	0.00	-4,502.73	0.00%
PROJECT 043 - SNS UNIFORMS						
Materials and Supplies	0.00	10,000.00	12,164.26	0.00	-2,164.26	-21.64%
TOTAL PROJECT 043	0.00	10,000.00	12,164.26	0.00	-2,164.26	-21.64%
PROJECT 044 - SNS SMALLWARES						
Materials and Supplies	0.00	45,000.00	10,309.73	0.00	34,690.27	77.09%
TOTAL PROJECT 044	0.00	45,000.00	10,309.73	0.00	34,690.27	77.09%
PROJECT 045 - FFVP - FRESH FRUIT VEGGIE						
Materials and Supplies	0.00	2,000.00	2,388.75	0.00	-388.75	-19.44%
TOTAL PROJECT 045	0.00	2,000.00	2,388.75	0.00	-388.75	-19.44%
Total E - Expense	17,172,853.40	15,157,054.16	12,660,019.15	-648,041.93	3,145,076.94	20.75%
TOTAL FUND 290 - SCHOOL NUTRITION	0.00	0.00	($2,574,359.76)	$648,041.93		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 310 - BOND INTEREST/REDEMPTION						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	9,766,349.30	9,910,494.46	0.00	0.00	9,910,494.46	100.00%
Earnings on Investments	50,000.00	50,000.00	302,222.45	0.00	-252,222.45	-504.44%
Other Local	0.00	0.00	0.00	0.00	0.00	0.00%
Other State Support	0.00	0.00	0.00	0.00	0.00	0.00%
Penalty:Delinquent Tax	0.00	0.00	11,529.35	0.00	-11,529.35	0.00%
Taxes-Bond & Interest	5,000,000.00	5,000,000.00	29,673.16	0.00	4,970,326.84	99.41%
Taxes-Other	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	14,816,349.30	14,960,494.46	343,424.96	0.00	14,617,069.50	97.70%
Total R - Revenue	14,816,349.30	14,960,494.46	343,424.96	0.00	14,617,069.50	97.70%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Debt Retirement	11,775,000.00	11,775,000.00	6,770,000.00	0.00	5,005,000.00	42.51%
Debt Retirement	2,080,400.00	2,224,545.16	1,342,650.00	0.00	881,895.16	39.64%
Transfers	960,949.30	960,949.30	0.00	0.00	960,949.30	100.00%
TOTAL PROJECT 000	14,816,349.30	14,960,494.46	8,112,650.00	0.00	6,847,844.46	45.77%
Total E - Expense	14,816,349.30	14,960,494.46	8,112,650.00	0.00	6,847,844.46	45.77%
TOTAL FUND 310 - BOND	0.00	0.00	($7,769,225.04)	$0.00		
FUND 312 - BOND DEFEASANCE						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Earnings on Investments	0.00	0.00	86,340.78	0.00	-86,340.78	0.00%
TOTAL PROJECT 000	0.00	0.00	86,340.78	0.00	-86,340.78	0.00%
Total R - Revenue	0.00	0.00	86,340.78	0.00	-86,340.78	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Debt Retirement	0.00	0.00	49,483.11	0.00	-49,483.11	0.00%
TOTAL PROJECT 000	0.00	0.00	49,483.11	0.00	-49,483.11	0.00%
Total E - Expense	0.00	0.00	49,483.11	0.00	-49,483.11	
TOTAL FUND 312 - BOND DEFEASANCE	0.00	0.00	$36,857.67	$0.00		
FUND 410 - 2015 BOND BUILDING FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	1,274.27	-1,274.27	0.00	2,548.54	200.00%
Earnings on Investments	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	1,274.27	-1,274.27	0.00	2,548.54	200.00%
Total R - Revenue	0.00	1,274.27	-1,274.27	0.00	2,548.54	200.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 410 - 2015 BOND BUILDING FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	1,274.27	0.00	0.00	1,274.27	100.00%
TOTAL PROJECT 000	0.00	1,274.27	0.00	0.00	1,274.27	100.00%
Total E - Expense	0.00	1,274.27	0.00	0.00	1,274.27	100.00%
TOTAL FUND 410 - 2015 BOND BUILDING FUND	0.00	0.00	($1,274.27)	$0.00		
FUND 411 - 2018 BOND BUILDING FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	147,678.81	-147,678.81	0.00	295,357.62	200.00%
Earnings on Investments	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	147,678.81	-147,678.81	0.00	295,357.62	200.00%
Total R - Revenue	0.00	147,678.81	-147,678.81	0.00	295,357.62	200.00%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	147,678.81	0.00	0.00	147,678.81	100.00%
TOTAL PROJECT 000	0.00	147,678.81	0.00	0.00	147,678.81	100.00%
Total E - Expense	0.00	147,678.81	0.00	0.00	147,678.81	100.00%
TOTAL FUND 411 - 2018 BOND BUILDING FUND	0.00	0.00	($147,678.81)	$0.00		
FUND 412 - 2020 BOND BUILDING FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Transfers	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 412 - 2020 BOND BUILDING FUND	0.00	0.00	$0.00	$0.00		

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local	0.00	0.00	82,390.67	0.00	-82,390.67	0.00%
Penalty:Delinquent Tax	0.00	0.00	22,418.49	0.00	-22,418.49	0.00%
Taxes-Plant Facility	16,000,000.00	16,000,000.00	16,188,356.19	0.00	-188,356.19	-1.18%
TOTAL PROJECT 000	16,000,000.00	16,000,000.00	16,293,165.35	0.00	-293,165.35	-1.83%
Total R - Revenue	16,000,000.00	16,000,000.00	16,293,165.35	0.00	-293,165.35	-1.83%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	91,950.07	93,983.72	0.00	-2,033.65	-2.21%
Purchased Services	0.00	0.00	9,749.79	0.00	-9,749.79	0.00%
Capital	0.00	0.00	3,197.03	0.00	-3,197.03	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	4,000,000.00	1,872,409.73	5,310,261.42	-78,196.17	-3,359,655.52	-179.43%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	15,998.65	26,000.00	0.00	-10,001.35	-62.51%
Purchased Services	0.00	0.00	94,760.98	0.00	-94,760.98	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	6,153.64	0.00	-6,153.64	0.00%
Capital	0.00	0.00	255,405.38	0.00	-255,405.38	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	5,805,193.00	5,805,193.00	0.00	0.00	5,805,193.00	100.00%
TOTAL PROJECT 000	9,805,193.00	7,785,551.45	5,799,511.96	-78,196.17	2,064,235.66	26.51%
PROJECT 100 - GENERAL SUBJECTS						
Purchased Services	0.00	0.00	404.81	0.00	-404.81	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	207,194.00	206,332.00	188,346.79	-1,282.50	19,267.71	9.34%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	337,613.00	467,988.50	418,779.59	-20,515.54	69,724.45	14.90%
Capital	25,000.00	400,197.91	373,540.92	-1,050.00	27,706.99	6.92%
TOTAL PROJECT 100	569,807.00	1,074,518.41	981,072.11	-22,848.04	116,294.34	10.82%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND						
EXPENSES						
PROJECT 303 - RECRUITMENT						
Capital	0.00	862.00	1,428.53	0.00	-566.53	-65.72%
TOTAL PROJECT 303	0.00	862.00	1,428.53	0.00	-566.53	-65.72%
PROJECT 904 - MUSIC EQUIPMENT						
Capital	100,000.00	104,585.25	104,585.25	0.00	0.00	0.00%
TOTAL PROJECT 904	100,000.00	104,585.25	104,585.25	0.00	0.00	0.00%
PROJECT 910 - EQUIPMENT CONTROL						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 910	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 914 - CUSTODIAL/MAINT EQUIPMENT						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 914	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 915 - TECHNOLOGY						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	1,500,000.00	1,500,000.00	764,504.79	-170,401.90	905,897.11	60.39%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 915	1,500,000.00	1,500,000.00	764,504.79	-170,401.90	905,897.11	60.39%
PROJECT 917 - PLAYGROUND EQUIPMENT						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	173,149.95	0.00	-173,149.95	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 917	0.00	0.00	173,149.95	0.00	-173,149.95	0.00%
PROJECT 921 - PAINTING						
Purchased Services	0.00	214,323.16	56,225.00	0.00	158,098.16	73.77%
TOTAL PROJECT 921	0.00	214,323.16	56,225.00	0.00	158,098.16	73.77%
PROJECT 922 - BLACKTOP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	131,051.72	567,562.12	0.00	-436,510.40	-333.08%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	62,681.94	0.00	-62,681.94	0.00%
TOTAL PROJECT 922	0.00	131,051.72	630,244.06	0.00	-499,192.34	-380.91%
PROJECT 923 - FLOORS & CEILINGS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	173,203.97	139,504.97	27,250.00	6,449.00	3.72%

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FUND 420 - PLANT FACILITIES FUND						
EXPENSES						
PROJECT 923 - FLOORS & CEILINGS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 923	0.00	173,203.97	139,504.97	27,250.00	6,449.00	3.72%
PROJECT 924 - MECHANICAL SYSTEMS						
Purchased Services	0.00	470,391.07	726,275.25	-29,295.00	-226,589.18	-48.17%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	1,047,939.96	0.00	-1,047,939.96	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 924	0.00	470,391.07	1,774,215.21	-29,295.00	-1,274,529.14	-270.95%
PROJECT 925 - ROOFING						
Purchased Services	0.00	2,086.00	1,067,359.79	0.00	-1,065,273.79	-51,067.
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	903,592.90	0.00	-903,592.90	0.00%
TOTAL PROJECT 925	0.00	2,086.00	1,970,952.69	0.00	-1,968,866.69	-94,384.
PROJECT 926 - MAJOR BLDG REMODEL						
Capital	4,000,000.00	4,000,000.00	9,989,450.27	-110,799.44	-5,878,650.83	-146.97%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 926	4,000,000.00	4,000,000.00	9,989,450.27	-110,799.44	-5,878,650.83	-146.97%
PROJECT 927 - MINOR BUILDING IMPROVMNTS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 927	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 929 - ASBESTOS ABATEMENT						
Purchased Services	0.00	46,953.00	56,430.00	0.00	-9,477.00	-20.18%
TOTAL PROJECT 929	0.00	46,953.00	56,430.00	0.00	-9,477.00	-20.18%
PROJECT 930 - ELECTRICAL						
Purchased Services	0.00	211,823.53	286,334.86	0.00	-74,511.33	-35.18%
TOTAL PROJECT 930	0.00	211,823.53	286,334.86	0.00	-74,511.33	-35.18%
PROJECT 932 - SECURITY SYSTEMS						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 932	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 933 - FIRE ALARM SYSTEMS						
Purchased Services	0.00	35,071.00	62,068.00	-3,145.00	-23,852.00	-68.01%
Purchased Services	0.00	0.00	5,217.50	0.00	-5,217.50	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 933	0.00	35,071.00	67,285.50	-3,145.00	-29,069.50	-82.89%
PROJECT 934 - RELOCATABLES						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 420 - PLANT FACILITIES FUND						
EXPENSES						
PROJECT 934 - RELOCATABLES						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 934	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 935 - PLUMBING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	110,004.12	183,590.35	0.00	-73,586.23	-66.89%
TOTAL PROJECT 935	0.00	110,004.12	183,590.35	0.00	-73,586.23	-66.89%
PROJECT 936 - AUDITORIUM						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 936	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 943 - SITE IMPROVEMENTS						
Capital	0.00	0.00	55,805.55	0.00	-55,805.55	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 943	0.00	0.00	55,805.55	0.00	-55,805.55	0.00%
PROJECT 951 - FIRE SPRINKLERS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	114,575.32	151,833.64	0.00	-37,258.32	-32.52%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 951	0.00	114,575.32	151,833.64	0.00	-37,258.32	-32.52%
PROJECT 965 - ADACT						
Capital	25,000.00	25,000.00	3,817.41	0.00	21,182.59	84.73%
TOTAL PROJECT 965	25,000.00	25,000.00	3,817.41	0.00	21,182.59	84.73%
Total E - Expense	16,000,000.00	16,000,000.00	23,189,942.10	-387,435.55	-6,802,506.55	-42.52%
TOTAL FUND 420 - PLANT FACILITIES FUND	0.00	0.00	($6,896,776.75)	$387,435.55		
FUND 421 - LOTTERY						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00%
LOTTERY PROCEEDS	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 421 - LOTTERY						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 921 - PAINTING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 921	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 922 - BLACKTOP						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 922	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 923 - FLOORS & CEILINGS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 923	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 924 - MECHANICAL SYSTEMS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Materials and Supplies	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 924	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 929 - ASBESTOS ABATEMENT						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 929	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 930 - ELECTRICAL						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 930	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 935 - PLUMBING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 935	0.00	0.00	0.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 421 - LOTTERY						
EXPENSES						
PROJECT 951 - FIRE SPRINKLERS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 951	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 421 - LOTTERY	0.00	0.00	$0.00	$0.00		
FUND 422 - CAPITAL RESERVE FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	3,037,422.00	2,366,861.22	0.00	0.00	2,366,861.22	100.00%
Other Local	0.00	682,138.93	682.00	0.00	681,456.93	99.90%
Transfers In	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	3,037,422.00	3,049,000.15	682.00	0.00	3,048,318.15	99.98%
Total R - Revenue	3,037,422.00	3,049,000.15	682.00	0.00	3,048,318.15	99.98%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Purchased Services	400,000.00	400,000.00	0.00	0.00	400,000.00	100.00%
Capital	2,637,422.00	2,649,000.15	0.00	0.00	2,649,000.15	100.00%
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	3,037,422.00	3,049,000.15	0.00	0.00	3,049,000.15	100.00%
PROJECT 915 - TECHNOLOGY						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 915	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	3,037,422.00	3,049,000.15	0.00	0.00	3,049,000.15	100.00%
TOTAL FUND 422 - CAPITAL RESERVE FUND	0.00	0.00	$682.00	$0.00		
FUND 423 - MF INTEREST EARNINGS						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	1,820,800.00	2,877,535.68	0.00	0.00	2,877,535.68	100.00%
Earnings on Investments	6,100,000.00	6,100,000.00	2,271,193.93	0.00	3,828,806.07	62.77%
TOTAL PROJECT 000	7,920,800.00	8,977,535.68	2,271,193.93	0.00	6,706,341.75	74.70%
Total R - Revenue	7,920,800.00	8,977,535.68	2,271,193.93	0.00	6,706,341.75	74.70%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	7,920,800.00	8,977,535.68	0.00	0.00	8,977,535.68	100.00%
TOTAL PROJECT 000	7,920,800.00	8,977,535.68	0.00	0.00	8,977,535.68	100.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 423 - MF INTEREST EARNINGS						
EXPENSES						
PROJECT 351 - ATHLETICS						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 351	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	7,920,800.00	8,977,535.68	0.00	0.00	8,977,535.68	100.00%
TOTAL FUND 423 - MF INTEREST EARNINGS	0.00	0.00	$2,271,193.93	$0.00		
FUND 435 - SCHOOL DISTRICT FACILITIES FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Earnings on Investments	0.00	0.00	87,622.45	0.00	-87,622.45	0.00%
Other State Revenue	0.00	0.00	3,555,487.96	0.00	-3,555,487.96	0.00%
TOTAL PROJECT 000	0.00	0.00	3,643,110.41	0.00	-3,643,110.41	0.00%
Total R - Revenue	0.00	0.00	3,643,110.41	0.00	-3,643,110.41	
TOTAL FUND 435 - SCHOOL DISTRICT	0.00	0.00	$3,643,110.41	$0.00		
FUND 436 - MODERNIZATION FACILITIES FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
Beg Fund Balance	154,317,188.20	152,580,657.78	0.00	0.00	152,580,657.78	100.00%
Earnings on Investments	0.00	0.00	3,346,185.40	0.00	-3,346,185.40	0.00%
Other State Support	0.00	0.00	34,214.71	0.00	-34,214.71	0.00%
TOTAL PROJECT 000	154,317,188.20	152,580,657.78	3,380,400.11	0.00	149,200,257.67	97.78%
Total R - Revenue	154,317,188.20	152,580,657.78	3,380,400.11	0.00	149,200,257.67	97.78%
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Transfers	73,698,688.20	73,698,688.20	0.00	0.00	73,698,688.20	100.00%
TOTAL PROJECT 000	73,698,688.20	73,698,688.20	0.00	0.00	73,698,688.20	100.00%
PROJECT 850 - NEW STAR ELEMENTARY						
Capital	22,000,000.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 850	22,000,000.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 915 - TECHNOLOGY						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 915	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 924 - MECHANICAL SYSTEMS						
Capital	3,000,000.00	3,000,000.00	0.00	0.00	3,000,000.00	100.00%
TOTAL PROJECT 924	3,000,000.00	3,000,000.00	0.00	0.00	3,000,000.00	100.00%

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 436 - MODERNIZATION FACILITIES FUND						
EXPENSES						
PROJECT 925 - ROOFING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 925	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 926 - MAJOR BLDG REMODEL						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 926	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 930 - ELECTRICAL						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 930	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 933 - FIRE ALARM SYSTEMS						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 933	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 935 - PLUMBING						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 935	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 941 - SITE ACQUISITION						
Capital	6,000,000.00	6,000,000.00	0.00	0.00	6,000,000.00	100.00%
DISTRICT WIDE	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 941	6,000,000.00	6,000,000.00	0.00	0.00	6,000,000.00	100.00%
PROJECT 943 - SITE IMPROVEMENTS						
Capital	2,500,000.00	2,500,000.00	0.00	0.00	2,500,000.00	100.00%
TOTAL PROJECT 943	2,500,000.00	2,500,000.00	0.00	0.00	2,500,000.00	100.00%
PROJECT 962 - INTERIOR						
Capital	950,000.00	950,000.00	0.00	0.00	950,000.00	100.00%
TOTAL PROJECT 962	950,000.00	950,000.00	0.00	0.00	950,000.00	100.00%
PROJECT 964 - SPECIALTIES						
Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 964	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 966 - PLANNING & DESIGN						
Capital	2,168,500.00	668,500.00	0.00	0.00	668,500.00	100.00%
TOTAL PROJECT 966	2,168,500.00	668,500.00	0.00	0.00	668,500.00	100.00%
PROJECT 967 - COMPONENTS/FEATURES						
Capital	500,000.00	500,000.00	0.00	0.00	500,000.00	100.00%
TOTAL PROJECT 967	500,000.00	500,000.00	0.00	0.00	500,000.00	100.00%
PROJECT 968 - NEW CONSTRUCTION						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	43,500,000.00	20,263,469.58	-22,080.15	0.00	20,285,549.73	100.11%
DISTRICT WIDE	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	22,000,000.00	15,447,151.72	-146,644.78	6,699,493.06	30.45%
DISTRICT WIDE	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	23,000,000.00	13,004,818.70	0.00	9,995,181.30	43.46%

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FUND 436 - MODERNIZATION FACILITIES FUND						
EXPENSES						
PROJECT 968 - NEW CONSTRUCTION						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 968	43,500,000.00	65,263,469.58	28,429,890.27	-146,644.78	36,980,224.09	56.66%
Total E - Expense	154,317,188.20	152,580,657.78	28,429,890.27	-146,644.78	124,297,412.29	81.46%
TOTAL FUND 436 - MODERNIZATION FACILITIES	0.00	0.00	($25,049,490.16)	$146,644.78		
FUND 999 - GASB GOVERNMENT FUND						
REVENUES						
PROJECT 000 - DISTRICT WIDE						
GASB GAIN/LOSS ON SALE OF ASSET	0.00	0.00	0.00	0.00	0.00	0.00%
GASB PROCEEDS FROM SALE OF FA	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 991 - GASB GENERAL FUND ADJ						
Taxes-Other	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 991	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 993 - GASB DEBT FUND ADJ						
Taxes-Other	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 993	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 994 - GASB CAPITAL PROJ ADJ						
GASB GAIN/LOSS ON SALE OF ASSET	0.00	0.00	0.00	0.00	0.00	0.00%
GASB PROCEEDS FROM SALE OF FA	0.00	0.00	0.00	0.00	0.00	0.00%
Taxes-Other	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 994	0.00	0.00	0.00	0.00	0.00	0.00%
Total R - Revenue	0.00	0.00	0.00	0.00	0.00	
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%

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Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 999 - GASB GOVERNMENT FUND						
EXPENSES						
PROJECT 000 - DISTRICT WIDE						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 000	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 991 - GASB GENERAL FUND ADJ						
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%

BOARD REPORT - REVENUE & EXPENSE SUMMARY

Joint School District No 2

as of 07/01/2026

Object Group	Adopted Budget	Current Budget	Year to Date Activity	Encumbrances	Balance	Percent Available
FUND 999 - GASB GOVERNMENT FUND						
EXPENSES						
PROJECT 991 - GASB GENERAL FUND ADJ						
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 991	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 992 - GASB OTHER FUND ADJ						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 992	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 993 - GASB DEBT FUND ADJ						
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 993	0.00	0.00	0.00	0.00	0.00	0.00%
PROJECT 994 - GASB CAPITAL PROJ ADJ						
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Debt Retirement	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
Capital	0.00	0.00	0.00	0.00	0.00	0.00%
TOTAL PROJECT 994	0.00	0.00	0.00	0.00	0.00	0.00%
Total E - Expense	0.00	0.00	0.00	0.00	0.00	
TOTAL FUND 999 - GASB GOVERNMENT FUND	0.00	0.00	$0.00	$0.00		

West Ada SCHOOL DISTRICT

Special Board Meeting
06/24/2026 - 11:00 AM
West Ada District Service Center
1303 E. Central Dr.
Meridian, ID 83642

MEETING MINUTES

A special meeting of the Board of Trustees, West Ada School District, is scheduled for Wednesday, June 24, 2026 at the District Service Center, 1303 E. Central Drive, Meridian, Idaho. The Board will convene in special session at 11:00 a.m. Park in the parking lot on the west side of the building and enter through the Renaissance High School.

In-person attendance will be subject to seats available (60) in the Sawtooth board room. As a courtesy to the public, the District intends to broadcast the meeting live at West Ada Board Meetings - YouTube. The livestream is provided for convenience and is not part of the official meeting. The District does not guarantee uninterrupted availability of the broadcast. Patrons are encouraged to utilize the livestream option when available.

Agenda items are identified according to the West Ada School District Strategic Plan, aligning with focus areas such as communication and collaboration, personalized student success, safe and well-equipped schools, and teaching, learning, and innovation. For a more detailed overview of the West Ada School District Strategic Plan, please visit: https://www.westada.org/page/our-values.

Note: If any auxiliary aids or services are needed for an individual with a disability, please contact 208-350-5800.

Attendance

Voting Members
Lori Frasure, Chairman, Trustee, Zone 1
Evelyn McCullough, Trustee, Zone 2 (by phone)
Meghan Brown, Trustee, Zone 3 (by phone)
David Binetti, Trustee, Zone 4
Rene Ozuna, Vice-Chair, Trustee, Zone 5 (by phone)

Non-Voting Members
Dave Roberts, Chief Financial Officer
Cathy Wright, Back-up Clerk of the Board
Michelle Edmonds, Chief Communication Officer
Renee Senander, Chief Human Resources Officer

I. CALL TO ORDER

Chair Frasure called the meeting to order at 11:01 a.m.

II. PLEDGE OF ALLEGIANCE

Chair Frasure led the Pledge of Allegiance.

III. AGENDA APPROVAL (Action Item)

There were no changes to the agenda.

IV. CONSENT AGENDA: All items on Consent Agenda are considered Action Items. The Board may approve all of the following items by a single motion and vote - unless any member of the Board asks that an item be removed from the Consent Agenda for discussion and action later in the agenda.

I move to approve the consent agenda unanimously.

Motion made by: David Binetti
Motion seconded by: Lori Frasure

> ***Voting results:*** Unanimously Approved

i. SAFE & WELL EQUIPPED SCHOOLS

a. Accept Vendor Expense Report: May 2026

b. Accept PCard Expenses: April 2026

c. Accept Finance & Operations Monthly Reports: May 2026

d. Approve Meeting Minutes of:

1. June 8, 2026

2. June 11, 2026

3. June 12, 2026

e. Approve Associated Student Body (ASB) Reports: May 2026

f. Approve Bid# FF-F-G-12501-2042 USDA Milk Products

ii. TEACHING, LEARNING AND INNOVATION:

a. Approve Employee Recommendations: New Hire, Changes, and Separations

b. Approve Alternate Authorization

V. ADJOURNMENT

Motion to adjourn.

Motion made by: David Binetti
Motion seconded by: Lori Frasure

> ***Voting results:*** Unanimously Approved

Chair Frasure adjourned the meeting at 11:03 a.m.

Chairperson	Clerk

West Ada SCHOOL DISTRICT

Preparing Today's Students for Tomorrow's Challenges

MEMO

TO: Board of Trustees

FROM: Dr. David Reinhart

DATE: July 11, 2026

RE: Easement for Pedestrian Pathway at Eagle Middle School

STRATEGIC PLAN ALIGNMENT: Safe & Well-Equipped Schools

Recommendation

Staff recommends approval of a Permanent Easement Agreement between the West Ada School District and the City of Eagle to allow construction and perpetual maintenance of a public pedestrian pathway across District-owned property located at 574 North Park Lane, Eagle, Idaho.

Background

The City of Eagle has requested a permanent public pathway easement across a portion of District property adjacent to Eagle Middle School. The easement will facilitate construction of an approximately eight-foot-wide pedestrian pathway connecting the Whitehurst Village development to Nephi Lane and the existing school campus area.

The pathway will provide a safe and direct walking route for students and families traveling between the Whitehurst Village neighborhood and the school. The improvement supports pedestrian accessibility, encourages active transportation, and reduces conflicts between vehicle and pedestrian traffic during student arrival and dismissal periods.

Terms of the Easement

Under the proposed agreement:

- The District grants the City of Eagle a permanent public pathway easement over a defined portion of District property.
- The pathway will be constructed at no cost to the West Ada School District, with funding provided through the associated private development.

- The City of Eagle will retain the right to maintain, repair, replace, and operate the pathway and related improvements within the easement area.
- Any disturbance resulting from pathway construction or future maintenance activities must be restored by the City to conditions reasonably acceptable to the District.
- The easement is perpetual and will run with the property unless vacated or terminated by the City.
- The agreement allows future pathway connections as part of the City's broader pedestrian network planning.

Fiscal Impact

There is no anticipated construction cost to the District. The pathway will be funded by the developer as part of the Whitehurst Village project. The easement provides a public benefit and improved student access without requiring District capital expenditures.

Conclusion

Approval of this easement supports safe student access to school, enhances connectivity between the surrounding neighborhood and campus, and leverages private development funding to provide a public infrastructure improvement. Staff recommends approval of the Permanent Easement Agreement with the City of Eagle.

(Reserved for Ada County Recorder)

PERMANENT PATHWAY EASEMENT AGREEMENT

THIS PERMANENT EASEMENT AGREEMENT is made and entered into this _____ day of _____, 2026, by and between WEST ADA SCHOOL DISTRICT, 1303 East Central Drive, Meridian, ID 83642 (hereinafter referred to as "Grantor"), and the **CITY OF EAGLE**, 660 E. Civic Lane, Eagle, Idaho 83616, hereinafter referred to as "Grantee").

WITNESSETH:

FOR GOOD AND SUFFICIENT CONSIDERATION, IT IS AGREED:

SECTION 1. RECITALS:

1.1 Grantor is the owner of certain real property situated in Ada County, Idaho (hereinafter referred to as the "Subject Property") located at 574 North Park Lane, Eagle, Ada County, Idaho.

.

1.2 The Grantee is the owner and operator of a pathway system, and in connection therewith, desires to acquire from the Grantor an easement over and across a certain portion of the Subject Property for a public pathway easement.

1.3 The Grantee and the Grantor have agreed upon, and desire to herein memorialize, the terms and conditions which will govern the granting and use of the aforementioned easement.

SECTION 2. AGREEMENT AND GRANT OF EASEMENT

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged by the Grantor, the parties hereto, for themselves, their heirs, successors and assigns, agree as follows:

2.1 Grantor, subject to the terms and conditions hereinafter set forth, hereby grants and conveys unto the Grantee, its successors and assigns public pathway easement over and across that portion of the Subject Property described in **Exhibit "A"**, and generally as shown on **Exhibit "B"** attached hereto ("Easement").

2.2 The Grantee may connect, or continue within this easement, public pathways as part of future system expansion, and may authorize staff, contractors, or neighboring developers to facilitate such improvements within this easement from any boundary to another public pathway easement or easements, or to parcels included in any public access agreement.

2.3 The Easement shall be permanent and perpetual, unless Grantee agrees in writing to its termination, or it is otherwise abandoned or vacated by the Grantee.

2.4 Grantee, its agents, employees, contractors, and assigns, may traverse said Easement with vehicles and equipment, and to make such improvements and excavations thereon and thereunder as may be reasonably necessary to construct, install, maintain, repair, replace, operate or use pathway located within the Easement.

2.5 Grantor reserves all mineral rights on the Subject Property. In the event damage occurs to the pathway upon Grantor's exercise of mineral rights (i.e., excavation), the Grantor shall immediately repair, restore, and revegetate all disturbed surface areas in a manner consistent with conditions existing prior to the disturbance, all to the reasonable satisfaction of the Grantee.

2.6 Upon completion of its installation of a pathway within the Easement, and any subsequent construction or maintenance activity conducted therein by the Grantee, the Grantee shall immediately repair, restore, and revegetate all disturbed surface areas in a manner consistent with conditions existing prior to the disturbance, all to the reasonable satisfaction of the Grantor.

2.7 This Agreement, and the easement herein granted shall be appurtenant to, and run with the title to the real property encumbered thereby, and shall obligate, and inure to the benefit of, the parties hereto and their respective successors and assigns.

2.8 All exhibits attached hereto and the recitals contained herein are incorporated herein as if set forth in full herein.

SECTION 3. Recordation.

This Agreement shall be recorded in the Official Real Property Records of Ada County, Idaho.

SECTION 4. Governing Law, Jurisdiction, and Venue.

This Agreement shall be construed and interpreted in accordance with the laws of the State of Idaho. The parties agree that the courts of Idaho shall have exclusive jurisdiction and agree that Ada County is the proper venue.

The prevailing party in any claims or disputes arising out of this Agreement shall be entitled to recover reasonable attorney's fees in addition to other relief which a court of competent jurisdiction may award.

IN WITNESS WHEREOF, the parties hereto have caused this Easement Agreement to be executed on the day and year first above written.

"GRANTOR"
WEST ADA SCHOOL DISTRICT

By:_____
Dr. Derek Bub, Superintendent

"GRANTEE"
CITY OF EAGLE

By:_____
Brad Pike, Mayor

ATTEST:

By:_____
Tracy E. Osborn, City Clerk

STATE OF IDAHO)
) ss.
County of_____)

On this _____ day of _____, 2026, before me, a Notary Public for said State, personally appeared Dr. Derek Bub, known or identified to me to be the Superintendent of West Ada School District, the owner of the property referenced herein and the person who executed the foregoing instrument.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
NOTARY PUBLIC FOR IDAHO
Residing at _____
My commission expires_____

STATE OF IDAHO)
) ss.
County of Ada)

On this _____day of _____, 2026, before me, a Notary Public, in and for said County and State, personally appeared BRAD PIKE, known or identified to me to be the MAYOR of the CITY OF EAGLE, said municipal corporation that executed the foregoing instrument, and acknowledged to me that such corporation executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

NOTARY PUBLIC FOR IDAHO
Residing at _____
My commission expires_____

Exhibit "A"

Legal Description
City of Eagle Pathway Easement
West Ada School District

An easement being in the NE1/4 of Section 12, Township 4 North, Range 1 West, Boise Meridian, City of Eagle, Ada County, Idaho, and more particularly described as follows:

EASEMENT

Commencing at an Aluminum Cap monument marking the southwest corner of said NE1/4 of Section 12, from which an Aluminum Cap monument marking the southeast corner of said NE1/4 of Section 12 bears S 89°20'20" E a distance of 2644.73 feet;

Thence along the southerly boundary of said NE1/4 of Section 12 S 89°20'20" E a distance of 925.11 feet to the **POINT OF BEGINNING**.

Thence N 0°39'40" E a distance of 19.24 feet to a point;

Thence N 89°58'41" E a distance of 16.00 feet to a point;

Thence S 0°39'40" W a distance of 19.43 feet to a point on said southerly boundary;

Thence along said southerly boundary N 89°20'20" W a distance of 16.00 feet to the **POINT OF BEGINNING**.

Said easement contains 309 square feet (0.007 acres) and is subject to any other easements existing or in use.

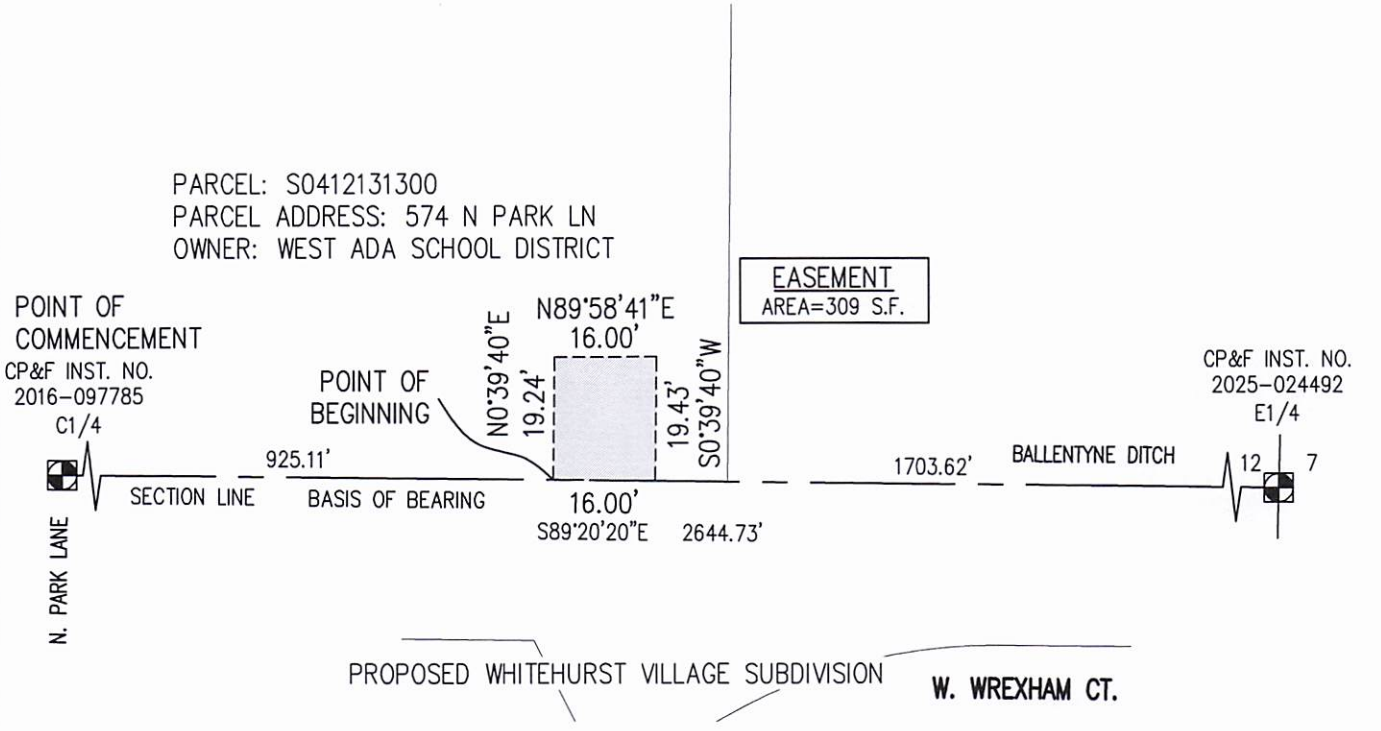
Clinton W. Hansen, PLS
Land Solutions, PC
June 12, 2026

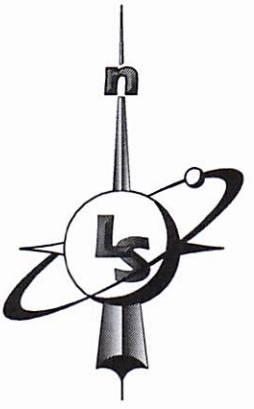


Exhibit "B"

WEST ADA SCHOOL DISTRICT
CITY OF EAGLE - PATHWAY EASEMENT

LOCATED IN THE NE1/4 OF SECTION 12, TOWNSHIP 4 NORTH, RANGE 1 WEST, B.M.
CITY OF EAGLE, ADA COUNTY, IDAHO





0' 15' 30' 60'



LandSolutions
Land Surveying and Consulting
231 E. 5TH ST., STE. A
MERIDIAN, ID 83642
(208) 288-2040 (208) 288-2557 fax
www.landsolutions.biz

SHEET 1 OF 1
JOB NO. 24-29

AIA® Document A133® – 2019 Exhibit A

Guaranteed Maximum Price Amendment

This Amendment dated the Twenty-ninth day of June in the year Two Thousand Twenty-Six, is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the Thirtieth day of May in the year Two Thousand Twenty-Five (the "Agreement")
(In words, indicate day, month, and year.)

for the following **PROJECT:**
(Name and address or location)

Independence Elementary School
Off-site Improvements
2305 Pollard Avenue
Star, ID83669

THE OWNER:
(Name, legal status, and address)

West Ada School District
1303 E. Central Drive
Meridian, ID 83642

THE CONSTRUCTION MANAGER:
(Name, legal status, and address)

CM Company, Inc.
431 W. McGregor Dr.
Boise, ID 83705

TABLE OF ARTICLES

A.1 GUARANTEED MAXIMUM PRICE

A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

ADDITIONS AND DELETIONS:
The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

ARTICLE A.1 GUARANTEED MAXIMUM PRICE

§ A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed ($), subject to additions and deductions by Change Order as provided in the Contract

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Documents.

§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price. Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.
(Provide itemized statement below or reference an attachment.)

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 Alternates
§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance

§ A.1.1.6 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)

ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ A.2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[ ] The date of execution of this Amendment.

[ ] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion
§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

[X] Not later than Ninety (90) calendar days from the date of commencement of the Work.

[ ] By the following date:

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§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
Geotechnical Investigation		Feb. 6, 2025	42

§ A.3.1.2 The following Specifications:
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

Section	Title	Date	Pages
See Attached	Bidding Instructions and Conditions of Agreement TOC		

§ A.3.1.3 The following Drawings:
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

Number	Title	Date
See Attached	Drawing Log	

§ A.3.1.4 The Sustainability Plan, if any:
(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)

Title	Date	Pages

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price
Allowances are outlined on the Schedule of Values	

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:
(Identify each assumption and clarification.)

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§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:
(List name, discipline, address, and other information.)

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
	BY: Anna Sparrell, Vice-President
(Printed name and title)	*(Printed name and title)*

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Additions and Deletions Report for
AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 15:03:29 MDT on 06/30/2026.

Changes to original AIA text

PAGE 3

Document	Title	Date	Pages
Geotechnical Investigation		Feb. 6, 2025	42

Section	Title	Date	Pages
See Attached	Bidding Instructions and Conditions of Agreement TOC		

Number	Title	Date
See Attached	Drawing Log	

Item	Price
Allowances are outlined on the Schedule of Values	

Variable Information

PAGE 1

This Amendment dated the Twenty-ninth day of June in the year Two Thousand Twenty-Six , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the Thirtieth day of May in the year Two Thousand Twenty-Five (the "Agreement")
(In words, indicate day, month, and year.)

Independence Elementary School
Off-site Improvements

2305 Pollard Avenue
Star, ID83669

West Ada School District

1303 E. Central Drive
Meridian, ID 83642

CM Company, Inc.

431 W. McGregor Dr.

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User Notes: (6a42e76f265b2a00c34bab02)

Boise, ID 83705

[X] Not later than Ninety (90) calendar days from the date of commencement of the Work.

[ ] By the following date:

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Anna Sparrell, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 15:03:29 MDT on 06/30/2026 under Order No. 20250128184 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ - 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.

(Signed)

Vice President

(Title)

6/30/26

(Dated)

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User Notes: (6a42e76f265b2a00c34bab02)

Job 2439A - ACHD Offsite Improvements - Independence Elementary

Extra:			Estimate Date:	

Cost Code	Description	Subcontractor/Supplier	Production Units		Total Estimate
			Qty	UOM	
1.120	JOB LAYOUT		15	MHR	4,180
1.140	JOB CLEAN UP		30	MHR	2,000
1.150	SUPERVISION		480	MHR	32,160
1.190	PROJECT ENGINEER		160	MHR	8,000
1.198	SAFETY/INSPECTIONS		3	MTH	1,050
1.210	TEMPORARY POWER		3	MTH	1,950
1.220	TEMPORARY WATER		3	MTH	450
1.230	TEMPORARY TOILET		3	MTH	2,250
1.240	TEMPORARY OUTLETS/LIGHTS		1	MTH	1,200
1.270	PHONE/DATA/WIRELESS		3	MTH	1,350
1.310	JOB OFFICE		3	MTH	3,000
1.315	JOB OFFICE SUPPLIES & EQUIP		3	MTH	810
1.330	TEMP. FENCING/BARRICADES		500	LF	7,750
1.445	EROSION CONTROL	Syman	1	LS	5,878
1.454	TESTING		3	MTH	900
1.610	JOBSITE VEHICLE/TRUCK		3	MTH	3,000
1.620	SMALL TOOLS & SUPPLIES		1	LS	750
1.640	EQUIPMENT RENTAL		3	MTH	3,000
1.710	TRASH HAUL OFF		3	MTH	2,625
1.730	CLOSEOUT/ASBUILT/OM/WARRANTY		1	LS	500
1.760	FIRST AID SUPPLIES		1	LS	300
1.820	LIABILITY INSURANCE		1	LS	12,320
1.830	SURETY BOND		1	LS	12,334
1.915	PRINTING COSTS		1	LS	750
1.920	ENGINEERING & SURVEYING	Allowance	1	LS	10,000
1.953	WARRANTY ALLOWANCE		1	LS	2,000
1.998	CONTINGENCY		1	LS	15,000
1.999	MANAGEMENT FEE		1	LS	67,078
2.200	EARTHWORK	Center Lane Excavation	1	LS	1,266,000
2.201	UNSUITABLE SOILS ALLOWANCE	Allowance	100	CUYD	5,200
2.800	SITE IMPROVEMENTS	Butte Fence	1	LS	6,562
2.900	LANDSCAPE & IRRIGATION	Allowance	1	LS	1,000
2.901	LANDSCAPE / IRRIGATION REPAIR	Allowance	1	LS	1,000
2.902	TOPSOIL	Allowance	1	LS	1,000
3.210	REINFORCING STEEL	Allowance	1	LS	500
3.300	CONCRETE	Lurre Construction	1	LS	85,000
5.100	STRUCTURAL STEEL	KMS	1	LS	2,855
7.900	JOINT SEALANTS	Allowance	1	LS	4,000
9.900	PAINTING	Allowance	1	LS	1,000
16.100	ELECTRICAL	Rocky Mountain Electric	1	LS	167,333

	TOTALS	$ 1,744,035.28

CM COMPANY, INC.

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CM Company, Inc.
Job #: 2.439 Independence Elementary School
2305 N Pollard Ln
Star, Idaho 83669

Drawing Log

The following is a list of drawings associated with this GMP

Drawings

Drawing No.	Drawing Set	Drawing Title	Project Name	Drawing Date
C0.00	Offsite Bid Set	COVER SHEET AND GENERAL NOTES	Independence Elementary School	01/16/2026
C1.50	Offsite Bid Set	SWPPP OVERVIEW	Independence Elementary School	01/16/2026
C1.51	Offsite Bid Set	SWPPP PLAN - BEACON LIGHT	Independence Elementary School	01/16/2026
C1.51	Offsite Addendum #1	SWPPP PLAN - BEACON LIGHT	Independence Elementary School	05/06/2026
C1.52	Offsite Bid Set	SWPPP PLAN - POLLARD	Independence Elementary School	01/16/2026
C1.52	Offsite Addendum #1	SWPPP PLAN - POLLARD	Independence Elementary School	05/06/2026
C1.53	Offsite Bid Set	SWPPP PLAN - POLLARD	Independence Elementary School	01/16/2026
C1.53	Offsite Addendum #1	SWPPP PLAN - POLLARD	Independence Elementary School	05/06/2026
C1.54	Offsite Bid Set	SWPPP PLAN - POLLARD	Independence Elementary School	01/16/2026
C1.54	Offsite Addendum #1	SWPPP PLAN - POLLARD	Independence Elementary School	05/06/2026
C1.55	Offsite Bid Set	SWPPP PLAN - POLLARD & FLOATING FEATHER	Independence Elementary School	01/16/2026
C1.55	Offsite Addendum #1	SWPPP PLAN - POLLARD & FLOATING FEATHER	Independence Elementary School	05/06/2026
C1.60	Offsite Bid Set	SWPPP DETAILS	Independence Elementary School	01/16/2026
C2.00	Offsite Bid Set	SIGNAGE AND STRIPING OVERVIEW	Independence Elementary School	01/16/2026
C2.01	Offsite Bid Set	W. BEACON LIGHT RD.	Independence Elementary School	01/16/2026
C2.02	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C2.03	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C2.04	Offsite Bid Set	N POLLARD LN.	Independence Elementary School	01/16/2026
C2.05	Offsite Bid Set	N. POLLARD LN. & W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026
C2.05	Offsite Addendum #1	N. POLLARD LN. & W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026
C2.06	Offsite Bid Set	W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026
C2.06	Offsite Addendum #1	W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026
C2.50	Offsite Bid Set	TYPICAL ROADWAY SECTIONS	Independence Elementary School	01/16/2026

CM Company, Inc.
Job #: 2.439 Independence Elementary School
2305 N Pollard Ln
Star, Idaho 83669

Drawing No.	Drawing Set	Drawing Title	Project Name	Drawing Date
C2.50	Offsite Addendum #1	TYPICAL ROADWAY SECTIONS	Independence Elementary School	05/06/2026
C2.51	Offsite Bid Set	DETAILS	Independence Elementary School	01/16/2026
C2.51	Offsite Addendum #1	DETAILS	Independence Elementary School	05/06/2026
C3.00	Offsite Bid Set	GRADING PLAN OVERVIEW	Independence Elementary School	01/16/2026
C3.01	Offsite Bid Set	W. BEACON LIGHT RD.	Independence Elementary School	01/16/2026
C3.01	Offsite Addendum #1	W. BEACON LIGHT RD.	Independence Elementary School	05/06/2026
C3.02	Offsite Bid Set	W. BEACON LIGHT RD.	Independence Elementary School	01/16/2026
C3.02	Offsite Addendum #1	W. BEACON LIGHT RD.	Independence Elementary School	05/06/2026
C3.03	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.03	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.04	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.04	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.05	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.05	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.06	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.06	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.07	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.07	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.08	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.08	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.09	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
C3.09	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
C3.10	Offsite Bid Set	W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026
C3.10	Offsite Addendum #1	W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026
C3.10	Offsite Addendum #2	W. FLOATING FEATHER RD.	Independence Elementary School	05/14/2026
C3.11	Offsite Bid Set	W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026

CM Company, Inc.
Job #: 2.439 Independence Elementary School
2305 N Pollard Ln
Star, Idaho 83669

Drawing No.	Drawing Set	Drawing Title	Project Name	Drawing Date
C3.11	Offsite Addendum #1	W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026
C3.11	Offsite Addendum #2	W. FLOATING FEATHER RD.	Independence Elementary School	05/14/2026
C4.00	Offsite Bid Set	SIGNAL PLAN	Independence Elementary School	01/16/2026
C4.00	Offsite Addendum #1	SIGNAL PLAN	Independence Elementary School	05/06/2026
C4.00	Offsite Addendum #2	SIGNAL PLAN	Independence Elementary School	05/14/2026
C4.50	Offsite Bid Set	SIGNAL DETAILS	Independence Elementary School	01/16/2026
C4.50	Offsite Addendum #1	SIGNAL DETAILS	Independence Elementary School	05/06/2026
C5.00	Offsite Bid Set	GIRR DEMOLITION PLAN	Independence Elementary School	01/16/2026
C5.10	Offsite Bid Set	GIRR PLAN AND PROFILE	Independence Elementary School	01/16/2026
C5.10	Offsite Addendum #1	GIRR PLAN AND PROFILE	Independence Elementary School	05/06/2026
C5.50	Offsite Bid Set	GIRR DETAILS	Independence Elementary School	01/16/2026
E0.0	Offsite Bid Set	ELECTRICAL COVER SHEET & ACHD SYMBOLS AND ABBREVIATIONS	Independence Elementary School	01/16/2026
E1.0	Offsite Bid Set	ELECTRICAL SITE PLAN	Independence Elementary School	01/16/2026
E1.1	Offsite Bid Set	ENLARGED ELECTRICAL SITE PLAN - W BEACON LIGHT RD	Independence Elementary School	01/16/2026
E2.0	Offsite Bid Set	ELECTRICAL DETAILS	Independence Elementary School	01/16/2026
E2.1	Offsite Bid Set	ELECTRICAL DETAILS	Independence Elementary School	01/16/2026
E2.2	Offsite Bid Set	ELECTRICAL DETAILS	Independence Elementary School	01/16/2026
E2.3	Offsite Bid Set	ELECTRICAL DETAILS	Independence Elementary School	01/16/2026
L1.01	Offsite Bid Set	W. BEACON LIGHT RD.	Independence Elementary School	01/16/2026
L1.01	Offsite Addendum #1	W. BEACON LIGHT RD.	Independence Elementary School	05/06/2026
L1.02	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
L1.02	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
L1.03	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
L1.03	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026
L1.04	Offsite Bid Set	N. POLLARD LN.	Independence Elementary School	01/16/2026
L1.04	Offsite Addendum #1	N. POLLARD LN.	Independence Elementary School	05/06/2026

CM COMPANY, INC.

CM Company, Inc.
Job #: 2.439 Independence Elementary School
2305 N Pollard Ln
Star, Idaho 83669

Drawing No.	Drawing Set	Drawing Title	Project Name	Drawing Date
L1.05	Offsite Bid Set	N. POLLARD LN. & W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026
L1.05	Offsite Addendum #1	N. POLLARD LN. & W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026
L1.06	Offsite Bid Set	W. FLOATING FEATHER RD.	Independence Elementary School	01/16/2026
L1.06	Offsite Addendum #1	W. FLOATING FEATHER RD.	Independence Elementary School	05/06/2026

Pollard Elementary School Offsite Improvements

West Ada School District

2305 N Pollard Lane, Star, ID 83669

General Notes:

1. THE CONTRACTOR SHALL AT ALL TIMES COORDINATE HIS WORK WITH THAT OF OTHERS ON THE SITE. THE CONTRACTOR SHALL HAVE A RESPONSIBLE PARTY WHO SHALL HAVE THE AUTHORITY TO REPRESENT AND ACT FOR THE CONTRACTOR ON THE JOB SITE DURING ALL WORKING HOURS.
2. THE CONTRACTOR IS RESPONSIBLE FOR PERFORMING ALL WORK INDICATED IN THESE PLANS AND SPECIFICATIONS. ANY ITEM INDICATED IN THESE PLANS, BUT NOT ITEMIZED IN THE BID DOCUMENTS, WILL BE INCLUDED UNDER A BID SCHEDULE ITEM TO WHICH IT MOST PERTAINS.
3. THE CONTRACTOR SHALL EXAMINE THE SITE, COMPARE IT WITH THE PLANS, CAREFULLY EXAMINE ALL OF THE CONTRACT DOCUMENTS, AND SATISFY HIMSELF AS TO THE CONDITIONS UNDER WHICH THE WORK IS TO BE PERFORMED BEFORE ENTERING INTO CONTRACT. NO ALLOWANCE SHALL SUBSEQUENTLY BE MADE ON BEHALF OF THE CONTRACTOR ON ACCOUNT OF AN ERROR ON HIS PART AND/OR HIS NEGLIGENCE AND/OR FAILURE TO ACQUAINT HIMSELF WITH THE CONDITIONS OF THE SITE.
4. THE CONTRACTOR SHALL CONTACT DIGLINE 48 HOURS PRIOR TO ANY EXCAVATION. 1-800-342-1585 OR 811
5. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ANY DAMAGE TO THE EXISTING STREETS, SIDEWALKS, OR EXISTING STRUCTURES DURING THE CONSTRUCTION OF THIS PROJECT AND SHALL REPAIR SUCH DAMAGE TO THE SATISFACTION OF THE GOVERNING AGENCY, AT NO EXTRA COST TO THE OWNER.
6. ALL MATERIALS AND FINISHES SHALL BE PER THE DRAWINGS AND DETAILS. SOME MATERIALS MAY REQUIRE SEVERAL WEEK ORDER LEAD TIME. CONTRACTOR IS RESPONSIBLE FOR DETERMINING ANY AND ALL ORDERING LEAD TIMES AND PROVIDING REQUIRED MATERIALS AT THE PROJECT SITE IN A TIMELY MANNER. NO UNAPPROVED SUBSTITUTIONS WILL BE ALLOWED. CONTACT THE ENGINEER IMMEDIATELY IF A SPECIFIED MATERIAL IS NOT AVAILABLE.
7. ALL EXISTING CONDITIONS AND STRUCTURES NOT SPECIFICALLY NOTED FOR REMOVAL SHALL BE RETAINED AND PROTECTED. EXISTING CONDITIONS AND STRUCTURES THAT ARE DAMAGED DURING THE COURSE OF CONSTRUCTION SHALL BE REPLACED BY THE CONTRACTOR AT NO ADDITIONAL COST TO THE OWNER.
8. ALL CONTRACTORS WORKING WITHIN THE PUBLIC RIGHT-OF-WAY ARE REQUIRED TO SECURE A RIGHT-OF-WAY CONSTRUCTION PERMIT FROM ADA COUNTY HIGHWAY DISTRICT AT LEAST 24 HOURS PRIOR TO ANY CONSTRUCTION.
9. ALL CONSTRUCTION IN THE PUBLIC RIGHT-OF-WAY SHALL CONFORM TO THE CURRENT EDITION OF THE ISPWC AND THE ACHD SUPPLEMENTAL SPECIFICATIONS. NO EXCEPTIONS TO THESE STANDARDS WILL BE ALLOWED UNLESS SPECIFICALLY AND PREVIOUSLY APPROVED IN WRITING BY ACHD.
10. THE CONTRACTOR SHALL PERFORM ALL CLEARING AND SITE PREPARATION NECESSARY FOR THE PROPER EXECUTION OF ALL WORK INDICATED ON THESE PLANS AND SPECIFICATIONS.
11. ALL WORK IS TO BE PERFORMED BY LICENSED CONTRACTORS AND EXPERIENCED WORKERS.
12. CONTRACTOR SHALL OBTAIN AND PAY FOR ALL PERMITS NECESSARY TO COMPLETE THE WORK, UNLESS OTHERWISE NOTED.
13. CONTRACTOR SHALL CONFORM TO ALL LOCAL CODES INCLUDING, BUT NOT LIMITED TO, THE LATEST EDITION OF THE ISPWC AND THE ACHD POLICY MANUAL AND SUPPLEMENTAL STANDARDS TO THE ISPWC.
14. THE LAND GROUP, INC. DOES NOT AND CANNOT GUARANTEE THE ACCURACY OF WORK DONE BY OTHERS AND INCLUDES THIS INFORMATION FOR THE CONVENIENCE OF THE CONTRACTOR ONLY. THE CONTRACTOR IS RESPONSIBLE TO CONTACT THE OWNER'S REPRESENTATIVE TO REQUEST CLARIFICATION OF DISCREPANCIES BETWEEN THE INFORMATION SHOWN ON THIS PLAN AND INFORMATION SHOWN ELSEWHERE. IN THE EVENT THE CONTRACTOR PROCEEDS WITH CONSTRUCTION WITHOUT OFFICIAL CLARIFICATION FROM THE OWNER'S REPRESENTATIVE, HE SHALL BE LIABLE FOR THE COST OF CORRECTIVE WORK AND SHALL REPAIR OR RECONSTRUCT THE FAULTY WORK TO THE SATISFACTION OF THE OWNER'S REPRESENTATIVE AT NO ADDITIONAL COST TO THE OWNER.
15. THE CONTRACTOR IS RESPONSIBLE FOR PROVIDING, ERECTING AND MAINTAINING THE REQUIRED MATERIALS, EQUIPMENT AND MANPOWER NECESSARY FOR PUBLIC SAFETY AND TRAFFIC CONTROL WITHIN THE PROJECT LIMITS AND ON THE APPROACHES TO THE PROJECT.
16. THE CONTRACTOR AGREES THAT IN ACCORDANCE WITH GENERALLY ACCEPTED CONSTRUCTION PRACTICES, CONTRACTOR SHALL BE REQUIRED TO ASSUME SOLE AND COMPLETE RESPONSIBILITY FOR JOB SITE CONDITIONS DURING THE COURSE OF CONSTRUCTION OF THE PROJECT, INCLUDING THE SAFETY OF ALL PERSONS AND PROPERTY, AND THAT THIS REQUIREMENT SHALL BE MADE TO APPLY CONTINUOUSLY AND NOT BE LIMITED TO NORMAL WORKING HOURS. CONTRACTOR FURTHER AGREES TO DEFEND, INDEMNIFY, AND HOLD DESIGN PROFESSIONAL HARMLESS FROM ANY AND ALL LIABILITY, REAL AND ALLEGED, IN CONNECTION WITH THE PERFORMANCE OF WORK ON THIS PROJECT, EXCEPTING LIABILITY ARISING FROM THE SOLE NEGLIGENCE OF THE DESIGN PROFESSIONAL.
17. IF ANY ARCHAEOLOGICAL, CULTURAL OR HISTORICAL RESOURCES, OR ARTIFACTS OR OTHER FEATURES ARE DISCOVERED DURING THE COURSE OF CONSTRUCTION ANYWHERE ON THE PROJECT SITE, WORK SHALL BE SUSPENDED IN THAT LOCATION UNTIL A QUALIFIED PROFESSIONAL ARCHAEOLOGIST ASSESSES THE SIGNIFICANCE OF THE DISCOVERY. THE OWNER SHALL BE NOTIFIED IMMEDIATELY OF ANY FINDS. IN CONSULTATION WITH THE ARCHAEOLOGIST AND THE GOVERNING AGENCY, APPROPRIATE MEASURES FOR PRESERVATION SHALL BE ESTABLISHED PRIOR TO THE COMMENCEMENT OF WORK.
18. THE LOCATION OF EXISTING UNDERGROUND UTILITIES ON THESE PLANS ARE APPROXIMATE. A REASONABLE EFFORT HAS BEEN MADE TO LOCATE AND DELINEATE ALL UNDERGROUND FACILITIES. HOWEVER, THE LAND GROUP, INC. OR ITS CONSULTANTS ASSUMES NO LIABILITY FOR THE ACCURACY OR COMPLETENESS OF THE EXISTING FACILITIES SHOWN HERE OR FOR THE EXISTENCE OF OTHER UNDERGROUND UTILITIES OR OBJECTS WHICH MAY BE DISCOVERED BUT ARE NOT SHOWN ON THESE PLANS. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF ANY EXISTING UTILITIES BEFORE COMMENCING WORK AND AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGE DUE TO CONTRACTOR'S FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UNDERGROUND UTILITIES.

Balancing Earthwork Notes:

1. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO MAKE THEIR OWN DETERMINATION OF QUANTITIES REQUIRED TO COMPLETE THE WORK. ANY IMBALANCE IN THE ACTUAL EARTHWORK WHICH MAY OCCUR SHALL BE ADJUSTED BY EITHER OF THE FOLLOWING METHODS:
   - 1.1. WHEN SUFFICIENT MATERIAL IS NOT AVAILABLE FROM THE EXCAVATION AREAS TO CONSTRUCT THE REQUIRED FINISHED GRADE, THE CONTRACTOR SHALL ARRANGE FOR AND OBTAIN BORROW MATERIAL TO COMPLETE THE WORK. BORROW MATERIAL SHALL MEET THE REQUIREMENTS OF THE GEOTECHNICAL REPORT BY MATERIALS TESTING AND INSPECTION, FILE NO. B150958g, DATED SEPTEMBER 28, 2015.
   - 1.2. WHEN EXCESS MATERIAL EXISTS BEYOND THAT REQUIRED TO COMPLETE THE WORK, THE CONTRACTOR SHALL DISPOSE OF THE EXCESS MATERIAL AT A LOCATION SELECTED BY THE CONTRACTOR OUTSIDE THE PROJECT BOUNDARIES.

Grading & Drainage Notes:

1. GENERAL NOTES ARE MADE A PART OF THE GRADING & DRAINAGE NOTES BY THIS REFERENCE. ALL CONTRACTORS AND CONSTRUCTION ACTIVITIES SHALL CONFORM TO SAID NOTES.
2. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE LATEST EDITION OF THE IDAHO SPECIFICATIONS FOR PUBLIC WORKS CONSTRUCTION, THESE PLANS AND THE GEOTECHNICAL REPORT BY MATERIALS TESTING AND INSPECTION, FILE NO. B150958g, DATED SEPTEMBER 28, 2015.
3. CONTRACTOR SHALL HAVE AN APPROVED SET OF PLANS ON SITE AT ALL TIMES. ONLY THESE PLANS SHALL BE USED BY THE PROJECT CONTRACTOR(S). USE OF ANY NON APPROVED SET OF PLANS ON THE JOB SHALL BE GROUNDS FOR THE ISSUANCE OF A STOP WORK ORDER.
4. ALL MATERIALS FURNISHED ON OR FOR THE PROJECT MUST MEET THE MINIMUM REQUIREMENTS OF THE APPROVING AGENCIES OR AS SET FORTH HEREIN, WHICHEVER IS MORE RESTRICTIVE.
5. CONTRACTOR TO VERIFY ALL EXISTING ELEVATIONS NOTED ON THIS PLAN AND NOTIFY DESIGN ENGINEER WHEN ELEVATIONS DO NOT MATCH PLANS.
6. WASTE SOIL SHALL BE HAULED TO AN OFFSITE DISPOSAL SITE FURNISHED BY THE CONTRACTOR.
7. ALL FINISHED GRADES SHALL BE SMOOTH AND UNIFORM.
8. PROVIDE POSITIVE DRAINAGE TO ALL CATCH BASINS, DRAINAGE STRUCTURES, CURB CUTS, AND DRAINAGE WINDOWS.
9. ALL PEDESTRIAN PATHWAYS SHALL HAVE A MINIMUM OF ONE PERCENT (1%) CROSS SLOPE UNLESS OTHERWISE NOTED.
10. ALL CHANGES REQUIRE APPROVAL BY THE DESIGN ENGINEER AND LANDSCAPE ARCHITECT.
11. ALL DRAINAGE CONVEYANCE AND INFILTRATION FACILITIES MUST BE INSPECTED BY THE DESIGN ENGINEER OR HIS/HER QUALIFIED REPRESENTATIVE. PROVIDE INSPECTION REQUEST A MINIMUM OF 48 HOURS IN ADVANCE.
12. CONCRETE COLLARS SHALL BE POURED AT ALL STORM DRAINAGE INLETS AND MANHOLES. COLLARS SHALL BE PLACED IN ACCORDANCE WITH ACHD SUPPLEMENTAL TO THE ISPWC SD-616.
13. THE CONTRACTOR SHALL TAKE ALL NECESSARY PRECAUTIONS TO PROTECT EXISTING UTILITIES AND IMPROVEMENTS. ANY DAMAGE TO EXISTING FACILITIES OR IMPROVEMENTS RESULTING FROM THE CONTRACTORS OPERATIONS, SHALL BE REPAIRED OR REPLACED AT CONTRACTOR'S EXPENSE.
14. CONTRACTOR IS RESPONSIBLE TO REMOVE ALL CONCRETE AND DEBRIS FROM LANDSCAPE PLANTER AREAS PRIOR TO INSTALLATION OF ANY LANDSCAPE MATERIALS BY THE LANDSCAPE CONTRACTOR.
15. ALL EXISTING OR PROPOSED STORM DRAINAGE CATCH BASIN INLETS AND MANHOLES SHALL BE COVERED WITH FILTER FABRIC BY THE STORM DRAIN CONTRACTOR TO PREVENT CONTAMINATION OF STORM DRAINAGE FACILITIES. FABRIC SHALL NOT BE REMOVED UNTIL AFTER CONSTRUCTION IS COMPLETE AND LANDSCAPE TURF AREAS HAVE MATURED.
16. CARE SHALL BE TAKEN TO PREVENT DIRT AND OTHER SUPERFLUOUS MATERIALS FROM ENTERING STORM DRAINAGE FACILITIES DURING CONSTRUCTION.
17. CONTRACTORS SHALL PERFORM SITE CLEARING, GRUBBING AND BACKFILL EXERCISES IN ACCORDANCE WITH THE GEOTECHNICAL ENGINEERING REPORT. CONTRACTORS SHALL COORDINATE AND ACCOMMODATE VISUAL INSPECTIONS, MATERIALS AND COMPACTION TESTING WITH THE GEOTECHNICAL ENGINEER AS OUTLINED IN SAID REPORT. COMPACTION TEST REPORTS SHALL BE PROVIDED TO THE DESIGN ENGINEER FOR ALL WORK, WITH WORK WITHIN EXISTING AND PROPOSED RIGHT-OF-WAY FORWARDED TO THE ADA COUNTY HIGHWAY DISTRICT.
18. ALL FILL MATERIALS SHALL BE COMPACTED TO A MINIMUM OF 95% OF THE MAXIMUM DRY DENSITY AS DETERMINED BY ASTM D 1557.
19. DURING CONSTRUCTION, THE CONTRACTOR SHALL MAINTAIN THE SUBGRADE IN SUCH A CONDITION THAT IT WILL BE WELL-DRAINED AT ALL TIMES. DRAINAGE DITCHES SHALL BE CONSTRUCTED AS NECESSARY TO AVOID DAMAGE TO THE CONSTRUCTION SITE.
20. CONTRACTOR IS RESPONSIBLE FOR VERIFYING LOCATION AND ELEVATION OF ALL TIE IN POINTS PRIOR TO CONSTRUCTION AND SHALL CONTACT THE DESIGN ENGINEER WITH ANY DISCREPANCIES.

Vicinity Map:



Situated in the SW 1/4 of the NW 1/4 of
Section 4, Township 4 North, Range 1 West, Boise Meridian
City of Star, Ada County, Idaho

Land Use Zone: R-2

ACHD Standard Notes:

ACHD STANDARD CONDITIONS:

1. ANY EXISTING IRRIGATION FACILITIES SHALL BE RELOCATED OUTSIDE OF THE RIGHT-OF-WAY.
2. PRIVATE SEWER OR WATER SYSTEMS ARE PROHIBITED FROM BEING LOCATED WITHIN ANY ACHD ROADWAY OR RIGHT-OF-WAY.
3. REPLACE ANY EXISTING DAMAGED CURB, GUTTER AND SIDEWALK AND ANY THAT MAY BE DAMAGED DURING THE CONSTRUCTION OF THE PROPOSED DEVELOPMENT. CONTACT ACHD INSPECTION SERVICES AT 387-6280.
4. COMPLY WITH DISTRICT'S TREE PLANTER POLICY.
5. CONSTRUCT ALL UTILITY CUTS AND STREET REPAIRS PER ISPWC SD-301, ISPWC (ACHD SUPPLEMENT) SD-303, AND SD-806. A TRAFFIC CONTROL PLAN WILL ALSO BE NECESSARY FOR ANY UTILITY CUT. SUBMIT ALL TRAFFIC CONTROL PLANS TO THE DISTRICT'S CONSTRUCTION SERVICES DIVISION FOR REVIEW AND APPROVAL. IT IS STRONGLY RECOMMENDED THAT THE NUMBER OF UTILITY CUTS WITHIN A STREET BE REDUCED TO THE FEWEST POSSIBLE.
6. UTILITY STREET CUTS IN PAVEMENT LESS THAN FIVE YEARS OLD ARE NOT ALLOWED UNLESS APPROVED IN WRITING BY THE DISTRICT. CONTACT THE DISTRICT'S UTILITY COORDINATOR AT 387-6258 (WITH FILE NUMBERS) FOR DETAILS.
7. CONSTRUCTION, USE AND PROPERTY DEVELOPMENT SHALL BE IN CONFORMANCE WITH ALL APPLICABLE REQUIREMENTS OF THE ACHD PRIOR TO DISTRICT APPROVAL FOR OCCUPANCY.
8. THE APPLICANT SHALL CONTACT ACHD TRAFFIC OPERATIONS 387-6190 IN THE EVENT ANY ACHD CONDUITS (SPARE OR FILLED) ARE COMPROMISED DURING ANY PHASE OF CONSTRUCTION.

ACHD ROADWAY NOTES:

1. ALL CONSTRUCTION IN THE PUBLIC RIGHT-OF-WAY SHALL CONFORM TO THE CURRENT EDITION OF THE ISPWC AND ACHD SUPPLEMENTAL SPECIFICATIONS. NO EXCEPTIONS TO DISTRICT POLICY, STANDARDS AND THE ISPWC WILL BE ALLOWED UNLESS SPECIFICALLY AND PREVIOUSLY APPROVED IN WRITING BY THE DISTRICT.
   - 1.1. ACTUAL FIELD CONDITIONS DURING TRENCHING MAY REQUIRE ADDITIONAL PAVEMENT REPAIR BEYOND THE LIMITS SHOWN ON THE PLANS. THE FOLLOWING CONDITIONS ARE LISTED IN SECTION 6000 OF ACHD POLICY MANUAL:
   - 1.2. ALL ASPHALT MATCH LINES FOR PAVEMENT REPAIR SHALL BE PARALLEL TO THE CENTERLINE OF THE STREET AND INCLUDE ANY AREA DAMAGED BY EQUIPMENT DURING TRENCHING OPERATIONS.
   - 1.2.1. IF THE CUMULATIVE DAMAGED PAVEMENT AREA EXCEEDS 50% OF THE TOTAL ROAD SURFACE, CONTRACTOR SHALL REPLACE THE ENTIRE ROADWAY SURFACE.
   - 1.2.2. CONTRACTOR SHALL REPLACE THE PAVEMENT SURFACE TO ENSURE MATCH LINE DOES NOT FALL WITHIN THE WHEEL PATH OF A LANE. MATCH LINE SHALL ONLY FALL IN THE CENTER OR EDGE OF A TRAVEL LANE.
   - 1.2.3. FLOWABLE FILL OR IMPORTED MATERIAL MAY BE REQUIRED IF THE NATIVE TRENCH MATERIAL IS DEEMED UNSUITABLE BY ACHD INSPECTOR, DOES NOT MEET COMPACTION STANDARDS OR TIME IS A CRITICAL FACTOR.
   - 1.2.4. ANY EXCEPTIONS TO THESE RULES SHALL BE PRE-APPROVED IN WRITING BY DISTRICT STAFF BEFORE CONSTRUCTION BEGINS.
   - 1.2.5. CONSTRUCT ALL PAVEMENT MATCHES (INCLUDING DRIVEWAY APPROACHES AND UTILITY CUT STREET REPAIRS) WITHIN ACHD RIGHTS-OF-WAY TO MATCH THE EXISTING STREET PAVEMENT SECTION OR THE SECTION NOTED ON THE ASPHALT PAVEMENT SECTION DETAIL 4/C4.50. USE WHICHEVER SECTION IS GREATER.
2. PIPE TRENCH SHALL CONFORM TO THE LATEST EDITION OF THE ISPWC DIVISION 300 AND SD-301. BEDDING AND BACKFILL SHALL BE CONSTRUCTED PER SECTIONS 305 AND 306 OF THE ISPWC.
3. ANY WORK IN THE PUBLIC RIGHT-OF-WAY REQUIRES INSPECTION AND APPROVAL BY ACHD CONSTRUCTION DIVISION. CONTACT INSPECTION SERVICES AT 387-6280 TO OBTAIN A PERMIT TO WORK IN THE RIGHT-OF-WAY. INSPECTION REQUESTS REQUIRE A MINIMUM OF 24-HOUR PRIOR NOTICE.
4. PRIOR TO PLACEMENT OF ANY PAVEMENT MARKINGS, COORDINATE WITH ACHD INSPECTION STAFF. ALL PAVEMENT MARKINGS SHALL COMPLY WITH ACHD POLICY AND ISPWC SECTION 1100. MARKINGS SHALL TRANSITION SMOOTHLY WITH EXISTING PAVEMENT MARKINGS.
5. ABANDONED BUILDINGS, TEST PITS OR WATERWAYS LOCATED WITHIN CURRENT OR FUTURE RIGHT-OF-WAY SHALL BE RE-EXCAVATED TO NATIVE SOIL AND BACKFILLED WITH STRUCTURAL FILL PER ISPWC SPECIFICATIONS. CONTRACTOR SHALL PROVIDE SOILS DATA TO VERIFY THAT NATIVE MATERIAL MEETS THE REQUIREMENTS FOR ENGINEERED FILL PER ISPWC SPECIFICATIONS AND A COPY OF THE COMPACTION TESTS.

Certification of Compliance with Design Standards:

THE ENGINEER OF RECORD CERTIFIES THAT THE PLANS ARE PREPARED IN SUBSTANTIAL CONFORMANCE WITH THE ACHD POLICY AND STANDARDS IN EFFECT AT THE TIME OF PREPARATION. THE ENGINEER ACKNOWLEDGES THAT ACHD ASSUMES NO LIABILITY FOR ERRORS OR DEFICIENCIES IN THE DESIGN. ALL VARIANCES FROM ACHD POLICY SHALL BE APPROVED IN WRITING. THE FOLLOWING VARIANCES, LISTED BY DATE AND SHORT DESCRIPTION, WERE APPROVED FOR THE PROJECT: NONE

Benchmark Notes:

1. SEE SHEET C2.00 FOR LOCATIONS OF BENCHMARKS.
2. VERTICAL DATUM: NORTH AMERICAN VERTICAL DATUM OF 1988 (NAVD 88).
3. THE BASIS OF BEARING OF THIS MAP IS GRID NORTH ON THE IDAHO STATE PLANE COORDINATES SYSTEM (NAD 83) WEST ZONE, AS DETERMINED BY GLOBAL POSITIONING SYSTEMS METHODS. ANY DISTANCES SHOWN ARE HORIZONTAL GROUND DISTANCES IN U.S. SURVEY FEET.
4. BENCHMARK INFORMATION:

TBM #1
NORTHING: 749,536.218'
EASTING: 2,436,122.089'
ELEV: 2567.08'
DESCRIPTION: FOUND BRASS CAP

TBM #2
NORTHING: 744,155.066'
EASTING: 2,436,047.469'
ELEV: 2496.88'
DESCRIPTION: FOUND ALUMINUM CAP

Contact Information:

Project Architect:
LKV ARCHITECTS
2400 RIVERWALK DRIVE
BOISE, ID 83706
CONTACT: TOBY NORSKOG
PHONE: 208.336.3443
EMAIL: TOBY@LKVARCHITECTS.COM

Project Landscape Architect/Engineer:
THE LAND GROUP, INC.
462 E. SHORE DRIVE SUITE 100
EAGLE, IDAHO 83616
LANDSCAPE ARCHITECT: SEAN CONNER, PLA
CIVIL ENGINEER: LACIE MYERS, PE
PROJECT MANAGER: CHAD LORENTZEN
PHONE: 208.939.4041
EMAIL: CLORENTZEN@THELANDGROUPINC.COM

Sheet Index:

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C1.52	SWPPP PLAN - POLLARD
C1.53	SWPPP PLAN - POLLARD
C1.54	SWPPP PLAN - POLLARD
C1.55	SWPPP PLAN - POLLARD & FLOATING FEATHER
C1.60	SWPPP DETAILS
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C2.00	SIGNAGE AND STRIPING OVERVIEW
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C5.00	GIRR DEMOLITION PLAN
C5.10	GIRR PLAN AND PROFILE
C5.50	GIRR DETAILS

Plans Are Accepted for Public Street Construction

By stamping and signing the improvement plans the Registered Engineer ensures the District that the plans conform to all District policies and standards. Variances or waivers must be specifically and previously approved by the District in writing. Acceptance of the improvement plans by the District does not relive the Registered Engineer of these responsibilities.

By: Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

Dig Line, Inc.
Call Before You Dig!
811

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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

Revisions

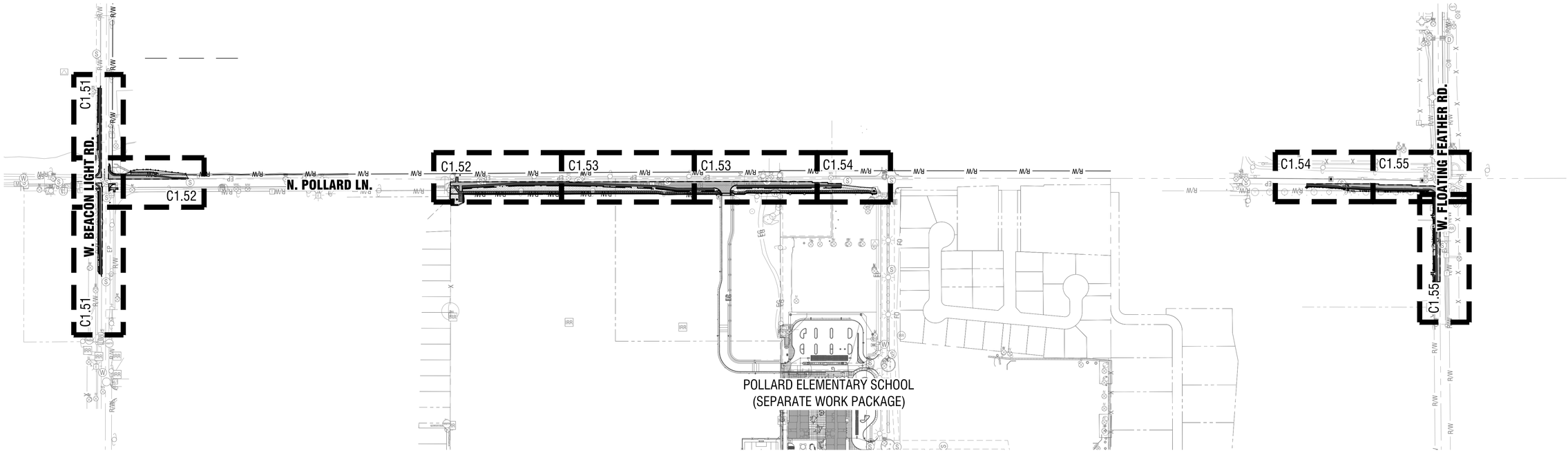
POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

DRAWING NO.:
C0.00
COVER SHEET AND GENERAL NOTES



SWPPP Overview

Horizontal Scale: 1" = 200'

0 200' 400'

Contact Information:

OWNER/DEVELOPER:	TBD
CONTRACTOR:	TBD
ESC RESPONSIBLE PERSON: LICENSE NO: EXPIRATION: PHONE:	TBD
PLAN PREPARER:	QUINN O'SULLIVAN THE LAND GROUP, INC. 462 E. SHORE DR., STE. 100 EAGLE, IDAHO 83616 PHONE: 208.939.4041
PROJECT ENGINEER:	THE LAND GROUP, INC. 462 E. SHORE DR., STE. 100 EAGLE, IDAHO 83616 PRIMARY CONTACT: LACIE MYERS, PE PHONE: 208.939.4041

SWPPP General Notes:

1. ALL BMP NUMBERS ARE REFERENCED FROM IDAHO DEQ BEST MANAGEMENT PRACTICES.
2. ALL STORM WATER WILL BE CONTAINED ON SITE.
3. ALL BMP'S SHALL BE INSPECTED AT A MINIMUM OF ONCE EVERY 7 DAYS -OR- ONCE EVERY 14 DAYS AND WITHIN 24 HOURS OF A STORM EVENT PRODUCING 0.25 INCHES OR GREATER.

   INSPECTION FREQUENCY MAY BE REDUCED TO ONCE EVERY MONTH IF:
   A. THE ENTIRE SITE IS TEMPORARILY STABILIZED, OR
   B. RUNOFF IS UNLIKELY DUE TO WINTER CONDITIONS, OR
   C. CONSTRUCTION IS OCCURRING DURING SEASONAL ARID PERIODS (MAY THROUGH SEPTEMBER) IN ARID AREAS AND SEMI-ARID AREAS.
4. DEWATERING IS NOT EXPECTED FOR THIS SITE.
5. STREET SWEEPING WILL BE IMPLEMENTED ON AN AS-NEEDED BASIS AS DETERMINED BY THE SWPPP RESPONSIBLE PERSON.
6. PROVIDE WASTE CONTAINERS FOR BUILDING MATERIALS IN WASTE STORAGE CONTAINMENT AREA. WASTE DISPOSAL DUMPSTERS MUST HAVE LIDS, OR PROVIDE COVER OR A SIMILARLY EFFECTIVE MEANS TO MINIMIZE THE DISCHARGE OF POLLUTANTS. KEEP WASTE CONTAINER LIDS CLOSED WHEN NOT IN USE AND AT THE END OF THE BUSINESS DAY. DISPOSE AT A FREQUENCY ACCORDING TO CONTAINER SIZE.
7. LOCATE ALL PORTABLE RESTROOMS AS FAR FROM PUBLIC AND PRIVATE STORM DRAIN SYSTEMS AS POSSIBLE. ANCHOR TO PREVENT VANDALISM.
11. SLURRY AND CUTTINGS FROM SAWCUTTING OF CONCRETE OR ASPHALT SHALL BE VACUUMED DURING CUTTING AND SURFACING OPERATIONS. SLURRY AND CUTTINGS SHALL NOT REMAIN ON PERMANENT CONCRETE OR ASPHALT PAVEMENT OVERNIGHT. SLURRY AND CUTTINGS SHALL NOT DRAIN TO ANY NATURAL OR CONSTRUCTED DRAINAGE CONVEYANCE. COLLECTED SLURRY AND CUTTINGS SHALL BE DISPOSED OF IN A MANNER THAT DOES NOT VIOLATE GROUNDWATER OR SURFACE WATER QUALITY STANDARDS.
12. ALL EXCESS MATERIALS SHALL BE HAULED OFF SITE AND DISPOSED OF AT AN APPROVED LOCATION. EXCESS MATERIAL MAY BE TEMPORARILY STORED ON SITE (IF APPROVED BY THE OWNER) AT A PRE-APPROVED LOCATION. IF MATERIAL IS STOCKPILED FOR MORE THAN 14 DAYS STOCKPILE IS TO BE STABILIZED PER BMP #44.
13. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE LATEST EDITION OF THE ISPWC.
14. SEE LANDSCAPE AND MATERIALS PLANS FOR INFORMATION CONCERNING FINAL SOIL STABILIZATION MEASURES.
15. ALL GRADING, UTILITY, AND ROADWAY CONSTRUCTION SHALL BE LIMITED TO THE HOURS BETWEEN 7:00 A.M. AND 9:00 P.M. MONDAY THROUGH FRIDAY AND 8:00 A.M. TO 9:00 P.M. SATURDAY AND SUNDAY, UNLESS OTHERWISE APPROVED BY THE CONSTRUCTION MANAGER.
16. ANY MODIFICATIONS TO THIS PLAN REQUIRE APPROVAL OF THE DESIGNER OR THE ONSITE RESPONSIBLE PERSON.
17. TOTAL DISTURBED AREA FOR THIS WORK IS APPROXIMATELY **2.48 ACRES**.
18. UPON CONTRACT APPROVAL BY THE CONTRACTOR, IT IS RECOGNIZED THAT THE CONTRACTOR HAS REVIEWED THE PLAN DRAWINGS AND THE CONTRACTOR AGREES TO ABIDE BY THE REQUIREMENTS AND CONDITIONS CONTAINED HEREIN.

SWPPP Posting Requirements:

1. THE CONTRACTOR AND OWNER/DEVELOPER ARE RESPONSIBLE FOR APPLYING FOR OBTAINING THE IDAHO DEQ NOTICE OF INTENT (NOI).
2. A COMPLETE COPY OF THE SWPPP (INCLUDING A COPY OF THE CONSTRUCTION GENERAL PERMIT AND COMPLETED INSPECTION FORMS), NOI, AND ACKNOWLEDGEMENT LETTER FROM EPA MUST BE RETAINED AT THE CONSTRUCTION SITE (OR OTHER LOCATION EASILY ACCESSIBLE DURING NORMAL BUSINESS HOURS) AND MADE AVAILABLE FOR REVIEW BY EPA, A STATE, OR OTHER LOCAL APPROVING AGENCY .
3. A SIGN OR OTHER NOTICE MUST BE POSTED IN A CONSPICUOUS LOCATION NEAR THE CONSTRUCTION ENTRANCE. THE SIGN OR OTHER NOTICE MUST CONTAIN THE FOLLOWING INFORMATION:
   - AT A MINIMUM, THE NOTICE MUST INCLUDE THE NPDES PERMIT TRACKING NUMBER AND A CONTACT NAME AND PHONE NUMBER FOR OBTAINING ADDITIONAL PROJECT INFORMATION AS WELL AS THE ADDRESS OF THE SITE, THE PERMIT HOLDER'S NAME AND THE PHONE NUMBER OF THE STORMWATER POLLUTION HOTLINE (208.395.8888) MUST BE DISPLAYED THROUGHOUT CONSTRUCTION
   - THE UNIFORM RESOURCE LOCATOR (URL) FOR THE SWPPP (IF AVAILABLE), OR THE FOLLOWING STATEMENT: "IF YOU WOULD LIKE TO OBTAIN A COPY OF THE STORMWATER POLLUTION PREVENTION PLAN (SWPPP) FOR THIS SITE, CONTACT THE EPA REGIONAL OFFICE AT EPA REGION 10 STORMWATER PROGRAM MISHA VAKOC (VAKOC.MISHA@EPA.GOV) (206) 553-6650 "
   - AND THE FOLLOWING STATEMENT "IF YOU OBSERVE INDICATORS OF STORMWATER POLLUTANTS IN THE DISCHARGE OR IN THE RECEIVING WATERBODY, CONTACT THE EPA THROUGH THE FOLLOWING WEBSITE: HTTPS://WWW.EPA.GOV/ENFORCEMENT/REPORT-ENVIRONMENTAL-VIOLATIONS."
   - THE NOTICE MUST BE LOCATED SO THAT IT IS VISIBLE FROM THE PUBLIC ROAD THAT IS NEAREST TO THE ACTIVE PART OF THE CONSTRUCTION SITE.
   - THE NOTICE MUST USE A FONT LARGE ENOUGH TO BE READILY VIEWED FROM A PUBLIC RIGHT-OF-WAY.
4. THE SWPPP MUST BE SIGNED AND CERTIFIED IN ACCORDANCE WITH APPENDIX I, SECTION I.11 OF THE CONSTRUCTION GENERAL PERMIT.
5. THE CONTRACTOR AND OWNER/DEVELOPER ARE RESPONSIBLE FOR OBTAINING THE IDAHO DEQ FORMS FOR N.O.T. (NOTICE OF TERMINATION).

Soil Stabilization

1. IF SEDIMENT ESCAPES THE CONSTRUCTION SITE, OFF-SITE ACCUMULATIONS OF SEDIMENT MUST BE REMOVED AT A FREQUENCY SUFFICIENT TO MINIMIZE OFF-SITE IMPACTS.
2. LITTER, CONSTRUCTION DEBRIS, AND CONSTRUCTION CHEMICALS THAT COULD BE EXPOSED TO STORM WATER MUST BE PREVENTED FROM BECOMING A POLLUTANT SOURCE IN STORM WATER DISCHARGES.
3. EXCEPT AS PROVIDED BELOW, STABILIZATION MEASURES MUST BE INITIATED AS SOON AS PRACTICAL IN PORTIONS OF THE SITE WHERE CONSTRUCTION ACTIVITIES HAVE TEMPORARILY OR PERMANENTLY CEASED, BUT IN NO CASE MORE THAT 14 DAYS AFTER THE CONSTRUCTION ACTIVITY IN THAT PORTION OF THE SITE HAS TEMPORARILY OR PERMANENTLY CEASED.
   - 3.1. WHERE STABILIZATION BY THE 14th DAY IS PRECLUDED BY SNOW COVER OR FROZEN GROUND CONDITIONS, STABILIZATION MEASURES MUST BE INITIATED AS SOON AS PRACTICAL.
   - 3.2. WHERE CONSTRUCTION ACTIVITY ON A PORTION OF THE SITE IS TEMPORARILY CEASED, AND EARTH DISTURBING ACTIVITIES WILL BE RESUMED WITHIN 14 DAYS, TEMPORARY STABILIZATION MEASURES DO NOT HAVE TO BE INITIATED ON THAT PORTION OF THE SITE.

NOTE: ONE OF THE FOLLOWING TEMPORARY SOIL STABILIZATION PRACTICES SHALL BE IMPLEMENTED ON ALL DISTURBED AREAS AND/OR WHERE SHOWN ON PLAN, UNLESS CONDITIONS AS LISTED ABOVE DICTATE OTHERWISE:

1. MULCHING (BMP 52) - APPLY GRAVEL, STRAW, GRASS, COMPOST, WOOD CHIPS OR WOOD FIBERS TO DISTURBED AREAS TO PREVENT EROSION. SEE APPENDIX F OF THE ESC/SWPPP NARRATIVE FOR A COMPLETE DESCRIPTION, **AND/OR**:
2. GEOTEXTILE (BMP 53) - APPLY NONBIODEGRADABLE SYNTHETIC FABRIC TO DISTURBED AREAS TO PREVENT EROSION. SEE APPENDIX F OF THE ESC/SWPPP NARRATIVE FOR A COMPLETE DESCRIPTION, **AND/OR**:
3. MATTING (BMP 54) - APPLY BIODEGRADABLE WOVEN OR JUTE FIBER MAT TO DISTURBED AREAS TO PREVENT EROSION. SEE APPENDIX F OF THE ESC/SWPPP NARRATIVE FOR A COMPLETE DESCRIPTION.

PERMANENT SOIL STABILIZATION BMPS:

LANDSCAPING (BMP 32) - COORDINATE WITH THE APPROVED LANDSCAPE PLAN FOR LOCATIONS AND TIMING.

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By _____ Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

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THE LAND GROUP
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Eagle, ID 83616
www.thelandgroupinc.com
208.939.4041

PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

Revisions

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

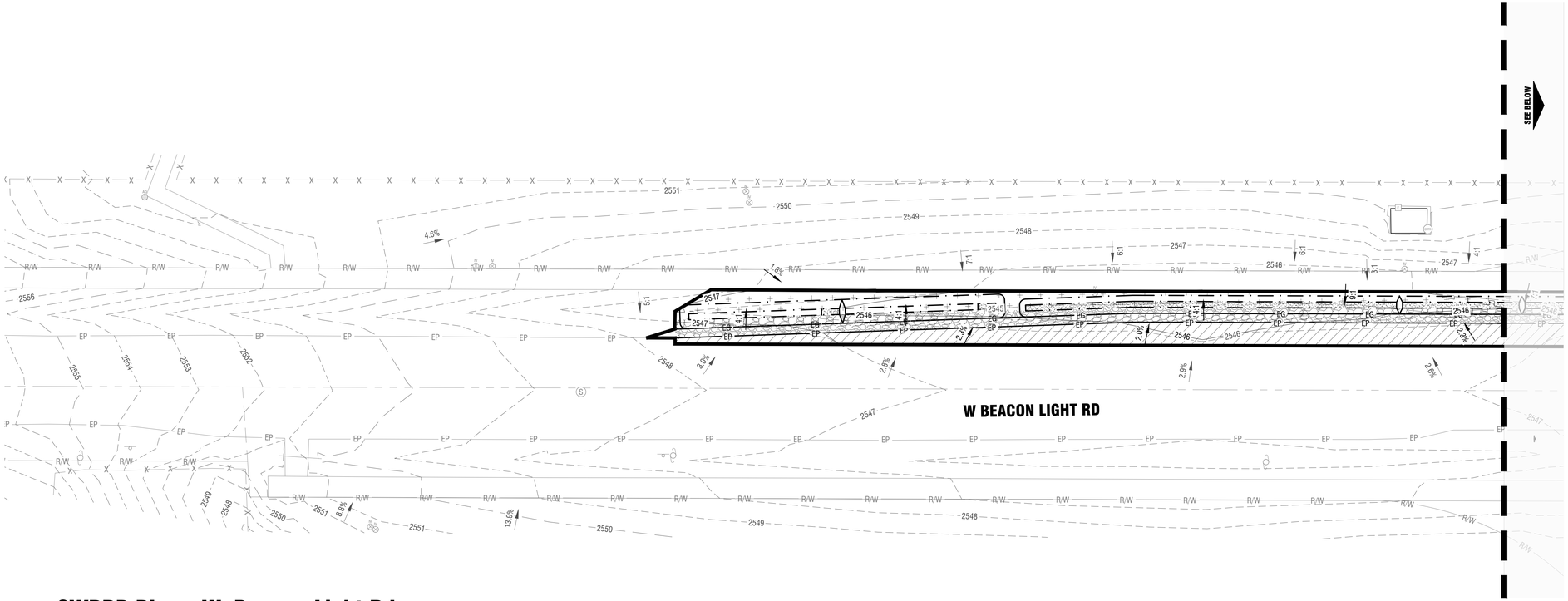
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CHECKED BY: LM/SC

Permit Set

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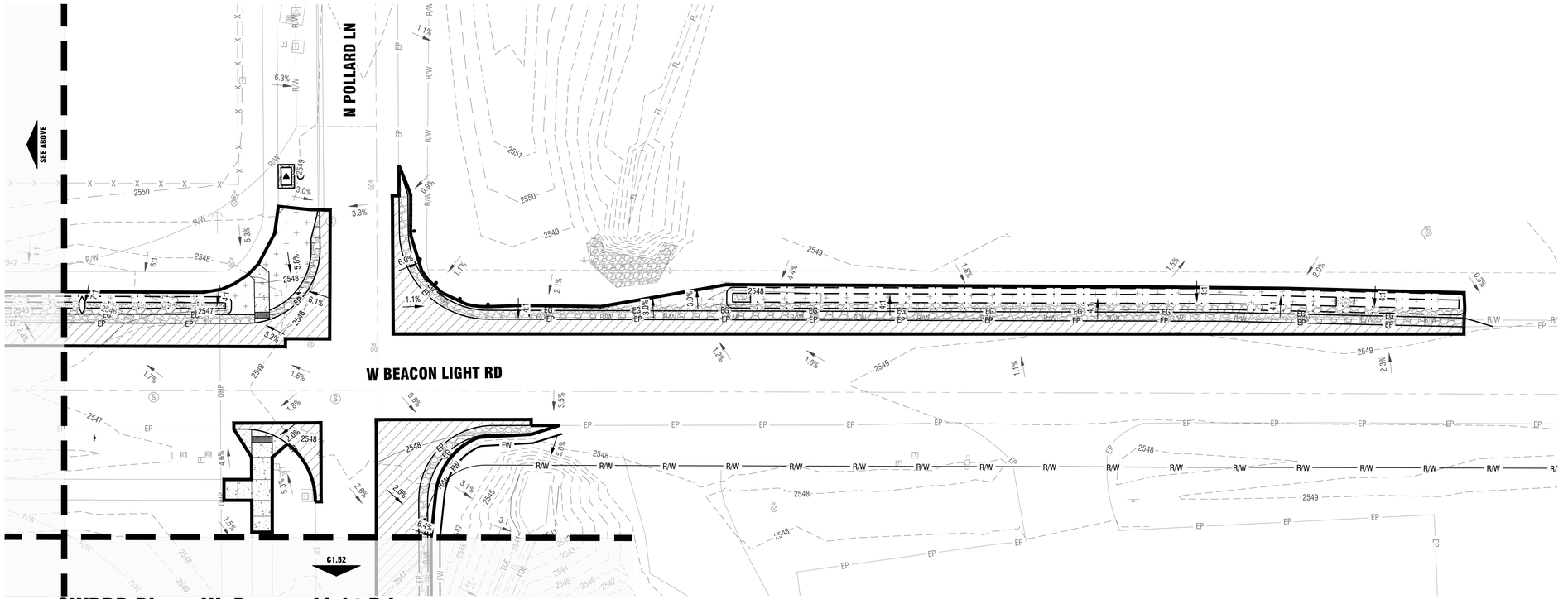
C1.50

SWPPP OVERVIEW



SWPPP Plan - W. Beacon Light Rd.

Horizontal Scale: 1" = 20'



SWPPP Plan - W. Beacon Light Rd.

Horizontal Scale: 1" = 20'

SWPPP/ESC Legend:

- LIMITS OF DISTURBANCE
- FW — FIBER WATTLE
- ELEV — PROPOSED GROUND CONTOUR (ONE-FOOT INTERVAL) WITH DIRECTIONAL SLOPE ARROWS
- ELEV — APPROXIMATE EXISTING GROUND CONTOUR (ONE-FOOT INTERVAL) WITH DIRECTIONAL SLOPE ARROWS
- R — PORTABLE RESTROOM PER THE STATE OF IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #50.
- SITE CONSTRUCTION SIGN.
- CIRCULAR DROP INLET PROTECTION TYPE III PER BMP #13, SEE DETAIL 4/C1.60 FOR DETAILS. INSTALL WITH INLET AND REMOVE AFTER FINAL STABILIZATION.
- RECTANGULAR DROP INLET PROTECTION TYPE I & II PER BMP#13, SEE SHEET C1.60 FOR DETAILS. INSTALL WITH INLET AND REMOVE AFTER FINAL STABILIZATION.
- MATERIALS STORAGE AND PARKING AREAS PER THE STATE OF IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #37.
- FW / FW — TOPSOIL STOCKPILE AREA PER IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #44
- AREA TO BE STABILIZED WITH LANDSCAPE.
- AREA TO BE STABILIZED WITH GRAVEL.
- AREA TO BE STABILIZED WITH ASPHALT.
- AREA TO BE STABILIZED WITH HARDSCAPE.

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By: Michael Alexander ADA COUNTY HIGHWAY DISTRICT Date: 06/10/2026

STABILIZATION HATCHES CHANGED, TYP.

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PROFESSIONAL ENGINEER — LICENSED — 21396 — 06/09/2026 — STATE OF IDAHO — LACIE K. MYERS

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WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

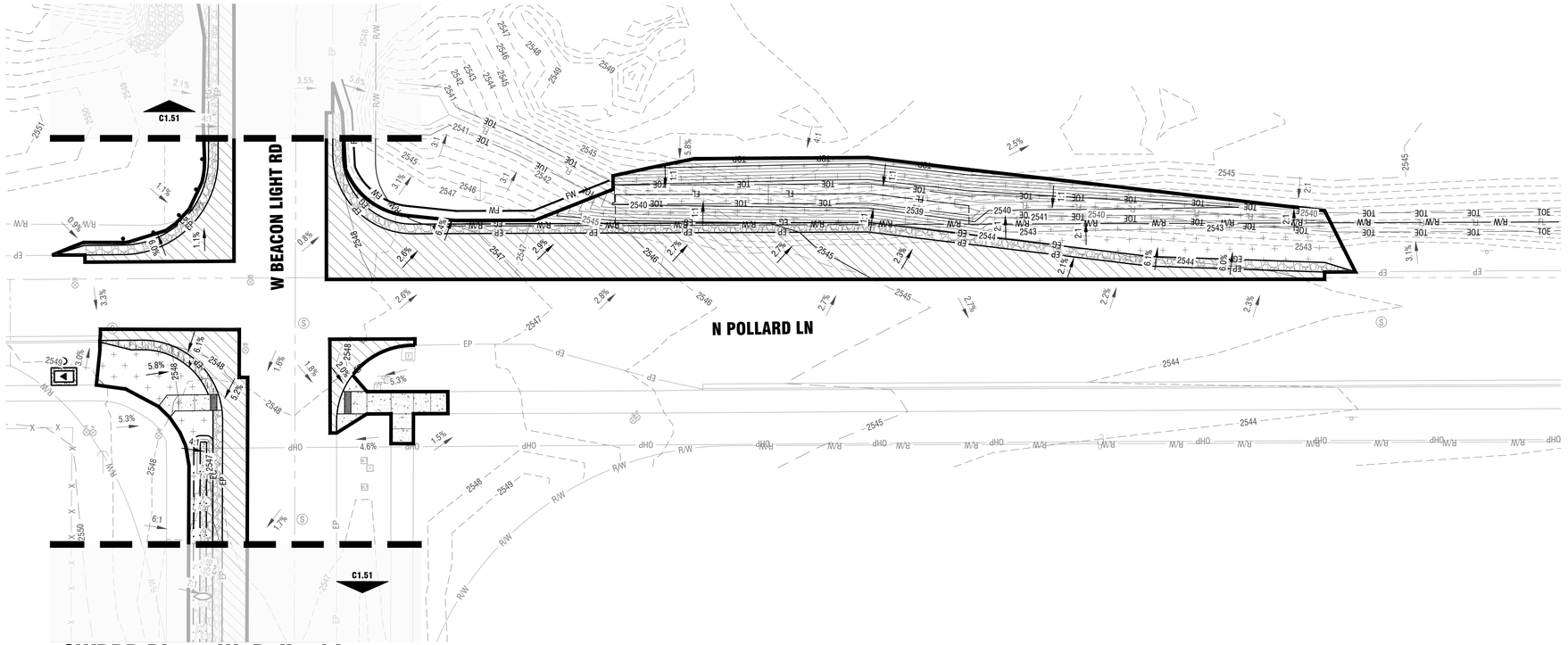
DATE: 01/16/2026
LKV PROJECT #: 2429

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CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

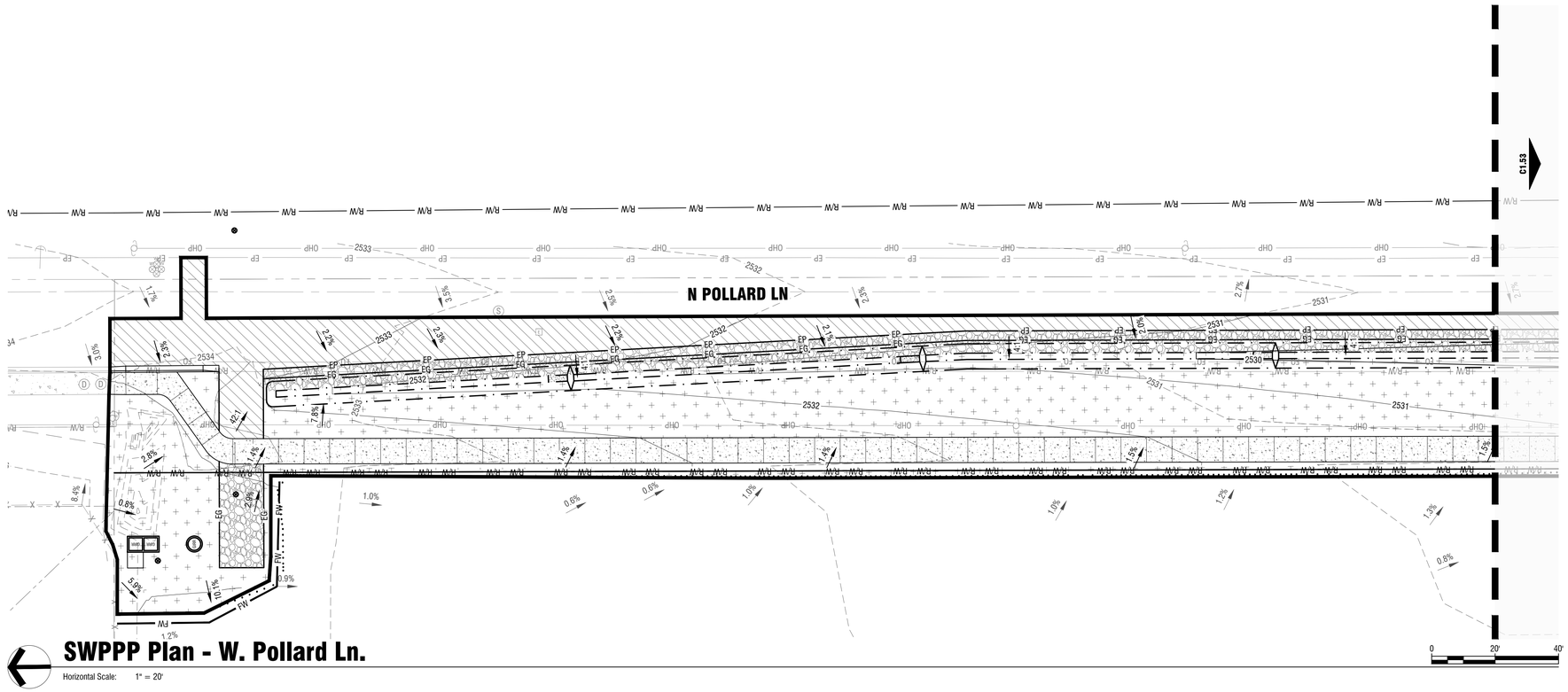
C1.51
SWPPP PLAN - BEACON LIGHT



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'

0 20' 40'



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'

0 20' 40'

SWPPP/ESC Legend:

- LIMITS OF DISTURBANCE
- FW — FIBER WATTLE
- PROPOSED GROUND CONTOUR (ONE-FOOT INTERVAL) WITH DIRECTIONAL SLOPE ARROWS
- APPROXIMATE EXISTING GROUND CONTOUR (ONE-FOOT INTERVAL) WITH DIRECTIONAL SLOPE ARROWS
- R — PORTABLE RESTROOM PER THE STATE OF IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #50.
- SITE CONSTRUCTION SIGN.
- CIRCULAR DROP INLET PROTECTION TYPE III PER BMP #13, SEE DETAIL 4/C1.60 FOR DETAILS. INSTALL WITH INLET AND REMOVE AFTER FINAL STABILIZATION.
- RECTANGULAR DROP INLET PROTECTION TYPE I & II PER BMP#13, SEE SHEET C1.60 FOR DETAILS. INSTALL WITH INLET AND REMOVE AFTER FINAL STABILIZATION.
- MATERIALS STORAGE AND PARKING AREAS PER THE STATE OF IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #37.
- FW / FW — TOPSOIL STOCKPILE AREA PER IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #44
- AREA TO BE STABILIZED WITH LANDSCAPE.
- AREA TO BE STABILIZED WITH GRAVEL.
- AREA TO BE STABILIZED WITH ASPHALT.
- AREA TO BE STABILIZED WITH HARDSCAPE.

Plans Are Accepted for Public Street Construction

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By Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

STABILIZATION HATCHES CHANGED, TYP.

LKV ARCHITECTS
2400 E. Riverwalk Drive
Boise, Idaho 83706
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THE LAND GROUP
PN: 124165
462 E Shore Dr Ste 100,
Eagle, ID 83616
www.thelandgroupinc.com
208.939.4041

PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

Revisions

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

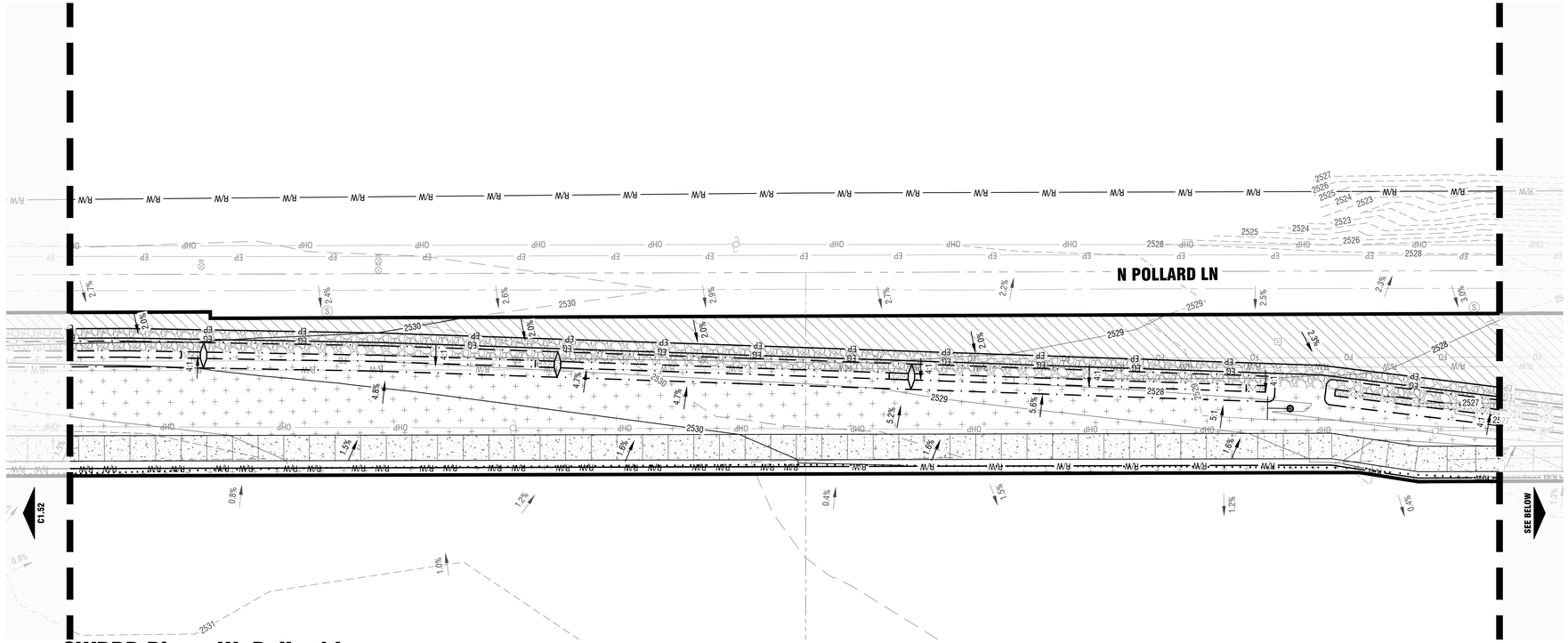
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CHECKED BY: LM/SC

Permit Set

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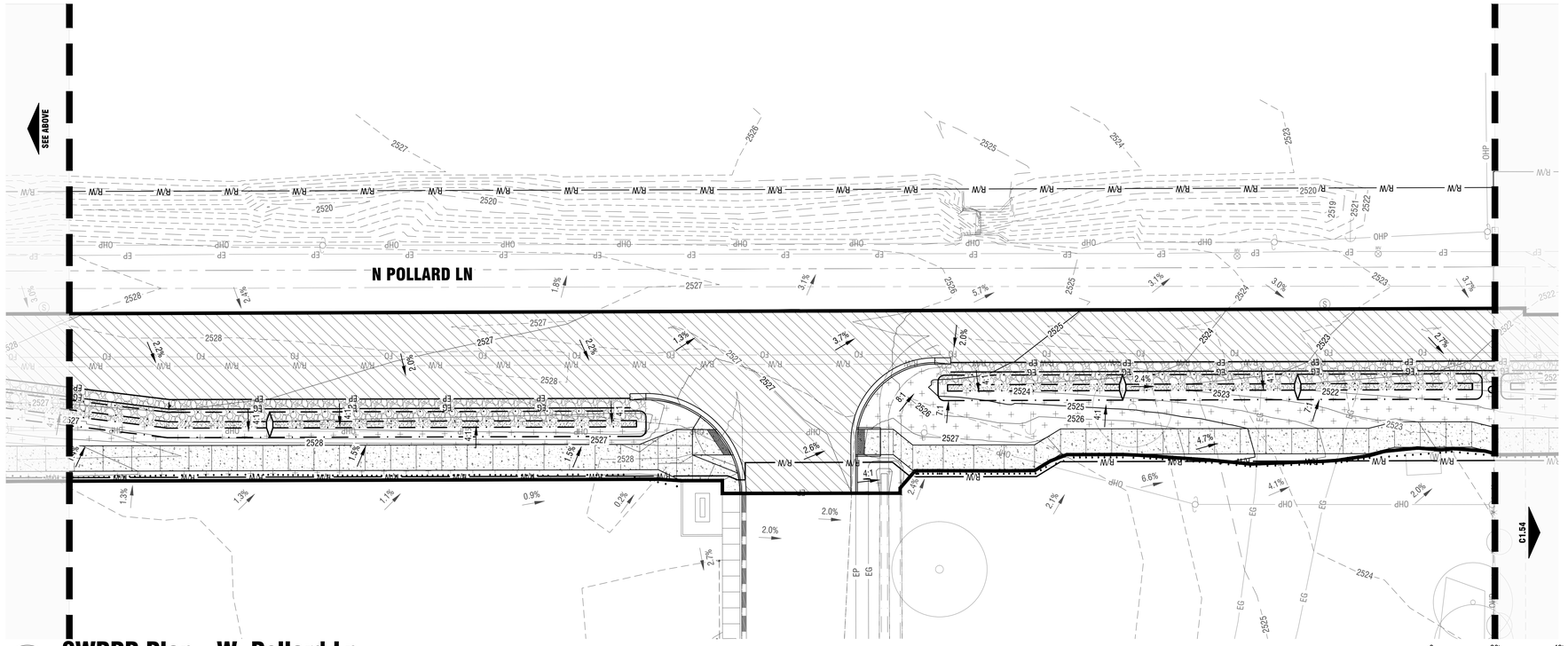
C1.52

SWPPP PLAN - POLLARD



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'

SWPPP/ESC Legend:

- LIMITS OF DISTURBANCE
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By Michael Alexander ADA COUNTY HIGHWAY DISTRICT Date: 06/10/2026

STABILIZATION HATCHES CHANGED, TYP.

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PROFESSIONAL ENGINEER LICENSED Lacie K. Myers 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

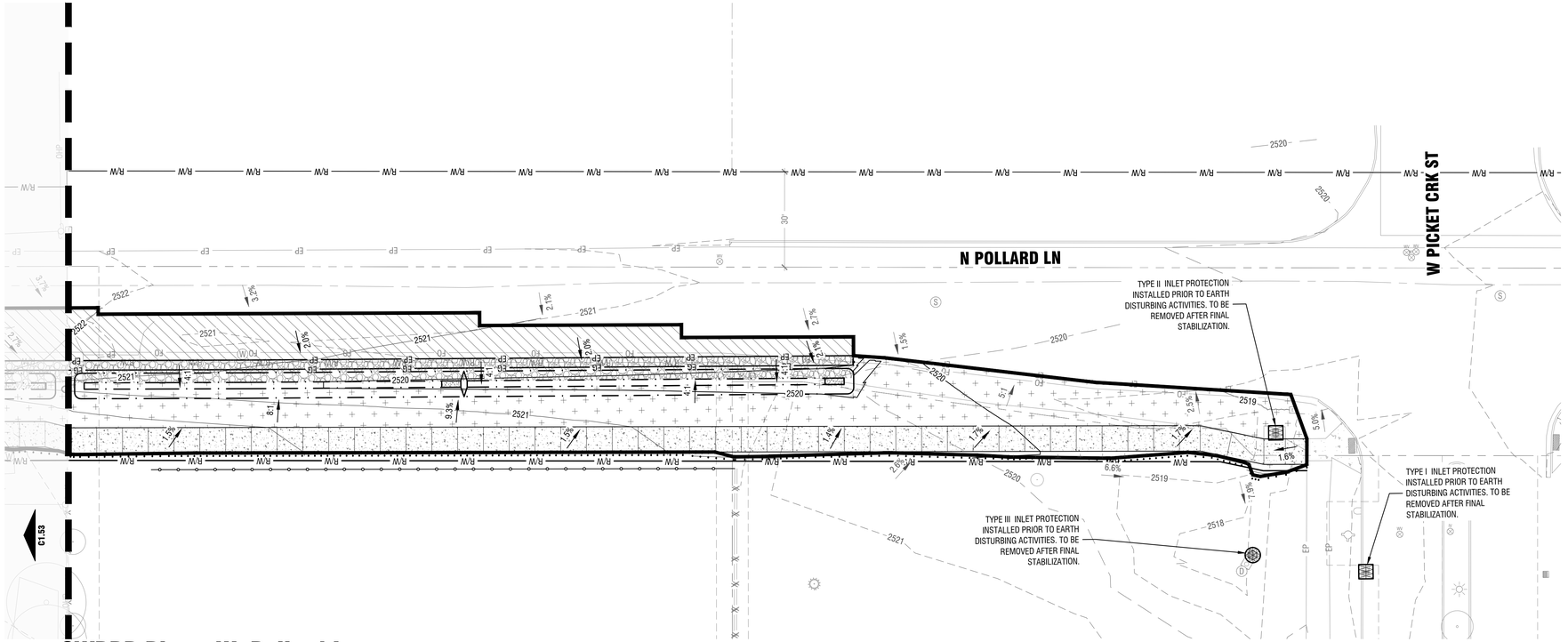
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Permit Set

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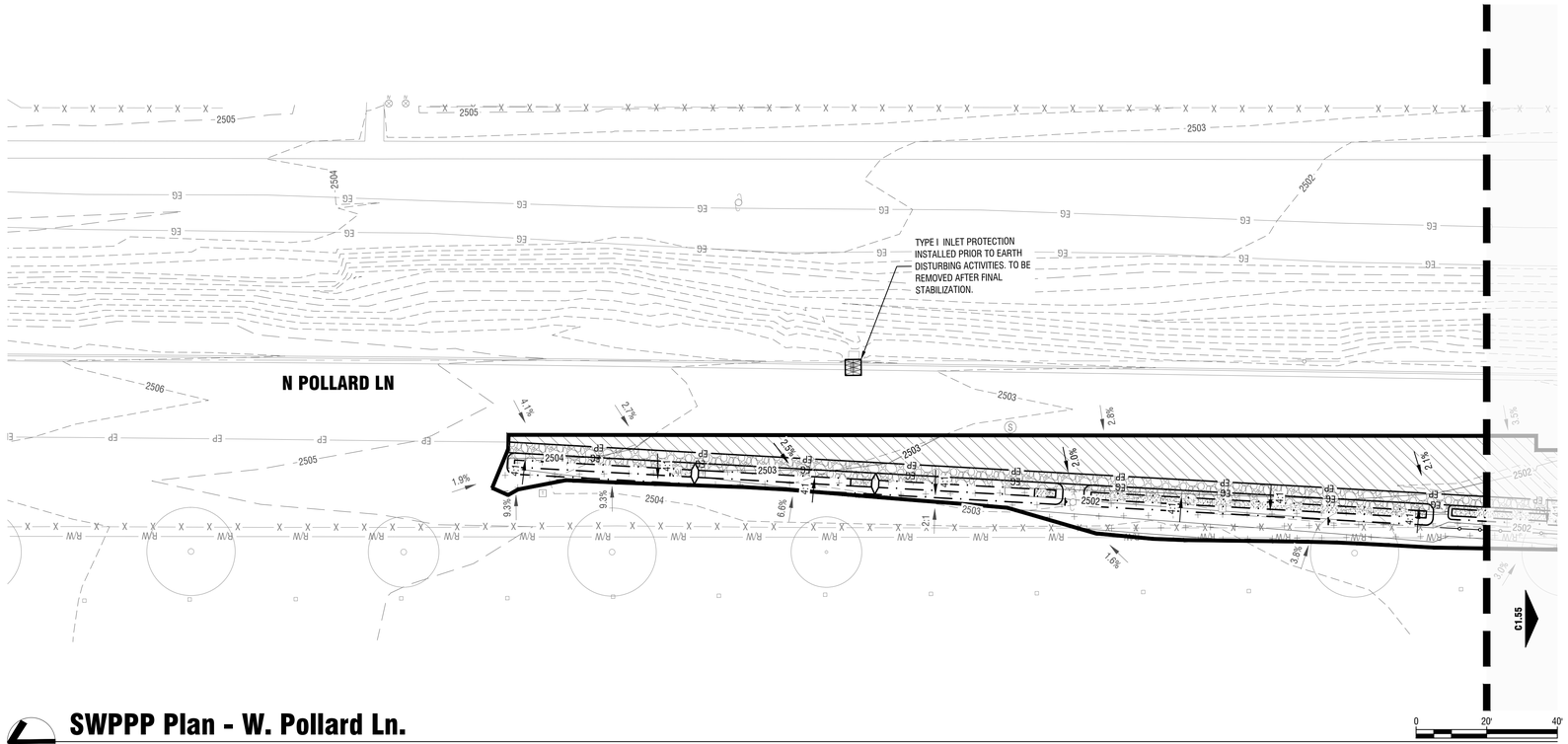
C1.53

SWPPP PLAN - POLLARD



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'

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PROFESSIONAL ENGINEER — LICENSED — 21396 — 06/09/2026 — STATE OF IDAHO — LACIE K. MYERS

#	Revisions Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

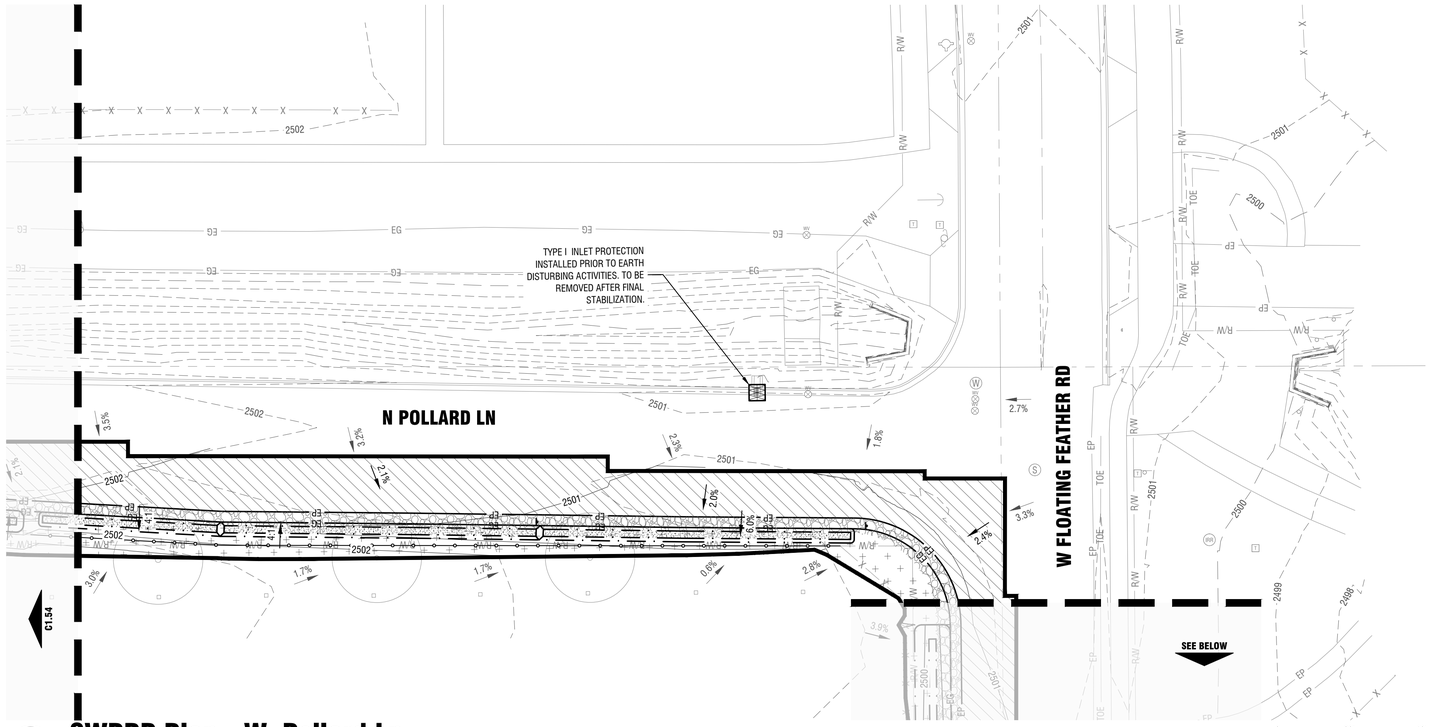
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Permit Set

DRAWING NO.:

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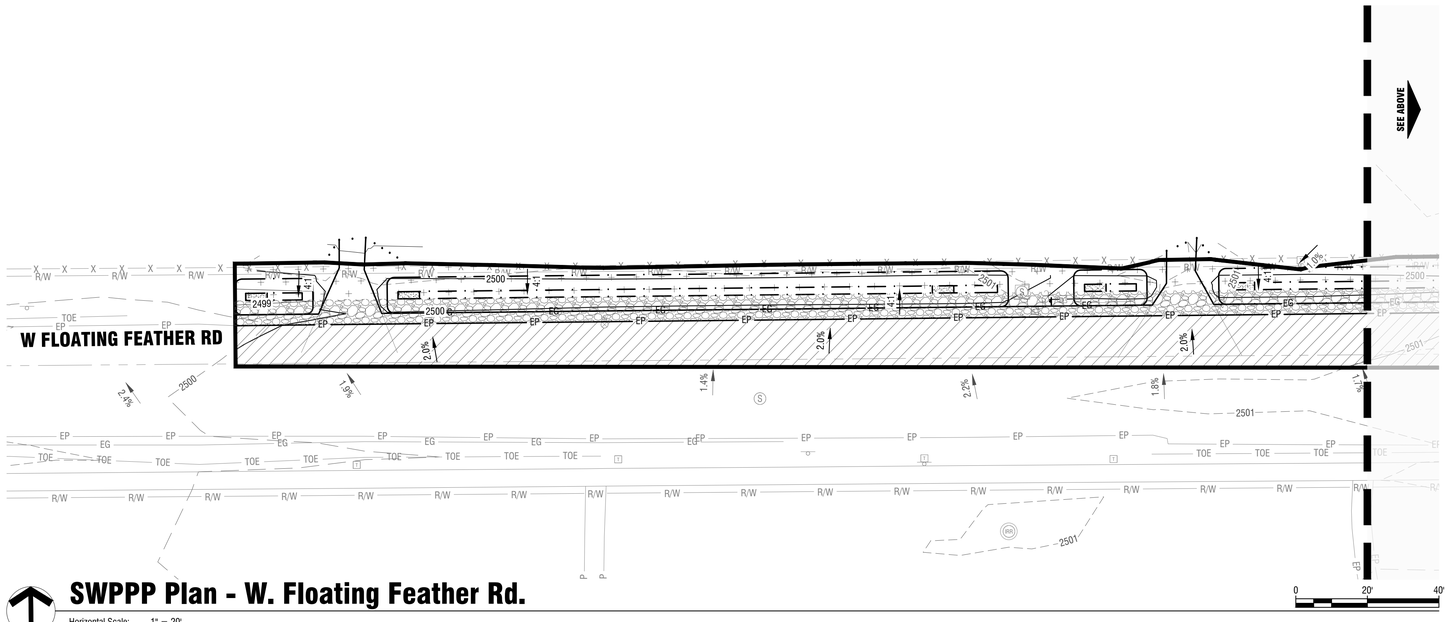
SWPPP PLAN - POLLARD



SWPPP Plan - W. Pollard Ln.

Horizontal Scale: 1" = 20'

0 20' 40'



SWPPP Plan - W. Floating Feather Rd.

Horizontal Scale: 1" = 20'

0 20' 40'

SWPPP/ESC Legend:

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PROFESSIONAL ENGINEER — LICENSED — 21396 — 06/09/2026 — STATE OF IDAHO — LACIE K. MYERS

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POLLARD ELEMENTARY SCHOOL
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WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

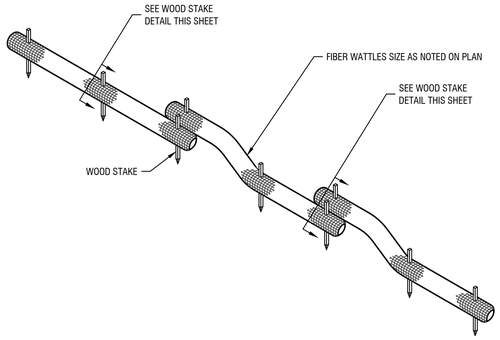
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Permit Set

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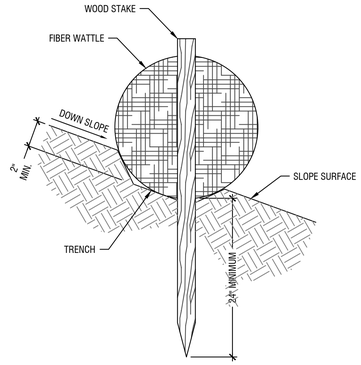
C1.55

SWPPP PLAN - POLLARD & FLOATING FEATHER



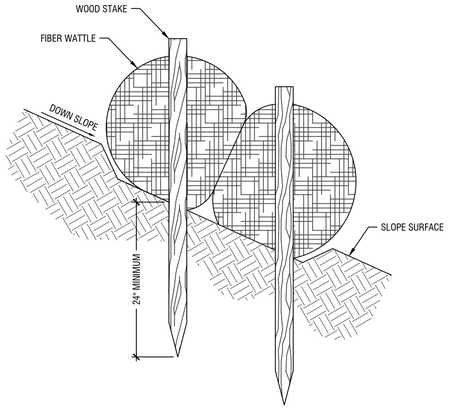
1 Fiber Roll (BMP 35)

Scale: NTS



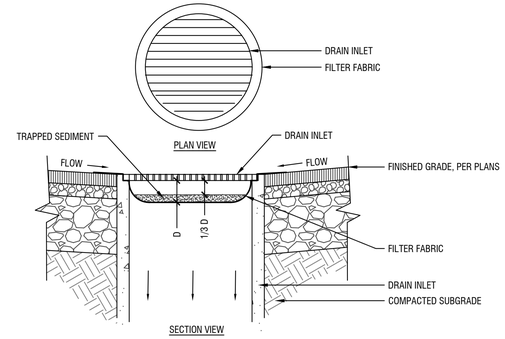
2 Fiber Roll Stake Section (BMP 35)

Scale: NTS



3 Fiber Roll Stake Section 2 (BMP 35)

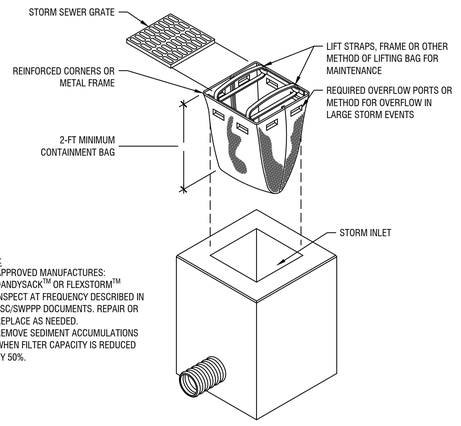
Scale: NTS



NOTES:
1. INSPECT PERIODICALLY AND REPAIR/REPLACE AS REQUIRED.
2. REMOVE SEDIMENT ACCUMULATIONS WHEN FILTER CAPACITY IS IMPAIRED BY 50%.
3. OTHER METHODS OF INLET PROTECTION MAY BE APPROVED UPON REVIEW BY THE PLAN PREPARER.
4. SEE STATE OF IDAHO CATALOG OF STORM WATER BEST MANAGEMENT PRACTICES BMP #31 FOR ADDITIONAL INFORMATION.

4 Drop Inlet Protection Type III (BMP 31)

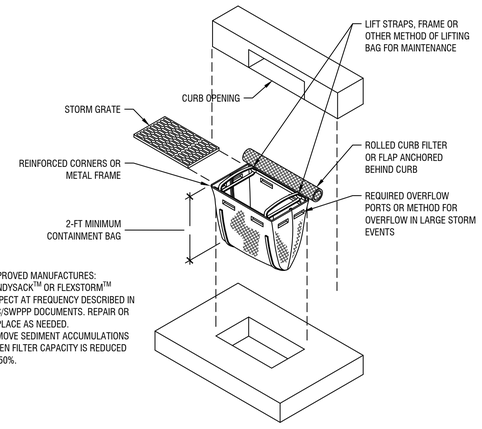
Scale: NTS



NOTES:
1. APPROVED MANUFACTURES: DANDYSACK™ OR FLEXSTORM™
2. INSPECT AT FREQUENCY DESCRIBED IN ESC/SWPPP DOCUMENTS. REPAIR OR REPLACE AS NEEDED.
3. REMOVE SEDIMENT ACCUMULATIONS WHEN FILTER CAPACITY IS REDUCED BY 50%.

5 Drop Inlet Protection Type I (BMP 31)

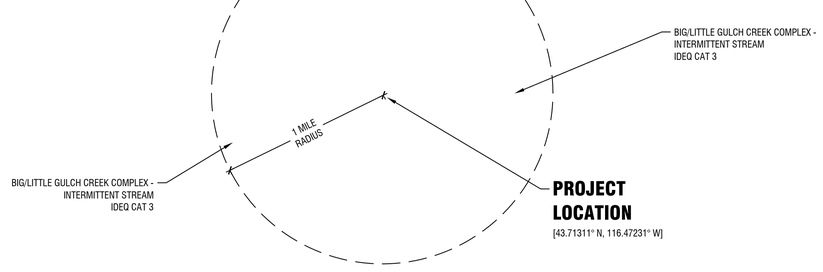
Scale: NTS



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2. INSPECT AT FREQUENCY DESCRIBED IN ESC/SWPPP DOCUMENTS. REPAIR OR REPLACE AS NEEDED.
3. REMOVE SEDIMENT ACCUMULATIONS WHEN FILTER CAPACITY IS REDUCED BY 50%.

6 Drop Inlet Protection Type II (BMP 31)

Scale: NTS



Waters of the US

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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

Revisions

POLLARD ELEMENTARY SCHOOL
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WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
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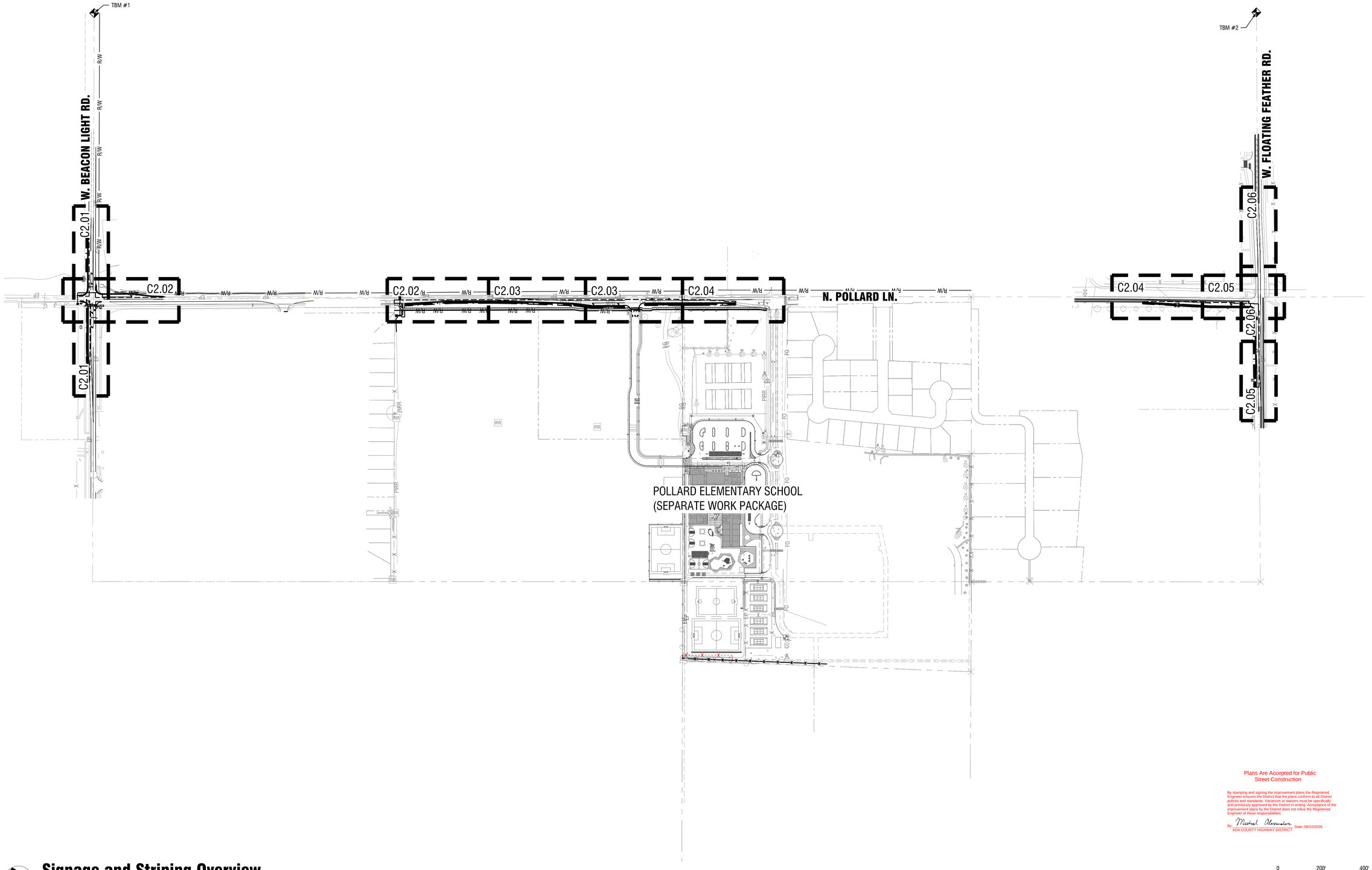
DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

C1.60

SWPPP DETAILS



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By: Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

Signage and Striping Overview

Horizontal Scale: 1" = 200'

0 200' 400'

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Revisions

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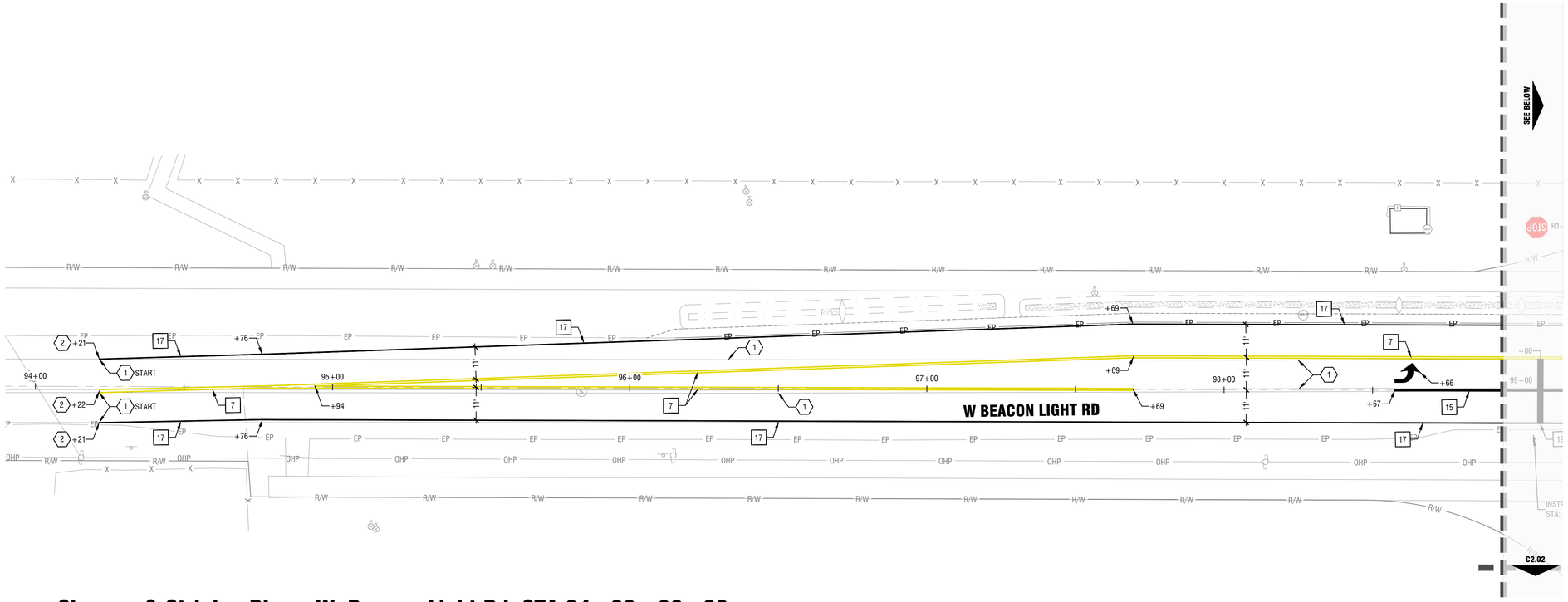
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DRAWN BY: TC/CL
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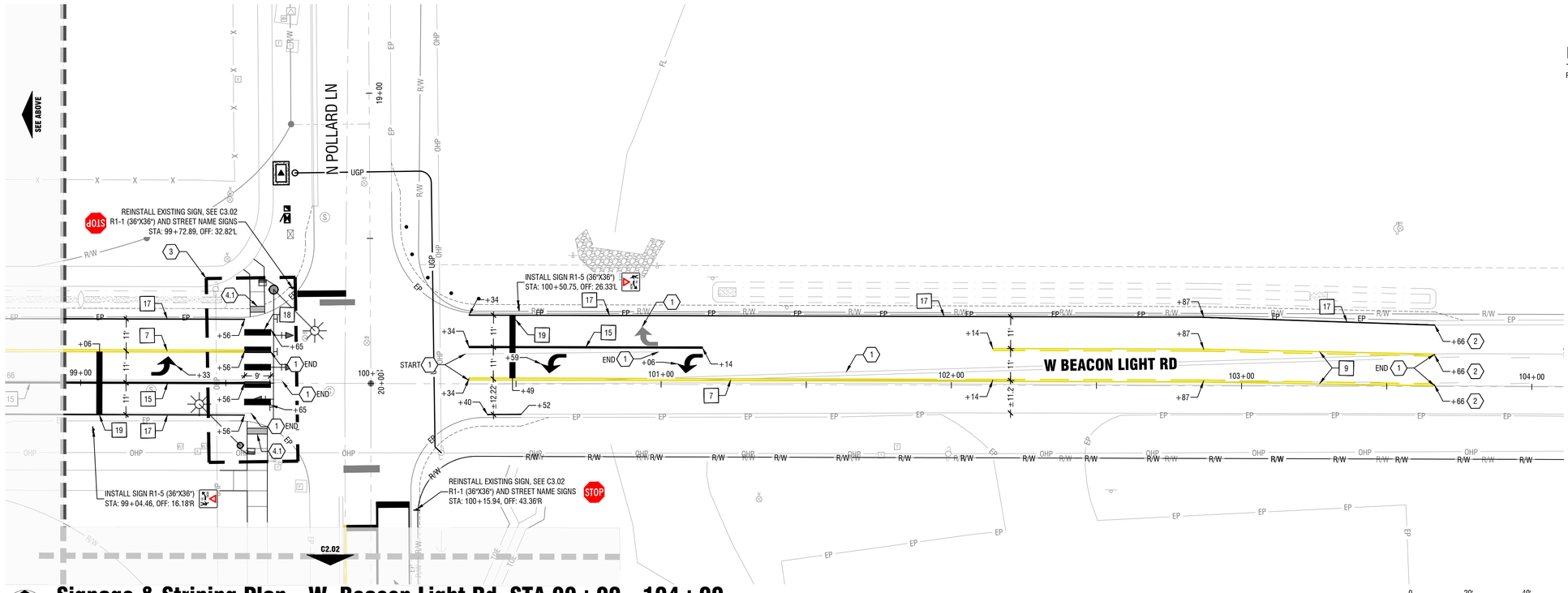
DRAWING NO.:

C2.00
SIGNAGE AND STRIPING OVERVIEW



Signage & Striping Plan - W. Beacon Light Rd. STA 94+00 - 99+00

Horizontal Scale: 1" = 20'



Signage & Striping Plan - W. Beacon Light Rd. STA 99+00 - 104+00

Horizontal Scale: 1" = 20'

Striping Notes:

1. ALL SYMBOLS, WORD MARKINGS, CROSSWALKS, AND STOP BARS SHALL BE THERMOPLASTIC. ALL REMAINING PAVEMENT MARKINGS SHALL BE PAINT.
2. CONTRACTOR SHALL COMPLETELY OBLITERATE ALL CONFLICTING PAVEMENT MARKINGS.
3. SIGN FACES, POSTS AND HARDWARE FOR INSTALLING POST-MOUNTED SIGNS WILL BE FURNISHED BY CONTRACTOR.
4. PAVEMENT MARKING DIMENSIONS SHOWN ARE FROM LIP OF GUTTER OR EDGE OF PAVEMENT.
5. THE LOCATIONS OF POST MOUNTED SIGNS SHALL BE FIELD VERIFIED BY ACHD PRIOR TO INSTALLATION. CONTRACTOR SHALL PROVIDE AGENCY WITH TWO WORKING DAYS NOTICE PRIOR TO FIELD VERIFICATION.
6. REFER TO ACHD STANDARD TRAFFIC DETAILS (TS SERIES) FOR ADDITIONAL SIGNING AND PAVEMENT MARKINGS DETAILS.

Street Keynotes:

1. OBLITERATE EXISTING STRIPING.
2. APPROXIMATE LOCATION, MATCH INTO EXISTING STRIPING.
3. PEDESTRIAN HYBRID BEACON, SEE SHEET C4.00.

3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

Pavement Striping Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

1	4-IN YELLOW CENTERLINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
3	4-IN WHITE LANE LINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
7	4-IN DOUBLE SOLID YELLOW
9	4-IN TWO WAY LEFT TURN LANE (SOLID LINE, 7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
15	8-IN WHITE CHANNELIZING/BIKE LANE LINE
17	4-IN SOLID WHITE (RIGHT EDGELINE)
18	CROSSWALK (4' TYP., LENGTH PER PLANS, 2' TYP.)
19	24" WHITE STOP BAR

Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

RIGHT TURN ARROW

THRU/RIGHT TURN ARROW

LEFT TURN ARROW

THRU ARROW

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www.thelandgroupinc.com
208.939.4041

PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

#	Revisions Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

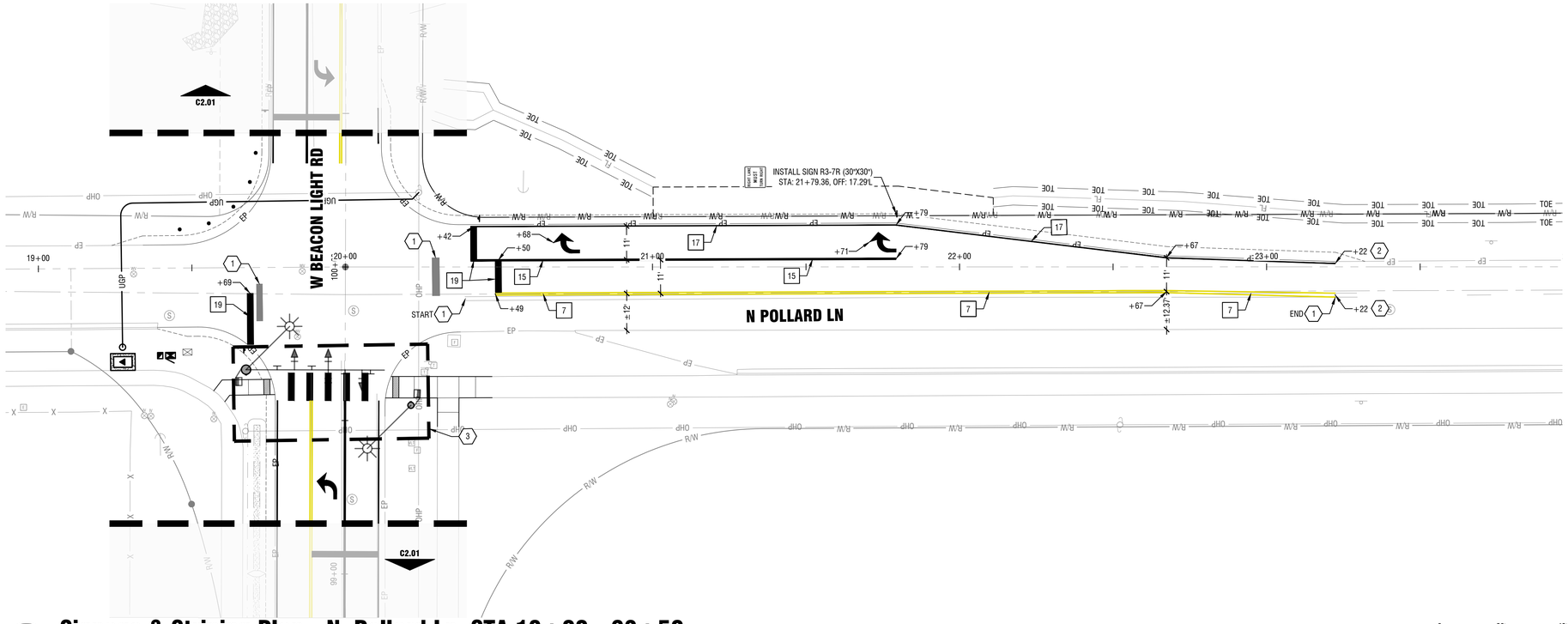
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C2.01

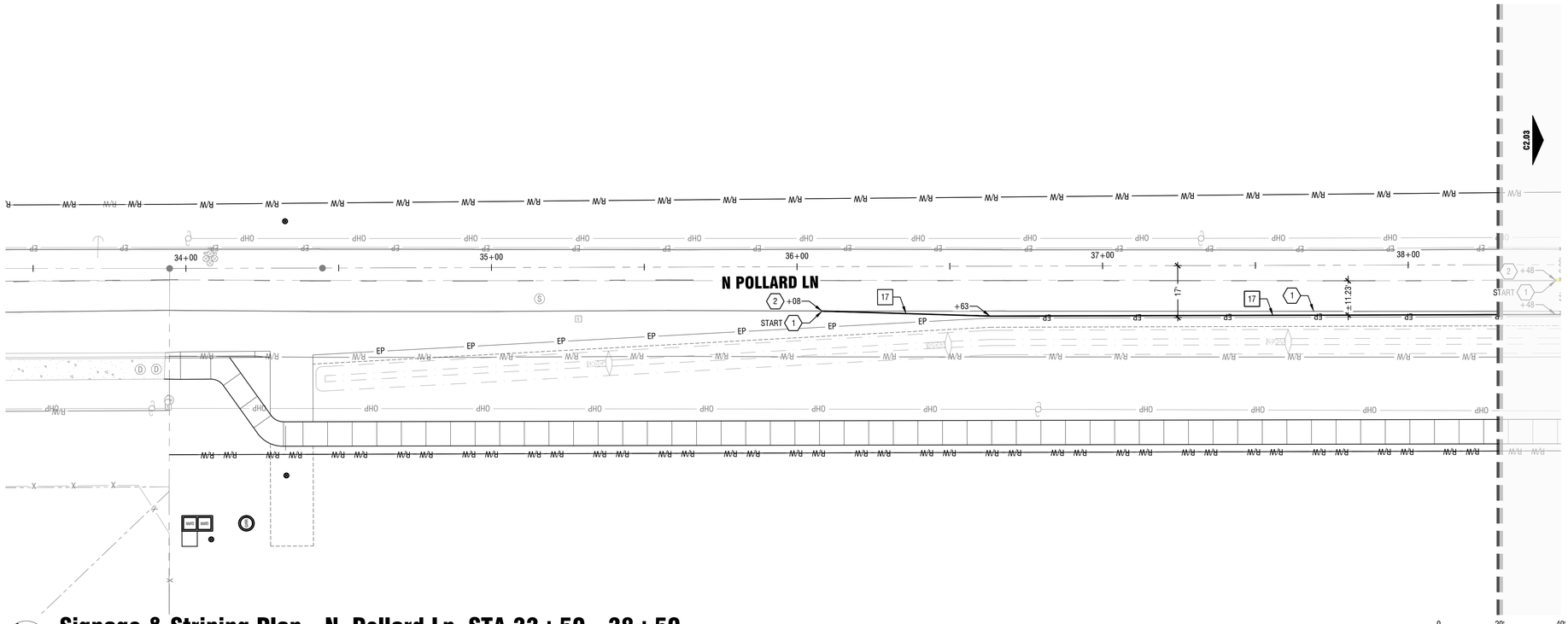
W. BEACON LIGHT RD.



Signage & Striping Plan - N. Pollard Ln. STA 19+00 - 23+50

Horizontal Scale: 1" = 20'

0 20' 40'



Signage & Striping Plan - N. Pollard Ln. STA 33+50 - 38+50

Horizontal Scale: 1" = 20'

0 20' 40'

Striping Notes:

1. ALL SYMBOLS, WORD MARKINGS, CROSSWALKS, AND STOP BARS SHALL BE THERMOPLASTIC. ALL REMAINING PAVEMENT MARKINGS SHALL BE PAINT.
2. CONTRACTOR SHALL COMPLETELY OBLITERATE ALL CONFLICTING PAVEMENT MARKINGS.
3. SIGN FACES, POSTS AND HARDWARE FOR INSTALLING POST-MOUNTED SIGNS WILL BE FURNISHED BY CONTRACTOR.
4. PAVEMENT MARKING DIMENSIONS SHOWN ARE FROM LIP OF GUTTER OR EDGE OF PAVEMENT.
5. THE LOCATIONS OF POST MOUNTED SIGNS SHALL BE FIELD VERIFIED BY ACHD PRIOR TO INSTALLATION. CONTRACTOR SHALL PROVIDE AGENCY WITH TWO WORKING DAYS NOTICE PRIOR TO FIELD VERIFICATION.
6. REFER TO ACHD STANDARD TRAFFIC DETAILS (TS SERIES) FOR ADDITIONAL SIGNING AND PAVEMENT MARKINGS DETAILS.

Street Keynotes:

1. OBLITERATE EXISTING STRIPING.
2. APPROXIMATE LOCATION, MATCH INTO EXISTING STRIPING.
3. PEDESTRIAN HYBRID BEACON, SEE SHEET C4.00.

3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

Pavement Striping Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

	1	4-IN YELLOW CENTERLINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
	3	4-IN WHITE LANE LINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
	7	4-IN DOUBLE SOLID YELLOW
	9	4-IN TWO WAY LEFT TURN LANE (SOLID LINE, 7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
	15	8-IN WHITE CHANNELIZING/BIKE LANE LINE
	17	4-IN SOLID WHITE (RIGHT EDGELINE)
LENGTH PER PLANS: 4' (TYP.), 2' (TYP.)	18	CROSSWALK
	19	24" WHITE STOP BAR

Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

RIGHT TURN ARROW

THRU/RIGHT TURN ARROW

LEFT TURN ARROW

THRU ARROW

Plans Are Accepted for Public Street Construction

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By: Michael Alexander Date: 06/10/2026
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PROFESSIONAL ENGINEER LICENSED Lacie K. Myers 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

#	Revisions Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

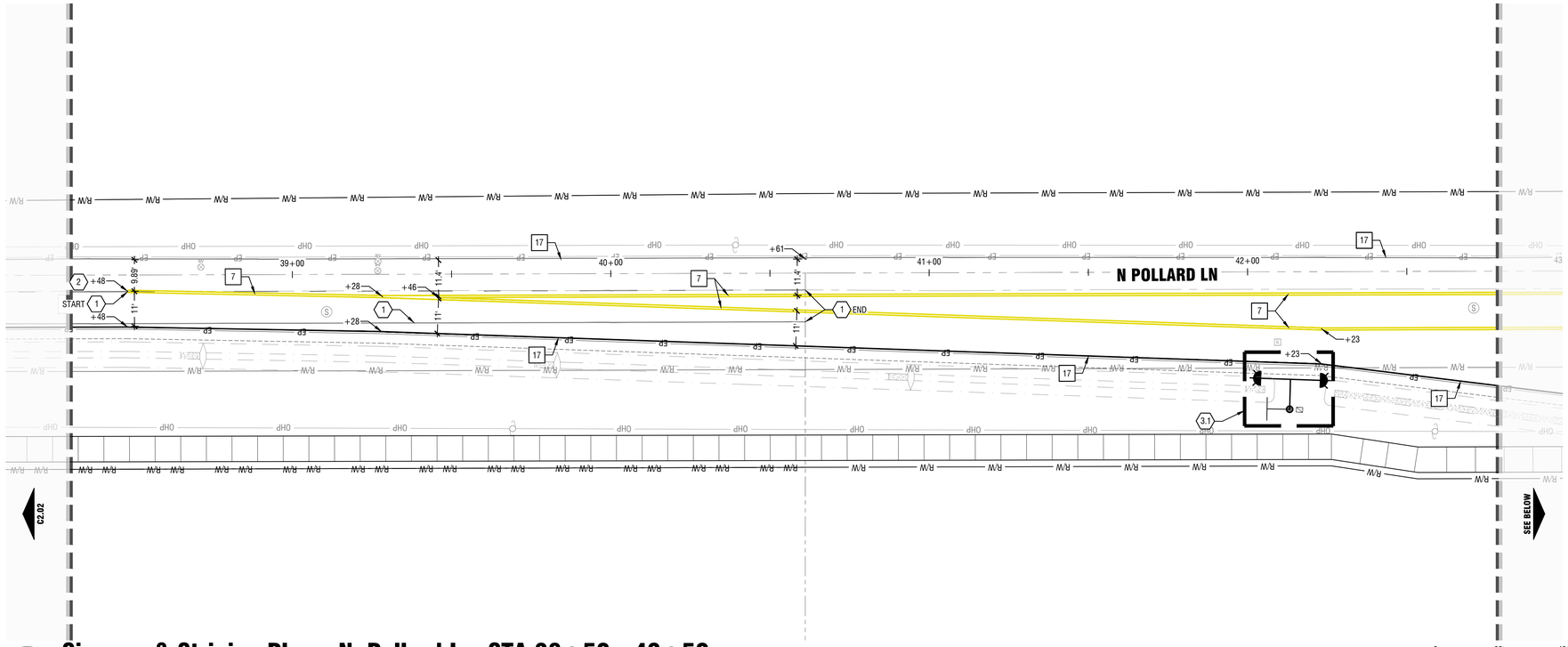
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Permit Set

DRAWING NO.:

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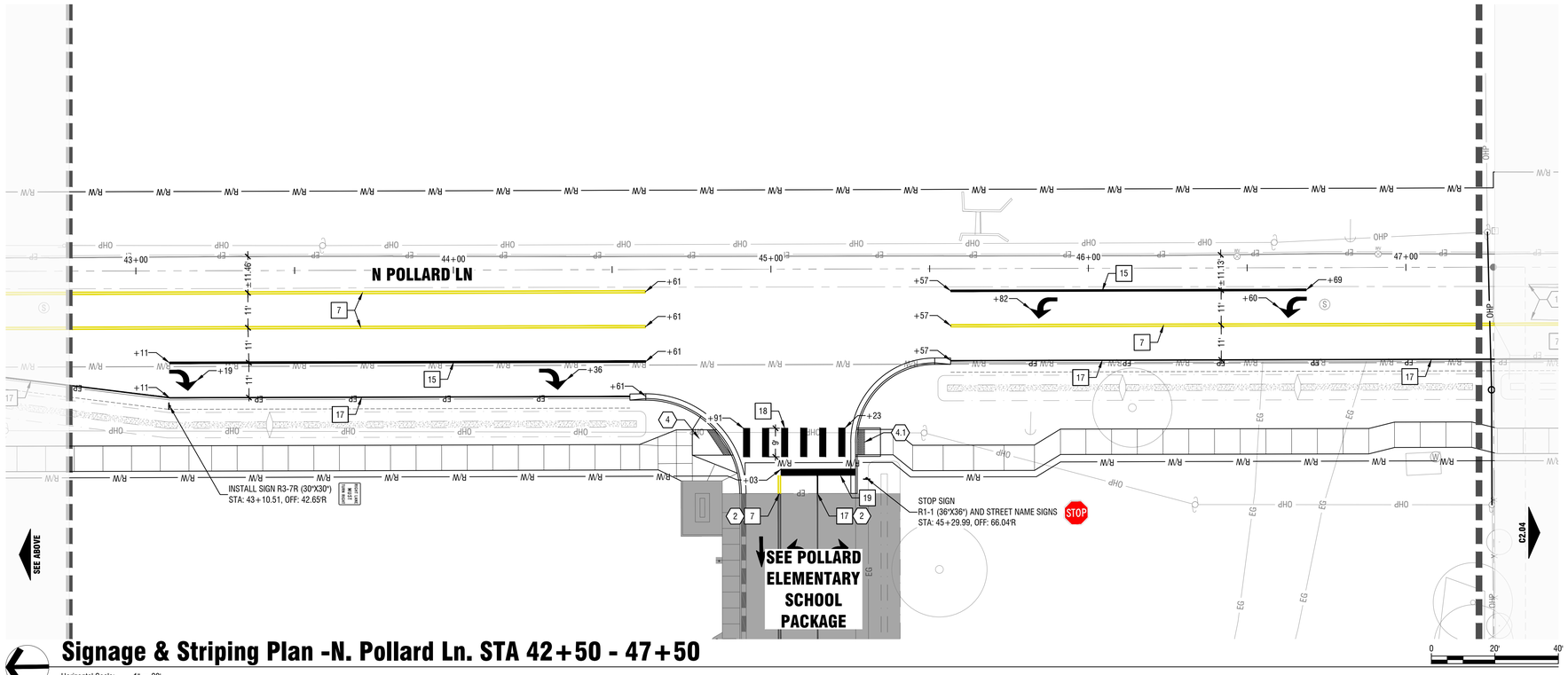
N. POLLARD LN.



Signage & Striping Plan - N. Pollard Ln. STA 38+50 - 42+50

Horizontal Scale: 1" = 20'

N POLLARD LN



Signage & Striping Plan -N. Pollard Ln. STA 42+50 - 47+50

Horizontal Scale: 1" = 20'

Striping Notes:

1. ALL SYMBOLS, WORD MARKINGS, CROSSWALKS, AND STOP BARS SHALL BE THERMOPLASTIC. ALL REMAINING PAVEMENT MARKINGS SHALL BE PAINT.
2. CONTRACTOR SHALL COMPLETELY OBLITERATE ALL CONFLICTING PAVEMENT MARKINGS.
3. SIGN FACES, POSTS AND HARDWARE FOR INSTALLING POST-MOUNTED SIGNS WILL BE FURNISHED BY CONTRACTOR.
4. PAVEMENT MARKING DIMENSIONS SHOWN ARE FROM LIP OF GUTTER OR EDGE OF PAVEMENT.
5. THE LOCATIONS OF POST MOUNTED SIGNS SHALL BE FIELD VERIFIED BY ACHD PRIOR TO INSTALLATION. CONTRACTOR SHALL PROVIDE AGENCY WITH TWO WORKING DAYS NOTICE PRIOR TO FIELD VERIFICATION.
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Street Keynotes:

1. OBLITERATE EXISTING STRIPING.
2. APPROXIMATE LOCATION, MATCH INTO EXISTING STRIPING.
3. PEDESTRIAN HYBRID BEACON, SEE SHEET C4.00.

3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

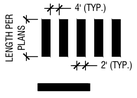
4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

Pavement Striping Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

1	4-IN YELLOW CENTERLINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
3	4-IN WHITE LANE LINE (7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
7	4-IN DOUBLE SOLID YELLOW
9	4-IN TWO WAY LEFT TURN LANE (SOLID LINE, 7' LINE - 18' GAP) (FOR SPEED ZONES 40 MPH OR LESS)
15	8-IN WHITE CHANNELIZING/BIKE LANE LINE
17	4-IN SOLID WHITE (RIGHT EDGELINE)
18	CROSSWALK
19	24" WHITE STOP BAR



Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

RIGHT TURN ARROW

THRU/RIGHT TURN ARROW

LEFT TURN ARROW

THRU ARROW

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By: Michael Alexander Date: 06/10/2026
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PROFESSIONAL ENGINEER LICENSED Lacie K. Myers 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

Revisions

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

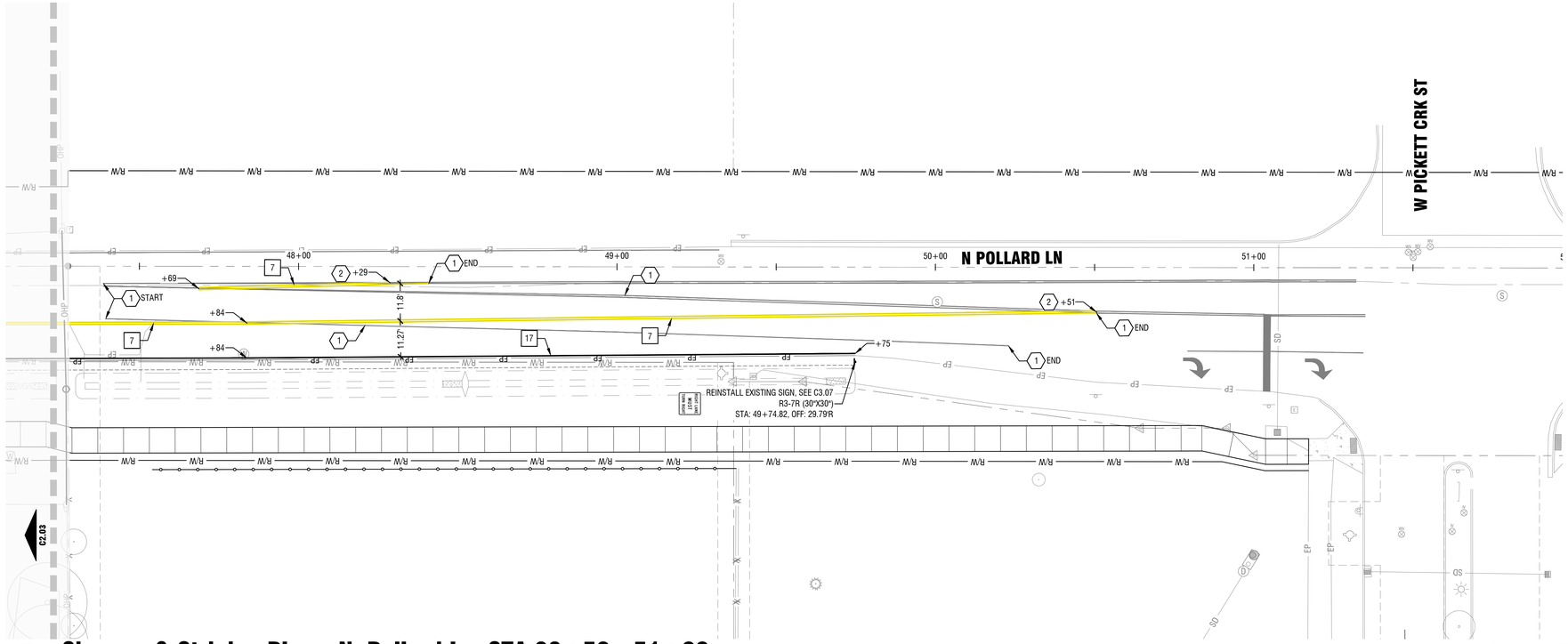
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Permit Set

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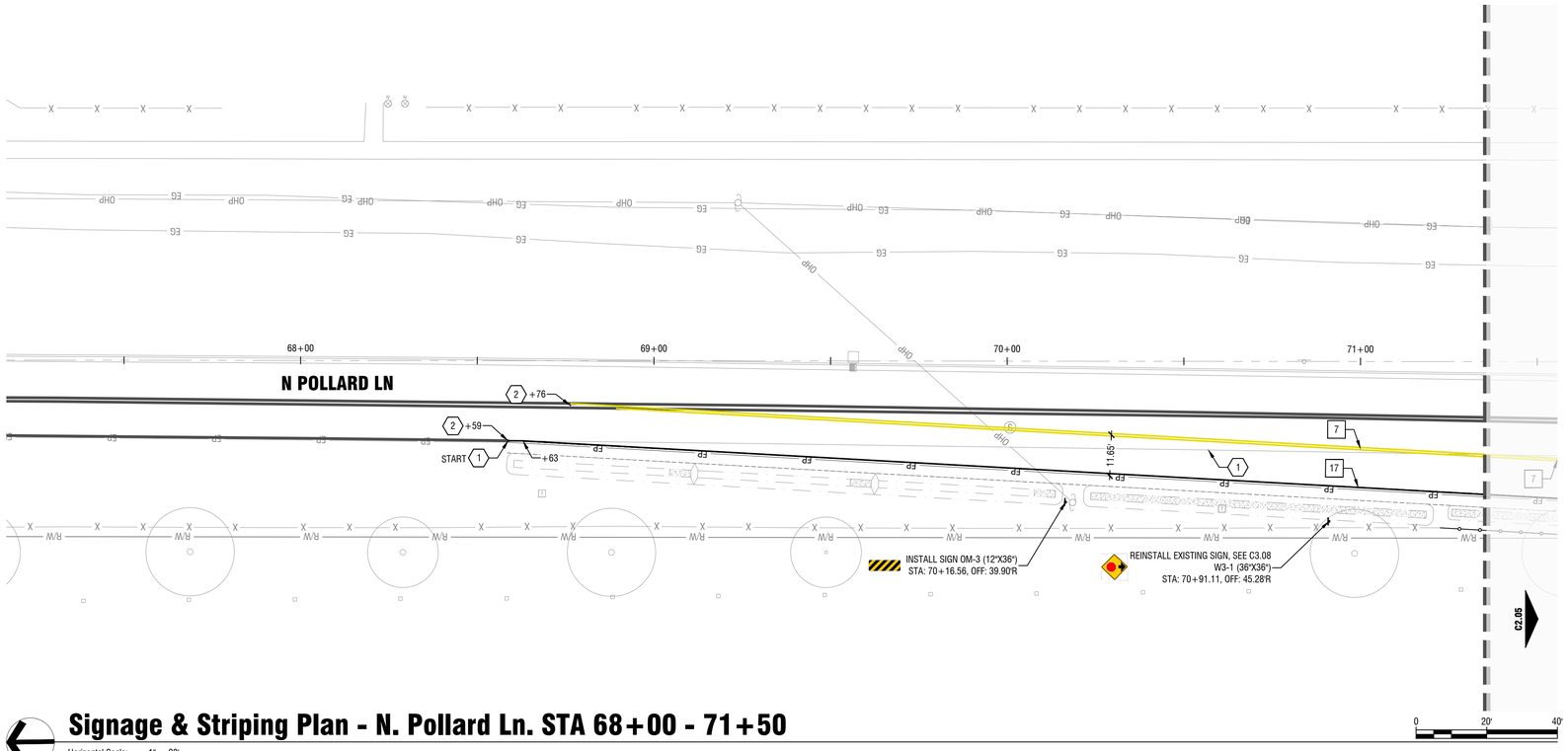
C2.03

N. POLLARD LN.



Signage & Striping Plan - N. Pollard Ln. STA 38+50 - 51+00

Horizontal Scale: 1" = 20'



Signage & Striping Plan - N. Pollard Ln. STA 68+00 - 71+50

Horizontal Scale: 1" = 20'

Striping Notes:

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Street Keynotes:

1. OBLITERATE EXISTING STRIPING.
2. APPROXIMATE LOCATION, MATCH INTO EXISTING STRIPING.
3. PEDESTRIAN HYBRID BEACON, SEE SHEET C4.00.

3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

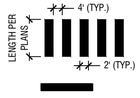
4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

Pavement Striping Legend:

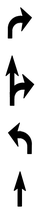
REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

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18	CROSSWALK
19	24" WHITE STOP BAR



Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS



RIGHT TURN ARROW

THRU/RIGHT TURN ARROW

LEFT TURN ARROW

THRU ARROW

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By: Michael Obermeier Date: 06/10/2026
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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

#	Revisions Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

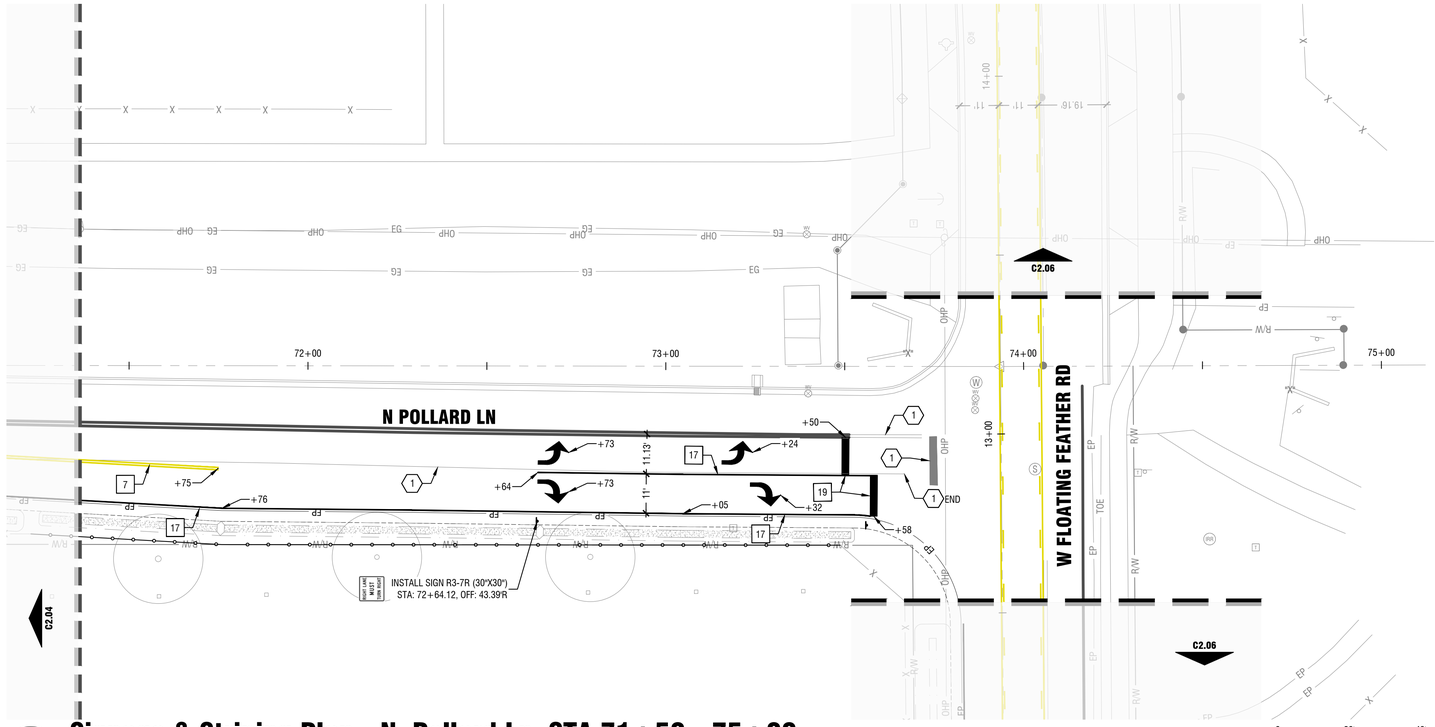
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Permit Set

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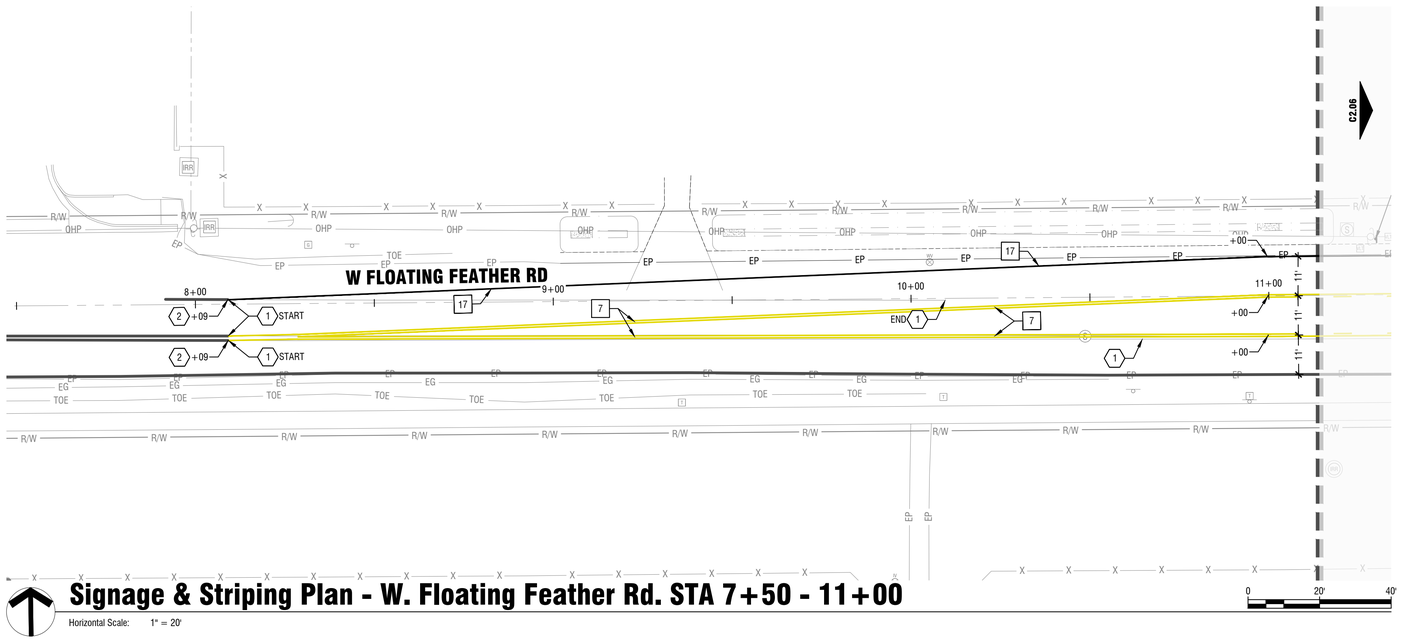
C2.04

N. POLLARD LN.



Signage & Striping Plan - N. Pollard Ln. STA 71+50 - 75+00

Horizontal Scale: 1" = 20'



Signage & Striping Plan - W. Floating Feather Rd. STA 7+50 - 11+00

Horizontal Scale: 1" = 20'

Striping Notes:

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3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

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	15	8-IN WHITE CHANNELIZING/BIKE LANE LINE
	17	4-IN SOLID WHITE (RIGHT EDGELINE)
LENGTH PER PLANS: 4' (TYP.), 2' (TYP.)	18	CROSSWALK
	19	24" WHITE STOP BAR

Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

- RIGHT TURN ARROW
- THRU/RIGHT TURN ARROW
- LEFT TURN ARROW
- THRU ARROW

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By: Michael Alexander Date: 06/10/2026
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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

Revisions #	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

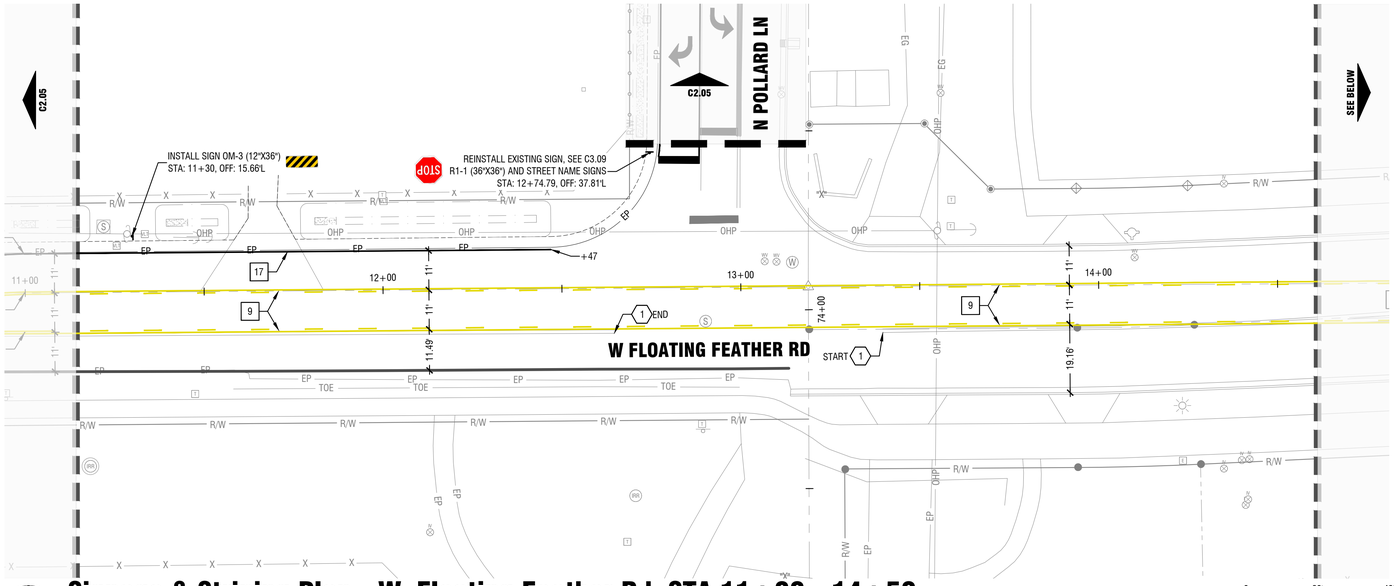
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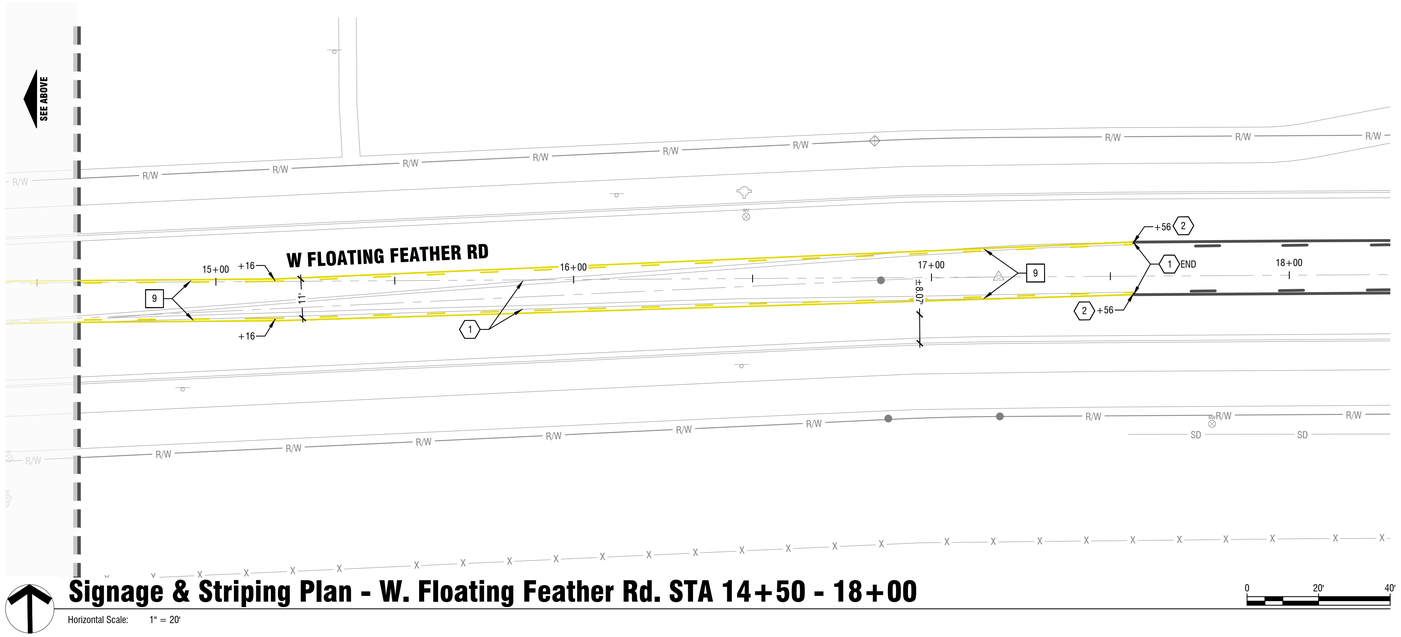
C2.05

N. POLLARD LN. & W. FLOATING FEATHER RD.



Signage & Striping Plan - W. Floating Feather Rd. STA 11+00 - 14+50

Horizontal Scale: 1" = 20'



Signage & Striping Plan - W. Floating Feather Rd. STA 14+50 - 18+00

Horizontal Scale: 1" = 20'

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3.1. SCHOOL ZONE FLASHERS, SEE SHEET C4.00.

4. INSTALL PEDESTRIAN RAMP PER ISPWC SD-712A.

4.1. INSTALL TACTILE WARNING SURFACE PER ACHD SUPP SD-712.

Pavement Striping Legend:

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	15	8-IN WHITE CHANNELIZING/BIKE LANE LINE
	17	4-IN SOLID WHITE (RIGHT EDGELINE)
4' (TYP.) / LENGTH PER PLANS / 2' (TYP.)	18	CROSSWALK
	19	24" WHITE STOP BAR

Pavement Symbol Legend:

REFER TO ACHD STANDARD TRAFFIC DETAIL TS-1112 FOR STRIPING DETAILS

- RIGHT TURN ARROW
- THRU/RIGHT TURN ARROW
- LEFT TURN ARROW
- THRU ARROW

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By: Michael Abramakov Date: 06/10/2026
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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

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POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

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DATE: 01/16/2026
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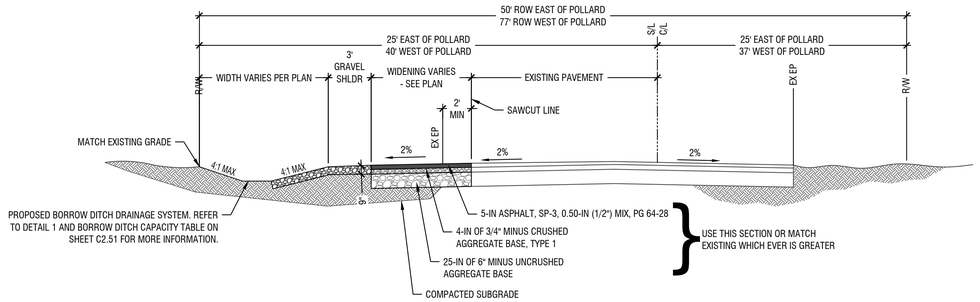
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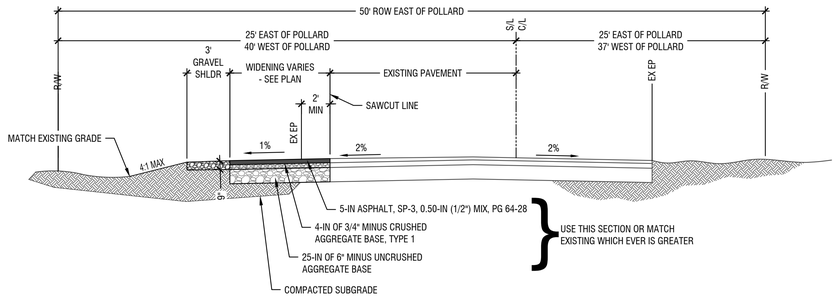
C2.06

W. FLOATING FEATHER RD.



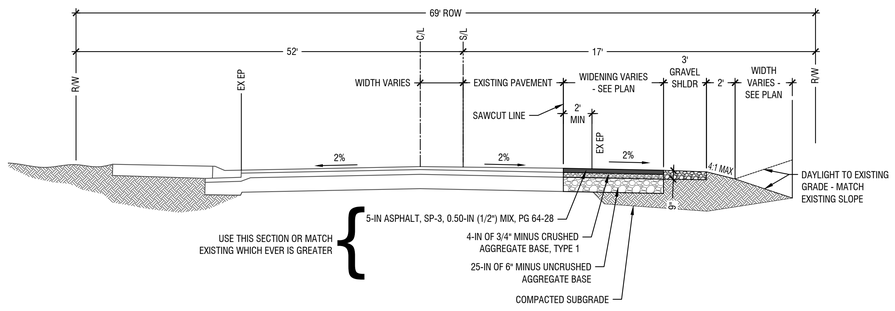
1 Minor Arterial - West Beacon Light Road (STA. 96+15 - 99+48, STA. 101+18 - 103+67)

Scale: NTS



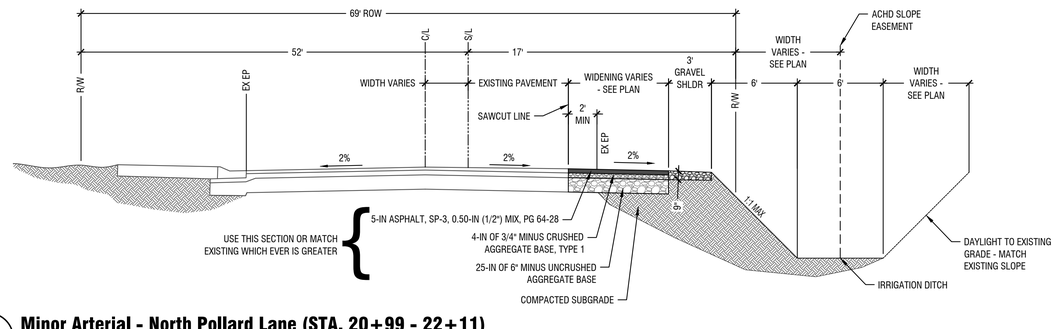
2 Minor Arterial - West Beacon Light Road (STA. 100+37 - 101+18)

Scale: NTS



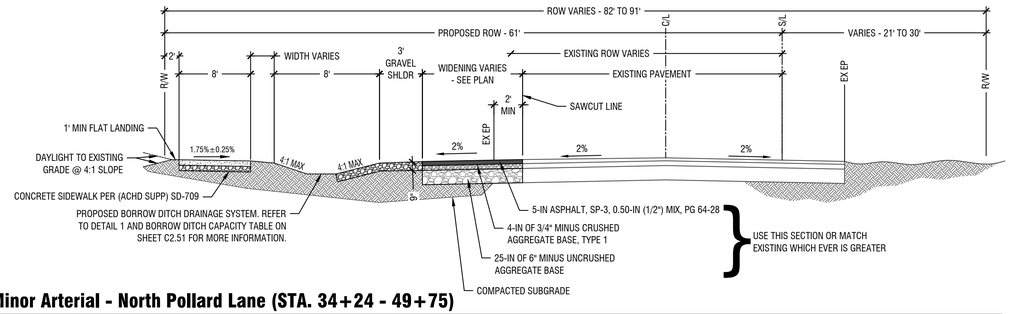
3 Minor Arterial - North Pollard Lane (STA. 20+36 - 20+99, STA. 22+11 - 23+22)

Scale: NTS



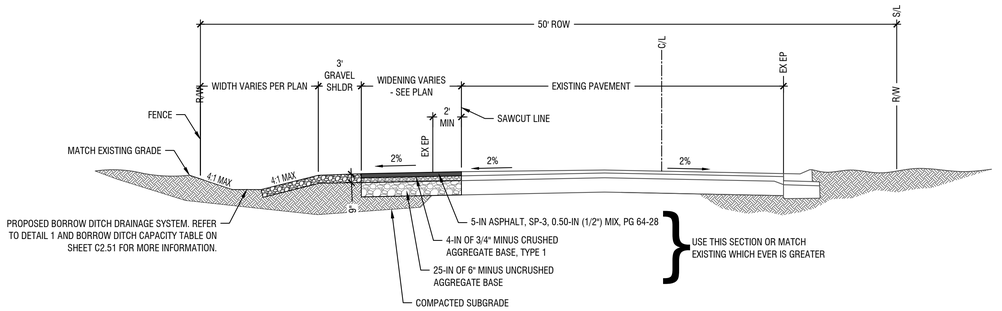
4 Minor Arterial - North Pollard Lane (STA. 20+99 - 22+11)

Scale: NTS



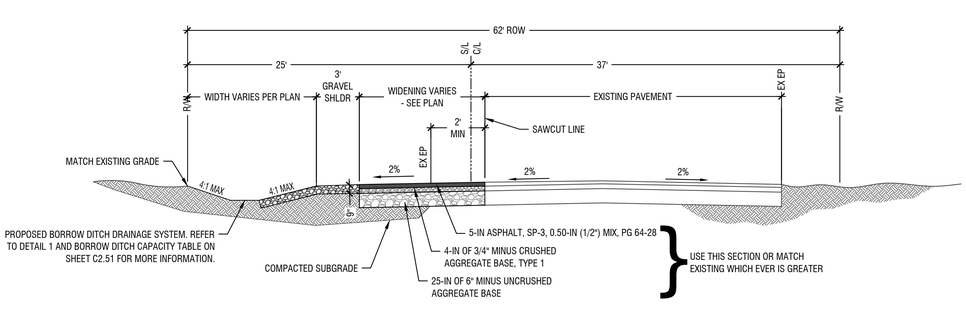
5 Minor Arterial - North Pollard Lane (STA. 34+24 - 49+75)

Scale: NTS



6 Minor Arterial - North Pollard Lane (STA. 68+54 - 73+56)

Scale: NTS



7 Minor Arterial - West Floating Feather Road

Scale: NTS

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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

Revisions

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

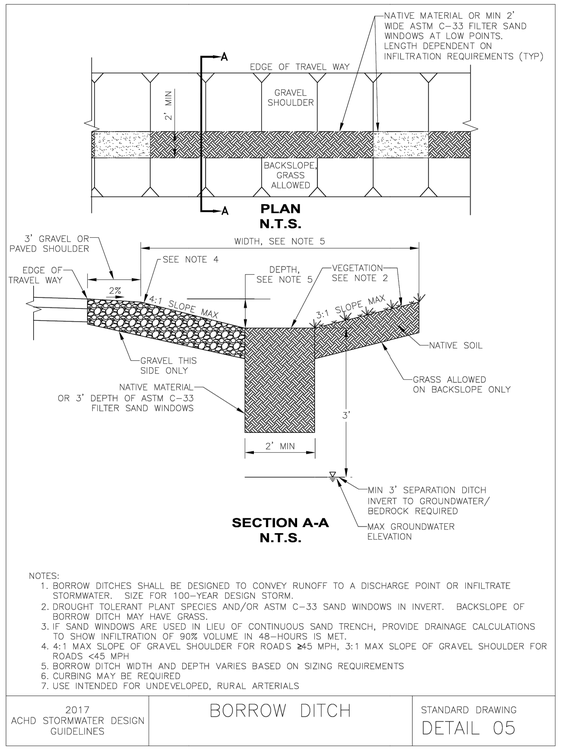
DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

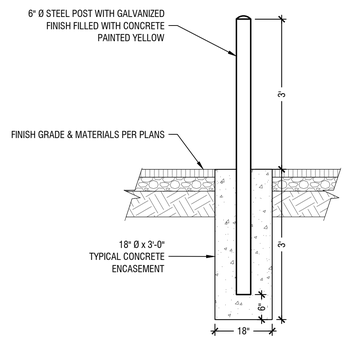
C2.50
TYPICAL ROADWAY SECTIONS



NOTES:
1. BORROW DITCHES SHALL BE DESIGNED TO CONVEY RUNOFF TO A DISCHARGE POINT OR INFILTRATE STORMWATER. SIZE FOR 100-YEAR DESIGN STORM.
2. DROUGHT TOLERANT PLANT SPECIES AND/OR ASTM C-33 SAND WINDOWS IN INVERT. BACKSLOPE OF BORROW DITCH MAY HAVE GRASS.
3. IF SAND WINDOWS ARE USED IN LIEU OF CONTINUOUS SAND TRENCH, PROVIDE DRAINAGE CALCULATIONS TO SHOW INFILTRATION OF 90% VOLUME IN 48-HOURS IS MET.
4. 4:1 MAX SLOPE OF GRAVEL SHOULDER FOR ROADS ≥45 MPH, 3:1 MAX SLOPE OF GRAVEL SHOULDER FOR ROADS <45 MPH
5. BORROW DITCH WIDTH AND DEPTH VARIES BASED ON SIZING REQUIREMENTS
6. CURBING MAY BE REQUIRED
7. USE INTENDED FOR UNDEVELOPED, RURAL ARTERIALS

2017 ACHD STORMWATER DESIGN GUIDELINES	BORROW DITCH	STANDARD DRAWING DETAIL 05

1 ACHD Stormwater Design Guidelines - Borrow Ditch
Scale: NTS



NOTES:
1. SEE ARCHITECTURAL PLANS FOR BOLLARD PLACEMENT.

2 Bollard
Scale: NTS

Borrow Ditch Capacity Table

Borrow Ditch	V100 (ft^3)	Capacity (ft^3)	Top Width (ft)	Bottom Width (ft)	Side Slopes (H:1)	Top Elev (ft)	Bottom Elev (ft)	GW Elev (ft)
1	303	386	8	2	4	2546.11	2545.36	2531.47
2	697	882	6	2	4	2546.00	2545.50	2532.2
3	525	613	7	3	4	2548.25	2547.75	2533.52
4	2370	2918	8	2	4	2528.16	2527.41	2517.26
5	1122	1386	8	2	4	2526.19	2525.44	2528.97
6	770	965	8	2	4	2521.74	2520.99	2526.79
7	780	893	8	2	4	2519.95	2519.20	2506.83
8	288	306	6	2	4	2502.43	2501.92	2489.33
9	219	390	6	2	4	2502.37	2501.87	2487.47
10	493	644	4	2	4	2500.60	2500.35	2487.56
11	69	96	10	2	4	2499.73	2498.73	2485.61
12	441	630	10	2	4	2500.08	2499.08	2485.98
13	89	90	10	2	4	2501.78	2499.40	2485.78
14	271	384	10	2	4	2500.47	2499.47	2485.95

NOTES:
1. DESIGN INFILTRATION RATE OF 8 IN/HR USED. ACHD STAFF MUST VERIFY THE INFILTRATION RATE FOR DRAINAGE FACILITIES AFTER THE FACILITY IS FULLY EXCAVATED.
2. REFER TO GEOTECHNICAL REPORT BY ATLAS, REPORT NO. B242157g DATED FEBRUARY 6, 2025.
3. CONTRACTOR SHALL NOTIFY THE ENGINEER IMMEDIATELY IF GROUNDWATER IS ENCOUNTERED WITHIN 3-FT OF THE BOTTOM DESIGN ELEVATION FOR ANY INFILTRATION FACILITY AND/OR IF IT IS HIGHER THAN ANTICIPATED.

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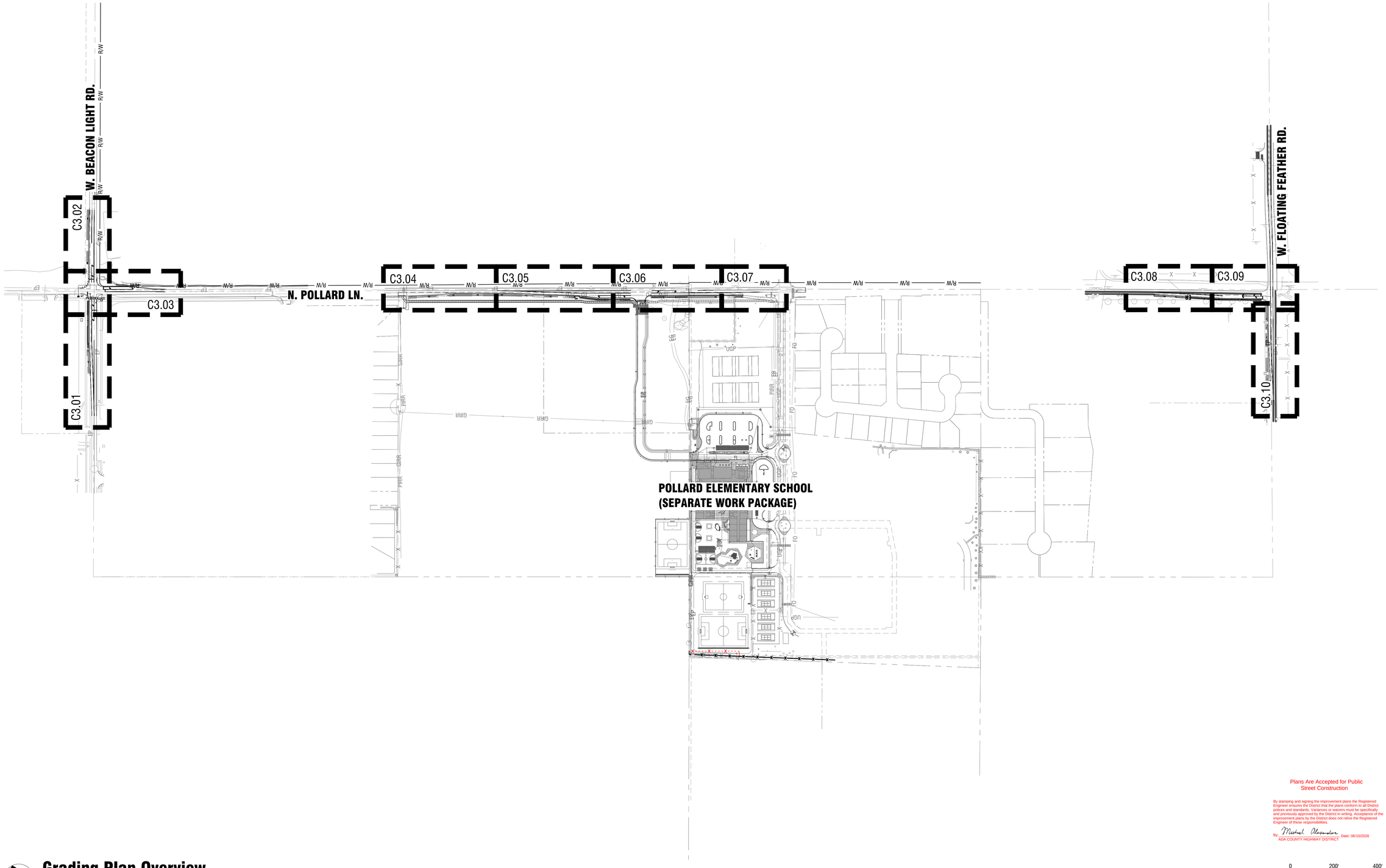
POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

DRAWING NO.:
C2.51
DETAILS



Grading Plan Overview

Horizontal Scale: 1" = 200'

0 200' 400'

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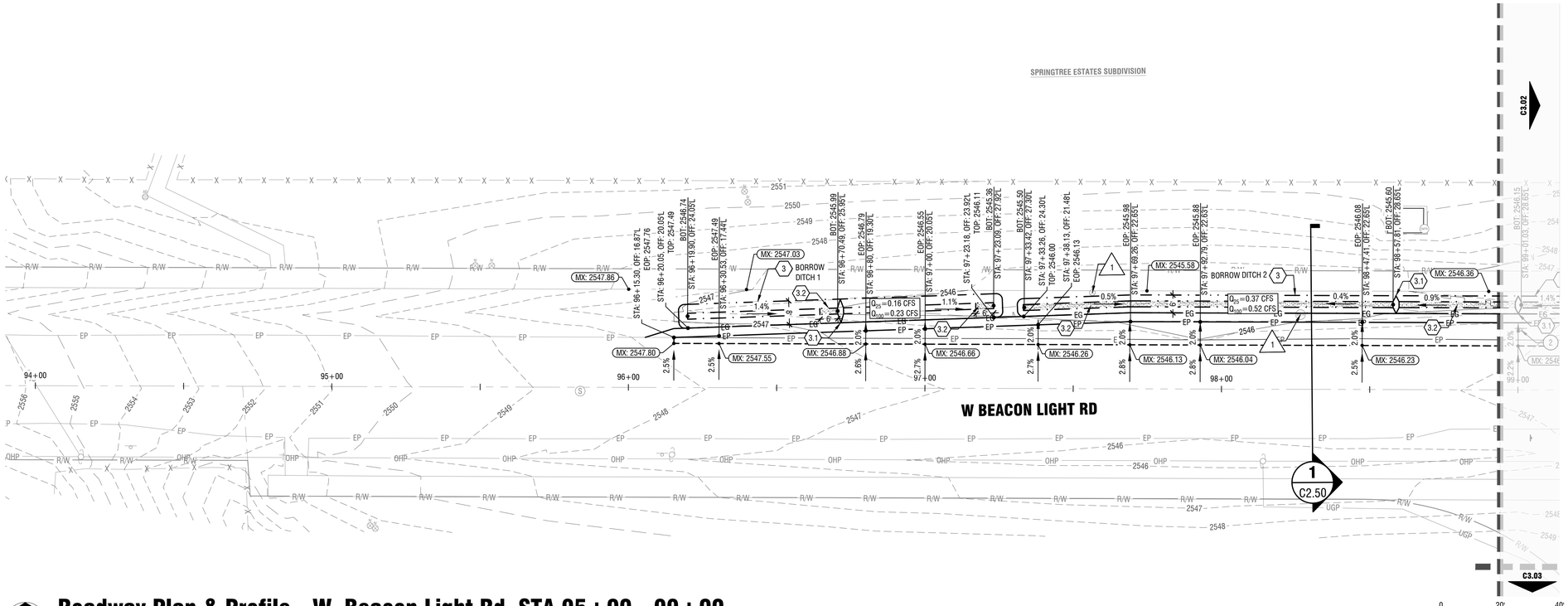
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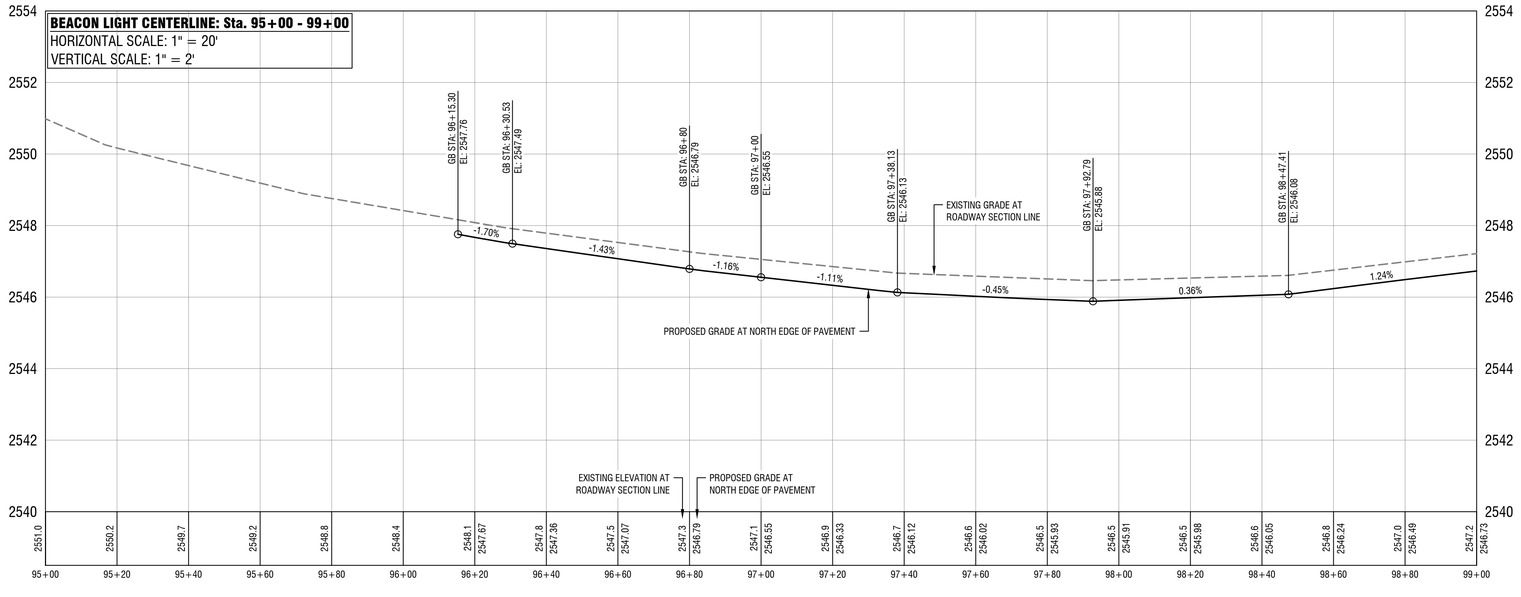
C3.00

GRADING PLAN OVERVIEW



Roadway Plan & Profile - W. Beacon Light Rd. STA 95+00 - 99+00

Horizontal Scale: 1" = 20'



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2. WHEN THE PEDESTRIAN RAMPS ARE LOCATED WITHIN THE CURB RETURN, THE GRADE MUST MAINTAIN ADA COMPLIANCE FOR SLOPE AT THE THROAT OF THE PEDESTRIAN RAMP (2% MAX).

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2. THE CONTRACTOR SHALL ENSURE THAT ALL DEMOLITION, REMOVAL, ABANDONMENT, ABATEMENT AND CLEARING AND SITE PREPARATION NECESSARY FOR PROPOSED IMPROVEMENTS ARE COMPLETED WHETHER SHOWN ON THESE PLANS OR NOT. THE CONTRACTOR SHALL REMOVE OR ABANDON ALL ITEMS INCIDENTAL TO THE ITEMS INDICATED.
3. THE LOCATIONS OF UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY. THE CONTRACTOR SHALL COMPLY WITH IDAHO CODE, CHAPTER 22 TITLE 55 REGARDING UNDERGROUND FACILITIES DAMAGE PREVENTION. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF EXISTING UTILITIES BEFORE COMMENCING WORK. THE CONTRACTOR AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGES WHICH MIGHT BE OCCASIONED AS A RESULT OF FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UTILITIES. THE CONTRACTOR SHALL CONTACT THE APPROPRIATE UTILITY COMPANIES OR DIG-LINE (208.342.1585) FOR EXACT LOCATIONS A MINIMUM OF 48 HOURS PRIOR TO DIGGING.
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8. ADDITIONAL FRONTAGE IMPROVEMENTS OUTSIDE OF THE SCOPE OF THIS DRAWING SET ARE INCLUDED IN THE POLLARD ELEMENTARY SCHOOL PROJECT.

Abbreviations:

EOP	=	EDGE OF PAVEMENT	TA	=	TOP OF ASPHALT
EOG	=	EDGE OF GRAVEL	ROW	=	RIGHT-OF-WAY
GB	=	GRADE BREAK	TOP	=	TOP OF DITCH
MX	=	MATCH EXISTING	BOT	=	BOTTOM OF DITCH

Line Legend:

- R/W — EXISTING ROW
- R/W — PROPOSED ROW
- SECTION LINE
- CENTER LINE
- EP — EXISTING EDGE OF PAVEMENT
- EG — EXISTING GRAVEL SHOULDER
- EP — PROPOSED EDGE OF PAVEMENT
- EG — GRAVEL SHOULDER
- SAWCUT PER ACHD SUPP TO ISPWC SD-303
- BORROW DITCH BOTTOM
- X — X — EXISTING FENCE LINE
- PROPOSED FENCE LINE

Roadway Keynotes:

1. CONSTRUCT 6-IN VERTICAL CURB AND GUTTER PER (ACHD SUPP) SD-701.
2. CONSTRUCT 8' CONCRETE SIDEWALK PER (ACHD SUPP) SD-709.
3. INSTALL ACHD BORROW DITCH, SEE DETAILS/C2.50 AND C2.51.
   - 3.1. INSTALL CHECK DAM PER ACHD STANDARDS AS INDICATED IN BMP 30.
   - 3.2. INSTALL 3-FT DEEP SAND WINDOW, DIMENSIONS PER PLAN.
4. INSTALL BOLLARD PER DETAIL 2/C2.51.
5. PEDESTRIAN HYBRID BEACON/SCHOOL ZONE FLASHERS, SEE SHEET C4.00.
6. CONSTRUCT PEDESTRIAN RAMP TYPE "A" PER ISPWC SD-712A, WING SPAN AS DIMENSIONED ON PLAN.
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7. INSTALL CHAIN LINK FENCE TO MATCH EXISTING.
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9. GRAVITY IRRIGATION, SEE SHEET C5.00.
10. CONSTRUCT CURB TERMINUS PER ISPWC SD-707.

Preservation Keynotes:

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2. RETAIN AND PROTECT EXISTING TREE.
3. APPROXIMATE LOCATION OF ACHD CONDUIT, CONTRACTOR TO FIELD LOCATE. PRESERVE AND PROTECT. IF CONDUIT IS LOCATED IN BORROW DITCHES, RELOCATE TO OUTSIDE OF IT.

Demolition Keynotes:

1. RELOCATE EXISTING OVERHEAD POWERPOLE. COORDINATE WITH IDAHO POWER PRIOR TO BEGINNING WORK.
2. REMOVE EXISTING GAS LOCATOR SIGN.
3. SALVAGE STREET SIGN, COORDINATE WITH SIGNAGE AND STRIPING PLAN (C2.00 SERIES).
4. REMOVE AND DISPOSE OF EXISTING FENCE OFFSITE .
5. REMOVE AND DISPOSE OF EXISTING BOLLARD OFFSITE.
6. RELOCATE ELECTRICAL BOX OUTSIDE OF ROADWAY.
7. REMOVE AND DISPOSE OF TERMINUS BARRICADE OFFSITE.
8. RELOCATE EXISTING SCHOOL ZONE FLASHER, SEE SHEET C4.00.

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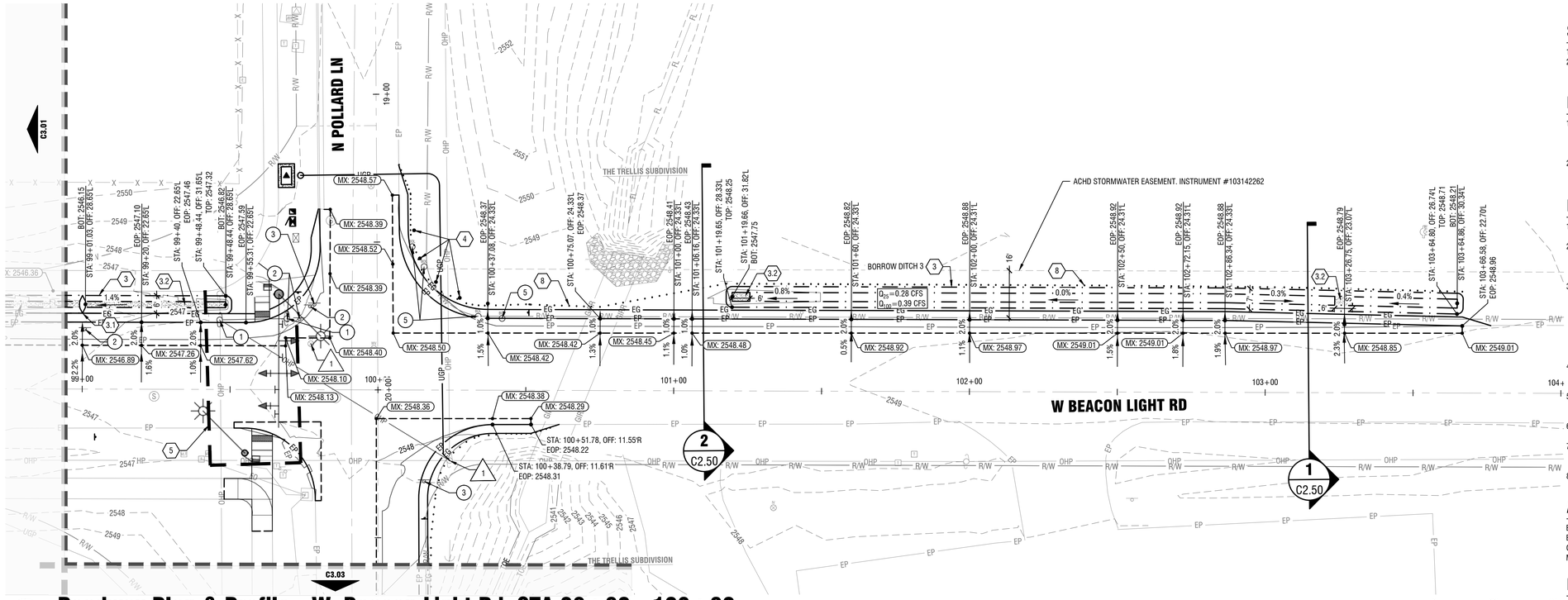
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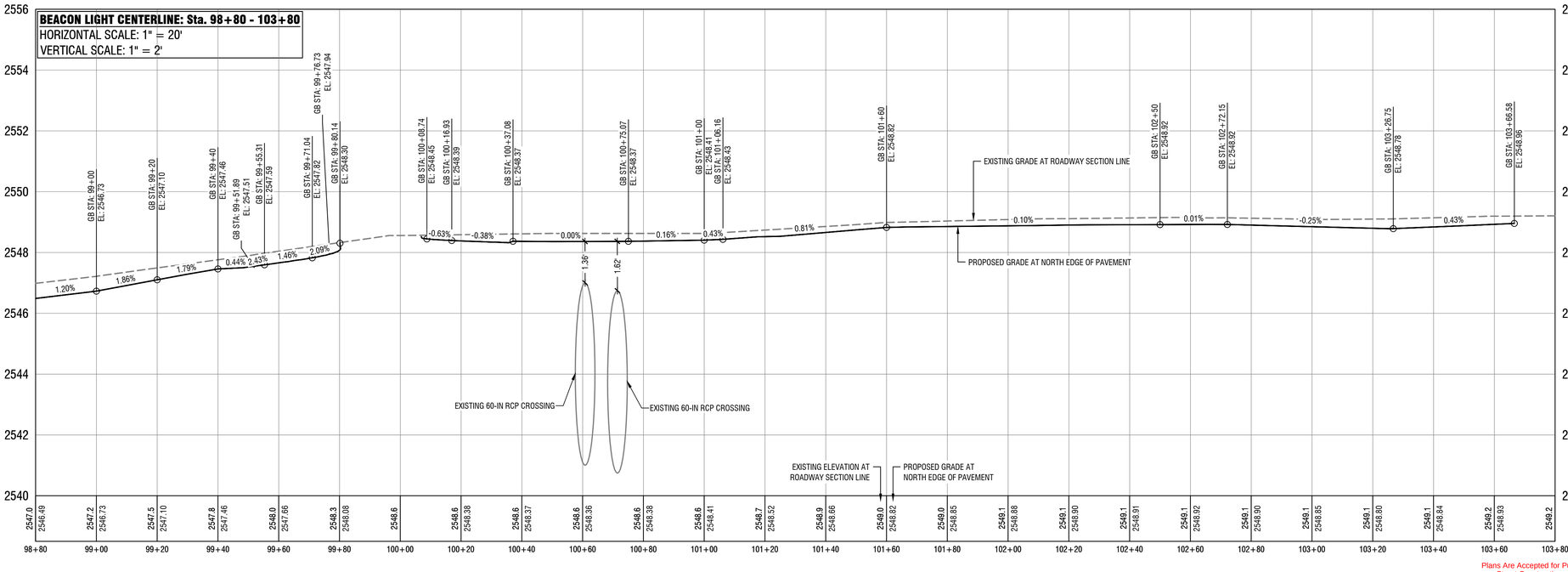
C3.01

W. BEACON LIGHT RD.



Roadway Plan & Profile - W. Beacon Light Rd. STA 98+80 - 103+80

Horizontal Scale: 1" = 20'



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3. APPROXIMATE LOCATION OF ACHD CONDUIT, CONTRACTOR TO FIELD LOCATE. PRESERVE AND PROTECT. IF CONDUIT IS LOCATED IN BORROW DITCHES, RELOCATE TO OUTSIDE OF IT.

Demolition Keynotes:

1. RELOCATE EXISTING OVERHEAD POWERPOLE. COORDINATE WITH IDAHO POWER PRIOR TO BEGINNING WORK.
2. REMOVE EXISTING GAS LOCATOR SIGN.
3. SALVAGE STREET SIGN, COORDINATE WITH SIGNAGE AND STRIPING PLAN (C2.00 SERIES).
4. REMOVE AND DISPOSE OF EXISTING FENCE OFFSITE .
5. REMOVE AND DISPOSE OF EXISTING BOLLARD OFFSITE.
6. RELOCATE ELECTRICAL BOX OUTSIDE OF ROADWAY.
7. REMOVE AND DISPOSE OF TERMINUS BARRICADE OFFSITE.
8. RELOCATE EXISTING SCHOOL ZONE FLASHER, SEE SHEET C4.00.

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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

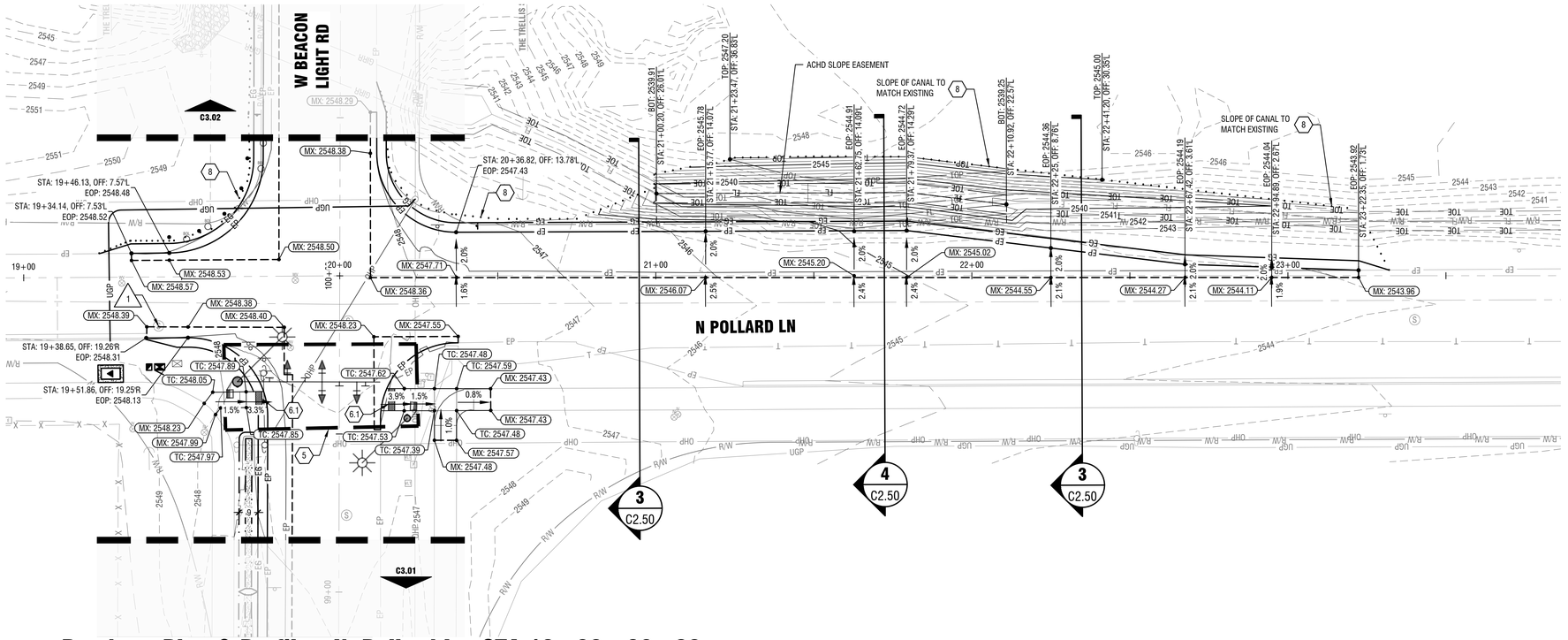
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Permit Set

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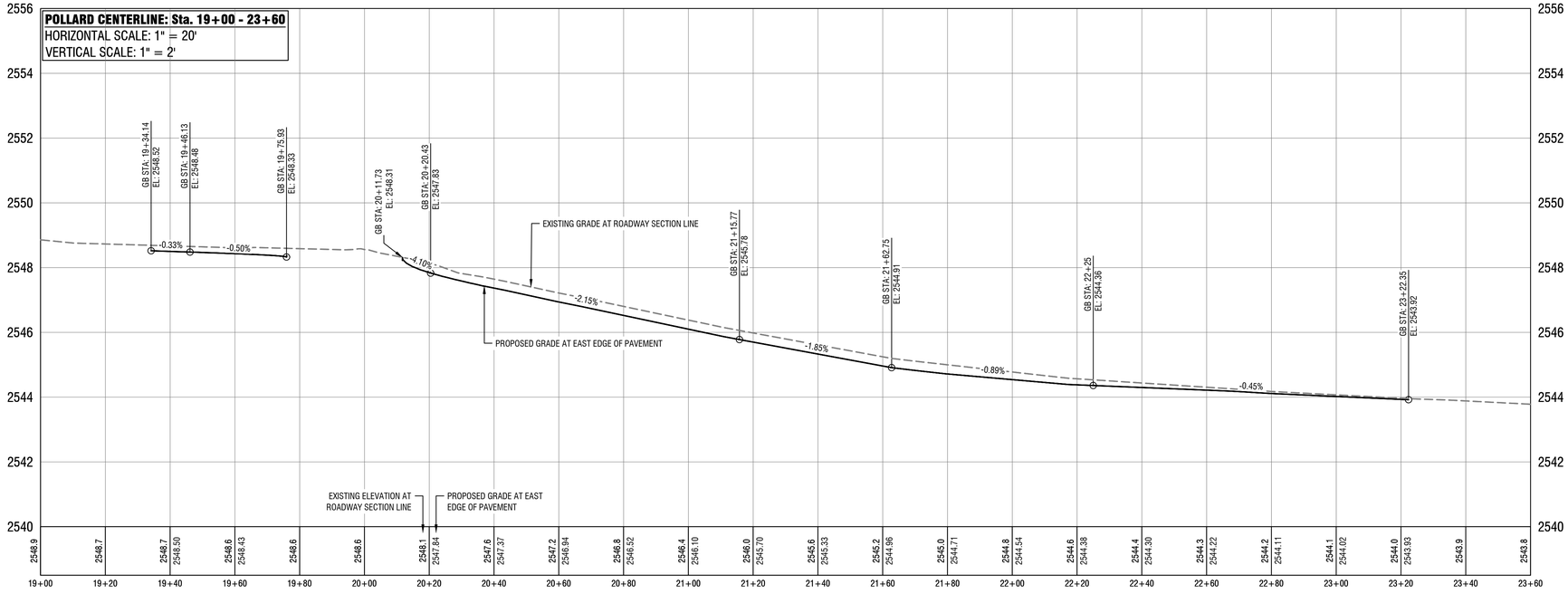
C3.02

W. BEACON LIGHT RD.



Roadway Plan & Profile - N. Pollard Ln. STA 19+00 - 23+60

Horizontal Scale: 1" = 20'



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By: Michael Abercrombie Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

Sheet Notes:

1. COMPLY WITH ALL NOTES ON SHEET C0.00.
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Pedestrian Surface Construction Notes:

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2. WHEN THE PEDESTRIAN RAMPS ARE LOCATED WITHIN THE CURB RETURN, THE GRADE MUST MAINTAIN ADA COMPLIANCE FOR SLOPE AT THE THROAT OF THE PEDESTRIAN RAMP (2% MAX).

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3. THE LOCATIONS OF UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY. THE CONTRACTOR SHALL COMPLY WITH IDAHO CODE, CHAPTER 22 TITLE 55 REGARDING UNDERGROUND FACILITIES DAMAGE PREVENTION. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF EXISTING UTILITIES BEFORE COMMENCING WORK. THE CONTRACTOR AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGES WHICH MIGHT BE OCCASIONED AS A RESULT OF FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UTILITIES. THE CONTRACTOR SHALL CONTACT THE APPROPRIATE UTILITY COMPANIES OR DIG-LINE (208.342.1585) FOR EXACT LOCATIONS A MINIMUM OF 48 HOURS PRIOR TO DIGGING.
4. RETAIN AND PROTECT EXISTING IMPROVEMENTS OUTSIDE WORK LIMIT BOUNDARY UNLESS MARKED FOR DEMOLITION. RETAIN AND PROTECT EXISTING UTILITIES AND ASSOCIATED STRUCTURES UNLESS MARKED FOR DEMOLITION.
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Abbreviations:

EOP	=	EDGE OF PAVEMENT	TA	=	TOP OF ASPHALT
EOG	=	EDGE OF GRAVEL	ROW	=	RIGHT-OF-WAY
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OFFSITE IMPROVEMENTS
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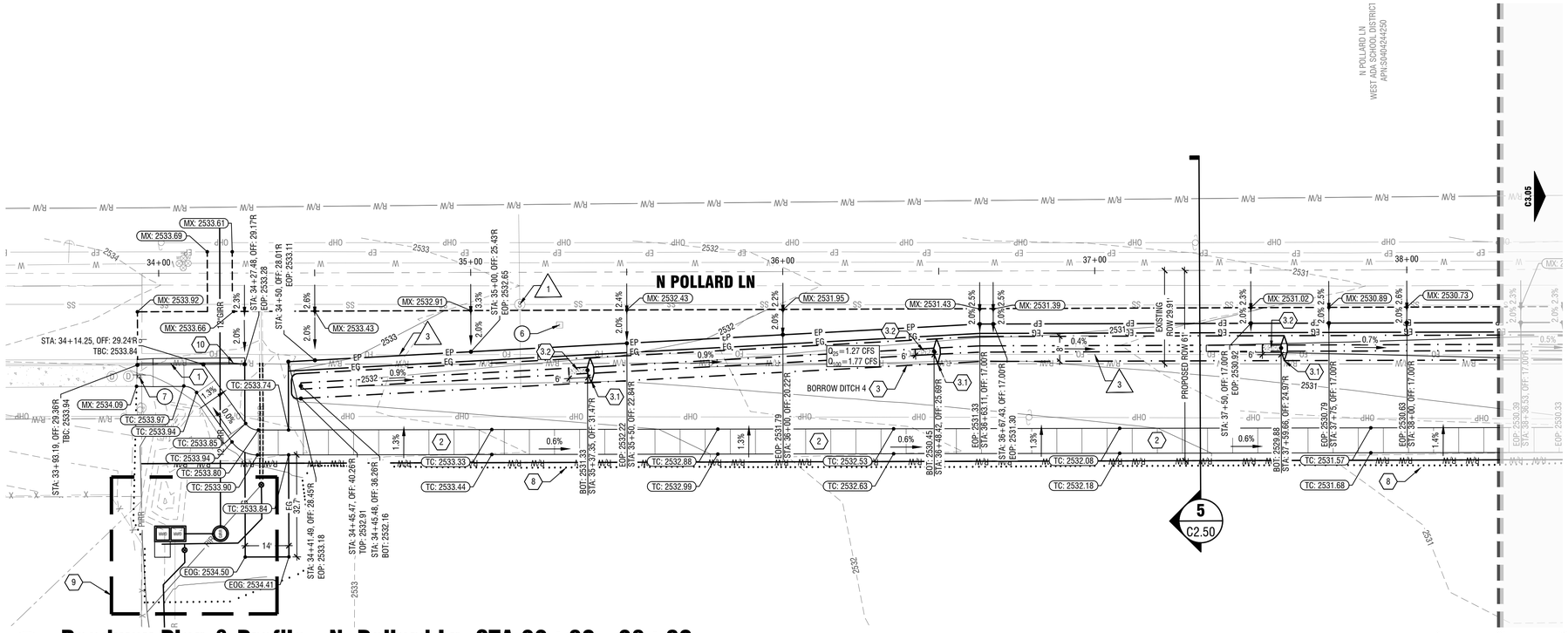
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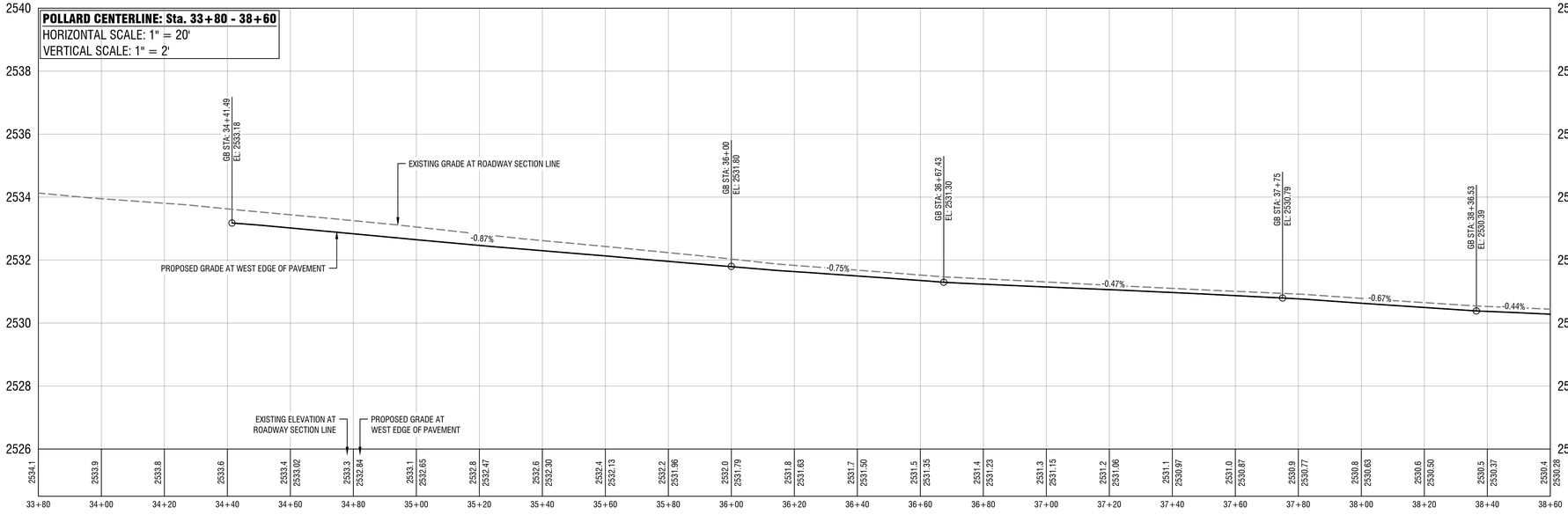
C3.03

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 33+80 - 38+60

Horizontal Scale: 1" = 20'



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By: Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

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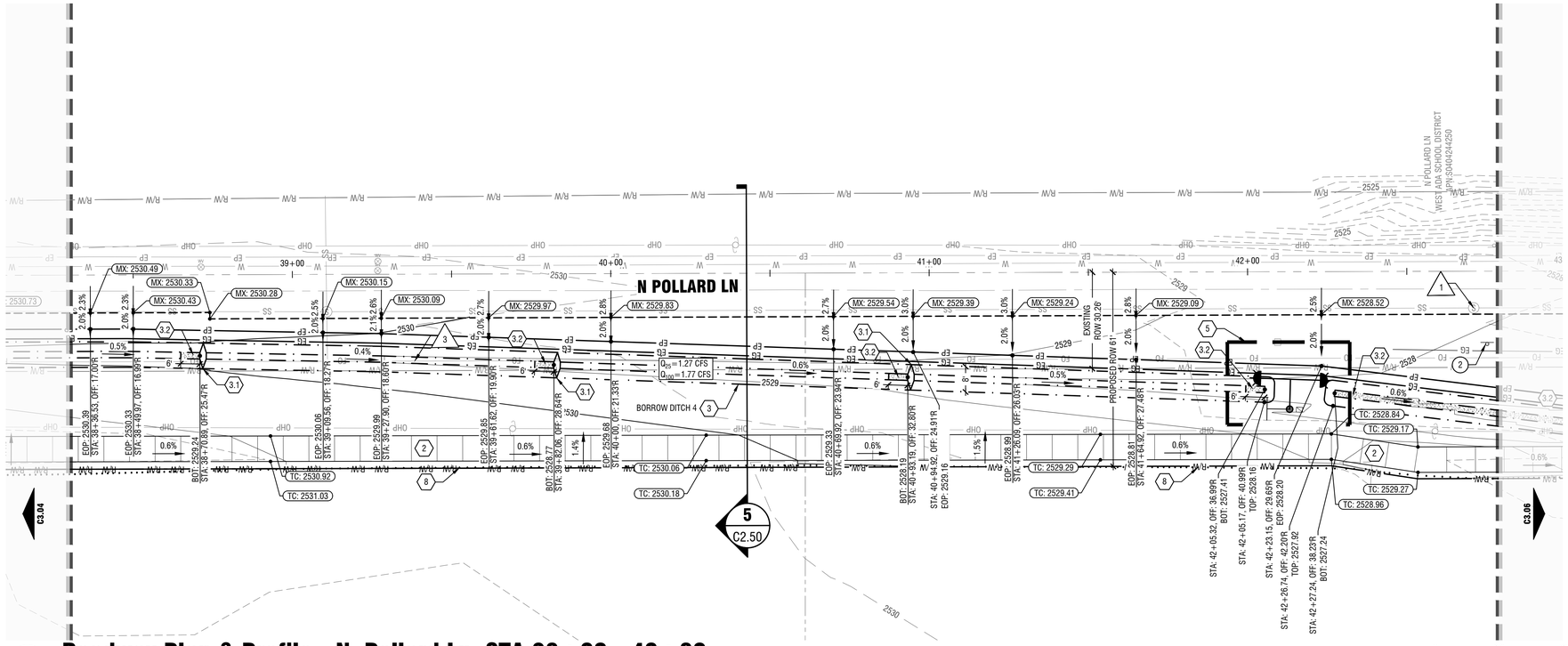
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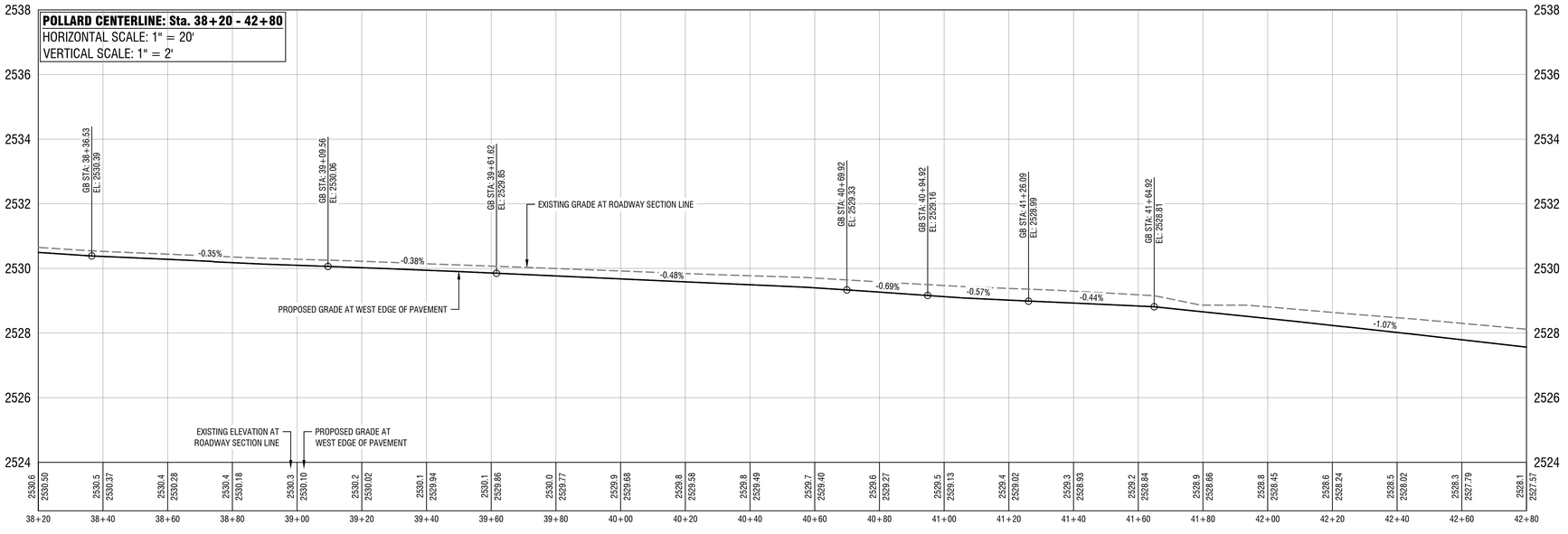
C3.04

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 38+20 - 42+80

Horizontal Scale: 1" = 20'



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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05. 14.26

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

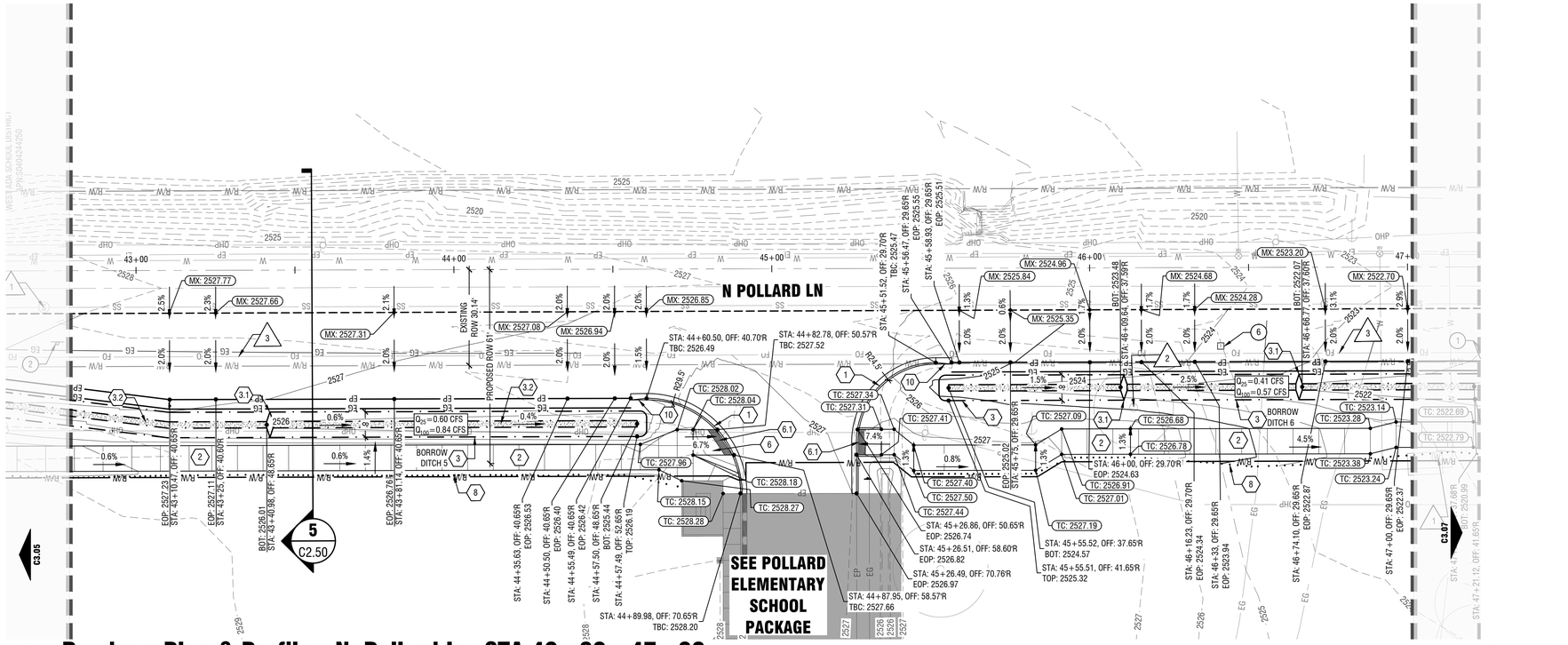
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CHECKED BY: LM/SC

Permit Set

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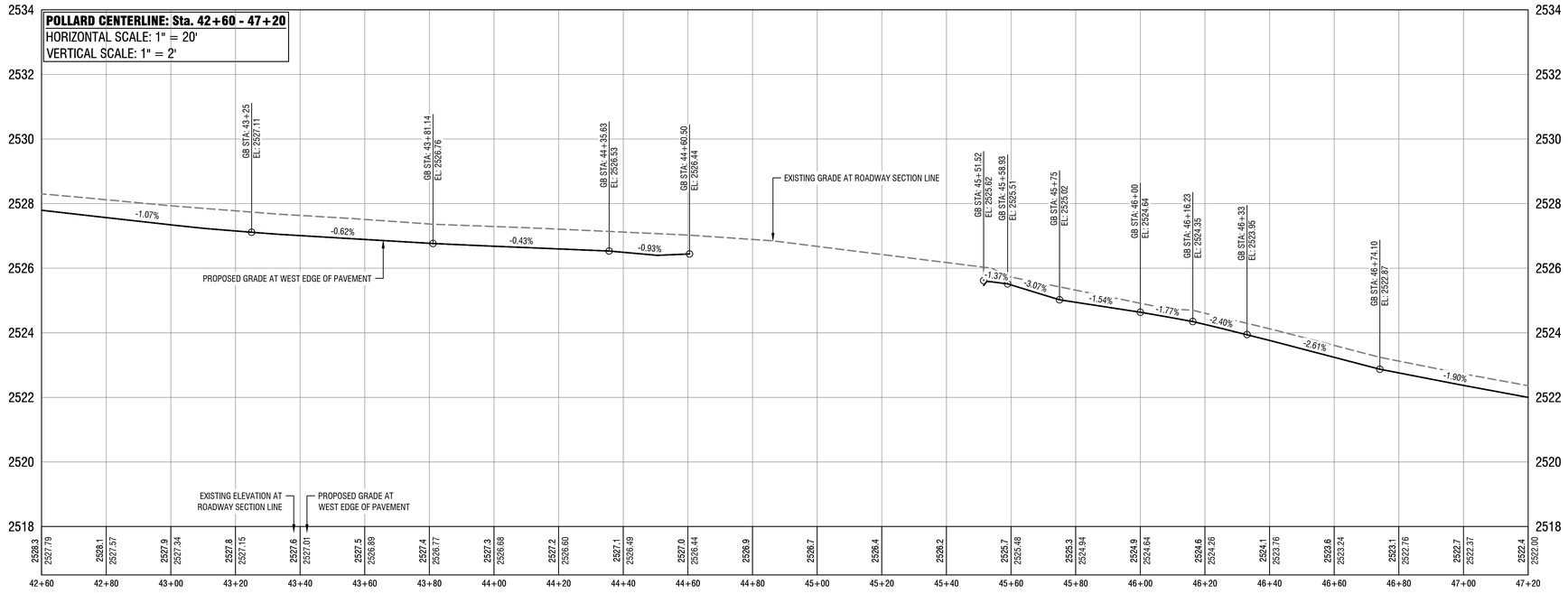
C3.05

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 42+60 - 47+20

Horizontal Scale: 1" = 20'



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By: Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

Sheet Notes:

1. COMPLY WITH ALL NOTES ON SHEET C0.00.
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Pedestrian Surface Construction Notes:

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2. WHEN THE PEDESTRIAN RAMPS ARE LOCATED WITHIN THE CURB RETURN, THE GRADE MUST MAINTAIN ADA COMPLIANCE FOR SLOPE AT THE THROAT OF THE PEDESTRIAN RAMP (2% MAX).

Demolition Notes:

1. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE LATEST EDITION OF THE ISPWC, ACHD STANDARDS, AND THESE PLANS.
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3. THE LOCATIONS OF UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY. THE CONTRACTOR SHALL COMPLY WITH IDAHO CODE, CHAPTER 22 TITLE 55 REGARDING UNDERGROUND FACILITIES DAMAGE PREVENTION. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF EXISTING UTILITIES BEFORE COMMENCING WORK. THE CONTRACTOR AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGES WHICH MIGHT BE OCCASIONED AS A RESULT OF FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UTILITIES. THE CONTRACTOR SHALL CONTACT THE APPROPRIATE UTILITY COMPANIES OR DIG-LINE (208.342.1585) FOR EXACT LOCATIONS A MINIMUM OF 48 HOURS PRIOR TO DIGGING.
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5. PRESERVE AND PROTECT ALL SURVEYING MONUMENTS AND PROPERTY CORNERS. COORDINATE WITH PROJECT SURVEYOR TO TIE AND REPLACE ALL MONUMENTS WHICH MUST BE OBLITERATED.
6. CONTRACTOR SHALL COORDINATE ALL WORK WITHIN THE PUBLIC RIGHT-OF-WAY WITH THE AGENCY HAVING JURISDICTION. MINIMIZE ANY TRAFFIC DISTURBANCES.
7. CONTRACTOR SHALL COMPLY WITH ADA ACCESSIBLE GUIDELINES, WITHIN THE PUBLIC RIGHT-OF-WAY THROUGHOUT THE DURATION OF THE PROJECT AS REQUIRED BY THE AUTHORITY HAVING JURISDICTION.
8. ADDITIONAL FRONTAGE IMPROVEMENTS OUTSIDE OF THE SCOPE OF THIS DRAWING SET ARE INCLUDED IN THE POLLARD ELEMENTARY SCHOOL PROJECT.

Abbreviations:

EOP	=	EDGE OF PAVEMENT	TA	=	TOP OF ASPHALT
EOG	=	EDGE OF GRAVEL	ROW	=	RIGHT-OF-WAY
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4. REMOVE AND DISPOSE OF EXISTING FENCE OFFSITE .
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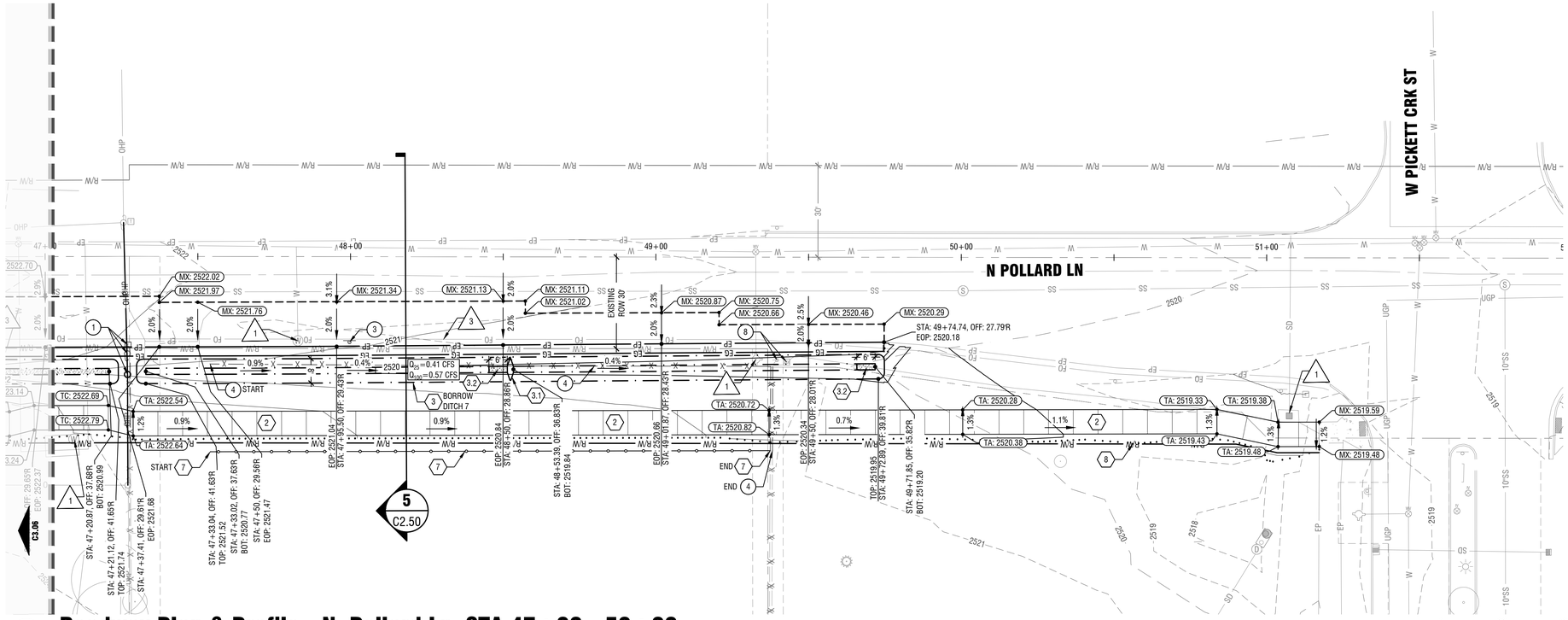
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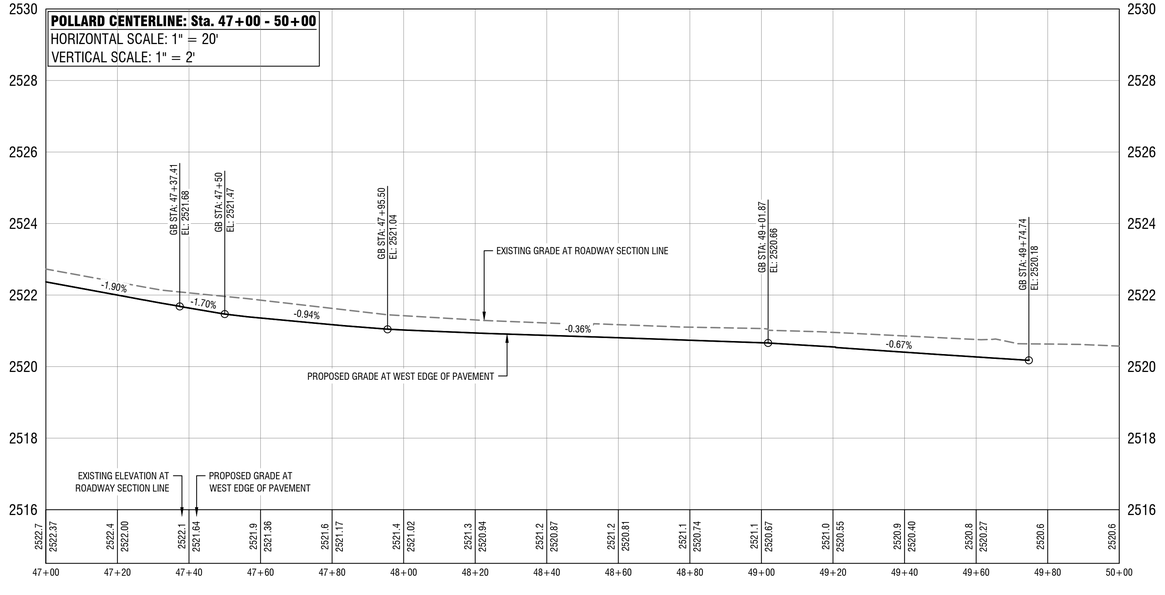
C3.06

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 47+00 - 50+00

Horizontal Scale: 1" = 20'



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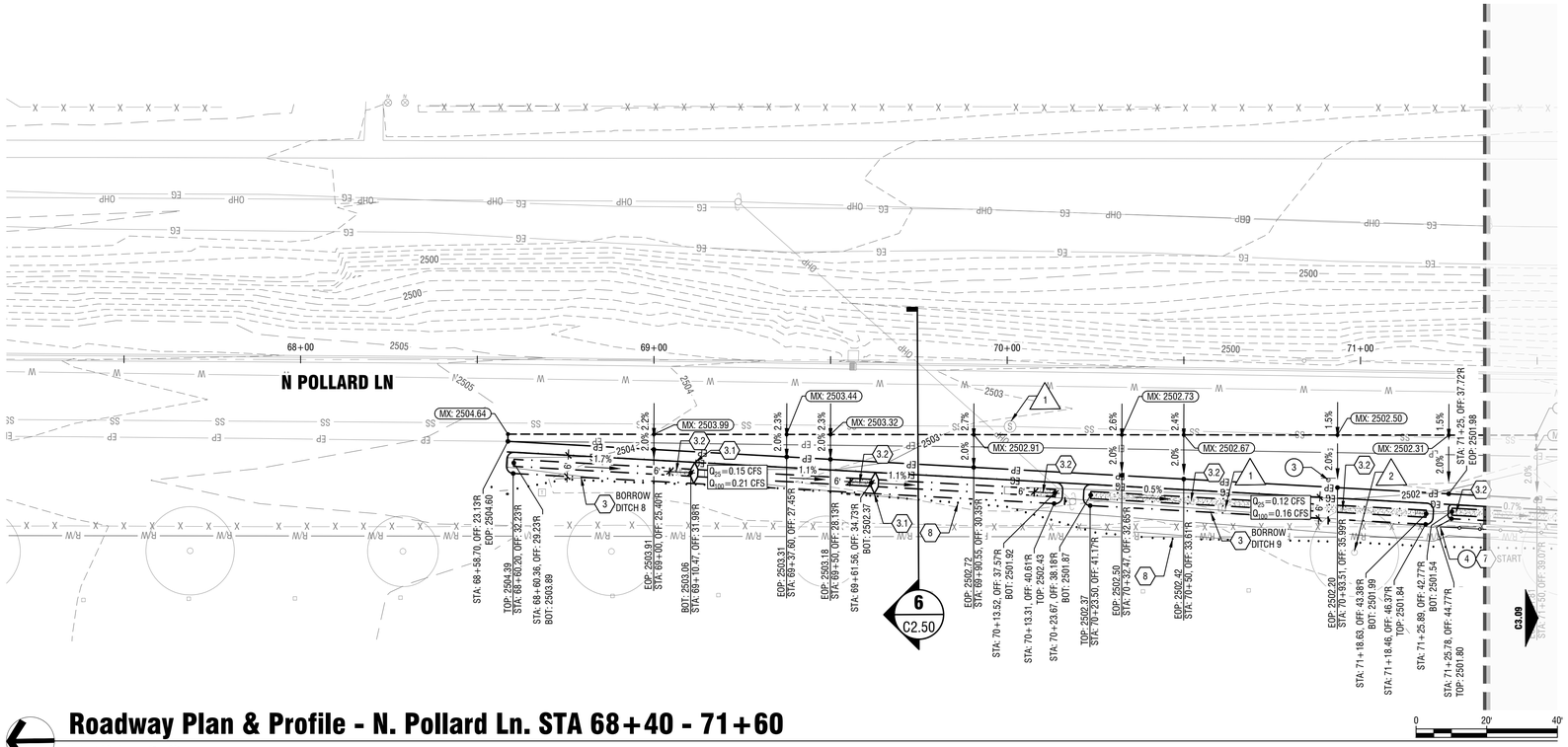
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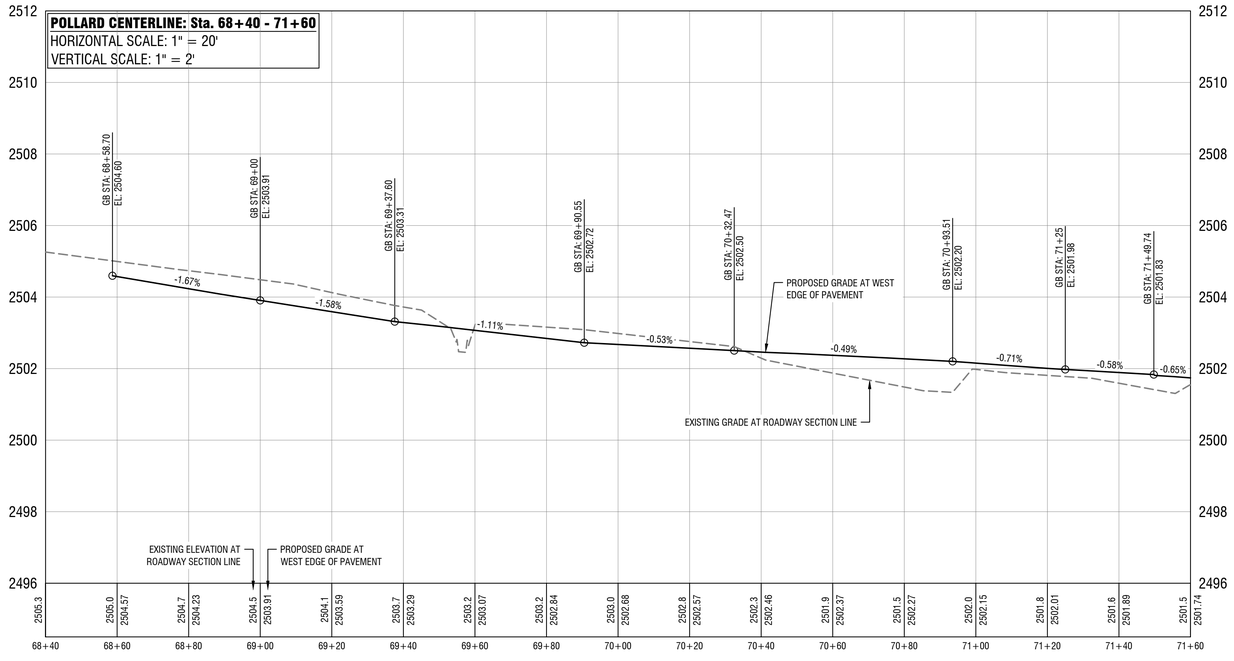
C3.07

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 68+40 - 71+60

Horizontal Scale: 1" = 20'



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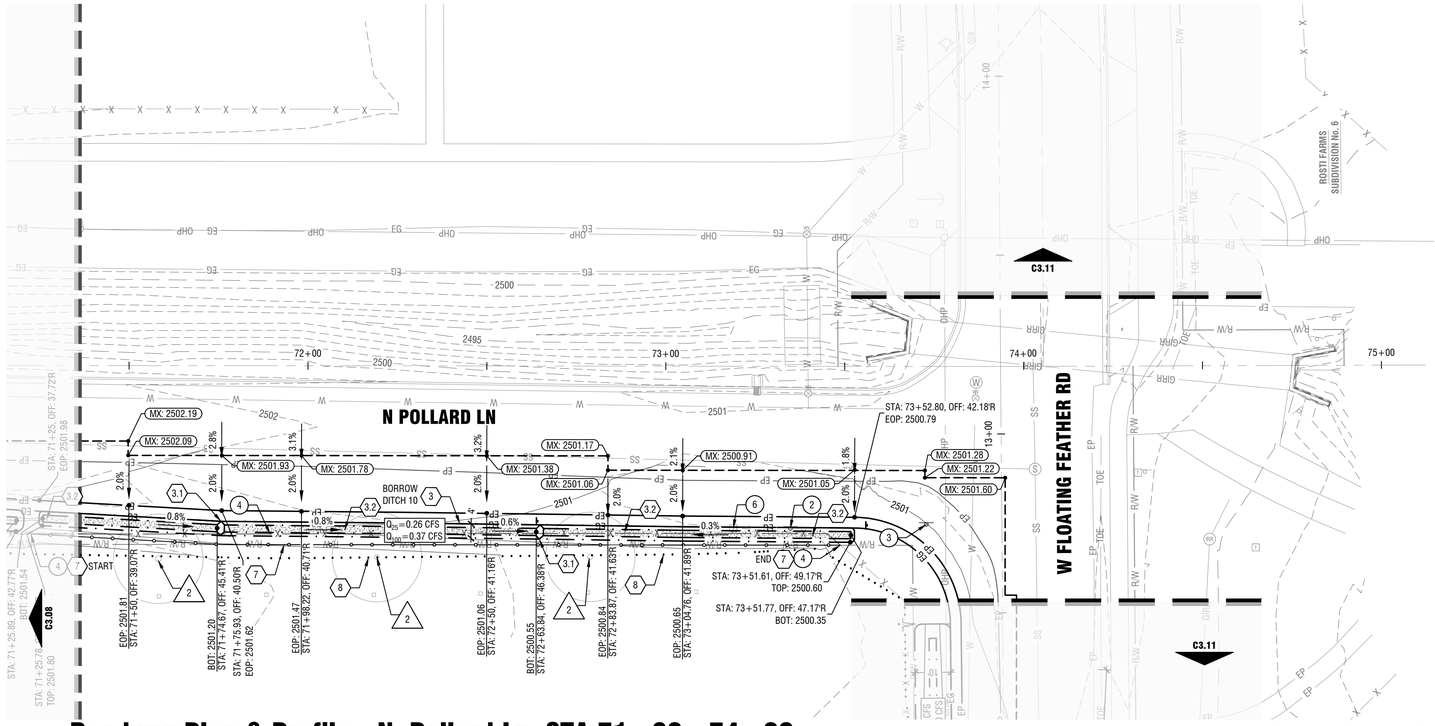
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CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

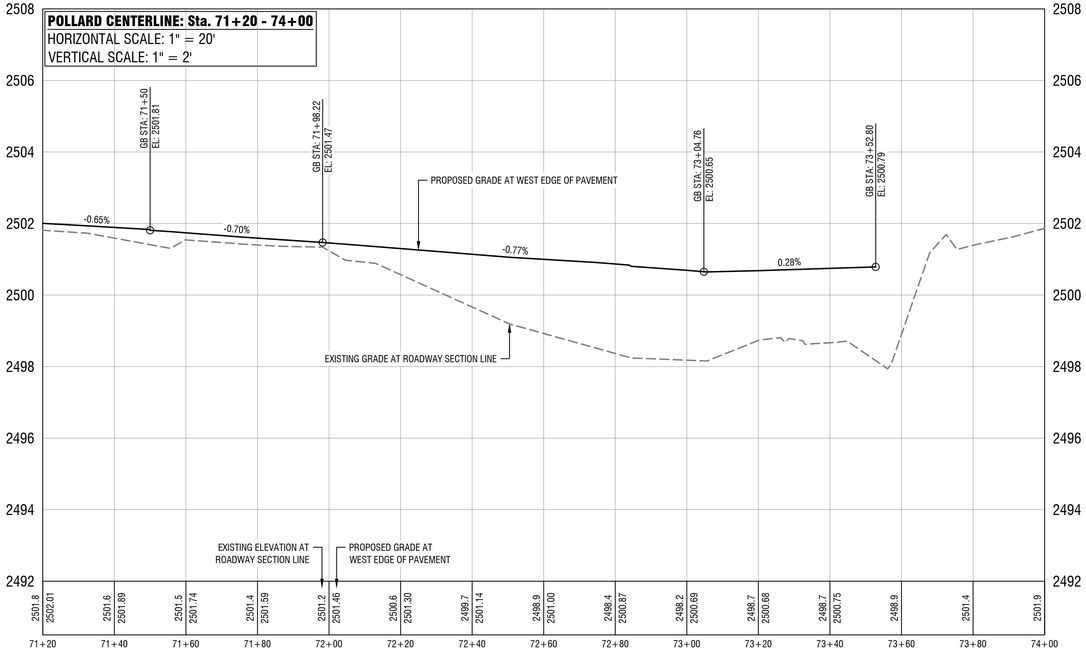
C3.08

N. POLLARD LN.



Roadway Plan & Profile - N. Pollard Ln. STA 71+20 - 74+00

Horizontal Scale: 1" = 20'



Sheet Notes:

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2. WHEN THE PEDESTRIAN RAMPS ARE LOCATED WITHIN THE CURB RETURN, THE GRADE MUST MAINTAIN ADA COMPLIANCE FOR SLOPE AT THE THROAT OF THE PEDESTRIAN RAMP (2% MAX).

Demolition Notes:

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3. THE LOCATIONS OF UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY. THE CONTRACTOR SHALL COMPLY WITH IDAHO CODE, CHAPTER 22 TITLE 55 REGARDING UNDERGROUND FACILITIES DAMAGE PREVENTION. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF EXISTING UTILITIES BEFORE COMMENCING WORK. THE CONTRACTOR AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGES WHICH MIGHT BE OCCASIONED AS A RESULT OF FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UTILITIES. THE CONTRACTOR SHALL CONTACT THE APPROPRIATE UTILITY COMPANIES OR DIG-LINE (208.342.1585) FOR EXACT LOCATIONS A MINIMUM OF 48 HOURS PRIOR TO DIGGING.
4. RETAIN AND PROTECT EXISTING IMPROVEMENTS OUTSIDE WORK LIMIT BOUNDARY UNLESS MARKED FOR DEMOLITION. RETAIN AND PROTECT EXISTING UTILITIES AND ASSOCIATED STRUCTURES UNLESS MARKED FOR DEMOLITION.
5. PRESERVE AND PROTECT ALL SURVEYING MONUMENTS AND PROPERTY CORNERS. COORDINATE WITH PROJECT SURVEYOR TO TIE AND REPLACE ALL MONUMENTS WHICH MUST BE OBLITERATED.
6. CONTRACTOR SHALL COORDINATE ALL WORK WITHIN THE PUBLIC RIGHT-OF-WAY WITH THE AGENCY HAVING JURISDICTION. MINIMIZE ANY TRAFFIC DISTURBANCES.
7. CONTRACTOR SHALL COMPLY WITH ADA ACCESSIBLE GUIDELINES, WITHIN THE PUBLIC RIGHT-OF-WAY THROUGHOUT THE DURATION OF THE PROJECT AS REQUIRED BY THE AUTHORITY HAVING JURISDICTION.
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Abbreviations:

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EOG	=	EDGE OF GRAVEL	ROW	=	RIGHT-OF-WAY
GB	=	GRADE BREAK	TOP	=	TOP OF DITCH
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Line Legend:

R/W	EXISTING ROW
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	SECTION LINE
	CENTER LINE
EP	EXISTING EDGE OF PAVEMENT
EG	EXISTING GRAVEL SHOULDER
EP	PROPOSED EDGE OF PAVEMENT
EG	GRAVEL SHOULDER
	SAWCUT PER ACHD SUPP TO ISPWC SD-303
	BORROW DITCH BOTTOM
X X	EXISTING FENCE LINE
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2. CONSTRUCT 8' CONCRETE SIDEWALK PER (ACHD SUPP) SD-709.
3. INSTALL ACHD BORROW DITCH, SEE DETAILS/C2.50 AND C2.51.
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5. PEDESTRIAN HYBRID BEACON/SCHOOL ZONE FLASHERS, SEE SHEET C4.00.
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Preservation Keynotes:

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Demolition Keynotes:

1. RELOCATE EXISTING OVERHEAD POWERPOLE. COORDINATE WITH IDAHO POWER PRIOR TO BEGINNING WORK.
2. REMOVE EXISTING GAS LOCATOR SIGN.
3. SALVAGE STREET SIGN, COORDINATE WITH SIGNAGE AND STRIPING PLAN (C2.00 SERIES).
4. REMOVE AND DISPOSE OF EXISTING FENCE OFFSITE .
5. REMOVE AND DISPOSE OF EXISTING BOLLARD OFFSITE.
6. RELOCATE ELECTRICAL BOX OUTSIDE OF ROADWAY.
7. REMOVE AND DISPOSE OF TERMINUS BARRICADE OFFSITE.
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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

Revisions		
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2	ADD-02 ACHD RESUBMITTAL	05.14.26

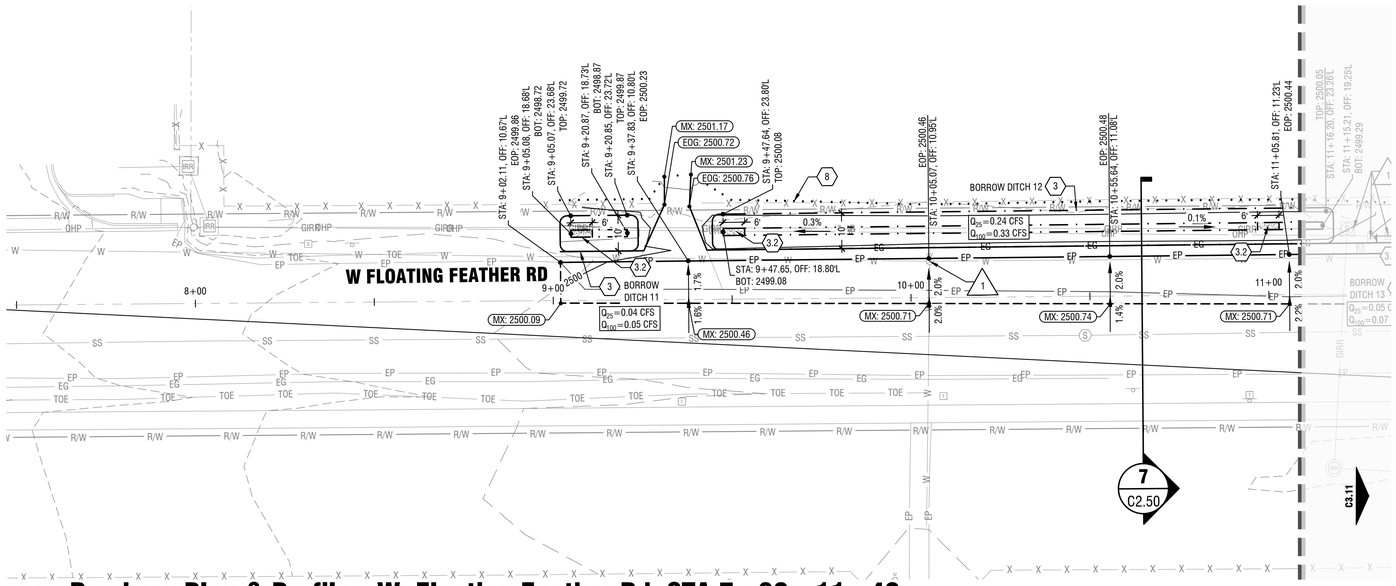
POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

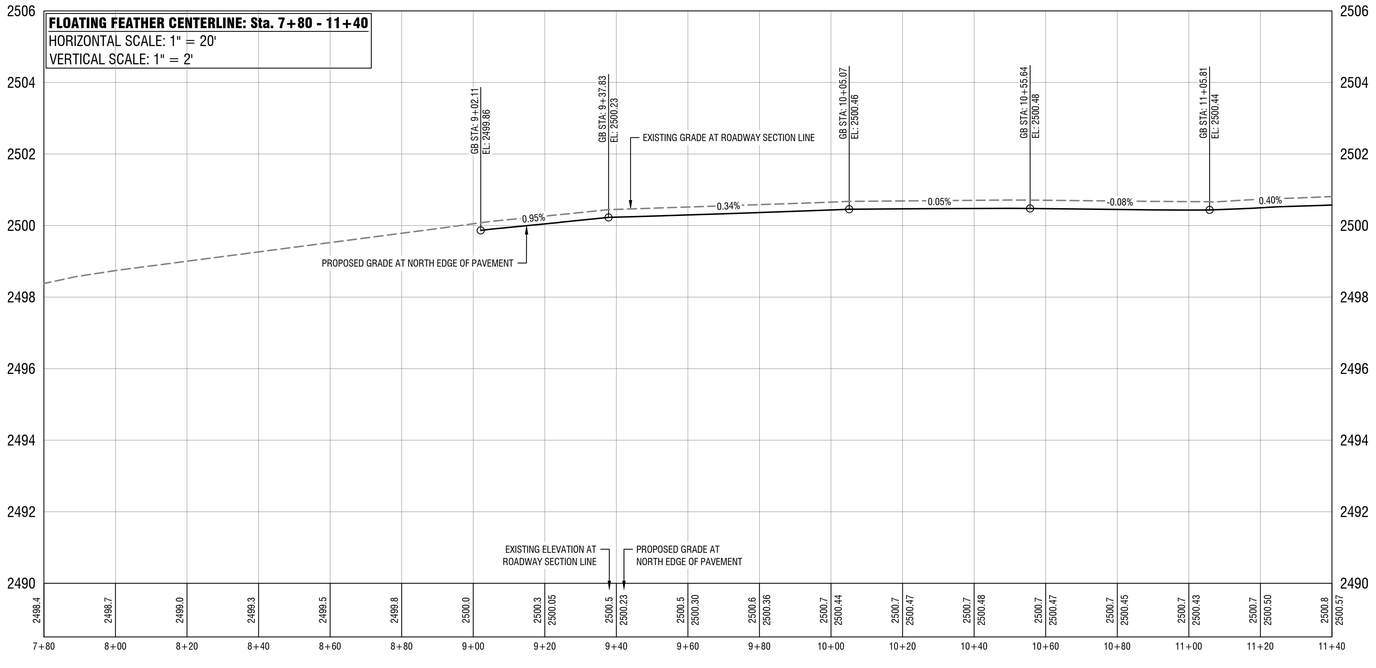
Permit Set

DRAWING NO.:
C3.09
N. POLLARD LN.



Roadway Plan & Profile - W. Floating Feather Rd. STA 7+80 - 11+40

Horizontal Scale: 1" = 20'



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By: Michael Alexander Date: 06/10/2026
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PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

#	Revisions Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

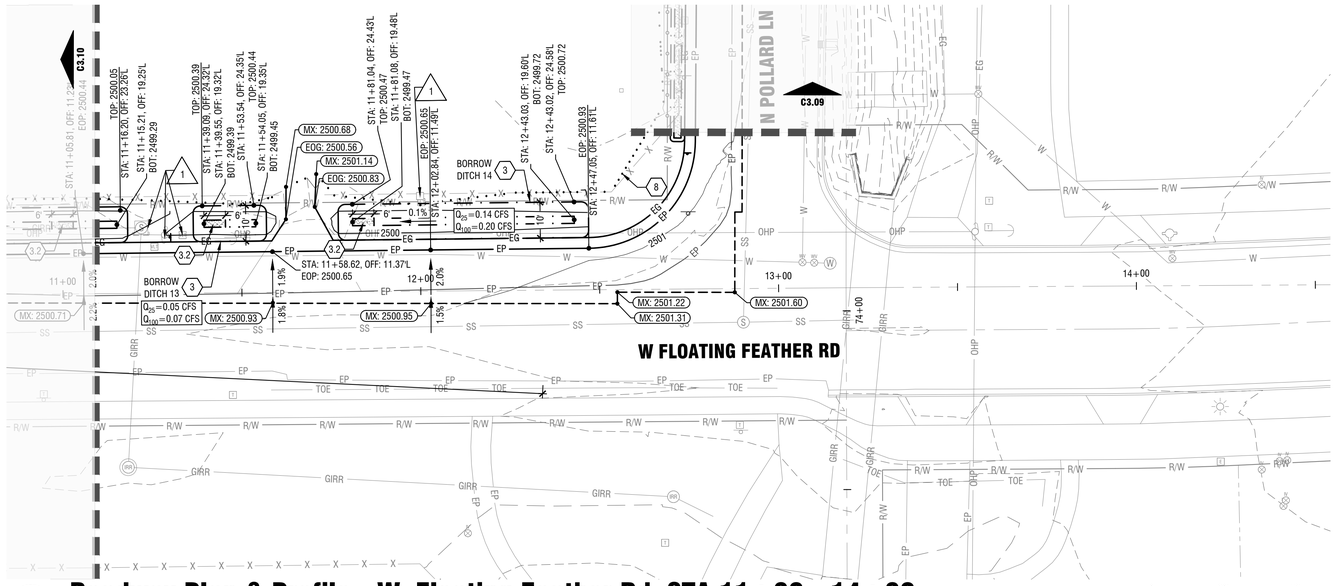
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Permit Set

DRAWING NO.:

C3.10

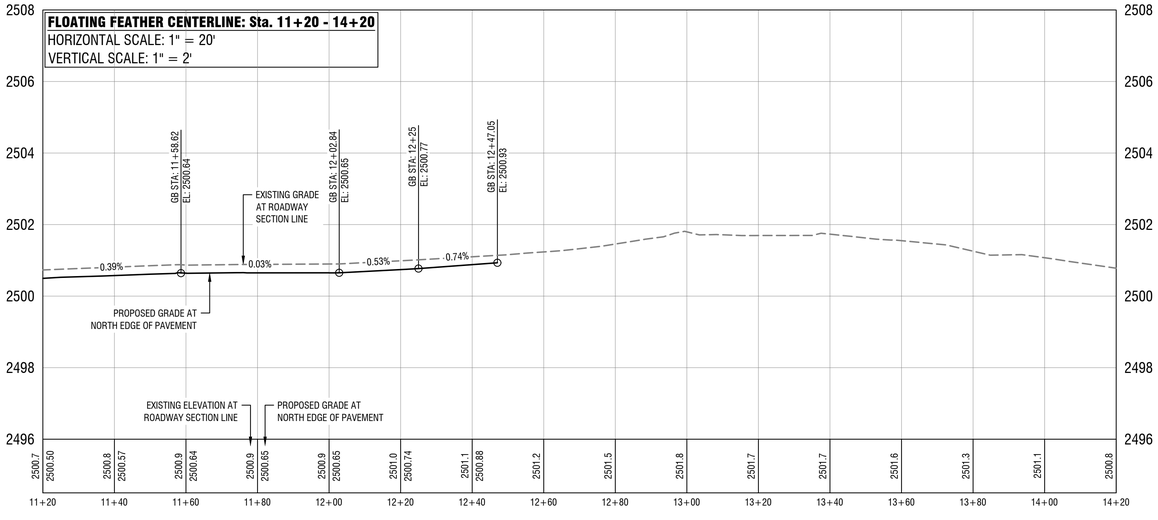
W. FLOATING FEATHER RD.



Roadway Plan & Profile - W. Floating Feather Rd. STA 11+20 - 14+20

Horizontal Scale: 1" = 20'

0 20' 40'



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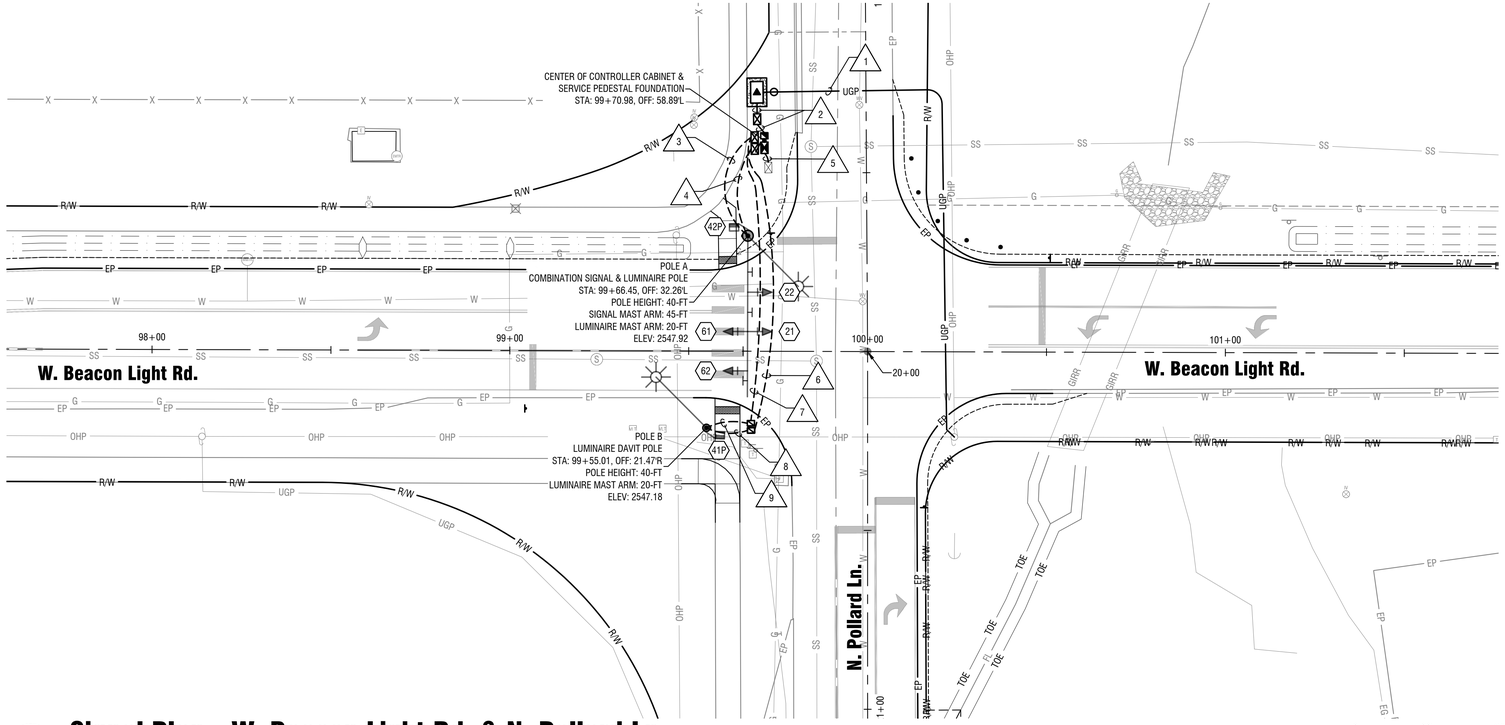
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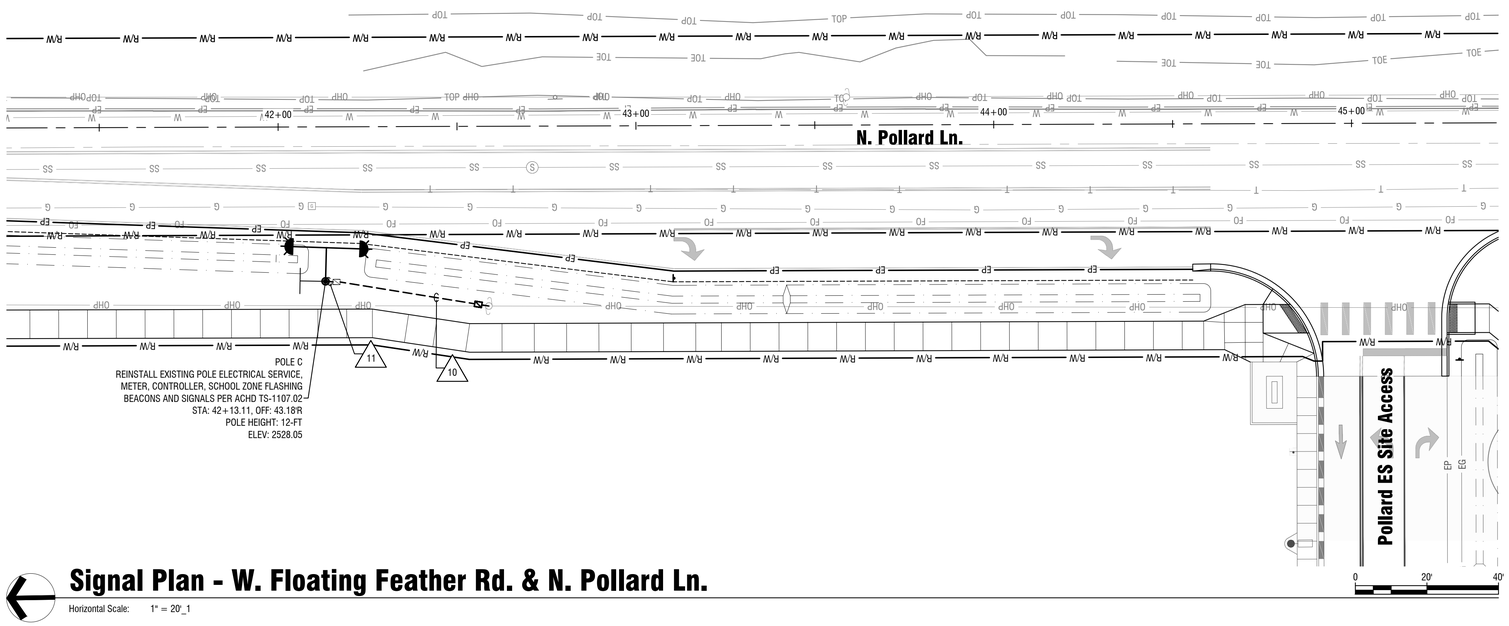
Permit Set

DRAWING NO.:
C3.11
W. FLOATING FEATHER RD.



Signal Plan - W. Beacon Light Rd. & N. Pollard Ln.

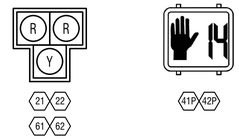
Horizontal Scale: 1" = 20'_1



Signal Plan - W. Floating Feather Rd. & N. Pollard Ln.

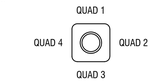
Horizontal Scale: 1" = 20'_1

W. Beacon Light Rd. & N. Pollard Ln. Signal Head Schedule:



Quadrant Diagram:

QUADRANT LOCATIONS AS SPECIFIED ON LUMINAIRE, SIGNAL POLE, PED BUTTON POLE OR SIGNS ARE ESTABLISHED BASED ON THIS DIAGRAM. QUADRANTS RELATE TO PLAN ORIENTATION.



Sheet Notes:

A. SEE ELECTRICAL SITE PLANS FOR MORE INFORMATION ON ELECTRICAL STRUCTURES AND CONDUITS.
B. ALL SIGNAL POLES AND HARDWARE SHALL BE VALMONT (OR ENGINEER APPROVED EQUAL) AS PER ACHD SUPPLEMENTAL PREVISION 1131.
C. IT SHALL BE THE CONTRACTOR'S RESPONSIBILITY TO CONTACT AND COORDINATE WITH THE VARIOUS UTILITY COMPANIES AS NECESSARY TO IDENTIFY UTILITY LOCATIONS. THE CONTRACTOR SHALL CALL DIG LINE A MINIMUM OF 48 HOURS PRIOR TO ANY EXCAVATION TO REQUEST UTILITY LOCATIONS AT 811. THE CONTRACTOR SHALL CONTACT ACHD IMMEDIATELY IF THE PROPOSED POLE LOCATIONS CONFLICT WITH ANY UTILITIES. THE CONTRACTOR SHALL PROTECT EXISTING STRUCTURES AND UTILITIES.
D. AFTER DIG-LINE LOCATES THE EXISTING UTILITIES AS REQUESTED BY THE CONTRACTOR, ACHD SHALL FIELD VERIFY POLE LOCATIONS PRIOR TO FOUNDATION INSTALLATION.
E. ALL ITEMS OUTSIDE THE RIGHT-OF-WAY SHALL BE RETAINED AND PROTECTED.
F. THE CONTRACTOR SHALL BE RESPONSIBLE FOR DISPOSAL OF EXCESS OR UNSUITABLE MATERIALS.
G. REFER TO ACHD STANDARD TRAFFIC DETAILS (TS SERIES) FOR CONSTRUCTION AND INSTALLATION REQUIREMENTS.
H. INSTALL POST-MOUNTED SIGNS AS INDICATED ON THE PLANS OR AS DIRECTED BY ACHD. REFER TO SECTION 1135 OF THE ACHD STANDARD TRAFFIC SUPPLEMENTAL SPECIFICATIONS TO THE ISPWC FOR REQUIREMENTS AND SPECIFICATIONS.
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J. ALL ITEMS SUPPLIED BY THE CONTRACTOR SHALL PRE-APPROVED BY ACHD TRAFFIC DIVISION PRIOR TO THE BEGIN OF CONSTRUCTION.
K. CONTRACTOR SHALL PAY CLOSE ATTENTION TO GRADING, UTILITIES AND ELECTRICAL PLANS FOR COORDINATION.
L. COSTS FOR ACHD SUPPLIED ITEMS SHALL BE INCLUDED IN THE CONTRACTOR'S BID. CONTRACTOR IS RESPONSIBLE TO PURCHASE ALL EQUIPMENT AND NO SEPARATE PAYMENTS SHALL BE MADE.
M. CONTRACTOR SHALL REPAIR LANDSCAPE ELEMENTS DISTURBED BY SIGNAL INSTALLATION TO MATCH THEIR ORIGINAL CONDITION.
N. IF INDICATED ON THE PLANS OR DIRECTED BY ACHD, THE CONTRACTOR SHALL INSTALL A THREE-WIRE ELECTRICAL SERVICE TO BE USED AT 120 / 240 VOLTS, SINGLE PHASE, 60 HERTZ AC BETWEEN THE POWER SUPPLY AND THE SERVICE CABINET. THE CONTRACTOR SHALL INSTALL A JUNCTION BOX AT A MAXIMUM DISTANCE OF TWO (2) FEET FROM THE POWER SUPPLY. THE DISTANCE FROM THE POWER SOURCE TO THE CABINET SHALL NOT EXCEED 300-FT WITHOUT APPROVAL FROM THE ACHD SIGNAL COORDINATOR. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ALL IDAHO POWER FEES RELATED TO POWER SUPPLY AND CONNECTION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR ELECTRICAL PERMIT FEES.

Signal Materials:

POLE	POLE TYPE	SIGNAL MAST ARM	LUMINAIRE	SIGNAL MOUNT LOCATION	SIGNAL MOUNTING BRACKETS	MAST ARM SIGNS	PED BUTTON	FOUNDATION
				(SIGNAL HEAD NO.)	(SIGNAL HEAD NO.)		QUAD	SEE TS-1110
A	COMBINATION SIGNAL POLE & LUMINAIRE POLE POLE HEIGHT = 40-FT	45-FT	20-FT MAST ARM 176 W LED	7-FT FROM END (62) 18-FT FROM END (21 & 61) 29-FT FROM END (22)	ASTRO BRACKET (21) ASTRO BRACKET (22) ASTRO BRACKET (61) ASTRO BRACKET (62) POLE BRACKET (42P)		4	D
B	LUMINAIRE DAVIT POLE POLE HEIGHT = 40-FT	N/A	20-FT DAVIT ARM 176 W LED	POLE MOUNTED (41P)	POLE BRACKET (41P)	N/A	2	C
C	PEDESTRIAN POLE POLE HEIGHT = 12-FT	N/A	N/A	S5-1 (24" x 48")	ASTRO BRACKET	N/A	4	A

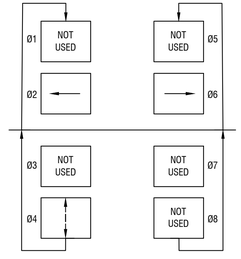
Conduit & Conductor Schedule:

NO.	CONDUIT	CONDUCTORS
1	2" RPC	(PRIMARY BY IPCO)
2	2" RPC	3 - 3/0 (SERVICE)
3	2" RPC	2-#8, 1-#6 BARE (LIGHTING)
4	2" RPC 2" RPC	2-12C, 1-#6 BARE (VEHICLE & PEDS) SPARE (INSTALL PULL STRING)
5	2" RPC 2" RPC	(FUTURE INTERCONNECT) (FUTURE INTERCONNECT)
6	2" RPC 2" RPC	2-#8, 1-#6 BARE (LIGHTING) SPARE (INSTALL PULL STRING)
7	2" RPC 2" RPC	1-12C, 1-#6 BARE (VEHICLE & PEDS) SPARE (INSTALL PULL STRING)
8	2" RPC	2-#8, 1-#6 BARE (LIGHTING)
9	2" RPC 2" RPC	1-12C, 1-#6 BARE (VEHICLE & PEDS) SPARE (INSTALL PULL STRING)
10	2" RPC	3-#6 THHN, 1-#10G (SCHOOL FLASHER)
11	2" RPC	3-#6, 1-#10G (SCHOOL FLASHER)

Legend:

- FLASHING BEACON, TWO-SECTION SIGNAL WITH 12-INCH LENS
- MAST ARM MOUNTED SIGN
- SIGNAL HEAD NUMBER (F1/F2)
- LUMINARE POLE AND MAST ARM
- PEDESTRIAN SIGNAL HEAD
- JUNCTION BOX (TYPE S40/ADA), INSTALL PER ACHD STANDARD DETAIL TS-1105
- JUNCTION BOX (TYPE S45/ADA)
- NAZTEC TS2-1 TRAFFIC SIGNAL CONTROLLER, SIZE 5 CABINET
- LIGHTING SERVICE CABINET
- POLE MOUNTED SCHOOL ZONE FLASHING BEACON

Phase Diagram:



LKV ARCHITECTS
2400 E. Riverwalk Drive
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208.939.4041

PROFESSIONAL ENGINEER
LICENSED
21396
06/09/2026
STATE OF IDAHO
LACIE K. MYERS

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL OFFSITE IMPROVEMENTS WEST ADA SCHOOL DISTRICT

2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

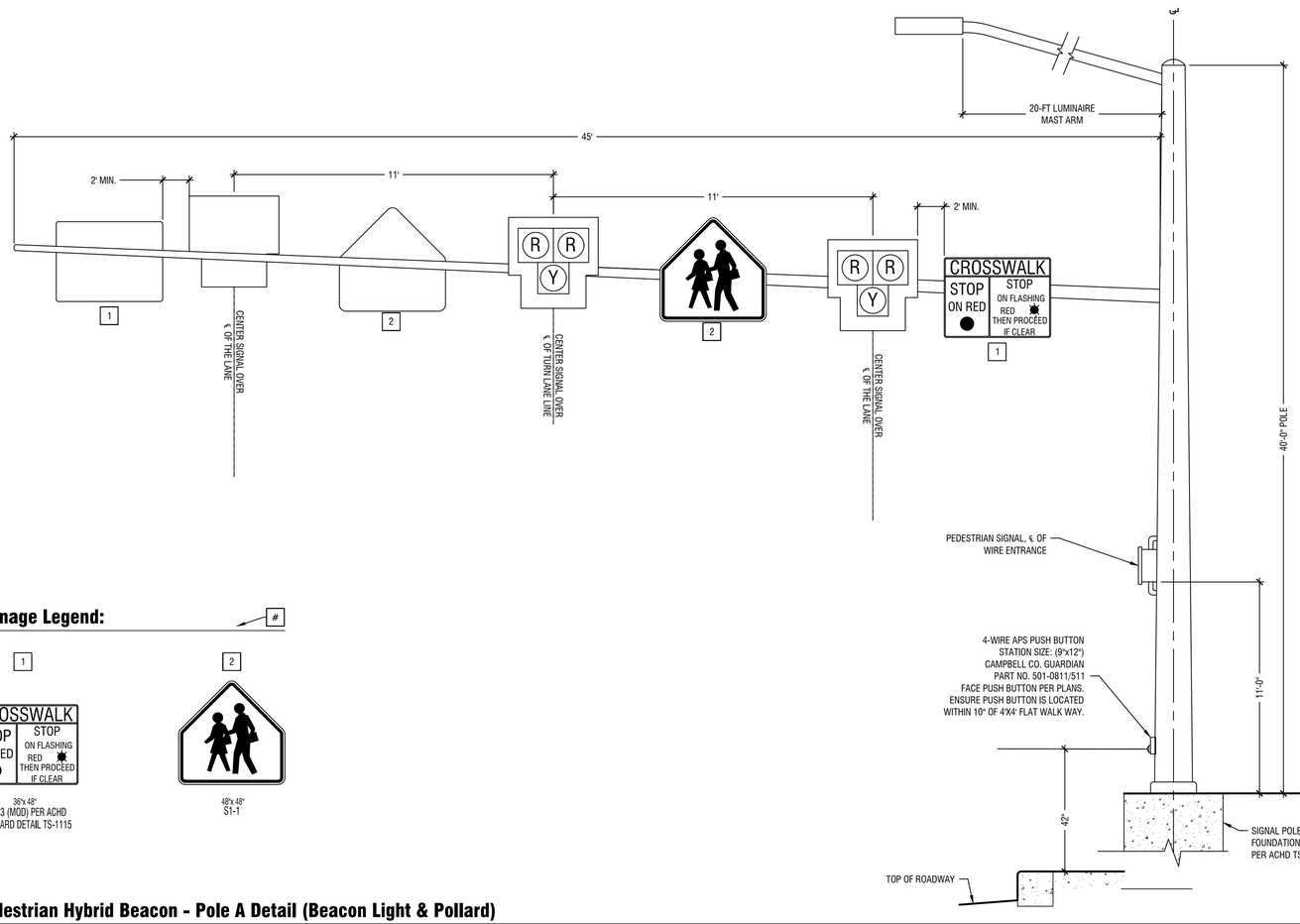
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SIGNAL PLAN

Sheet Notes:

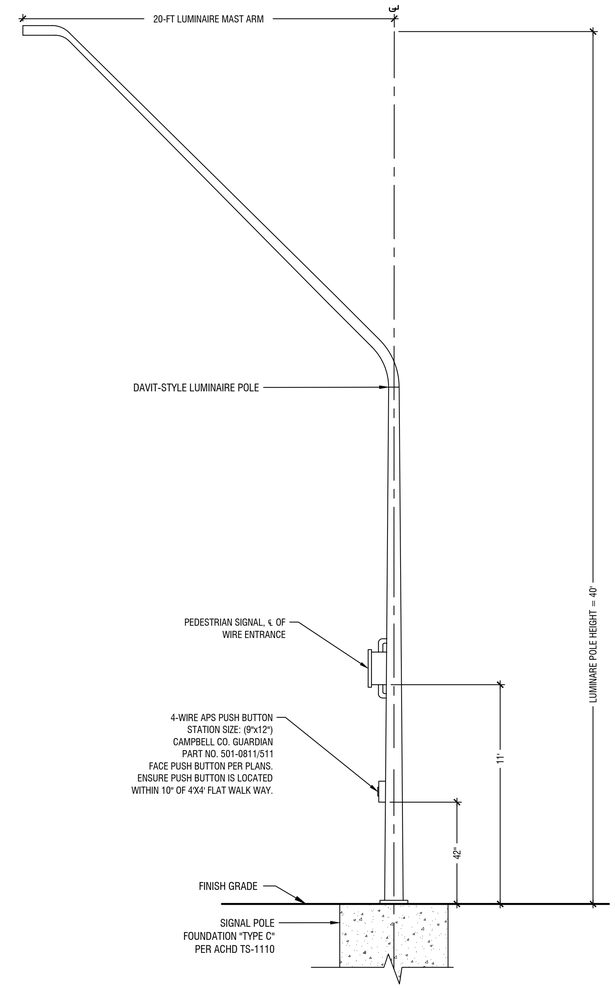
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Signage Legend: #



1 Pedestrian Hybrid Beacon - Pole A Detail (Beacon Light & Pollard)
Scale: NTS



2 Luminaire Pole - Pole B Detail
Scale: NTS

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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

Revisions		
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1	ADD-01 ACHD RESUBMITTAL	05.06.26
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2305 N POLLARD LN, STAR, ID 83669

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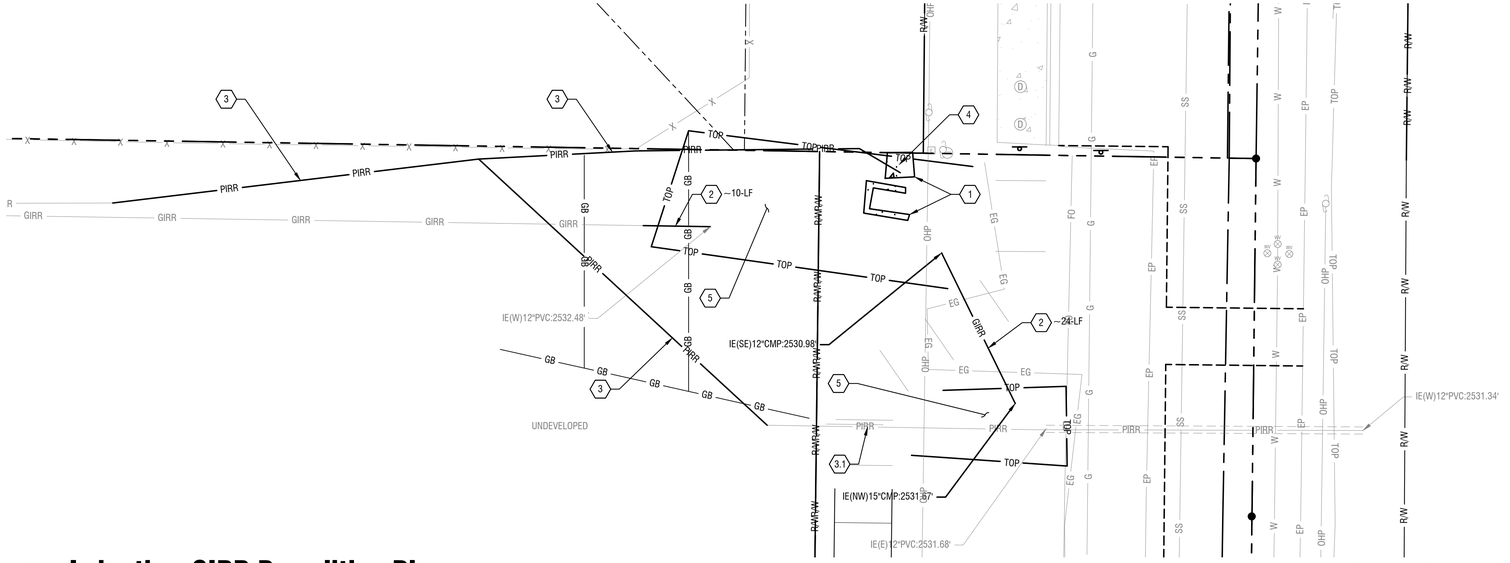
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CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

C4.50

SIGNAL DETAILS



Irrigation-GIRR Demolition Plan

Horizontal Scale: 1" = 10'

Sheet Notes:

A. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE CITY OF BOISE STANDARDS FOR PUBLIC WORKS CONSTRUCTION AND THE LATEST EDITION OF IDAHO STANDARDS FOR PUBLIC WORKS CONSTRUCTION (ISPWC) SPECIFICATIONS AND DRAWINGS. IN CASE OF DISCREPANCIES, THE CITY ENGINEER SHALL BE NOTIFIED AND WILL DETERMINE WHICH STANDARD APPLIES.

B. THE LOCATION OF EXISTING UNDERGROUND UTILITIES ARE THESE PLANS ARE APPROXIMATE. A REASONABLE EFFORT HAS BEEN MADE TO LOCATE AND DELINEATE ALL UNDERGROUND FACILITIES, HOWEVER THE LAND GROUP, INC, OR ITS CONSULTANTS ASSUMES NO LIABILITY FOR THE ACCURACY OR COMPLETENESS OF THE EXISTING FACILITIES SHOWN HERE OR FOR THE EXISTENCE OF OTHER UNDERGROUND UTILITIES OR OBJECTS WHICH MAY BE DISCOVERED BUT ARE NOT SHOWN ON THESE PLANS. THE CONTRACTOR SHALL DETERMINE THE EXACT LOCATION OF ANY EXISTING UTILITIES BEFORE COMMENCING WORK, AND AGREES TO BE FULLY RESPONSIBLE FOR ANY AND ALL DAMAGE DUE TO CONTRACTOR'S FAILURE TO EXACTLY LOCATE AND PRESERVE ANY AND ALL UNDERGROUND UTILITIES. CONTRACTOR SHALL CONTACT "DIG LINE" 48 HOURS PRIOR TO ANY EXCAVATION. 1-800-342-1585.

C. PRESERVE AND PROTECT ALL FACILITIES OUTSIDE OF THE PROJECT AREA.

Legend:

- FOUND 5/8" REBAR, AS SHOWN
- WATER VALVE
- STORM DRAIN MANHOLE
- POWER POLE
- GUY WIRE
- SIGN
- ADJACENT PROPERTY LINE
- SECTION LINE
- EP — EDGE OF PAVEMENT
- X — FENCE LINE
- R/W — RIGHT-OF-WAY LINE
- SS — SANITARY SEWER LINE
- W — WATER LINE
- GIRR — GRAVITY IRRIGATION LINE
- TOP — TOP OF DITCH/BANK/SLOPE
- TOE — BOTTOM OF DITCH/BANK/SLOPE
- OHP — OVERHEAD POWER LINE
- G — NATURAL GAS LINE
- CONCRETE AREA
- CURB AND GUTTER
- EXISTING BUILDING
- 2530 — EXISTING GROUND CONTOUR

Demolition Legend:

- SAW CUT - PROVIDE NEAT SAW CUT LINE OF ASPHALT AND CONCRETE

Demolition Keynotes:

1. REMOVE EXISTING CONCRETE STRUCTURE AND DISPOSE OF OFFSITE.
2. REMOVE EXISTING GRAVITY IRRIGATION PIPE AND DISPOSE OF OFFSITE.
3. REROUTE EXISTING PRESSURE IRRIGATION PIPE. COORDINATE WITH SHEET C5.10.
   - 3.1. BURY EXISTING PRESSURE IRRIGATION PIPE BELOW PROPOSED IMPROVEMENTS AND INSTALL IN SLEEVE. COORDINATE WITH SHEET C5.10.
4. RELOCATE EXISTING PUMP ASSEMBLY. COORDINATE WITH SHEET C5.10.
5. BACKFILL EXISTING DITCHES WITH APPROVED STRUCTURAL BACKFILL PER GEOTECH REPORT.

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PROFESSIONAL ENGINEER — LICENSED — 21396 — 06/09/2026 — STATE OF IDAHO — LACIE K. MYERS

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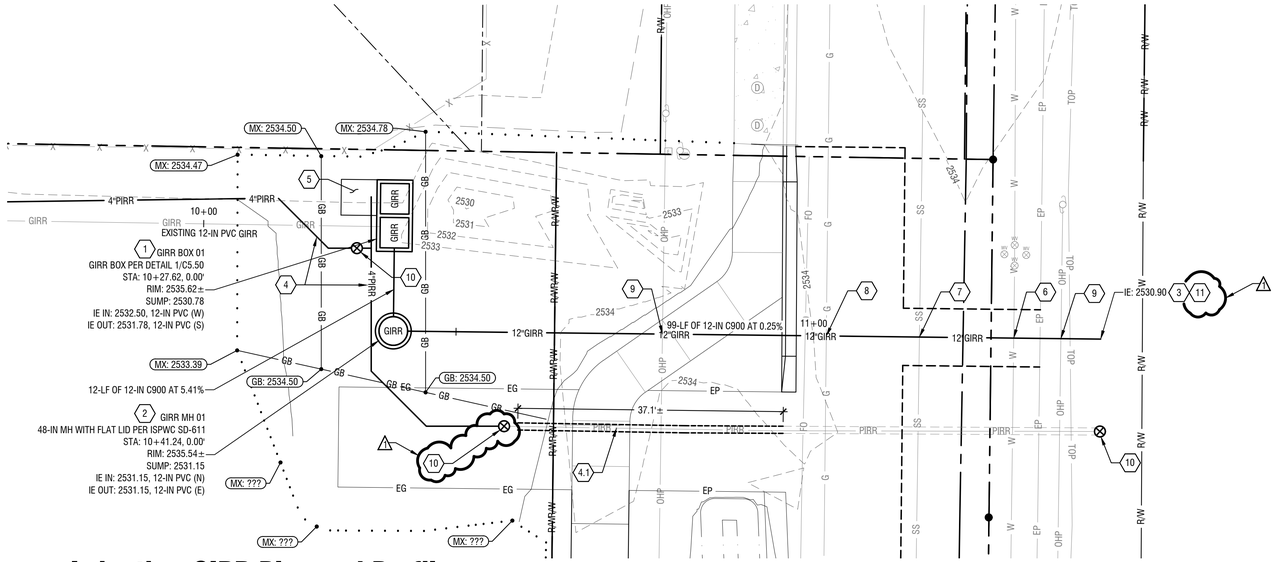
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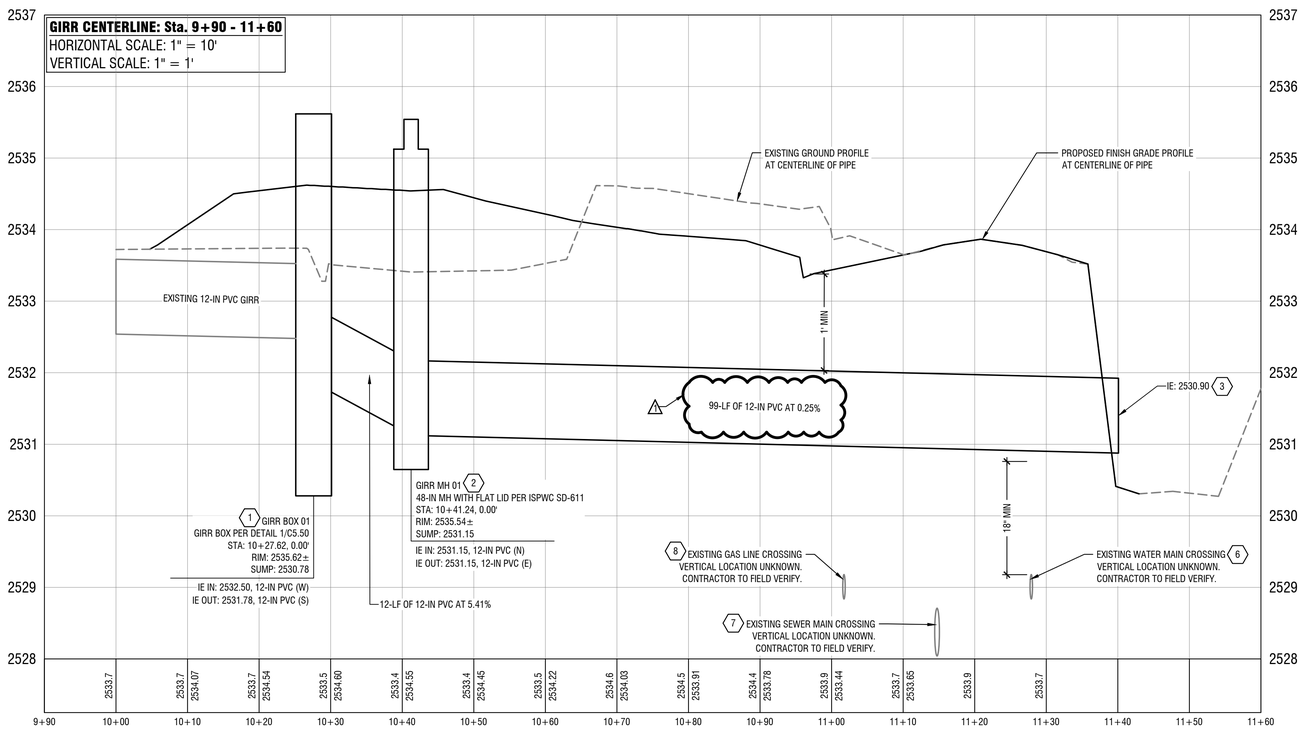
GIRR DEMOLITION PLAN



Irrigation-GIRR Plan and Profile

Horizontal Scale: 1" = 10'

0 10' 20'



Sheet Notes:

1. ALL WORK SHALL BE DONE IN ACCORDANCE WITH THE LATEST EDITION OF THE ISPWC AND THESE PLANS.
2. CONTRACTOR SHALL NOTIFY THE ENGINEER TWO (2) WORKING DAYS PRIOR TO BEGINNING WORK. ALL TRENCHES SHALL BE LEFT OPEN FOR OBSERVATION. A MINIMUM OF 48-HOURS ADVANCE NOTICE IS REQUIRED FOR ALL INSPECTIONS.
3. FUTURE IMPROVEMENTS SHOWN FOR REFERENCE ONLY.
4. ALL PIPE SHALL BE ASTM D3034 SDR 35 PVC, ASTM C76 CLASS III RCP WITH RUBBER GASKETED JOINTS PER ASTM C 443, OR ASTM F 2764 46 PSI PP, AS NOTED ON PLANS.
5. PIPE COVER VARIES WITH PIPE TYPE AND LOCATION, REFER TO PROFILES FOR COVER. UNLESS SHOWN OTHERWISE, CONTRACTOR SHALL PLACE FILL OVER TOP OF PIPE LEVEL WITH EXISTING GROUND ELEVATIONS, OR PROVIDE 12-IN MINIMUM COVER, WHICHEVER IS GREATER.
6. PIPE BEDDING AND BACKFILL SHALL BE PER ISPWC SECTION 305. ALL RCP PIPE SHALL UTILIZE A CLASS B-2 BEDDING SYSTEM.
7. PIPE SHALL BE PRESSURE TESTED IN ACCORDANCE WITH ISPWC SECTION 501 PART 3.4.
8. ALL BOXES SHALL BE CAST IN PLACE REINFORCED CONCRETE. CONCRETE MIX DESIGN SHALL BE CLASS 4000 PER ISPWC SECTION 703. ALL BOXES SHALL HAVE FIBERGLASS MANHOLE STEPS INSTALLED ON THE UPSTREAM SIDE OF THE STRUCTURE. BOXES SHALL BE PLACED ON A MINIMUM OF 4-INCHES OF TYPE I BEDDING ON PREPARED SUBGRADE PER ISPWC SECTION 305 - PIPE BEDDING, AND EXTEND A MINIMUM OF 12-IN BEYOND THE LIMITS OF THE BOX.
9. EXCEPT WHERE NECESSARY FOR INSTALLATION OF PIPE OR STRUCTURES, EXISTING CANALS AND DITCHES SHALL BE PRESERVED. BACKFILL AND REMOVAL OF EXISTING DITCHES SHALL BE PART OF THE OVERALL INDEPENDENCE ELEMENTARY SCHOOL PROJECT.
10. CONTRACTOR SHALL SCHEDULE A PRE-CONSTRUCTION MEETING WITH CREASON LATERAL ENGINEER STEVE SWEET (208)-850-3452 PRIOR TO COMMENCEMENT OF ANY WORK ON THE CREASON LATERAL. MEETING ATTENDEES SHALL INCLUDE OWNER'S REPRESENTATIVE AND CIVIL ENGINEER.

Keynotes:

1. INSTALL GRAVITY IRRIGATION STRUCTURE PER DETAIL 1/C5.50.
2. INSTALL GRAVITY IRRIGATION STRUCTURE PER ISPWC SD-611.
3. DAYLIGHT PIPE INTO EXISTING GIRR DITCH.
4. REROUTE EXISTING PIRR. COORDINATION WITH SHEET C5.00. INSTALL PER ISPWC SECTION 401 AT A MINIMUM DEPTH OF 1-FT OF COVER. ALL ABOVE GROUND PIPE TO BE 4-INCH GALVANIZED STEEL. ALL BELOW GROUND PIPE TO BE 4-INCH CLASS 200 SDR 21. TRANSITION PIPE TYPES AS REQUIRED.
   - 4.1. EXTEND EXISTING PIRR SLEEVE AND ENSURE BOTH SLEEVE AND PIRR ARE BURIED UNDER PROPOSED RIGHT-OF-WAY IMPROVEMENTS WITH A MINIMUM OF 1-FT OF COVER. ALL SLEEVING PIPE SHALL BE C-900.
5. RELOCATE EXISTING PUMP ASSEMBLY TO PROPOSED CONCRETE PAD.
6. WATER CROSSING. MAINTAIN POTABLE/NON-POTABLE SEPARATION PER ISPWC SD-407.
7. SANITARY SEWER CROSSING.
8. GAS CROSSING.
9. OVERHEAD POWER CROSSING.
10. INSTALL ISOLATION VALVE PER ISPWC SD-406.
11. INSTALL GALVANIZED STEEL TRASH/RODENT GUARD WITH FLARED END SECTION OF PIPE. MATCH PIPE SIZE AND INSTALL PER MANUFACTURER'S RECOMMENDATIONS.

Plans Are Accepted for Public Street Construction

By stamping and signing the improvement plans the Registered Engineer ensures the District that the plans conform to all District polices and standards. Variances or waivers must be specifically and previously approved by the District in writing. Acceptance of the improvement plans by the District does not relive the Registered Engineer of these responsibilities.

By Michael Alexander Date: 06/10/2026
ADA COUNTY HIGHWAY DISTRICT

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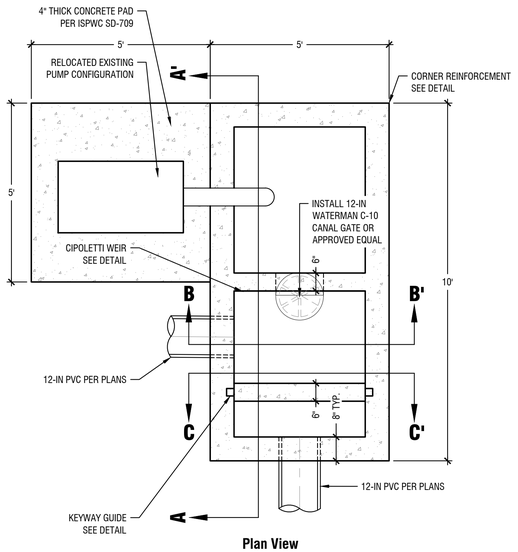
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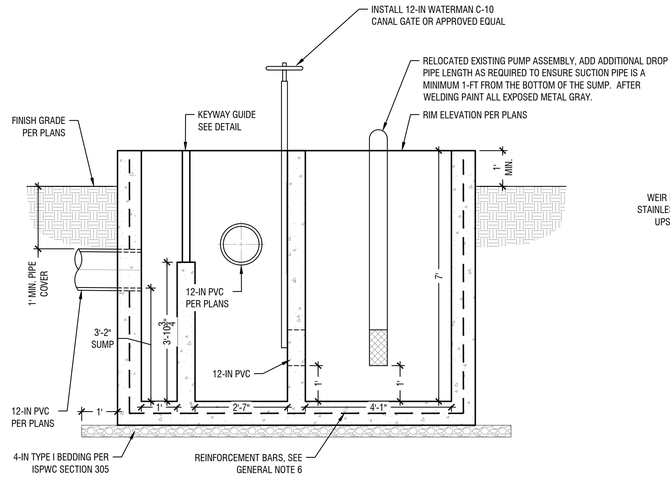
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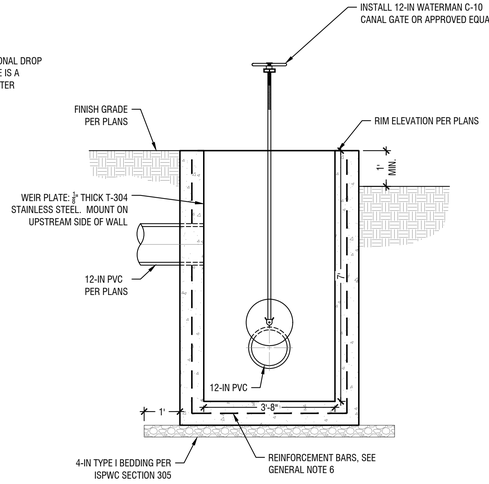
GIRR PLAN AND PROFILE



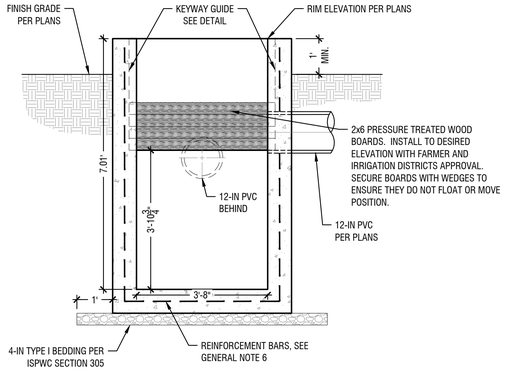
Plan View



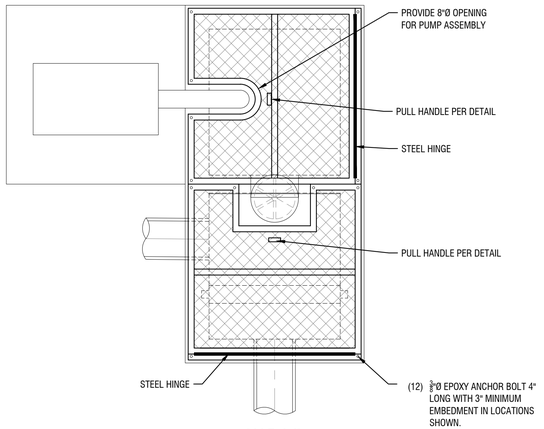
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Section B-B'

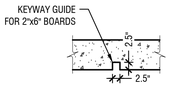


Section C-C'

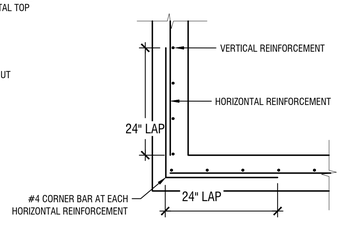


Lid Detail

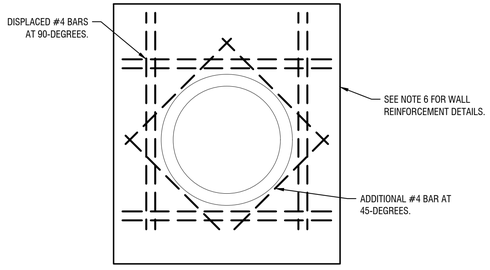
Pull Handle



Checkboard Guide Detail



Typical Corner - Plan View



Typical Reinforcement Around Pipe Opening

GENERAL NOTES:

1. ALL STRUCTURES SHALL BE CAST-IN-PLACE CONCRETE. PROVIDE A MINIMUM OF 2" COVER OVER REBAR (3" IF POURED AGAINST BARE EARTH).
2. ALL CONCRETE TO BE MIN. CLASS 4000 PER ISPWC SECTION 703 WITH 5-7% (7% MAX.) AIR ENTRAINMENT.
3. PROVIDE 3/8" DIA. EPOXY ANCHOR BOLT 4" LONG WITH 3" MINIMUM EMBEDMENT IN LOCATIONS SHOWN TO LOCK LIDS TO STRUCTURES.
4. CONSTRUCT 1/2" CHAMFER ON ALL EXPOSED VERTICAL EDGES, MIN. 1/4" RADIUS TOOL ON ALL EXPOSED HORIZONTAL EDGES.
5. PATCH ALL EXPOSED SNAP-TIE HOLES OR OTHER CAVITIES TO PROVIDE DURABLE SURFACE WHERE IT IS EXPECTED TO BE EXPOSED TO VIEW OR WEATHER.
6. MIN. WALL THICKNESS IS 8". PROVIDE #4 REBAR ON 8" CENTERS EACH WAY, UNLESS SHOWN OTHERWISE. MINIMUM LAP LENGTH = 24-INCHES.
7. USE KOR-N SEAL BOOT OR APPROVED EQUAL FOR ALL PIPE PENETRATIONS TO STRUCTURES.

1 GIRR BOX 01

Scale: NTS

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PROFESSIONAL ENGINEER LICENSED 21396 06/09/2026 STATE OF IDAHO LACIE K. MYERS

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

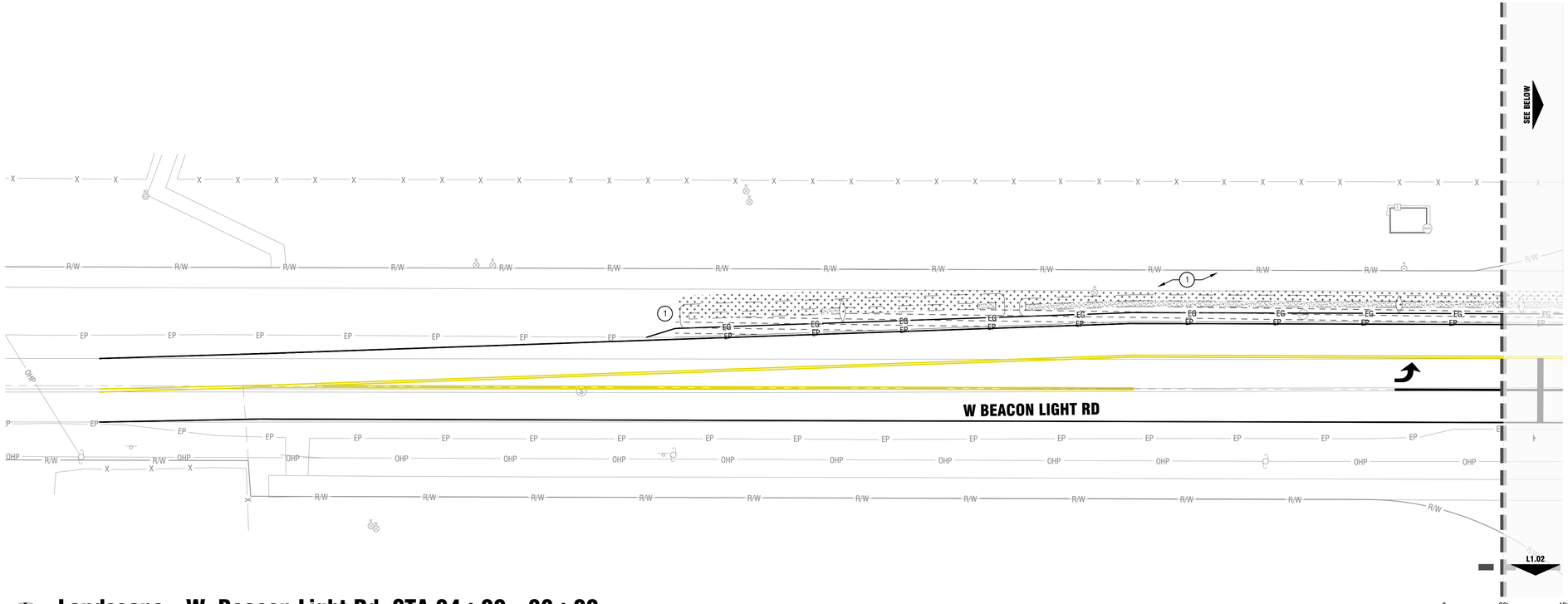
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Permit Set

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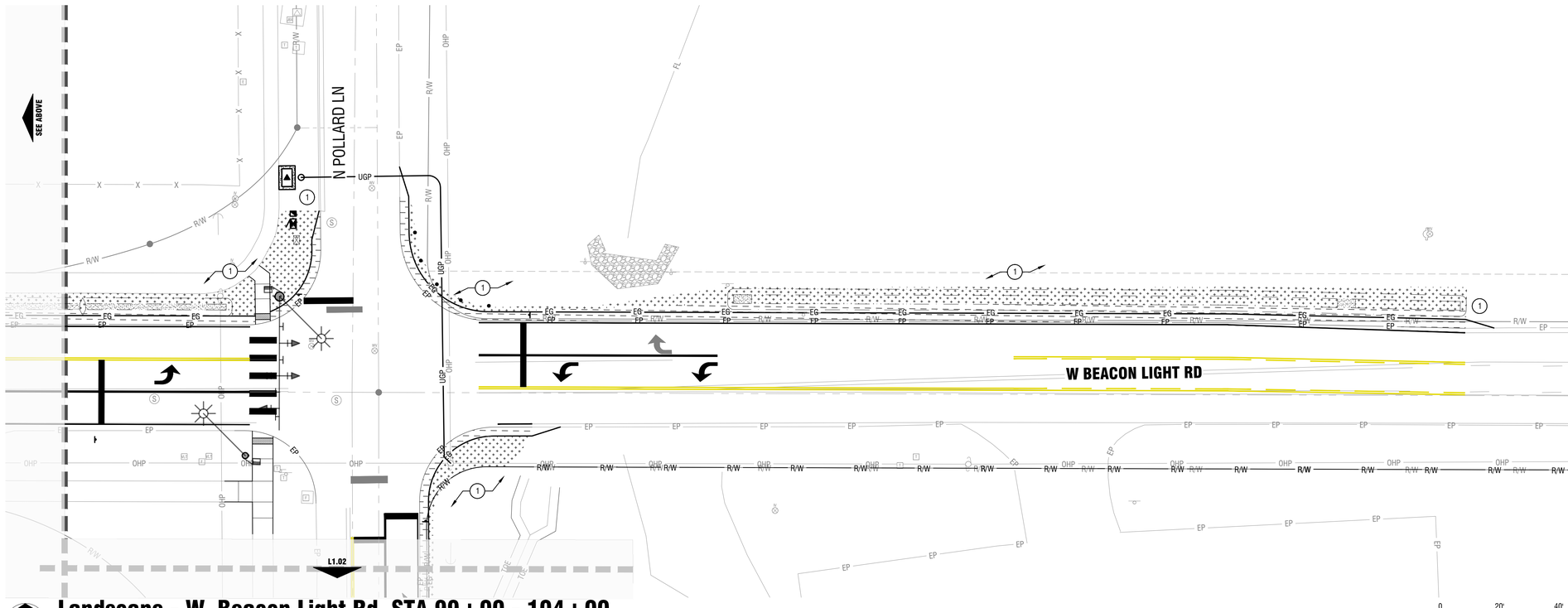
C5.50

GIRR DETAILS



Landscape - W. Beacon Light Rd. STA 94+00 - 99+00

Horizontal Scale: 1" = 20'



Landscape - W. Beacon Light Rd. STA 99+00 - 104+00

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

1. CONTRACTOR TO COMPLY WITH GENERAL NOTES ON C0.00.
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3. ALL PLAN MATERIAL SHALL CONFORM TO THE CURRENT AMERICAN ASSOCIATION OF NURSERYMAN'S NATIONAL STANDARD SPECIFICATIONS.
4. ALL PLANT MATERIAL SHALL BE INSTALLED AS PER DETAILS AND CONTRACT SPECIFICATIONS.
5. CONTRACTOR SHALL COORDINATE PLANTING WITH IRRIGATION CONTRACTOR.
6. NO SUBSTITUTIONS WILL BE ALLOWED WITHOUT THE WRITTEN CONSENT OF THE LANDSCAPE ARCHITECT.
7. ALL NON-TURF PLANTERS SHALL RECEIVE 4" LAYER OF DECORATIVE ROCK MULCH.
8. IN THE EVENT OF A DISCREPANCY, NOTIFY THE LANDSCAPE ARCHITECT IMMEDIATELY.

Material Legend:

DRY LAND SEED MIX.

4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

Keynotes:

(#) CALLOUT NUMBERS COORDINATED TO NUMBERED NOTES BELOW.

1. ANY EXISTING LANDSCAPE DISTURBED PER IMPROVEMENTS SHALL BE REPAIRED TO NEW CONDITIONS. MATCH EXISTING.

Seed Mixes:

DRY LAND SEED MIX		
ORZOPSIS HYMENOIDES / INDIAN RICEGRASS	5%	5 LBS / 1000SF
PSEUDOROEGNERIA SPICATA / BLUE BUNCH WHEATGRASS	5%	
LINUM LEWISII 'APPAR' / BLUE FLAX	5%	
PENSTEMON PALMERI / PALMER PENSTEMON	5%	
ACHILLEA MILLEFOLIUM / WESTERN YARROW	10%	
POA COMPRESSA / CANADA BLUEGRASS	15%	
FESTUCA OVINA 'COVAR' / SHEEP FESCUE	15%	
AGROSTIS ALBA / REDTOP	15%	
FESTUCA IDAHOENSIS / IDAHO FESCUE	25%	

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STATE OF IDAHO · SEAN CONNER · 06/09/2026 · LA-16870 · LICENSED LANDSCAPE ARCHITECT

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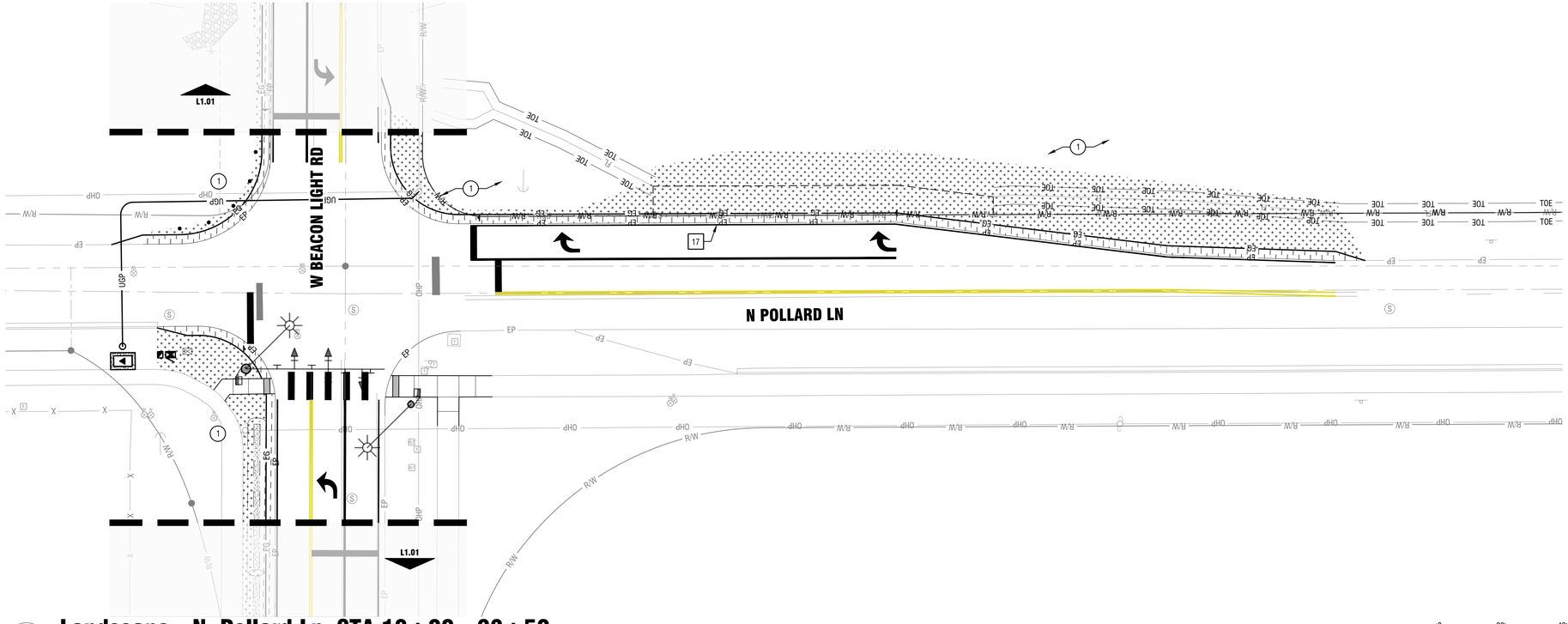
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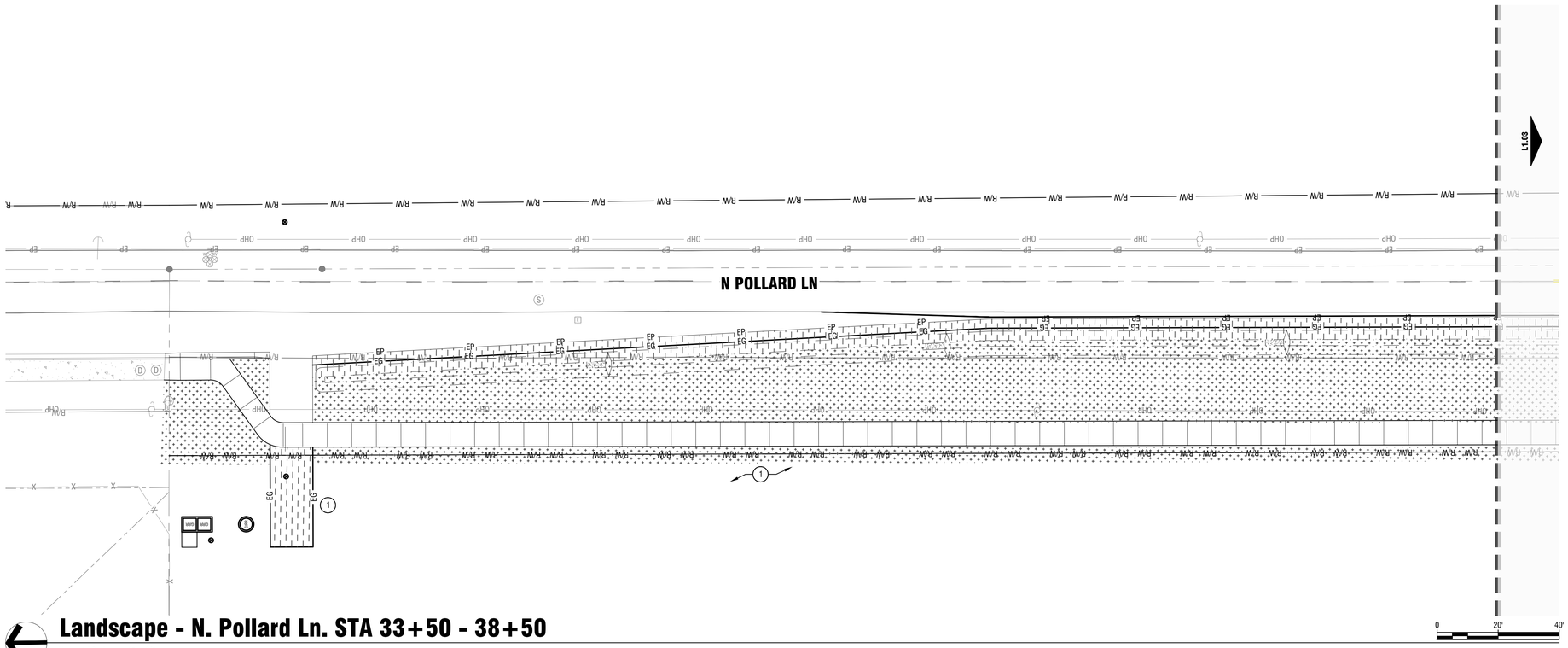
L1.01

W. BEACON LIGHT RD.



Landscape - N. Pollard Ln. STA 19+00 - 23+50

Horizontal Scale: 1" = 20'



Landscape - N. Pollard Ln. STA 33+50 - 38+50

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

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7. ALL NON-TURF PLANTERS SHALL RECEIVE 4" LAYER OF DECORATIVE ROCK MULCH.
8. IN THE EVENT OF A DISCREPANCY, NOTIFY THE LANDSCAPE ARCHITECT IMMEDIATELY.

Material Legend:

DRY LAND SEED MIX.

4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

Keynotes:

(#) CALLOUT NUMBERS COORDINATED TO NUMBERED NOTES BELOW.

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Seed Mixes:

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PENSTEMON PALMERI / PALMER PENSTEMON	5%	
ACHILLEA MILLEFOLIUM / WESTERN YARROW	10%	
POA COMPRESSA / CANADA BLUEGRASS	15%	
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AGROSTIS ALBA / REDTOP	15%	
FESTUCA IDAHOENSIS / IDAHO FESCUE	25%	

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STATE OF IDAHO · SEAN CONNER · 06/09/2026 · LA-16870 · LANDSCAPE ARCHITECT

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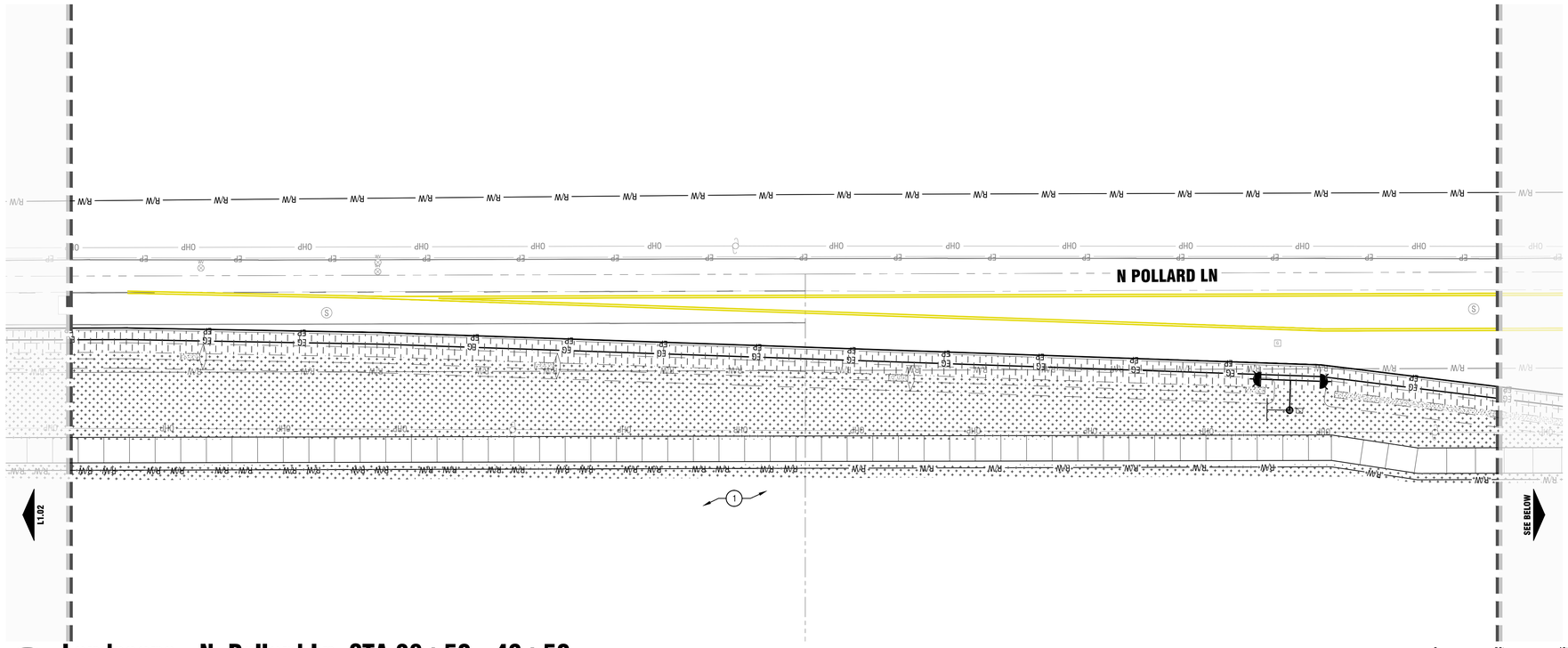
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Permit Set

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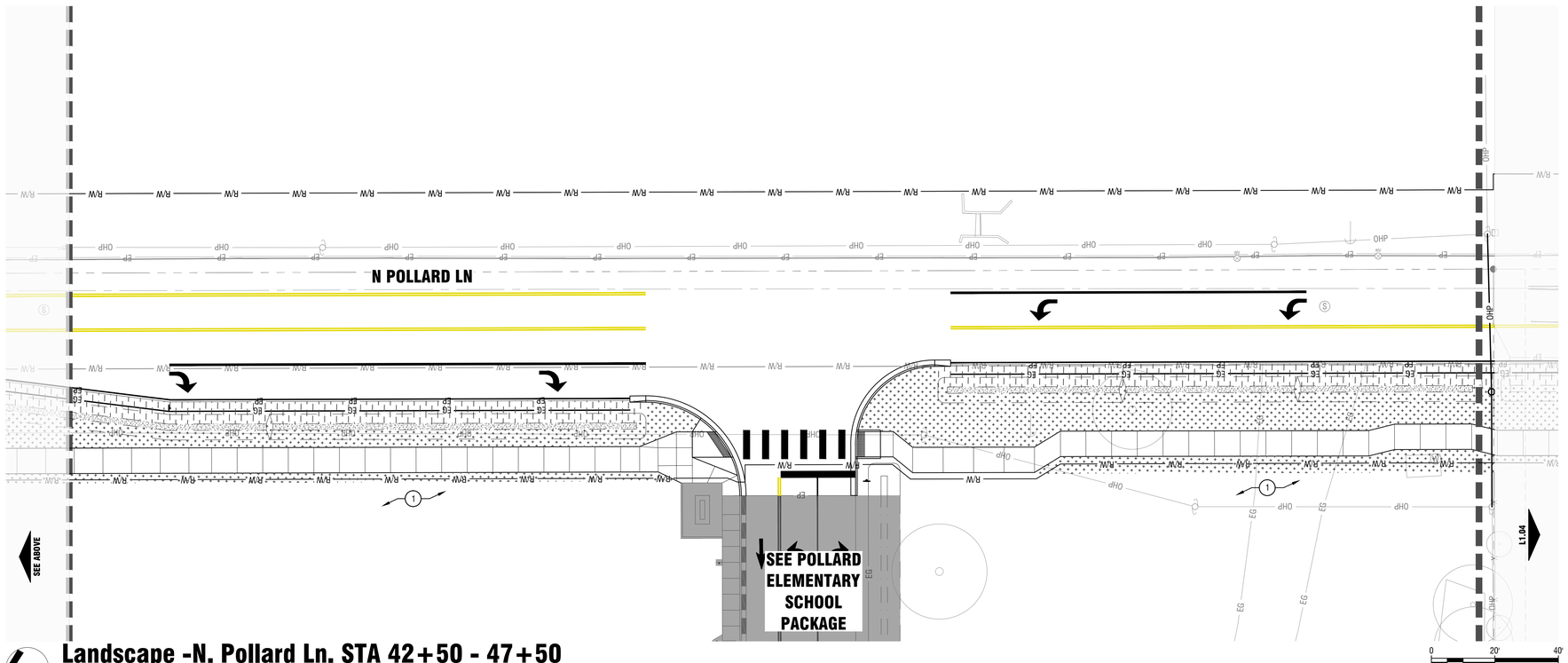
N. POLLARD LN.



Landscape - N. Pollard Ln. STA 38+50 - 42+50

Horizontal Scale: 1" = 20'

N POLLARD LN



Landscape -N. Pollard Ln. STA 42+50 - 47+50

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

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7. ALL NON-TURF PLANTERS SHALL RECEIVE 4" LAYER OF DECORATIVE ROCK MULCH.
8. IN THE EVENT OF A DISCREPANCY, NOTIFY THE LANDSCAPE ARCHITECT IMMEDIATELY.

Material Legend:

DRY LAND SEED MIX.

4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

Keynotes:

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Seed Mixes:

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LINUM LEWISII 'APPAR' / BLUE FLAX	5%	
PENSTEMON PALMERI / PALMER PENSTEMON	5%	
ACHILLEA MILLEFOLIUM / WESTERN YARROW	10%	
POA COMPRESSA / CANADA BLUEGRASS	15%	
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FESTUCA IDAHOENSIS / IDAHO FESCUE	25%	

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STATE OF IDAHO
SEAN CONNER
06/09/2026
LA-16870
LICENSED LANDSCAPE ARCHITECT

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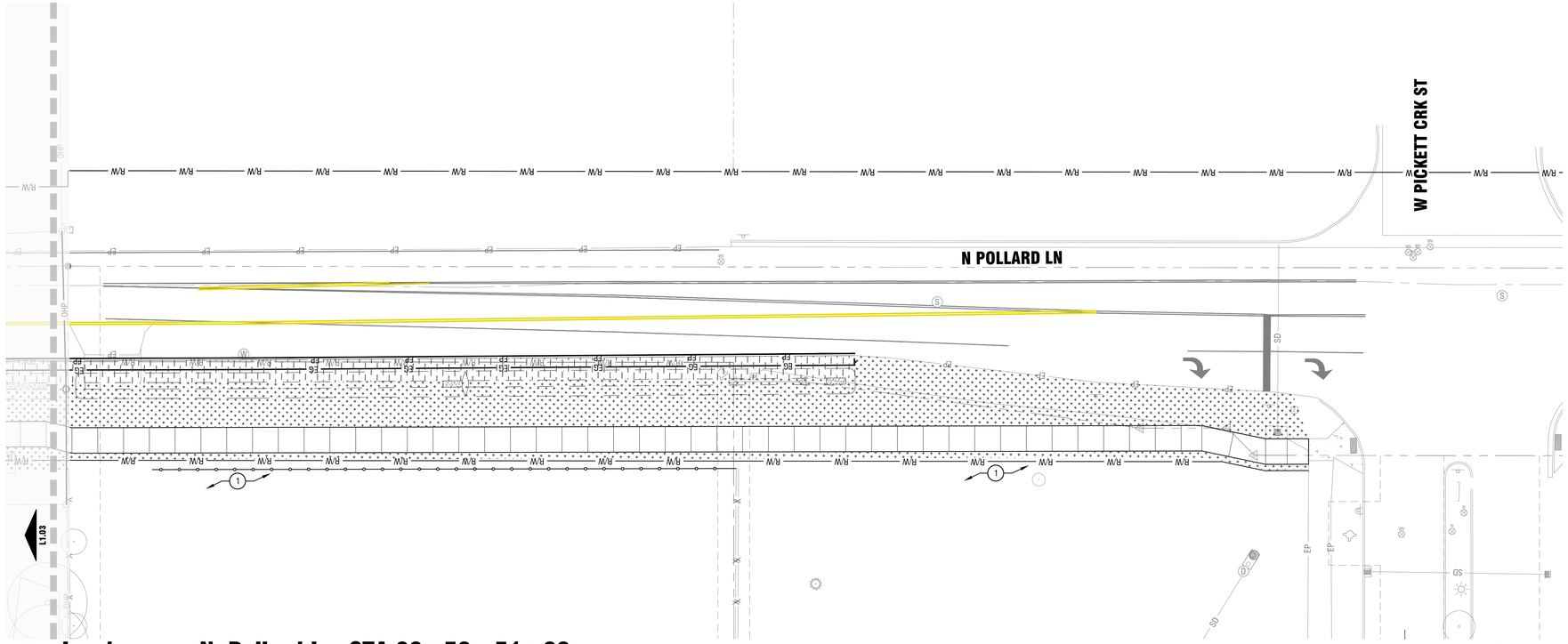
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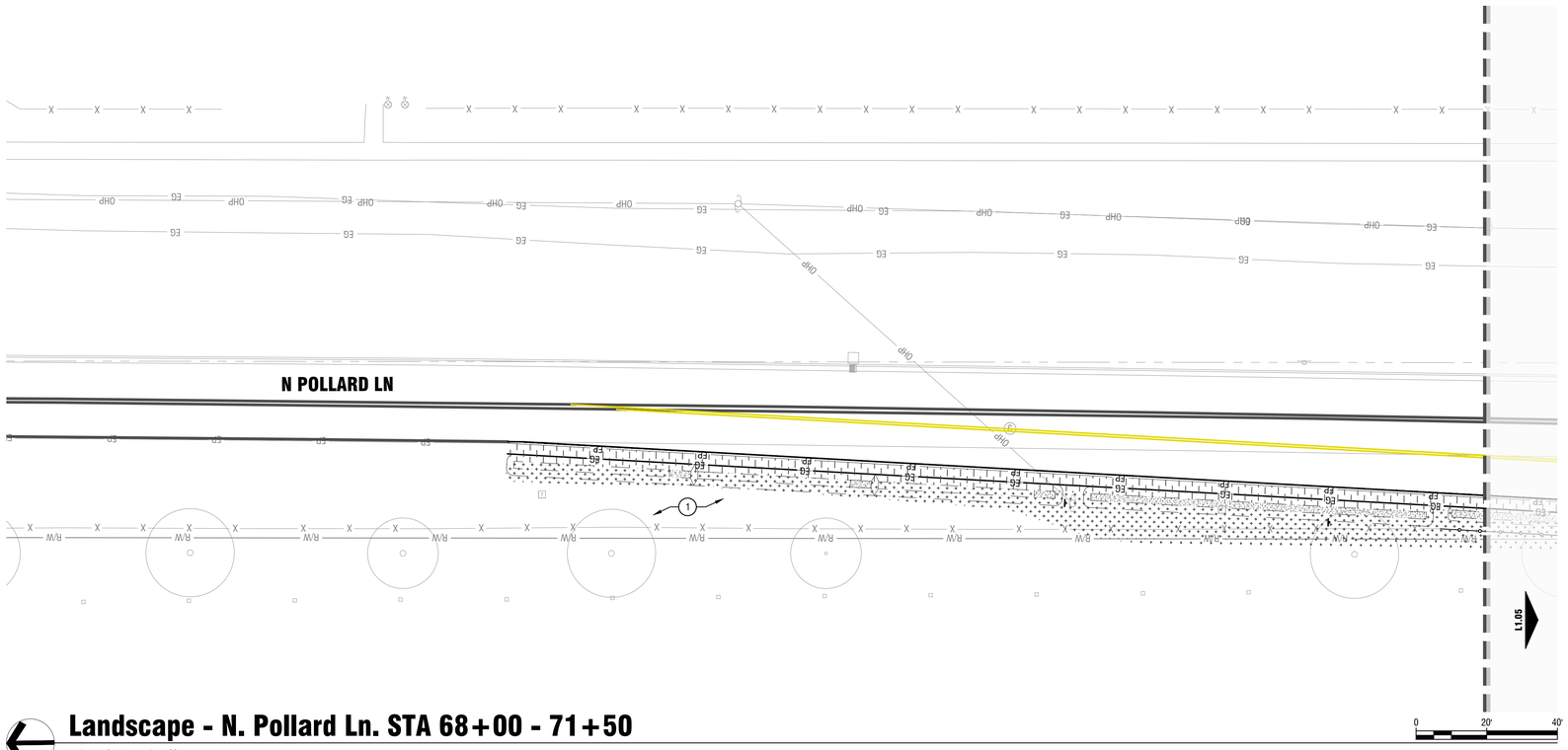
L1.03

N. POLLARD LN.



Landscape - N. Pollard Ln. STA 38+50 - 51+00

Horizontal Scale: 1" = 20'



Landscape - N. Pollard Ln. STA 68+00 - 71+50

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

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Material Legend:

DRY LAND SEED MIX.

4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

Keynotes:

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Seed Mixes:

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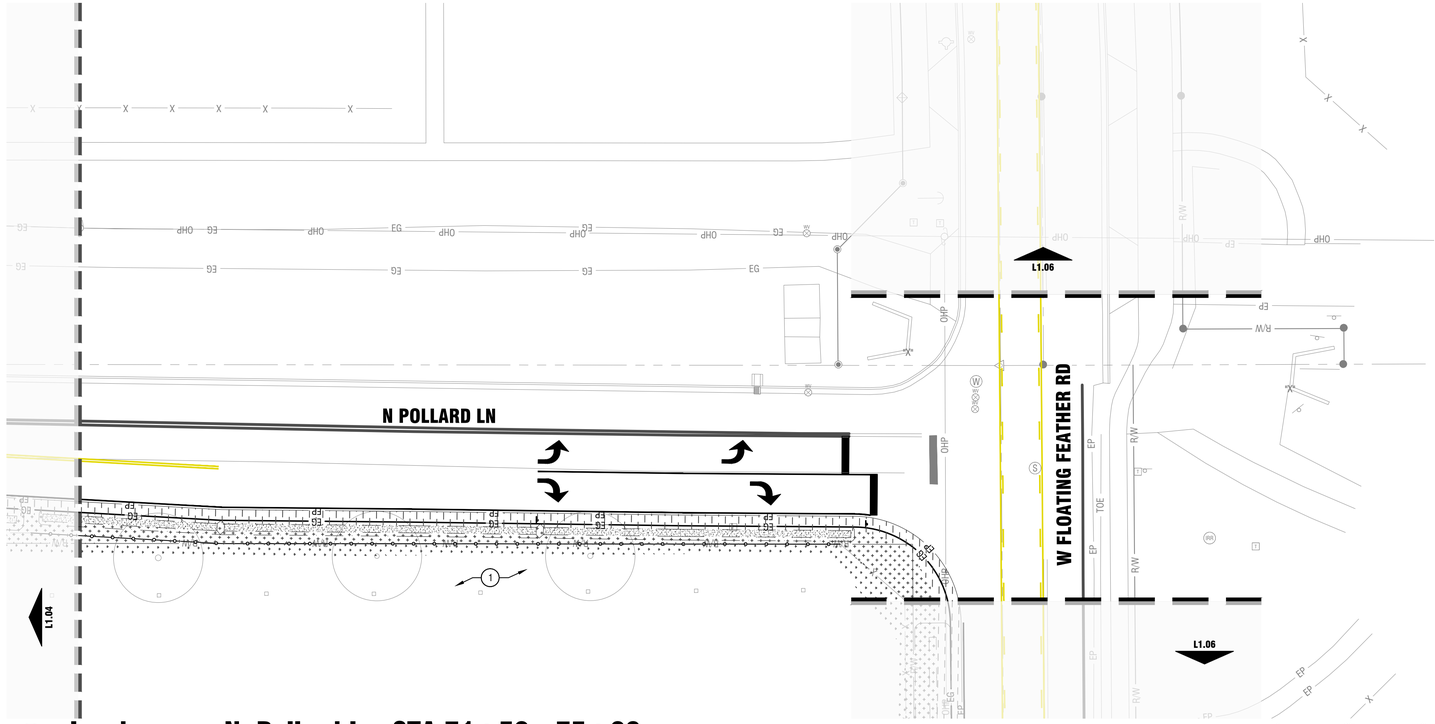
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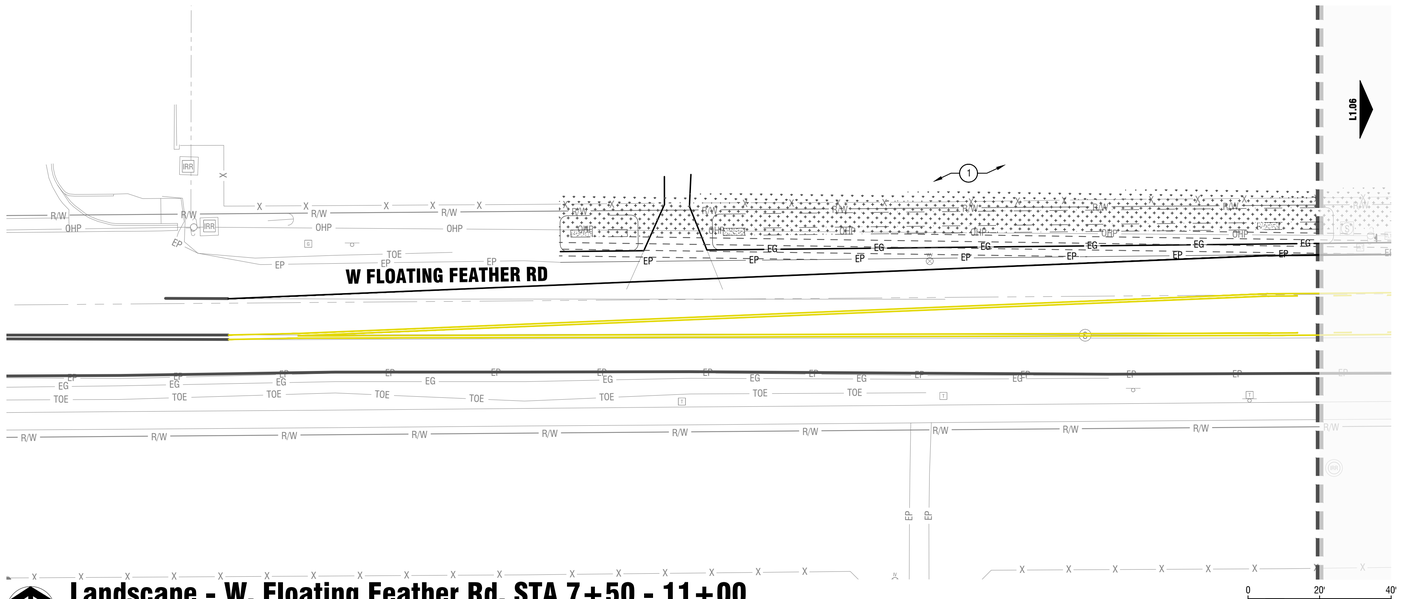
L1.04

N. POLLARD LN.



Landscape - N. Pollard Ln. STA 71+50 - 75+00

Horizontal Scale: 1" = 20'



Landscape - W. Floating Feather Rd. STA 7+50 - 11+00

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

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Material Legend:

DRY LAND SEED MIX.

4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

Keynotes:

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Seed Mixes:

DRY LAND SEED MIX		5 LBS / 1000SF
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LINUM LEWISII 'APPAR' / BLUE FLAX	5%	
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STATE OF IDAHO · SEAN CONNER · 06/09/2026 · LA-16870 · LICENSED LANDSCAPE ARCHITECT

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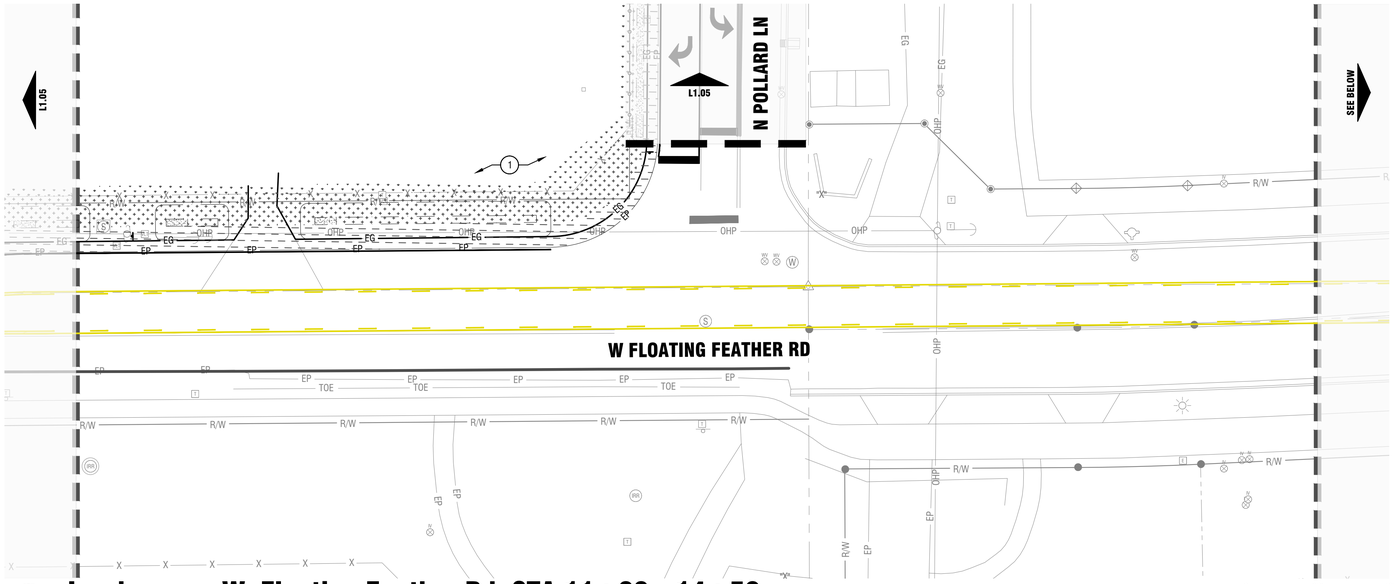
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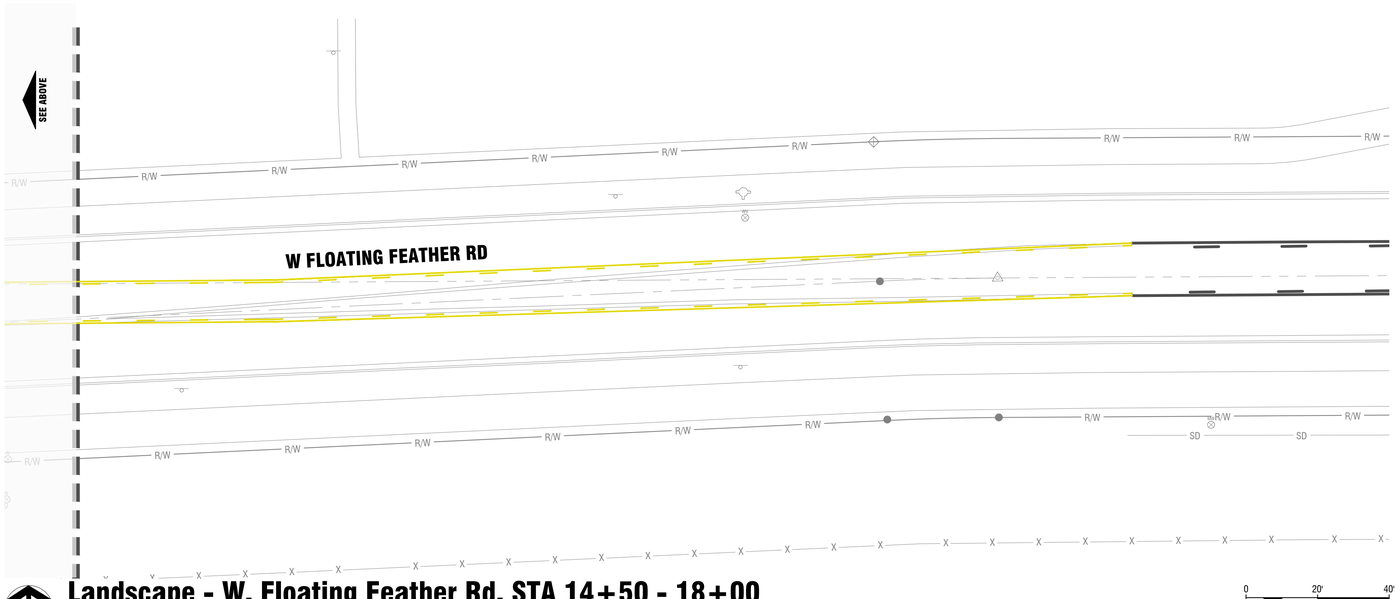
L1.05

N. POLLARD LN. & W. FLOATING FEATHER RD.



Landscape - W. Floating Feather Rd. STA 11+00 - 14+50

Horizontal Scale: 1" = 20'



Landscape - W. Floating Feather Rd. STA 14+50 - 18+00

Horizontal Scale: 1" = 20'

Landscape Plan Notes:

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Material Legend:

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4-IN OF 3/4" MINUS CRUSHED AGGREGATE BASE, TYPE 1.

TURF SOD REPAIR.

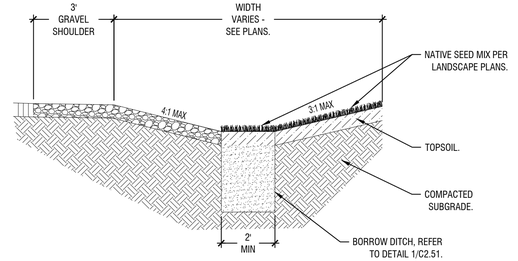
Keynotes:

(#) CALLOUT NUMBERS COORDINATED TO NUMBERED NOTES BELOW.

1. ANY EXISTING LANDSCAPE DISTURBED PER IMPROVEMENTS SHALL BE REPAIRED TO NEW CONDITIONS. MATCH EXISTING.

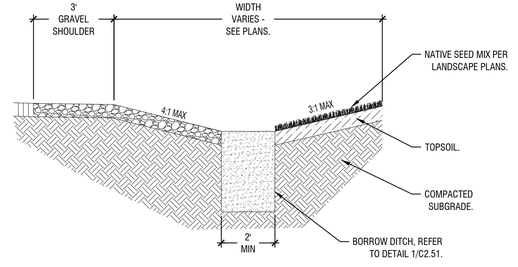
Seed Mixes:

DRY LAND SEED MIX		
ORZOPSIS HYMENOIDES / INDIAN RICEGRASS	5%	5 LBS / 1000SF
PSEUDOROEGNERIA SPICATA / BLUE BUNCH WHEATGRASS	5%	
LINUM LEWISII 'APPAR' / BLUE FLAX	5%	
PENSTEMON PALMERI / PALMER PENSTEMON	5%	
ACHILLEA MILLEFOLIUM / WESTERN YARROW	10%	
POA COMPRESSA / CANADA BLUEGRASS	15%	
FESTUCA OVINA 'COVAR' / SHEEP FESCUE	15%	
AGROSTIS ALBA / REDTOP	15%	
FESTUCA IDAHOENSIS / IDAHO FESCUE	25%	



1 Vegatative Swale

Scale: NTS



2 Vegatative Swale at Sand Window

Scale: NTS

LKV ARCHITECTS
2400 E. Riverwalk Drive
Boise, Idaho 83706
www.lkvarchitects.com
208.336.3443

THE LAND GROUP
PN: 124165
462 E Shore Dr Ste 100,
Eagle, ID 83616
www.thelandgroupinc.com
208.939.4041

STATE OF IDAHO · SEAN CONNER · 06/09/2026 · LA-16870 · LICENSED LANDSCAPE ARCHITECT

Revisions		
#	Description	Date
1	ADD-01 ACHD RESUBMITTAL	05.06.26
2	ADD-02 ACHD RESUBMITTAL	05.14.26

POLLARD ELEMENTARY SCHOOL
OFFSITE IMPROVEMENTS
WEST ADA SCHOOL DISTRICT
2305 N POLLARD LN, STAR, ID 83669

DATE: 01/16/2026
LKV PROJECT #: 2429

DRAWN BY: TC/CL
CHECKED BY: LM/SC

Permit Set

DRAWING NO.:

L1.06

W. FLOATING FEATHER RD.

MEMO

TO: Board of Trustees

FROM: Dr. David Reinhart

DATE: July 13, 2026

RE: Required Roadway Improvements at Independence Elementary

STRATEGIC PLAN ALIGNMENT: Safe & Well-Equipped Schools

WASD administration recommends approval of the Guaranteed Maximum Price (GMP) Amendment with CM Company in the amount of **$1,744,035.28** for the required off-site roadway improvements associated with Independence Elementary School. The amendment establishes the Guaranteed Maximum Price for construction of the Ada County Highway District (ACHD)-required improvements necessary to obtain final project approval and occupancy.

Background

As a condition of permitting Independence Elementary School, ACHD required the District to construct significant off-site transportation improvements, including:

- Four roadway turning lanes;
- A signalized pedestrian crossing serving the school; and
- Associated roadway, utility, and traffic control improvements.

While these improvements are constructed within the public right-of-way and ultimately become part of the public transportation system, ACHD's permitting authority allows it to require adjacent property owners—including school districts and private developers—to design and fund these improvements as a condition of development approval.

Unlike many transportation agencies that partner with school districts to fund roadway improvements that benefit the broader traveling public, ACHD operates under a regulatory framework that places the financial responsibility for these improvements on the project

applicant. As a practical matter, these requirements are mandatory; without satisfying ACHD's conditions, the District cannot obtain the permits necessary to complete and occupy the school.

Negotiations

District staff has been engaged in discussions and negotiations with ACHD regarding the scope and cost of these improvements since February 2026. Throughout that process, WASD administration, with the assistance of The Land Group and LKV Architects, worked diligently to ensure the District's financial responsibility was limited to only those improvements necessary to safely serve the school while satisfying ACHD's permitting requirements.

Although the District successfully negotiated aspects of the scope where appropriate, the final improvements reflect ACHD's conditions of approval and are required for project completion and occupancy.

Why CM Company

CM Company successfully delivered Independence Elementary School and is uniquely positioned to complete these improvements efficiently and with minimal disruption.

Given the complexity of the work and the proximity to the newly completed school, the WASD administration believes utilizing the existing Construction Manager represents the most efficient and cost-effective approach.

Fiscal Impact

The proposed Guaranteed Maximum Price for this work is **$1,744,035.28**. This expenditure funds the ACHD-required off-site improvements, including roadway widening, four turning lanes, a signalized pedestrian crossing, and associated public infrastructure improvements.

These improvements will be funded through House Bill 521 and will be considered a part of the overall budgeted price for Independence Elementary School.

Recommendation

Administration recommends that the Board approve the Guaranteed Maximum Price Amendment with CM Company in the amount of **$1,744,035.28** for the Independence Elementary School ACHD-required off-site improvements and authorize the Superintendent and his designate execute the agreement.

West Ada SCHOOL DISTRICT

Preparing Today's Students for Tomorrow's Challenges

MEMO

TO: Dr. Derek Bub, Board of Trustees
FROM: Dr. David Reinhart, Chief Operating Officer
DATE: June 29, 2026
RE: Owner's Representative for New Lake Hazel Elementary
STRATEGIC PLAN ALIGNMENT: Safe & Well-Equipped Schools

Recommendation: We recommend awarding the contract for Owner's Representative services for the New Lake Hazel Elementary project to **Consertus, Inc.** The dollar value of the negotiated contract is **$510,000 lump sum** based on the anticipated project length**.** The proposal from Consertus is attached with additional details.

Why This Matters: This contract supports construction of the new Lake Hazel Elementary and demolition of the old facility. An Owner's Representative serves as the District's advocate from planning through the warranty period, overseeing scope, schedule, and budget while coordinating architects, engineers, and contractors; managing permitting and procurement; and enforcing safety, quality, and fiscal controls. Centralized oversight reduces change orders, prevents delays, safeguards public funds, minimizes disruption to District operations, and supports transparent stakeholder communication — ultimately accelerating delivery of functional space that supports student learning and population growth.

RFSQ Process and Results:
A Request for Statements of Qualifications was issued via public notice and E-Procurement software per Idaho Code 67-2320 and Policy 802.50. The evaluation consisted of two rounds: Round 1 reviewed all proposals to identify a shortlist for interviews; Round 2 consisted of interviews, with all firms beginning at zero and final rankings based exclusively on interview performance.

Scoring Factor Proposal-Round 1	**Weight**	**Scoring Factor Interview-Round 2**	**Weight**
Company Profile	15%	Understanding the Project	20%
Project Approach & Key Personnel	40%	CM/GC Relationship Management	25%
Relevant Project Experience	30%	Budget & Schedule Oversight	20%
Evaluator's Discretionary	15%	Communication & Stakeholder Management	15%
		Team & Availability	10%
		Evaluator Discretion	10%
Total	**100%**	**Total**	**100%**
Name of Firm	**Score**	**Name of Firm**	**Score**
Paradigm of Idaho, Inc.	71.60	Consertus, Inc.	82.50
Consertus, Inc.	71.30	Paradigm of Idaho, Inc.	75.50



consertus

West Ada School District

June 30, 2026

Submitted to:

David Reinhart
COO
West Ada School District
Reinhart.david@westada.org
+(1) 208-350-5024

Submitted by:

Jeff Jurgensen
Sr. Program Manager
Consertus

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Project Understanding 4
Project Scope 4
Engagement Effort 4

Executive Summary

West Ada School District is seeking to partner with a firm that can bring unmatched expertise and relevant experience and data to guide and inform the planning, designing, construction and occupation of their new Lake Hazel Elementary School budgeted around $23 million.

Consertus is the one organization which successfully combines a strong knowledge and understanding and experience in the school planning and construction areas. These two functions work seamlessly together. We utilize technology to provide a higher quality service and end product to the school district.

Project Understanding

The project is to construct a new elementary school for approximately 750 students on an active campus behind the existing Lake Hazel Elementary School and when complete will demolish the existing school and complete the parking lots and ancillary exterior spaces. This project is a site adapt school from Independence Elementary in Star Idaho.

Engagement Effort

The schedule for this engagement is anticipated to go 15 months from July 2026 through September 2027. The fixed price for the services scope described in this document is $510,000 or about 2.2% of project total.

Project Scope

Scope Summary

1) Project Management & District Representation (All Phases)

- Act as the District's representative to protect District interests related to **cost, schedule, quality, safety, and risk**.
- Establish and manage project controls, decision logs, action items, and issue tracking.
- Provide regular coordination with District leadership, Architect, CM/GC, and key stakeholders.
- Anticipate weekly meetings with David Reinhart or as needed for coordination.
- Prepare concise status reports summarizing progress, key risks, budget/schedule trends, and decisions needed, monthly.

2) Design Phase Support (Preliminary Design through Construction Documents)

- Participate in design and coordination meetings with the Architect/Engineers and District staff.
- Assist the District in confirming educational program requirements, operational needs, and compliance (including ADA).
- Review drawings/specifications for **constructability, completeness, phasing impacts (active campus), and alignment with project objectives**.
- Support development and tracking of design milestones, deliverables, and schedule.

3) Cost Management & Value Engineering

- Review and validate cost estimates, cost models, and budget updates for alignment with the Idaho market and elementary school requirements.
- Identify cost drivers, scope gaps, and escalation risks; recommend mitigation strategies.
- **Assist the CM/GC and Design Team and Owner with participation of VE items throughout the design. There is not the time to do a formal VA Study due to the tight timeframe.**
- Track budget decisions and maintain an auditable budget narrative (why changes occurred validate they are appropriate and assign a responsibility).

4) Procurement / Preconstruction Support (with CM/GC and District)

- Support the District in evaluating procurement activities as needed (e.g., bid packages, specialty consultant needs, and selection inputs).
- Review CM/GC preconstruction deliverables including **phasing plans (active site), logistics, safety plan, schedule, and mobilization plan**.
- Confirm bid package alignment with District priorities (alternates, allowances, contingencies, schedule constraints).

5) Construction Phase Oversight & Administration Support

- Conduct regular site observations and progress verification with the District project team; document findings and follow-up items.
- Monitor schedule adherence and support recovery planning when slippage is identified.
- Review and advise on **pay applications, change orders, RFIs, and submittals** from the District's perspective (cost/scope/schedule/quality impact), coordinating with the Architect and CM/GC as appropriate.

- Assist in issue resolution and escalation management to minimize impacts to operations, safety, and the critical path.

6) Demolition & Site Improvements Coordination (Phase 2)

- Support planning and oversight for demolition of the existing school after occupancy of the new facility, including:
- safety and separation planning,
- schedule integration,
- temporary access/egress and logistics,
- utility/infrastructure coordination, and
- continuity of school operations.

7) Commissioning, Closeout, and Turnover

- Participate in commissioning procurement and planning and execution; support tracking of deficiencies and completion verification.
- Coordinate and verify completion of punch lists, training, and turnover requirements.
- Confirm delivery and organization of closeout documents (O&M manuals, as-builts, warranties, attic stock, keys, etc.).
- Support occupancy readiness coordination with District stakeholders.

8) Warranty Phase Services

- Support the District during the warranty period by tracking issues, coordinating response with CM/GC/Trades, and verifying completion of warranty work.
- Assist with post-occupancy review items and documentation of required adjustments.

Deliverables Register to allow proper execution of the project from the scope of work above.

Deliverable ID	Deliverable
D01	Project Controls setup (risk/issues log, decision log, action register
D02	Monthly progress/status reports
D03	Meeting participation and minutes/action tracking as assigned
D04	Pay application and any change costs reviews, approvals and tracking

D05	Commissioning/closeout tracking support and turnover checklist verification
D06	Warranty tracking log and closeout confirmation

EMPLOYMENT RECOMMENDATIONS
NEW HIRES, CHANGES OR SEPARATIONS

NEW HIRES

NAME	POSITION	LOCATION	FTE	NEW	REPLACE
Belnap, Kalli	Head Secretary	Centennial High	1		R
Brock, Sarah	Head Secretary	Renaissance High	1		R
Christensen, Robyn	Teacher	Centennial High	1		R
Cordero, Deborah	Teacher	Desert Sage Elementary	1		R
Dalessio, Kaylina	Teacher	Discovery Elementary	1		R
Findley, Christina	Teacher	Meridian Middle	0.67		R
Foster, Natalie	Teacher	Pioneer School of the Arts	1		R
Gomez, Austin	Teacher	Barbara Morgan STEM Academy	1		R
Gordon, Taylor	Teacher	Meridian Middle	1		R
Grove, Michelle	Teacher	Discovery Elementary	1		R
Hernandez, Emilie	Teacher	Eagle High	1		R
Hutchinson, Samantha	Teacher	Frontier Elementary	1		R
Karren, Mandy	Teacher	Barbara Morgan STEM Academy	1		R
Labellarte, Michela	Teacher	Desert Sage Elementary	1		R
Lesch, Tabatha	Teacher	Pleasant View Elementary	1		R
Lindblad, Cathy	Teacher	Pleasant View Elementary	1		R
Lofton, Priscilla	Teacher	Lowell Scott Middle	1		R
Lyons, Chinia	Teacher	Renaissance High	1		R
Malone, Kayla	Teacher	Spalding STEM Academy	1	N	
Martin, Alex	Teacher	Mountain View High	1		R
Morgan, Alexandira	Counselor	Eagle Middle	1		R
Mullikin, Isabelle	Teacher	Heritage Middle	1		R
Nickloff, Katherine	Teacher	McMillian Elementary	1		R
Nyanzira, Ruth	Custodian	Eagle High	1		R
Ogden, Macy	Teacher	Pepper Ridge Elementary	1		R
Potter, Lauren	Teacher	Lewis and Clark Elementary	1		R
Prows, Jada	Teacher	Centennial High	0.5		R
Quiko, Jessica	Teacher	Meridian Middle	1		R
Rogers, Ricky	Custodian	Victory Middle	1		R
Seekatz, Alexis	Teacher	Chapparal Elementary	1		R
Serna, Mckenzie	Teacher	Ponderosa Elementary	1		R
Souter, Brittney	Teacher	Barbara Morgan STEM Academy	1		R
Ten Doeschate, Rachel	Assistant Fall Coach	Centennial High			R
Trimble, Kylie	teacher	Eagle Academy	1		R
Vavra, James	Teacher	Hunter Elementary	1		R
Walters, Hailey	Teacher	Desert Sage Elementary	1		R
Wheeler, Kevin	Speech Language Pathologist	District Service Center	1		R
Woods, Frederick	Teacher	Hunter Elementary	1	N	
Worley, Christopher	Head Custodian	Willow Creek Elementary	1		R
Yingling, Martin	Teacher	Eagle Middle	1		R

EMPLOYMENT RECOMMENDATIONS
NEW HIRES, CHANGES OR SEPARATIONS

CHANGES

NAME	FROM	TO	FTE	NEW	REPLACE
D'Andrea, Emily	Substitute	Teacher @ BMSA	1		R

SEPARATIONS

NAME	POSITION	LOCATION	FTE
Cortez, Cesar	Field Support Technician	District Service Center IT	1
Hammerman, Kelsey	Teacher	Barbara Morgan STEM Academy	1
Hart, Karen	Speech Language Pathologist	Lewis and Clark Elementary	0.4
Hassakis, Sandy	ERI Paraprofessional	Mary McPherson Elementary	0.53333
Kane, Christina Marie	Counselor	Eagle Academy	1
Pallerla, Shanmuka	Transportation Routing Specialist	District Service Center	1
Searles, Erika	Custodian	Prospect Elementary	1
Steiner, Shayne	Teacher	Rocky Mountain High	1

REASONS

Involuntary - 2
Leaving Education - 1
Personal - 2
Retirement - 1
School District in State - 2

West Ada SCHOOL DISTRICT

Preparing Today's Students for Tomorrow's Challenges

MEMO

TO: Board of Trustees, Dr. Derek Bub, Superintendent

FROM: Dr. Shana Hawkins, Director of Accountability & Support

DATE: June 30, 2026

RE: Approved Open Enrollment 2026-2027 School Year Applications

STRATEGIC PLAN ALIGNMENT: Safe & Well-Equipped Schools

Open Enrollment Approved Out of District Transfers Report

The following information pertains to the requests from applicants who have been approved to attend schools within the West Ada School District. These applications originate from residents of other districts.

It is important to note that the listed applications have received approval; however, this does not indicate the number of students who are currently enrolled in a West Ada School. Some approved applicants may choose not to utilize their approval to attend.

This report includes all approvals granted between June 1 and June 30, 2026.

Elementary (Grades K-5) = 1

Middle (Grades 6–8) = 3

High (Grades 9–12) = 7

West Ada
SCHOOL DISTRICT

Curriculum Guides for Board Approval- July 2026

Elementary Fine Arts Courses

- Elementary Art K-5 (New)

Middle School ELA Courses

- English 6 (New)
- English 7 (New)
- English 8 (New)

Middle School Fine Arts Courses

- Theatre 6 (New)

Middle School CTE Courses

- Career Discovery 8 (Revised)

High School ELA Courses

- Renaissance High School Honors English 9 (New)
- Renaissance High School Honors English 10 (New)
- Competitive Speech and Debate (New)

High School Academies Courses

- Math Portfolio 1 (New)
- Math Portfolio 2 (New)
- Math Portfolio 3 (New)

High School Fine Arts Courses

- Musical Theatre (New)

High School Miscellaneous Courses

- Future Readiness (New)

High School World Language Courses

- French IV (New)
- Japanese 2 (New)
- ASL 2 (New)
- Spanish III (New)
- Mandarin Year 1 (New)

High School CTE Courses

- Health Professions CNA II (New)
- Sports Medicine II (Revised)

High School CTE Courses Cont.

- Sports Medicine III (Revised)
- Fire Services II (New)
- Diesel Technology I (Revised)
- Intro to Culinary Art (Revised)
- Civil Engineering & Architecture (New)
- Medical Terminology (New)
- Pharmacy Technician (New)
- Powersports I (New)
- Automotive Technology I (Revised)
- Automotive Technology II (New)
- Automotive Technology III (New)
- Law Enforcement, Detention & Corrections I (New)
- Law Enforcement, Detention & Corrections II (New)
- Collision Repair I (Revised)
- Digital Photography I (Revised)
- Digital Photography II (New)
- Graphic Design II (New)
- Video Technology I (Revised)
- Cybersecurity I (New)
- Cybersecurity II (New)
- Cybersecurity III (New)
- Teen Living (Revised)
- Parenting & Child Development (Revised)
- Early Childhood Education (New)
- Advanced Early Childhood Education (New)
- Principles of Business Management (New)
- High School of Business- Principles of Business (Revised)
- Principles of Engineering (Revised)
- Animal Science III (Revised)
- Beginning Welding (New)
- Intermediate Welding (New)
- Advanced Welding (New)
- Construction Trades I (New)
- Greenhouse I (Revised)
- Greenhouse II (Revised)

Elementary Art Curriculum Guide		
Unit: 1	Grade: **Kindergarten**	Time: 9 months
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What happens if I mix different materials or colors? 2. How does this material feel, look, or sound when I use it? 3. How does using this tool change my artwork?	Explore uses of materials and tools to create works of art or design. **(K-2.VA.1.2)**	**Learning Intention:** I am learning to create with different art materials and tools. **Success Criteria:** I can: • choose an art material to create artwork • use given art materials to create artworks • use my imagination or teacher direction to make my own artwork such as a painting, collage, drawing, pinch pot, etc.
1. How will I know when my artwork is ready to be presented? 2. How do I want people to feel when they see my artwork? 3. What am I most proud of in my artwork?	Demonstrate proper procedures for caring for and presenting artwork. **(K-2.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to background • Write my name on my artwork

1. What is the main thing or person in this artwork? 2. Who or what do you see first? 3. What colors, shapes, lines do you notice?	Interpret art by identifying subject matter and describing relevant details. **(K-2.VA.4.2)**	**Learning Intention:** I am learning to find and name the things I see in an artwork. **Success Criteria:** I can: • Use art vocabulary such as line, shape, and color to talk about art. • Find and talk about two important details I see in a picture such as colors, patterns, or objects.

Supporting Standards

Use observation and investigation in preparation for making a work of art. (K-2.VA.1.1)

Essential Vocabulary

Art Basics:
Elements of art: line, shape, color, value, space, texture, form
Art museum, appreciation, artist(s)
Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage

Drawing:
Variety of line
Shape: organic and geometric
natural, man-made, subject matter
Suggested media: chalk pastel, oil pastel, pencil, marker, crayon, colored pencil

Painting:
Color: Primary and secondary

Value: dark and light, subject
Space: foreground and background
Suggested media: watercolors, tempera, wax-resist

Sculpting:
Texture, sculpture
Form: organic and geometric
Suggested media: clay, wire, paper, recycled materials

Additional Vocabulary:
Edge, background, presentation

Recommended Resources
Art of Education University

Optional Course-Specific Information

Elementary Art Curriculum Guide		
Unit: 1	Grade: **First**	Time: 9 months
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
4. What happens if I mix different materials or colors? 5. How does this material feel, look, or sound when I use it? 6. How does using this tool change my artwork?	Explore uses of materials and tools to create works of art or design. **(K-2.VA.1.2)**	**Learning Intention:** I am learning to explore materials and tools to create art. **Success Criteria:** I can: • Use different materials such as paint, clay, paper, or crayons, etc. in my artwork. • Use tools safely and correctly to help create my artwork.
4. How will I know when my artwork is ready to be presented? 5. How do I want people to feel when they see my artwork? 6. What am I most proud of in my artwork?	Demonstrate proper procedures for caring for and presenting artwork. **(K-2.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to background • Write my name on my artwork

4. What is the main thing or person in this artwork? 5. Who or what do you see first? 6. What colors, shapes, lines do you notice?	Interpret art by identifying subject matter and describing relevant details. **(K-2.VA.4.2)**	**Learning Intention:** I am learning to identify subject matter and describe details in an artwork. **Success Criteria:** I can identify and describe: • Subject matter of an artwork. • Elements of art such as color, line, and shape. • 2-D versus 3-D artworks

Supporting Standards

Use observation and investigation in preparation for making a work of art. (K-2.VA.1.1)

Essential Vocabulary

Art Basics:
Elements of art: line, shape, color, value, space, texture, form
Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage

Drawing:
Variety of lines
Shape: organic and geometric
Suggested media: chalk pastel, oil pastel, pencil, marker, crayon, colored pencil
Subject, observe

Painting:
Color: Mixing Primary to create Secondary
Value: dark and light, subject
Space: foreground, background, middle-ground, size, proportion
Suggested media: watercolors, tempera, wax-resist

Sculpting:
Visual and Tactile Texture, 2D vs. 3D, sculpture
Form: organic and geometric
Suggested media: clay, wire, paper, recycled materials

Additional Vocabulary: edge, background, presentation

Recommended Resources
Art of Education University

Optional Course-Specific Information

Elementary Art Curriculum Guide		
Unit: 1	Grade: **Second**	Time: 9 months
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
7. What happens if I mix different materials or colors? 8. How does this material feel, look, or sound when I use it? 9. How does using this tool change my artwork?	Explore uses of materials and tools to create works of art or design. **(K-2.VA.1.2)**	**Learning Intention:** I am learning to explore materials and tools to create art. **Success Criteria:** I can: • Use different materials such as paint, clay, paper, or crayons, etc. in my artwork. • Use tools safely and correctly to help create my artwork
7. How will I know when my artwork is ready to be presented? 8. How do I want people to feel when they see my artwork? 9. What am I most proud of in my artwork?	Demonstrate proper procedures for caring for and presenting artwork. **(K-2.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to a background • Write my name on my artwork

7. What is the main thing or person in this artwork? 8. Who or what do you see first? 9. Are there things in the background or hidden details you see? 10. Why do you think the artist included these details?	Interpret art by identifying subject matter and describing relevant details. **(K-2.VA.4.2)**	**Learning Intention:** I am learning to identify subject matter and describe details in an artwork. **Success Criteria:** I can identify and describe: • Subject matter of artwork • Elements of art such as color, line, and shape. • 2-D versus 3-D artworks

Supporting Standards

Use observation and investigation in preparation for making a work of art. (K-2.VA.1.1)
Explore the purpose of art and/or how it contributes to the community. (K-2.VA.5.1)

Essential Vocabulary

Art Basics:
Elements of art: line, shape, color, value, space, texture, form
Community, mood, gallery, venue
Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage

Drawing:
Variety of lines
Shape: organic and geometric
Suggested media: chalk pastel, oil pastel, pencil, marker, crayon, colored pencil

Painting:
Color: Mixing tints and shades, warm and cool
Value: dark and light, subject
Space: foreground, background, middle-ground, size, proportion
Suggested media: watercolors, tempera, wax-resist
Mood, critique

Sculpting:
Visual and Tactile Texture, 2D vs. 3D, sculpture
Form: organic and geometric
Suggested media: clay, wire, paper, recycled materials

Additional Vocabulary: edge, background, presentation

Recommended Resources
Art of Education University

Optional Course-Specific Information

Elementary Art Curriculum Guide		
Unit: 1	Grade: **Third**	Time: 9 months
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What steps will I take to create my artwork? 2. What materials could I use to show my ideas? 3. What challenges might I face, and how could I solve them?	Create artwork using a variety of artistic processes and materials. **(3-5.VA.2.1)**	**<u>Learning Intention:</u>** I am learning to create artwork using a variety of artistic processes and materials. **<u>Success Criteria:</u>** I can: • learn to use a variety of art processes; such as collage, mixed media, 3-D forms, etc. • further develop my artistic ideas by brainstorming, sketching, visualizing, etc.
1. Which suggestions do I think will make my artwork stronger? 2. What changes could I make to improve my artwork? 3. How might I use this feedback in the future?	Refine or revise artwork in response to constructive feedback. **(3-5.VA.2.2)**	**<u>Learning Intention:</u>** I am learning to refine or revise my artwork based on positive feedback. **<u>Success Criteria:</u>** I can: • revise my artwork using teacher provided project criteria. • revise my artwork after peer feedback

1. How will I know when my artwork is ready to be presented for an art show? 2. Who will see my artwork and how do I want them to feel? 3. What did I learn while preparing my artwork for presentation?	Demonstrate proper procedures for caring for and presenting artwork. **(3-5.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to background • Write my name on my artwork

Supporting Standards

Brainstorm multiple approaches to create a work of art. (3-5.VA.1.1)

Essential Vocabulary

Art Basics:
Elements of art: line, shape, color, value, space, texture, form
Art history, culture, craftsmanship
Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage

Drawing:
Still-life, visual and implied texture (stippling, hatching, crosshatching), shading/value
Shape: 2D vs. 3D, form vs. shape
Suggested media: chalk pastel, oil pastel, pencil, marker, crayon, colored pencil

Painting:
Color: Monochromatic, complementary, color schemes
Value: scales
Space: positive and negative, perspective basics, overlapping
Suggested media: watercolors (pencils or paints), tempera, wax-resist

Sculpting:
Visual and Tactile Texture, 2D vs. 3D
Sculpture: realistic vs. abstract
Form: organic and geometric
Suggested media: clay, wire, paper, recycled materials

Additional Vocabulary: Critique, brainstorming, sketching, visualizing, edge, background, presentation
Recommended Resources
Art of Education University
Optional Course-Specific Information

Elementary Art Curriculum Guide		
Unit: 1	Grade: **Fourth**	Time: 9 months

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
4. What steps will I take to create my artwork? 5. What materials could I use to show my ideas? 6. What challenges might I face, and how could I solve them?	Create artwork using a variety of artistic processes and materials. **(3-5.VA.2.1)**	**Learning Intention:** I am learning to create artwork using a variety of artistic processes and materials. **Success Criteria:** I can: • make a work of art using approaches such as thumbnail sketch, white board practice, visualize, etc. • use a variety of art processes such as collage, mixed media, 3-D forms, etc.
4. Which suggestions do I think will make my artwork stronger? 5. What changes could I make to improve my artwork? 6. How might I use this feedback in the future?	Refine or revise artwork in response to constructive feedback. **(3-5.VA.2.2)**	**Learning Intention:** I am learning to refine or revise my artwork based on positive feedback. **Success Criteria:** I can • revise my artwork using teacher provided project criteria. • revise my artwork after peer feedback

4. How will I know when my artwork is ready to be presented for an art show? 5. Who will see my artwork and how do I want them to feel? 6. What did I learn while preparing my artwork for presentation?	Demonstrate proper procedures for caring for and presenting artwork. **(3-5.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to background • Write my name on my artwork

Supporting Standards

Brainstorm multiple approaches to create a work of art. (3-5.VA.1.1)
Analyze or evaluate components in visual imagery that convey messages, ideas, and mood. (3-5.VA.4.1)

Essential Vocabulary

Art Basics:
Elements of art: line, shape, color, value, space, texture, form
Art history, culture
Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage

Drawing:
One-point perspective, orthogonal line, horizon line, vanishing point
Shape: simple to complex (Start with simple shapes to draw a complex image.)
Constructive criticism
Suggested Media: pencil, crayon, colored pencil, oil pastel, chalk pastel

Painting:
Color: Intermediate (example: yellow-green, blue-violet)
Value: scales
Space: positive and negative, perspective, overlapping, proportion, depth, hierarchy
Suggested media: watercolors (pencils or paints), tempera, wax-resist (batik), ink

Sculpting:
Visual and Tactile Texture, 2D vs. 3D
Sculpture: realistic vs. abstract
Form: organic and geometric
Suggested media: clay, wire, paper, recycled materials

Other Vocabulary:
Identifying and solving design problems, critique, edge, background, presentation

Recommended Resources
Art of Education University

Optional Course-Specific Information

Elementary Art Curriculum Guide		
Unit: 1	Grade: **Fifth**	Time: 9 months

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
7. What steps will I take to create my artwork? 8. What materials could I use to show my ideas? 9. What challenges might I face, and how could I solve them?	Create artwork using a variety of artistic processes and materials. **(3-5.VA.2.1)**	**Learning Intention:** I am learning to create artwork using variety of artistic processes and materials. **Success Criteria:** I can: • Use artistic processes such as painting, sculpting, drawing, collage, mixed media etc.
7. Which suggestions do I think will make my artwork stronger? 8. What changes could I make to improve my artwork? 9. How might I use this feedback in the future?	Refine or revise artwork in response to constructive feedback. **(3-5.VA.2.2)**	**Learning Intention:** I am learning to refine or revise my artwork based on positive feedback. **Success Criteria:** I can: • revise my artwork using teacher provided project criteria. • Revise my artwork using peer feedback
7. How will I know when my artwork is ready to be presented for an art show? 8. Who will see my artwork and how do I want them to feel? 9. What did I learn while preparing my artwork for presentation?	Demonstrate proper procedures for caring for and presenting artwork. **(3-5.VA.3.1)**	**Learning Intention:** I am learning to prepare my artwork for presentation. **Success Criteria:** I can demonstrate care in my artwork: • Clean edges • Mounted to background • Name

Supporting Standards
Brainstorm multiple approaches to create a work of art. (3-5.VA.1.1) Analyze or evaluate components in visual imagery that convey messages, ideas, and mood. (3-5.VA.4.1)
Essential Vocabulary
Art Basics: Elements of art: line, shape, color, value, space, texture, form Art history, culture, exhibition, subject, media, style Suggested Media: pencil, crayon, colored pencil, watercolors, paper collage **Drawing:** One-point or two-point perspective, orthogonal line, horizon line, vanishing point Shading: value scale; dark to light, highlight, shadow, low light, reflected light, cast shadow Suggested Media: pencil, crayon, colored pencil, oil pastel, chalk pastel **Painting:** Color: Intermediate/Tertiary (example: yellow-green, blue-violet) Value: scales, monochromatic Space: positive and negative, perspective, overlapping, proportion, depth, hierarchy Suggested media: watercolors (pencils or paints), tempera, wax-resist (batik), ink **Sculpting:** Visual and Tactile Texture, 2D vs. 3D Sculpture: realistic vs. abstract Form: organic and geometric Suggested media: clay, wire, paper, recycled materials **Other Vocabulary** Identifying and solving design problems, artistic process, mixed media, critique, edge, background, presentation
Recommended Resources
Art of Education University
Optional Course-Specific Information

English 6 Literature and Strategies & Writing Composition
Course Overview

Course Description

Students must take English 6: Literature and Strategies concurrently with English 6: Writing Composition.

Literature and Strategies: This course focuses on reading strategies and comprehension skills. Students will read from various genres.

Writing Composition: This course focuses on the writing process, modes of writing, writing traits, and language usage.

Though Literature and Strategies and Writing Composition are separate courses in PowerSchool, they should be treated as a unified 90-minute block to support meaningful connections between reading and writing—even if the classes are not scheduled consecutively for students.

Scope & Sequence:

Unit 1: Informational Skills	**Unit 2: Argument Skills**	**Unit 3: Narrative Skills**	**Unit 4: Informational and Narrative Determined by Student Data**
Unit Focus: Informational Text Narrative texts may be paired with informational texts to deepen context and enhance understanding; however, novels may be too lengthy for the first unit in middle school, as the focus should remain on establishing procedures, routines, and executive functioning skills. Informational/ Expository Writing With a focus on explanatory organizational structure	**Unit Focus:** Informational & Argumentative Texts Narrative texts and novels may be paired with unit topics to deepen context and enhance understanding. Argument Writing	**Unit Focus:** Narrative Texts Pair informational texts with narrative skills to build background knowledge and deepen comprehension. Narrative Writing	**Unit Focus:** Apply narrative and/or informational reading and writing skills in culminating projects
9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Fall i-Ready Diagnostic, foundational skills, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Winter i-Ready Diagnostic, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes post-winter reset, preassessment, reteaching, reassessment, etc.	9 weeks: 7 weeks and 2 week bridge* *Bridge week includes ISAT preparation, preassessment, reteaching, reassessment, etc.

Note: Different colors indicate two semesters

Additional Information:
Adopted Text: *MyPerspectives* 6 (2022) Novels for Instruction: Novels, including those for literature circles, must be listed on the Approved Learning Resource List 6-12. Novels listed on the Curriculum Guide in a specific unit are for use in that unit only. Novels on the Approved Learning Resource List not specifically listed in the curriculum guide may be used at teacher discretion for whole-class study or with literature circles during any unit. Titles are approved by the Board of Trustees for use at a specific grade level; however, teachers can choose titles from lower grades to use as needed for differentiation.

English 6 Literature and Strategies & Writing Composition
Curriculum Guide

Unit 1: Informational Skills	Grade: 6	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Thematic Essential Questions: In what ways do relationships between humans and animals shape identity, responsibility, and survival for both? Identity & Perspective Topic How do interactions with animals influence how humans understand themselves and the world? How might animals experience humans differently depending on context (wild vs. domesticated)? Ethics & Responsibility Topic What responsibilities do humans have toward animals—and how should those responsibilities guide our actions? When, if ever, is it justified for humans to control, train, or use animals? **Connection & Emotion Topic**	**Lit & Strategies Standards to be Reported in PowerSchool** **6.RC.3.I:** Draw several pieces of evidence from grade-level informational texts to support claims and inferences, including quoting and paraphrasing from texts accurately. **6.RC.6a.1:** Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts. **6.RC.6a.2:** Provide a summary of texts distinct from personal opinions. **Writing Composition Standards to be Reported in PowerSchool** **6.W.3:** Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as	**6.RC.3.I: Evidence to Support Claims and Inferences** I am learning to cite evidence to support claims and inferences in informational texts. **6.RC.6a.1: Central Idea** I am learning to explain how central ideas are developed using details from informational texts. **6.RC.6a.2: Objective Summary** I am learning to provide an objective summary of nonfiction texts. **6.W.3: Write Informational Text** I am learning to write informational texts with relevant facts from multiple sources.

What makes a bond between humans and animals meaningful or powerful? How do loyalty, trust, and communication develop between humans and animals? Survival & Power Topic How do humans and animals depend on each other for survival—and how can that relationship become unbalanced? In what ways can human actions help or harm animals and ecosystems? **<u>Guiding Questions:</u>** How do I gather information from a variety of sources? What tools does an author use to add structure and organization in a text? How does breaking things apart (analysis) help me understand the whole? Why is it important to understand the purpose of a text as a writer and a reader?	*explanatory, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. **6.GC.1ab:** **a.** Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). **b.** Recognize that a word performs different functions according to its position in the sentence. **6.GC.1f:** **f.** Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. **6.GC.2.l:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. *In Units 1, 2 and 3, teach and assess the prerequisite skills of punctuation and capitalization necessary to teach and assess punctation of nonrestrictive elements and colons in Unit 4. Skills can be assessed in isolation or within student writing.	**6.GC.1.ab: Parts of Speech** I am learning to identify parts of speech and explain how they work together to create meaning in sentences. **6.GC.1f: Sentence Variety and Clarity** I am learning to learning to expand, combine, and reduce sentences to improve meaning, clarity, and style. **6.GC.2: Capitalization and Punctuation** I am learning to use punctuation and capitalization correctly in writing.

How do I successfully and fully answer a question with evidence and reasoning? How do I organize and structure what I write?		

Supporting Standards

6.RC.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.
e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6.VD.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

6.RS.1: Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

6.RS.2: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

6.W.5: Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.W.6: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

6.VD.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).

6.ODC.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.GC.2:
a. Commas, parentheses, and dashes to set off non-restrictive or parenthetical elements.
b. Colons to separate hours and minutes and to introduce a list.

Essential Vocabulary			

Reading Comprehension
• Attribution Tag
• Central Idea/Main Idea
• Cite
• Claim
• Explicit
• Implied
• Inference
• Key Details
• Literal
• Objective
• Paraphrase
• Quote
• Stated
• Summary
• Text Evidence
	Vocabulary Development
	• Affix
	• Context
	• Derivatives
	• Prefix
	• Root Word
	• Suffix
		Writing
		• Analysis
		• Audience
		• Clarity
		• Compare/Contrast
		• Concluding Statement
		• Concrete Details
		• Conventions
		• Credible
		• Description
		• Develop
		• Edit
		• Elaboration
		• Explanatory
		• Expository
		• Formal Style
		• Graphics (charts, tables)
		• Headings
		• Informational
		• Plagiarism
			Grammar and Conventions
			• Antecedent
			• Colon
			• Comma
			• Complex sentences
			• Compound sentence
			• Conjunction
			• Dashes
			• Non-restrictive Elements
			• Pronoun
			• Pronoun Cases:
			  ○ Subjective
			  ○ Objective
			  ○ Possessive
			  ▪ subjects
			  ▪ direct objects
			  ▪ intensive pronouns
			• Parentheses
			• Parenthetical
			• Simple sentence

		• Plan • Procedural • Proofread • Purpose • Quotations • Relevant Evidence • Revise • Text Features • Thesis • Topic • Transitions	

Recommended Resources

MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.

***MyPerspectives 6* Textbook & Easy Bridge**:

"Close Reading" p. R1-R5
"Literary Terms" p. R43
"Grammar Handbook" p. R54
"Information Example" p. R12
Grammar Center via Easy Bridge/Realize Web App

Suggested Text by Topic from *MyPerspectives*:

"Animal Allies" Unit 2 (see possible essential questions):
Unit 2: "From my Life with the Chimpanzees" by Jane Goodall p.101
Unit 2: "Hachiko: The True Story of a Loyal Dog" by Pamela S. Turner p.119
Unit 2: "A Blessing" by James Wright p. 139
Unit 2: "Predators" by Linda Hogan p.145
Unit 2: "Monkey Master" p. 153
Unit 2: "Black Cowboy, Wild Horses" by Julius Lester p. 163
Unit 2: "The Girls Who Gets Gifts from Birds" Easy Bridge/Realize App
Unit 2: "Pet Therapy: How Animals and Humans Heal Each Other" Easy Bridge/Realize App

Digital Resources:

EasyBridge/Realize App available through RapidIdentity
Gale in Context is a district-provided library database with many leveled texts.

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

6.RC.3.I: “Working the Farms” from Common Lit.
paired with “Memories of a Former Migrant Worker” from Common Lit.

6.RC.6a.1.I “Meet the Coyote Next Door” from Common Lit.

6.RC.6a.2.I “A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions” from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

6.RC.6a.2.I “Refugees and Immigrants” from ReadWorks
paired with “The Mexican Border and Immigration in the 19th and 20th centuries” from ReadWorks
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

English 6 Literature and Strategies Writing Composition Curriculum Guide		
Unit 2: Argument Skills	Grade: 6	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested assessment information.*
<u>Thematic Essential Questions:</u> **Modern Technology Topic** Is our increasing reliance on technology helping or harming our ability to think, connect, and live independently? How do we determine when technology is beneficial versus when it becomes harmful? When does convenience become dependence? **Exploration Topic** Why do humans feel the need to explore, and is it always worth the risk? Should exploration be limited when it poses risks to people, cultures, or the environment? Is the pursuit of discovery more important than preserving what already exists?	**<u>Lit & Strategies Standards to be Reported in PowerSchool</u>** **6.RC.3.A:** Draw several pieces of evidence from grade-level argument texts to support claims and inferences, including quoting and paraphrasing from texts accurately. **6.RC.6d:** Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not. **6.RS.1:** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. **6.VD.1.ab.A:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**6.RC.3.A: Evidence to Support Claims and Inferences** I am learning to cite evidence to support claims and inferences in argument texts. **6.RC.6d: Trace an Argument** I am learning to trace an argument and determine whether claims are supported by evidence and reasons. **6.RS.1: Conduct Research** I am learning to conduct research for a variety of tasks. **6.VD.1.ab.A: Word Parts & Context** I am learning to use context clues, Greek and Latin roots, and affixes to determine the meaning of words.

Guiding Questions: How can I determine if I can trust an author's ideas by analyzing the their argument? How do I craft a valid argument using evidence and reasoning to support my claim? How do I verbally communicate my argument? How do I craft a strong argument using evidence and reasoning to support my claim? How do I use evidence from the text to make my interpretation stronger? How do inferences inform my understanding of the topic and how it develops?	**a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical). **Writing Composition Standards to be Reported in PowerSchool** **6.W.2:** Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented. **6.W.6.A:** With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) **6.GC.1.c-e.A:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **c.** Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves). **d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **e.** Recognize and correct inappropriate shifts in pronoun number and person.	**6.W.2: Argument Writing** I am learning to write arguments with relevant claims, evidence, and reasoning that demonstrate an understanding of the topic. **6.W.6.A: Writing Process** I am learning to apply the writing process to argument writing. **6.GC.1.c-e.A: Pronoun Usage & Clarity** I am learning to use pronouns correctly and consistently in writing and speaking.

	6.GC.2.A: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. *In Units 1, 2 and 3, teach and assess the prerequisite skills of punctuation and capitalization necessary to teach and assess punctation of nonrestrictive elements and colons in Unit 4. Skills can be assessed in isolation or within student writing.	**6.GC.2.A: Capitalization and Punctuation** I am learning to use punctuation and capitalization correctly in writing.
Supporting Standards		
6.RC.2: Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. **6.RC.5:** Use evidence from literature to demonstrate understanding of grade-level texts. **a.** Explain stated or implied themes of texts, including how they are developed using specific details from the texts. **b.** Describe how characters respond or change as the plot moves toward a resolution. **c.** Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. **d.** Explain how authors develop the point of view of the narrator or speaker in texts. **e.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **6.RC.6:** Use evidence from nonfiction works to demonstrate understanding of grade-level texts. **a.** Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. **b.** Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. **c.** Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas. **e.** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **6.VD.3: A**cquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **6.RS.2:** Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	

6.W.5: Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.ODC.1: Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

6.ODC.4: Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

6.ODC.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.GC.1:
a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
b. Recognize that a word performs different functions according to its position in the sentence.
f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

6.GC.2:
a. Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.
b. Colons to separate hours and minutes and to introduce a list.

Essential Vocabulary

Reading Comprehension	**Research**	**Vocabulary Development**	**Writing**	**Grammar and Conventions**

• Inference
• Literal
• Explicit
• Cite
• Text Evidence
• Quote
• Paraphrase
• Claim
	• Credibility
	• Relevance
	• Authority
	• Accuracy
	• Purpose
	• Bias
	• Quote
	• Summary
		• Context
		• Root Word
		• Affix
		• Prefix
		• Suffix
		• Derivatives
			• Claim/Thesis
			• Opposing Claim (counterclaim)
			• Relevant Evidence
			• Reasoning
			• Citation
			• MLA Format
			• Credible Sources
				• Simple
				• Compound
				• Complex Sentences
				• Pronoun
				• Antecedent
				• Pronoun Cases:
				  ○ Subjective
				  ○ Objective

• Attribution Tag	• Paraphrase • Citation • Plagiarism • Standard format (MLA) • Print sources • Digital sources • Data		• Formal Style • Concluding Statement	○ Possessive ▪ Subjects ▪ Direct Objects ▪ Intensive Pronouns • Comma • Non-restrictive Elements ○ Parenthetical ○ Parentheses ○ Dashes ○ Colon

Recommended Resources

MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.

***MyPerspectives* 6 Textbook & Easy Bridge:**

"Research Writing" p. R24-R33
"Performance-Based Assessment: Speaking and Listening" p. 88
"Argument Writing" p.R6
Grammar Center via Easy Bridge/Realize Web App

Suggested Text by Topic from *MyPerspectives:*

"Modern Technology" Unit 3 (see possible essential questions):

"That's Not Progress" p.188
"Feathered Friend" p.195
"Teens and Technology Share a Future" p.207
"The Black Hole of Technology" p.215
"Is our Gain Also Our Loss?" p.249

"Exploration" Unit 5 (see possible essential questions):

"What on Earth is Left to Explore?" p.404
"From a Long Way Home" by Saroo Brierly p. 411
"To the Top of Everest" p.463
"Should Polar Tourism Be Allowed?" on Easy Bridge
"Mars Can Wait. Oceans Can't." on Easy Bridge

Approved Novels:

See Approved Learning Resources List 6-12. Novel selection will vary by building.

Novels Aligned with a "Modern Technology" Unit Topic:

Restart by Gordan Korman
Out of My Mind by Sharon Draper
A Wrinkle in Time by Madeleine L'Engle

Novels Aligned with an "Exploration" Unit Topic:

Treasure Island by Robert Louis Stevenson (Lexile 1070)
Peak by Roland Smith (Lexile 760L)
True Confessions of Charlotte Doyle by Avi (Lexile 740)
Dragonwings by Lawrence Yep (Lexile 870)

Digital Resources:

EasyBridge App available through RapidIdentity
Gale in Context database from school site library page (Contains leveled texts)

6th grade Word Part List

Optional Course-Specific Information
Protected Assessment Texts All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards. 6.RC.3.A “For Teens, A Good Mood Depends on Good Sleep” from Common Lit. 6.RS.1 “Video Game History: Timeline and Facts” from History.com

English 6 Literature and Strategies Writing Composition Curriculum Guide		
Unit 3: Narrative Skills	Grade: 6	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
<u>Thematic Essential Questions:</u> **Challenges & Triumphs Topic** How do challenges shape a person's identity and future? What helps individuals overcome challenges during childhood? In what ways can adversity lead to growth or change? How do people define and measure triumph? **Where Imagination Can Lead Topic** Where can imagination lead? Where can imagination take us—both in our minds and in the real world? How does imagination shape the way we see and understand the world?	**<u>Lit & Strategies Standards to be Reported in PowerSchool</u>** **6.RC.5a:** Explain stated or implied themes of texts, including how they are developed using specific details from the texts. **6.RC.5b:** Describe how characters respond or change as the plot moves toward a resolution **6.RC.5c:** Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. **6.RC.5d:** Explain how authors develop the point of view of the narrator or speaker in texts. **6.VD.2acd:** Determine how words and phrases provide meaning and nuance to grade-level texts. **a.** Interpret figurative language (e.g., personification, idioms) in context.	**6.RC.5a: Theme Development** I am learning to identify themes and explain how they are developed throughout a text. **6.RC.5b: Character Change** I am learning to describe how characters change in a story. **6.RC.5c: Text Structure & Meaning** I am learning to explain why a particular section of text (sentence, scene, chapter, or stanza) is important to the development of the theme, setting, or plot. **6.RC.5d: Point of View** I am learning to explain how narrator's point of view affects how the story is told. **6.VD.2acd: Figurative Language & Word Meaning** I am learning to interpret figurative language, and analyze word choice on the meaning, tone, or mood.

In what ways can imagination lead to discovery, change, or growth? What is the power of imagination in overcoming challenges or limitations?	**c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable). **d.** Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).	
Guiding Questions: What does the author want me to know after reading this story? How do I develop characterization through dialogue, descriptions, and figurative language? How do I write so people will want to read my story? How do real life situations shape a story?	**Writing Composition Standards to be Reported in PowerSchool** **6.W.4:** Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). **6.W.6.N:** With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level grammar and conventions including spelling.) **6.GC.1c-e.**N**:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **c.** Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves). **d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	**6.W.4: Narrative Writing** I am learning to write engaging narratives that follow a plot arc. **6.W.6.N: Writing Process** I am learning to apply the writing process to narrative writing. **6.GC.1c-e.N: Pronoun Usage and Clarity** I am learning to demonstrate my ability to use pronouns in writing.

	e. Recognize and correct inappropriate shifts in pronoun number and person. **6.GC.2.N:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. *In Units 1, 2 and 3, teach and assess the prerequisite skills of punctuation and capitalization necessary to teach and assess punctation of nonrestrictive elements and colons in Unit 4. Skills can be assessed in isolation or within student writing.	**6.GC.2.N: Capitalization and Punctuation** I am learning to use correct punctuation and capitalization in my writing.

Supporting Standards

6.RC.3: Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

6.RC.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.

6.VD.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6.W.5: Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.ODC.1: Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

6.GC.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
a. Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.
b. Colons to separate hours and minutes and to introduce a list.

Essential Vocabulary

Reading Comprehension

- Theme
- Supporting Details
- Implied
- Evidence
- Static/Dynamic Characters
- Flat/Round Characters
- Antagonist
- Protagonist
- Character Traits
- Plot
  - Inciting Incident
  - Exposition
  - Setting Time
  - Setting Place
  - Rising Action
  - Climax
  - Falling Action,
  - Resolution)
- Conflict
  - Character vs. Character

Vocabulary

- Connotative Meaning
- Denotative Meaning
  - Literal vs. Figurative
- Mood
- Tone
- Sensory Language
- Figurative Language
  - Simile
  - Metaphor
  - Personification
  - Hyperbole
  - Alliteration
  - Onomatopoeia
  - Idioms

Writing

- Narrative
- Description
- Direct Characterization
- Indirect Characterization
- First Person
- Third person Omniscient
- Third person Limited
- Dialogue
- Sensory Language
- Sequence of Events
- Context/Point of View
- Narrator
- Setting
- Conflict
- Rising action
- Climax
- Falling action
- Resolution
- Foreshadowing

Grammar and Conventions

- Simple
- Compound
- Complex Sentences
- Pronoun
- Antecedent
- Pronoun Cases:
  - Subjective
  - Objective
  - Possessive
    - Subjects
    - Direct Objects
    - Intensive Pronouns
- Comma
- Non-restrictive Elements
  - Parenthetical
  - Parentheses
  - Dashes
  - Colon

○ Character vs. Nature ○ Character vs. Society ○ Character vs. Self ○ Internal Conflict ○ External Conflict • Characters • Dialogue • Narrator ○ 3rd person ○ 1st person		• Flashback	

Recommended Resources
MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.

***MyPerspectives* 6 Textbook & EasyBridge:** "Grammar Handbook" p. R54 Grammar Center via EasyBridge "Narrative Writing" pp. R18-R23 **Suggested Text by Topic from MyPerspectives:** "Challenges & Triumphs" Unit 1: "from Brown Girl Dreaming" Jacqueline Woodson p. 13 "Declaration of the Rights of the Child" p. 43 "Michaela DePrince: The War Orphan Who Became a Ballerina" by William Kremer p.51 *Bad Boy* (excerpt) by Walter Dean Myers p. 61 "I Was a Skinny Tomboy Kid" by Alma Luz Villanueva p. 69 "The Boy Who Nobody Knew" by Faith Ringgold (digital text from *myPerspectives (see TE p. 82C)* "Raymond's Run" by Toni Cade Bambara (See TE p. 82D)	**Approved Novels:** See Approved Learning Resources List 6-12. Novel selection will vary by building. **Novels Aligned with "Challenges & Triumphs" Unit Topic:** *Code Talker* by Joseph Bruchac (Lexile 910) *Maniac Magee* by Jerry Spinelli (Lexile 820) *The Lightning Thief* by Rick Riordan (Lexile 740) *The Secret Garden* by Ingrid Law (Lexile 970) **Novels Aligned with "Where Imagination Can Lead" Unit Topic:** *Tuck Everlasting* by Natalie Babbit (Lexile 770) *A Wrinkle in Time* by Madeleine L'Engle (Lexile 740) *The Lightning Thief* by Rick Riordan (Lexile 740) **Digital Resources:** *EasyBridge App* available through RapidIdentity

"Where Imagination Can Lead" Unit 4: "The Great Universal Undo" pp. 276-277 *The Phantom Tollbooth,* play by Susan Nanus based book by Norton Juster, pp. 283-338 *Alice's Adventures in Wonderland* Excerpt by Lewis Caroll p. 362 *Jabberwocky* by Lewis Caroll p. 372 "The Importance of Imagination" by Esha Chhabra p.381	*Gale in Context* (Database with texts in varied reading levels)

Optional Course-Specific Information
Protected Assessment Texts All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards. 6.RC.5b "Eleven" from Common Lit. 6.RC.5d "Eleven" from Common Lit. 6.VD.2a,c,and d "A Blessing" from MyPerspectives paired with "Curiosity" Curiosity by Mary Tourtel - Famous poems, famous poets. - All Poetry paired with "The Silent Listener" https://engdic.org/poems-about-horses/

English 6 Literature and Strategies
Writing Composition Curriculum Guide

Unit 4: Informational and Narrative Determined by Student Data	Grade: 6	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
<u>Thematic Essential Questions:</u> **Identity & Self-Discovery Topic** How do experiences shape who we become? How does understanding yourself influence your choices? What does it mean to find your voice? **Challenges & Triumphs of Childhood Topic** How do challenges shape a person's character? What does it take to overcome adversity? How do people grow through difficult experiences? **Survival, Perseverance, Adventure, & Exploration Topic** What drives people to survive in difficult circumstances?	**<u>Lit & Strategies Standards to be Reported in PowerSchool</u>** **6.RC.3.D:** Draw several pieces of evidence from grade-level texts of various genres to support claims and inferences, including quoting and paraphrasing from texts accurately. **6.RC.5e:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **6.VD.1ab.D:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).	**6.RC.3.D: Evidence to Support Claims and Inferences** I am learning to cite evidence to support claims and inferences in informational and literary texts. **6.RC.5e: Compare and Contrast Literary Texts** I am learning to compare and contrast how different literary texts develop similar themes and thematic topics. **6.VD.1ab.D: Word Meaning** I am learning to use context clues, Greek and Latin roots, and affixes to determine the meaning of words. **<u>6th grade Word Part List</u>**

How do individuals respond differently to hardship? What can we discover about ourselves through exploration? Is risk necessary for growth? **Empathy, Perspective, & Human Connection** How does understanding others shape our actions? Why is empathy essential in human relationships? What can we learn from experiences different from our own? **<u>Guiding Questions:</u>** How do I reflect and demonstrate what I learned in sixth grade through an independent project? How have I improved as a reader, writer, speaker, and listener? How can I determine the skills I have not yet mastered?	**<u>Writing Composition Standards to be Reported in PowerSchool</u>** **6.W.5:** Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. **6.GC.2ab.:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **a.** Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements. **b.** Colons to introduce a list. **<u>Speaking Standards</u>** *Reported in either Lit & Strategies or Writing Composition based on the nature of the assignment and its assessment.* **6.ODC.1:** Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. **6.ODC.4:** Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.	**6.W.5: Clear and Coherent Writing** I am learning to produce clear and coherent writing with the organizational structure required by the assigned genre. **6.GC.2ab: Commas, Parentheses, Dashes, and Colons** I am learning to use commas, parentheses, dashes, and colons correctly in writing. **6.ODC.1: Collaborative Discussion (Discourse)** I am learning to participate in collaborative discussions and demonstrate an understanding of others' perspectives. **6.ODC.4: Oral Presentation** I am learning to give an effective oral presentation
Supporting Standards		
6.RC.5: Use evidence from literature to demonstrate understanding of grade-level texts.		

a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts
This is now a supporting standard in unit 4.
b. Describe how characters respond or change as the plot moves toward a resolution.
c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
d. Explain how authors develop the point of view of the narrator or speaker in texts. 5e. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6.RC.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts. Provide a summary of nonfiction/informational or argumentative texts distinct from personal opinions.
b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas. **d.** Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.
e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

6.RS.1: Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

6.RS.2: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

6.W.5: Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

6.W.6: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Essential Vocabulary			
Reading Comprehension • Inference	• Key Details • Objective	• Sensory Language • Figurative Language	• Sequence • Argument

• Literal • Explicit • Cite • Text Evidence • Quote • Paraphrase • Claim • Theme • Supporting Details • Implied • Evidence • Central Idea/Main Idea	• Summary **Vocabulary Development** • Context • Root Word • Affix • Prefix • Suffix • Derivatives • Connotative Meaning • Denotative Meaning ○ Literal vs. Figurative • Mood • Tone	○ Simile ○ Metaphor ○ Personification ○ Hyperbole ○ Alliteration ○ Onomatopoeia ○ Idioms **Communication** • Topic • Central/Main Idea • Theme • Detail	• Claim • Logical Order **Grammar** • Comma • Nonrestrictive Elements • Parenthetical • Parentheses • Dashes • Colon

Recommended Resources

MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.

***MyPerspectives* 6 Textbook & Easy Bridge:**

"Grammar Handbook" p. R54
"Narrative Writing" pp. R18-R23

Digital Resources:

EasyBridge App available through RapidIdentity
Gale in Context (Database with texts in varied reading levels)

6th grade Word Part List

Suggested Text by Topic from *MyPerspectives*:

While comparing literary texts is a priority standard for this unit, teachers should determine unit topics based on student needs. Informational texts should always be paired with literary texts to build background knowledge and strengthen comprehension;

Approved Novels:

Approved Learning Resources List 6-12 Novel selection will vary by building.

Lit Circle Choices Organized by Thematic Topic:

Identity & Self-Discovery

Pair well with Thematic Topics from *MyPerspectives Unit 1: Childhood*

Brown Girl Dreaming by Jacqueline Woodson (Lexile 990)
Out of My Mind by Sharon Draper (Lexile 700)
Restart by Gordon Korman (Lexile 730)
Savvy by Ingrid Law (Lexile 1070)

Challenges & Triumphs of Childhood

Pair will with Thematic Topics from *MyPerspectives Unit 1: Childhood*

Esperanza Rising by Pam Munoz Ryan (Lexile 750)
Maniac Magee by Jerry Spinelli (Lexile 820)

however, when greater emphasis on informational skills is needed, a heavier focus on informational texts is appropriate. Comparing texts across shared themes promotes deeper, transferable thinking. Short stories and informational texts from *MyPerspectives* and CommonLit should be intentionally paired to align with a thematic unit focus determined by the teacher and/or PLC.	*The Cay* Theodore Taylor (Lexile 830) **Survival, Perseverance, Adventure, & Exploration** Pair will with Thematic Topics from *MyPerspectives Unit 5: Exploration* *Touching Spirit Bear* by Ben Mikaealsen (Lexile 730) *Some Kind of Courage* by Dan Gemeinhart (Lexile 760) *The Cay* Theodore Taylor (Lexile 830) *Savvy* by Ingrid Law (Lexile 1070) *Boy of the Painted Cave* by Justin Denzell (Lexile 800) **Empathy, Perspective, & Human Connection** Pair will with Thematic Topics from *MyPerspectives Unit 2: Animal Allies* *Out of My Mind* by Sharon Draper (Lexile 700) *Touching Spirit Bear* by Ben Mikaealsen (Lexile 730) *Maniac Magee* by Jerry Spinelli (Lexile 820) *Esperanza Rising* by Pam Munoz Ryan (Lexile 750)

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

6.RC.3.G “A Slick Little Robot” from Common Lit.
paired with “Drones Put Spying Eyes in the Sky” from Common Lit.

6.RC.6.a1-2.G “Animals and Their Trainers: A Good Team” from Common Lit.

English 7 Literature and Strategies & Writing Composition
Course Overview

Course Description

Students must take English 7: Literature and Strategies concurrently with English 7: Writing Composition.

Literature and Strategies: This course focuses on reading strategies and comprehension skills. Students will read from various genres.

Writing Composition: This course focuses on the writing process, modes of writing, writing traits, and language usage.

Though Literature and Strategies and Writing Composition are separate courses in PowerSchool, they should be treated as a unified 90-minute block to support meaningful connections between reading and writing—even if the classes are not scheduled consecutively for students.

Scope & Sequence

English 7A: Semester 1		**English 7B: Semester 2**	
Unit 1: **Narrative Skills**	**Unit 2:** **Informational Skills**	**Unit 3:** **Argument Skills**	**Unit 4:** **Informational and Narrative Determined by Student Data**
Unit Focus: Narrative Texts Pair informational texts with narrative skills to build background knowledge and deepen comprehension. Narrative Writing	**Unit Focus**: Informational Text Narrative texts and novels may be paired with unit topics to deepen context and enhance understanding. Informational/ Expository Writing With a focus on comparison and classification organizational structures	**Unit Focus:** Informational & Argumentative Texts Narrative texts and novels may be paired with unit topics to deepen context and enhance understanding. Argument Writing	**Unit Focus:** Apply narrative and/or informational reading and writing skills in culminating projects designed in response to class data.
9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Fall i-Ready Diagnostic, foundational skills, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Winter i-Ready Diagnostic, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes post-winter i-Ready Diagnostic, preassessment, reteaching, reassessment, etc.	9 weeks: 7 weeks and 2 week bridge* *Bridge week includes ISAT preparation, preassessment, reteaching, reassessment, etc.

Additional Information:

Adopted Text: *MyPerspectives 7* (2022)

Novels for Instruction: Novels, including those for literature circles, must be listed on the Approved Learning Resource List 6-12.

Novels listed on the Curriculum Guide in a specific unit are for use in that unit only. Novels on the Approved Learning Resource List not specifically listed in the curriculum guide may be used at teacher discretion for whole-class study or with literature circles during any unit. Titles are approved by the Board of Trustees for use at a specific grade level; however, teachers can choose titles from lower grades to use as needed for differentiation.

English 7 Literature and Strategies & Writing Composition Curriculum Guide		
Unit 1: Narrative Skills	Grade: 7	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Thematic Essential Questions: How do identity and belonging shape the choices we make? To what extent are we influenced by the groups we belong to versus our own individuality?	**Lit & Strategies Standards to be Reported in PowerSchool** **7.RC.3.N:** Draw several pieces of evidence from grade-level narrative texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	**7.RC.3.N: Evidence to Support Claims and Inferences** I am learning to select and use evidence from narrative texts to support claims and inferences.
Identity & Internal Conflict Topic How do internal struggles shape who we are? How does confronting truth (about ourselves or our situation) influence identity and growth?	**7.RC.5a.1:** Explain stated or implied themes, analyzing their development over the course of texts. **7.RC.5a.2.N:** Provide objective summaries of literary texts.	**7.RC.5a.1: Theme Development** I am learning to analyze theme development through the text. **7.RC.5a.2: Summarize Narrative Text** I am learning to write an objective summary of narrative texts.
Belonging, Loyalty, & Peer Pressure Topic How does the need to belong influence the choices we make? When does loyalty to others support us, and when can it lead us to make harmful decisions?	**7.VD.1a.N:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**7.VD.1a.N: Context Clues** I am learning to use context clues to determine the meaning of words in grade-level narrative texts.

Individuality & Conformity Topic Is it more important to belong or to be true to yourself? When should individuals challenge the expectations or rules of a group or society? **<u>Guiding Questions</u>** What is the purpose of a narrative? What are the elements of a narrative? How can the real world inform fiction? How does literature communicate relevant themes and ideas? How do writers engage an audience with a narrative? How do the elements of narrative writing develop experiences, events and characters? How can I use powerful language to express ideas precisely and concisely?	**7.VD.1b.N:** Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words *geologist* and *geophysics*). (Consult 7th Grade Master Word Part List for 7th Grade) **Note:** The scope and sequence of which roots and affixes are taught in each unit should be determined at the PLC level. **7.VD.2a:** Determine how words and phrases provide meaning and nuance to texts. **a.** Interpret figurative language in context. **<u>Writing Composition Standards to be Reported in PowerSchool</u>** **7.W.4:** Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing, and a variety of precise words and transitional words and phrases, to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). **7.GC.1a:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **a**. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). **7.GC.2a.N:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	**7.VD.1b.N: Roots & Affixes** I am learning to use Greek and Latin roots and affixes to determine the meaning of words in narrative texts. **7.VD.2a: Figurative Language** I am learning to interpret figurative language and analyze how it adds meaning in narrative texts. **7.W.4: Write Narratives** I am learning to write engaging narratives that develop characters and events using effective narrative techniques and clear plot structure. **7.GC.1a: Parts of Speech** I am learning to identify parts of speech and explain how they work together to create meaning in sentences. **7.GC.2a.N: Non-Restrictive Parenthetical Elements**

	a. Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.	I am learning to use commas and em dashes to clearly set off additional information in my writing.

Supporting Standards

7.RC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.

7.RC.2 Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

7.RC.5 Use evidence from literature to demonstrate understanding of grade-level texts.

b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.

c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.

d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.

e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

7.RC.6a Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.

7.W.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.

7.VD.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

7.ODC.1 Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

Essential Vocabulary			
Reading Comprehension • Textual evidence • Analysis • Stated/Explicitly • Inference/Implied • Paraphrase • Direct quote • In-text citation • Attribution tag • Theme • Topic • Theme Statement • Inference • Summary • Explain • Analyze • Objective	**Writing** • Narrative • Description • Direct characterization • Indirect characterization • First person • Third person omniscient • Third person limited • Sequence of events • Context/point of view • Narrator • Setting • Conflict • Rising action • Climax • Falling action • Resolution • Foreshadowing • Flashback • Audience • Purpose • Plan • Develop • Revise • Edit • Proofread • Conventions	**Vocabulary Development** • Context • Root word • Affix • Prefix • Suffix • Derivatives • Figurative language • Metaphor • Simile • Allusion • Alliteration • Personification • Idiom • Hyperbole • Onomatopoeia • Oxymoron • Euphemism	**Grammar and Conventions** • Parts of Speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection • Subject • Predicate • Parentheses • Dash
Recommended Resources			
MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.			

***MyPerspectives* 7 Textbook & EasyBridge App** Grammar Center via EasyBridge "Narrative Writing" p. R18-R23 "Literary Terms Handbook" p.R44-R56 See "Additional Resources" folder in the Curriculum SharePoint	**Approved Novels:** Approved Learning Resource List 6-12 Novel selection will vary by building. **Narrative Texts**: **Generations** Unit MP, pp. 2-115 (The focus of this unit is narrative texts and writing. Students read a variety of texts, including narratives, memoirs, and poetry.) 7th Grade Master Word Part List

The suggested paired texts for each theme topic below share many overlapping ideas and concepts. Use your professional judgment and available resources to select the texts that best support your unit and build students' schema and understanding of multiple perspectives within each theme.

Text Aligned to "Identity & Internal Conflict" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Short Narrative Text:	From Approved Novels List:
MyPerspectives: • "'Gotcha Day' Isn't a Cause for Celebration" by Sophie Johnson (Unit 1 via EasyBridge Interactive Student Edition) • Autobiography Excerpt from *The Story of My Life* by Helen Keller (Unit 4 via EasyBridge Interactive Student Edition)	CommonLit: • "7th Grade" by Gary Soto	• *A Monster Calls* by Patrick Ness (730 Lexile) • *The House of Scorpion* by Nancy Farmer (740 Lexile) • *The Honest Truth* by Dan Gemeinhart (550 Lexile) • *The Graveyard Book* by Neil Gaiman (820 Lexile)

Text Aligned to "Belonging, Loyalty, & Peer Pressure" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Short Narrative Text:	From Approved Novels List:
MyPerspectives: • "A Simple Act" by Tyler Jackson (Unit 1, p.33) • Autobiography Excerpt from *The Story of My Life* by Helen Keller (Unit 4 via EasyBridge Interactive Student Edition)	CommonLit: • "The Treasure of Lemon Brown" by Walter Dean Myers	• *The Outsiders* by S.E. Hinton (750 Lexile) ○ CommonLit Short Tex Pairings for The Outsiders • *Red Kayak* by Priscilla Cummings (800 Lexile) • *Downriver* by Will Hobb (760 Lexile)

Text Aligned to "Individuality & Conformity" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Short Narrative Text:	From Approved Novels List:
CommonLit:	*MyPerspectives:*	

• "Little Things Are Big" by Jesús Colón • "Herd Behavior" by CommonLit	• "Two Kinds" from *The Joy Luck Club* by Amy Tan (Unit 1, p. 13) • "Mother to Son" by Langston Hughes (Unit 1, p. 96)	• *The Giver* by Lois Lowry (760 Lexile) ○ CommonLit Short Text Pairings for The Giver • *City of Ember* by Jeanne Cuprau (680 Lexile) • *The Last Cuentista* by Donna Barba Higuera (730 Lexile)

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

7.RC.3.N "Popularity" from Common Lit.
paired with "Be the Best of Whatever You Are" from Be the Best of Whatever You Are by Douglas Malloch - Rainy Day Poems

7.RC.5a.1.N "Thank you, M'am" from Common Lit
paired with "Dreams" From: Dreams by Langston Hughes | Poetry Foundation

7.RC.5a.2 "Autumntime" from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.5a.2 "Tansen's Gift" from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

English 7 Literature and Strategies & Writing Composition Curriculum Guide		
Unit 2: Informational Skills	Grade: 7	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
<u>Thematic Essential Questions:</u> **Survival and Human Resilience** How do sudden crises change a person's life, and what determines how they respond? What does it take to survive in extreme conditions? How are survival experiences similar and different across different situations? **Disease & Discovery: How Science Responds to Crisis** How have diseases influenced scientific and medical advancements? What causes diseases to spread, and how can they be controlled? How do scientists respond to medical challenges? How have medical discoveries changed people's lives?	**<u>Lit & Strategies Standards to be Reported in PowerSchool</u>** **7.RC.3.I:** Draw several pieces of evidence from grade-level informational texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. **7.RC.6a.1**: Explain stated or implied central ideas of texts, analyzing their development over the course of the texts. **7.RC.6a.2**: Provide objective summaries of informational texts. **7.VD.1a.I:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**7.RC.3.I: Evidence to Support Claims and Inferences** I am learning to use and cite evidence from informational text to support claims and inferences. **7.RC.6a.1: Central Idea** I am learning to analyze the development of central ideas in informational text. **7.RC.6a.2: Objective Summary** I am learning to provide an objective summary of informational texts. **7.VD.1a.I: Context Clues** I am learning to use context clues to determine the meaning of words in grade-level informational texts.

What can we learn from past diseases to improve future responses? **<u>Guiding Questions:</u>** How is information communicated in a variety of texts? What is the purpose of informational writing? What are the ways informational text is organized? How do I differentiate between relevant and irrelevant information in my writing? How do I use facts to support my idea(s)?	**7.VD.1b.I:** Use common Greek or Latin affixes and roots in informational texts as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words *geologist* and *geophysics*). (Consult 7th Grade Master Word Part List for 7th Grade) **Note:** The scope and sequence of which roots and affixes are taught in each unit should be determined at the PLC level. **<u>Writing Composition Standards to be Reported in PowerSchool</u>** **7.W.3:** Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, **classification**, **comparison**, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. Text Structures for 7th grade are **Compare/Contrast and Classification** **7.GC.1bcd.I:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **b.** Explain the function of phrases and clauses in general and their function in specific sentences. **c.** Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. **d.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **7.GC.2a.I:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **a.** Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.	**7.VD.1b.I: Roots & Affixes** I am learning to use Greek and Latin roots and affixes to determine the meaning of words in informational texts. **7.W.3: Write Informational Texts** I am learning to write informational texts with relevant facts from multiple sources. **7.GC.1bcd.I: Variety of Sentence Types** I am learning to use phrases, clauses, and sentence structures correctly and intentionally to show relationships between ideas and improve clarity in my writing. **7.GC.2a.I: Non-Restrictive Parenthetical Elements** I am learning to use commas and em dashes to clearly set off additional information in my writing.

Supporting Standards
7.RC.2 Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. **7.RS.1** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. **7.W.1** Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. **7.RC.6** Use evidence from nonfiction works to demonstrate understanding of grade-level texts. **b.** Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **c.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas. **d.** Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims. **e.** Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **7.VD.3** Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **7.ODC.1** Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

Essential Vocabulary			
Reading Comprehension: • Textual evidence • Analysis Stated/Explicit • Inference	**Vocabulary Development:** • Context • Root word • Affix • Prefix	**Writing:** • Topic • Thesis • Formal Style • Concrete Details	**Grammar and Conventions** • Phrases • Clauses (dependent and independent), • Simple Sentence

• Imply/Implied • Paraphrase • Direct Quote • In-text Citation • Relevant evidence • Attribution tag • Stated Central Idea • Implied Central Idea • Central Idea • Summary • Analyze • Objective • Opinion • Informational/Nonfiction	• Suffix • Derivatives • Greek and Latin Word Parts (see 7th Grade Master Word Part List)	• Elaboration • Clarity • Credible • Transitions • Graphics (charts, tables) • Headings • Quotations • Relevant evidence • Concluding Statement • Analysis • Compare/Contrast • Classification • Plagiarism • Audience • Purpose • Plan • Develop • Revise • Edit • Proofread • Conventions • Author's Point of View • Inference/Conclusion Drawn	• Compound Sentence (Conjunction and FANBOYS; semicolons taught in HS) • Complex Sentence • Compound-Complex Sentences Misplaced and Dangling Modifiers • Noun • Pronouns • Verbs • Adverb • Adjective • Conjunction • Preposition • Interjection • Coordinate Adjectives • Parentheses • Dash

Recommended Resources	
MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.	
***MyPerspectives* 7 Textbook & EasyBridge App** Grammar Center via EasyBridge "Informational/Explanatory Writing" p. R12-R17 "Literary Terms Handbook" p.R44-R56 "Grammar Handbook" p. R57	**Approved Novel Options May Be Paired to Support Informational Texts:** Novel selection will vary by building. Approved Learning Resources List 6-12 7th Grade Master Word Part List

"Research Writing" p. R24-R33 "Evidence Log" p. R34 See "Additional Resources" folder in the Curriculum SharePoint	

Text Aligned to "Survival & Human Resilience" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Short Narrative Text:	From Approved Novels List:
MyPerspectives: • "How Helen Keller learned to Talk" by Helen Keller and Anne Sullivan p. 513 • "The Dust Bowl" (Unit 5 p. 353 and EasyBridge Interactive Student Edition) • Photo Gallery: "Urban Farming Is Growing a Greener Future" by Hillary Schwei p. 333 • "Profile: Malala Yousafzai" (Unit 3 EasyBridge Interactive Student Edition)	• "The Girl Who Fell from the Sky" (Unit 5 EasyBridge Interactive Student Edition) • "from Facing the Lion: Growing Up Maasai on the African Savanna" (Unit 5 EasyBridge interactive student edition)	• *A Long Walk to Water* by Linda Sue Park (720 Lexile) • *Trapped: How the World Rescued 33 Miners from 2,000 feet below the Chilean Desert* by Marc Aronson (1070 Lexile) • *Rising Water: The Story of the Thai Cave Rescue* by Marc Aronson (1090 Lexile) • *Storm Too Soon: A Remarkable True Survival Story in 80-Foot Seas YA* by Michael Tougias (890 Lexile) • *The River* by Gary Paulson (960 Lexile) • *Brian's Winter* by Gary Paulsen (1140 Lexile) • *Deathwatch* by Robb White (990 Lexile)

Text Aligned to "Disease & Discovery: How Science Responds to Crisis" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Short Narrative Text:	From Approved Novels List:
CommonLit • "Explainer: Animals' Role in Human Disease" by Amanda Leigh Mascarelli • "The Dancing Plague of 1518" by Doug MacGowen • "Molecular Scissors Fix Disease-Causing Flaw in Human Embryos" by Tina Hesman Saey	CommonLit • "Recognition" by Victor Lavalle	• *An American Plague* by Jim Murphy (Lexile 1130) • *Phineas Gage* by John Fleischman (Lexile 1030) • *History Smashers: Plagues and Pandemics* by Kate Messner (Lexile 1110) • *The Double Helix* by Danielle Smith-Llera (Lexile 1060)

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

7.RC.3.**I** "Biometrics: New IDSs That are Uniquely You" from Common Lit.
paired with "High-tech School Monitoring: Safety vs. Privacy" from NewsELA

7.RC.6a.1.**I** "Danger! This Mission to Mars Could Bore You to Death" from MyPerspectives
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.1.**I** "An Overview of the Great Depression" from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.1.**I** "The Lottery" from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.2.**I** "What Do Zoos Do?" from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.2.**I** "Why Paralympic Sprinters Have Trouble with Curves". from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

English 7 Literature and Strategies & Writing Composition
Curriculum Guide

Unit 3: Argument Skills	Grade: 7	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Essential Questions: **Space, Innovation, & The Future of Humanity Topic** Should humans invest in creating new homes beyond earth? Do the benefits of innovation outweigh the risks? What responsibilities do humans have when expanding beyond Earth? What responsibilities come with innovation? **Human Impact on the Environment** To what extent are humans responsible for protecting the environment? Do human actions do more harm than good to the environment? Should human progress ever come at the cost of the environment?	**Lit & Strategies Standards to be Reported in PowerSchool** **7.RC.3.A:** Draw several pieces of evidence from grade-level argument texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. **7.RC.6d:** Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims. **7.RS.1:** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism and providing basic bibliographic information for sources. **7.VD.1a.A:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**7.RC.3.A: Evidence to Support Claims and Inferences** I am learning to use and cite evidence from multiple sources to support claims and inferences. **7.RC.6d: Trace an Argument** I am learning to evaluate whether the evidence used in an argument is relevant and sufficient to support the claim. **7.RS.1: Conduct Research** I am learning to conduct and refine research by generating questions, evaluating sources, and integrating evidence to support and strengthen an argument. **7.VD.1a.A: Context Clues** I am learning to use context clues to determine the meaning of words in

Guiding Questions: What is the purpose of an argument? What are the elements of an argument? Why do I have to support my arguments? How does effective, relevant evidence support an argument? How do I use multiple pieces of evidence/perspectives to shape an argument? How can I use powerful language to express ideas precisely and concisely? How does research help us questions effectively? How do I find, use, and cite information?		grade-level informational and argument texts. **7.VD.1b.A: Roots & Affixes** I am learning to use Greek and Latin roots and affixes to determine the meaning of words in informational and argument texts. **7.W.2: Argument Writing** I am learning to develop a clear and well-supported argument by strengthening claims, evidence, reasoning, and persuasive techniques that demonstrate an understanding of the topic. **7.W.6.A: Writing Process** I am learning to strengthen my writing by planning, revising, and editing to effectively communicate my argument for a specific audience and purpose. **7.GC.1.bcd.A: Variety of Sentence Types** I am learning to analyze and intentionally use phrases, clauses, and
	7.VD.1b.A: Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words *geologist* and *geophysics*). (Consult 7th Grade Master Word Part List for 7th Grade **Note:** The scope and sequence of which roots and affixes are taught in each unit should be determined at the PLC level. **Writing Composition Standards to be Reported in PowerSchool** **7.W.2:** Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented. **7.W.6.A:** With support from adults and peers, develop and strengthen argument writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) **7.GC.1bcd.A:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **b.** Explain the function of phrases and clauses in general and their function in specific sentences.	

	c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers. **d.** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **7.GC.2b.A** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **b.** Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	varied sentence structures to enhance meaning and show precise relationships between ideas. **7.GC.2b.A: Commas to Separate Coordinate Adjectives** I am learning to use commas to separate coordinate adjectives in argument writing.

Supporting Standards

7.RC.2 Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

7.W.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

7.RC.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.
b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.
e. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

7.VD.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

7.ODC.1 Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

Essential Vocabulary			
Reading Comprehension: • Textual evidence • Analysis Stated/Explicit • Inference • Imply/Implied • Paraphrase • Direct Quote • In-text Citation • Relevant evidence • Attribution tag • Stated Central Idea • Implied Central Idea • Central Idea • Summary • Analyze • Objective • Opinion • Informational/Nonfiction	**Vocabulary Development:** • Context • Root word • Affix • Prefix • Suffix • Derivatives • Greek and Latin Word Parts (see 7th Grade Master Word Part List) **Writing:** • Topic • Thesis • Formal Style • Concrete Details • Elaboration • Clarity • Credible • Transitions • Graphics (charts, tables)	• Headings • Quotations • Relevant evidence • Concluding Statement • Analysis • Compare/Contrast • Classification • Plagiarism • Audience • Purpose • Plan • Develop • Revise • Edit • Proofread • Conventions • Author's Point of View Inference/Conclusion Drawn	**Grammar and Conventions** • Phrases • Clauses (dependent and independent), • Simple Sentence • Compound Sentence (Conjunction and FANBOYS; semicolons taught in HS) • Complex Sentence • Compound-Complex Sentences Misplaced and Dangling Modifiers • Coordinate Adjectives • Parentheses • Dash

Recommended Resources	
MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.	
***MyPerspectives* 7 Textbook & EasyBridge App** Grammar Center via EasyBridge "Argument Writing" p. R6-R11 "Literary Terms Handbook" p.R44-R56 "Grammar Handbook" p. R57 "Research Writing" p. R24-R33 "Evidence Log" p. R34	**Approved Novel Options:** Approved Learning Resources List 6-12 Novel selection will vary by building. See "Additional Resources" folder in the Curriculum SharePoint 7th Grade Master Word Part List

<table>
<tr><td colspan="3">Text Aligned to “Space, Innovation, & the Future of Humanity” Theme Topic
See suggested essential questions that align with this topic.</td></tr>
<tr><td><u>Paired Informational Text:</u>
Select texts from MyPerspectives Unit 2 “A Starry Home”
CommonLit:
“Ronald Reagan on the Challenger Disaster” by Ronald Reagan
Other texts located in “Additional Resources” Folder via Curriculum SharePoint:
“Opinion: The Case Against Mars Colonization” by Zahaan Bharmal
“Exoplanet K21-8b Has “Most Promising Yet” Signs of Life” by Live Science
“Everyone Not on Board When it Comes to New Technology” by Calestous Juma</td><td><u>Paired Short Narrative Text:</u>
Select texts from MyPerspectives Unit 2 “A Starry Home”</td><td><u>Novels from Approved List:</u>
Hidden Figures YA by Margot Lee Shetterly (1350 Lexile)
The Double Helix by Danielle Smith-Llera (1060 Lexile)
The Enigma Girls by Candace Fleming (870 Lexile)
The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity by Elizabeth Rusch (Lexile 950)</td></tr>
<tr><td colspan="3">Text Aligned to “Human Impact on the Environment” Theme Topic
See suggested essential questions that align with this topic.
Note: Climate change may be a sensitive topic for some populations, but it provides strong opportunities for cross-curricular connections with science. Teachers may also choose to focus on other human impact topics, such as pollution, overpopulation, honey bees, or deforestation.</td></tr>
<tr><td><u>Paired Informational Text:</u>
Select texts from MyPerspectives Unit 4 “People and the Planet”
CommonLit:
“NOAA’s Big Miricle Worker” by NOAA
“Smog, Smog, Go Away . . . Don’t Come Back Another Day” by Xyza: News for Kids
Other texts located in “Additional Resources” folder via Curriculum SharePoint:
“The Time and Work to Take Apart Gadgets for Recycling Isn’t Worth It, Some Say” by The Washington Post</td><td><u>Paired Short Narrative Text:</u>
Select texts from MyPerspectives Unit 4 “People and the Planet”</td><td><u>Novels from Approved List:</u>
Out of the Dust by Karen Hesse (Lexile 830)
The Call of the Wild by Jack London (Lexile 1170)
A Long Walk to Water by Linda Sue Park (Lexile 720)</td></tr>
</table>

• "Turn on the Taps! Bottled Water Industry Bad for the Earth" by Brahma Chellaney • "Luxury Toilet Paper Destroys Forests" by The Guardian • "Greta Thunberg's UN Speech" PBS NewsHour • National Geographic articles on human impact on Earth		

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

7.RC.3.A "WatchOut: Cell Phones Can Be Addictive" from Common Lit.
paired with "Driven to Distraction" from Common Lit
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.3.A "Stephen Curry said Davidson Changed His Life. He Changed Davidson" from NY Times
paired with "How Michael Jordan Became Great: 'Nobody Will Ever Work as Hard as I Work'" from CNBC
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.3.A "Michael Jordan: A Profile in Failure" from Common Lit
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.1.A "Issue Overview: Are Social Networking Sites Good for Society? from Pro/Con
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.1.A "The Story of Victor d'Aveyron, The Wild Child" from MyPerspectives
paired with "Famous Children from History" from Famous Wild Children from History | HISTORY
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.1.A "The Face of Immortality" from Common Lit.

paired with “This Tiny Animal is Apocalypse-Proof” from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.2.A “The Quake that Shook Up Geology”
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.2.A “Danger! This Mission to Mars Could Bore You to Death” from MyPerspectives
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RC.6a.2.A “Rosie the Riveter” from Common Lit.
Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

7.RS.1 “Future of Space Exploration Could See Humans on Mars, Alien Planets” from *MyPerpectives*

English 7 Literature and Strategies & Writing Composition
Curriculum Guide

Unit 4: Informational and Narrative Determined by Student Data	Grade: 7	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Essential Questions: **Injustice, Society, & Human Rights** How do systems of power impact individuals and communities? How can both fiction and firsthand accounts expose injustice? What makes a story of injustice powerful or persuasive? How do authors help readers connect emotionally to real historical issues? What is gained or lost when history is told through fiction vs. firsthand accounts? How does perspective shape our understanding of historical events? What makes someone resilient?	**Lit & Strategies Standards to be Reported in PowerSchool** **7.RC.5e:** Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history. **7.VD.1b.D:** Use common Greek or Latin affixes and roots across genres as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words *geologist* and *geophysics*). (Consult 7th Grade Master Word Part List for 7th Grade) **Note:** The scope and sequence of which roots and affixes are taught in each unit should be determined at the PLC level. **7.VD.2d:** Determine how words and phrases provide meaning and nuance to texts. **d.** Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.	**7.RC.5e: History in Fiction** I am learning to analyze how authors portray and alter historical events, people, or settings in fictional and informational texts. **7.VD.1b.D: Roots & Affixes** I am learning to use Greek and Latin roots and affixes to determine the meaning of words in informational and narrative texts. **7.VD.2d: Word Choice Impact** I am learning to analyze the impact of words on meaning, tone, or mood.

What we can learn from people who lived through hardship **Guiding Questions:** How does the way a story is told shape our understanding of history? What is the difference between learning history and experiencing it through stories? How have my reading and writing skills improved? What are the differences between genres? How does an author choose genre based on audience and purpose? How do I use evidence from multiple sources to support the main idea of my presentation? Why is presentation an important part of real life? What are the characteristics of a good presentation?	**Writing Composition Standards to be Reported in PowerSchool** **7.W.5:** Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. **7.W.6.D:** With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) **7.GC.1e:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **e.** Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. **7.GC.2b.D** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **b.** Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	**7.W.5: Clear and Coherent Writing** I am learning to develop clear and coherent writing by organizing ideas, using precise language, and connecting ideas to support a purpose. **7.W.6.D: Writing Process** I am learning to develop and strengthen my writing by planning, revising, and editing to clearly communicate ideas for a specific purpose and audience. **7.GC.1e: Sentence Variety and Revision** I am learning to revise and adjust sentences during the writing process to improve meaning, clarity, and style for the reader. **7.GC.2b.D: Commas to Separate Coordinate Adjectives** I am learning to intentionally use coordinate adjectives and commas to enhance description, meaning, and style in informational and/or narrative writing.

	<u>Speaking Standards</u> *Reported in either Lit & Strategies or Writing Composition based on the nature of the assignment and its assessment.*	
	7.ODC.1: Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	**7.ODC.1: Collaborative Discussion (Discourse)** I am learning to engage in collaborative discussions by contributing, questioning, and responding to others to build and refine understanding.
	7.ODC.4: Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.	**7.ODC.4: Oral Presentation** I am learning to orally present ideas clearly and coherently by organizing information, using evidence, and speaking effectively to an audience.
Supporting Standards		
7.RC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band. **7.RC.2** Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. **7.RC.5b** Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. **7.RC.5c** Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. **7.RC.5d** Explain how authors develop and contrast the point of view of different characters or narrators in texts.		

7.RC.5e Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

7.W.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

7.VD.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

7.ODC.1 Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

7.GC.1a Identify the eight basic parts of speech (*noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection*).

Essential Vocabulary

Reading Comprehension
- Textual evidence
- Analysis
- Stated/Explicitly
- Inference/Implied
- Paraphrase
- Direct quote
- In-text citation
- Attribution tag
- Theme
- Topic
- Theme Statement
- Explain

Vocabulary Development
- Context
- Root work
- Affix
- Prefix
- Suffix
- Derivatives
- Inference
- Connotation
- Denotation
- Analogy
- Technical language
- Diction
- Symbol/symbolism
- Repetition
- Mood
- Tone

Writing
- Audience
- Purpose
- Plan
- Develop
- Revise
- Edit
- Proofread
- Conventions

Oral and Digital Communication
- Pronunciation
- Audience
- eye contact
- volume

Grammar and Conventions
- Phrases
- Causes (dependent and independent)
- Simple
- Compound Sentence (Conjunction and FANBOYS; semicolons taught in HS)
- Complex Sentence
- Compound-Complex Sentence
- Misplaced and Dangling Modifiers
- Coordinate Adjectives
- Phrase
- Parentheses
- Dash

Recommended Resources	
MyPerspectives is the adopted textbook/anthology for grades 6-11. Physical copies are available in all buildings, and access to additional digital resources can be found through **Easy Bridge/Realize** in Web Apps. See the ELA Approved Learning Resource Guidance document for further guidance.	
***MyPerspectives* 7 Textbook & EasyBridge App** Grammar Center via EasyBridge "Informational/Explanatory Writing" p. R12-R17 "Narrative writing" p. R18-R23 "Literary Terms Handbook" p.R44-R56 "Grammar Handbook" p. R57 7th Grade Master Word Part List	**Approved Novel Options:** Approved Learning Resources List 6-12 Novel selection will vary by building. See "Additional Resources" folder in the Curriculum SharePoint **Lit. Circles & Student Discourse Time Period & Era** All texts connect to the theme of Injustice, Society, and Human Rights, while representing a range of historical time periods. See essential questions. Lit circles, discourse, and Socratic seminars provide opportunities for students to compare events and perspectives across texts and time periods.

Text Aligned to "Injustice, Society, & Human Rights" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Texts:	Paired Short Narrative Texts:	Novels from Approved List by Time Period/Era:
1960s American Youth Culture • "Countercultures of the 1960s" (in Additional Resources folder on Curriculum SharePoint)	1960s American Youth Culture • *Westside Story* (1961), directed by Robert Wise and Jerome Robbins (PG) • "On the Sidewalk Bleeding" by Evan Hunter	1960s American Youth Culture • *The Outsiders* by S.E. Hinton (Lexile 750)
Racial Injustice/ Jim Crow Era (1930s – 1960s) CommonLit: • "Plessy v. Ferguson" by Jessica McBirney • "Before Rosa Parks, There Was Claudette Colvin" by Margot Adler	Racial Injustice/ Jim Crow Era (1930s – 1960s) • "Freedom Summer" by J. Patrick Lewis	Racial Injustice/ Jim Crow Era (1930s – 1960s) • *Roll of Thunder, Hear My Cry* by Mildred Taylor (920 Lexile) CommonLit Short Text Pairings for Roll Of Thunder, Hear My Cry • *Sounder* by William Armstrong (900 Lexile)
Revolutionary War • 1776: The Loyalists' Perspective Website by Law and Liberty	Revolutionary War • *Paul Revere's Ride* by Henry Wadsworth Longfellow	Revolutionary War • *My Brother Sam is Dead* by James and Chris Collier (770 Lexile)
World War II & The Holocaust	World War II & The Holocaust	World War II & The Holocaust

• United States Holocaust Memorial Museum	• Testimonials from United States Holocaust Memorial Museum	• *No Promises in the Wind* by Irene Hunt (930 Lexile) • *Boy in the Striped Pajamas* by John Boyne (1080 Lexile) Note: Jewish organizations do not recommend *The Boy in the Striped Pajamas* as in introduction to the Holocaust. It should be used as a tool for comparison against a more accurate portrayal of the events during WWII. CommonLit Short Text Pairings for The Boy in the Striped Pajamas • *Yonder* by Ali Standish (730 Lexile) • *The Boys in the Boat* by Daniel James Brown (1000 Lexile) • *The Endless Steppe* by Esther Hautzig (940 Lexile) • *Farewell to Manzanar* (Japanese American internment memoir) by Jeanne Houston (1040 Lexile)
Global Crisis & Human Resilience • "How Stalin Starved Millions in the Ukrainian Famine" by History.com (in Additional Resources folder on Curriculum SharePoint) • "German Students Built Escape Route, Connected East to West" by The Smithsonian Institution (in Additional Resources folder on Curriculum SharePoint)	Global Crisis & Human Resilience	Global Crisis & Human Resilience • *The Lost Year* (Holodomor – forced famine under Stalin) by Katherine Marsh (710 Lexile) • *A Night Divided* (Berlin Wall – Cold War division and restriction) by Jennifer Nielsen (810 Lexile) • *A Long Walk to Water* by Linda Sue Park (Lexile 720)
Optional Course-Specific Information		
Protected Assessment Texts		

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

7.RC.3.G “All Summer in a Day” from Common Lit.

7.RC.5a.1 and 7.RC.3 “Fish Cheeks” from Common Lit.

7.RC.5a.2 “The Fox and The Horse” from Common Lit.

7.RC.6a.1 “The Lottery” from Common Lit.

English 8
Course Overview

Course Description

English 8 integrates the skills identified for 8th grade by district and state standards. Four concept-based units are covered. See the West Ada School District website for detailed descriptions. Instruction focuses on reading strategies, comprehension skills, the writing process, modes of writing, writing traits, and language usage. Students will read from various genres.

Scope & Sequence:

Unit 1: Narrative Skills	Unit 2: Informational and Research Skills	Unit 3: Argument Skills	Unit 4: Literary Analysis
Analyze Narrative Texts (Short and Extended) Apply narrative analysis skills to both short and longer texts, integrating informational texts to build background knowledge and deepen comprehension. **Write Narrative Text, Including Personal Narrative**	**Analyze Informational Texts** Apply skills for analyzing informational texts, while incorporating narrative texts and novels to deepen context and enhance understanding of unit topics. **Write Informational/ Expository** Develop writing with a focus on clear organization, including problem/solution and cause/effect structures.	**Analyze Argumentative & Informational Texts** Apply skills for analyzing informational and argumentative texts, while incorporating narrative texts and novels to deepen context and enhance understanding of unit topics. **Write Argumentative Texts** Develop clear, well-supported arguments using logical reasoning and relevant evidence.	**Analyze Literature** Apply literary analysis through student discourse and integrated reading and writing tasks. **Write Narrative Text**
9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Fall i-Ready Diagnostic, foundational skills, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes Winter i-Ready Diagnostic, preassessment, reteaching, reassessment, etc.	9 weeks: 8 weeks and 1 week bridge* *Bridge week includes post-winter i-Ready Diagnostic, preassessment, reteaching, reassessment, etc.	9 weeks: 7 weeks and 2 week bridge* *Bridge week includes ISAT preparation, preassessment, reteaching, reassessment, etc.

Note: Different colors indicate two semesters

Additional Information:

Adopted Text: *MyPerspectives 8* (2022)

Novels for Instruction: Novels, including those for literature circles, must be listed on the Approved Learning Resource List 6-12.

Novels listed on the Curriculum Guide in a specific unit are for use in that unit only. Novels on the Approved Learning Resource List not specifically listed in the curriculum guide may be used at teacher discretion for whole-class study or with literature circles during any unit. Titles are approved by the Board of Trustees for use at a specific grade level; however, teachers can choose titles from lower grades to use as needed for differentiation.

English 8
Curriculum Guide

Unit 1: Narrative	Grade: 8	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Essential Questions: What milestones shape the path to growing up—and how do they impact identity? How do challenges and adversity shape a person's identity? How do key moments in a text build meaning and reveal changes in identity? How do different perspectives influence how people experience and respond to challenges? **Foundations Guiding Questions:** In what ways is English Language Arts important to your success? In what ways does being a proficient reader, writer, and language learner help me be a successful learner? What do good readers do?	**8.RC.3.N:** Draw several pieces of evidence from grade-level narrative texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. **8.RC.5a:** Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. **8.VD.1ab.N**: **Math Roots** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Use common math related Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter).	**8.RC.3.N: Cite Evidence to Support What is Said & Implied** I am learning to analyze narrative texts by citing evidence to support explicit and implied ideas. **8.RC.5a: Theme Development** I am learning to analyze how stated and implied themes develop and how literary elements and devices contribute to meaning. **8.VD.1ab.N: Words in Context & Math Roots** I am learning to determine word meaning by analyzing context clues and Greek and Latin math roots.

Why write? What do good writers do? What does it take to communicate clearly? What does proficiency look like? **Narrative Guiding Questions:** In what ways can reading narrative texts help improve our writing? How can narratives act as a mirror, window, or door?	**8.VD.2acd:** Determine how words and phrases provide meaning and nuance to texts **a.** Interpret figurative language (e.g., verbal irony, puns, analogies, and allusion) in context. **c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off) and analyze the word choice on meaning and tone. **d.** Analyze the impact of specific word choices on meaning and tone, including analogies or allusions. **8.W.4.N:** Write fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). **8.GC.1ab:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **a.** Recognize and correct inappropriate shifts in verb voice and mood. **b.** Form and use verbs in the indicative, imperative, interrogative, and conditional mood.	**8.VD2acd: Language and Meaning** I am learning to analyze how word choice and figurative language shape meaning, tone, and interpretation in a text. **8.W.4.N: Write Narratives** I am learning to develop engaging narratives by using purposeful techniques to build characters, develop conflict, and create a clear sequence of events. **8.GC.1ab: Sentence Types and Voice** I am learning to use different sentence types and voice to make my writing clear.
Supporting Standards		

8.RC.5: Use evidence from literature to demonstrate understanding of grade-level texts.

b. Analyze how characters are revealed through particular lines of dialogue or events in literary texts.

c. Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.

d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.

8.RC.6a: Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas. Provide objective summaries of texts.

8.W.2: Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.

8.W.3: Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented

8.GC.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.

c. Form and use verbs in the active and passive voice to achieve particular effects.

d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences

8.W.6.A: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

8.GC.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

a. Use commas, ellipses, and dashes when writing and reading aloud to indicate a pause, break, or omission.

8.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

8.ODC.1: Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

Essential Vocabulary

Reading Comprehension	**Vocabulary Development**	**Writing**

• Textual Evidence
• Analysis
• Explicitly
• Inference
• Cite
• Attribution
• Theme
• Analyze
• Supporting Ideas
• Topic
	• Inference
	• Connotative
	• Denotative
	• Technical Meanings
	• Tone
	• Figurative Language
	  ○ Similes
	  ○ Metaphors
	  ○ Personification
	  ○ Onomatopoeia
	  ○ Hyperbole
	  ○ Puns
	  ○ Analogies
	  ○ Verbal Irony
	  ○ Allusions
		• Audience
		• Purpose
		• Plan
		• Develop
		• Revise
		• Edit
		• Proofread
		• Conventions
		• Addressed
		• Significant
		• New Approach

Recommended Resources	
***MyPerspectives* 8 Textbook & EasyBridge App** Grammar Center via EasyBridge "Grammar Handbook" p.R56 Resources: "Close Reading" p. R1-R5 "Close Reading" p.R66 (Index of skills) "Narrative Writing Exemplars" p.R18-R22 See "Additional Resources" folder in the Curriculum SharePoint	Availability of novels varies in each building. Approved Learning Resource List 6-12 Word Cells (Consult the Word List for 8th Grade Word Cells) Word Cells are divided by content area and affixes. Word Cell List and documents can be found here.

Text Aligned to "Identity Shaped by Adversity" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text:	Paired Narrative Text:	From Approved Novels List:
Pair informational texts with literature to build background knowledge and deepen understanding of the culture, context, and ideas explored. Teachers should choose these texts to align with the literature they select.	• Select texts from *MyPerspectives* Unit 1 "Rites of Passage" • Excerpt from Chapter 1 of *Born a Crime* by Trevor Noah—aligns with the "Unlikely Hero"	• *Inside Out and Back Again* by Thanha Lai (Lexile 800) • *Before We Were Free* by Julia Alvarez (Lexile 890)

	Narrative Writing Lesson Sequence in Curriculum SharePoint. • "Names/ Nombres" by Julia Alvarez	• *House on Mango Street* by Sandra Cisneros (Lexile 870) • *Refugee* by Alan Gratz (Lexile 800)

Narrative Writing
See Narrative Writing Lesson Sequences in the "Resources" Folder of the Curriculum SharePoint. Narrative writing is also aligned to the theme topic.

Optional Course-Specific Information

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

8.RC.3 "Apollo and Hyacinth" from Common Lit. 8.RC.3 and 8.RC.5a The Third Wish from Common Lit.	8.RC.5a "The Donkey, The Fox, and The Lion" from Common Lit. paired with "Butterfly" from Common Lit. 8.VD.2 "Apollo and Hyacinth" from Common Lit.

English 8
Curriculum Guide

Unit 2: Informational and Research Skills	Grade: 8	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
<u>Essential Questions:</u> **Remembering History: Perspective and Responsibility Theme Topic** How do different perspectives shape our understanding of history? What responsibility do individuals and societies have to remember and share the past? How do personal stories deepen our understanding of historical events? In what ways did the Jewish people maintain their humanity throughout the Holocaust? **Human Intelligence Theme Topic** What does it mean to be intelligent? How is intelligence measured—and is it always accurate? In what ways can intelligence be developed or demonstrated?	**8.RC.3.I:** Draw several pieces of evidence from grade-level informational texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. **8.RC.6a.1:** Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas. **8.RS.1:** Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. **8.VD.1ab.I History Roots:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.	**8.RC.3.I: Cite Evidence to Support What is Said and Implied** I am learning to analyze informational texts by citing evidence to support explicit and implied ideas. **8.RC.6a.1: Central Ideas** I am learning to analyze how central ideas develop across grade-level informational text using evidence. **8.RS.1: Research Process** I am learning to conduct research by developing questions, evaluating sources, and integrating information to share findings. **8.VD.1ab.I: Word Meaning in Context and History Roots**

How do different types of intelligence shape success and identity? How do innovation and resourcefulness lead to change? What role does access to resources play in solving problems? **<u>Guiding Questions:</u>** How can I research responsibly? What do good researchers do? What makes a source reliable? In what ways is it important to find credible and unbiased sources when researching various topics to use in supporting my own ideas? How do you support a position with sufficient evidence? In what ways can I avoid plagiarism?	**a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b.** Use common history related Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter). **8.W.3:** Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. **8.W.6.I:** With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **8.GC.1c:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **c.** Form and use verbs in the active and passive voice to achieve particular effects. **8.GC.2a.I:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **a.** Use commas, ellipses, and dashes when writing and reading aloud to indicate a pause, break, or omission.	I am learning to determine word meaning by analyzing context clues and Greek and Latin history roots. **8.W.3: Write Informational Texts** I am learning to write informational texts that develop ideas using evidence from multiple sources. **8.W.6.I: Writing Process** I am learning to use the writing process to strengthen my informational writing. **8.GC.1c: Active and Passive Voice** I am learning to use active and passive voice effectively in my writing and speaking. **8.GC.2a.I: Commas, Dashes, and Ellipses**

		I am learning to use punctuation to create meaning and clarify ideas in informational writing.

Supporting Standards

8.RC.6

a.2 Provide objective summaries of texts.
b: Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
d: Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.
e: Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.W.6: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

8.VD.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

8.RS.2: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.

8GC.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.
a. Recognize and correct inappropriate shifts in verb voice and mood.
b. Form and use verbs in the indicative, imperative, interrogative, and conditional mood
d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences

8.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

8.ODC.1: Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the

current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

Essential Vocabulary				

Reading Comprehension
• Textual evidence
• Analysis
• Explicitly
• Inference
• Cite
• Attribution
• Central Idea
• Analyze
• Objective
• Summary/Summarize
• Supporting Details
• Topic
	Vocabulary Development
	• Context
	• Root Word
	• Affix
	• Derivatives
		Writing
		• Topic
		• Thesis
		• Formal Style
		• Concrete Details
		• Clarity
		• Transitions
		• Graphics (charts, tables)
		• Headings
		• Quotations
		• Relevant Evidence
		• Concluding Statement
		• Analysis
		• Problem/Solution
		• Cause/Effect
			Research Strand
			• Credibility
			• Relevance
			• Authority
			• Accuracy
			• Purpose
			• Bias
			• Quote
			• Summary
			• Paraphrase
			• Citation
			• Plagiarism
			• Standard Format (MLA)
			• Print Sources
			• Digital Sources
			• Data
				Grammar and Conventions
				• Active Verbs
				• Passive Verbs
				• Verb Tenses
				  ○ Indicative
				  ○ Imperative
				  ○ Interrogative
				  ○ Conditional
				• Shifts in Verb Tense
				• Voice
				• Mood
				• Capitalization
				• Punctuation
				  ○ Comma
				  ○ Ellipsis
				  ○ Dash

Recommended Resources	
***MyPerspectives* 8 Textbook & EasyBridge App** Grammar Center via EasyBridge "Grammar Handbook" p.R56 Resources: "Close Reading" p. R1-R5 "Close Reading" p.R66 (Index of skills) "Narrative Writing Exemplars" p.R18-R22 See "Additional Resources" folder in the Curriculum SharePoint	**Approved Novels:** Approved Learning Resource List 6-12 Novel selection will vary by building. **Digital Resources:** *EasyBridge App* available through West Ada Web Apps *Gale in Context* Database Word Cells are divided by content area and affixes. Word Cell List and documents can be found here.

<table>
<tr><td colspan="3">Text Aligned to “Remembering History: Perspective and Responsibility” Theme Topic
See suggested essential questions that align with this topic.</td></tr>
<tr><td colspan="3">This unit should include substantial informational reading to build background knowledge and deepen understanding of the events. Informational texts may include testimonials and firsthand accounts to help students analyze multiple perspectives. To provide a more purposeful and less heavy focus, consider framing the unit around the question: How did Jewish individuals maintain their humanity throughout the Holocaust?</td></tr>
<tr><td>Informational Text:
MyPerspectives Unit 2
• “The Holocaust” p. 98
• “Frank Family and World War II Timeline” p. 195
• “Acceptance Speech for the Nobel Peace Prize” p. 223
• “Irena Sendler: Rescuer of the Children of Warsaw” Easy Bridge/Realize App
• “Saving the Children” Easy Bridge/Realize App
• “Quiet Resistance” Easy Bridge/Realize App
CommonLit
• “Courage in Denmark: Resistance to the Nazis in WWII” by The Unites States Holocaust Memorial Museum
• “Who Was Anne Frank?” by The United States Holocaust Memorial Museum</td><td>Paired Narrative Non-fiction Text:
MyPerspectives Unit 2
• The Diary of Anne Frank (Drama) by Goodrich and Hackett p. 100
• “Maus” p. 231
• “I’ll Go Fetch Her Tomorrow” Easy Bridge/Realize App
United States Holocaust Memorial Museum
• Survivor Reflections and Testimonials</td><td>Novels from Approved List:
• The Book Thief by Marcus Zusak (Lexile 730)
• The Children of Willesden Lane by Mona Golabek (Lexile 920)
• The Girl in the Green Sweater by Krystina Chiger (Lexile 1010)</td></tr>
<tr><td colspan="3">Text Aligned to “Human Intelligence” Theme Topic
See suggested essential questions that align with this topic.</td></tr>
<tr><td>Paired Informational Text:
• Select texts from MyPerspectives Unit 4 “Human Intelligence”
• Paired texts from CommonLit</td><td>Paired Narrative Text:
• Select texts from MyPerspectives Unit 4 “Human Intelligence
CommonLit
• To a Mouse by Robert Burns</td><td>Novels from Approved List:
• The Running Dream by Wenedelin VanDraanen (Lexile 650)
• The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer (Lexile 960)</td></tr>
</table>

		• *The Boy Who Harnessed the Wind YA* by William Kamkwamba and Bryan Mealer (Lexile 860) • *When You Reach Me* by Rebecca Stead (Lexile 750)

Optional Course-Specific Information	
Protected Assessment Texts All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.	
8.RS.1 and 8.W.3 "Courage in Denmark" from Common Lit. 8.RC.6a.1 "Fear Prompts Teens to Act Impulsively" from Common Lit. paired with "Teenagers Who Don't Get Enough Sleep at Higher Risk for Mental Health Problems" from Mind and Brain Alternate assessments for this priority standard are available on the Curriculum SharePoint site.	8.RC.3 "Irena Sendler" from Chabad.org 8.RC.6a.1 "A Meme is Not Just A Meme" from Common Lit. paired with "The Impact of Memes on Popular Culture" from SLA Media Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

English 8
Curriculum Guide

Unit 3: Argument Skills	Grade: 8	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for suggested success criteria.*
Essential Questions: **"What Matters?" Theme Topic** What matters most in a just society—and who decides? What responsibility do individuals have to challenge injustice? When should individual rights be limited for the good of others? What should people be willing to sacrifice for what matters? When is it worth taking a stand? **"Invention" Theme Topic** Do the benefits of new inventions outweigh their consequences? Are great inventions driven more by inspiration, effort, or necessity—and at what cost?	**8.RC.3.A:** Draw several pieces of evidence from grade-level argument texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. **8.RC.6d:** Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced. **8.RC.6a.2** Provide objective summaries of texts. **8.VD.1ab.A Affixes:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. **a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**8.RC.3.A: Cite Evidence to Support What is Said and Implied** I am learning to analyze argument texts by citing evidence to support explicit and implied ideas. **8.RC.6d: Trace an Argument** I am learning to analyze how the relevance and credibility of evidence, as well as the reasoning used, impact the strength and effectiveness of an argument. **8.RC.6a.2: Objective Summary** I am learning to write objective summaries of informational and argument texts. **8.VD.1ab.A Word Meaning in Context and Affixes** I am learning to determine word meaning by analyzing context clues and Greek and Latin affixes.

How do innovation and invention shape society—for better and for worse? **<u>Guiding Questions:</u>** How can arguments affect change? In what ways can supporting my claim with strong evidence strengthen my argument? How do we evaluate an argument? What is the importance of having valid and reliable information? What makes an engaging and memorable presentation? What is the impact of word choice and correct grammatical structure?	**b.** Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter). **8.W.2:** Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented. **8.W.6.A:** With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) **8.GC.1d.A:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **d.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**8.W.2: Write Argumentative Texts** I am learning to develop a thoughtful, well-supported argument by strengthening claims, reasoning, evidence, and rebuttals to effectively advance my position. **8.W.6.A: Writing Process** I am learning to use the writing process to strengthen my argument writing. **8.GC.1d.A: Function of Verbals** I am learning to identify and explain how verbals function in sentences.
Supporting Standards		
8.RC.6 **a.1:** Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas. (Divided into two scales) **b:** Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **e:** Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		

8.VD.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

8.RS.2: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

8GC.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.

- **a.** Recognize and correct inappropriate shifts in verb voice and mood.
- **b.** Form and use verbs in the indicative, imperative, interrogative, and conditional mood
- **c.** Form and use verbs in the active and passive voice to achieve particular effects.

8.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes.

Essential Vocabulary		
Reading Comprehension • Textual Evidence • Analysis • Explicitly • Inference • Cite • Attribution • Central Idea • Analyze • Objective • Summary/Summarize • Supporting Details • Topic • Context • Root Word • Affix Derivatives	**Writing** • Claim • Thesis • Opposing Claim (counterclaim) • Rebuttal • Relevant Evidence • Reasoning • Citation • Credible Sources • Formal Style • Concluding Statement • Audience • Purpose • Plan • Develop • Revise • Edit • Proofread • Conventions	**Vocabulary Development** • Context • Root Word • Affix • Derivatives

	• Addressed • Significant • New Approach	

Recommended Resources	
***MyPerspectives* 8 Textbook & EasyBridge App** Grammar Center via EasyBridge "Grammar Handbook" p.R56 Resources: "Close Reading" p. R1 "Close Reading" p.R66 (Index of skills) "Argument Writing Exemplars" p.R6 See "Additional Resources" folder in the Curriculum SharePoint	**Approved Novels:** Approved Learning Resource List 6-12 Novel selection will vary by building. **Digital Resources:** *EasyBridge App* available through West Ada Web Apps *Gale in Context* Database Word Cells are divided by content area and affixes. Word Cell List and documents can be found here.

Text Aligned to "What Matters" Theme Topic See suggested essential questions that align with this topic.		
Paired Informational Text: • Select texts from *MyPerspectives* Unit 3 "What Matters?" (includes opinion pieces for tracing an argument) • "2005 Stanford Commencement Address" by Steve Jobs • "We Shall Fight on the Beaches" by Winston Churchill • "The Danger of a Single Story" by Chimamanda Ngozi Adichie	Paired Narrative Text: • Select texts from *MyPerspectives* Unit 3 "What Matters?"	Novels from Approved List: • *Nothing But the Truth* by Avi (Lexile NP) • *Strong Inside: The True Story of how Perry Wallace Broke College Basketball's Color Line* by Andrew Maraniss (Lexile 1170)

Text Aligned to "Invention" Theme Topic See suggested essential questions that align with this topic.		
Paired Informational Text: • Select texts from *MyPerspectives* Unit 5 "Invention?" (includes opinion pieces for tracing an argument)	Paired Narrative Text: • Select texts from *MyPerspectives* Unit 5 "Invention"	Novels from Approved List: • *Bomb: The Race to Build--and Steal--the World's Most Dangerous Weapon* by Steve Sheinkin (Lexile 920)

• "2005 Stanford Commencement Address" by Steve Jobs • "Experts Debate: Will Computers Edge People out of Entire Careers?" By David Kestenbaum • "Fear of Change" by Henry Ford		• *The Last Book in the Universe* by Rodman Philbrick (Lexile 740) • *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer (Lexile 960)
	Optional Course-Specific Information	

Protected Assessment Texts

All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.

8.RC.6a.2 "A Meme is Not Just A Meme" from Common Lit. paired with "The Impact of Memes on Popular Culture" from SLA Media Alternate assessments for this priority standard are available on the Curriculum SharePoint site. 8.RC.3 "Recess for Everyone" from Common Lit. paired with "Middle School Adds Recess for 7th and 8th Graders" from Common Lit. Alternate assessments for this priority standard are available on the Curriculum SharePoint site.	8.RC.6a.2 "Fear Prompts Teens to Act Impulsively" from Common Lit. paired with "Teenagers Who Don't Get Enough Sleep at Higher Risk for Mental Health Problems" from Mind and Brain Alternate assessments for this priority standard are available on the Curriculum SharePoint site. 8.RC.6a.2 "Recess for Everyone" from Common Lit. paired with Recess! Oh Recess! Recess! Oh, Recess! by Darren Sardelli | Poetry Foundation Alternate assessments for this priority standard are available on the Curriculum SharePoint site.

English 8
Curriculum Guide

Unit 4: Literary Analysis	Grade: 8	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
<u>Essential Questions:</u> **"Moving Forward: Identity, Change, and Growth" Theme Topic** How do experiences shape who we become as we move into new stages of life?	**8.RC.5c:** Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.	**8.RC.5c: Text Structure and Plot Development** I am learning to analyze how events in a text connect ideas, build meaning, and move the plot forward.
How can the experiences of characters help us navigate our own transitions? How do people hold onto who they are while adapting to new environments?	**8.VD.1b Science Roots:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. **b**. Use common science related Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter).	**8.VD.1b: Science Roots** I am learning to determine word meaning by analyzing Greek and Latin science roots.
How do individuals decide what kind of person they want to be? What can we learn from others' experiences as we prepare for our own future?	**8.W.4.LA:** Write personal narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).	**8.W.4.LA: Write Narrative Text** I am learning to write a narrative that builds meaning, connects ideas, and develops the plot using purposeful events and details.
<u>Guiding Questions:</u> In what ways do learning from another author's experience contribute to our writing of our own	**8.GC.1d.LA:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **d.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**8.GC.1d.LA: Function of Verbals** I am learning to identify and explain how verbals function in sentences.

experiences and understanding of literature and its elements? In what ways do the creative and literary choices a writer makes impact the overall effect of a narrative? How is language and conventions utilized to develop a story? How can I use narrative elements to create a story?	**8.GC.2a.LA:** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **a.** Use commas, ellipses, and dashes when writing and reading aloud to indicate a pause, break, or omission. **8.ODC.1:** Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. **8.ODC.4.** Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.	**8.GC.2a.LA: Commas, Dashes, and Ellipses** I am learning to use commas, dashes, and ellipses to clarify meaning in narrative writing. **8.ODC.1: Collaborative Discussion** I am learning to discuss texts by sharing interpretations, connecting ideas, and using evidence to support or reconsider my thinking. **8.ODC.4: Oral Presentation** I am learning to present my analysis of a text or topic by organizing my ideas, using relevant evidence, and communicating clearly.
Supporting Standards		
8.RC.3: Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. **8.RC.5:** Use evidence from literature to demonstrate understanding of grade-level texts. **a:** Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. **b.** Analyze how characters are revealed through particular lines of dialogue or events in literary texts. **d.** Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor. **e.** Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.		

8.VD.2: Determine how words and phrases provide meaning and nuance to texts

a. Interpret figurative language (e.g., verbal irony, puns, analogies, and allusion) in context.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off) and analyze the word choice on meaning and tone.

8.W.6: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

8.GC.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.

a. Recognize and correct inappropriate shifts in verb voice and mood.

b. Form and use verbs in the indicative, imperative, interrogative, and conditional mood

c. Form and use verbs in the active and passive voice to achieve particular effects.

8.GC.3: Spell derivatives correctly by applying knowledge of bases and affixes

Essential Vocabulary			

Reading Comprehension
• Theme
• Analyze
• Supporting Ideas
• Topic
• Text Structure
	Vocabulary Development
	• Context
	• Root Word
	• Affix
	• Derivatives
	• Inference
	• Connotative
	• Denotative
	• Technical Meanings
	• Tone
	• Figurative Language
	  ○ Similes
	  ○ Metaphors
	  ○ Personification
	  ○ Onomatopoeia
		Writing
		• Narrative
		• Sensory Language
		• Imagery
		• Direct Characterization
		• Indirect Characterization
		• First Person
		• Third Person Omniscient
		• Third Person Limited
		• Sequence of Events
		• Context
		• Point of View
		• Narrator
		• Setting
		• Conflict
			Oral/Digital Communication
			• Eye Contact
			• Volume
			• Poise
			• Audience
			• Pronunciation
			• Inflection

	○ Hyperbole ○ Puns ○ Analogies ○ Verbal irony ○ Allusions	• Rising Action • Climax • Falling Action • Resolution	

Recommended Resources	
***MyPerspectives* 8 Textbook & EasyBridge App** Grammar Center via EasyBridge "Grammar Handbook" p.R56 Resources: "Close Reading" p. R1 "Close Reading" p.R66 (Index of skills) "Argument Writing Exemplars" p.R6 See "Additional Resources" folder in the Curriculum SharePoint	**Approved Novels:** Approved Learning Resource List 6-12 Novel selection will vary by building. **Digital Resources:** *EasyBridge App* available through West Ada Web Apps *Gale in Context* Database Word Cells are divided by content area and affixes. Word Cell List and documents can be found here.

Text Aligned to "Moving Forward: Identity, Change, and Growth" Theme Topic

See suggested essential questions that align with this topic.

Paired Informational Text to build background knowledge and schema:	Paired Narrative Text:	Novels from Approved List:
• *Inside Out and Back Again* – pair text on Vietnamese refugees and families who must flee ○ "'Chasing Memories' In Their Refugee Camp 40 Years After Fleeing Vietnam" by Hansi Lo Wang • *The House on Mango Street* – pair text on economic hardship and The American Dream ○ "America and I" by Anzia Yezierska • *The Boy Who Harnessed the Wind* – pair text on electricity and resources ○ "Energy Story" by California Energy Commission	• Short narrative text on similar themes should be paired for whole group discussion and instruction on 8.RC.5c. • "Recognition" by Victor Lavalle • "Remember" by Joy Harjo	• *Inside Out and Back Again* by Thanna Lai (Lexile 800) • *The House on Mango Street* by Sandra Cisneros (Lexile 870) • *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer (Lexile 960) • *Refugee* by Alan Gratz (Lexile 800) • *The Running Dream* Wenedelin VanDraanen (Lexile 650) • *Shabanu* by Suzanne Staples (Lexile 970) • *I, Juan de Pareja* by Elizabeth Borton de Treviño (Lexile 1100)

• *Refugee* – pair text on Refugees, Syrian Refugees, & Cuban Migration to the U.S.
  ○ "Cold War Rivals: Cuba and the United States" by Mike Kubic (Lower Lexile using Magic School AI)
  ○ "Where the World's Refugees Are" by Malaka Gharib
• *The Running Dream* – pair text on prosthetics, Paralympics, etc.
  ○ "Why Paralympic Sprinters Have Trouble with Curves" by Helen Thompson
• *Shabanu* – pair text on Pakistan Culture
  ○ "Suffering in Silence: Solidarity for Women's Rights in Pakistan" by Hamna Khan
• *I, Juan de Pareja* – pair text on slavery in Spain and Diego Velázquez
  ○ "Diego Velázquez" by National Gallery of Art		

Optional Course-Specific Information
Protected Assessment Texts All assessments should be completed with cold texts. A cold text is one students have not interacted with in class. If you choose to use the district created assessment for the listed priority standards, do not read the texts with your students prior to administering the assessment. If you want to use the protected texts in class before the assessment, your PLC will need to create a different assessment for the priority standards.
Assessments will be developed during the 2026-27 school year.

Theatre 6 Curriculum Guide		
Unit: Unit 1 Play in Ensemble	Grade: 6	Time: 3-5 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What behavior best supports this performance?	6.TH.3.2 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	**Learning Intention**: I am learning to show responsibility and respect by following classroom expectations and theatre etiquette. **Success Criteria:** I can… • Participate and be prepared with the materials, energy, and focus for the activity. • follow directions, stay on task, and treat others respectfully.

Essential Vocabulary
Ensemble, choice, active listening, risk

Recommended Resources
ASSESSMENT: Activity Participation Rubric Theatre and/or improv games, getting to know you games (e.g. Partner Podcast), Yes/And philosophy, etc.

Theatre 6 Curriculum Guide

Unit: Unit 2 What is Theatre?	Grade: 6	Time: 4-6 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*

Why does theatre need many different people and jobs?	4-5.TH.5.1 Explain how drama connects oneself to a community or culture.	**Learning Intention**: I am learning about the community and culture of theatre (i.e. jobs, conventions, stage basics, etc.)
		
		Success Criteria: I can…
		• identify and describe common theatre jobs and explain how they contribute to a production.
		• recognize and use basic theatre conventions, vocabulary, and stage directions correctly.
		• describe what I see and hear in a drama performance or activity.
		  • support my opinions with specific evidence from the performance.
		  • give respectful, helpful feedback that explains *why* something was effective or could improve.

Essential Vocabulary		
Suspension of disbelief, conventions, stage directions, theatre hierarchy/jobs		
Recommended Resources		
ASSESSMENT: Presentation, test, written review or reflection with sentence stems as an option and vocabulary box Age-appropriate recordings of musicals or plays (not movies), such as: Newsies, The Little Mermaid, White Christmas, Lion King, Anastasia		

Theatre 6 Curriculum Guide		
Unit 3 Story & Character	Grade: 6	Time: 2-4 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do my choices affect the story? How do we work together to create a scene?	2-3.TH.1.1 Create roles, imagined worlds, and improvised stories	**Learning Intention**: I am learning to create roles, imagined worlds, and improvised stories using clear choices and collaboration. **Success Criteria:** I can… • make choices about a character's thoughts, feelings, and actions. • help build an imagined world by adding details about setting, relationships, or situations. • contribute ideas, and listen and respond to others' ideas.
Essential Vocabulary		
Improvisation, pantomime		
Recommended Resources		
ASSESSMENT: Rubric for performance, write a response to classmates' performance *The Viewpoints Book*, Anne Bogart and Tina Landau, Rules of Improv/Intro to Improv PPT, Improv Olympics PPT, open scenes, Pantomime, Rasa Boxes		

Unit 4 Performing	Grade: 6	Time: 2-4 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I use theatre skills and resilience to perform confidently, even when I feel nervous?	2-3.TH.3.1 Share drama work with peers.	**Learning intention:** I am learning to perform in front of others. **Success criteria:** I can… • Implement stage basics, conventions, and character choices in a performance • Use GRIT and resilience to perform despite natural feelings of anxiety • Apply direction/feedback from rehearsal to performance
What choices help the audience understand my character?	6.TH.1.1 Explore a scripted or improvised character through imagination.	**Learning Intention:** I am learning to use my imagination to act. **Success Criteria:** I can… • use my imagination or outside sources to make choices about how a character might move, speak, or react. • try different ideas to show a character, even if they don't work the first time. Use my body and voice intentionally to show imagined characters and/or stories
Recommended Resources		
ASSESSMENT: Rehearsal to Performance reflection (growth journal), rubric for performance Age-appropriate plays, scenes, student-devised works, adaptations, etc.		

Theatre 6 Curriculum Guide

Unit 5 Design Basics	Grade: 6	Time: 2-4 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What information from the script, time period, or style should influence my design choices?	7.TH.5.1 Explore multiple perspectives and ideas in a theatre work	**Learning intention:** I am learning to explore and/or create various designs for a theatre work. **Success Criteria:** I can…

What ideas or inspirations can I research to help shape my designs?		• research information (script details, time period, setting, style, outside inspiration, director's vision, personal inspiration, etc.) to inform my design ideas. • create design options (sketches, models, mood boards, puppet, plans) for a theatre work.
Essential Vocabulary		
Essential vocabulary related to design area **Set**: elevation, ground plan, model, etc. **Costume:** Rendering, proportion, site Props**:** Sketches, materials		
Recommended Resources		
ASSESSMENT: Rubric for design (general/various) with an artist's statement Elements of art & principals of design		

Career Discovery 8 Unit #3 Curriculum Guide

Unit: Future Planning	Grade: 8	Time: 28-30 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Future planning provides a framework for achieving long-term career and financial goals. *How do I turn personal interest into a plan? What can I do now to reach my goals? How do I move forward? Why is it important to have a plan? Do I need to go to college?* How can social media impact future job & career opportunities? **Understanding personal academic strengths, personal interests and abilities is key to creating an effective plan for high school.** What is the difference between core and electives courses? How do these relate to achieving career goals? What is a Career Technical Student Organization (CTSO)? *What course offerings and student organizations are available that can benefit me for the future?* How can a person take control of their future?	**FS.3.1A**: Having identified a career interest and major, research institutions offering the major according to personal preferences.	• Create a plan for future high school and post-secondary career interests and goals.

Supporting Standards

FS.1.4: Identify Skills (What Am I good at?)
FS.1: Identify personality
FS.1.2: Identify interests
FS.1.3: Identify values
FS.1.4.A: Critical thinking and problem solving
FS.1.C.(1-5): Information Security
FS.2.1C: Use results of self-evaluation to identify related career clusters and occupations.
FS.2.1B: Research helpful high school courses and experiences
FS.3.1.C: Utilize goal setting process to develop short term and long term personal, education and career goals.
FS.3.2.A-D: Understand high school offerings (What can I do in high school to reach my goals?)

Essential Vocabulary

Academic Vocabulary: Create, gather, organize, analyze, goals
Content Vocabulary: interview, resume, Career Technical Education (CTE), Career Technical Student Organization (CTSO), extracurricular, grade point average (GPA) , letter of recommendation, references, tradeoffs, trade schools, vocational, postsecondary, certifications, major, minor, college degrees

Updated: April 2026
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(Associate's, Bachelor's, Master's, Doctorate) concurrent credit, interview etiquette, professionalism, hard skills, work readiness skills (soft skills), Digital Citizenship (access, law, security, health, netiquette, commerce, rights and responsibilities, communication, and literacy) copyright, common use, 5 year planner, long term goals, short term goals, work ethic, critical thinking & problem solving, teamwork, listening & speaking, continuous learning & adaptability, self-direction & initiative

Recommended Resources

Standards Used:
Idaho Career First Steps Standards
Online Resources:

- Word/Canva Resume templates.
- https://www.westada.org/o/wasd/page/career-technical-education (Pathway Documents)
- High School course description
- Nextsteps.idaho.gov/resume

Additional Course-Specific Information

Concepts: CTSO options (BPA Business Professionals of America, FCCLA Family Career Community Leaders of America, FFA Future Farmers of America, HOSA Future Health Professionals, SkillsUSA , TSA Technology Student Association

Reality Town Simulation Lessons: Day 1 (Your Pay Stub), Day 2 (Housing & Transportation), and Day 3-4 (Making Purchases)

Renaissance High School Honors English 9 A and B Course Overview				
Course Description				
This course integrates the skills and concepts identified for 9th grade based on the Idaho Content Standards. Students will focus on college and career readiness by integrating reading, writing, speaking and listening skills based around narrative, informational, argumentative, and research-based texts. ***This is an approved NCAA course.*** This course meets the needs of high-achieving students performing considerably beyond grade level in English. Although the units of study share the same conceptual focus as English 9 A & B, the course challenges the student's ability to reason, synthesize, research, speak and write. In addition, students engage in advanced reading, writing as analysis and as assessment, and presentation of research. This course is designed specifically to prepare students for the rigors of the International Baccalaureate (IB) and the Associate of Arts (AA) Program offered at Renaissance High School.				
Scope & Sequence:				
Unit 0: Foundations **Unit Focus:** Literary Reading and Writing Preparation **Performance Task:** Produce a short literary response using academic language and literary vocabulary	**Unit 1: How do authors use the art of storytelling to provoke reflective thinking?** **Unit Focus:** Literary/narrative reading and writing **Performance Task:** Produce an epilogue	**Unit 2: How do fictional texts reflect the real world?** **Unit Focus:** Connections between fictional worlds and the real world **Performance Tasks:** Socratic Seminar based on literary and informational texts	**Unit 3: How can words inspire us to take action?** **Unit Focus:** Rhetorical choices of readers and writers **Performance Tasks:** Argumentative Analysis	**Unit 4: How do authors and directors explore themes in performance-based literature?** **Unit Focus:** Writers' & directors' choices in dramatic presentation **Performance Task:** Socratic Seminar based on dramatic texts
Semester 1: first 4 weeks	Semester 1, second 5 weeks	Semester 1, last 9 Weeks	Semester 2, first 9 Weeks	Semester 2, last 9 Weeks
Additional Information:				
Adopted Text: *MyPerspectives 9.* Savvas, 2022. Novels for Instruction: Novels, including those for literature circles, must be listed on the Approved Learning Resource List 6-12. Novels listed on the Curriculum Guide in a specific unit are for use in that unit only. Novels on the Approved Learning Resource List not specifically listed in the curriculum guide may be used at teacher discretion for whole-class study or with literature circles during any unit. Titles are approved by the Board of Trustees for use at a specific grade level; however, teachers can choose titles from lower grades to use as needed for differentiation. Review the terms synonym and antonym as well as the concept of shades of meaning if needed as this is assessed on the i-Ready benchmark.				

Renaissance High School Honors English 9 Curriculum Guide		
Unit 0: What is the language of literary reading and writing?	Grade: 9	Time: 4 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What are the habits of good readers? What strategies do good readers use when reading a literary text? How do good readers use patterns to make meaning in a text? What strategies do good writers use to ensure they communicate clearly?	**9.RHS.ODC.4** Report orally on a topic on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task. **9.VD.1b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible). **9.VD.2b.** Interpret figurative language in context and analyze its role in texts. **9.RHS.VD.3** Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **9.GC.1e** Avoid run-on sentences, comma splices, and sentence fragments.	**9.RHS.ODC.4:** I am learning to give an effective oral presentation. **9.VD.1b:** I am learning to use a word correctly when the part of speech is changed. **9.VD.2b:** I am learning to interpret and analyze figurative language in text. **9.RHS.VD.3:** I am learning to acquire and accurately use academic and content-specific vocabulary. **9.GC.1e:** I am learning to identify and correct run-on sentences, comma splices, and sentence fragments in my own writing.

	9.GC.2a-c Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **a**. Use a semicolon (or appropriate conjunctive adverb) to link two or more closely related independent clauses. **b**. Use a colon to introduce a list or quotation. **c**. Observe hyphenation conventions.	**9.GC.2 a-c:** I am learning to I am learning to use semicolons, colons, and hyphens correctly to clarify relationships between ideas and create meaning in my writing. **I can:** • Correctly use semicolons to link two or more closely related independent clauses in writing. • Correctly use colons to introduce a list or quotation in writing. • Correctly use hyphens in writing.

Supporting Standards

9.RC.5b Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

9.ODC.1 Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

9.VD.2c Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering).

9.GC.1h Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.

9.GC.3 Spell correctly, consulting reference materials to check as needed.

Essential Vocabulary

Academic Vocabulary: inference/infer, analyze, interpret, connotation, denotation, inference, elaboration, commentary, audience, coherence

Content (Literary) Vocabulary: evidence, claims, cite/citation, direct quote, paraphrase, motif (thematic idea/topic/pattern), theme (theme statement), specific details, point of view, narrator, plot, setting, conflict, exposition, rising action, climax, falling action, resolution/denouement, Arc of a story, figurative language: symbolism, syntax, diction, tone, clause, phrase, semicolon, colon, hyphenation, root word, annotation

Recommended Resources
Rules of the Game by Amy Tan, p. 63 in *MyPerspectives 9* **Poetry from *MyPerspectives 9* Units 1 and 5:** "Courage" by Anne Sexton, p. 670
Optional Course-Specific Information
Burst Mode: This unit is designed to affirm student knowledge based on proficiency in the 8th grade ISAT upon enrollment to Renaissance and situate them to be successful honors level students. To that end, assessment of many of the VD and GC standards will occur in "burst mode", with review of concepts followed by assessment. These standards will continue as supporting standards throughout the year. **Performance Task:** • The performance task for this unit is writing a reader response to *Rules of the Game* by Amy Tan, p. 63 in *MyPerspectives 9.* • There is no expectation that building PLCs use every text listed in "Recommended Resources". PLCs may curate a smaller list of suggested texts based on what PLCs know about their students. **Common Evidence Assignments** • Personal literacy project presentation • Responses to comprehension questions using literary and academic language • District common assessments for VD and GC standards.

Renaissance High School Honors English 9 Curriculum Guide		
Unit 1: How do authors use the art of storytelling to provoke reflective thinking?	Grade: 9	Time: 5 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What intentional choices do authors use to convey thematic ideas? How do writers use narrative conventions to craft a story? How do good readers use patterns to discover thematic ideas in a text?	**9.RC.3** Draw ample evidence from grade-level narrative texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. **9.RC.5a** Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. **9.W.2.U1** Write literary arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s) and create an organization that establishes clear relationships among claim(s), reasons, and evidence. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence. **9.W.4** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**9.RC.3:** I am learning to cite evidence to support ideas in literature. **9.RC.5a:** I am learning to analyze the development of a theme throughout a text. **9.W.2.U1:** I am learning to write literary arguments with precise claims and language, to demonstrate an understanding of how literary elements develop meaning in a story. **9.W.4:** I am learning to write narratives that follow a plot structure to create a coherent whole.
Supporting Standards		

9.RC.3 Draw ample evidence from grade-level narrative texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

9.RC.5c Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.

9.RC.5b Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

9.W.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

9.ODC.1 Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

9.VD.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

VD.2b Interpret figurative language in context and analyze its role in texts.

9.VD.2c Analyze nuances in the meaning of words with similar denotations (e.g., aggressive, assertive, forceful, domineering).

9.RHS.VD.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

9.GC.1e Avoid run-on sentences, comma splices, and sentence fragments.

9.GC.1h Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.

9.GC.3 Spell correctly, consulting reference materials to check as needed.

Essential Vocabulary

Academic Vocabulary: inference/infer, analyze, interpret, literary analysis, interpretation, assertion, commentary, transition

Content Vocabulary: textual evidence, claims, cite/citation, direct quote, paraphrase, motif (thematic idea/topic/pattern), theme (theme statement), specific details, point of view, narrator, plot, setting, conflict, exposition, rising action, climax, falling action, resolution/denouement, arc of a story, figurative language, symbolism, dialogue, pacing, description, reflection, foreshadowing, personification, extended metaphor, analogy, irony, symbolism, allusion, imagery, characterization, narrative structure, literary argument

Recommended Resources

Short Stories from *MyPerspectives 9* Units 1 and 5:
"The Most Dangerous Game" by Richard Connell (online through *EasyBridge* app)

Short Stories from *The Bedford Introduction to Literature*
"The Cask of Amontillado" by Edgar Allan Poe p. 579

Novella:
The Little Prince by Antoine de Saint-Exupéry *(from* Approved Learning Resources Document)

Optional Course-Specific Information

Performance Task:

- The performance tasks for this unit are writing an epilogue or other narrative writing agreed to among the PLC members and writing a literary analysis of a short story.
- There is no expectation that building PLC's use every text listed in "Recommended Resources". PLC's may curate a list of suggested texts based on what PLC's know about their students.
- Students have written narratives before in several grade levels. Engage students in narrative writing for unique situations such as story hour, podcasts, nonlinear narratives, children's stories, etc. in preparation for epilogue narrative.

Renaissance High School Honors English 9 Curriculum Guide		
Unit 2: How do fictional texts reflect the real world?	Grade: 9	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How does knowledge of real-world context further the reader's understanding of the relationship between the fictional world and the real world? How do writers use archetypal and stereotypical characters to develop and further themes? How can readers use problems in a fictional world to better understand problems in the real world? How can themes and topics from literature guide research?	**10.RC.3** Draw ample evidence from grade-level informational texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. **9.RC.6a** Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop. **9.RS.1** Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety of authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. **10.ODC.1** Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.	**10.RC.3:** I am learning to cite text evidence that supports claims and inferences in informational texts. **9.RC.6a:** I am learning to analyze central ideas over the course of texts. **9.RS.1:** I am learning to conduct research and share my findings orally or in writing. **10.ODC.1:** I am learning to engage in collaborative discussions by preparing with evidence, asking and responding to meaningful questions, building on others' ideas, and respectfully considering multiple perspectives. **I can:**

		• Prepare for a discussion by reading a text or researching ideas and creating open-ended questions to help guide the discussion. • Refer to relevant evidence in a discussion. • Move the discussion forward by asking questions and responding to questions. • Adhere to discussion norms including clarifying, verifying, or challenging ideas and/or questions connected to topic; actively listen while respectfully acknowledging multiple viewpoints.
	9.VD.1a Use context as a clue to the meaning of a word or phrase.	**9.VD.1a:** I am learning to use context clues to determine the meaning of unfamiliar words and phrases in a text.
	9.W.3 Write informational texts that introduce the topic clearly by providing needed context, presenting well defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.	**9.W.3:** I am learning to write an informative text with well-defined theses and significant relevant facts from multiple authoritative sources appropriate to the audience's knowledge.
	9.W.6.U2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**9.RHS.W.6.U2:** I am learning to strengthen my literary analysis writing through planning, revising, editing, and rewriting to

		effectively communicate ideas for a specific purpose and audience.

Supporting Standards
9.RC.6d Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. **9.RC.5e** Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text. **9.RS.2** Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) **9.VD.1a** Use context as a clue to the meaning of a word or phrase. **9.VD.1b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible). **9.ODC.6** Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source. **9.GC.1** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **9.GC.2** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **9.GC.3** Spell correctly, consulting reference materials to check as needed. **9.GC.1e** Avoid run-on sentences, comma splices, and sentence fragments. **9.GC.1h** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
Essential Vocabulary
Academic Vocabulary: academic databases, Boolean operators, advanced search, plagiarism, central idea, specific (key) detail, summary/summarize, analyze, inference, citation, primary sources, social commentary, synthesis, corroboration, credibility, bias, implication

Content Vocabulary: research question, sub-inquiry, credible, reliable, paraphrase, direct quote, plagiarism, and MLA format/style, evidence, claims, thesis/theses, cite/citation, attribution, tag line, task, purpose, audience, transitions, style, and tone, context, context clues, historical allusions, character types (archetypes, stereotypes), contextualization, discourse

Recommended Resources

Informational/Non-fiction Text
School Library Databases
Document-Based Inquiry Collection from The Cold War

- History Blueprint (publisher)
- Declassified CIA Documentation: ex. Operatives Working in South America with Redacted Names
- Resignation Speech of President Jacobo Arbenz 27 June 1954
- Note from Nixon's Policy on Chile, National Security Council Meeting 1970
- President Eisenhower's Special Messages to Congress circa 1957
- Selected Writings of Ho Chi Minh 1920-1969
- *The Cold War* from Detroit: Omnigraphics 2006, pg. 183-185
- *The Global Cold War* from Cambridge University Press 2005, pg. 136-143
- "Old Files, A New Story of U.S. Role in Angolan War" *New York Times* 2002
- "Eisenhower's Farewell Address" 1961

Novel:
Ender's Game by Orson Scott Card

Optional Course-Specific Information

Performance Task:

- The performance task (culmination of learning) for this unit is a **Socratic Seminar** discussing the author's treatment of themes incorporating historical evidence.
- One of the main goals of this unit is to build resiliency in research, analysis, and writing skills.

Practice Assignments May Include:

- Write literary responses to self-generated questions using evidence (e.g. Reader Response).
- TEARS paragraphs referencing DBI
- Short-answer response (group and individual)

- Discerning Meaning from Context (9.VD.1a): Use excerpts from the second half of Chapter 14 of *Ender's Game* pg. 278-296

Common Assessments:

- Informative Research Papers:
    - Set of 3 one-page papers working from broad to specific
    - Students need to work through the academic research process, gathering information, citing sources, and creating a Works Cited page. The presentation of research can take many forms: Traditional research paper, informational article, short documentary, podcast, infographic, etc.

Renaissance High School Honors English 9 Curriculum Guide		
Unit 3: How Can Words Inspire Us to Take Action?	Grade: 9	Time: 9 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can an author relate to and inspire their readers to action or change in nonfiction? What is the language of protest? What choices do researchers make to present their research most effectively? What do effective readers note and notice when reading to better understand cultures and perspectives beyond the U.S.? How do authors choose what information and to include in nonfiction writing so that it is focused and relevant to the reader?	**10.RHS.RC.6c** Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging. **10.RS.1** Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety of authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. **9-10.RHS.W.5** Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.	**11.RHS.RC.6c:** I am learning to analyze how authors structure nonfiction texts to develop ideas and evaluate whether arguments are supported by valid reasoning and relevant evidence. **10.RS.1:** I am learning to conduct research and share my findings orally or in writing. **9-10.RHS.W.5:** I am learning to produce clear and coherent writing with a structure that attends to the writing genre.

	10.RHS.W.2 Write an argument that supports a claim and distinguish that claim from alternate or opposing claims with relevant evidence and clear reasoning; anticipates the audience's knowledge level of the claim/topic; and provide a concluding section that articulates the significance of the argument presented.	**10.RHS.W.2:** I am learning to write arguments with precise claims and language, to demonstrate an understanding of the topic.
	9.W.6.U3 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience.	**9.W.6.U3:** I am learning to strengthen my writing by applying the writing process.
	9.GC.1b Use parallel structure.	**9.GC.1b:** I am learning to apply parallel structure to my writing.

Supporting Standards

9.RC.3 Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

9.RC.5e Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.

RC.6a Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

9.RC.6b Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.

9.GC.1e Avoid run-on sentences, comma splices, and sentence fragments.

9.GC.2a-c Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

- **a.** Use a semicolon (or appropriate conjunctive adverb) to link two or more closely related independent clauses.
- **b.** Use a colon to introduce a list or quotation.
- **c.** Observe hyphenation conventions.

9.VD.1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

9.VD.1b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

Essential Vocabulary

Academic Vocabulary: Summarize, analyze, central idea, specific (key)details, summarize, analyze, rhetorical triangle, rhetoric, persuasion, evaluate, qualify, implication, reasoning

Content Vocabulary: Nonfiction, informational text, task, purpose, audience, thesis, quote, paraphrase, transition, style, tone, memoir, ethos, pathos, logos, diction, imagery, rhetorical appeal, rhetorical situation, exigence, speaker, counterclaim, rebuttal, propaganda, parallelism

Recommended Resources

Informational/Non-fiction Text:

- School Library Databases
- "16th Birthday Speech to the UN" Persuasive Speech delivered by Malala Yousafzai July 12, 2013 Transcript and Video
- Excerpts from *The Language of Composition 2018, Renee H. Shea et. al.* Chapters 1 &2
- "Politics and the English Language" by George Orwell (1946) from *The Language of Competition* pg. 1026-1037

Poems from *myPerspectives* Unit 3:

- "For my People" by Margaret Walker p. 314
- "Incident" by Natasha Trethewey, p. 316

These novels from the Approved Learning Resources Document are specific to this unit only and are paired with informational reading to build knowledge around a shared topic.

- *I am Malala* by Malala Yousafzai

Optional Course-Specific Information

Performance Task:

- The culminating evidence for this unit is a research project & argumentative analysis

Practice Assignments May Include:

- Chalk Talk
- Analysis of Satire
- Rhetorical analysis of advertisements
- Discussion Questions
- Good News Speech

Common Assessments

- Research Paper (Global Issues derived from reading the novel)
- Research Presentation (Malala's World)
- Rhetorical Analysis of Persuasive Speech

Renaissance High School Honors English 9 Curriculum Guide		
Unit 4: How do authors and directors explore themes in performance-based literature?	Grade: 9	Time: 9 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is the role of fate and free-will in determining the outcomes of events? In what ways do creators' choices in different text types impact the presentation of their art? In what ways can we evaluate different perspectives?	**9.RC.5b** Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. **9.RHS.RC.5e** Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text. **10.VD.2** Determine how words and phrases provide meaning and nuance to texts. **a**. Determine how words and phrases provide meaning and nuance to texts. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand the meaning of words or phrases. **b**. Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts **c**. Analyze nuances in the meaning of words with similar denotations (e.g., shrewd, clever, cunning, brainy). **d**. Analyze the cumulative impact of specific word choices on meaning and tone.	**9.RC.5b:** I am learning to analyze complex characters throughout the development of a text. **9.RHS.RC.5e:** I am learning to compare multiple interpretations of texts. **10.VD.2b:** I am learning to analyze how figurative language, word choice, connotation, and literary allusions create meaning, tone, and nuance in a text. **I can:** • Analyze the meaning of figurative language including the cumulative impact word choice has on the tone, mood, and meaning of a text. • Analyze denotations, connotations, and/or literary allusions to understand the meaning of words and phrases.
Supporting Standards		

9.RC.3 Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

9.RC.5a Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.

9.RC.5c Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.

9.ODC.1 Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

9.W.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

9.GC.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.

9.GC.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

9.GC.3 Spell correctly, consulting reference materials to check as needed.

Essential Vocabulary

Academic Vocabulary: Analyze, interpret, text type, translate, paraphrase, summarize, claim, counterclaim, evidence, reasoning, adaptation, perspective, implication, nuance

Content Vocabulary: Performance-based literature, motivation, comedy, tragedy, stage direction, audience, blank verse, rhyming couplets, shared lines, prose, aside, monologue, soliloquy, sonnet, quatrain, oxymorons, costuming, set design, prosody, body language, lighting, music, props, color, blocking, tableau, atmosphere, allusion, dramatic irony, ambiguity, allusion, dramatic tension

Recommended Resources

Texts from *MyPerspectives* Unit 4:

Drama:

Romeo and Juliet by William Shakespeare, p. 366

Excerpts from *Romeo and Juliet* (1968) and *Romeo + Juliet* (1996)

Poetry
Sonnets 18 and 116 by William Shakespeare

Optional Course-Specific Information

Performance Task:

- The performance task for this unit is a counterclaim literary analysis (9.RC.5e, 11.W.2a).

Practice Assignments May Include:

- Pop Sonnet Extravaganza
- Scene analyses (I.iii, II.ii, III.i)
- Dramatic Reading Group Projects (tableau, group performance, table read)
- Discussion Questions

Common Assessments:

- Paraphrase of Selected Excerpts of *Romeo and Juliet* (10.VD.2b)
- Socratic Seminar—Includes development of character specific questions in advance (9.RC.5b)
- Comparative analysis (9.RHS.RC.5e)

Renaissance High School Honors English 10 A and B Course Overview

Course Description

Honors English 10 A & B
This course integrates the texts identified for 10th grade use alongside Idaho State Standards skills for 11-12th grade. Students will focus on college and career readiness by integrating reading, writing, speaking and listening skills based around narrative, informational, argumentative, and research-based texts.

Honors English 10 A & B
This course meets the needs of high-achieving students performing considerably beyond grade level in English. Although the texts of study share the same focus as English 10 A & B, the course challenges the student's ability to reason, synthesize, research, speak and write on a level needed for the following year's collegiate level reading and communication skills. In addition, students engage in advanced reading, writing as analysis and as assessment, and presentation of research. Successful honors students tend to have English Language Arts ISAT scores in the advanced range, attend class regularly, consistently meet deadlines, and have a willingness to work outside of class.

Scope & Sequence

Unit 0: Foundations	**Unit 1: Literary Analysis**	**Unit 2: Speech and Research**	**Unit 3: Historical fiction and Drama**	**Unit 4: Literature-Based Analysis with Discussion**
Unit Focus: Close literary reading and short analysis writing **Performance Task:** Produce a short literary analysis response citing relevant evidence and elaborating on deeper meaning.	**Unit Focus:** Introduce and review literary criticism lenses (Feminist, Marxist, Sociological); use outside research to understand context; full writing process: drafting, editing, peer review and revision **Performance Task(s):** Short literary analysis response Literary analysis essay	**Unit Focus:** Research and synthesize a global issue; produce a problem/solution speech to inform/persuade an audience **Performance Task(s):** Informational, persuasive speech	**Unit Focus:** Research and incorporate multiple sources to develop a historical fiction narrative; research and interpret Shakespearean language and conventions of drama; compare and contrast multiple film adaptations; adapt script and make directorial choices to develop a thematic adaptation **Performance Task(s):** Historical fiction narrative Short literary analysis response Produce and direct a dramatic interpretation of a text	**Unit Focus:** Analyze and discuss authorial choices, themes and literary lenses; synthesize information to present knowledge and understanding of the text and real-world implications **Performance Task(s):** Group presentation Socratic seminar

Semester 1, first 3 weeks	Semester 1, weeks 4-13	Semester 1, Weeks 14-18	Semester 2, first 11 Weeks	Semester 2, last 7 Weeks
	Additional Information:			

Adopted Texts:
MyPerspectives 10. Savvas, 2022.

Novels for Instruction: Novels, including those for literature circles, must be listed on the Approved Learning Resource List 6-12.

Novels listed on the Curriculum Guide in a specific unit are for use in that unit only. Novels on the Approved Learning Resource List not specifically listed in the curriculum guide may be used at teacher discretion for whole-class study or with literature circles during any unit. Titles are approved by the Board of Trustees for use at a specific grade level; however, teachers can choose titles from lower grades to use as needed for differentiation.

This curriculum was designed by a committee consisting of teacher representatives from Renaissance High School including vertical alignment with the Associates of Arts and International Baccalaureate teachers of ELA courses.

Review the terms *synonym* and *antonym* as well as the concept of *shades of meaning* if needed as this is assessed on the i-Ready benchmark.

Renaissance High School Honors English 10 Curriculum Guide		
Unit 0: How do writers construct meaning?	Grade: 10	Time: 3 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What relationships exist between readers, writers, and texts? What strategies do good readers use when reading a literary text? How do authors construct meaning?	**10.RHS.RC.5ac:** Use evidence from literature to understand grade-level texts. **a:** Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. **c:** Analyze how authors structure specific parts of a text, including the choice of where they begin and end a scene, and explain how they contribute to its overall structure and meaning **10.VD.1ab:** Use context as a clue to the meaning of a word or phrase. **a.** Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **b**. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible). **10.RHS.VD.2b:** Interpret figurative language in context and analyze its role in texts.	**10.RHS.RC.5ac:** I am learning to use evidence throughout a text to analyze how authors develop themes and structure texts to shape meaning and impact the reader. **10.VD.1ab** I am learning to use context clues and patterns in word forms to determine the meaning and function of unfamiliar words and phrases. **a**. I can use context as a clue to the meaning of words and phrases. **b**. I can use a word correctly when the part of speech is changed. **10.RHS.VD.2b:** I am learning to interpret figurative language and analyze its role in text.

	10.RHS.VD.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. **10.RHS.W.5:** Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped […] and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts. **10.RHS.GC.1:** Demonstrate command of the conventions of English grammar and usage when writing or speaking. **a.** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). **b.** Use parallel structure. **c.** Place modifiers properly. **d.** Use the subjunctive mood accurately. **e.** Avoid run-on sentences, comma splices, and sentence fragments. **f.** Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly. **g.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey	**10.RHS.VD.3:** I am learning to acquire and use accurately academic and content-specific words and phrases. **10.RHS.W.5:** I am learning to use TEARS structure to provide a clear claim, relevant evidence, elaborate through analysis, address relevancy, and write in academic style. **10.RHS.GC.1:** I am learning to use correct English grammar and conventions when writing and speaking.

	specific meanings and add variety and interest to writing or presentations. **h.** Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **i.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **j.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **10.GC.2-3** **2.** Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **3.** Spell correctly, consulting reference materials to check as needed. *For ease of use, 10.GC.2 and 10.GC.3 are included on one proficiency scale.*	**10.GC.2-3** I am learning to use correct punctuation, capitalization, and spelling to communicate clearly and create meaning in my writing. **I can:** • Correctly use semicolons to link two or more closely related independent clauses. • Correctly use colons to introduce a list or quotation. • Correctly use hyphens. • Spell words correctly.
Supporting Standards		
10.RHS.RC.5b: Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. **10.ODC.1** Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.		
Essential Vocabulary		

Academic Vocabulary: inference/infer, analyze, interpret, evidence, claims, cite/citation, coherence, precision, elaboration, interpretation, organization
Content (Literary) Vocabulary: theme, narrator, plot, protagonist, antagonist, context, tone, syntax, diction, structure, connotation, denotation, nuance, modifier, apposition, subordination, coordination, redundancy, figurative language: metaphor, imagery, personification,

Recommended Resources

MyPerspectives 10* and *The Bedford Introduction to Literature
Short stories selected by PLC

Optional Course-Specific Information

Burst Mode:
This unit is designed to affirm student knowledge based on proficiency in the 8th grade ISAT upon enrollment to Renaissance and successful completion of RHS Honors English 9. Unit 0 situates students to successfully engage with English content at the honors level in preparation for IB and AA classes. To that end, assessment of many of the VD and GC standards will occur in "burst mode", with review of concepts followed by assessment. These standards will continue as supporting standards throughout the year.

Performance Task:

- The performance task for this unit is writing a TEARS analysis paragraph about a chosen short story from the collection.
- There is no expectation that building PLC's use every text listed in "Recommended Resources". PLC's may curate a smaller list of suggested texts based on what PLC's know about their students.

Common Evidence Assignments:

- Collaborative discussion about literary texts
- Paragraph analysis response to whole class short story
- Final TEARS paragraph on chosen short story. From adopted texts (Either *MyPerspectives* or *The Bedford Introduction to Literature*)

Renaissance High School Honors English 10 Curriculum Guide		
Unit 1: Literary Analysis	Grade: 10	Time: 10 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is the American Dream and to what extent can it be a reality? How does an author's context impact their work(s)? How is literature both a response to cultural context, and an influence on culture?	**11.RHS.RC.3.U1:** Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. **11.RHS.RC.5b-d:** Use evidence from literature to demonstrate understanding of grade-level texts. **b.** Evaluate the choices authors make regarding how to develop and relate several elements of literary texts, including how the characters are introduced and developed and how the action is ordered. **c.** Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony and understatement. **d.** Relate literary works and their authors' point of view to the political events and seminal ideas of their eras.	**11.RHS.RC.3.U1:** I am learning to analyze and cite strong textual evidence to support claims and evaluate how authors develop ideas, distinctions, and inconsistencies in a text. **I can:** • Make logical inferences about the text. • Cite/attribute strong and thorough evidence from the text to support inferences. • Identify important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. **11.RHS.RC.5b-d:** I am learning to analyze how authors use literary elements, text structure, and point of view to develop meaning and reflect the social, political, and cultural values of a time period. **I can:** • Explain how authors use literary elements to create meaning in a text. • Explain how the structure of a text influences how readers interpret it. • Explain author's point of view and purpose regarding social or political ideas of the time. • Connect what is happening in the novel to the values of the culture and society of the time.

	11.W.2.U1: Write literary arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.	**11.W.2.U1:** I am learning to compose a well-supported literary argument that develops and defends a claim using logical organization, relevant evidence, counterclaims, rebuttals, and clear reasoning for a specific audience and purpose. **I can compose a literary argument supporting well-defined points of view that:** • Organizes a claim(s), evidence, and reasoning into a logical sequence appropriate to task, purpose, and audience. • Uses persuasive evidence and clear reasoning to establish the significance of the claim and distinguish it from counterclaims. • Identifies strengths and limitations of counterclaim(s)/counter-interpretations, taking into account the audience's knowledge level, concerns, values, and possible biases. • Uses relevant evidence and clear reasoning to refute the counterclaims in a rebuttal. • Cites evidence accurately. • Includes a conclusion that articulates the significance of the argument to the audience with a call to action. • Uses appropriate transitions throughout to aid in the flow of writing.
	10.W.6.U1: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience.	**10.W.6.U1:** I am learning to strengthen my writing throughout the writing process when applied to a literary analysis. **I can:** • Develop and organize ideas to plan writing. • Revise writing for specific task, purpose, and audience. • Edit writing for formatting and conventions.

	11.RHS.GC.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. **b.** Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures. **c.** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type. **d.** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. **e.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.	• Strengthen writing with additional revision to review and edit. **11.RHS.GC.1:** I am learning to write using accurate grammar and conventions in a formal essay.

Supporting Standards
10.RC.3: Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. **10.RHS.W.5.U1:** Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped […] and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

10.VD.1a: Use context as a clue to the meaning of a word or phrase.

10.VD.2b: Interpret figurative language in context and analyze its role in texts.

10.VD.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

10.VD.1: Determine or clarify the meaning of unknown and multiple meaning words and phrases.

1a Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

10.RC.2: Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

10.GC.1a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Vocabulary

Academic Vocabulary:
quote vs. paraphrase vs. summarize, compare/contrast, cause/effect, context, synthesis, interpretation, implication, qualify, evaluate, nuance

Content Vocabulary:
Literary Lenses/Critical Lenses, Figurative language: juxtaposition, character foils, symbolism, ideology, social criticism, cultural context, historical context, authorial intent, lens-based analysis, archetype, satire, understatement, ambiguity, paradox, subtext, characterization

Recommended Resources

The Great Gatsby by F. Scott Fitzgerald

Poems from the Harlem Renaissance as found in *The Bedford Introduction to Literature*

Optional Course-Specific Information

Performance Task:

- The performance task for this unit is a comprehensive literary analysis essay. Begin teaching the writing process to help students organize an analytical writing piece and help students make connections between how the writing process can help support their writing.

Course Texts:
The Great Gatsby by F. Scott Fitzgerald
Harlem Renaissance Poetry

Renaissance High School Honors English 10 Curriculum Guide		
Unit 2: Research & Formal Speech	Grade: 10	Time: 4 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can we communicate human rights issues clearly & address patterns of violations? How do we apply our understanding of human rights and issues to categories of different global issues? How do we use research to construct an informative/persuasive speech?	**11.RHS.RC.3.U2:** Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. **10.RC.6d:** Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. **11.RHS.ODC.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **11.RHS.ODC.4:** Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are	**11.RHS.RC.3.U2:** I am learning to cite relevant text evidence to strengthen my logic and credibility as a speaker. **10.RC.6d:** I am learning to evaluate arguments and claims by analyzing the validity of reasoning, the relevance of evidence, and the accuracy of supporting statements in a text. **I can:** • Assess the argument and claims presented. • Determine the validity of the reasoning and evidence. • Explain any false or unsupported statements. **11.RHS.ODC.3:** I am learning to analyze a speaker's use of rhetoric and identify their audience and purpose. **11.RHS.ODC.4:** I am learning to present information and evidence clearly and effectively while developing a distinct perspective, addressing opposing viewpoints, and organizing ideas so listeners can follow my reasoning. **I can:**

	appropriate to purpose, audience, and a range of formal and informal tasks.	• Present information in a clear and organized manner so that the audience can follow what is being presented. • Cite supporting evidence and explain ideas thoroughly. • Convey a clear and coherent perspective appropriate to purpose, task, and audience. • Address alternate perspectives/counterargument. • Use appropriate voice volume, rate, eye contact, and body language.
	11.RHS.ODC.6: Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**11.RHS.ODC.6:** I am learning to use multiple databases, websites, and academic articles to create a problem/solution speech, acknowledging the credibility and limitations of these resources.
	11.RHS.ODC.8: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	**11.RHS.ODC.8:** I am learning to use digital media to create engaging visuals as a companion to my speech.
	11.RHS.RS.1: Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format for citations and bibliographies.	**11.RHS.RS.1:** I am learning to conduct research and share findings orally and in writing.

	10.W.3: Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.	**10.W.3:** I am learning to write an extended informative text that develops a clear thesis using relevant research, logical organization, precise language, and effective explanations for a specific audience and purpose. **I can write an extended informative text using research that:** • Introduces the topic clearly by providing needed context. • Includes a well-developed thesis. • Supports the thesis by including and explaining the most relevant varied evidence (concrete details, quotations, or other information and examples). • Includes varied transitions and sentence structure to link ideas, create cohesion, and clarify the relationships among complex ideas and concepts. • Uses precise language and topic-specific vocabulary. • Maintains a style and tone appropriate to task, purpose, and audience. (May include MLA format/style as directed by teacher.) • Includes a conclusion that logically supports the informational or explanation presented (such as explaining consequences or the significance of the topic).
	11.RHS.W.2.U2: Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates	**11.RHS.W.2.U2:** I am learning to compose a well-supported argument that develops and defends a claim using logical reasoning, credible evidence, counterclaims, rebuttals, and accurate citation for a specific audience and purpose. **I can compose an argument supporting well-defined points of view that:**

	the implications, or the significance, of the argument presented.	• Organizes a claim(s), evidence, and reasoning into a logical sequence appropriate to task, purpose, and audience. • Uses persuasive evidence and clear reasoning to establish the significance of the claim and distinguish it from counterclaims. • Identifies strengths and limitations of counterclaim(s)/counter-interpretations, taking into account the audience's knowledge level, concerns, values, and possible biases. • Uses relevant evidence and clear reasoning to refute the counterclaims in a rebuttal. • Cites evidence accurately, including in-text citation and a works cited page. • Includes a conclusion that articulates the significance of the argument to the audience with a call to action. • Appropriate transitions throughout to aid in the flow of writing.
	10.W.6.U2: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)	**10.W.6.U2:** I am learning to independently plan, revise, edit, and strengthen my writing for a specific task, purpose, and audience. **I can complete the following steps independently:** • Develop and organize ideas to plan writing. • Revise writing for specific task, purpose, and audience. • Edit writing for formatting and conventions. • Strengthen writing with additional revision to review and edit.
Supporting Standards		

10.GC.1e-h: Demonstrate command of the conventions of English grammar and usage when writing or speaking.
e. Avoid run-on sentences, comma splices, and sentence fragments.
f. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
g. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
h. Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

11.RC.2: Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

Essential Vocabulary

Academic Vocabulary: Analysis/analyze, compare/contrast, cause/effect, cite, evidence, infer/inference, rhetoric, synthesis, corroboration, credibility, validity, implication, qualification

Content Vocabulary: Direct quote, paraphrase, imply, claim, thesis/theses, line of reasoning, evidence, varied transitions, precise language, style, tone, revise, edit, purpose, audience, context, global issues, rhetorical devices (ethos, pathos, logos), exigence, stakeholder, bias, warrant, synthesis matrix, discourse, civic responsibility, advocacy, refutation, concession, policy, call to action

Recommended Resources

Nonfiction Document: Universal Declaration of Human Rights

Resources accessed through GALE Global Issues in Context and other RHS Library Databases

Optional Course-Specific Information

Performance Task:
The Performance Task for this unit is a formal problem/solution speech delivered with a partner which requires students to research, synthesize information and present findings and a persuasive solution to an audience. **(ODC 4, 6, & 8, 10.W.3.R and 11.W.2.R)**

*Note, during this period, 10th grade government at RHS is covering logical fallacies and propaganda. Elements of this unit are designed to overlap with their government class.

Renaissance High School Honors English 10 Curriculum Guide		
Unit 3: *Julius Caesar* and the Art of Entertainment	Grade: 10	Time: 11 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Why study Shakespeare? How can we use historical knowledge to create an engaging plot and realistic characters? How might themes and lessons from generations in the distant past be relevant to us today? How do playwrights juggle entertainment with social commentary? How do you entertain an audience?	**11.RHS.RC.4:** Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. **10.RHS.RC.5:** Use evidence from literature to demonstrate understanding of grade-level texts. **a.** Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each. **b.** Evaluate the choices authors make regarding how to develop and relate several elements of literary texts, including how the characters are introduced and developed and how the action is ordered. **c.** Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement. **d.** Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. **e.** Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types. **11.RHS.RC.6b-d:** Use evidence from nonfiction works to demonstrate understanding of grade-level texts. **b.** Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.	**11.RHS.RC.4:** I am learning to read grade level texts with dramatic flair and style. **10.RHS.RC.5:** I am learning to use relevant evidence from literature to establish the significance of my claim **11.RHS.RC.6b-d:** I am learning to use historical research as the foundation for characterization and plot of a historical fiction narrative.

	c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging. **d.** Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
	10.ODC.1: Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.	**10.ODC.1:** I am learning to prepare for and participate in collaborative discussion.
	10.RHS.W.4: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**10.RHS.W.4:** I am learning to write an historical fiction narrative that follows a plot structure and develops an historically accurate character to create a coherent whole.
	10.W.2.U3: Write an argument that supports a claim and distinguish that claim from alternate or opposing claims with relevant evidence and clear reasoning; anticipates the audience's knowledge level of the claim/topic; and provide a concluding section that articulates the significance of the argument presented.	**10.W.2.U3:** I am learning to compose a well-supported argument that develops and defends a claim using logical reasoning, relevant evidence, counterclaims, rebuttals, and an appropriate style for a specific audience and purpose. **I can compose an argument supporting well-defined points of view that:**

		• Organizes a claim, evidence, and reasoning into a logical sequence appropriate to task, purpose, and audience. • Uses relevant evidence and clear reasoning to establish the significance of the claim and distinguish it from the counterclaim. • Uses relevant evidence and clear reasoning to refute the counterclaim in a rebuttal. • Anticipates the audience's knowledge level of the claim/topic. • Maintains a style and tone appropriate to task, purpose, and audience (may include MLA style format as directed by the teacher). • Includes a conclusion that articulates the significance of the argument.

Supporting Standards

10.W.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

10.RC.6a Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

11.ODC.7: Analyze multiple interpretations of a text, evaluating how each version interprets the source text

Essential Vocabulary

Academic Vocabulary: Adapt/adaptation; implied vs. explicitly stated (implicit vs explicit), adaptation, interpretation, perspective, evaluate, transformation

Content Vocabulary: drama terms: aside, dialogue, monologue, soliloquy; mood, imply vs infer; figurative language: theme/thematic, metaphor, irony, dramatic irony, situational irony, verbal irony, dramaturgy, staging, pacing, characterization, subtext, dramatic tension, audience reception, visual rhetoric, directorial choice, historical verisimilitude, tragic flaw, political rhetoric, persuasion

Recommended Resources

Adopted Resources:
William Shakespeare's *The Tragedy of Julius Caesar*

Optional Course-Specific Information
Students practice using research for a new purpose, ultimately creating a short historical fiction narrative. This serves the purpose of gaining accurate information about Ancient Rome in Caesar's era as a way of examining Shakespeare's fictionalization and allows students to practice narrative pacing, use of dialogue, and characterization. Throughout the course, students have analyzed narratives while this introduction to the unit allows them to put those skills to the test by taking the reigns and becoming the writer. Kurt Vonnegut's nonfiction document "The Shapes of Stories" is used as a reference to allow students multiple plot structures to choose from. From there, Shakespeare's play Acts 1-3 are covered in class with a gradual increase in independence throughout. Acts 4-5 are adapted by groups and are the independent responsibility of the students—each group adapting a scene's setting and language, and filming it.

English 10 Curriculum Guide		
Unit 4: Literature-Based Analysis with Discussion	Grade: 10	Time: 7 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
To what extent does literature reflect or reject societal norms? How might literature critique, influence, or manipulate societal ideals?	**10.RC.5a:** Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. **11.RHS.RC.5d:** Relate literary works and their authors' points of view to the political events and seminal ideas of their eras. **11.RHS.ODC.1:** Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. **12.RHS.RS.2:** Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics. **11.RHS.VD.2b:** Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	**10.RC.5a:** I am learning to analyze how themes develop throughout the text, using specific and relevant evidence from the text. **11.RHS.RC.5d:** I am learning to relate literature to and author's point of view to the events and ideas of their eras. **11.RHS.ODC.1:** I am learning to plan, design, and execute a film adaptation with a group of peers. **12.RHS.RS.2:** I am learning to use document-based inquiry strategies to draw conclusions. **11.RHS.VD.2b:** I am learning to analyze how authors use and refine key words and phrases to shape meaning and tone throughout a text. **I can:** • Explain the effect of specific word choices in a text*

		• Explain how the words impact the meaning and tone.

Supporting Standards

10.RC.3: Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

10.VD.1a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

10.GC.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

10.GC.3: Spell correctly, consulting reference materials to check as needed.

10.W.6: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

Essential Vocabulary

Academic Vocabulary: Analyze/analysis, non-literary OR nonfiction text, data visualization, synthesis, implication, interpretation, significance, critique, discourse

Content Vocabulary: Claim, motif, theme, explicit details, implicit details, text connections, specific and relevant text evidence, elaborate, clarify, context, reference materials, collaborative discussion, cite evidence, norms, evidence/grounds, rebuttal, qualifier, reasoning, counterclaim, revise, edit, proofread, purpose, audience, connotation, denotation, tone, mood, figurative language: paradox, personification, metaphor, simile, analogy, irony, dramatic irony, situational irony, verbal irony, symbolism, allusion, satire; semicolon, colon, hyphen, conjunctive adverb, hegemony, censorship, conformity, consumerism, alienation, dehumanization, propaganda, social commentary, defamiliarization, ambiguity, philosophical lens, intellectual freedom

Recommended Resources

Approved Learning Resources:
Fahrenheit 451 by Ray Bradbury

Optional Course-Specific Information

Performance Task:
The performance tasks for this unit are three unique tasks, each paired with a section of Bradbury's novel *Fahrenheit 451*.

- The first is a small group academic presentation centered on one of six possible topics: 1 and 2- characterization, meaning, and roles of several pivotal characters (Guy Montag, Captain Beatty, Clarisse McClellan, and Mildred Montag—two total groups, each covering two characters in depth); 3- use of imagery to build a convincing world; 4- sociological and historical connections; 5- the motif of fire; 6- the theme of knowledge vs. ignorance.
- The second section examines the literary concept of defamiliarization and tasks students to use defamiliarization to describe an object/experience. Additionally, in section 2, students create a personal piece of blackout poetry from Section Two and write a companion artist statement clarifying their intention and central message.
- The third and final task is a Socratic Seminar.

Competitive Speech and Debate Course Overview

Course Description

Debate: This course is for beginning debaters only. The course includes extensive library research, logic and reasoning, organization techniques, public speaking experience, and fundamentals of argumentation and debate. Students will be offered the opportunity to compete in interscholastic debate contests. Successful completion of both semesters of this course fulfills the Speech requirement for graduation.

Advanced Debate and Competitive Speech: This course is for varsity level debaters and emphasizes individual research, affirmative and negative case strategies, and analysis of theory and argumentation. The course involves extensive outside of class research and preparation time. Students will be offered the opportunity to compete in interscholastic debate contests.

Scope & Sequence:

Unit 1: Argumentation *S_D.WASD.1*	Unit 2: Formal Debate I *S_D.WASD.2, 3, 4*	Unit 3: Formal Speech I *S_D.WASD.5, 6*	Unit 4: Formal Debate II *S_D.WASD.2, 3, 4*	Unit 5: Formal Speech II *S_D.WASD.5, 6*	Unit 6: Alternative Debate Formats *S_D.WASD.7*
Unit Focus: Argument Structure Informal speaking experience **Performance Task:** Written research submission	**Unit Focus:** World Schools, Public Forum, Lincoln Douglas, Congress (choose 1 or more formats to teach) **Performance Task:** Formal Debate with written case submission	**Unit Focus:** Platform, Limited Prep, Interpretive speeches (choose 1 or more formats to teach) **Performance Task:** Formal Speech with written submission	**Unit Focus:** World Schools, Public Forum, Lincoln Douglas, Congress (Continue building formats started in Unit 2 based on competition needs) **Performance Task:** Formal Debate with written case submission	**Unit Focus:** Platform, Limited Prep, Interpretive speeches (choose 1 or more formats to teach) **Performance Task:** Formal Speech with written submission	**Unit Focus:** Congress, Timed, SPAR, Policy, etc. **Performance Task:** Formal Reflection based on a subject taught within the course
2-3 weeks	7-8 weeks	7-8 weeks	8 weeks	4-5 weeks	2-3 weeks

Note: Different colors indicate two semesters

Additional Information:

Competitive Speech and Debate Curriculum Guide

Unit 1: Argumentation	Grade: 9-12	Time: 2-3 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I find and utilize credible research? How can I organize and develop arguments?	**S_D.WASD.1.A Research and Evidence:** Locate, evaluate, and integrate credible, relevant, and diverse sources to strengthen my arguments and ensure the accuracy and persuasiveness of a debate case.	I am learning to locate, evaluate, and integrate credible, relevant, and diverse sources to strengthen arguments and ensure the accuracy and persuasiveness of the debate case.

Supporting Standards

S_D.WASD.7 Feedback, Reflection, and Active Participation: Actively engage with my classmates and peers by providing and receiving constructive feedback, reflecting on my performance and progress, and participating in discussions to enhance my skills and understanding.

Essential Vocabulary

Verbal Citation Paraphrase Direct Quote Evidence Refutation Plagiarism Synthesis	Claim Resolution Warrant Impact Affirmative/Pro Negative/Con	Tagline Card

Recommended Resources

NSDA Resource Package

Optional Course-Specific Information

Competitive Speech and Debate Curriculum Guide		
Unit 2: Formal Debate I	Grade: 9-12	Time: 7-8 weeks ongoing with Unit 3

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I organize and develop arguments? How do I extend arguments? How do I refute my opponent's arguments? How do I ask and answer questions in a formal debate?	**S_D.WASD.2.FD.1 Debate Case Construction and Argumentation:** Construct a well-organized debate case by developing structured arguments with clear claims, warrants, and impacts, using appropriate evidence and strategic reasoning. **S_D.WASD.3.FD.1 Developing and Advancing Your Arguments**: Build clear, well-reasoned, and strategically organized arguments, supporting them with strong reasoning, evidence, and logical structure to persuade the judge. **S_D.WASD.4.FD.1 Responding to Opponent Arguments:** Critically evaluate my opponent's case, identify weaknesses, and respond effectively through refutation, weighing, and cross-examination to strengthen the position.	I am learning to construct a well-organized debate case by developing structured arguments with clear claims, warrants, and impacts, using appropriate evidence and strategic reasoning. I am learning to build clear, well-reasoned, and strategically organized arguments, supporting them with strong reasoning, evidence, and logical structure to persuade the judge. I am learning to critically evaluate my opponent's case, identify weaknesses, and respond effectively through refutation, weighing, and cross-examination to strengthen my position.

Supporting Standards
S_D.WASD.7 Feedback, Reflection, and Active Participation: Actively engage with my classmates and peers by providing and receiving constructive feedback, reflecting on my performance and progress, and participating in discussions to enhance my skills and understanding.

Essential Vocabulary		
Formal Debate: Flow	**Lincoln-Douglas Debate:** Value	**Public Forum:** Crossfire

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<tr>
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Extension
Evidence
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Constructive
Plagiarism
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Authorship
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Reply Speech</td>
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Competitive Speech and Debate Curriculum Guide		
Unit 3: Formal Speech I	Grade: 9-12	Time: 7-8 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What makes a speech engaging? How can I structure a speech?	**S_D.WASD.5.FS.1 Speechwriting and Structure:** Craft well-organized and engaging speeches by developing clear introductions, structured body points, smooth transitions, and impactful conclusions that effectively convey the message. **S_D.WASD.6.FS.1 Speech Delivery and Engagement**: Deliver a clear, engaging, and well-paced speech, using effective vocal variation, purposeful gestures, and strategic movement to connect with the audience while adhering to time limits	I am learning to craft well-organized and engaging speeches by developing clear introductions, structured body points, smooth transitions, and impactful conclusions that effectively convey my message. I am learning to deliver a clear, engaging, and well-paced speech, using effective vocal variation, purposeful gestures, and strategic movement to connect with the audience while adhering to time limits
Supporting Standards		
S_D.WASD.7 Feedback, Reflection, and Active Participation: Actively engage with my classmates and peers by providing and receiving constructive feedback, reflecting on my performance and progress, and participating in discussions to enhance my skills and understanding.		
Essential Vocabulary		
Evidence Plagiarism Citation Paraphrase Direct Quote Summarize Platform Speech Limited Prep Speech	Audience Pace Tone Volume Eye Contact Stance Gestures Facial Expression	Introduction Attention-getter Link Thesis Review Organizational Patterns Conclusion Pause

Interpretation Speech	Pitch	Articulation
Recommended Resources		
NSDA Resource Package		
Optional Course-Specific Information		

Competitive Speech and Debate Curriculum Guide		
Unit 4: Formal Debate II	Grade: 9-12	Time: 8 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I organize and develop arguments? How do I extend arguments? How do I refute my opponent's arguments? How do I ask and answer questions in a formal debate?	**S_D.WASD.2.FD.2 Debate Case Construction and Argumentation:** Construct a well-organized debate case by developing structured arguments with clear claims, warrants, and impacts, using appropriate evidence and strategic reasoning. **S_D.WASD.3.FD.2 Developing and Advancing Your Arguments**: Build clear, well-reasoned, and strategically organized arguments, supporting them with strong reasoning, evidence, and logical structure to persuade the judge. **S_D.WASD.4.FD.2 Responding to Opponent Arguments:** Critically evaluate my opponent's case, identify weaknesses, and respond effectively through refutation, weighing, and cross-examination to strengthen the position.	I am learning to construct a well-organized debate case by developing structured arguments with clear claims, warrants, and impacts, using appropriate evidence and strategic reasoning. I am learning to build clear, well-reasoned, and strategically organized arguments, supporting them with strong reasoning, evidence, and logical structure to persuade the judge. I am learning to critically evaluate my opponent's case, identify weaknesses, and respond effectively through refutation, weighing, and cross-examination to strengthen my position.

Supporting Standards
S_D.WASD.7 Feedback, Reflection, and Active Participation: Actively engage with my classmates and peers by providing and receiving constructive feedback, reflecting on my performance and progress, and participating in discussions to enhance my skills and understanding.

Essential Vocabulary		
Formal Debate: Flow Block	**Lincoln-Douglas Debate:** Value Criterion	**Public Forum:** Crossfire Grand Crossfire

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Competitive Speech and Debate Curriculum Guide		
Unit 5: Formal Speech II	Grade: 9-12	Time: 4-5 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What makes a speech engaging? How can I structure a speech?	**S_D.WASD.5.FS.2 Speechwriting and Structure:** Craft well-organized and engaging speeches by developing clear introductions, structured body points, smooth transitions, and impactful conclusions that effectively convey the message. **S_D.WASD.6.FS.2 Speech Delivery and Engagement**: Deliver a clear, engaging, and well-paced speech, using effective vocal variation, purposeful gestures, and strategic movement to connect with the audience while adhering to time limits	I am learning to craft well-organized and engaging speeches by developing clear introductions, structured body points, smooth transitions, and impactful conclusions that effectively convey my message. I am learning to deliver a clear, engaging, and well-paced speech, using effective vocal variation, purposeful gestures, and strategic movement to connect with the audience while adhering to time limits

Supporting Standards
S_D.WASD.7 Feedback, Reflection, and Active Participation: Actively engage with my classmates and peers by providing and receiving constructive feedback, reflecting on my performance and progress, and participating in discussions to enhance my skills and understanding.

Essential Vocabulary		
Evidence	Audience	Introduction
Plagiarism	Pace	Attention-getter
Citation	Tone	Link
Paraphrase	Volume	Thesis
Direct Quote	Eye Contact	Review
Summarize	Stance	Organizational Patterns

Platform Speech Limited Prep Speech Interpretation Speech	Gestures Facial Expression Pitch	Conclusion Pause Articulation
Recommended Resources		
NSDA Resource Package		
Optional Course-Specific Information		

Competitive Speech and Debate Curriculum Guide		
Unit 6: Alternate Debate Formats	Grade: 9-12	Time: 2-3 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I organize and develop arguments? How do I extend arguments? How do I refute my opponent's arguments? How do I ask and answer questions in a formal debate? How can I reflect on my knowledge?	**S_D.WASD.7 Feedback, Reflection, and Active Participation:** Actively engage with classmates and peers by providing and receiving constructive feedback, reflecting on performance and progress, and participate in discussions to enhance skills and understanding.	I am learning to actively engage with classmates and peers by providing and receiving constructive feedback, reflecting on performance and progress, and participate in discussions to enhance skills and understanding.
Supporting Standards		
Essential Vocabulary		

Formal Debate:	**Lincoln-Douglas Debate:**	**Public Forum:**
Flow	Value	Crossfire
Block	Criterion	Grand Crossfire
Extension	Contention	Framework
Evidence	Cross-Examination	Summary Speech
Rebuttal		Final Focus
Constructive		Voters

Plagiarism Prep Time Citation Paraphrase Direct quote Analyze Resolution Warrant Case Contention Tagline Card Reason for Decision (RFD) Impact Calculus Signposting Roadmap	**Congressional Debate:** Legislation Bill Resolution Direct Questioning Authorship Sponsorship Presiding Officer Parliamentarian Robert's Rules of Order	**World Schools Debate:** Proposition Opposition Point of Information Reply Speech
Recommended Resources		
NSDA Resource Package		
Optional Course-Specific Information		

HS Academies Math Portfolio 1 Course Overview

Course Description

In this course, students develop essential algebraic, geometric, and mathematical reasoning skills through problem solving, analysis, and application. Students learn to solve linear equations and systems of equations, simplify expressions using exponent properties, perform operations with polynomials, and solve systems of inequalities. Students also evaluate functions, identify key features of functions from equations, tables, and graphs, analyze linear and exponential functions, and construct arithmetic and geometric sequences to recognize patterns and model relationships. Students explore transformations of shapes through translations, reflections, rotations, and dilations, while also identifying and justifying congruent triangles using geometric reasoning and mathematical evidence. Throughout the course, students use multiple strategies, models, and representations to explain their thinking.

The course is designed around a mastery-based learning model. At the beginning of each skill, students complete a pre-assessment to identify what they have already mastered and determine the support they may need. Based on their results, students engage in targeted practice activities, collaborative learning opportunities, and teacher support until they feel prepared to complete a skill challenge. Once students demonstrate mastery of a skill, they move on.

Scope & Sequence:

Math IA						**Math IB**					
1.01	**1.02**	**1.03**	**1.04**	**1.05**	**1.06**	**1.07**	**1.08**	**1.09**	**1.10**	**1.11**	**1.12**
Solving Linear Equations	Simplify using Exponent Properties	Evaluate Functions	Identify Features of Functions	Linear Functions	Transform Shapes	Operations with Polynomials	Construct Arithmetic Geometric Sequences	Solve Systems of Equations	Identify congruent Triangles	Exponential Functions	Solve Systems of Inequalities
7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days

HS Academies Math Portfolio 1 Curriculum Guide

Skill 1.01 Solve Linear Equations	Grade: 9	Time: 7 days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Linear Equations	**A.REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **A.REI.3** Solve linear equations ~~and inequalities~~ in one variable, ~~including equations with coefficients represented by letters~~.	**Learning Intention (A.REI.1 & A.REI.3):** *We are learning to* solve simple equations in one variable and justify solution methods *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Solve linear equations in one variable by applying appropriate techniques. • Explain why each step in solving an equation is valid by using properties of equality.
Essential Vocabulary		
Variable, isolate a variable, solution, no solution, infinite solutions, linear equation, coefficient, inverse operations,		
Resources		
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practice (1.01) • Teaching Resources (1.01)		

Created: 05/2026 Board
Approved:

HS Academies Math Portfolio 1 Curriculum Guide		
Skill 1.02 Simplify Using Exponent Properties	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Simplify Using Exponent Properties	**8.EE.A.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions.	**Learning Intention (8.EEA.1):** *We are learning to* simplify numerical expressions using the properties of integer exponents *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Simplify expressions using two or more properties of integer exponents.
Essential Vocabulary		
Exponent, base (of an exponent), power, expression, simplify product, product of powers, quotient of powers, power of a power, negative exponents, zero exponent, coefficient, evaluate, equivalent expression		
Resources		
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practices (1.02) • Teaching Resources (1.02)		

Updated: 05/2026 Board
Approved:

HS Academies Math Portfolio 1 Curriculum Guide		
Skill 1.03 Evaluate Functions	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Evaluate Functions	**F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	**Learning Intention (F.IF.2):** *We are learning to* use function notation and evaluate functions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Evaluate quadratic functions for their inputs given an equation where $a > 1$ and $a < 1$. • Evaluate functions for their inputs given a graph.
Essential Vocabulary		
Function, function notation, input, output, evaluate, substitute		
Resources		
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practices (1.03) • Teaching Resources (1.03)		

Updated: 05/2026
Board Approved:

HS Academies Math Portfolio 1 Curriculum Guide		
Skill 1.04 Features of Functions	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Features of Functions	**F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	**Learning Intention (F.IF.4):** *We are learning to* interpret key features of graphs of functions that model relationships between two quantities, including domain, range and intercepts *so that we can* construct viable arguments and critique the reasoning of others (SMP 3) and look for and make use of structure (SMP 7). **Success Criteria:** • Identify key features of a graph when the relation has different bounds, including x-intercepts, y-intercepts, domain, and range.
Essential Vocabulary		
Function, decreasing function, increasing function, domain, range, interval notation, x −intercepts, y −intercepts, independent variable, dependent variable		
Recommended Resources		
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practices (1.04) • Teaching Resources (1.04)		

Updated: 05/2026 B
oard Approved:

HS Academies Math Portfolio 1 Curriculum Guide		
Skill 1.05 Write and Graph Linear Functions	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Write and Graph Linear Functions	**F.LE.2** Construct linear ~~and exponential~~ functions, ~~including arithmetic and geometric sequences~~, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table). **F.IF.7** Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.	**Learning Intention (F.LE.2):** *We are learning to* write the equations of linear functions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Write a linear function in slope-intercept form given two points that involves fractional slope and the y-intercept is not provided. • Write a linear function in slope-intercept form given a graph that involves fractional slope. • Write a linear function in slope-intercept form given a table that involves fractional slope and the y-intercept is not provided. • Given a real-world context that provides two points, write the equation of the linear function in slope-intercept form. **Learning Intention (F.IF.7):** *We are learning to* graph linear functions *so that we can* model with mathematics (SMP 4) and look for and make use of structure (SMP 7). **Success Criteria:** • Graph linear functions given in slope-intercept form with a fractional slope. • Graph a vertical and horizontal line.
Essential Vocabulary		
delta (Δ) x, delta (Δ) y, coefficient, constant term, dependent variable, evaluate, Figure 0, function, graph, growth, horizontal lines, independent variable, linear equation, negative slope, parameter, positive slope, precision, rate of change, situation, slope, slope triangle, starting value, undefined slope, units, unit rate, variable, $x \rightarrow y$ table, x-intercept, $y = mx + b$, y-intercept, zero slope		

Updated: 05/2026
Board Approved:

Resources
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practice (1.05) • Teaching Resources (1.05)

Updated: 05/2026 B
oard Approved:

HS Academies Math Portfolio 1 Curriculum Guide

Skill 1.06 Transform Shapes	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Transformations of Shapes	**G.CO.5** Draw the transformation (rotation, reflection, or translation) for a given geometric figure **G.CO.6** Specify a sequence of transformations that will carry a given figure onto another.	**Learning Intention (G.CO.5 & G.CO.6):** *We are learning to* transform figures using rigid motion transformations and determine a sequence of transformations what will move one geometric figure to another *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Perform a rotation, reflection, or translation on a given geometric figure. • Describe a sequence of transformations (rotations, reflections, or translations) that map one figure onto another.

Essential Vocabulary
area model, base (of an exponent), binomial, dimensions, Distributive Property, equation, evaluate, exponent, expression, line of symmetry, parallel, perpendicular, polygon, polynomial, product, reflection, rigid transformations, rotation, slope, solution, solve, sum, term, translation, trinomial

Resources
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practice (1.06) • Teaching Resources (1.06)

Updated: 05/2026
Board Approved: 06/2026

HS Academies Math Portfolio 1 Curriculum Guide

Skill 1.07 Operations with Polynomials	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Operations with Polynomials	**A.APR.1a** Perform operations on polynomial expressions (addition, subtraction, multiplication, ~~division) and compare the system of polynomials to the system of integers when performing operations~~. **A.APR.1b** ~~Factor and/or~~ expand polynomial expressions, identify and combine like terms, and apply the distributive property.	**Learning Intention (A.APR.1a & A.APR.1b):** *We are learning to* perform arithmetic operations on polynomial expressions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Use the structure of an expression to identify ways to rewrite it (multiplying polynomials). • Produce an equivalent form of an expression (product equal to sum).

Essential Vocabulary
area model, base (of an exponent), binomial, dimensions, Distributive Property, equation, evaluate, exponent, expression, polynomial, product, sum, term, trinomial

Resources
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practice (1.07) • Teaching Resources (1.07)

Updated: 05/2026
Board Approved:

HS Academies Math Portfolio 1 Curriculum Guide

Skill 1.08 Construct Arithmetic & Geometric Sequences	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Sequences	**F.BF.2** Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. **F.LE.2** Construct ~~linear and exponential functions~~, ~~including~~ arithmetic and geometric sequences, given ~~a graph,~~ a description of a relationship, or two input-output pairs ~~(include reading these from a table)~~.	**Learning Intention (F.BF.2 & F.LE.2):** *We are learning to* write explicit and recursive functions for arithmetic and geometric sequences *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Write the recursive formula for an arithmetic or geometric sequence. • Write the explicit formula for an arithmetic or geometric sequence. • Translate between the recursive and explicit forms of an arithmetic or geometric sequence.

Essential Vocabulary
arithmetic sequence, common difference, common ratio, continuous, discrete graph, exponential decay, exponential function, exponential growth, first term, geometric sequence, initial value, linear function, model, multiplier, recursive sequence, sequence, sequence generator, term (of a sequence), term number, zeroth term

Recommended Resources
Portfolio 1 • Continua • Overview • Tracker • Pre-Assessments • Challenges • Practice (1.08) • Teaching Resources (1.08)

Updated: 05/2026
Board Approved:

HS Academies Math Portfolio 1 Curriculum Guide

Skill 1.09 Solve Systems of Equations	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Systems of Equations	**A.CED.4** Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. **A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	**Learning Intention (A.CED.4 & A.REI.6):** *We are learning to* write and solve systems of linear equations and interpret the solutions as viable in terms of the context *so that we can* make sense of problems and persevere in solving them (SMP 1). **Success Criteria:** • Represent constraints by a system of equations, and interpret solutions of a system of equations as viable in terms of the context. • Solve systems of linear equations algebraically. • Solve a system of equations using substitution, in cases where distributive property is required. • Solve a system of linear equations using elimination, in cases where multiplication is needed to eliminate a variable.

Essential Vocabulary
Coincide, Elimination Method, Equal Values Method, substitution, graph, infinite solutions, let statement, mathematical sentence, model, multi-variable equation, no solution, parallel lines, point of intersection, situation, solution, standard form, Substitution Method, system of equations, $x \rightarrow y$ table, $y = mx + b$

Resources
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Skill 1.10 Identify Congruent Triangles	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Triangle Congruency	**G.SRT.5** Use congruence ~~and similarity~~ criteria for triangles ~~to solve problems and~~ to prove relationships in geometric figures.	**Learning Intention (G.SRT.5):** *We are learning to* use congruence criteria for triangles to prove that two triangles are congruent *so that we can* construct viable arguments and critique the reasoning of others (SMP 3). **Success Criteria:** • Identify and use criteria for triangle congruence to create a proof that shows two triangles are congruent by comparing their sides and angles.
Essential Vocabulary		
AAS ≅, ASA ≅, congruent, coordinate geometry, corresponding parts, flowchart, HL ≅, midpoint, midsegment, polygon, rigid transformations, SAS ≅, scale factor, similar, SSS ≅, Triangle Angle Sum Theorem, triangle congruence conditions		
Resources		
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Skill 1.11 Exponential Functions	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Exponential Functions	**F.LE.2** Construct ~~linear and~~ exponential functions, ~~including arithmetic and geometric sequences~~, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). **F.IF.7** Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.	**Learning Intention (F.LE.2 & F.IF.7):** *We are learning to* write equations for exponential functions and graph exponential functions of the form $y = ab^x$ *so that we can* model with mathematics (SMP 4) and look for and make use of structure (SMP 7). **Success Criteria:** • Construct exponential equations of the form $y = ab^x$ given a graph, context, or input-output pairs (table). • Graph exponential functions of the form $y = ab^x$.
Essential Vocabulary		
Appreciation, asymptote, compound interest, depreciation, exponential decay, exponential function, exponential growth, half-life, initial value, model, multiplier, parameter, piecewise function, root, simple interest, step function		
Resources		
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Skill 1.12 Solve Systems of Inequalities	Grade: 9	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Systems of Inequalities	**A.CED.4** Represent constraints using systems of ~~equations and/or~~ inequalities and interpret solutions as viable or non-viable options in a modeling context. **A.REI.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	**Learning Intention (A.CED.4 & A.REI.12):** *We are learning to* write and graph systems of linear inequalities and interpret the solutions as viable in terms of the context *so that we can* reason abstractly and quantitatively (SMP 2). **Success Criteria:** • Represent constraints by writing a system of inequalities. • Interpret solutions of a system of inequalities as viable in terms of the context. • Graph the solution to a system of inequalities.
Essential Vocabulary		
boundary line, boundary point, constraint, coordinates, equation, graph, greater than, inequality, inequality symbols, less than, region, solution, system of inequalities, two variables		
Resources		
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HS Academies Math Portfolio 2 Course Overview

Course Description

In this course, students strengthen their algebraic and geometric reasoning through problem solving, modeling, and real-world application. Students learn to solve angle equations, perform operations with polynomials, factor algebraic expressions, and solve quadratic equations using multiple strategies. Students also analyze the features of quadratic functions and explore how mathematical expressions can be written in different but equivalent forms to reveal important relationships and patterns. Students investigate triangle similarity, apply right triangle trigonometry to solve problems, and use measurement concepts to determine length, area, volume, and other geometric quantities. Throughout the course, students use equations, graphs, diagrams, and mathematical models to explain their thinking and communicate solutions clearly.

The course is designed around a mastery-based learning model. At the beginning of each skill, students complete a pre-assessment to identify what they have already mastered and determine the support they may need. Based on their results, students engage in targeted practice activities, collaborative learning opportunities, and teacher support until they feel prepared to complete a skill challenge. Once students demonstrate mastery of a skill, they move on.

Scope & Sequence:

Math 2A					Math 2B			
2.01	**2.02**	**2.03**	**2.04**	**2.05**	**2.06**	**2.07**	**2.08**	**2.09**
Angle Equations	Operations with Polynomials	Triangle Similarity	Factoring	Right Triangle Trigonometry	Solving Quadratic Equations	Features of Quadratics	Measurement	Different but Equivalent Forms
7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days

HS Academies Portfolio 2 Curriculum Guide

Skill 2.01 Solve Angle Equations	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Angle Equations	**A.CED.1** Create one-variable equations ~~and inequalities~~ to solve problems, ~~including linear, quadratic, rational, and exponential functions~~. **A.REI.3** Solve linear equations ~~and inequalities~~ in one variable, including equations with coefficients represented by letters.	**Learning Intention (A.CED.1 & A.REI.3):** *We are learning to* create and solve equations using angle relationships *so that we can* attend to precision (SMP 6). **Success Criteria:** • Create one-variable equation(s) using multiple angle relationships. • Solve linear equation(s) in one variable. • Identify the angle pair relationships used to create equation(s).
Essential Vocabulary		
alternate interior angles, angle, congruent angles, corresponding angles, equilateral, isosceles, linear pair of angles, parallel lines, angle, same-side interior angles, scalene triangle, theorem, transversal, triangle, triangle inequality, vertex (vertices), vertical angles, solution		
Resources		
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Skill 2.02 Operations with Polynomials	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Operations with Polynomials	**A.APR.1a** Perform operations on polynomial expressions (addition, subtraction, multiplication, ~~division) and compare the system of polynomials to the system of integers when performing operations~~. **A.APR.1b** ~~Factor and/or~~ expand polynomial expressions, identify and combine like terms, and apply the distributive property.	**Learning Intention (A.APR.1a & A.APR.1b):** *We are learning to* perform arithmetic operations on polynomial expressions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Multiply a binomial by a trinomial to write a product as a sum. • Expand a perfect square binomial using multiplication and write product as a sum. • Simplify expressions by combining like terms with multiple variables and degrees to create an equivalent expression.
Essential Vocabulary		
area, area model, polynomial, combine like terms, distributive property, coefficients, positive, negative, binomial, trinomial		
Resources		
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Skill 2.03 Triangle Similarity	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Triangle Similarity	**G.SRT.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	**Learning Intention (G.SRT.5):** *We are learning to* use similarity criteria for triangles to solve problems and prove relationships about geometric shapes *so that we can* attend to precision (SMP 6). **Success Criteria:** • Use properties of similarity to find missing side lengths or angle measures in triangles, given a problem in context. • Create and solve proportions based on corresponding sides of similar triangles.

Essential Vocabulary
$AA \sim$, $AAS \cong$, arrow diagram, $ASA \cong$, congruent triangles, corresponding angles, corresponding sides, converse, counterexample, dilation, flowchart, $HL \cong$, image, isosceles, proof by contradiction, proportion, ratio of similarity, rigid transformations, $SAS \cong$, $SAS \sim$, scale factor, similar figures, similar figures (triangles), $SSS \cong$, $SSS \sim$

Resources
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Skill 2.04 Factoring	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Factoring	**A.SSE.3a** Factor a quadratic expression ~~to reveal the zeros of the function it defines.~~ **A.APR.1b** Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.	**Learning Intention (A.SSE.3a & A.APR.1b) :** *We are learning to* factor quadratic expressions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Factor completely a quadratic expression when a does not equal 1. • Recognize when a quadratic expression is not factorable.
Essential Vocabulary		
Quadratic expression, factor, factoring, product, sum, trinomial, binomial, greatest common factor (GCF), coefficient, variable, expression, equivalent expression		
Resources		
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Skill 2.05 Right Triangle Trigonometry	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Right Triangle Trigonometry	**G.SRT.8** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	**Learning Intention (G.SRT.8):** *We are learning to* use trigonometric ratios to solve problems with right triangles *so that we can* model with mathematics (SMP 4). **Success Criteria:** • Create a trigonometric equation to solve for a side length given a problem in context. • Create a trigonometric equation and use inverse trigonometric ratios to solve for angles given a problem in context.

Essential Vocabulary

adjacent leg, cosine ratio, hypotenuse, inverse cosine (cos^{-1}), inverse sine (sin^{-1}), inverse tangent (tan^{-1}), opposite leg, right triangle, similar figures (triangles), sine ratio, tangent ratio

Resources

Portfolio 2

- Continua
- Overview
- Tracker
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- Challenges
- Practice (2.05)
- Teaching Resources (2.05)

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Skill 2.06 Solve Quadratic Equations	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Quadratic Equations	**A.REI.4** Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, ~~as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.~~	**Learning Intention (A.REI.4b):** *We are learning to* solve quadratic equations *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Solve quadratic equations by taking the square root, completing the square, factoring ($a \neq 1$), and the quadratic formula. • Identify the type of solution as rational, irrational, or complex, where all solution resulting from completing the square or quadratic formula are either irrational or complex.

Essential Vocabulary
completing the square, complex numbers, equation, factored form, imaginary numbers, irrational numbers, perfect square form, perfect square trinomials, polynomial, quadratic equation, Quadratic Formula, rational number, real numbers, roots (of a polynomial function), solution, standard form (quadratic function), x-intercept(s), y-intercept(s), zeros of a function, Zero Product Property

Resources
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Skill 2.07 Features of Quadratics	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Features of Quadratics	**F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums or minimums; symmetries; ~~end behavior, and periodicity.~~* **F.IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	**Learning Intention (F.IF.4 & F.IF.7):** *We are learning to* graph and identify key features of quadratic functions *so that we can* attend to precision (SMP 6). **Success Criteria:** • Graph a parabola when given when given standard form of a quadratic equation and $a < 0$. • Interpret key features of a quadratic function through graphs and tables. • Sketch a graph for a quadratic function when given a written description.
Essential Vocabulary		
Quadratic function, parabola, vertex, axis of symmetry, x −intercept, y −intercept, maximum, minimum, domain, range, opening up, opening down, a −value, ordered pair, coordinate plane, function		
Resources		
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Skill 2.08 Measurement	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Measurement	**G.GMD.3** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. **7.G.6** Generalize strategies for finding area, volume, and surface areas of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Solve real-world and mathematical problems in each of these areas.	**Learning Intention (G.GMD.3 & 7.G.6):** *We are learning to* find volume and surface area of geometric figures *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Determine a missing dimension of geometric solid using trigonometry with a regular polygon base and use it to calculate volume and surface area.

Essential Vocabulary
Apex, base (of a shape), cone, cube, cylinder, diameter, edge, face, height, lateral face, linear scale factor, oblique, perimeter, prism, pyramid, $r : r^2 : r^3$ ratios, radius, ratio, regular polygon, similar solids, slant height, solid, sphere, surface area, tetrahedron, three-dimensional, volume

Resources
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Skill 2.09 Different But Equivalent Forms	Grade: 10	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Different But Equivalent Forms of Functions	**F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. **F.BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x)+k$,$kf(x)$, and $f(h+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Include, ~~linear~~, quadratic, ~~exponential, absolute value, simple rational and radical, logarithmic, and trigonometric~~ functions. ~~Utilize technology to experiment with cases and illustrate an explanation of the effects on the graph. Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~	**Learning Intention (F.IF.8 & F.BF.3):** *We are learning to* convert between the different forms of quadratic functions and graph transformations of quadratic functions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Rewrite a quadratic function from standard form to graphing/vertex form when $a \neq \pm 1$ • Rewrite a quadratic function from factored form to graphing/vertex form when $a \neq \pm 1$ • Identify the features revealed by a given form (i.e. y-intercept from standard form, zeroes from factored form, vertex and line of symmetry from vertex form) of a quadratic function when $a \neq \pm 1$.

Essential Vocabulary
absolute value function, average rate of change, completing the square, constant function, domain, $f^{-1}(x)$, function, graphing form, growth rate, horizontal shift, inequality, intersection point, inverse function, maximum point (see maximum value), minimum point (see minimum value), piecewise-defined function, quadratic function, range, step function, system of equations, transformation (of a function), vertex, vertical shift, vertical stretch factor, x-intercept(s), y-intercept(s)

Resources	
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HS Academies Math Portfolio 3 Course Overview

Course Description

In this course, students deepen their understanding of algebraic relationships and mathematical modeling through the study of functions, equations, and advanced problem-solving strategies. Students evaluate and analyze functions, explore quadratics in vertex form, and investigate transformations of functions to understand how equations and graphs are connected. The course also includes graphing polynomial functions, polynomial division, and solving systems of equations both algebraically and graphically.

Students extend their algebraic reasoning by solving rational equations, radical equations, and exponential and logarithmic equations using multiple methods and representations. In addition, students study inverse functions and examine how functions can model and describe real-world relationships and change over time.

The course is designed around a mastery-based learning model. At the beginning of each skill, students complete a pre-assessment to identify what they have already mastered and determine the support they may need. Based on their results, students engage in targeted practice activities, collaborative learning opportunities, and teacher support until they feel prepared to complete a skill challenge. Once students demonstrate mastery of a skill, they move on.

Scope & Sequence:

Math IIIA					**Math IIIB**				
3.01	**3.02**	**3.03**	**3.04**	**3.05**	**3.06**	**3.07**	**3.08**	**3.09**	**3.10**
Evaluating Functions	Quadratics in Vertex Form	Transformations of Functions	Solving Rational Equations	Solving Radical Equations	Solving Systems Algebraically and Graphically	Inverse Functions	Solving Exponential and Logarithmic Equations	Graphing Polynomial Functions	Polynomial Division
7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days	7 Days

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Skill 3.01 Evaluate Functions	Grade: 11	Time: 7 days
Topic(s)/Guiding Question(s)	Priority Standards	Learning Intentions and Success Criteria
Topic: Evaluate Functions	**F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	**Learning Intention (F.IF.2):** *We are learning to* use function notation and evaluate functions *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Evaluate nonlinear functions for specific inputs. • Find the input given the output. • Interpret statements that use function notation in terms of context.
Essential Vocabulary		
input/output, function, evaluate, domain, extraneous solution, no solution, function notation		
Resources		
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Skill 3.02 Quadratics in Graphing Form	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Quadratics in Graphing Form	**F.IF.7** Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases. a. Graph ~~linear and~~ quadratic functions and show ~~intercepts~~, maxima, and minima. **F.IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of ~~factoring and/or~~ completing the square in quadratic ~~and polynomial~~ functions, where appropriate, to show ~~zeros~~, extreme values, and symmetry of the graph, and interpret these in terms of a context.	**Learning Intention (F.IF.7a & F.IF.8a):** *We are learning to* rewrite a quadratic function to reveal key features that will be used to graph the function *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Complete the square in a quadratic function to reveal the maximum or minimum value (vertex) when $a \neq 1$, where a is positive and negative, and b is a multiple of the a value. • Graph a quadratic function from graphing/vertex form when $a \neq 1$.
Essential Vocabulary		
Quadratic function, standard form, graphing form, vertex form, factored form, rewrite, equivalent forms, vertex, axis of symmetry, x −intercept, y −interept, zeros, roots, factor, complete the square, maximum, minimum, parabola		
Resources		
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Skill 3.03 Transformations of Functions	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Transformations of Functions	**F.BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. ~~Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~	**Learning Intention (F.BF.3) :** *We are learning* the relationship between graphing form of a function and its graph *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Given a graph, write the equation of the function in the from $af(x-h)+k$ when $a \neq 1$. • Given an equation in the form $af(x-h)+k$, graph the function when $a \neq 1$. • Given a parent function and a description of transformations, sketch a graph, and write the equation of the transformed function.
Essential Vocabulary		
Function graphing form, vertex form, quadratic function, parabola, vertex transformation, translation, maximum/minimum, vertex, line of symmetry, perfect square, stretch factor, shift, compress, stretch, transformation, parent function, odd functions, even functions		
Resources		
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Skill 3.04 Solve Rational Equations	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Rational Equations	**A.REI.2** Solve simple rational ~~and radical~~ equations in one variable, and give examples showing how extraneous solutions may arise.	**Learning Intention (A.REI.2):** *We are learning to* solve simple rational equations in one variable *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Solve simple rational equations in one variable with variables on both sides. • Determine if any solutions are extraneous.
Essential Vocabulary		
Rational equation, numerator, denominator, fraction, variable, equation, least common denominator (LCD), inverse operations, solution, extraneous solution, simplify, restricted, undefined		
Resources		
Portfolio 3 • Continua • Tracker • Pre-Assessments • Challenges • Practice (3.04) • Teaching Resources (3.04)		

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Skill 3.05 Solve Radical Equations	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Radial Equations	**A.REI.2** Solve simple ~~rational and~~ radical equations in one variable, and give examples showing how extraneous solutions may arise.	**Learning Intention (A.REI.2):** *We are learning to* solve simple radical equations in one variable *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Solve simple radical equations in one variable with variables on both sides. • Determine if any solutions are extraneous.
Essential Vocabulary		
Radical equation, radical, square root, radicand, inverse operations, isolate, exponent, square, solution, extraneous solution, simplify, equation		
Resources		
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Skill 3.06 Solve Systems of Equations Algebraically & Graphically	Grade: 11	Time: 7 days

Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Systems of Equations Algebraically & Graphically	**A.REI.7** Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	**Learning Intention (A.REI.7):** *We are learning to* solve a system consisting of a linear and quadratic equation *so that we can* reason abstractly and quantitatively (SMP 2). **Success Criteria:** • Solve a system consisting of linear and quadratic (where $a \neq 1$) equations in two variables graphically. • Solve a system consisting of linear and quadratic equations in two variables algebraically using substitution.

Essential Vocabulary
System of equations, linear equation, quadratic equation, solutions, intersection, ordered pair, substitution, graph, parabola, line, vertex, x −intercept, solve

Resources
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Skill 3.07 Inverse Functions	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Inverse Functions	**F.BF.4** Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, f$(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$.	**Learning Intention (F.BF.4):** *We are learning to* find the inverse of a function algebraically *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Find the inverse of nonlinear functions algebraically.
Essential Vocabulary		
inverse, domain restriction, Line of Reflection, input, output, domain and range		
Resources		
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Skill 3.08 Solve Exponential & Logarithmic Equations	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Solve Exponential & Logarithmic Equations	**F.BF.5** (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	**Learning Intention (F.BF.5):** *We are learning to* solve exponential and logarithmic equations *so that we can* reason abstractly and quantitatively (SMP 2). **Success Criteria:** • Isolate the exponential term and use logarithmic properties to solve an exponential equation. • Solve logarithmic equations using multiple properties of logarithms.
Essential Vocabulary		
exponential, base, exponent, logarithm, common logarithm, natural logarithm, power property, product property, quotient property		
Resources		
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Skill 3.09 Graphing Polynomial Functions	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Graphing Polynomial Functions	**F.IF.7** Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★ **F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.★	**Learning Intention (F.IF.7c & F.IF.4):** *We are learning* the relationship between graphing form of a polynomial function and its graph, including identifying key features of the function, *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Write the equation of a polynomial function (with $a \neq 1$, multiplicities, integer intercepts) in factored form given the graph of the function. • Graph the function given an equation in factored form where $a \neq 1$. • Identify x-intercept(s), y-intercept, degree, and end behavior of a polynomial function (with $a \neq 1$, multiplicities, integer intercepts).
Essential Vocabulary		
intercepts (including zeros/roots), end behavior, locator point/vertex, symmetry, domain, range, maximum, minimum, asymptotes		
Resources		
Portfolio 3 • Continua • Tracker • Pre-Assessments • Challenges • Practice (3.09) • Teaching Resources (3.09)		

Updated: 05/2026
Board Approved:

HS Academies Math Portfolio 3 Curriculum Guide

Skill 3.10 Polynomial Division	Grade: 11	Time: 7 days
Topic(s)/Guiding Questions	Priority Standards	Learning Intentions and Success Criteria
Topic: Polynomial Division	**A.APR.1** Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations. a. Perform operations on polynomial expressions (~~addition, subtraction, multiplication,~~ division) ~~and compare the system of polynomials to the system of integers when performing operations.~~ b. Factor ~~and/or expand~~ polynomial expressions~~, identify and combine like terms, and apply the distributive property.~~ **A.APR.2** Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	**Learning Intention (A.APR.1 & A.APR.2):** *We are learning to* divide polynomial expressions and use polynomial division to determine whether a binomial is a factor of a polynomial *so that we can* look for and make use of structure (SMP 7). **Success Criteria:** • Divide polynomials by binomials where the number of terms in the polynomial is less than or equal to the degree of the polynomial and/or there is a remainder. • Determine whether a binomial is a factor of a polynomial using polynomial division.
Essential Vocabulary		
factors, polynomial, remainder, long division, remainder, dividend, divisor, quotient, zeros		
Resources		
Portfolio 3 • Continua • Tracker • Pre-Assessments • Challenges • Practice (3.10) • Teaching Resources (3.10)		

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Board Approved:

High School Musical Theatre Curriculum Guide		
Units 1, 2, 3: Performance	Grade: 10th-12th	Time: Rotating, full year
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Why do characters do what they do? How can studying the script help to decide how the character moves and sounds on stage?	**HS2.TH.1.1** Use script analysis to generate ideas about a character that is believable in a theatre work.	**Learning Intention:** I am learning to incorporate my own experiences and knowledge into the material. **Success Criteria:** I can… • Integrate emotional integrity into my character • Fully commit to my character choices • Connect personal experiences or knowledge to the material
How do my choices, actions, and respect for my troupe affect the overall professionalism of the rehearsal process and performance? What soft skills do I learn through the rehearsal process? How does my behavior as an audience member affect the performance?	**U1.2.3.HS2.TH.3.2** Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.	**Learning Intention**: I am learning to demonstrate mutual respect for self and others and their roles in preparing a theatre work. **Success Criteria:** I can… • Respect myself and others during rehearsal and warmups. • Show up on time with necessary materials for the rehearsal or warmup. • Actively contribute to and engage in the rehearsal and/or warmup.

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		• Use professional tone in my voice when I rehearse with others.
How can I effectively bring a scripted character and story to life for an audience through my performance?	**HS1.TH.3.1** Perform a scripted theatre work for an audience.	**Learning Intention:** I am learning to perform a scripted theatre work for an audience. **Success Criteria:** I can perform at a polished level.
How can music enhance my character?	**6-12.MU:GM.3.1** Perform artistically a final version of original musical ideas to peers or an informal audience.	**Learning Intention:** I am learning to perform a character through a song. **Success Criteria:** I can perform a musical theatre song in a chosen character.
How does dance (and dance technique) further my character?	**HS1.D.2.4** Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography	**Learning Intention:** I am learning basic dance styles that are typical for musical theatre performance. **Success Criteria:** I can... • Identify different dance styles • Identify different dance steps • Perform basic dance steps
Supporting Standards		
Collaborate on a theatre work that explores multiple perspectives. (HS3.TH.5.1)		

Written: 03/04/2026
Board Approved: pending

Essential Vocabulary
Revival, Contemporary, Classic, Golden Age, Operetta, Book, Music and Lyrics, Libretto, Score, Accompaniment, Bar/Measure, Repertoire, Ballad, Uptempo, Blocking, Choreography, Tap, Overture, Entr'acte, Reprise, Type/Range, Soprano, Mezzo Soprano, Alto, Tenor, Baritone, Bass, Projection, Belt, Speak-Sing, Legit Singing
Recommended Resources
• Broadway: The American Musical - YouTube • Musical Theatre International • Concord • Theatrical Rights Worldwide • YouTube – dance videos • BYU theatre education database • Home - The National High School Musical Theatre Awards • Jimmy Solo Songs Database
Optional Course-Specific Information
This is an advanced course with higher levels of expectation for rehearsals, performance, and evaluation of self and others.

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Board Approved: pending

Future Readiness Course Overview

Course Description

Future Readiness

The content of this course aligns with the *Idaho College and Career Readiness Competencies* and will explore the topics of leadership, teamwork and collaboration, professionalism and work ethic, career exploration and development, and financial literacy. Students will establish their Future Readiness Portfolio in this course while exploring opportunities available in high school to successfully pursue an educational path that prepares them for a successful transition into some form of postsecondary education and/or the workplace. *Completion of this course will meet the Future Readiness Project graduation requirements.*

Scope & Sequence

Unit 0: Discover your school Performance Task(s): School Tour, Staff interviews, Focus Notes, Portfolio Set-up	**Unit 1:** Teamwork, Collaboration, & Leadership Performance Task(s): Personality/Interest Inventory, Building Relational Capacity, Portfolio Development	**Unit 2:** Professionalism & Work Ethic Performance Task(s): Resume, Cover Letter, Mock Job Interviews, Conflict-Resolution Scenarios, Portfolio Development	**Unit 3:** Career/College Exploration & Development Performance Task(s): College/Career Research and Presentation, Portfolio Development	**Unit 4:** Financial Literacy Performance Task(s): Checking & Savings Account Management, College/Career Planning Budget, Portfolio Development
1 week	3-4 weeks	4 weeks	6 weeks	3 weeks

Future Readiness		
Unit 0: Discover your school	Grade: 9	Time: 1 week
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do the systems and structures of our school create opportunities for student engagement? To what extent does our individual work ethic influence the overall climate of our school? How does the quality of our collaboration shape the culture and safety of our school community? In what ways do routines such as organization and focused notetaking improve our opportunities within the school?	**CRS.1.1.5:** Demonstrate a work ethic by consistently and working to the best of one's ability by being diligent, dependable, and accountable for one's actions. **CRS.1.2.5:** Demonstrate teamwork by sharing responsibility for collaborative thoughts, opinions, and contributions of other team members.	**CRS.1.1.5:** I am learning to demonstrate a work ethic by working to the best of my ability, so I can be diligent, dependable, and accountable for my actions. **I can:** • use routines or tools to monitor progress, manage time, and stay focused on tasks. • follow rules, norms, and expectations to contribute to an inclusive, positive work environment. • complete tasks with diligence and dependability, meeting expectations for quality, effort, and timeliness. • accept responsibility for actions and choices, including mistakes, setbacks, or missed expectations. • use feedback from teachers, peers, or self-reflection to take corrective action and

		improve future performance. **CRS.1.2.5:** I am learning to demonstrate teamwork by sharing responsibility for collaborative thoughts, opinions, and contributions of other team members, so I can work effectively with others. **I can:** • identify and share strengths and weaknesses to help the group meet its goals. • communicate my role and responsibilities and explain how they support the team's objectives. • develop a realistic plan to complete my tasks on time and proactively seek support when I anticipate challenges. • invite teammates into respectful discussion when emerging interpersonal or collaboration issues arise and help generate possible solutions with guidance as needed. • contribute meaningful ideas, listen actively, build on others' thinking, and

		respond to differing viewpoints with respect. • reflect on my participation and identify at least two specific actions I can take to improve future teamwork.
Supporting Standards		
Essential Vocabulary		
Content Vocabulary: work ethic, growth mindset, fixed mindset, mind mapping, grit, intrinsic motivation, extrinsic motivation, demonstrate, time management, executive functioning, hard skills, soft skills, norms		
Recommended Resources		
Approved Resources:		
Optional Course-Specific Information		

Future Readiness		
Unit 1: Teamwork, Collaboration, & Leadership	Grade: 9	Time: 3-4 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do we demonstrate diligence, dependability, and accountability through our actions? In what ways do we share responsibility and recognize the contributions of others during collaboration? How do we evaluate a problem, consider possible solutions, and choose the most effective course of action? In what ways can we apply critical thinking to address challenges professionally and make responsible, well-reasoned decisions?	**CRS.1.2.5:** Demonstrate teamwork by sharing responsibility for collaborative thoughts, opinions, and contributions of other team members. **CRS.1.1.2:** Demonstrate critical thinking and problem-solving skills by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. .	**CRS.1.2.5:** I am learning to demonstrate teamwork by sharing responsibility for collaborative thoughts, opinions, and contributions of other team members, so I can work effectively with others. **I can:** • identify and share strengths and weaknesses to help the group meet its goals. • communicate my role and responsibilities and explain how they support the team's objectives. • develop a realistic plan to complete my tasks on time and proactively seek support when I anticipate challenges. • invite teammates into respectful discussion when emerging interpersonal or collaboration issues arise and help generate possible

		solutions with guidance as needed. • contribute meaningful ideas, listen actively, build on others' thinking, and respond to differing viewpoints with respect. • reflect on my participation and identify at least two specific actions I can take to improve future teamwork. **CRS.1.1.2:** I am learning to demonstrate critical-thinking and problem-solving skills by using sound reasoning, so I can analyze problems, evaluate potential solutions, and implement effective courses of action. **I can:** • analyze a problem to identify causes, effects, and key stakeholders. • organize important information and choose a strategy to solve a problem. • test or pilot a solution, evaluate results, and adjust my approach. • make an arguable claim supported by credible evidence and note at least one counterclaim.

		• present my findings clearly and propose one realistic next step or improvement.

Supporting Standards
CRS 1.1.1: Demonstrate creativity and innovation by employing originality, inventiveness, and resourcefulness in the workplace. **CRS.1.2.2:** Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service. **9.RC.3:** Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references **9.ODC.1:** Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented. **9.VD.3:** Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Essential Vocabulary
Content Vocabulary: work ethic, growth mindset, fixed mindset, mind mapping, grit, intrinsic motivation, extrinsic motivation, demonstrate, time management, executive functioning, hard skills, soft skills, norms, goal, metacognition, SMART goal

Recommended Resources
Approved Resources:

Optional Course-Specific Information

Future Readiness		
Unit 2: Professionalism & Work Ethic	Grade: 9	Time: 4 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
In what ways can our daily habits reflect a strong work ethic? How do we communicate, behave, and present ourselves in ways to show professionalism?	**CRS.1.1.3**: Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks. **CRS.1.2.1**: Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues. **CRS.1.3.4:** Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively.	**CRS.1.1.3:** I am learning to demonstrate initiative and self-direction, so I can improve my workplace and accomplish tasks. **I can:** • use routines and tools to regularly monitor my progress. • follow workplace norms and maintain professional habits. • establish short and long-term goals or milestones. • reflect using peer and/or teacher feedback. • identify and seek appropriate help or resources as needed. **CRS.1.2.1:** I am learning to demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace, so I can maintain positive relationships

		and create productive environments. **I can:** • recognize and promptly address interpersonal and workplace conflicts. • use active listening and clarify each person's perspective, needs, and interests. • analyze root causes and contributing factors of a conflict • propose fair, practical solutions to a conflict. **CRS.1.3.4:** I am learning to demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals, so I can manage my time and resources effectively. I can: • prioritize tasks. • create a clear plan with steps, deadlines, and required resources. • use simple tools (e.g. – calendar, checklists,

		planners) to monitor progress toward my goals. • communicate my plan and status to others and ask for help or reassign when appropriate. • engage in self-reflection and make a change to significantly improve my final product.

Supporting Standards
CRS.1.1.1: Demonstrate creativity and innovation by employing originality, inventiveness, and resourcefulness in the workplace. **CRS.1.1.5:** Demonstrate a work ethic by consistently working to the best of one's ability by being diligent, dependable, and accountable for one's actions. **CRS.1.3.10** Demonstrate professionalism by meeting organizational expectations regarding work schedule, behavior, appearance, and communication. **CRS.1.3.12:** Demonstrate workplace safety by maintaining a safe work environment through adherence to safety guidelines and identifying risks to self and others **9.RC.3:** Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. **9.ODC.1:** Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented. **9.VD.3:** Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
Essential Vocabulary

Content Vocabulary: work ethic, growth mindset, fixed mindset, mind mapping, grit, intrinsic motivation, extrinsic motivation, demonstrate, time management, executive functioning, hard skills, soft skills, norms, goal, metacognition, SMART goal
Recommended Resources
Approved Resources:
Optional Course-Specific Information

Future Readiness		
Unit 3: Career/College Exploration & Development	Grade: 9	Time: 7 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do our habits, choices, and effort reflect the work ethic needed for future college or career success? How might we investigate problems, ask meaningful questions, and seek relevant solutions to better explore	**CRS.1.3.2**: Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health. **CRS.1.3.3**: Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements.	**CRS.1.3.2**: I am learning to demonstrate career and life management by planning and managing my personal and professional development goals, so I can successfully grow in my education, career, finances, and health.

real-world career and college opportunities? How do we use evidence from reliable texts to support conclusions about different career paths, college options, or professional expectations?	**CRS.1.3.5**: Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks.	**I can:** • set SMART goals in at least 3 areas (e.g. - education, career, finances, health) with timelines and action steps. • use planning tools and resources. • engage in self-reflection. • make informed decisions that support long-term goals. **CRS.1.3.3:** I am learning to demonstrate continuous learning and adaptability by accepting constructive feedback and developing my skills, so I can adjust to changing requirements. **I can:** • accept feedback constructively and apply suggestions to improve my work. • actively seek or recognize new learning opportunities and new skills regularly. • recognize and adapt work methods when requirements change.

		• reflect on learning experiences and identify specific areas for continued growth. • identify or use multiple learning strategies. • recognize or develop professional skills relevant to my goals. **CRS.1.3.5:** I am learning to locate information efficiently, evaluate the credibility and relevance of sources and facts, and use information effectively, so I can successfully complete work-related tasks with accuracy and confidence. **I can:** • use multiple search methods (e.g., search engines, databases, people) and tools to locate relevant sources efficiently. • evaluate sources using clear criteria (e.g., CRAPP, SIFT). • organize and synthesize information from multiple sources. • cite sources properly and follow fair use practices.

Supporting Standards
CRS.1.2.4: Demonstrate respect for diversity by valuing individual differences and working collaboratively with all people of diverse backgrounds, viewpoints, and experiences. **CRS 1.2.3:** Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience. **ITC.9-12.2.a:** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. **9.RS.1:** Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies. **9.VD.3:** Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
Essential Vocabulary
Content Vocabulary: work ethic, growth mindset, fixed mindset, mind mapping, grit, intrinsic motivation, extrinsic motivation, demonstrate
Recommended Resources
Approved Resources:
Optional Course-Specific Information

Future Readiness		
Unit 4: Financial Literacy	Grade: 9	Time: 2 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do I open, manage, and monitor checking and savings accounts? How do I compare products, services, and long-term costs to make informed purchasing decisions, including major expenses like college? How do I create a realistic monthly budget that reflects income, expenses, taxes, and savings goals?	**9-12.EC.23** Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses. **9-12.EC.15** Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements. **9-12.EC.18** Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.	**9-12.EC.15:** I can demonstrate procedures for opening and managing checking and savings accounts, so I can organize my finances. **I can:** • explain differences between checking and savings accounts. • distinguish required documents for opening an account (ID, SSN/TIN, proof of address). • complete an account application (simulated or real). • write a check (date, payee, numeric & written amounts, signature, memo) • set up and navigate a virtual account or online banking interface. • evaluate account statements (paper or electronic). • describe practices to protect account information (keep

		account numbers private, logout, verify secure sites) and demonstrate basic fraud-avoidance steps. **9-12.EC.18:** I am learning to demonstrate how to use comparison shopping skills, so I can make major purchases. **I can:** • identify the type of purchase and develop clear evaluation criteria (e.g., cost, quality, features, warranty, financing, long-term costs, program outcomes). • locate and evaluate multiple, credible sources (e.g., seller quotes, reviews, institutional data) using currency, authority, accuracy, relevance. • calculate and compare costs (e.g., maintenance, tuition, living), taxes, fees, financing (e.g., APR, monthly payment, total interest), and estimate lifetime or program cost. • create an action plan to complete a purchase and set

		one short-term financial goal tied to the decision. **9-12.EC.23:** I am learning to build a monthly budget for a family or individual, so I can make informed financial decisions and plan for future financial goals. **I can:** • determine net monthly income from gross pay after taxes/deductions and document sources. • categorize and estimate fixed and variable monthly expenses and justify estimates. • allocate monthly savings toward a defined goal and show this in a budget. • build a functioning spreadsheet that calculates totals, net balance, and monthly savings automatically. • identify at least two adjustments to fix a deficit.
Supporting Standards		

Essential Vocabulary
Content Vocabulary: savings, checking, budget, taxes, deductions, gross income, net income, APR, financing, quote
Recommended Resources
Approved Resources:
Optional Course-Specific Information

French IV Curriculum Guide		
Unit 1: **Le camping**	Grade: Secondary	Time: 6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How does understanding past events in French help us connect with and understand French-speaking cultures?	Interpretive: L4.WL.2.4 compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.	Learning Intention: I am learning to understand some of what I read and hear about everyday life and past activities, in French. Success Criteria: At the intermediate-low level, I can understand… • what I hear or read about camping activities in text or media communications in French. • similarities and differences between camping activities as compared to someone from a Francophone culture.
How can asking and answering questions about everyday life in French help me communicate more effectively with French speakers?	Interpersonal: L4.WL.1.1 ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation.	Learning Intention: I am learning to ask and respond to questions about everyday life and past activities, in French. Success Criteria: At the intermediate-low level, I can… • exchange information about where I went, who I was with, and what I did. • exchange information about myself and everyday life. • include some details in the exchange (e.g. opinion, weather, time, description, etc.).
How can presenting about everyday life help me share my experiences and understand others in a new language?	Presentational: L4.WL.3.2 narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration.	Learning Intention: I am learning to present about everyday life and past activities. Success Criteria: At the intermediate-low level, I can… • present information about where I went, who I was with, and what I did. • present information about myself and everyday life.

Essential Vocabulary
Categories of words related to camping activities and summer (e.g. tent, fishing, campfires, swimming, vacation, weather, etc.) Categories of words related to details about camping trips and summer
Optional Course-Specific Information: Language Functions and Proficiency Targets
Language Functions: Past & present tense review Adjective agreement review Adverbs of frequency **Proficiency Target**: Intermediate low

French IV Curriculum Guide

Unit 2: **L'Identité**	Grade: Secondary	Time: 6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I use context clues to infer the meaning of unfamiliar words and phrases about someone's identity?	**Interpretive** U2.L4.WL.2.3 infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	Learning Intention: I am learning to infer the meaning of some unfamiliar words and phrases about things that happened in the past. Success Criteria: At the intermediate-low level, I can understand… • text, audio and/or video media about an individual and what makes them who they are
How can asking and answering questions about my identity to help me connect with others and share personal stories in a new language?	**Interpersonal** U2.L4.WL.1.1 ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	Learning Intention: I am learning to ask and respond to questions about myself and what makes me who I am. Success Criteria: At the intermediate-low level, I can… • exchange information about my identity and the identity of another person. • use some details in my exchange (e.g. origin of name, music preferences, family influences, stereotypes, preferred language etc.).

How can sharing information about my identity to help me communicate more effectively and build connections in a new language?	**Presentational** U2.L4.WL.3.2 narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	Learning Intention: I am learning to present information about my identity and/or information about someone identity. Success Criteria: At the intermediate-low level, I can… • present information about my identity and the identity of another person. • use some details in my presentation (e.g. origin of name, music preferences, family influences, stereotypes, preferred language etc.).
Essential Vocabulary		
Categories of words related to activities, memories, and family.		
Optional Course-Specific Information: Language Functions and Proficiency Targets		
Language Functions: Imperfect Passé composé vs. imparfait Adjective agreement Adverb placement **Proficiency Target**: Intermediate-low **Resources: Bien dit ! Level 2, Chapter 6, Emily's PowerPoint**		

French IV Curriculum Guide

Unit 3: **L'art**	Grade: Secondary	Time: 6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can understanding context help me interpret and appreciate stories from Francophone cultures?	Interpretive: U3.L4.WL.2.3 infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials	Learning Intention: I am learning to infer the overall meaning of a historical time period from a Francophone culture, based on context.

<table>
<tr>
<td>How can asking for and giving explanations help me build meaningful conversations and connections in a new language?

How can presenting about history in a new language help me develop critical thinking and communication skills?</td>
<td>Interpersonal: U3.L4.WL.1.1 ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation

Presentational: U3.L4.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences and come some connected discourse with details and elaboration</td>
<td><u>Success Criteria:</u> At the intermediate-low level, I can understand…
• authentic text, audio and/or video media.

<u>Learning Intention:</u> I am learning to ask for and give explanations about text or media.

<u>Success Criteria:</u> At the intermediate-low level, I can…
• exchange information about an authentic text or media.
• ask and answer questions about an authentic text or media.

<u>Learning Intention:</u> I am learning to present about a historical time period.

<u>Success Criteria:</u> At the intermediate-low level, I can…
• write or tell about an authentic text or media.
• provide information about an authentic text or media.</td>
</tr>
<tr><td colspan="3">Essential Vocabulary</td></tr>
<tr><td colspan="3">Categories of words related to history, time periods, art, etc. (color, comparisons, shape).</td></tr>
<tr><td colspan="3">Optional Course-Specific Information: Language Functions and Proficiency Targets</td></tr>
<tr><td colspan="3"><u>Language Functions:</u> Analyzing language structures found in text
<u>Proficiency Target:</u> Intermediate-low
<u>Resources</u>: Allez, viens! Level 2, Ch. 9</td></tr>
</table>

French IV Curriculum Guide

Unit 4: **L'amité**	Grade: Secondary	Time: 6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can understanding text and media about relationships help me discuss goals and aspirations in a new language?	Interpretive: U4.L4.WL.2.1 analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	Learning Intention: I am learning to interpret text and media about relationships. Success Criteria: At the intermediate-mid level, I can understand… • authentic text, audio and/or video media about relationships.
How can exchanging information about relationships help me communicate my intentions and understand others' goals in a new language?	Interpersonal: U4.L4.WL.1.5 articulate requests, offer suggestions and develop plans with supporting elaborative statements in spoken and written conversation	Learning Intention: I am learning to exchange information about relationships. Success Criteria: At the intermediate-mid level, I can… • exchange information related to relationships. • ask for and offer suggestions related to relationship issues.
How can presenting information about relationships help me share my aspirations and understand others' visions in a new language?	Presentational: U4.L4.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	Learning Intention: I am learning to present information about relationships. Success Criteria: At the intermediate-mid level, I can… • write or talk about my relationships or the relationships of others. .

Essential Vocabulary
Categories of words related to relationships, emotions, and necessity (friends, traits, significant others).

Optional Course-Specific Information: Language Functions and Proficiency Targets

Language Functions: Futur simple
Conditional
Quand clauses
Subjunctive mood
Proficiency Target: intermediate-mid
Resources: Allez, viens! Level 3, Ch. 4 ; Bien dit ! Level 2, Ch. 7

French IV Curriculum Guide		
Unit 5: **L'Environment**	Grade: Secondary	Time: 6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can identifying main ideas from different media about the Francophone world help me better understand and engage with its diverse cultures? How can expressing and exchanging opinions about the Francophone world help me deepen my understanding and appreciation of its cultures and perspectives? How can presenting information about the Francophone world help me share insights and foster a deeper connection with its cultures and communities?	Interpretive: U5.L4.WL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials Interpersonal: U5.L4.WL.1.2 express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation Presentational: U5.L4.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	<u>Learning Intention:</u> I am learning to identify main ideas from a variety of media about and from the Francophone world. <u>Success Criteria:</u> At the intermediate-mid level, I can understand… • authentic text, audio and/or video media about Francophone events, such as natural disasters and environmental issues <u>Learning Intention:</u> I am learning to express and exchange opinions about the Francophone world. <u>Success Criteria:</u> At the intermediate-mid level, I can… • exchange information and opinions related to Francophone events, such as natural disasters and environmental issues. <u>Learning Intention:</u> I am learning to present information about the Francophone world. <u>Success Criteria:</u> At the intermediate-mid level, I can… • present information about Francophone events, such as natural disasters and environmental issues. .
Essential Vocabulary		

Categories of words related to people, history, art, literature, music, current events, or film.
Optional Course-Specific Information: Language Functions and Proficiency Targets
Language Functions: Object Pronouns Pronoun en Adjective agreement and placement Subjunctive **Proficiency Target:** intermediate-mid **Resources**: Allez Viens level 2 chapter 12, level 3 chapter 3

French IV Curriculum Guide

Unit 6: **Lisons!**	Grade: Secondary	Time: 6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can paraphrasing the main idea, theme, and supporting details from written text help me improve my understanding and communication of key concepts? How can expressing and exchanging opinions about what I read help me develop a deeper understanding of the material and engage in meaningful discussions? How can presenting information about what I read help me	Interpretive: U6.L4.WL.2.2 paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials Interpersonal: U6.L4.WL.1.2 ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details. Presentational: U6.L4.WL.3.3 inform others orally and in writing about a	Learning Intention: I am learning to paraphrase the main idea, theme, and supporting details from written text. Success Criteria: At the intermediate low level, I can… • understand what I read. • interpret and analyze what I read. Learning Intention: I am learning to express and exchange opinions about what I read. Success Criteria: At the intermediate low level, I can… • exchange information and opinions related to what I read related to plot, characters, and themes. Learning Intention: I am learning to present information about what I read.

clarify my understanding and share key insights with others?	variety of topics using connected sentences and some connected discourse with details and elaboration.	<u>Success Criteria:</u> At the intermediate low level, I can… • present information about plot, characters, and themes from what I read.
Essential Vocabulary		
Vocabulary varies based on the chosen text.		
Optional Course-Specific Information: Language Functions and Proficiency Targets		
<u>Language Functions:</u> Synthesis of previously learned concepts **<u>Proficiency Target:</u>** Intermediate Low **<u>Resources</u>**: Leveled Readers (e.g. Cyrano de Bergerac, Le Comte de Monte Cristo, Le Petit Prince, Le Petit Nicolas, La Belle et La Bête, etc.)		

Japanese 2 Curriculum Guide

Unit 1: Home	Grade: Secondary	Time: 6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is my home like? What is your home like? What are traditional homes like in the target cultures? What are the differences in home appliances between homes here and those in the target culture? What are the differences in home routines?	**Interpretive Communication U4.L1.WL.2.3:** identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. **Interpersonal Communication: U4.L1.WL.1.2:** Express and exchange personal opinions or preferences in spoken and written conversation. **Presentational Communication: U4.L1.WL.3.1:** State and support an opinion or preference orally and in writing.	**Learning Intention:** I am learning to hear descriptions of homes, simple questions about rooms and appliances, and simple information in Japanese. **Success Criteria: I can understand…** • what people say in a short conversation about the rooms of their homes • basic descriptions of daily home routines. • Read in hiragana and Katakana and some kanji **Learning Intention:** I am learning to give and ask for simple information about people's homes, in Japanese. **Success Criteria: I can…** • With the support of sentence frames, use full sentences to ask and answer simple questions about what is in their home, what they look like, and how things are done there. **Learning Intention:** I am learning to present basic information about my home in Japanese. **Success Criteria: I can …** • describe my home. • Write Japanese words in hiragana and Katakana and some kanji
Essential Vocabulary		

Questions	Neighborhood	Descriptions
What rooms are traditional in Japanese homes	House/Home	Big/Small
What are common manners in Japanese homes	Apartments	Spacious/Crowded
Home	Condominium	Dirty/Clean
Japanese style room	Street	New/Used
Western Style room	Address vocabulary	Urban/Rural
Bathroom/Toilet/Vanity rooms	**Property**	**Customs**
Kitchen	Garden/Yard	Slippers
Bedroom/futon	Garage/Car port	Bathing
Living room/furniture	Wall	Family shrine
Door types	Name plate	
Japanese appliances		

Optional Course-Specific Information: Language Functions and Proficiency Targets

Language Functions:

Verb and Adjective conjugation in simple sentences
Expression of likes and dislikes of actions
Using possessive nouns and pronouns
Using nouns as modifiers

Proficiency Target: Novice Mid

Interpretive (Reading, Listening, Viewing): Students can identify several highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading or repetition is often required.

Interpersonal (Person to Person Non-rehearsed Speaking): Students at the Novice Mid sublevel communicate minimally by using several isolated words and memorized phrases limited by the context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer.

Presentational (Rehearsed Speaking and Writing): Students at the Novice Mid sublevel can reproduce a modest number of words and phrases in context. They can supply limited information on simple forms and documents. Novice Mid students exhibit a high degree of accuracy when presenting on familiar topics using high frequency words and phrases. With less familiar topics, there is a decrease in accuracy.

Japanese 2 Curriculum Guide		
Unit 2: Places and Community	Grade: Secondary	Time: 6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is my home like? What is your home like? What are traditional homes like in the target cultures? What are the differences in home appliances between homes here and those in the target culture? What are the differences in home routines?	**Interpretive Communication** **U4.L1.WL.2.3:** identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. **Interpersonal Communication:** **U4.L1.WL.1.2:** Express and exchange personal opinions or preferences in spoken and written conversation. **Presentational Communication:** **U4.L1.WL.3.1:** State and support an opinion or preference orally and in writing.	**Learning Intention:** I am learning to hear descriptions of homes, simple questions about rooms and appliances, and simple information in Japanese. **Success Criteria: I can understand…** • what people say in a short conversation about the rooms of their homes • basic descriptions of daily home routines. • Read in hiragana and Katakana and some kanji **Learning Intention:** I am learning to give and ask for simple information about people's homes, in Japanese. **Success Criteria: I can…** • With the support of sentence frames, use full sentences to ask and answer simple questions about what is in their home, what they look like, and how things are done there. **Learning Intention:** I am learning to present basic information about my home in Japanese. **Success Criteria: I can …** • describe my home. • Write Japanese words in hiragana and Katakana and some kanji

Essential Vocabulary		
Questions What are commonly visited places in town Where are these places in relation to each other **Places** Schools Shops Transportation hubs Entertainment venues Roads/Sidewalks/Trains City-Government Places Religious places	**Location descriptors** Next to In front of Behind Left/Right Up/down Inside Outside Near/Far Across from	**Directions** Straight Turn This/That way Corner Intersection Stop light Building Cross Pass Go Back
Optional Course-Specific Information: Language Functions and Proficiency Targets		
Language Functions: Verb and Adjective conjugation in simple sentences Expression of likes and dislikes of actions Using possessive nouns and pronouns Using nouns as modifiers **Proficiency Target: Novice Mid** **Interpretive (Reading, Listening, Viewing):** Students can identify several highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading or repetition is often required. **Interpersonal (Person to Person Non-rehearsed Speaking):** Students at the Novice Mid sublevel communicate minimally by using several isolated words and memorized phrases limited by the context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. **Presentational (Rehearsed Speaking and Writing):** Students at the Novice Mid sublevel can reproduce a modest number of words and phrases in context. They can supply limited information on simple forms and documents. Novice Mid students exhibit a high degree of accuracy when presenting on familiar topics using high frequency words and phrases. With less familiar topics, there is a decrease in accuracy.		

Japanese 2 Curriculum Guide		
Unit 3: Geography	Grade: Secondary	Time: 6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is my home like? What is your home like? What are traditional homes like in the target cultures? What are the differences in home appliances between homes here and those in the target culture? What are the differences in home routines?	**Interpretive Communication** **U4.L1.WL.2.3:** identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. **Interpersonal Communication:** **U4.L1.WL.1.2:** Express and exchange personal opinions or preferences in spoken and written conversation. **Presentational Communication:** **U4.L1.WL.3.1:** State and support an opinion or preference orally and in writing.	**Learning Intention:** I am learning to hear descriptions of homes, simple questions about rooms and appliances, and simple information in Japanese. **Success Criteria: I can understand…** • what people say in a short conversation about the rooms of their homes • basic descriptions of daily home routines. • Read in hiragana and Katakana and some kanji **Learning Intention:** I am learning to give and ask for simple information about people's homes, in Japanese. **Success Criteria: I can…** • With the support of sentence frames, use full sentences to ask and answer simple questions about what is in their home, what they look like, and how things are done there. **Learning Intention:** I am learning to present basic information about my home in Japanese. **Success Criteria: I can …** • describe my home.

		• Write Japanese words in hiragana and Katakana and some kanji

Essential Vocabulary		
Questions What natural surroundings are in the area. Where are places to go and play? **Natural features** Mountain Ocean Shore Beach Island Lake River Pond	Forest Grove Hill Valley Boulders/Rocks Volcano Hot Springs Swamp **Structures** Port Bridge Canal Power Castle	**Descriptions** Colors Natural Beautiful Wet/Dry Deep/Shallow Steep Long High Narrow Wide

Optional Course-Specific Information: Language Functions and Proficiency Targets
<u>Language Functions:</u> Verb and Adjective conjugation in simple sentences Expression of likes and dislikes of actions

Using possessive nouns and pronouns
Using nouns as modifiers

Proficiency Target: Novice Mid

Interpretive (Reading, Listening, Viewing): Students can identify several highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading or repetition is often required.

Interpersonal (Person to Person Non-rehearsed Speaking): Students at the Novice Mid sublevel communicate minimally by using several isolated words and memorized phrases limited by the context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer.

Presentational (Rehearsed Speaking and Writing): Students at the Novice Mid sublevel can reproduce a modest number of words and phrases in context. They can supply limited information on simple forms and documents. Novice Mid students exhibit a high degree of accuracy when presenting on familiar topics using high frequency words and phrases. With less familiar topics, there is a decrease in accuracy.

Japanese 2 Curriculum Guide		
Unit 3: Daily Routines	Grade: Secondary	Time: 6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is my home like? What is your home like? What are traditional homes like in the target cultures? What are the differences in home appliances between homes here and those in the target culture? What are the differences in home routines?	**Interpretive Communication** **U4.L1.WL.2.3:** identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. **Interpersonal Communication:** **U4.L1.WL.1.2:** Express and exchange personal opinions or preferences in spoken and written conversation. **Presentational Communication:** **U4.L1.WL.3.1:** State and support an opinion or preference orally and in writing.	**Learning Intention:** I am learning to hear descriptions of homes, simple questions about rooms and appliances, and simple information in Japanese. **Success Criteria: I can understand…** • what people say in a short conversation about the rooms of their homes • basic descriptions of daily home routines. • Read in hiragana and Katakana and some kanji **Learning Intention:** I am learning to give and ask for simple information about people's homes, in Japanese. **Success Criteria: I can…** • With the support of sentence frames, use full sentences to ask and answer simple questions about what is in their home, what they look like, and how things are done there. **Learning Intention:** I am learning to present basic information about my home in Japanese. **Success Criteria: I can …** • describe my home. • Write Japanese words in hiragana and Katakana and some kanji

Essential Vocabulary		
Questions What rooms are traditional in Japanese homes What are common manners in Japanese homes **Home** Japanese style room Western Style room Bathroom/Toilet/Vanity rooms Kitchen Bedroom/futon Living room/furniture Door types Japanese appliances	**Neighborhood** House/Home Apartments Condominium Street Address vocabulary **Property** Garden/Yard Garage/Car port Wall Name plate	**Descriptions** Big/Small Spacious/Crowded Dirty/Clean New/Used Urban/Rural **Customs** Slippers Bathing Family shrine
Optional Course-Specific Information: Language Functions and Proficiency Targets		
Language Functions: Verb and Adjective conjugation in simple sentences Expression of likes and dislikes of actions Using possessive nouns and pronouns Using nouns as modifiers **Proficiency Target: Novice Mid** **Interpretive (Reading, Listening, Viewing):** Students can identify several highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading or repetition is often required. **Interpersonal (Person to Person Non-rehearsed Speaking):** Students at the Novice Mid sublevel communicate minimally by using several isolated words and memorized phrases limited by the context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer.		

Presentational (Rehearsed Speaking and Writing): Students at the Novice Mid sublevel can reproduce a modest number of words and phrases in context. They can supply limited information on simple forms and documents. Novice Mid students exhibit a high degree of accuracy when presenting on familiar topics using high frequency words and phrases. With less familiar topics, there is a decrease in accuracy.

ASL 2 Curriculum Guide

Unit: Review Unit A-E From Last year (All about me)	Grade: Secondary	Time: 2-3 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I share important information about who I am in a way that helps others understand me better?	L2.ASL.1.2 demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics.	**Learning Intention**: I am learning to tell a person all about myself. **Success Criteria: I can understand and express…** • first and last name • Born and raised. age, birthday • Mom/Dad Work, family members and pets, brothers and sisters • Favorite colors, sports, season, holiday, class, and weather • Everyday, time, wake up, and arrive home • Interests and Hobbies in free time • Future Plans

Supporting Standards

Essential Vocabulary
See vocabulary list in “additional resources” linked here.

Optional Course-Specific Information: Language Functions and Proficiency Targets
<u>Language Functions</u> Fingerspelling, Review of Alphabet Handshapes Pronouns Personal vs Possessive Reminder Review 8 Classifier Types Numbers 0-100 5 Parameters (Handshapes, Palm Orientation, Location, Movement, NMS/NMM) Tense (Past, Present, Future)

Understand Rule of 9 (Time, Money, Days of the week, Months, years and age) Having a 3 minute conversation (Greetings, having the conversation, and Farewells)

ASL 2 Curriculum Guide		
Unit F: Spatial Awareness	Grade: Secondary	Time: 2-3 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
How can I describe the layout of a house and explain the relation of objects and places to each other? How can I describe the community around my house?	L2.ASL.1.3 convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice	**Learning Intention**: I am learning how to use space correctly to explain the setup of my house and the community around me. **Success Criteria: I can…** • Identify the rooms of the house in relation to each other • Discuss and describe the details of a room, including location of furniture and household objects in relation to each other. • Discuss and describe the location of places in the community around my house • Correctly use directional verbs to navigate around town via walking or driving.
Supporting Standards		
Essential Vocabulary		
Link vocabulary list for reference in SharePoint		
Optional Course-Specific Information: Language Functions and Proficiency Targets		

Language Functions

Fingerspelling for proper nouns (locations around town)
Numbers: continue practicing the thousands 1,000-9,999
Ordinal numbers, 1st, 2nd, 3rd, above Rule of 9 always number with TH
Spatial Agreement (everything is from the signers perspective/real life locations)
Mouth morphemes, and Eye Gaze Conveying Distance
Students learn to sign from the floor up.
Telling locations of objects in a room using classifiers to visually setup (Locative Classifiers and Semantic Classifiers)
Use of directional verbs within the signing space that has been established.
Giving Location directions of room, furniture within the room, and specific location in another room from where you are at.

ASL 2 Curriculum Guide		
Unit 14: Trusted Conversations	Grade: Secondary	Time: 6 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I express my thoughts and respond to others' opinions about health?	U14.L2.ASL.1.2 demonstrate an understanding of ASL such as stories, everyday commands, exchange of information via questions and answers, and instructions when dealing with familiar topics	**Learning Intention:** I am learning to discuss the health of myself and others. **Success Criteria: I can** • Ask and answer questions about health problems. • Empathize when others tell me about their ailments • Suggest and offer solutions to health problems • Understand the significance of location when signing about health • Correctly utilize directional verbs when discussing health • Use and identify the correct inflection of a verb whether it is recurring, continuous or uninflected
How can I express my thoughts and respond to others' opinions about complaints?	U14.L2.ASL.1.1 Engage in various ASL exchanges of learned material to socialize and provide and obtain information either structured or spontaneous;	**Learning Intention:** I am learning to complain about life events to those I trust. **Success Criteria: I can** • Discuss complaints about teachers • Discuss complaints about peers • Discuss complaints about co-workers and bosses • Discuss complaints about parents • Discuss complaints about siblings • Discuss complaints about pets
Supporting Standards		
Essential Vocabulary		
Link vocabulary list for reference in SharePoint		

Optional Course-Specific Information: Language Functions and Proficiency Targets
Language Functions Fingerspelling: brands of medicine/prescriptions, doctor names, etc. Numbers: continue practice 10,000-99,999 Incorporate time signs in your discussions about health and appointments (this overlaps with verb inflection) Spatial Agreement with directional verbs Incorporate Non-Manual Markers when describing the severity of illnesses Clarify Locative classifiers (headache vs stomachache) Clarify Instrumental classifiers (taking a pill, holding ice to a wound) Clarify Body part classifiers (limping, arm in a cast) Deaf Culture

ASL 2 Curriculum Guide		
Unit: Unit 15 Vacation and Travel Plans (Countries & Nationals Activities Exchange of Personal Information)	Grade: Secondary	Time: 2-3 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I share and discuss important events from my life and ask others about their experiences? **Learning Intention:** I am learning to have conversation about how much things cost with traveling, and vacations.		**Learning Intention:** I am learning to have a conversation about life events. **Success Criteria: I can understand and describe…** **Learning Intention:** I am learning to have conversation about how much things cost with traveling, and vacations. **Success Criteria**: I can understand…

Supporting Standards

Essential Vocabulary
Link vocabulary list for reference in SharePoint

Optional Course-Specific Information: Language Functions and Proficiency Targets
<u>Language Functions</u> Fingerspelling Numbers Address, and going places when clauses as part of my sentence structure phrasing for sequencing of events the NMM of periods of times (CS recently, MM a while later, AH long time later) Using Classifiers (Descriptive Classifier, Locative Classifier, Semantic Classifiers, Body Part Classifier, Body Classifier, Plural Classifier, Instrumental Classifier, and Element Classifier)

ASL 2 Curriculum Guide		
Unit: Unit 16 Food & Cooking (Describing and identify)	Grade: Secondary	Time: 2-3 Weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I talk about different types of food, cooking methods, and place an order at a restaurant?		**Learning Intention:** I am learning to have a conversation about food, cooking, and ordering at a restaurant. **Success criteria:** I can… **Learning Intention:** **Success criteria:**
Supporting Standards		
Essential Vocabulary		
Link vocabulary list for reference in SharePoint		
Optional Course-Specific Information: Language Functions and Proficiency Targets		

Language Functions
Fingerspelling
Numbers Money, how much items cost

ASL 2 Curriculum Guide

Unit: Unit 17 Talk about Weekend Plans of a Teen (Storytelling)	Grade: Secondary	Time: 2-3 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
		Learning Intention: **Success criteria:** I can… **Learning Intention:** **Success criteria:** **Learning Intention:** **Success Criteria:** I can understand… **Learning Intention:** **Success Criteria: I can…**
Supporting Standards		
Essential Vocabulary		

Link vocabulary list for reference in SharePoint
Optional Course-Specific Information: Language Functions and Proficiency Targets
<u>Language Functions</u> Fingerspelling Numbers

Spanish III Curriculum Guide

Unit 1: Sé lo que hiciste el verano pasado	Grade: High School	Time: 6 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What does summer life look like in Spanish-speaking cultures?	**Interpretive**: U1.L3.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	**Learning Intention:** I am learning to understand information about summer life in the Spanish-speaking world. **Success Criteria:** At a novice high level, I can… • understand the main ideas and details of texts and audio describing what people did last summer and how their past experiences compare to mine.
How do my summer experiences compare to those of other teens?	**Interpersonal**: U1.L3.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	**Learning Intention:** I am learning to talk about what my peers and I did last summer. **Success Criteria:** At a novice high level, I can… • ask and answer questions about summer routines and past experiences .
What can I share about my summer?	**Presentational**: U1.L3.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	**Learning Intention:** I am learning to present information about my summer? **Success Criteria:** At a novice high level, I can… • present detailed descriptions of past summer activities

Vocabulary

Possessive adjectives
Words related to:

- weather, geography, time, time expressions
- Daily life, summer activities
- Cultural summer practices such as dances, music, food, etc.

Language Functions

Language Functions
Present tense

Preterit, Imperfect Progressives (Past, Present) Reflexives as needed
Recommended Resources
PLC Created IPA’s & unit guides

Spanish III Curriculum Guide

Unit 2: Memorias e Historias	Grade: High School	Time: 6 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can a person's story or experience help us understand their perspective?	**Interpretive**: U2.L3.WL.2.2 Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	**Learning Intention:** I am learning to understand authentic materials in Spanish about an experience that has shaped someone. **Success Criteria:** At a novice high level, I can… • Understand information about a personal story or experience.
How can discussing personal stories help others understand who we are?	**Interpersonal**: U2.L3.WL.1.5 interact and react in formal and informal spoken conversation using culturally appropriate expressions and gestures	**Learning Intention:** I am learning to ask and answer questions about past experiences . **Success Criteria:** At a novice high level, I can… • ask and answer questions about personal memories and experiences.
How do memories influence who we are?	**Presentational**: U2.L3.WL.3.2 narrate situations and events orally and in writing using connected sentences with details and elaboration	**Learning Intention:** I am learning to present about a past experience or memory. **Success Criteria:** At a novice high level, I can present about… • an experience or memory that influenced me

Vocabulary

Events (ex. accidents, life events [ex. family changes, milestones], new skill, societal changes [ex. Covid, AI, disasters, etc.])
Time frames (ex. As a kid, 10 years ago, during, while, when, one time, etc.)
Emotional expressions (ex. Me sentí.... cuando..., me enojé... cuando..., me molestó... cuando..., etc.)
childhood (toys, gifts, age, places, family vocab., etc.)

Language Functions

Preterit, imperfect, progressives
Interrogatives
Hacer + time

Recommended Resources

PLC Created IPA's & unit guides

Spanish III Curriculum Guide

Unit 3: Tradiciones	Grade: High School	Time: 6 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do authentic materials help us understand traditions in Spanish-speaking cultures?	**Interpretive**: U3.L3.WL.2.1 demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	**Learning Intention:** I am learning to understand authentic materials in Spanish to explore and learn about cultural traditions. **Success Criteria:** At a novice high level, I can… • understand information about traditions.
What are my cultural traditions and those of the Spanish speaking world?	**Interpersonal**: U3.L3.WL.1.1 ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	**Learning Intention:** I am learning to ask and answer questions about traditions **Success Criteria:** At a novice high level, I can… • discuss similarities and differences about traditions.
How do my traditions compare to those of Spanish-speaking cultures?	**Presentational**: U3.L3.WL.3.2 narrate situations and events orally and in writing using connected sentences with details and elaboration	**Learning Intention:** I am learning to present about traditions. **Success Criteria:** At a novice high level, I can present about… • traditions of other cultures in comparison to my own traditions

Vocabulary

Categories of words related to:

- cultural and familial traditions (e.g. holidays, dress, food, celebrations, norms, music, birthdays, etc.)

Language Functions

Preterit/Imperfect (third person emphasis)
Superlatives and comparatives

Recommended Resources

PLC Created IPA's & unit guides

Spanish III Curriculum Guide

Unit 4: ¿Cómo será el futuro?	Grade: High School	Time: 6 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do current practices affect the future locally and in Spanish-speaking countries?	**Interpretive**: U5.L3.WL.2.3 infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	**Learning Intention:** I am learning to understand authentic materials about practices that affect the future. **Success Criteria:** At an intermediate level, I can… • understand new words in context about how things affect the future.
What is our responsibility for shaping the future?	**Interpersonal**: U5.L3.WL.1.3 ask and tell others what they need to do, should do, or must do with simple supporting reasons in spoken and written conversation	**Learning Intention:** I am learning to discuss how current practices affect the future. **Success Criteria:** At an intermediate level, I can… • provide supporting reasons for how what we do affects the future.
What ideas do I have that can impact the future?	**Presentational**: U5.L3.WL.3.1 express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	**Learning Intention:** I am learning to present about a specific topic that affects the future. **Success Criteria:** At an intermediate level, I can present… • about my opinion/preference about a specific topic that affects the future. • supporting statements with recommendations.

Vocabulary

Technology (ex. Ai, robots, etc.)
Environmental issues (surface level)
Issues as pertaining to Spanish-speaking countries
Verbs or actions related to the future (desarrollar, construir, crear, pensar, diseñar, etc.)

Language Functions

Conditional
Future (and future progressive)
Verbs showing importance (ex. it is important to + infinitive, we need to + infinitive, etc.)

Recommended Resources

PLC Created IPA's & unit guides

Spanish III Curriculum Guide

Unit 5: Estar en el Extranjero	Grade: High School	Time:

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How do cultural products, practices, and daily life differ in Spanish-speaking countries, and how can understanding these aspects enrich our experience of being abroad?	**Interpretive**: U4.L3.WL.2.4 compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.	**Learning Intention:** I am learning to understand information about cultural products and practices related to being abroad. **Success Criteria:** At an intermediate level, I can… • understand information I hear or read about local events, activities, and things to do.
How can I express what I want to do or plan to do while abroad?	**Interpersonal**: U4.L3.WL.1.4 articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	**Learning Intention:** I am learning to ask and answer questions about plans and activities while abroad. **Success Criteria:** At an intermediate level, I can… • ask and offer an opinion about something to do. • offer an alternative option. • include information about why one would or would not want to do something.
How can I inform others about local events and activities in a Spanish-speaking country?	**Presentational**: U4.L3.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	**Learning Intention:** I am learning to inform others about local events, activities, and things to do while abroad. **Success Criteria:** At an intermediate level, I can present about… • preferred activities and plans while abroad.

Vocabulary

Modal verbs (podríamos, me gustaría, deberíamos, etc.)
Categories of words related to:
Preferences, Activities, Places, Weather, Time, Geography/directional terms
Si pudiera/ tuviera … (as a sentence starter only)

Language Functions

Conditional, Future

Recommended Resources

PLC Created IPA's & unit guides

Spanish III Curriculum Guide

Unit 6: ¡Compartamos la comida!	Grade: High School	Time: 6 Weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How can I better understand Spanish-speaking cultures through their culinary traditions?	**Interpretive**: U6.L3.WL.2.4 compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	**Learning Intention:** I am learning to understand authentic materials about culinary traditions of Spanish-speaking cultures. **Success Criteria:** At an intermediate level, I can… • understand descriptions of food preparation. • understand descriptions of culinary traditions.
How do my culture and preferences determine what I eat?	**Interpersonal**: U6.L3.WL.1.2 express and exchange personal opinions or preferences with simple supporting statements or strings of sentences in spoken and written conversation	**Learning Intention:** I am learning to give and ask for opinions about food in my culture and others. **Success Criteria:** At an intermediate level, I can… • discuss recipes and food preparation. • discuss opinions and/or preferences about food.
How can I present about Spanish-speaking culinary traditions? ?	**Presentational**: U6.L3.WL.3.3 inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	**Learning Intention:** I am learning to tell others how to prepare food. **Success Criteria:** At an intermediate level, I can… • Describe recipes and food preparation. • Explain the culture behind a dish.

Vocabulary

Steps (first, second, then, next, etc.)
Recipe terms (boil, cut, put in the oven, etc.)
Ingredients
Preferences (allergic, vegan, vegetarian, etc.)
Words as related to culinary traditions of Spanish-speaking countries (quinceañera, specific dishes)

Language Functions

Commands (review tú and introduce usted/ustedes)
Review comparatives and superlatives if needed

Recommended Resources

PLC Created IPA's & unit guides

Mandarin year 1 Curriculum Guide

Unit 1: Personal attributes	Grade: High school	Time: 5-6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What are the best ways to introduce yourself to other people? 2. What are the cultural differences between Chinese and the western in asking personal questions? 3. How to properly address to different age group of people?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning how to introduce myself including first and last name, age, gender, birthday. 2. I'm learning how to describe who I am including physical appearances, personalities , likes and dislikes. 3. I'm learning how to ask and answer questions about personal information

Supporting Standards

Essential Vocabulary

1. 你好？ 请问。。。 谢谢
2. 姓，名字， 是， 叫
3. 年龄，生日，年，月，日
4. 我，你，她，他
5. 个子， 眼睛，头发，高， 大，长，短，卷，直
6. 开朗，外向，内向，乐观， 大方，害羞，安静
7. 什么？ 呢？ 什么样？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about personal information.
2. Interpersonal: Engage in speaking and writing and communicating in target language.
3. Presentational: Present personal information related contents in oral or written format.

Mandarin year 1 Curriculum Guide		
Unit 2: Relationships	Grade: High school	Time: 5-6 weeks
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. How are you describing different relationships? 2. What are the cultural differences between China and western world about relationships? 3. How to identify what the best relationship look like and how relationship affect us in socially life?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning how to properly say and write at least 5-6 different relationships. 2. I'm learning how to describe what a healthy relationship looks like. 3. I'm learning how to tell the differences about relationship in China and the western world.
Supporting Standards		

Essential Vocabulary

1. 关系（家庭关系，社会关系，职业关系，国际）
2. 父母，子女，兄弟姐姐，妈妈，爸爸，哥哥，姐姐，弟弟，妹妹
3. 师生，同事，同学，工友，雇佣，邻里，医患，客户，恋人，亲友
4. 有爱，诚实，信用，公开，私密，利用，主动，被动，利益
5. 描述，建立，目的，破坏，维护，保持
6. 健康，积极，消极，改善，
7. 如何？价值观？怎么理解？ 角度？ 我该怎么做？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about different relationships.
2. Interpersonal: Engage in speaking and writing and communicating in target language about relationships.
3. Presentational: Present personal information related contents on relationships in oral or written format.

Mandarin year 1 Curriculum Guide

Unit 3: Personalities	Grade: High school	Time: 5-6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What are the main personalities words? 2. How our personality impact us and people around us? 3. How do people deal with personality in China vs western world culturally?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning to identify and write 6-8 different personality vocabulary. 2. I'm learning how to describe different personality impact ourselves and people around us. 3. I'm learning how to deal and embrace people with different personalities.

Supporting Standards

Essential Vocabulary

1. 个性，性格
2. 善良，谦和，有同情心，乐于助人，乐观，积极，开朗，友好，热情，大方，大度，外向，勇敢
3. 邪恶，多疑，贪心，消极，悲观，自私，小气，内向，懦弱
4. 一贯，两面，多面，变化
5. 你有什么样的性格？
6. 好的性格对自己和社会的影响？
7. 不好的性格对自己和社会的影响？
8. 我们怎么在社会中选择积极的性格？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about different personality.
2. Interpersonal: Engage in speaking and writing and communicating in target language about personalities .
3. Presentational: Present personal information related contents on personality in oral or written format.

Mandarin year 1 Curriculum Guide		
Unit 4: Hobbies and interests	Grade: High school	Time: 5-6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What are the most popular hobbies and interests in China and US? 2. What are the cultural differences between China and the US in terms of choosing hobbies and interests? 3. How to share your own hobbies and interests with deeper details (time, place and reasons)?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning how to introduce myself about hobbies and interests I have. 2. I'm learning how to share my hobbies and interests with details and reasons. 3. I'm learning how to tell how hobbies and interests impact us in China and the US.

Supporting Standards

Essential Vocabulary

1. 爱好，兴趣
2. 体育，运动，音乐，看书，跳舞，烘培，美术，旅游，户外，聊天，上网，园艺，写作，看电影，看电视，木工
3. 每天，每周，三小时， 半小时，两次，从周一到周四，
4. 好玩，有意思，精彩，刺激，放松，无聊，没有意思，兴奋，
5. 喜欢，不喜欢，爱，讨厌，因为。。。所以。。。， 不但。。。而且。。。
6. 使，让，对。。。有好处，
7. 兴趣和爱好对我/你有什么改变？
8. 什么样的兴趣和爱好是健康的？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about different hobbies or interests.
2. Interpersonal: Engage in speaking and writing and communicating in target language about hobbies and interests.
3. Presentational: Present personal information related on interests in oral or written format.

Mandarin year 1 Curriculum Guide

Unit 5: Time/season/calendar	Grade: High school	Time: 5-6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. How to use time and calendar properly in the target language? 2. What are the cultural differences in using time , season and calendar in China and western world? 3. How to improve my language proficiency by adding time/ season/ calendar details?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning how to identify different times/ season and calendar and use them in target language. 2. I'm learning how to use time, season and calendar in a more culturally appropriate way. 3. I'm learning how to describe my daily routine with proper time, season and calendar and make proper comments about them.

Supporting Standards

Essential Vocabulary

1. 时间，季节，日历
2. 点（三点， 十点，两点）， 分， 秒， 小时（五小时，一小时，半小时）， 一刻钟，三刻钟
3. 春，夏，秋，冬，天气（晴天，阴天，多云，下雨，下雪，刮风），冷，热，凉快， 气温，度，华氏，摄氏
4. 年，月，日（六月，十二月），节日（春节，清明节， 端午节，圣诞节），庆祝
5. 几点？多久？多长？ 天气怎么样？ 气温多少度？
6. 你几点上学？ 几点回家？ 生日是几月几日？ 春节是几月几日？ 喜欢什么天气？为什么？
7. 时间对我们的生活有什么影响？ 季节对我们生活有什么影响？
8. 中国的节日为什么用农历？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about different time/season/and calendar.
2. Interpersonal: Engage in speaking and writing and communicating in target language about time/season/calendar.
3. Presentational: Present personal information related on time/season/calendar in oral or written format.

Mandarin year 1 Curriculum Guide

Unit 6: Food/drink/health living	Grade: High school	Time: 5-6 weeks

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
1. What kind of food and drinks do you know? 2. What are the cultural differences between Chinese food and diet and American food and diet? 3. How to make a wise choice to prompt health life style?	LI WL 1.6 Participate in formal an informal written conversation using culturally appropriate expression and style in sharing personal information. LI WL C 2.3 Infer meaning of unfamiliar words or phrases in highly contextualized texts and audiovisual materials L2 WL 1.2 Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	1. I'm learning how to identify all kinds of food and drinks. 2. I'm learning how to describe my food choices on a daily bases. 3. I'm learning how to have a conversation with my peers about healthy diet.

Supporting Standards

Essential Vocabulary

1. 饮食，健康，生活
2. 早饭，午饭，晚饭，一日三餐，中餐，西餐，快餐
3. 肉类（猪肉，牛肉，鸡肉），蔬菜（生菜，番茄，辣椒，黄瓜，青菜），鸡蛋（煎蛋，煮蛋，蒸蛋，荷包蛋）
4. 牛奶，豆浆，果汁，水，可乐，咖啡，茶
5. 汉堡，三明治，牛排，米饭，面条，番茄炒蛋，宫保鸡丁，回锅肉，牛肉面，饺子
6. 膳食营养，蛋白质，碳水，膳食纤维
7. 健康饮食的构成，平衡，选择，食物对身体健康的影响
8. 什么样的饮食是健康的选择？

Recommended Resources

Optional Course-Specific Information

1. Interpretation: Understand language in forms of character context, personal information, conversation about different food and diet.
2. Interpersonal: Engage in speaking and writing and communicating in target language about food and diet.
3. Presentational: Present personal information related on food and diet in oral or written format.

Health Professions CNA II Unit #1 Curriculum Guide

Unit: Nursing Assistant Role & Professional Development	Grade: 12	Time: 26 Days (6 Days Introduced, 20 Days Asynchronous Clinicals)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The CNA plays a vital role in the healthcare system. What are the main duties and responsibilities of a CNA in a healthcare setting? Why is teamwork between CNAs and nurses essential for quality care? In what types of healthcare settings can CNAs work (e.g., hospitals, nursing homes, home care)? How does maintaining professionalism affect patient trust and care quality?	**NA2.1.3:** Describe roles and responsibilities of the CNA in healthcare settings.	• Perform the role of the CNA within nursing, healthcare teams, and healthcare delivery systems.

Supporting Standards

NA3.1.1: Describe the ethical behavior needed to deliver safe and quality care.
NA3.1.2: Describe the professional boundaries of a nursing assistant.
NA3.1.3: Describe the implications and consequences of social media and confidentiality in regard to patients' rights.
NA3.1.4: Describe the nursing assistant's ethical responsibility in incident reporting, investigation, and recording. Performance Standard
NA3.2.1: Describe legal issues related to nursing assistant practice (e.g., liability, negligence, abuse, tort laws, incident reporting).
NA3.2.2: Describe the legal importance of documentation.
NA3.2.3: Define Omnibus Budget Reconciliation Act (OBRA) regulations affecting CNAs.
NA3.2.4: Define Health Information Portability and Accountability Act (HIPAA) regulations affecting CNAs. Performance Standard
NA3.3.1: Define the client's rights within the healthcare setting.
NA3.3.2: Describe how the resident's rights promote dignity and quality of life.
NA3.3.3: Describe signs of abuse and neglect, and how to report them.
NA3.3.4: Describe procedures that promote privacy.
NA5.1.1: Describe how to show respect and empathy for diverse populations.
NA5.1.2: Describe the impact of religious and cultural values on behaviors of self and others.
NA5.1.3: Identify resources available to understand residents' behavior and better assist in care.

Updated: January 2026
Board Approved: <Month/Year>

NA5.2.1: Prioritize aspects of residents' well-being by applying Maslow's Hierarchy of Needs.
NA5.2.2: Identify physical, mental, psychosocial, and sexual needs throughout residents' lifespans.
NA5.2.3: Identify the stages of growth and development throughout residents' lifespan.
NA5.2.4: Describe methods to promote residents' independence.
NA16.1.1: Define the purpose of the Idaho CNA Registry.
NA16.1.2: Create a plan for personal stress management and selfcare (i.e., how to cope/deal effectively with residents and others in the workplace).
NA16.1.3: Describe how professionalism impacts residents, family, and coworkers.
NA16.1.1 Define the purpose of the Idaho CNA Registry.
NA16.1.2 Create a plan for personal stress management and selfcare (i.e., how to cope/deal effectively with residents and others in the workplace).
NA16.1.3 Describe how professionalism impacts residents, family, and coworkers.
NA16.1.4: Describe the CNA certification, testing, and renewal process.

Essential Vocabulary

Academic: roles, responsibilities, describe

Content Vocabulary: acute, home health agency, registered nurse (RN), hospice, resident, assisted living facility, certified nursing assistant (CNA), licensed practical nurse (LPN), chronic, long-term care, delegate/delegation, diagnosis, patient policy & procedure manual, post-acute care continuum (PAC), CNA state standards, certification, performance, evaluation, competence, prioritizing, continuing education, professionalism, employment application, sexual harassment, interview, time management, in-service training, job description, bias geriatrics, compassion/compassionate patience, culture, pediatrics, culturally competent, prejudice, development, racism, discrimination, religion, empathy/empathetic, stereotype, ethnicity, growth, abuse, malpractice, assault, misappropriation, battery, mistreatment, code of ethics, neglect/negligence, confidentiality, Ombudsman, ethics, Omnibus Budget Reconciliation ACT (OBRA), exploitation, Patient's Bill of Rights, Health Insurance, portability, Quality of Life and Accountability Act (HIPAA), Resident Rights Incident Report, vulnerable, adult informed consent, law liability

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Textbook: Mosby's Textbook for Nursing Assistants 11th edition

Optional Course-Specific Information

Updated: January 2026
Board Approved: <Month/Year>

Health Professions CNA II Unit #2 Curriculum Guide

Unit: Communication	Grade: 12	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
CNA must remain objective and professional while communicating information in a healthcare team. *How do CNAs accurately document objective and subjective findings in patient charts? Why is it important to chart without including personal opinions or judgement? When and how should a CNA report abnormal findings or concerns to the nurse?*	**NA4.1.4:** Describe the communication process within the healthcare team regarding changes in residents' condition and preferences.	• Explain the communication process for charting and reporting.

Supporting Standards

NA4.1.1: Describe the process for effective communication and adherence to professional communication etiquette (e.g., telephone, email, texting, radio, call lights).
NA4.1.2: Describe barriers to effective communication.
NA4.1.3: Identify alternative methods for effective communication.
NA4.2.1: Describe guidelines for recording and reporting.
NA4.2.2: Describe subjective and objective symptoms of residents.
NA4.2.3: Demonstrate required documentation (e.g., medical record, incident report, witness statement).

Essential Vocabulary

Academic: objective, subjective, paraphrase

Content Vocabulary: military time, assertive, minimum data set (MDS), assignment sheet, non-verbal communication, care conference, nurses notes, care plan/plan of care, nursing process, change of shift report, chart/charting, documentation, passive, electronic health record (EHR), passive-aggressive, electronic medical record (EMR), record/recording, flow sheet, report/reporting, objective vs subjective

Updated: September 2025
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #3 Curriculum Guide

Unit: Infection Control	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Precautions are used to protect patients and healthcare workers. *Why are both standard and transmission-based precautions important for patient and staff safety? What are the key components of standard precautions (e.g., hand hygiene, glove use, cleaning equipment)? What are the three main types of transmission-based precautions? When should handwashing or hand sanitizer be used?*	**NA6.1.2:** Identify standard and transmission-based precautions (e.g., personal protective equipment [PPE], handwashing, bloodborne pathogens, airborne pathogens, droplet pathogens).	• Identify the PPE needed for standards and transmission-based precautions.

Supporting Standards

NA6.1.1: Describe the chain of infection.
NA6.1.3: Describe medical and surgical asepsis, disinfection, and sterilization.
NA6.1.4: Define healthcare-acquired infections and prevention techniques.
NA6.1.5: Describe multi-drug resistant organisms (MDROs) and their causes.
NA6.1.6: Identify signs and symptoms of localized and systemic infections.
NA6.1.7: Describe the recommended immunizations for healthcare workers.
NA6.1.8: Describe personal and environmental processes that prevent infection.
NA6.1.9: Demonstrate safe cleaning of equipment to prevent the transmission of infection.

Essential Vocabulary

Academic: identify, standards

Content Vocabulary: alcohol-based hand rub, antibiotic, infection, bacteria, infection control, biohazard, isolation, body fluids, microorganism, carrier, multidrug-resistant organisms (MDRO), Center for Disease Control and Prevention (CDC), nosocomial, pathogen, contact precautions, personal protective

equipment (PPE), contaminated/contamination, reverse/protective isolation, disinfectant/disinfection, sepsis, flora, spore, hand hygiene, virus, hepatitis, droplet precautions, airborne precautions, standard precautions
Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #4 Curriculum Guide		
Unit: Body Systems	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
CNAs are required to recognize the difference between normal and abnormal. *What are common abnormal signs CNAs should watch for (e.g., redness, pressure sores, rashes, bruising)? When should a CNA stop assisting with movement and report to the nurse? What are abnormal observations (e.g., shortness of breath, noisy breathing, coughing up sputum, cyanosis)? Why is it important to report swelling or sudden changes in pulse or blood pressure promptly? Why is it important to measure and record urinary output accurately? Why must changes in mental status be reported immediately? What are common signs of low or high blood sugar (e.g., sweating, confusion, thirst, drowsiness)? Why is it important for CNAs to know what's "normal" before identifying what's "abnormal"? How can thorough documentation and timely reporting improve patient outcomes? What should a CNA do if unsure whether a change is significant?*	**NA17.1.5:** Describe nursing assistant observations related to each body system and when to report to the supervising nurse.	• Recognize common abnormal signs and symptoms of each body system.
Supporting Standards		

Updated: January 2026
Board Approved: <Month/Year>

NA17.1.1: Identify basic structure, function, and terminology associated with the following body systems: • cardiovascular • respiratory • nervous • gastrointestinal • urinary • reproductive • integumentary • musculoskeletal • endocrine • immune
NA17.1.2: Identify accepted abbreviations found in the healthcare setting.
NA17.1.3: Describe the effects of cancer on the immune system.
NA17.1.4: Compare disease and disorder of each body system and normal age-related changes.
NA17.1.6: Describe nursing assistant measures to prevent diseases and care for clients with diseases or disorders of each body system

Essential Vocabulary

Academic: describe, observations, report, recognize

Content Vocabulary: angina, coronary artery disease (CAD), myocardial infarction, anti-embolic/anti-embolism, cyanosis/cyanotic, peripheral vascular disease (PVD), apical, diaphoresis/diaphoretic, arteriosclerosis, edema, phlebitis, cardiac arrest, electrocardiogram (ECG), pulmonary edema, cardiac catheterization, embolism, sequential compression device (SCD), cardiac rehabilitation, hypertension (HTN), congestive heart failure (CHF), hypotension, thrombosis/thrombus

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Textbook: Mosby's Textbook for Nursing Assistants 11th edition

Optional Course-Specific Information

Health Professions CNA II Unit #5 Curriculum Guide

Unit: Vitals Measurements	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
A C**NA's ability to accurately measure vital signs can prevent complications.** *How does recognizing normal vs. abnormal vital signs help CNAs provide better care? What can happen if abnormal vital signs are not reported promptly? What should a CNA do if they are unsure of a reading or believe it may be incorrect?*	**NA9.1.5:** Measure and record vital signs (e.g., blood pressure, pulse and respiration, temperature, oxygen saturation, pain scale, blood glucose) and height and weight.	• Accurately obtain vital signs and know the normal ranges.

Supporting Standards

NA9.1.1: Identify normal and abnormal vital signs.
NA9.1.2: Identify when to report abnormalities in the client's vital signs and symptoms.
NA9.1.3: Describe physiological and environmental factors that can affect vital signs.
NA9.1.4: Describe contraindications for vital sign measurements.

Essential Vocabulary

Academic: measure, record, obtain

Content Vocabulary: apnea, hypothermia, axillary temperature, inspiration, brachial artery, irregular pulse, Celsius, orthostatic hypotension, Cheyne-Stokes, pain scale, diastolic, phantom limb pain, dyspnea, sphygmomanometer, expiration, stethoscope, Fahrenheit, systolic, hypertension (HTN), tympanic membrane, hypotension

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Textbook: Mosby's Textbook for Nursing Assistants 11th edition

Updated: January 2026
Board Approved: <Month/Year>

Optional Course-Specific Information

Health Professions CNA II Unit #6 Curriculum Guide		
Unit: Rehab, Restorative Care & Moving Patients	Grade: 12	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
CNAs integrate techniques and skills to promote safety for patients. *What personal habits or techniques can CNAs practice to improve their own safety and efficiency during physical care tasks? Why is communication between the CNA and nursing team vital in mobility and safety care? How can teamwork and the use of proper equipment reduce the risk of injury? How can CNAs prevent pressure injuries and promote good circulation through proper positioning? How can CNAs ensure the environment is safe (e.g., bed height, clutter-free floor, non-slip footwear)?*	**NA14.1.4**: Describe safety considerations for ambulating a person with the use of assistive devices (e.g., cane, crutches, gait belt, walker).	Demonstrate safe ambulation while assisting patients with assistive devices.
Safe transferring and positioning require constant judgement from CNAs and staff. *How does a resident's physical condition, mobility level, and medical devices influence the transfer method chosen by a CNA? What risks can arise during transfers? How do the following care guidelines contribute to a safer environment during resident moving and positioning?*	**NA10.1.3:** Demonstrate moving, transferring, and positioning residents (e.g., care guidelines, IV lines, tubes, medical devices) with attention to staff and resident injury prevention.	Determine how to perform safe transfers and positioning.
Supporting Standards		

Updated: January 2026
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NA10.1.1: Describe proper body mechanics during transfers and ambulation (e.g., wheelchairs, beds, mechanical lifts).
NA10.1.2: Describe the use of assistive devices and positioning aids.
NA10.1.4: Describe measures to prevent resident injuries.
NA10.1.5: Instruct residents on fall prevention techniques, including the benefits of exercise and activity.
NA10.1.6: Describe factors that compromise skin integrity.
NA10.1.7: Identify pressure points.
NA14.1.1: Identify the goals of rehabilitation and restorative care.
NA14.1.2: Describe the role of the resident's family as part of the rehabilitation team.
NA14.1.3: Describe how physical and mental deficits (i.e., disability) can impact a person's ability to perform activities of daily living (ADL).
NA14.1.5: Describe application and removal of established prosthesis, orthotics, immobilizers, braces, and postural support.

Essential Vocabulary

Academic: Demonstrate, determine, perform
Content Vocabulary: abduction pillow, hand roll, ambulate/ambulation, log roll, body alignment, orthotic, dangle, pivot, footboard, trochanter roll, activities of daily living (ADL), dysphagia, adaptive equipment, foot drop, aphasia, independent/independence, assistive devices, occupational therapy (OT), bowel and bladder program, physical therapy (PT), deficit, safe swallowing techniques, dependent, speech therapy (ST, ambulation assistive devices, gait belt, cane, walker, safe transfer assistive devices, Hoyer Lift

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Textbook: Mosby's Textbook for Nursing Assistants 11th edition

Optional Course-Specific Information

Health Professions CNA II Unit #7 Curriculum Guide

Unit: Safety & Emergency Care	Grade: 12	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
CNA reactions need to be rapid and appropriate during emergency situations. *What key information should CNAs communicate with the nurse or emergency responders? What are common medical emergencies CNAs may encounter (e.g., cardiac arrest, choking, stroke, falls)? Why is it important to keep hallways, patient rooms, and work areas free of clutter and hazards?*	**NA7.1.8:** Pass a BLS CPR training course	• Demonstrate CNA response in emergency situations.

Supporting Standards

NA7.1.1: Identify general rules of safety and accident prevention in healthcare settings for residents and staff.
NA7.1.2: Describe safety measures related to use and care of medical devices.
NA7.1.3: Identify major causes of fire in any setting and list fire prevention guidelines.
NA7.1.4: Describe fire response (i.e., rescue, alarm, contain, extinguish/evacuate [RACE]) and suppression procedures (e.g., fire emergency protocols) and use of fire extinguishers (i.e., pull, aim, squeeze, sweep [PASS]).
NA7.1.5: Describe emergencies and disasters and response protocols.
NA7.1.6: Describe safety guidelines in the workplace regarding use of oxygen supplies, electrical hazards, and biohazards.
NA7.1.7: Describe procedures to place malfunctioning equipment out-of-service.
NA7.2.1: Identify potential hazards in the resident's environment.
NA7.2.2: Identify safety measures used for resident care (e.g., patient identifiers, restraints, gait belts, call lights).
NA7.2.3: Describe corrective actions when hazards are identified.
NA7.2.4: Describe fall risk and prevention.
NA7.2.5: Describe patient identifiers (e.g., name, birthdate, bracelet/name band).

Essential Vocabulary

Academic:

Content Vocabulary: Anaphylaxis, body mechanics, CPR, evacuation, Occupational Safety and Health Administration (OSHA), point, aim, squeeze, sweep (pass), workplace violence, Safety Data Sheets (SDS)
Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #8 Curriculum Guide

Unit: Admission, Discharge, Transfer, & Unit Care	Grade: 12	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
CNAs create and maintain clean, safe, and restful environments. *What factors help create a restful environment for residents (e.g., lighting, noise control, room temperature)? What steps can CNAs take to ensure both their own and the resident's safety during bed-making? What daily tasks help CNAs contribute to a resident's comfort and cleanliness? Why is it important to maintain a clean, safe, and comfortable environment for residents and patients?*	**NA8.2.1:** Describe the importance of creating a comfortable, safe, and clean workplace environment.	• Create a restful setting with optimal comfort for patient care.

Supporting Standards

NA8.1.1: Describe the process of admission, unit orientation, transfer, and discharge, according to facility policy.
NA8.1.2: Secure and return personal belongings, according to facility policy.
NA8.2.2: Describe the OBRA room and environmental requirements.

Essential Vocabulary

Academic: Describe, create, safe, workplace

Content Vocabulary: bedside table, patient identification, clean utility room, soiled utility room, draw sheet, transfer sheet, lift sheet, sup/turn sheet, inventory list/belongings list, overbed table

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 **(NA)**

Updated: January 2026
Board Approved: <Month/Year>

Textbook: Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Updated: January 2026
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Health Professions CNA II Unit #9 Curriculum Guide

Unit: Personal Care	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Providing proper personal care is essential to maintaining a resident's health, safety, dignity, and emotional well-being. *How does proper personal care support a resident's physical health and prevent infection? How can personal care and grooming impact a resident's emotional well-being, dignity, and self-esteem? What are a CNA's responsibilities when providing safe, respectful, and private personal care?*	**NA11.1.1:** Describe the importance of hygiene and grooming (e.g. skin care, oral hygiene, bathing, dressing and undressing, shaving, perineal care, catheter care, nail care, hair care)	• Provide personal care for residents at long-term care facilities.

Supporting Standards

NA11.1.2: Describe the functions of skin.
NA11.2.1: Compare normal and abnormal characteristics of elimination.
NA11.2.2: Describe the use of elimination devices.
NA11.2.3: Summarize elimination observations that must be reported and documented.
NA11.2.4: Describe diseases or conditions that may interfere with normal elimination.
NA11.2.5: Describe nursing care required for the incontinent resident, including preventive measures.

Essential Vocabulary

Academic: describe, long-term
Content Vocabulary: catheter, catheter care, bed bath, hygiene, perineal/perineum

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Updated: January 2026
Board Approved: <Month/Year>

Textbook: Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Updated: January 2026
Board Approved: <Month/Year>

Health Professions CNA II Unit #10 Curriculum Guide

Unit: Mental Health and Dementia	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Caring for residents with behavioral or mental health challenges requires CNAs to follow care plans, recognize signs of distress, and communicate effectively. *Why is it important for CNAs to follow care plans and safety protocols exactly as written? How can changes in behavior signal unmet needs, distress, or escalation in a resident? What communication and de-escalation strategies can CNAs use to safely support residents who are confused, agitated, or experiencing mental health challenges? When should a CAN seek help or report concerts to ensure resident and staff safety?*	**NA13.3.2:** Follow safety protocols for identified risks for residents with complex needs	• Explain how to deescalate behaviors for both mental health and demented patients.

Supporting Standards

NA13.1.1: Define common symptoms of mental health illnesses.
NA13.1.2: Describe the role of the nursing assistant in caring for people with mental illness.
NA13.1.3: Describe indicators of suicide risk, immediate interventions, and reporting guidelines.
NA13.1.4: Describe the differences between dementia, developmental disability, and mental illness
NA13.2.1: Describe the levels of care that cognitive disorders require.
NA13.2.2: Describe how to implement a care plan to assist a resident with cognitive needs.
NA13.2.3: Describe key methods of de-escalation in aggressive situations.
NA13.2.4: Describe interventions for behaviors (e.g., wandering, hoarding, sun downing, hallucinations).
NA13.2.5: Describe how reality orientation, validation therapy, and reminiscence are used in caregiving.
NA13.3.1: Identify potential safety risks related to residents with complex needs.

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NA13.3.2: Follow safety protocols for identified risks for residents with complex needs NA13.2.4: Describe interventions for behaviors (e.g., wandering, hoarding, sun downing, hallucinations).
Essential Vocabulary
Academic: safety, explain **Content Vocabulary**: apathy, paranoia, delusion, post-traumatic stress disorder (PTSD), dependence, professional boundaries, depression/depressed, psychiatrist, hallucination, psychosis, hoarding, illusion, stress/stressor, mania, Trauma-Informed Care (TIC), panic attack, withdrawal, agitation, aggression, Alzheimer's, reality, orientation, combative, delirium, sun downing, delusion, dementia, wandering, disorientation, hallucinate
Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #11 Curriculum Guide

Unit: Nutrition & Hydration	Grade: 12	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding common special diets and nutrition helps CNAs ensure patient safety. *What are the main differences between common special diets such as full liquid, mechanical soft, NAS (no added salt), and diabetic diets? How can CNAs assist patients in maintaining adequate nutrition while following dietary restrictions? How can effective communication with the dietician and nurse ensure patient safety when it comes to special diets?*	**NA12.1.2:** Describe common special diets for patients.	• Analyze dietary restrictions for a given patient.

Supporting Standards

NA12.1.1: Describe general nutritional requirements, including state and federal guidelines.
NA12.1.3: Describe signs and symptoms of dehydration.
NA12.1.4: Identify culturally significant dietary practices.
NA12.2.1: Demonstrate preparing, serving, and feeding of the client who requires assistance.
NA12.2.2: Document calculated and measured portions in the intake and output (I & O) record.
NA12.2.3: Describe assistive devices for eating that are available to patients.
NA12.2.4: Describe the nursing assistant's role in providing a dignified dining experience.
NA12.2.5: Summarize strategies for the safe handling of food and prevention of foodborne illness.
NA12.2.6: Describe diseases or conditions that may interfere with the normal eating process (e.g., aspiration, dysphagia).

Essential Vocabulary

Academic: describe, analyze
Content Vocabulary: calorie count, milliliter (ML), cubic centimeter (CC), nausea, dehydration, nothing by mouth (NPO), dietician, obesity, dysphagia, ounce, encourage fluids, supplement, fluid consistency, tube feeding, intake and output (I&O), international dysphagia diet, mechanical soft diet, NAS Diet, CC Diet, Fluid Liquid Diet, Clear Liquid Diet

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Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #12 Curriculum Guide

Unit: End of Life Care	Grade: 12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Certified Nursing Assistants provide compassion to challenging emotional situations. *How does end-of-life care differ from general patient care? How can a CNA maintain comfort and dignify for a patient who is dying? Why are observation and reporting to the nurse especially important at the end of life? How can a CNA support family members who are grieving or spending time at the bedside? What coping strategies can CNAs use to manage their own feelings after a patient's death?*	**NA15.1.3:** Describe strategies for meeting the physical, psychological, social, and spiritual needs of a dying person.	• Describe the CNA's role for end-of-life care for a dying patient.

Supporting Standards

NA15.1.1: Describe factors affecting attitudes toward death (e.g., age, culture, religion, degree of illness).
NA15.1.2: Describe the grieving process.
NA15.1.4: List the rights and choices of the dying person.
NA15.1.5: Describe needs unique to the loved ones in the life of the dying person.
NA15.1.6: Identify the goal of hospice care and palliative care.
NA15.1.7: Describe legal and ethical issues surrounding death.
NA15.1.8: List the signs of dying and imminent death.

Essential Vocabulary

Academic: describe
Content Vocabulary: Advanced directive, hospice, apnea, living will, autopsy, mottled skin (molting), bereavement, Palliative care, Cheyne-strokes, respiration, Patient Self-Determination Act, Coroner, postmortem, Do Not Resuscitate (DNR), rigor mortis, Durable Power of Attorney, quality of life, euthanasia, terminal illness, grief

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Recommended Resources
Standards Used: Idaho Nursing Assistant Standards 2025 (NA) **Textbook:** Mosby's Textbook for Nursing Assistants 11th edition
Optional Course-Specific Information

Health Professions CNA II Unit #16 Curriculum Guide

Unit: Professional Development	Grade:	Time:

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
(How to test; applications; resume)	**NA16.1.4: Describe the CNA certification, testing, and renewal process.** THIS CAN BE DELETED. ADDED THIS INFO TO MOD 1	Students will sign up for the CNA test

Supporting Standards

NA16.1.1: Define the purpose of the Idaho CNA Registry.
NA16.1.2: Create a plan for personal stress management and selfcare (i.e., how to cope/deal effectively with residents and others in the workplace).
NA16.1.3: Describe how professionalism impacts residents, family, and coworkers.

Essential Vocabulary

Academic:
Content Vocabulary: CERTIFICATION, PERFORMANCE, EVALUATION, COMPETENCE, PRIORITIZING, CONTINUING EDUCATION, PROFESSIONALISM, EMPLOYMENT APPLICATION, SEXUAL HARASSMENT, INTERVIEW, TIME MANAGEMENT, IN-SERVICE TRAINING, JOB DESCRIPTION

Recommended Resources

Standards Used: Idaho Nursing Assistant Standards 2025 (NA)

Textbook: Mosby's Textbook for Nursing Assistants 11th edition

Optional Course-Specific Information

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Sports Medicine II Unit #1 Curriculum Guide

Unit: Professionalism (Ongoing)	Grade: 11	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Workplace Observation Experience can help one understand the roles and responsibilities of a career. What roles and responsibilities do Sports Medicine professionals have in this setting? What behaviors or actions demonstrate professionalism in this environment?	**RS:1.1.2:** Observe realistic workplace experience through industry-related activities.	• Demonstrate professionalism in the Sports Medicine field.

Supporting Standards

RS1.1.1: Discuss different aspects of positive character.
RS1.1.3: Demonstrate professional dress and appearance in the workplace.
RS1.1.4: Describe the basic traits that make up professionalism.
RS1.1.5: Demonstrate appropriate written and oral communication skills in the workplace.
RS1.1.6: Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession.
RS1.2.1: Practice responsibility within the ethical framework of the health professionals.
RS1.2.2: Identify the code of ethics for rehabilitation professionals.
RS1.2.3: Differentiate between ethical and legal issues impacting rehabilitation professions.
RS1.2.4: Compare personal and professional ethics.
RS1.2.5: Recognize ethical, cultural, and social issues and their implications related to rehabilitation professions.
RS1.3.1: Identify the Health Insurance Portability and Accountability Act (HIPAA).
RS1.3.2: Identify the Family Education Rights and Privacy Act (FERPA).
RS1.3.3: Compare and contrast FERPA and HIPAA.
RS1.3.4: Comprehend legal terminology associated with the medical profession.
RS1.3.5: Apply the concept of confidentiality to patient information and records.
RS1.3.6: Discuss common methods of payment for healthcare.
RS1.3.7: Explain patients' bill of rights and advance directives.

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RS1.3.8: Differentiate between the scopes of practice of rehabilitation professionals.
RS1.3.9: Define Health Informatics.
RS1.3.10: Define evidence-based practice.

Essential Vocabulary
Academic: workplace, roles, setting, behaviors, professionalism, observe, demonstrate **Content Vocabulary:** Confidentiality, Ethics, Empathy, Communication, Teamwork, Professionalism, Accountability, Integrity, Dependability, Time Management, Attitude, Appearance, Scope of Practice, HIPAA, Patient Rapport, TimeStation, Uniform, OSHA, Close-Toed Shoes, Badge, Punctuality
Recommended Resources
Idaho Rehabilitation Services Program Standards Used (RS) Some standards adapted by West Ada CTE (WARS) **Textbook:** Essentials of Athletic Injury Management (9th Edition)
Optional Course-Specific Information
Add additional information that will help teachers clarify information here.

Sports Medicine II Unit #2 Curriculum Guide

Unit: Emergency Preparedness	Grade: 11-12	Time: 7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Knowing the steps to take to implement an emergency action plan is critical to provide the best possible patient care. *How is an emergency action plan implemented in a variety of settings? What role does communication play in an emergency action plan? How are the responsibilities distributed in the plan? How often should the plan be reviewed and practiced?*	**RS5.1.6:** Identify and explain the components of an emergency action plan.	Identify and explain the key components of an Emergency Action Plan (EAP)
Correctly performing the steps of CPR and first aid can increase chances of survival during a life-threatening emergency. *Why is it important to recognize medical/injury emergencies and appropriate action steps? What equipment and resources are essential for first aid and CPR? How do you handle common first aid scenarios?*	**WARS5.2:** Apply basic first aid and CPR training.	Demonstrate basic first aid and CPR.

Supporting Standards

RS3.2.12: Identify the role and structure of the integumentary system.
RS5.1.2: Demonstrate universal precautions and the use of Personal Protective Equipment (PPE).
RS5.1.3: Describe effective practices to manage infectious disease transmission.
RS5.1.5: Identify and explain the components of an exposure control plan.
RS5.2.2: Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway.
RS5.3.2: Measure heart rate, blood pressure, temperature, and skin color.

Essential Vocabulary

Academic: Recognize, appropriate, emergencies, differentiated, demonstrate, design

Content:
Emergency Action Plan (EAP), infectious disease (Hepatitis, HIV, MRSA) transmission, exposure control plan, OSHA, Safety Data Sheets (SDS), Emergency Medical Services (EMS), Primary assessment, Secondary assessment, emergency personnel, emergency equipment, emergency communication,

heat exhaustion, heat stroke, heat cramps, hyponatremia, lightning safety, Air Quality Index (AQI), asthma, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), first aid, Personal Protective Equipment (PPE), laceration, puncture, abrasion, avulsion, poor perfusion, diastolic, systo hypertension, hypotension, vital signs, American Heart Association (AHA), blood pressure, pulse, respirations, pallor, cyanosis, shock, cardiac arrest, myocardia infarction, heart attack, stroke, artery, capillary, vessel, vein, chain of survival, choking, seizure, anaphylactic shock, commotio cordis, obstructed airway
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Course-Specific Information
Concepts: wound care, wounds, first aid & CPR supplies & steps, basic CPR steps

Sports Medicine II Unit #3 Curriculum Guide

Unit: Mechanism of Injury	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding how the stress on tissue can lead to injury. *How is the stress response different in soft tissue versus bone? How are mechanism and severity of injury related?*	**RS7.1.5:** Differentiate between the etiology of soft tissue and bone injuries.	• Describe how different types of loads/stresses result in specific injuries.

Supporting Standards

RS3.3.8: Differentiate among the various types of joints.
RS7.1.3: Categorize the most common types of skin injuries.
RS7.3.1: Describe the inflammatory process.
RS7.3.2: Examine the steps in the healing process of bone and soft tissue.
RS7.3.3: Compare and contrast acute and chronic response to injury.

Essential Vocabulary

Academic: Compare, Contrast, Demonstrate, Describe, Differentiate, Illustrate

Content: acute(traumatic), chronic(overuse), mechanism of injury (MOI), tension, compression, shearing, torsion, bending, etiology, acute inflammatory, 5 cardinal signs of inflammation (heat, redness, swelling, loss of function, pain), sprain, strain, remodeling, repair, osteoblasts, osteoclasts, bone tissue, muscle cramp, tendon, muscle guarding, mechanoreceptor, muscle soreness, bursa, load, mechanical failure, trauma, stress, ligament, yield point, clonic, tonic, types of fractures (greenstick, comminuted, spiral, transverse, oblique, linear, stress, impacted, avulsion), tendonitis, tenosynovitis, myositis ossificans, open/closed fracture, dislocation, subluxation, contusion, osteoarthritis, bursitis, osteoporosis, laceration, abrasion, incision, puncture, trigger point, grades of sprains/strains (1-3), phases of healing (inflammatory response, fibroblastic repair, maturation/remodeling), ecchymosis, classifications of bone (long, short, irregular, flat, sesamoid), epiphysis, diaphysis, articular cartilage, periosteum, Wolff's Law, bone repair, immature bone, callus, ossification, atrophy

Recommended Resources

Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)

Course-Specific Information

Concepts: Stress(Load/Force), Phases of Healing, Acute vs. Chronic, Different types of tissues

Sports Medicine II Unit #4 Curriculum Guide

Unit: Legal & Modalities	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
After an injury occurs, understanding how information is documented and shared appropriately is critical for maintaining patient confidentiality. *What is HIPAA? Define and compare negligence and malpractice. Describe standard of care and how it applies to athletic training.*	**RS1.2.1:** Practice responsibility within the ethical framework of the health professionals.	Describe protected health information and how it applies in the healthcare setting.
Implementing therapeutic modalities and when they are indicated for athletic injury care. *What are modalities? Compare and contrast various modalities. List the indications and contraindications for modalities.*	**RS6.3.4:** Identify the purpose of the therapeutic modalities.	List and describe the application of therapeutic modalities.

Supporting Standards

RS1.1.4: Describe the basic traits that make up professionalism.
RS1.2.2: Identify the code of ethics for rehabilitation professionals.
RS1.2.3: Differentiate between ethical and legal issues impacting rehabilitation professions.
RS1.2.4: Compare personal and professional ethics.
RS1.3.3: Compare and contrast FERPA and HIPAA.
RS1.3.4: Comprehend legal terminology associated with the medical profession.
RS1.3.5: Apply the concept of confidentiality to patient information and records.
RS4.2.2: Explain certification or licensure requirement for rehabilitation services careers.
RS4.2.3: Compare and contrast between certification, registration, and licensure for rehabilitation services careers.
RS6.3.1: Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E) and protection, rest, ice, compression, and elevation (P.R.I.C.E).

Essential Vocabulary

Academic: Compare, Contrast, Create, Describe, Apply

Content: HIPAA, FERPA, negligence, malpractice, morals, ethics, standard of care, liability, scope of practice, duty of care, tort, nonfeasance/omission, misfeasance, malfeasance/commission, statute of limitations, assumption of risk, performance domains (Domain 1: Risk Reduction, Wellness & Health Literacy; Domain 2: Assessment, Evaluation & Diagnosis; Domain 3: Critical Incident Management; Domain 4: Therapeutic Intervention; Domain 5: Healthcare Administration & Professional Responsibility), NATA, CAATE, BOC, HOPS, SOAP, modalities, thermotherapy, cryotherapy, contraindication, indication, physiological effect, therapeutic effect, conduction, convection, conversion, cryokinetics, RICE (rest, ice, compression, elevation), electrical stimulation, gate control theory, ultrasound, evidence based practice (EBP), hypothermia, frostbite, adverse effects, Raynaud's, cold sensitivity, impaired circulation, burns, open wounds, loss of sensitivity, acute inflammation phase, Coronary Artery Disease, temperature instability, ice massage, cold/hot whirlpool/immersion, ice

bag, GameReady, hydrocollator, hot pack, intermittent compression, Instrument Assisted Soft Tissue Mobilization (IASTM), laser, infrared, massage, cupping, percussion massager (massage gun), PEACE LOVE & MEAT (protect, elevate, avoid anti-inflammatories, compress, educate; load, optimism, vascularization, exercise; movement, exercise, analgesia, treatment)
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Course-Specific Information

Sports Medicine II Unit #5 Curriculum Guide

Unit: Evaluation & Documentation	Grade: 11-12	Time: 8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Maintaining complete and accurate records allows for tracking patient care. *What are different methods of record keeping? How are patient records used to communicate between health care providers? How are primary and secondary assessments recorded?*	**RS4.1.4:** Identify the importance and purpose of medical documentation.	• Categorize clinical findings into the appropriate section of a SOAP note & HOPS evaluation
Understanding the components of rehabilitation and how goals impact them will result in better patient outcomes. *How can we incorporate the phases of healing in progressing through the phases of rehabilitation? What type of exercises can be utilized to decrease swelling, increase range of motion, proprioception, strength/endurance/power and sport specific activities?*	**RS6.1.2:** Discuss and identify the components and goals of a rehabilitation program	• Identify the phases and goals of a rehabilitation program

Supporting Standards

RS1.1.1: Discuss different aspects of positive character.
RS1.1.2: Observe realistic workplace experience through industry-related activities.
RS1.1.3: Demonstrate professional dress and appearance in the workplace.
RS4.1.5: Identify the components of medical documentation.
RS5.3.1: Measure height and weight.
RS5.3.3: Measure respiratory rate.
RS5.3.4: Demonstrate an understanding of normal values for vital signs.
RS6.1.4: Describe various range of motion exercises including passive, assisted, active and resistive.

Essential Vocabulary

Academic: Compare, Contrast, Describe, Identify, List

Content: HOPS & SOAP: History/Observation/Palpation/Special Tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Primary assessment, Secondary assessment, Manual Muscle Test (MMT) Grades 0-5, Etiology, Pathology, Sign, Symptom, Diagnosis, Prognosis, Ecchymosis, Effusion, Edema, Crepitus, Inflammation, Deformity, Body Posturing, Stress Tests, Functional Tests
Rehabilitation Program: Active/Passive/Resisted Range of Motion (ROM), Short-term goal(s), Long-term goal(s), Concentric, Eccentric, Isometric, Isotonic, Isokinetic, Plyometric, Open Kinetic Chain, Closed Kinetic Chain, Neuromuscular control, Proprioceptive Neuromuscular Facilitation (PNF), Balance,

Cardiorespiratory, Muscular Strength, Muscular Endurance, Muscular Power, Goniometry, Functional Progression, Sport Specific, Ballistic/Dynamic/Static Stretching, Delayed Onset Muscle Soreness (DOMS), Return to Play (RTP), Return to Learn (RTL)
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Additional Course-Specific Information
Concepts: Goal setting, Documentation, Vital signs, Goniometry

Sports Medicine II Unit #6 Curriculum Guide

Unit: Ankle, Foot	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows for tracking patient care. *What evaluative questions can be asked to determine severity of ankle/foot injury? What general observations would be made during foot/ankle evaluation? How can the name and location of the bone help to identify the ligaments and their purpose? How does the location of the muscle dictate movement? What are common mechanisms of injury in the foot/ankle? How do special tests help to identify injury?*	**RS4.1.5a:** Identify the components of medical documentation for ankle/foot evaluation.	• Document clinical findings based on a given ankle/foot evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5**:** Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
RS3.3.6: Identify standard anatomical position and direction.
RS6.2.1: Define standard muscle testing.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques

Essential Vocabulary

Academic: Identify, Describe, Differentiate, Document, Understand
Content: History/Observation/Palpation/Special tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Manual Muscle Test (MMT), Range of Motion (ROM), tibia, fibula, calcaneus, talus, navicular, cuboid, cuneiform 1/2/3, metatarsals 1-5, proximal/middle/distal phalanges 1-5, sesamoid, base of the 5th metatarsal, medial/lateral malleolus, anterior talofibular ligament, posterior talofibular ligament, anterior/posterior tibiofibular ligament, deltoid ligament, calcaneofibular ligament, achilles tendon, Anterior Drawer, Talar Tilt, Kleigers, Squeeze, Bump, Thompson's, interosseous membrane, syndesmosis, pes

planus, pes cavus, Inversion/eversion ankle sprain, syndesmotic ankle sprain, tibia/fibula fracture, achilles tendon rupture, MTSS, dorsiflexion, plantarflexion, eversion, inversion, gastrocnemius, soleus, anterior/posterior tibialis, peroneus longus/brevis, flexor digitorum longus, extensor digitorum longus, flexor hallucis longus, extensor hallucis longus, ankle taping (distal/arch anchor, proximal/gastrocnemius anchor, stirrups, heel locks, figure-8s, c strips/horseshoes, cover/closing anchors), arch tape, achilles tape, turf toe tape, Rehabilitation
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Course-Specific Information
Concepts: Muscles/movements of the ankle/foot, Ligaments of the ankle/foot, Bones of the ankle/foot, Record keeping, Flexibility techniques, Anatomical landmarks of the ankle/foot, Special/Manual Muscle Tests of the ankle/foot

Sports Medicine II Unit #7 Curriculum Guide

Unit: Knee	Grade: 11-12	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows for tracking patient care. *What evaluative questions can be asked to determine severity of a knee injury? What general observations would be made during a knee evaluation? What are common mechanisms of injury in the knee? How do special tests help to identify injury? How does the location of the muscle dictate movement?*	**RS4.1.5b:** Identify the components of medical documentation for knee evaluations.	• Document clinical findings based on a given knee evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.

RS3.1.4: Use proper terminology while describing common injuries and pathologies.

RS3.2.10: Identify the role and structure of the muscular system.

RS3.2.11: Identify the role and structure of the skeletal system.

RS3.3.5: Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.

RS3.3.6: Identify standard anatomical position and direction.

RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.

RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.

RS6.1.6: Examine the importance of various flexibility techniques.

RS6.2.1: Define standard muscle testing.

RS6.2.3: Identify common orthopedic special tests.

RS7.1.1: Identify common musculoskeletal injuries.

RS7.1.2: Differentiate between symptoms of sprains and strains.

Essential Vocabulary

Academic: Identify, Describe, Differentiate

Content: Anatomy: anterior cruciate ligament(ACL), posterior cruciate ligament (PCL), medial collateral ligament (MCL), lateral collateral ligament (LCL), Medial/Lateral meniscus, tibia, femur, fibula, patellar tendon, Quadriceps Tendon, Tibial tuberosity, Patella, Medial/Lateral Border of the patella, Medial/Lateral Condyle/Epicondyle, Ligament of Wrisburg, bursae, iliotibial band, Genu Varum(Bow Legged), Genu Valgum(Knock Knee), Genu Recurvatum(Hyperextended knee), Q angle, Fat Pad, Semitendinosus, Semimembranosus, Biceps Femoris, Hamstrings, Quadriceps, Rectus Femoris, Vastus Lateralis,

Vastus Medialis, Vastus Intermedius, Popliteus, Plantaris, Sartorius, Gracilis, Gastrocnemius, Popliteal Artery, Femoral Artery, Tibial/Peroneal/Femoral Nerve, Sesamoid, Gerdy's Tubercle, Pes Anserine, Screw-Home Mechanism, Tibial Plateau, Iliotibial band, Joint Capsule, Medial/Lateral Joint Line, Medical Documentation: History/Observation/Palpation/Special test(HOPS). Subjective/Objective/Assessment/Plan (SOAP), Lachman's, Anterior/Posterior Drawer, McMurray's, Patellar Glide, Sweep, Apley's Compression/Distraction, Pivot Shift, Posterior Sag, Thesaly's test, Varus/Valgus stress test, Sprain, Strain, Bucket handle, Parrot Beak, Loose Body, Manual Muscle test (0-5 MMT), Patellar Apprehension, Lever Sign(lellis test), Active/Passive/Resistive Range of Motion (A/P/RROM), Dislocation, Subluxation, Chondromalacia, Osgood schlaters, Tendinitis, patellar tendonitis, Iliotibial band friction syndrome, Bursitis, MCL Tape, LCL Tape, Rehabilitation
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Additional Course-Specific Information
Concepts: Muscles/movements/purpose of the knee, Ligaments of the knee, Bones of the knee, Anatomical landmarks of the knee, Record keeping, Flexibility techniques, Special/Manual Muscle Tests of the knee

Sports Medicine II Unit #8 Curriculum Guide

Unit: Hip	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows for tracking patient care. *What evaluative questions can be asked to determine severity of hip injury? What general observations would be made during a hip evaluation? How does the location of the muscle dictate movement? What are common mechanisms of injury in the hip? How do special tests help to identify injury?*	**RS4.1.5c:** Identify the components of medical documentation for hip evaluations.	Document clinical findings based on a given hip evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5: Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks
RS3.3.6: Identify standard anatomical position and direction.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques
RS6.2.1: Define standard muscle testing.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.

Essential Vocabulary

Academic: Identify, Describe, Differentiate

Content: History/Observation/Palpation/Special tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Manual Muscle Test (MMT), Range of Motion (ROM) (hip internal/external rotation, hip abduction, hip adduction, hip flexion, hip extension), iliac crest, base of sacrum, sacrum, anterior superior iliac spine (ASIS), anterior inferior iliac spine (AIIS), posterior superior iliac spine (PSIS), posterior inferior iliac spine (PIIS), acetabulum, coccyx, pubic symphysis, ischial tuberosity, femur, greater trochanter, neck of femur, head of femur, ilium, adductor brevis, adductor longus, gracilis, adductor magnus, pectineus, sartorius, rectus femoris, vastus lateralis, semitendinosus, semimembranosus, vastus medialis, biceps femoris, femoral artery, common iliac vein, femoral nerve, sciatic nerve, trochanteric bursitis, hip pointer, hip dislocation,

avulsion fracture, osteitis pubis, sacroiliac joint, iliofemoral, pubofemoral, ischiofemoral, ligamentum teres, hip sprain, sacroiliac joint sprain, iliacus, psoas (major/minor), tensor fascia latae, piriformis, gluteus maximus, gluteus medius, gluteus minimus, groin strain, quad contusion, myositis ossificans traumatica, hamstring strain, femoroacetabular impingement (FAI), Cam lesion, Pincer lesion, leg-length discrepancy (anatomical/functional), labrum, pelvic tilt, Thomas Test, Trendelenburg's, Straight Leg Raise, Figure 4/FABER (Patrick), SI Compression/Distraction, Fulcrum Test, FADIR, Obers, Kendall, Log roll test, hip spica, groin spica, hamstring compression wrap, quadriceps compression wrap, Rehabilitation
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Course-Specific Information
Concepts: Muscles/movements of the hip, Ligaments of the hip, Bones of the hip, Anatomical landmarks of the hip, Record keeping, Flexibility techniques, Special/Manual Muscle Tests of the hip

Sports Medicine II Unit #9 Curriculum Guide

Unit: Spine	Grade: 11-12	Time: 7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows for tracking patient care. *What evaluative questions can be asked to determine severity of spine injury? What general observations would be made during spine evaluation? What are common mechanisms of injury in the spine? How do special tests help to identify injury?*	**RS4.1.5d:** Identify the components of medical documentation for spine evaluations.	• Document clinical findings based on a given spine evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5: Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
RS3.3.6: Identify standard anatomical position and direction.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques
RS6.2.1: Define standard muscle testing.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.

Essential Vocabulary

Academic: Identify, Describe, Differentiate

Content: Anatomy: cervical, atlas, axis, thoracic, lumbar, sacrum, coccyx, vertebral foramen, transverse process, spinal cord, intervertebral disk, annulus fibros nucleus pulposus, transverse process, spinous process, vertebral body, intervertebral foramen, Facet joint, base of sacrum, Erector Spinae, Multifidus, Quadrat Lumborum, Latissimus Dorsi, Levator Scapulae, Reflex, Dermatomes, Myotomes, Sacroiliac (SI) Joint, Anterior longitudinal ligament, Posterior longitudinal ligar Supraspinous ligament, Brachial Plexus, Rehabilitation

Assessment: History/Observation/Palpation/Special tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Manual Muscle Test (MMT), Range of Motion (ROM), Canadian C-Spine Rules, Spurling Test, Straight Leg Raise, Valsalva, Stork Test, Rib Compression, Press ups, SI Compression, SI Distraction, FABERS Test, Plumb Line,

Injuries: Cervical Fracture, Cervical Sprain Whiplash, Acute Torticollis Wry Neck, Scheuermann's Disease, Herniated Disk, Sciatica, Spondylolysis, Spondylolisthesis, Sacroiliac Joint Dysfunction, Lumbar Strain, Brachial Plexus Injury Stinger, Stenosis, Kyphosis, Forward Head Posture, Flatback, Swayback, Lordosis, Scoliosis

Management: Cervical Collar, Prone Log Roll, Spine board, Mckenzie, Williams, Traction

Recommended Resources

Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)

Additional Course-Specific Information

Concepts: Muscles/movements of the spine, Dermatomes/Myotomes of the spine, Bones of the spine, Record keeping, Flexibility techniques, Anatomical landmarks of the spine, Special/Manual Muscle Tests of the spine

Sports Medicine II Unit #10 Curriculum Guide

Unit: Head/Face	Grade: 11-12	Time: 7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows tracking patient care. *What evaluative questions can be asked to determine severity of a head/facial injury? What general observations would be made during a head/facial evaluation? Which palpations can be performed on the Head/Face? What are common mechanisms of injury in the head/face? How do special tests help to identify injury?*	**RS4.1.5e:** Identify the components of medical documentation for head/face evaluations.	• Document clinical findings based on a given head/face evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.4: Identify the role of the nervous system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5: Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
RS3.3.6: Identify standard anatomical position and direction.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS7.1.4: Differentiate between signs and symptoms of concussions.
RS7.2.3: Recognize the need for consultation when caring for patients with neurological conditions

Essential Vocabulary

Academic: Identify, Describe, Differentiate, Document, Understand
Content: Idaho's Concussion Legislature, Return to Learn, Scalp, brain landmarks and functions, Special Tests (Neurological exam, Coordination tests, cognitive tests, sensory testing, reflex testing, Rhomberg's test, Balance error scoring system) Cranial Nerves (Olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, vestibulochlear, glossopharyngeal, vagus, accessory/spinal, hypoglossal), Emergency signs of concussion, Return to play, PEARRL (Pupils, Equil, And, Round, Reactive, Light), VOMS, Rehabilitation

- Vocab: Alert, confused, lethargic, stuporous, semi-comatose, comatose, epistaxis, anterograde amnesia, retrograde amnesia, immediate recall, recent memory, tinnitus, diplopia, contrecoup
- Head/face bones & landmarks: Ethmoid, frontal, zygomatic, vomer, temporal, sphenoid, parietal, nasal, maxilla, mandible, occipital, lacrimal, mastoid process, zygomatic process, temporomandibular joints (TMJ)

- Brain landmarks: Brainstem, Medulla, pons, midbrain, cerebellum, cerebrum, frontal lobe, temporal lobe, occipital lobe, parietal lobe, primary somatic sensory/motor cortex, meninges (Dura mater, arachnoid membrane, subarachnoid space, pia mater) cerebrospinal fluid,
- Injuries: Skull fracture, concussion, post concussive syndrome, second impact syndrome, epidural bleeding, subdural bleeding, intracerebral bleeding, Chronic traumatic encephalopathy (CTE), Jaw fracture, jaw dislocation, nasal fracture, tooth fracture, tooth dislocation, orbital hematoma, Orbital fracture

Recommended Resources

Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)

Course-Specific Information

Concepts: Concussion return to play/learn, brain landmarks and functions, Special Tests, Cranial Nerves, Head/Face injuries.

Sports Medicine II Unit #11 Curriculum Guide

Unit: Shoulder	Grade: 11-12	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows for tracking patient care. *What evaluative questions can be asked to determine severity of a shoulder injury? What general observations would be made during a shoulder evaluation? How can the name and location of the bone help to identify the ligaments and their purpose? How does the location of the muscle dictate movement? What are common mechanisms of injury in the shoulder? How do special tests help to identify injury?*	**RS4.1.5f:** Identify the components of medical documentation for shoulder evaluations.	• Document clinical findings based on a given shoulder evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5**:** Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
RS3.3.6: Identify standard anatomical position and direction.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques.
RS6.2.1: Define standard muscle testing.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.

Essential Vocabulary

Academic: Identify, Describe, Differentiate

Content: History/Observation/Palpation/Special tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Manual Muscle Test (MMT), Range of Motion (ROM),Shoulder flexion/Extension/Abduction/adduction/circumduction/Horizontal Abduction/Horizontal Adduction/Internal rotation/External/Rotation, Scapular Retraction/protraction/elevation/depression, Acromioclavicular(AC) joint, Sternoclavicular(SC) Joint, Glenohumeral(GH) joint, Scapulothoracic

Rhythm, bursa, glenoid labrum, Glenoid Capsule, SITS(rotator cuff muscle), Artery Subclavian/Axillary/Brachial, Brachial plexus, FOOSH/A, Kyphosis, Scapular Winging/Dyskinesis, Throwing phases (Wind up, Cocking, Acceleration, Release/Deceleration, follow through), Rehabilitation

- Bones: Humerus, head/ neck of the humerus, bicipital groove, lesser/greater Tubercle, Scapula, Medial(Vertebral)/lateral(axillalry) border, Inferior/superior angle, spine of the scapula, subscapularis fossa, Supraspinatus fossa, infraspinatus fossa, glenoid fossa, sternum, Manubrium, Acromion process, coracoid process, Clavicle
- Ligaments: Sternoclavicular, Acromioclavicular, coracoclavicular, coracoacromial, glenohumeral
- Muscles: Pectoralis major/minor, Serratus Anterior, trapezius, Rotator cuff(teres minor, subscapularis, supraspinatus, infraspinatus), Levator Scapulae, Sternocleidomastoid, Rhomboids(Major/Minor), Biceps brachia, Deltoid(Posterior, Middle, Anterior) Coracobrachialis, Latissimus dorsi, teres major, Triceps Brachia.
- Injuries: Clavical Fx, humeral Fx, Anterior/Posterior/Inferior GH Dislocation, Anterior/Posterior/Inferior GH subluxation, AC joint sprain, GH joint Sprain, Bicipital Tendinitis/Tenosynovitis, bursitis, shoulder impingement, Rotator cuff Strain, Thoracic Outlet Compression Syndrome(TOCS), Brachial Plexus Injury (stinger), Labral tear, GH Instability (Multidirectional)
- Special Tests: Apprehension crank test, Sulcus Sign, Load shift test, Compression/Squeeze, Hawkins Kennedy, Yergasons test, Speeds Test, Neers Test, Roos test, Empty Can test, Drop arm test, Piano Key test, Obriens Test, Gerber liftoff,
- Tape/Wraps: Shoulder Spica, Sling and swathe, AC joint tape

Recommended Resources

Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)

Course-Specific Information

Concepts: Muscles/movements of the shoulder, Ligaments of the shoulder, Bones of the shoulder, Anatomical landmarks of the shoulder, Record keeping, Flexibility techniques, Special/Manual Muscle Tests of the shoulder

Sports Medicine II Unit #12 Curriculum Guide

Unit: Elbow, Hand, Wrist	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Completing accurate records allows tracking patient care. *What evaluative questions can be asked to determine severity of elbow/hand/wrist injury? What general observations would be made during a elbow/hand/wrist evaluation? What are common mechanisms of injury in the elbow/hand/wrist? How do special tests help to identify injuries?*	**RS4.1.5g:** Identify the components of medical documentation for elbow, hand, and wrist evaluations.	• Document clinical findings based on a given elbow/hand/wrist evaluation.

Supporting Standards

RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.6: Identify standard anatomical position and direction.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques.
RS6.2.1: Define standard muscle testing.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.

Essential Vocabulary

Academic: Identify, Describe, Differentiate, Document, Understand

Content: History/Observation/Palpation/Special tests (HOPS), Subjective/Objective/Assessment/Plan (SOAP), Manual Muscle Test (MMT), Range of Motion (ROM), carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitate, hamate), metacarpals (1-5), phalanges (1-5, proximal/middle/distal), distal interphalangeal (DIP), proximal interphalangeal (PIP), interphalangeal (IP), radius, ulna, olecranon fossa, olecranon process, radial head, radial neck, capitulum, lateral epicondyle, medial epicondyle, humerus, trochlea, ulnar collateral ligament, radial collateral ligament, transverse carpal ligament, annular ligament, interosseous membrane, olecranon bursa, Triangular Fibrocartilage Complex Injury (TFCC), biceps brachii, brachialis, brachioradialis, pronator teres, flexor carpi radialis, palmaris longus, flexor carpi ulnaris, supinator, pronator quadratus, triceps brachii, flexor digitorum superficialis, anconeus, wrist/hand extensor mass (extensor carpi ulnaris, extensor carpi radialis longus, extensor carpi radialis brevis, extensor digitorum, extensor digiti minimi), ulnar nerve, median nerve, thenar eminence, hypothenar eminence, flexion, extension, pronation, supination, radial deviation, ulnar deviation, finger

abduction/adduction/opposition, FOOSH/A, De Quervain's Tenosynovitis, Carpal Tunnel Syndrome, Gamekeeper's Thumb, Scaphoid/Hamate/Colles/Smith/Boxers Fracture, Lunate Dislocation, UCL Sprain, RCL Sprain, Lateral Epicondylitis (Tennis Elbow), Medial Epicondylitis (Golfer's Elbow), Wrist sprain, Mallet Finger, Boutonniere Deformity, Jersey Finger, Swan Neck Deformity, Volar Plate Rupture, Glide Test, Varus Stress Test, Valgus Stress Test, Tinel's sign, Phalen's, Finkelsteins, Tap/Percussion, Compression/Distraction, Allens Test, Medial Epicondylitis Test, Cozen's, Milking Maneuver, Rehabilitation
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS)
Additional Course-Specific Information
Concepts: Muscles/movements of the elbow/hand/wrist, Ligaments of the elbow/hand/wrist, Bones of the elbow/hand/wrist, Record keeping, Flexibility techniques, Special Tests/Manual Muscle Tests for the elbow/hand/wrist, Nerves of the elbow/hand/wrist

Sports Medicine III Unit #1 Curriculum Guide

Unit: Professionalism (ongoing)	Grade: 12	Time: Ongoing

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Workplace Observation Experience is a great way to learn about the industry. *What roles and responsibilities do Sports Medicine professionals have in this setting? What behaviors or actions demonstrate professionalism in this environment?*	**RS:1.1.2:** Observe realistic workplace experience through industry-related activities.	• Demonstrate professionalism in the Sports Medicine field.

Supporting Standards

RS1.1.1: Discuss different aspects of positive character.
RS1.1.3: Demonstrate professional dress and appearance in the workplace.
RS1.1.4: Describe the basic traits that make up professionalism.
RS1.1.5: Demonstrate appropriate written and oral communication skills in the workplace.
RS1.1.6: Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession.
RS1.2.1: Practice responsibility within the ethical framework of the health professionals.
RS1.2.2: Identify the code of ethics for rehabilitation professionals.
RS1.2.3: Differentiate between ethical and legal issues impacting rehabilitation professions.
RS1.2.4: Compare personal and professional ethics.
RS1.2.5: Recognize ethical, cultural, and social issues and their implications related to rehabilitation professions.
RS1.3.1: Identify the Health Insurance Portability and Accountability Act (HIPAA).
RS1.3.2: Identify the Family Education Rights and Privacy Act (FERPA).
RS1.3.3: Compare and contrast FERPA and HIPAA.
RS1.3.4: Comprehend legal terminology associated with the medical profession.
RS1.3.5: Apply the concept of confidentiality to patient information and records.
RS1.3.6: Discuss common methods of payment for healthcare.
RS1.3.7: Explain patients' bill of rights and advance directives.
RS1.3.8: Differentiate between the scopes of practice of rehabilitation professionals.

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RS1.3.9: Define Health Informatics.
RS1.3.10: Define evidence-based practice.

Essential Vocabulary

Academic: observation, workplace, observe, demonstrate

Content Vocabulary: Confidentiality, Ethics, Empathy, Communication, Teamwork, Professionalism, Accountability, Integrity, Dependability, Time Management, Attitude, Appearance, Scope of Practice, HIPAA, Patient Rapport, TimeStation, Uniform, OSHA, Close-Toed Shoes, Badge, Punctuality

Recommended Resources

Standards Used:

Idaho Rehabilitation Services Program Standards Used (RS)

Some standards adapted by West Ada CTE (WARS)

Textbook:

Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition

Additional Course-Specific Information

Sports Medicine III Unit #2 Curriculum Guide

Unit: Competencies: Administrative Responsibilities	Grade: 12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Roles of healthcare professionals involve providing safe, effective, and ethical care in rehabilitation and sports medicine settings. What is the purpose of medical documentation, and what key components must be included*? Does my documentation clearly and accurately communicate the athlete's condition? Am I representing and promoting the athletic training profession professionally and confidently? Can I correctly apply and explain the step-by-step return-to-play protocol for a concussion?*	**RS4.1.2:** Differentiate between the roles and responsibilities of the rehabilitation team.	• Demonstrate sports medicine administrative roles and responsibilities.

Supporting Standards

RS1.3.1: Identify the Health Insurance Portability and Accountability Act (HIPAA).
RS1.3.5: Apply the concept of confidentiality to patient information and records.
RS4.1.1: Explore various medical specialties.
RS4.1.2: Differentiate between the roles and responsibilities of the rehabilitation team.
RS4.1.3: Compare and identify professional associations.
RS4.1.4: Identify the importance and purpose of medical documentation.
RS4.1.5: Identify the components of medical documentation.
RS7.1.4: Differentiate between signs and symptoms of concussions.

Essential Vocabulary

Academic: differentiate, roles, demonstrate

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Content Vocabulary: SOAP, EMR, Concussion, Concussion Baseline Testing, SCAT-6, SAT (Student Athletic Trainer), Daily Duties, Return-to-play, Advocacy, Concussion Management Plan, Check-in, Treatment, injury prevention, evaluation, Activities of daily living, aerobic activity, sport-specific exercise, non-contact practice, full contact practice, Incivility, team dynamics.
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS) Some standards adapted by West Ada CTE (WARS) **Textbook:** Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition
Additional Course-Specific Information

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Sports Medicine III Unit #3 Curriculum Guide

Unit: Competencies: Emergency	Grade: 12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective healthcare and emergency response require knowledge of essential life-saving techniques to ensure patient safety and professional preparedness. *What are the key components of an emergency action plan? How do universal precautions help prevent the transmission of bloodborne pathogens and infectious diseases? Why is it important to accurately measure and understand vital signs in healthcare settings?*	**RS5.1.6:** Identify and explain the components of an emergency action plan.	• Facilitate proper emergency response, including all life saving measures.

Supporting Standards

RS5.1.1: Explain blood borne pathogens.
RS5.1.2: Demonstrate universal precautions and the use of Personal Protective Equipment (PPE).
RS5.1.3: Describe effective practices to manage infectious disease transmission.
RS5.1.4: Recognize the importance of safety data sheets (SDS).
RS5.1.5: Identify and explain the components of an exposure control plan.
RS5.1.6: Identify and explain the components of an emergency action plan.
RS5.1.7: Demonstrate proper body mechanics and patient transfer techniques.
RS5.2.1: Apply the concept of Universal Precautions to the practice of first aid and CPR.
RS5.2.2: Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway.
RS5.2.3: Demonstrate the proper technique for performing Basic Life Support for the Healthcare Provider CPR/AED and basic first aid on an adult, child, and infant.
RS5.3.1: Measure height and weight.
RS5.3.2: Measure heart rate, blood pressure, temperature, and skin color.
RS5.3.3: Measure respiratory rate.

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RS5.3.4: Demonstrate an understanding of normal values for vital signs.
RS6.3.3: Demonstrate proper splinting and bracing applications.

Essential Vocabulary

Academic:
Content Vocabulary:

Recommended Resources

Standards Used:

Idaho Rehabilitation Services Program Standards Used (RS)
Some standards adapted by West Ada CTE (WARS)

Textbook:

Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition

Additional Course-Specific Information

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Sports Medicine III Unit #4 Curriculum Guide

Unit: Competencies: Therapeutic Modalities	Grade: 12	Time: 5 Days (Synchronous)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Therapeutic modalities, support techniques, and assistive devices promote healing, reduce pain, and ensure safe rehabilitation. *What is the purpose of therapeutic modalities in treating musculoskeletal injuries? What are the proper techniques for fitting, using, and walking with assistive devices? Can I choose the correct therapeutic modality for the injury or condition? Can I explain why this modality is being used and what outcome it is meant to achieve?*	**RS6.3.4:** Identify the purpose of therapeutic modalities.	• Demonstrate proper use of therapeutic modalities for a given musculoskeletal injury.

Supporting Standards

RS6.3.1: Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E.) and protection, rest, ice, compression and elevation (P.R.I.C.E.).
RS6.3.2: Demonstrate proper fitting and gait with assistive devices.
RS6.3.3: Demonstrate proper splinting and bracing applications.
RS6.3.5: Describe the physiological effects, indications, contraindications, and application of therapeutic modalities.

Essential Vocabulary

Academic: Identify, demonstrate

Content Vocabulary: modalities, thermotherapy, cryotherapy, contraindication, indication, physiological effect, therapeutic effect, conduction, convection, conversion, cryokinetics, PRICE (protection, rest, ice, compression, elevation), electrical stimulation, gate control theory, ultrasound, evidence based practice (EBP), hypothermia, frostbite, adverse effects, Raynaud's, cold sensitivity, impaired circulation, burns, open wounds, loss of sensitivity, acute inflammation phase, Coronary Artery Disease, temperature instability, ice massage, cold/hot whirlpool/immersion, ice bag, GameReady, hydroculator, hot pack, intermittent compression, Instrument Assisted Soft Tissue Mobilization (IASTM), laser, infrared, massage, cupping, percussion massager (massage gun),

PEACE LOVE & MEAT (protect, elevate, avoid anti-inflammatories, compress, educate; load, optimism, vascularization, exercise; movement, exercise, analgesia, treatment), Vibration plate, dynamic/static/PNF/ballistic stretching techniques, assisted stretching, self-stretching, assisted devices (crutches, cane, walker, scooter, sling, wheelchair)
Recommended Resources
Standards Used: Idaho Rehabilitation Services Program Standards Used (RS) Some standards adapted by West Ada CTE (WARS) **Textbook:** Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition
Additional Course-Specific Information

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Sports Medicine III Unit #5 Curriculum Guide

Unit: Competencies: First Aid	Grade: 12	Time: 5 Days (Synchronous)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
On-Field First Aid involves immediate care for common athletic wounds. *How do I properly assess a wound to determine the level of care needed? What steps ensure a wound is cleaned and dressed safely to prevent infection? What is the safest and most effective way to control a nosebleed? How to choose the appropriate blister care treatment? How can blister care prevent infection and allow safe return to activity.*	**RS5.1.2:** Demonstrate universal precautions and the use of Personal Protective Equipment (PPE).	• Demonstrate basic first aid measures.

Supporting Standards

RS5.1.3: Describe effective practices to manage infectious disease transmission.
RS5.2.1: Apply the concept of Universal Precautions to the practice of first aid and CPR.
RS7.1.3: Categorize the most common types of skin injuries.
RS7.1.5: Differentiate between the etiology of soft tissue and bone injuries.

Essential Vocabulary

Academic: demonstrate, measures

Content Vocabulary: Universal Precautions, PPE (Personal Protective Equipment), Contamination, Infection, Sterile, Clean Technique, Abrasion, Laceration, Puncture Wound, Incision, Irrigation, Debridement, Antiseptic, Occlusive Dressing, Non-adherent Dressing, Bandage, Signs of Infection, Epistaxis, Nosebleed, Nasal Septum, Nose Plug, Compression, Rebleeding, Blister, Friction Blister, Intact Blister, Open Blister, Hydrocolloid Dressing, Moleskin, Second Skin, Drainage, Skin Flap, Return to Play (RTP), On-Field Management, Mechanism of Injury (MOI), Documentation

Recommended Resources

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Standards Used: Idaho Rehabilitation Services Program Standards Used (RS) Some standards adapted by West Ada CTE (WARS) **Textbook:** Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition
Additional Course-Specific Information

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Sports Medicine III Unit #6 Curriculum Guide

Unit: Competencies: Taping & Wrapping	Grade: 12	Time: 5 Days (Synchronous)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Apply proper taping and wrapping techniques supports injuries, adds stability, and keeps athletes safe. *When is taping indicated, and when is it NOT appropriate? How does taping or wrapping support healing, stability, or injury prevention? What anatomical structures are you trying to protect with each technique?*	**RS6.3.3:** Demonstrate proper splinting and bracing applications.	• Demonstrate proper taping and wrapping techniques for a given musculoskeletal injury.

Supporting Standards

RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS3.2.10: Identify the role and structure of the muscular system.
RS3.2.11: Identify the role and structure of the skeletal system.
RS3.3.5: Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
RS3.3.8: Differentiate among the various types of joints.
RS6.1.7: Identify evidence-based practice.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.
RS7.1.5: Differentiate between the etiology of soft tissue and bone injuries.

Essential Vocabulary

Academic: apply, demonstrate, applications

Content Vocabulary: Anchor, stirrup, heel lock, figure-eight, spica, compression, support, stability, immobilization, range of motion (ROM), prophylactic taping, elastic wrap (ace), pre-wrap, padding, tape tension, overlap, circulation, skin integrity, blister prevention, friction, swelling (edema), acute injury, chronic instability, joint alignment, functional support, checkrein, closure strip, removal technique, scissors, shark, adhesive spray heel & lace pad, C-strip, basket weave (open/close), teardrop, low-dye, stretchy tape, kinesiology tape, Leukotape, Tear-Lite tape, cover roll, Powerflex, Elastikon, Tapes and wraps;

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(ankle, teardrop arch, turf toe, Achilles tendon, thigh compression, hip spica, groin spica, MCL, LCL, knee hyperextension, UCL, RCL, Elbow Hyperextension, Shoulder spica, shoulder sling & swathe, rodeo wrist, wrist/hand, thumb, buddy), lace up, longitudinal arch, dorsiflexion, plantarflexion, inversion, eversion, pronation, supination, gastrocnemius, soleus, muscle belly, muscle compression, hip flexor, adductor, groin strain, hip joint capsule, medial collateral ligament (MCL), lateral collateral ligament (LCL), knee joint line, hyperextension prevention, valgus force, varus force, ulnar collateral ligament (UCL), radial collateral ligament (RCL), elbow joint capsule, olecranon, shoulder girdle, glenohumeral joint, acromioclavicular (AC) joint, scapular stabilization, wrist flexors, wrist extensors, carpal bones, metacarpals, phalanges, metatarsophalangeal (MTP) joint, interphalangeal (IP) joint, metacarpophalangeal (MCP) joint, restriction, stability, proprioception, capillary refill, sensation, contraindication

Recommended Resources

Standards Used:

Idaho Rehabilitation Services Program Standards Used (RS)

Some standards adapted by West Ada CTE (WARS)

Textbook:

Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition

Additional Course-Specific Information

Sports Medicine III Unit #7 Curriculum Guide

Unit: Competencies: SOAP Notes	Grade: 12	Time: 5 Days (Synchronous)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Ensure accurate, professional SOAP note documentation to use correct medical terms and abbreviations. *Did the student prioritize the most relevant findings? Are medical abbreviations used correctly and appropriately? Is documentation concise, objective, and professional in tone? Is the documentation clear enough that another provider could continue care?*	**RS4.1.5:** Identify the components of medical documentation.	• Document a musculoskeletal injury using the SOAP format.

Supporting Standards

RS1.3.1: Identify the Health Insurance Portability and Accountability Act (HIPAA).
RS1.3.5: Apply the concept of confidentiality to patient information and records.
RS3.1.1: Define common prefixes, suffixes, and word roots relating to body structures and functions.
RS3.1.2: Spell and pronounce medical terms correctly.
RS3.1.3: Identify basic medical abbreviations.
RS3.1.4: Use proper terminology while describing common injuries and pathologies.
RS4.1.4: Identify the importance and purpose of medical documentation.
RS6.2.1: Define standard muscle testing.
RS6.2.2: Identify standard range of motion testing including goniometry.
RS6.2.3: Identify common orthopedic special tests.
RS7.1.1: Identify common musculoskeletal injuries.
RS7.1.2: Differentiate between symptoms of sprains and strains.
RS7.1.3: Categorize the most common types of skin injuries.
RS7.1.4: Differentiate between signs and symptoms of concussions.
RS7.1.5: Differentiate between the etiology of soft tissue and bone injuries.

Essential Vocabulary

Academic: accurate, documentation, identify, components

Content Vocabulary: SOAP (Subjective, objective, assessment, plan), HOPS (History, observation, palpation, special tests) MOI, CC, Palpation, Observations, special tests, Dx, Diagnosis, Sx, Fx, Px, Tx, RTP, PRN, BIL, Unilateral, pain scale, tenderness, swelling, edema, numbness, tingling, paresthesia, stiffness, instability, laxity, functional limitation, AROM, PROM, RROM, MMT, ROM, flexion, extension, abduction, adduction, medial, lateral, anterior, posterior, distal, proximal, palpation, special tests, posture, alignment, differential diagnosis, acute, chronic, severity, mild, moderate, severe, sprain, strain, contusion, tendinitis, bursitis, subluxation, dislocation, concussion, TBI, ligament, tendon, muscle, cartilage, PEACE & LOVE, MEAT, PRICE, cryotherapy, thermotherapy, modalities, rehabilitation, exercise prescription, stretching, strengthening, activity restriction, referral, follow-up, re-evaluation, progress note, observation, clinical impression, documentation accuracy, abbreviations, Ethical, HIPAA, FERPA,

Recommended Resources

Standards Used:

Idaho Rehabilitation Services Program Standards Used (RS)
Some standards adapted by West Ada CTE (WARS)

Textbook:

Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition

Additional Course-Specific Information

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Sports Medicine III Unit #8 Curriculum Guide

Unit: Competencies: Rehabilitation Service	Grade: 12	Time: 5 Days (Synchronous)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Rehab plans for athletic injuries are a vital part of the rehabilitation program. *What are the short-term and long-term goals for this athlete's rehabilitation? What exercises (range of motion, strengthening, proprioception, sport-specific) should be included at each stage? What signs indicate that the plan needs modification? How will you incorporate sport-specific drills or simulations into the final stages of rehab?*	**RS6.1.2:** Discuss and identify the components and goals of a rehabilitation program.	• Develop and facilitate a rehabilitation program for a given musculoskeletal injury.

Supporting Standards

RS5.4.1: Compare the five psychological phases a patient may experience following a change in function or loss.
RS5.4.2: Examine different coping mechanisms to loss of function, death/dying, illness, and disability.
RS5.4.3: Demonstrate appropriate therapeutic communication including empathy and compassion.
RS5.4.4: Describe the importance of goal setting in the rehabilitation process.
RS5.4.5: Understand the theories of pain management.
RS6.1.1: Define functional mobility.
RS6.1.2: Discuss and identify the components and goals of a rehabilitation program.
RS6.1.3: Compare and contrast aerobic and anaerobic therapeutic exercise.
RS6.1.4: Describe various range of motion exercises including passive, assisted, active, and resistive.
RS6.1.5: Recognize various equipment and tools used in therapeutic exercise.
RS6.1.6: Examine the importance of various flexibility techniques.
RS6.1.7: Identify evidence-based practice.
RS6.2.1: Define standard muscle testing.
RS6.2.2: Identify standard range of motion testing including goniometry.

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RS6.2.3: Identify common orthopedic special tests
RS7.3.1: Describe the inflammatory process.
RS7.3.2: Examine the steps in the healing process of bone and soft tissue.
RS7.3.3: Compare and contrast acute and chronic response to injury.

Essential Vocabulary

Academic: goals, discuss, identify, components, develop, facilitate

Content Vocabulary: Acute injury, chronic injury, range of motion (ROM), strengthening, flexibility, proprioception, balance, modalities, cryotherapy, thermotherapy, electrostimulation, manual therapy, taping/bracing, rehabilitation progression, return-to-play criteria, functional assessment, load management, pain scale, swelling/edema, muscle atrophy, recovery timeline, therapeutic exercise, sports-specific training, hypertrophy, Muscular endurance, muscular power, cardiorespiratory fitness, Resistance bands, dumbbells, medicine balls, stability balls, foam rollers, balance pads, ankle weights, exercise mats, ice packs, heat packs, pulley systems, massage tools, agility ladders, cones, hurdles, treatment tables, goniometers, neuromuscular control, concentric, eccentric, isometric, isotonic, plyometric, open/closed kinetic chain,

Recommended Resources

Standards Used:

Idaho Rehabilitation Services Program Standards Used (RS)

Some standards adapted by West Ada CTE (WARS)

Textbook:

Sports Medicine Essentials Core Concepts in Athletic Training and Fitness Instruction 3rd Edition

Additional Course-Specific Information

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Fire Services II Unit #1 Curriculum Guide

Building Construction	Grade: 12	Time: 14 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Knowing the five types of building construction helps firefighters make safer and more effective tactical decisions during fires. *How do different construction types affect fire behavior and firefighting tactics? How does fire weaken buildings, and how does this vary by construction type? What signs of building collapse should firefighters recognize on the fireground? Why is knowledge of building construction critical to firefighter safety and strategy?*	**WAFF3.1:** Analyze effects building construction has on firefighting tactics	• Analyze safe tactical considerations based on how fire impacts building construction.

Supporting Standards

FF3.1.1: Identify types of building construction and roof types (e.g., Type I-V).
FF3.1.4: Identify the hazards and tactical considerations associated with the various types of building construction.
FF3.1.6: Identify the indicators of potential structural failure as they relate to firefighter safety.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: Type 1-5, foundation, framing, roof types, flammable and combustible construction, lightweight construction, conventional construction, steel, metal, residential, renovation, demolition, tenant improvement, collapse, load bearing wall, non-load bearing wall, fire stops, balloon construction, fire rating, dead load, live load, impact load, compartmentation, fire load, crawl space, attic, stairwell.

Recommended Resources

Standards Used:
Idaho Firefighting Program Standards 2024 (FF)

Updated: March 2026
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Some standards adapted by West Ada (WAFF)

Textbook:
Brannigans Building Construction for the Fire Service 2021 ed.
The Art of Reading Buildings, Fire Engineering, 2015
Truck Company Operations, John Mittendorf, 1990

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Fire Service II Unit #2 Curriculum Guide

Unit: Career Readiness	Grade: 12	Time: 8 days (Ongoing)
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Knowing the hiring practices and steps of becoming a firefighter will help achieve career goals. *Why is effective communication essential in fire service professional interviews? What personal qualities and professional behaviors do fire service interviewers look for in candidates? What role does reflection and feedback play in improving interview performance?*	**FF1.1.3:** Engage in career exploration and leadership development.	• Explain the factors of being hired as a firefighter.

Supporting Standards
FF1.1.1: Explore the role of professional organizations and/or associations in the firefighting industry. FF1.1.2: Define the value, role, and opportunities provided through career technical student organizations.

Essential Vocabulary
Academic: explain, discuss, describe, perform **Content Vocabulary**: mechanical aptitude, application, resume, interviews, medical screening, background investigation, post-secondary education, job opportunities, academy and probationary expectations, CPAT, job application, written test.

Recommended Resources
Standards Used: firefighting-standards-2024-draft.pdf **Textbook:** Introduction to Fire Protection and Emergency Services, 6th edition, 2021

Optional Course-Specific Information

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Fire Service II Unit #3 Curriculum Guide

Unit: Physical Fitness	Grade: 12	Time: 8 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Firefighters must be prepared for the physical demands of the fire service through safe, job-related fitness. *Why is physical fitness critical to firefighter safety, performance, and survival on the fireground? What physical abilities are measured by fire department Physical Ability Tests (PATs), and how do they relate to real fireground tasks? How can firefighters safely train and prepare for PATs while reducing the risk of injury?*	**FF4.1.1**: Identify industry health and fitness qualifications and standards.	• Determine how physical fitness is essential to firefighter safety, effectiveness, and long-term career health.

Supporting Standards

FF4.1.6: Define risk management concepts (e.g., freelancing, accountability) and how they affect strategic and tactical decision-making.
FF4.1.7: Describe technological trends affecting safety and survival.
FF4.1.8: Describe NIOSH reviews regarding near-misses, injuries, and fatalities.
FF4.1.9: Describe the increase in violent incidents (e.g., terrorism, ASHER) and the way it impacts safety for emergency services personnel

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: CPAT (candidate physical ability test), drags, pulls, body motion, cross fit, yoga, time standards, cardiovascular endurance, flexibility, agility, speed, aerobic and anaerobic capacity, hydration, nutrition, cross fit.

Recommended Resources

Standards Used:firefighting-standards-2024-draft.pdf

Textbook: Jones and Bartlett Fundamentals of Firefighter Skills 4th ed., 2019

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National Fire Protection Association Standard 1580 and 1582
Optional Course-Specific Information

Fire Service II Unit #4 Curriculum Guide

Unit: Search and Rescue	Grade: 12	Time: 14 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Search and rescue consist of search techniques, victim removal, firefighter communications, and Rapid Intervention Team (RIT) awareness. *Why is search and rescue one of the most dangerous and time-critical tasks performed by firefighters? How do different search techniques help firefighters locate victims while maintaining orientation and safety. What methods are used to move civilians and downed firefighters, and how do communication and RIT support firefighter survival?*	**FF8.3.5:** Describe search and rescue operations and procedures.	• Describe the fundamental principles and contributions of search and rescue operations, including the different types of searches (e.g., primary vs. secondary searches).

Supporting Standards

FF8.3.1: Define incident priorities.
FF8.3.2: Describe tactical priorities (e.g., rescue, exposures, containment, extinguish, overhaul - ventilation, and salvage [RECEO-VS], size up, locate the fire, identify and control flow path, cool the space from the safest location, extinguish the fire, rescue, and salvage [SLICERS]).
FF8.3.3: Describe engine, ladder, and rescue company functions during fires.
FF8.3.4: Describe reasons and techniques for fire ground ventilation.
FF8.3.5: Describe search and rescue operations and procedures.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: Left- and right-hand search, oriented search, thermal imager, victim packaging, types of slides, harness and drags, live fire layout, sweeping, crawling, sliding, primary and secondary search, extraction, firefighter and victim packaging, rapid intervention crew or team (RIC, RIT)

Updated: March 2026
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Recommended Resources
Standards Used:firefighting-standards-2024-draft.pdf **Textbook:** Jones and Bartlett Fundamentals of Firefighter Safety and Survival, 4th ed., 2021
Optional Course-Specific Information

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Fire Service II Unit #5 Curriculum Guide

Unit: Ropes, Knots, and Tasks	Grade: 12	Time: 6 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Selecting and tying the correct knot impact firefighter safety, efficiency, and survival on the fireground. *Why is it critical for firefighters to know not only how to tie knots, but when and why to use each one? How can improper rope selection or knot application create hazards during rescue and fireground operations? In what ways do ropes and knots support life safety, rescue operations, and incident success?*	**FF5.2.5:** Describe knots and hoisting tools (e.g., ropes, webbing) and their functions.	• Select, tie, and apply essential fire service knots and ropes for specific fireground tasks.

Supporting Standard

FF5.2.1: Describe the importance of safety in the design of apparatus and equipment.
FF5.2.2: Describe firefighter forced-entry tools (e.g., irons, axe, knife, window punch, flashlight, headlamp) and their functions.
FF5.2.3: Describe firefighter hand and power (e.g., hydraulic, electric) extrication tools (e.g., spreaders, cutters, rams, cribbing, harness, struts, airbags) and their functions.
FF5.2.4: Describe firefighter electrical safety tools (e.g., lineman gloves, hot sticks, wire tester) and their functions.
FF5.2.6: Describe information and awareness tools (e.g., radio, drones, sensors, imaging, signaling devices) and their functions.
FF8.3.2: Describe tactical priorities (e.g., rescue, exposures, containment, extinguish, overhaul - ventilation, and salvage [RECEO-VS], size up, locate the fire, identify and control flow path, cool the space from the safest location, extinguish the fire, rescue, and salvage [SLICERS]).
FF8.3.3: Describe engine, ladder, and rescue company functions during fires.
FF8.3.4: Describe reasons and techniques for fire ground ventilation.
FF8.3.5: Describe search and rescue operations and procedures.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Updated: March 2026
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Content Vocabulary: Bight, loop, round turn, kernmantle, static, dynamic, bowline, figure 8, butterfly, becket bend, clove hitch, girth hitch, safety knot, water knot, webbing, and butterfly, rescue system, low and high angle rescue, trench rescue, technical rescue team, urban search and rescue.
Recommended Resources
Standards Used:firefighting-standards-2024-draft.pdf **Textbook:** Jones and Barlett Fundamentals of Firefighter Skills, 4th ed., 2019
Additional Course-Specific Information
NFPA 1983 — Standard on Life Safety Rope and Equipment NFPA 2500 — Standard for Operations and Training for Technical Search and Rescue Incidents NFPA 1410 — Standard on Training for Emergency Scene Operations

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Fire Service II Unit #6 Curriculum Guide

Unit: Safety and Survival	Grade: 12	Time: 14 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding hazards, risk reduction, decision-making, and personal responsibility in emergency response is a vital step in firefighter safety and survival. *What are the main hazards that threaten firefighter safety during emergency operations (e.g., fire, structural collapse, smoke, violence)? How do firefighters recognize and respond to IDLH (Immediately Dangerous to Life or Health) environments safely? What safety measures, communication practices, and team roles (such as Rapid Intervention Team awareness) protect firefighter survival and civilian safety? How do situational awareness, risk assessment, and adherence to safety protocols reduce injury and fatality on emergency scenes?*	**WAFF4.1:** Demonstrate workplace safety in fire service.	• Recognize hazards and use safety procedures during fire and rescue operations.

Supporting Standards

FF4.1.7: Describe technological trends affecting safety and survival.
FF5.1.5: Define an immediate danger to life or health (IDLH) atmosphere.
FF5.1.6: Describe respiratory hazards that require SCBA to be used.
FF5.1.7: Describe principles of air management consistent with NFPA 1404.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Updated: March 2026
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Content Vocabulary: accountability, mayday, LUNAR report, situational awareness, risk/benefit analysis, IDLH, RIT-RIC-FAST, self-rescue, PAR-CAR, air management, flow path, entanglement, PASS device, ASHER, stage away, Situational Awareness, Personal Protective Equipment (PPE), self-Contained Breathing Apparatus (SCBA), Air Management, IDLH (Immediately Dangerous to Life or Health), Two-In/Two-Out Rule, Thermal Imaging Camera (TIC), Flashover, Backdraft, Collapse Zone, Personal Alert Safety System (PASS), Emergency Traffic, Crew Integrity, Primary Search Secondary Search, Oriented Search, Wall Breach
Recommended Resources
Standards Used:firefighting-standards-2024-draft.pdf **Textbook:** Jones and Bartlett Fundamentals of Firefighter Safety and Survival, 4th ed, 2021
Optional Course-Specific Information

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Fire Service II Unit #7 Curriculum Guide

Unit: PPE Donning and Doffing	Grade: 12	Time: 8 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Selecting, wearing, maintaining, and using PPE and SCBA is vital part of safety in fire operations. *How does properly donning personal protective equipment (PPE) reduce injury and increase survivability in real fireground situations? How is learning speed and accuracy of putting on PPE essential for firefighter readiness when meeting professional standards? Why does consistent practice with donning PPE, build confidence, teamwork prepare you for future fire academy or industry expectations?*	**WAFF5.1:** Demonstrate proper use of PPE and SCBA.	• Demonstrate the process to safely and correctly don and doff personal protective equipment (PPE) and self-contained breathing apparatus (SCBA).

Supporting Standards

FF5.1.1: Identify the components of personal protective equipment (PPE).
FF5.1.2: Maintain PPE.
FF5.1.3: Identify the components of a self-contained breathing apparatus (SCBA).
FF5.1.4: Maintain the SCBA.
FF5.1.5: Define an immediate danger to life or health (IDLH) atmosphere.
FF5.1.6: Describe respiratory hazards that require SCBA to be used.
FF5.1.7: Describe principles of air management consistent with NFPA 1404.
FF5.1.8: Don and doff SCBA within an instructor-specified time.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Updated: March 2026
Board Approved: <Month/Year>

Content Vocabulary: Personal Protective Equipment (PPE), flash hood, gloves, turnouts, suspenders, boots, facemask, liners, helmet, SCBA pack, fit test, air management, buddy breathing, RIC pack, donning, doffing, PASS device, vibra alert, regulator
Recommended Resources
Standards Used: https://cte.idaho.gov/wp-content/uploads/2024/04/firefighting-standards-2024-draft.pdf **Textbook:** Jones and Bartlett Fundamentals of Firefighter Skills, 4th ed., 2019
Optional Course-Specific Information

Fire Service II Unit #8 Curriculum Guide

Unit: Forcible Entry	Grade: 12	Time: 10 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper techniques and tool selection in forcible entry impact firefighter safety, efficiency, and the success of fireground operations. *How do firefighters choose the right forcible entry method and tool based on the type of door, lock, or building construction they encounter? What steps do firefighters take to force entry effectively while minimizing damage and maintaining control of the environment? How does teamwork, communication, and tool safety contribute to successful and safe forcible entry operations on the fireground?*	**WAFF5.2:** Demonstrate use of firefighter tools	• Demonstrate appropriate equipment selection for forcible entry into buildings.

Supporting Standards

FF5.2.1: Describe the importance of safety in the design of apparatus and equipment.
FF5.2.2: Describe firefighter forced-entry tools (e.g., irons, axe, knife, window punch, flashlight, headlamp) and their functions.
FF8.3.9: Describe types of forcible entry and the situations that determine their use.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: Forcible Entry, Halligan, flathead axe, Irons, strike, shock, adz, spike, forks, K-Tool, Through-the-Lock (TTL), Inward-Swinging Door, Outward-Swinging Door, Gap, Set, Force, security bar / drop bar –Window Bars, prying leveraging, sledgehammer, rotary saw, vent enter isolate and search (VEIS), door wedge, and hinges.

Recommended Resources

Updated: March 2026
Board Approved: <Month/Year>

Standards Used:firefighting-standards-2024-draft.pdf **Textbook:** Jones and Bartlett Fundamentals of Firefighter Skills, 4th ed., 2019
Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Fire Service II Unit #9 Curriculum Guide

Unit: Dynamic Evolution	Grade: 12	Time: 2 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Firefighters have multiple task-oriented roles to fill on a structure fire to meet the incident objectives. Incident priorities are life safety, incident stabilization, and property conservation. *What roles do firefighters take on during structure fire? How do firefighters work together during company operations to safely and effectively manage structure fire incidents? How can hands-on training and participation in a fire drill help firefighters apply their skills?*	**WAFF8.3:** Explain company operations in fire service.	• Explain how to apply hands-on training to a multi-company drill simulating a structure fire in real time.

Supporting Standards

FF8.3.1: Define incident priorities.
FF8.3.2: Describe tactical priorities (e.g., rescue, exposures, containment, extinguish, overhaul - ventilation, and salvage [RECEO-VS], size up, locate the fire, identify and control flow path, cool the space from the safest location, extinguish the fire, rescue, and salvage [SLICERS]).
FF8.3.3: Describe engine, ladder, and rescue company functions during fires.
FF8.3.4: Describe reasons and techniques for fire ground ventilation.
FF8.3.5: Describe search and rescue operations and procedures.
FF8.3.6: Describe the types and uses of ladders.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: Forcible Entry, Halligan, flathead axe, Irons, strike, shock, adz, spike, forks, K-Tool, Through-the-Lock (TTL), Inward-Swinging Door, Outward-Swinging Door, Gap, Set, Force, security bar / drop bar –Window Bars, prying leveraging, sledgehammer, rotary saw

Updated: March 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used:firefighting-standards-2024-draft.pdf
Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Fire Service II Unit #10 Curriculum Guide

Unit: PPE Inventory, Care & Maintenance	Grade: 12	Time: 4 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper inspection, cleaning, and maintenance of personal protective equipment (PPE) ensures firefighter safety, extends gear life, and reduces risks on the fireground. *How often is PPE inspected and cleaned? What PPE deficiencies will remove the item from service. Why is it important to properly store equipment?*	**WAFF5.1:** Demonstrate use of PPE and SCBA.	• Describe the procedure for inspecting PPE and the process to remove it from service.

Supporting Standards

5.1.2 Maintain PPE.

Essential Vocabulary

Academic: explain, discuss, describe, perform

Content Vocabulary: Extractor, tracking, mold resistance, liners, inspection, damage, tears, cuts, expirations dates, manufactures specifications, decontamination, wear and tear, service and maintenance log, contamination, accountability.

Recommended Resources

Standards Used:firefighting-standards-2024-draft.pdf

Textbook: Jones and Bartlett Fundamentals of Firefighter Skills, 4th ed., 2019

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Diesel Technology I Unit #1 Curriculum Guide

Unit: Career Exploration	Grade: 10-11	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel careers have a variety of differing pathways. *What does a career in the diesel technology field look like? Is this a valid career path for you? What is the forecast for job availability in this field? Who are the employers that hire technicians in the Treasure Valley, the U.S. and around the world?*	**HDT2.1.3:** Research career opportunities in the transportation and heavy equipment career pathway.	• Research the diesel industry for career opportunities, pay rates, and requirements.

Supporting Standards

HDT2.1.1: Describe the value of the transportation and heavy equipment industry and its effects on society.
HDT2.1.2: Investigate new and emerging technologies in the transportation and heavy equipment industry.
HDT2.1.4: Describe requirements for entering and continuing a transportation and heavy equipment career pathway.
HDT2.2.1: Describe Occupational Safety and Health Administration (OSHA) and Mine Safety and Health Administration (MSHA) safety standards and the consequences for violating them.
HDT2.2.2: Describe common environmental practices and the role of the Environmental Protection Agency (EPA) in the diesel industry.
HDT2.2.3: Identify Department of Labor federal employment laws.
HDT2.2.4: Describe personal accountability and responsibility for career development and workplace safety.

Essential Vocabulary

Academic: Describe, identify, locate, investigate, establish, research, culture, opportunities, career path, discernment.
Content: Internet exploration, job security, job forecast, career ladder, goal setting, job description, resume, interview.

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook:
Modern Diesel Technology Diesel Engines 7th Edition

Optional Course-Specific Information

Diesel Technology I Unit #2 Curriculum Guide

Unit: Safety	Grade: 10-11	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
A safe way of living and working contributes to healthy lives for ourselves and others. *How do you recognize marked safety areas within a lab? What are various types of fire extinguishers? What precautions should when handling power tools?*	**HDT3.1.2:** Demonstrate key attributes that contribute to an active safety culture.	• Demonstrate awareness and capacity for safety in the workplace.

Supporting Standards

HDT3.1.4: Identify marked safety areas.
HDT3.1.5: Identify the location and types of fire extinguishers and other fire safety equipment and demonstrate knowledge of proper use procedures.
HDT3.1.6: Identify the location and proper use of eye wash stations.
HDT3.1.7: Identify the location of posted emergency evacuation routes.
HDT3.1.8: Comply with required use of personal protective equipment (PPE), including safety glasses, hearing protection, gloves, and appropriate footwear, during lab or shop activities.
HDT3.1.9: Identify and wear appropriate clothing for lab or shop activities.
HDT3.1.10: Secure hair and jewelry during lab or shop activities.
HDT3.1.11: Locate and interpret safety data sheets (SDS).
HDT3.1.12: Perform housekeeping duties to maintain a safe work environment.
HDT3.1.13: Demonstrate the ability to follow verbal and written instructions to complete work assignments.
HDT3.2.3: Demonstrate safe handling and use of hand and power tools.

Essential Vocabulary

Academic: Perform, demonstrate, identify, locate, evacuation, procedures, culture, safety.
Content: Fire extinguisher, personal protection equipment (PPE), housekeeping, eye wash stations.

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook:
Modern Diesel Technology Diesel Engines 7th Edition

Optional Course-Specific Information

Updated: February 2026
Board Approved: June 2024

Diesel Technology I Unit #3 Curriculum Guide

Unit: Tools & Equipment	Grade: 10-11	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Safely using tools and equipment is an industry standard. *How can I identify and safely utilize tools and equipment related to the diesel field? How does the proper selection and use of tools and equipment lead to safe and efficient repair practices?*	**HDT3.2.3:** Demonstrate safe handling and use of hand and power tools.	• Identify tools, equipment, and bolt ID measurements used in the diesel repair industry.

Supporting Standards

HDT3.2.1: Identify appropriate tools and their usage in diesel service applications.
HDT3.2.2: Identify standard and metric designations.
HDT3.2.4: Utilize safe procedures for handling tools and equipment.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.
Content: Wrenches, screwdrivers, sockets, air tools, lifting devices, oxyacetylene torch, pliers, measuring devices, hammers, punches, torque wrench, fasteners.

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook:
Modern Diesel Technology Diesel Engines 7th Edition

Optional Course-Specific Information

Diesel Technology I Unit #4 Curriculum Guide

Unit: Basic Diesel Engines	Grade: 10-11	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1a:** Understand diesel engine and engine subsystems theory and operation.	• Determine how the systems of a diesel engine work together to create power over many miles of service.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.2: Describe the operation of diesel engine subsystems.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.
HDT5.2.1: Inspect fuel, oil, diesel exhaust fluid (DEF), and coolant levels and condition; determine necessary action.
HDT5.2.3: Interpret observed engine exhaust smoke color and quantity.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.
Content: Engine part names, 4 cycle theory, firing order, valve overlap, companion cylinders, injectors, camshaft, crankshaft, engine block, cooling system, lubrication system, turbochargers, fuel system.

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook:
Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Textbook Chapters: 3, 5, 6, 7, 8, 9

Diesel Technology I Unit #5 Curriculum Guide

Unit: Diesel Engine – Valvetrain	Grade: 10-11	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1.b:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding the valvetrain.	• Determine how valvetrain components work together to control engine timing of valves.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.

Content: Engine Assembly, Cylinder Head, Valves, Valve Spring, Engine Timing, OHV, Firing Order, Companion Cylinders, Valve Overlap

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook:
Modern Diesel Technology Diesel Engines 7th Edition

Additional Information

Diesel Technology I Unit #6 Curriculum Guide

Unit: Blocks & Liners	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1.c:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding liners and blocks.	• Determine how engine components work together in relation to blocks, liners, and cylinder heads.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.

Content: Engine Assembly, Cylinder Head, Wet Liner, Dry Liner, Parent bore, Cavitation, Block components, Order, Companion Cylinders

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook: Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Diesel Technology I Unit #7 Curriculum Guide

Unit: Lubrication System	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1.d:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding lubrication.	• Determine how lubrication components work together to keep an engine lubricated

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.2: Describe the operations of a diesel engine's subsystems.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.
HDT5.2.2: Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.

Content: Engine Assembly, Cylinder Head, Oil, Viscosity, Oil Filter, Pressure Regulator, Oil Jets, Oil Cooler

Recommended Resources

Standards Used:
Idaho Heavy Duty Truck and Equipment 2024 Standards (HDT)
Some standards adapted by West Ada (WAHDT)
Textbook: Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: May 2025
Board Approved: June 2025

Diesel Technology I Unit #8 Curriculum Guide

Unit: Cooling	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1e:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding cooling.	• Determine how engine components work together to keep an engine at operating temperature.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.2: Describe the operations of a diesel engine's subsystems.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.
HDT5.2.2: Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely.

Content: Engine Assembly, Cylinder head, water jacket, thermostat, radiator, radiator hoses, closed/open loop circuit, water pump, Antifreeze

Recommended Resources

Standards Used: Idaho Heavy Duty Truck and Equipment 2024

Textbook: Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Diesel Technology I Unit #9 Curriculum Guide

Unit: Engine Breathing	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1.f:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding engine breathing.	• Determine how breathing components work together to ensure a diesel engine runs.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.2: Describe the operations of a diesel engine's subsystems.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.
HDT5.2.2: Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely

Content: Engine, Turbocharger, charged air cooler, heat exchangers, charged air, vacuum, boost, exhaust heat, VGT

Recommended Resources

Standards Used:

Idaho Heavy Duty Truck and Equipment 2024 (HDT)

Some standards adapted by West Ada (WAHDT)

Textbook:

Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Diesel Technology I Unit #10 Curriculum Guide

Unit: Fuel Subsystems	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. *What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?*	**WAHDT5.1.g:** Understand and identify Diesel Engine Theory, Operation, and surrounding sub-systems regarding fuel subsystems.	• Determine how fuel subsystem components work together to ensure a diesel engine functions.

Supporting Standards

HDT5.1.1: Describe the operation of a diesel engine.
HDT5.1.2: Describe the operations of a diesel engine's subsystems.
HDT5.1.3: Identify internal and external base engine components related to common diesel engines.
HDT5.2.2: Identify engine fuel, oil, coolant, air, and other leaks; determine needed action.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely

Content: engine, Fuel pump, regulator, fuel filter, priming, fuel service, pickup tube, fuel tank, heat exchangers, diesel injector, direct injection

Recommended Resources

Standards Used:

Idaho Heavy Duty Truck and Equipment 2024 (HDT)

Some standards adapted by West Ada (WAHDT)

Textbook:

Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: May 2025
Board Approved: June 2025

Diesel Technology I Unit #11 Curriculum Guide

Unit: Transmission & Drivetrain	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Diesel engine systems work together. What are the systems that make up a diesel engine? How does it run? What is the difference between diesel and gasoline? Which one is better?	**WAHDT6.1:** Understand the function of basic drive trains.	• Determine how transmission components affect the flow of power through a diesel heavy duty transmission.

Supporting Standards

HDT6.1.1: Identify drive train components, transmission type, and configuration.
HDT6.1.2: Describe the functions of drive train components.

Essential Vocabulary

Academic: Describe, identify, locate, demonstrate, perform, utilize, safely

Content: transmission, manual, gear sets, ratios, torque, torque multiplication, sliding clutches, main shaft, input shaft, shifting, Eaton, fuller

Recommended Resources

Standards Used:

Idaho Heavy Duty Truck and Equipment 2024 (HDT)

Some standards adapted by West Ada (WAHDT)

Textbooks:

Modern Diesel Technology Diesel Engines 7th Edition

Additional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Intro to Culinary Art Unit #1 Curriculum Guide

Unit: Food Services Careers	Grade: 11-12	Time: 2-3 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the attributes a student chef needs to become a professional chef. *What are the skills and qualities to be successful as a culinary professional? Why do we have a kitchen brigade? What professional career and student organizations available for participation? How does participation in these organizations benefit the individual?*	**WACA2.2**: Analyze career paths within the food production and foodservice industry.	• Research professional careers within the food production and foodservice industry.

Supporting Standards

CA1.1.1: Explore the role of professional organizations and/or associations in the culinary arts industry.
CA1.1.3: Engage in career exploration and leadership development.
CA2.1.1: Describe the history of the foodservice industry.
CA2.2.1: Identify the major positions in a professional kitchen (e.g., sustainability, local sourcing, limiting waste, gas/electric usage, purchasing disposables, social networking/marketing, farm-to-table)
CA2.2.3: Describe certification options and professional organizations available to the industry (e.g., postsecondary technical certifications, Culinary Institute of America, American Culinary Federation, food manager protection certifications).
CA2.3.1: Describe the standards for professional attire in the foodservice industry.
CA2.3.2: Identify ethical issues in the industry (e.g., personal illness/safety, substance use/abuse)
CA2.3.3: Demonstrate helpful, courteous, and attentive customer service skills.
CA2.3.4: Collaborate with team members.
CA11.3.1: Explore student and professional organizations associated with the foodservice industry.

Essential Vocabulary

Academic: Analyze, explore research, differentiate, attributes, professionalism, resource

Updated: February 2025
Board Approved: June 2023

Content: Brigade, cross-train, sous chef, grade manger, entry-level, professional organization, workplace behaviors, apprenticeship, entrepreneur, FCCLA, ACF
Recommended Resources
Optional Course-Specific Information

Intro to Culinary Arts Unit #2 Curriculum Guide

Unit: Safety & Sanitation	Grade: 11-12	Time: 6-8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
When working in either a personal or professional kitchen, it is important to take appropriate actions to create and maintain a safe and sanitary working environment. *What does one do to create a safe kitchen environment? What practices can help to prevent kitchen emergencies? How should one respond to various kitchen emergencies?* What is a foodborne illness outbreak and how are they prevented? What personal behaviors contaminate food and how can you prevent contamination? How can you prevent cross contamination? Why is it important to clean and sanitize, and what is the difference?	**WACA3.0:** Demonstrate procedures to maintain a safe and sanitary working environment.	• Demonstrate proper food handling and sanitation procedures to prevent foodborne symptoms & illnesses.

Supporting Standards

CA3.1.1: Identify the primary foodborne illnesses, symptoms, and their causes
CA3.1.2: Describe the need for emergency plans and safety training.
CA3.1.3: List the steps in reporting an accident or injury incident (i.e., OSHA requirements)
CA3.1.4: Describe basic first aid practices and when they are needed.
CA3.2.1: Demonstrate personal hygiene practices and health procedures and report symptoms of illness.
CA3.2.4: Identify how food becomes unsafe (e.gl, allergens, cross-contamination, receiving/rejecting food, time and temperature control).
CA3.2.2: Demonstrate awareness of the FDA Model Food Code (most current edition) and local health department regulations.
CA3.2.3: Describe the function of HACCP (Hazard Analysis Critical Control Point)

Essential Vocabulary

Updated: March 2025
Board Approved: June 2023

Academic: Analyze, practice, demonstrate, explain, implement **Content:** sanitation, contaminate, cross-contamination, cross-contact, Salmonellae, E.coli 0157H7, Campylobacter Jejune, Hepatitis A, Norovirus, Botulism, food hazards, FATTOM, temperature danger zone, TCS (temperature control safety), HACCP, toxins, FIFO (First-in, First-out), SOP (standard operating procedure), personal hygiene, allergen, flammable, PPE (personal protective equipment), OSHA (occupational safety health administration), SERV Safe, certifications
Recommended Resources
Idaho Food Safety Test
Optional Course-Specific Information

Updated: March 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #3 Curriculum Guide		
Unit: Measuring & Recipes	Grade: 11-12	Time: 7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding the impact between weight & volume when scaling. *How does weight vs volume affect the final product? What are recipe examples where weight or volume would be best to see?*	**CA4.3.3:** Determine weights and measures for scaling (e.g., weight vs. volume, wet vs. dry)	• Analyze the differences between weight and volume measurements in foodservice operations.
Identify the importance of standardized recipes to successful foodservice operation. *Why is a standardized recipe important to a foodservice kitchen? How is a standardized recipe different from a regular recipe used at home? How can knowing equivalents and recipe conversions benefit foodservice workers?*	**CA4.3.6:** Read and follow a standardized recipe.	• Explain the parts and purposes of standardized recipes and formulas.
Understand how baking ingredients and mixing methods affect the outcome of quick breads. *Why is measuring ingredients accurately so important in baking? What effects do different ingredients have on quick*	**CA6.1.1:** Identify baking ingredients and their functions.	• Analyze the role of each basic ingredient and the interactions between ingredients when baking.

breads? What is the purpose of these ingredients?		

Supporting Standards

CA3.2.1: Demonstrate personal hygiene practices and health procedures and report symptoms of illness.
CA3.2.2: Demonstrate awareness of the FDA Model Food Code (most current edition) and local health department regulations.
CA3.2.4: Identify how food becomes unsafe (e.g., allergens, cross-contamination, receiving/rejecting food, time and temperature control).
CA3.2.5: Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).
CA4.1.1: Identify tools and equipment in a food service workplace.
CA4.1.2: Match tools and equipment to their intended use.
CA4.1.3: Perform a safety check before and maintenance after using tools and equipment.
CA4.3.1: Execute *mise en place* for front-of-house and back-of-house.
CA4.3.2: Create preparation (i.e., prep) lists and timelines.
CA4.3.4: Identify measuring instruments.
CA4.3.5: Demonstrate measuring techniques.
CA4.3.7: Alter yields, based on a standardized recipe.
CA6.1.2: Prepare various based goods (e.g., yeast breads, quick breads, pastries).
CA6.1.3: Prepare cookies and cakes.
CA6.1.4: Prepare frozen desserts.
ACF Bakery Planning and Preparation 8: Demonstrate how to read and follow a standard recipe/formula.
ACF Basic Baking 5: Bread & Yeast Products: Describe the process of bread production with natural and chemical leavening agent to include the mixing methods; Assess and evaluate the quality of natural and chemical leavened breads and laminated doughs.
ACF Basic Baking 10a: Define and describe pastry items to include pate choux, meringues, phyllo, and batters and explain the method of preparing these items.
ACF Food Preparation 14d.21: Prepare a batter and make pancakes, waffles and/or crepes.

Essential Vocabulary

Academic: standardized, explain, formula, evaluate, differentiate

Content: Mise en Place, scales, scaling, standardized recipe, volume, yield, conversion factor, measurements, equivalent, wet & dry measuring, tare, baking ingredients (flours, liquids, fats, sugars/sweetener, eggs, leavening agents, salt, and flavorings), mixing methods (muffin/blending method, biscuit method, creaming method) dough, batter, tunneling, egg-wash

Recommended Resources

Optional Course-Specific Information

Updated: February 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #4 Curriculum Guide

Unit: Knife Skills	Grade: 11-12	Time: 6-7 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Safely using the correct knife for the defined task. *How does the design of each knife and their proper handling affect efficiency in food preparation? How does knife care affect safety and efficiency? What determines which cuts to use for various applications? (soups, salads, etc.) How does uniformity of knife cuts affect the final product?*	**WACA4.2:** Demonstrate accurate knife skills, including selecting a knife for a specific task, performing basic cuts, and safety handling, honing, and maintaining knives.	Demonstrate consistency with knife selection, use, safety, and cuts for a given task.

Supporting Standards

CA4.2.1: Demonstrate how to handle, sharpen, and maintain knives.
CA4.2.2: Select the correct type of knife for its function.
CA4.2.3: Demonstrate basic knife cuts. Performance Standard
CA4.3.1 Execute mise en place for front-of-house and back-of-house.

Essential Vocabulary

Academic: uniformity, utilize, demonstrate, describe
Content: parts of knife (handle, tang, blade, bolster, butt, heel, cutting edge, spine, tip, rivet) knife cuts (chiffonade, rondelle, julienne, brunoise, batonnet, small dice, medium dice, oblique, paysanne, mince, julienne onion, diced onion) cutting board, whetstone, trueing, honing steel, claw method, grips, slicing, dicing, mincing, uniform vs irregular cuts, types of knives (chef, santoku, slicer, serrated slicer, boning, tourne, fillet, paring, butcher) mise en place

Recommended Resources

Optional Course-Specific Information

Updated: March 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #5 Curriculum Guide

Unit: Cooking Methods	Grade: 11-12	Time: 7-8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How cooking alters characteristics of food. *How do different cooking methods alter food characteristics? What happens to food when it is cooked and overcooked?*	**WACA10.1:** Demonstrate methods of dry heat cooking, both with and without fat, as well as methods of moist heat and combination cooking.	• Differentiate between methods of dry heat cooking, both with and without fat, as well as methods of moist heat and combination cooking.

Supporting Standards

CA8.2.4: Demonstrate cooking methods for fruits and vegetables.
CA8.3.2: Demonstrate a variety of cooking methods for pasta, grains, and legumes.
CA10.1.1: Demonstrate methods of dry heat cooking with and without fat.
CA10.1.2: Demonstrate methods of moist heat cooking.
CA10.1.3: Demonstrate methods of combination cooking.

Essential Vocabulary

Academic: evidence, differentiate, combination

Content: dry heat, moist heat, combination cooking, heat transfer (radiation, conduction, convection), cooking medium (air, fat, water) cooking reactions (caramelization, gelatinization, evaporation, melting), smoking point, carry over heat, flash point, cooking methods (deep frying, poaching, roasting, sautéing, panfrying, grilling, broiling, baking, simmering, boiling, steaming, braising, & stewing), nutritive value

Recommended Resources

Standards Used:
Idaho Culinary Arts Program Standards (CA)
Some standards adapted by West Ada (WACA)
American Culinary Federation (ACF)

Optional Course-Specific Information

Updated: May 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #6 Curriculum Guide

Unit: Breakfast (Eggs & Meats)	Grade: 11-12	Time: 8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Breakfast foods and eggs are used by many restaurants to develop organizational skills, timing and speed. *How do breakfast meats and side dishes compliment breakfast menus? Why are a variety of cooking methods used to prepare breakfast foods? Why does technique play a role in the egg cookery process? How can knowledge of egg cookery be a benefit in the industry?*	**ACF 14:** Define, prepare, cook, evaluate and assess breakfast items (eggs, breakfast meats, potatoes, batters, & cereals/grains).	• Prepare/cook a variety of breakfast items, including using different egg cooking techniques, and assess the quality of the finished dishes.

Supporting Standards

CA3.2.5 Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods)
CA4.2.3: Demonstrate basic knife cuts
CA8.4.3: Describe the functions of eggs (e.g., emulsifier, binder, coating).
ACF14C: Prepare breakfast meats to include ham, sausage and/or bacon.
ACF Bakery 12: Identify and prepare a variety of breakfast sandwiches used in a bakery and café.

Essential Vocabulary

Academic: essential, demonstrate, differentiate, evaluate, assess, technique

Content: sunny side-up, over-easy, over-medium, over-hard, omelet, poaching, scrambled, boiled/simmered (soft, medium, hard), basted, quiche, griddle, egg pan, egg dip, shell, albumen, yolk, egg grade, Plating Presentation, doneness, cooking methods, breakfast meats (bacon, ham, Canadian bacon, & sausage), breakfast cereals (steel cut oats, oatmeal, & grits)

Recommended Resources

Standards Used:
Idaho Culinary Arts Program Standards (CA)

Updated: May 2025
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Some standards adapted by West Ada (WACA) American Culinary Federation (ACF)
Optional Course-Specific Information

Updated: May 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #7 Curriculum Guide

Unit: Sauces & Soups	Grade: 11-12	Time: 7-9 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Soup is a liquid food derived from meat, poultry and/or vegetables. *What are the three basic categories of soups?*	**CA9.3.2:** Identify and prepare the basic types of soup (e.g. broth & cream)	• Prepare and evaluate various soups (broth, cream, and specialty).
Sauces work like a seasoning. They enhance and accent the flavor of food. *Why is it important to learn about sauces? How do you determine which type of sauce is best for a certain type of protein?*	**CA9.2.2:** Prepare mother sauces and derivative small sauces.	• Prepare and evaluate the 5 mother sauces (tomato, bechamel, velouté, espagnole, & hollandaise) and derivative sauces.

Supporting Standards

CA8.4.1: Identify uses of dairy products in cooking (e.g., cheese, cream, milk).
CA8.4.2: Prepare dairy products.
CA9.2.4: Demonstrate the use of thickening agents
CA3.2.5 Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).

Essential Vocabulary

Academic: variety, viscosity

Content: stock, sachet, mother sauces (béchamel, velouté, espagnole, tomato, hollandaise) thickening agents, slurry, stages of roux, mirepoix, puree, small/derivative sauces, reduction, clarify, demi-glace, Clear soup: broth, consommé, Thick soup: cream, puree, bisque, chowder, Specialty soup: vichyssoise, gazpacho, borscht, derivative sauces (Tomato: marinara, Bolognese, Bechamel: mornay sauce, alfredo, Velouté: supreme, white wine sauce, Espagnole: demi-glace, Robert, Hollandaise: béarnaise, maltaise)

Recommended Resources

Standards Used:
Idaho Culinary Arts Program Standards (CA)
Some standards adapted by West Ada (WACA)

Updated: May 2025
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American Culinary Federation (ACF)
Additional Course-Specific Information
How To Make Consomme

Updated: May 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #8 Curriculum Guide

Unit: Garde Manger	Grade: 11-12	Time:

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Restaurants and other culinary institutions employ different "positions" on the line. *What is the purpose of this position on the kitchen brigade? What does this position look like in present day?*	**WACA7.1:** Demonstrate and prepare a variety of salads, sandwiches, and appetizers using appropriate techniques and components, including types and uses of salads (e.g., pasta, protein, vegetable, fruit; as starter, side, entrée, or dessert), dressings and dips (creamy and vinaigrette), and assorted hors d'oeuvres (e.g., crudités, charcuterie, canapés).	• Prepare salads, sandwiches, hors d'oeuvres, and appetizers using industry techniques and ingredients.

Supporting Standards

CA3.2.5: Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).
CA7.1.1: Describe types of salads (e.g., pasta, protein, vegetable, fruit) and uses (e.g., dessert, starter, entrée, side).
CA7.1.2: Prepare creamy and vinaigrette dressings and dips.
CA7.1.3: Prepare salads.
CA7.1.4: Prepare sandwiches and side items.
CA7.1.5: Prepare appetizers and hors d'oeuvres (e.g., crudités, charcuterie, canapés).
CA8.1.1: Identify spices and their uses.
CA8.1.2: Identify fresh and dried herbs and their uses.
CA8.1.3: Identify oils and their uses.
CA8.1.4: Identify vinegars and their uses.
CA8.2.1: Identify fruits for intended uses.
CA8.2.2: Identify vegetables for intended uses.
CA8.2.3: Prepare uncooked fruits and vegetables.
CA8.2.4: Demonstrate cooking methods for fruits and vegetables
ACF Basic Baking 10b: Prepare a variety of pastry items to include eclairs or cream puffs, meringue's, phyllo, and batters and include fillings, icings and garnishes.

Essential Vocabulary

Academic: prepare, demonstrate, employ, institutions

Updated: May 2025
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Content: Garde Manger, emulsion, simple salad, bound salad, composed salad, garnish, vegetable salad, fruit salad, croutons, d' oeuvres, appetizer, dressing & dips (vinaigrette: simple & creamy, ranch, Caesar,) crudites, canapes, charcuterie, entrée, side, starter, spreads (mayonnaise, hummus, & aioli), panini, puff pastry, phyllo, fillings, oil, vinegar, sandwiches (hot & cold), ratios (vin: 3 oil: 1 vin/ mayo 1 egg: 1c oil)
Recommended Resources
Standards Used: Idaho Culinary Arts Program Standards (CA) Some standards adapted by West Ada (WACA) American Culinary Federation (ACF)
Optional Course-Specific Information

Updated: May 2025
Board Approved: June 2023

Intro to Culinary Arts Unit #9 Curriculum Guide

Unit: Center of the Plate	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The cut and quality of meat and poultry determine the appropriate cooking method(s). *What characteristics determine the quality of meat, poultry, and seafood? Which factors do you consider when choosing a preferred cooking method?*	**WACA8.5:** Select, prepare and store Center of the Plate product.	• Select, prepare, and cook different types of meats—including beef, poultry, & pork—to evaluate the results for quality and doneness.

Supporting Standards

CA3.2.2: Demonstrate awareness of the FDA Model Food Code (most current edition) and local health department regulations.
CA3.2.3: Describe the function of HACCP (Hazard Analysis Critical Control Point).
CA3.2.5: Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods)
CA4.2.3: Demonstrate basic knife cuts
CA8.3.1: Identify pasta, grains, and legumes.
CA8.3.2: Demonstrate a variety of cooking methods for pasta, grains, and legumes.
CA8.5.1: Identify proteins for the center of the plate (e.g., beef, chicken, seafood, pork).
CA8.5.2: Fabricate a chicken
CA8.5.3: Prepare beef, poultry, pork, or seafood.

Essential Vocabulary

Academic: select, appropriate
Content: fabrication, cuts of meat, marbling, grade, portioning, holding, cooking methods (dry heat, moist heat, combination cooking), giblets, render, marinate, binder, sear, aging (wet & dry), trussing, coagulation, time and temperature control for safety foods (TCS foods), cooling, storage, temperature danger zone, inspection, elastin, collagen, connective tissue, larding, barding, tender, tough, sedentary muscles, motion muscle, USDA, offals, silver skin, common beef grades (select, choice, prime), grain, meat composition: water content (75%), protein content (20%), shrinkage

Recommended Resources

Standards Used:
Idaho Culinary Arts Program Standards (CA)

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Some standards adapted by West Ada (WACA) American Culinary Federation (ACF)
Additional Course-Specific Information
• Sedentary/Motion muscle chart • TCP textbook

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Intro to Culinary Arts Unit #10 Curriculum Guide

Unit: Bakery Production Techniques	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Identify basic baking ingredients, explain their functions, and how various mixing methods affect the final product. *How does understanding the function of ingredients help create a better product? How do you determine which mixing method to use?*	**WACA6.1:** Utilize bakery production techniques, while identifying baking ingredients and their functions, to produce a variety of baked goods.	• Demonstrate bakery techniques based on given baking ingredients.

Supporting Standards

CA3.2.5 Demonstrate storage procedures for various foods and supplies (e.g., dry, refrigerated, frozen, chemicals, paper goods).
CA4.1.1: Identify tools and equipment in a food service workplace.
CA4.1.2: Match tools and equipment to their intended use.
CA4.1.3: Perform a safety check before and maintenance after using tools and equipment
CA4.4.2: Demonstrate plating techniques (e.g., dine-ware selection, plating principles).
CA6.1.1: Identify baking ingredients and their functions.
CA6.1.2: Prepare various baked goods (e.g., yeast breads, quick breads, pastries).
CA6.1.3: Prepare cookies and cakes.
CA6.1.4: Prepare frozen desserts.
CA6.1.5: Identify environmental conditions affecting recipes (e.g., altitude, humidity, heat).
CA6.1.6: Calculate ingredient weights using baker's percentages.
ACF Basic Baking 5a: Describe the process of bread production with natural and chemical leavening agent to include the mixing methods.
ACF Basic Baking 5b: Produce an assortment of natural and chemical leavened breads and laminated doughs.
ACF Basic Baking 5c: Assess and evaluate the quality of natural and chemical leavened breads and laminated doughs.
ACF Basic Baking 6a: Define and describe the various types of pies and tarts and explain the process of making different types of pie crust to include the mixing methods.
ACF Basic Baking 6b: Produce a variety of pies and tarts utilizing different mixing methods and types of fillings.
ACF Basic Baking 6c: Assess and evaluate the quality of finished products produced.

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ACF Basic Baking 7a: Describe the variety of cookie types and the mixing methods utilized to produce them. ACF Basic Baking 7b: Produce a variety of cookies utilizing various mixing methods. ACF Basic Baking 7c: Assess and evaluate the quality of the cookies produced. ACF Basic Baking 8a: Describe the variety of icings and toppings available in, and covering various cakes ACF Basic Baking 8b: Prepare a variety of cakes utilizing the various mixing methods and finish each cake with a variety of icings, and toppings. (high fat vs. low fat) ACF Basic Baking 8c: Demonstrate basic cake decorating skills in icing a cake. ACF Bakery Planning & Preparation 8: Demonstrate how to read and follow a standard recipe/formula.

Essential Vocabulary

Academic: produce, prepare, properly, understand, demonstrate, technique

Content: Troubleshooting Baked Goods, browning, modifications for environmental conditions, batter, baker's percentage, gluten development, leavening agent, fermentation vs proofing of dough, proofing yeast, bench rest, kneading, rounding, formula, slashing, scoring, docking, Yeast Dough Production steps, types of yeast (compressed/fresh, active dry, instant & quick rise) types of dough (lean & enriched), flaky pie dough, mealy pie dough, crumb crust, starch, blind baking, fluting crust, lattice crust, streusel, single crust, two-crust pies, sealing, factors of cookie spread, level of doneness, texture, types of cookies (drop, rolled, icebox, molded, bar), carry-over cooking, high-fat cakes (ie. pound cake), low-fat cakes (ie. Angel Food cake), crumb, icing, cake toppings, buttercream, ganache, cake mixing methods (creaming & sponge)

Recommended Resources

Standards Used:
Idaho Culinary Arts Program Standards (CA)
Some standards adapted by West Ada (WACA)
American Culinary Federation (ACF)

Additional Course-Specific Information

Baked goods to include: yeast bread, cooked fruit item (pie, compote, jam, etc.), pie crust, fillings (custards & creams), layered cakes with: icings (whipped cream, buttercream & ganache) & decorations, meringue (French or Italian), cookie forming methods: drop, rolled, spritz, sheet (brownies), icebox, & bar, quick breads, pate a choux (cream puffs or eclairs)

Updated: May 2025
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Civil Engineering & Architecture Unit #1 Curriculum Guide

Unit: Exploring Design & Construction Fields	Grade: 11-12	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Careers in architecture and civil engineering offer a variety of opportunities. *What kind of career fields are available within architecture and design? What other disciplines are directly related to architecture design? What does the job market look like regionally? Nationally? What education and/or training is necessary in civil engineering and architecture?*	**DD1.1.1:** Investigate careers in drafting, training, and associated opportunities.	• Explore career fields that are associated with civil engineering and architecture.

Supporting Standards

DD1.1.2: Describe the differences between drafting disciplines and job functions.
DD1.1.3: Explore career opportunities and list educational requirements for a given drafting field.

Essential Vocabulary

Academic: investigate, determine, career fields

Content Vocabulary: civil engineering, architecture, design, job market, CAD (computer-aided drafting), BIM (Building information modeling), drafting, design, drafting technician, interim architect, architect, principal architect, PE (professional engineer), electrical, mechanical, civil, estimator, inspector

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (WADD)

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Civil Engineering & Architecture Unit #2 Curriculum Guide

Unit: Architecture Design Concepts & Space Planning	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Design decisions include several factors. *What are clients' needs when designing a layout? What building codes need to be followed between commercial and residential designs? How does budget affect the outcome of architecture design?*	**DD5.1.5:** Prepare a floor plan from an existing plan or sketch.	• Create a floorplan layout using required building codes.

Supporting Standards

DD5.1.1: Identify and describe different architectural styles.
DD5.1.2: Identify construction terminology, materials and building codes.
DD5.1.3: Identify architectural annotation standards.
DD5.1.4: List and describe construction drawings.
DD5.2.1: Apply architectural design concepts to plan views.

Essential Vocabulary

Academic: prepare, create
Content Vocabulary: Living area, foyer, great room, family room, living room, nook, kitchen work triangle, mudroom, island, peninsula, utility room, bonus room, traffic, traffic pattern, half bath, three-quarter bath, full bath, building code, cost per square foot, residential, commercial

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)

Textbook:

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Civil Engineering & Architecture Unit #3 Curriculum Guide

Unit: Building Codes & Specs	Grade: 11-12	Time: 3 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Building codes are established to ensure safety and consistency. *Why have building codes been established? How does an engineer decide which code to look for? What does construction type have to do with building codes?*	**WADD2.2:** Interpret building codes.	• Determine what building code to use for a given building project.

Supporting Standards

DD5.1.2: Identify construction terminology, materials and building codes.
DD2.2.1: Interpret sections of the building codes.
DD2.2.2: Describe the importance of complying with building code requirements. (e.g. residential vs commercial, Americans with Disabilities Act [ADA]).

Essential Vocabulary

Academic: analyze, determine, interpret
Content Vocabulary: IRC, IBC, Ada, codes, specs, building codes, residential, commercial, construction types, wood, metal, concrete, fire and life safety, structural codes, mechanical codes, electrical codes, plumbing codes, climate & geographic design criteria, snow load, rainfall, temperature, wind load, means of egress, stair requirements, energy conservation, Idaho Energy Code

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (WADD)
Textbook:

Optional Course-Specific Information

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Civil Engineering & Architecture Unit #4 Curriculum Guide

Unit: Building Information Modeling Using Revit	Grade: 11-12	Time: 20 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
How does BIM model communicate data better than 2-dimentional representations? How does BIM integrate structured planning and design in the architecture process?	**DD4.1.2:** Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric)	• Create a BIM model that communicates clarity for the construction process.

Supporting Standards

DD3.1.1: Use and maintain computer hardware and input/output devices.
DD3.1.2: Apply basic commands of an operating system and software.
DD3.1.3: Apply file management techniques using various storage media.
DD3.1.4: Import and export data files using various formats.
DD3.1.5: Use industry reliable media to acquire information to complete drafting problems.
DD3.4.1: Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).
DD3.4.2: Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.
DD3.4.3: Utilize CADD commands to create and modify objects.
DD3.4.4: Assign property styles to objects.
DD3.4.5: Access and integrate help resources to solve problems.
DD4.1.1: Interpret and define the right-hand rule for the x, y, and z-axes.
DD4.1.3: Manipulate the x-y plane in three-dimensional space.
DD4.1.4: Edit the shape and configuration of solid models.
DD4.1.5: Display objects as shaded or hidden lines removed.
DD4.1.6: Create working and presentation drawings from three-dimensional models.

Essential Vocabulary

Academic: Develop, create, communicate, process
Content Vocabulary: BIM, workspace, interface, template, levels, grids, datum, project browser, families, components, floor slabs, roof slabs, wall types, workflow, parametric, tool bar, ribbon, dialogue box, project manager, view tabs, hot keys, properties dialogue box, status bar, view styles, view range, .RVT, .RTE, .RFA, visibility graphics, project browser, visibility graphic overrides, crop regions, interior elevations, exterior elevations, wall section, building section, section markers, 3D view, camera view, model-in-place, detail component, snap settings, building element, drawing aids, reference planes, measuring tool,

selection filter, core face exterior, wall types, aligned dimension, 3D components, 2D components, model line, detail line, project information, views (plan, elevation, section, call out), tags (wall, door, window, room), base constraint, base offset, top constraint, top offset, sill height, align, offset, mirror, move, copy, rotate, trim, extend, join, match properties, fillet, load family, spot elevation, spot slope, materials, material priority, linework override, split element, phasing, fill patterns, detail level, visual style, hide/reveal, backup files
Recommended Resources
Standards Used: Idaho Drafting & Design Program Standards 2015 (DD) **Textbook:**
Optional Course-Specific Information

Updated: April 2026
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Civil Engineering & Architecture Unit #5 Curriculum Guide

Unit: Footing & Foundation Systems	Grade: 11-12	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Visualizing critical components is essential for creating stable structures. *Why is the foundation important for the stability and support of a structure? How do different foundation and floor systems impact the design of a building? How can 3D models be used to plan and communicate foundation and structural details effectively?*	**WADD4.3**: Design three-dimensional models.	• Model appropriate plans and details based on the foundation and floor system needed for a given architectural job.

Supporting Standards

DD2.5.1: Differentiate appropriate dimension standards.
DD2.5.2: Arrange dimensions and annotations using appropriate standards.
DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.
DD3.4.1: Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).
DD3.4.2: Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.
DD3.4.3: Utilize CADD commands to create and modify objects.
DD3.4.4: Assign property styles to objects.
DD3.4.5: Access and integrate help resources to solve problems.
DD3.5.1: Define, create, and modify industry standard text styles.
DD3.5.2: Arrange text based on industry standards.
DD3.5.3: Create and modify dimension styles.
DD3.5.4: Arrange dimensions based on industry standards (may include dual dimensioning).
DD3.5.5: Use industry standard symbols to annotate drawings.
DD4.1.1: Interpret and define the right-hand rule for the x, y, and z-axes.
DD4.1.2: Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).
DD4.1.3: Manipulate the x-y plane in three-dimensional space.

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DD4.1.4: Edit the shape and configuration of solid models.
DD4.1.5: Display objects as shaded or hidden lines removed.
DD4.1.6: Create working and presentation drawings from three-dimensional models.
DD5.1.1: Identify and describe different architectural styles.
DD5.1.2: Identify construction terminology, materials and building codes.
DD5.1.3: Identify architectural annotation standards.
DD5.1.4: List and describe construction drawings.
DD5.1.5: Prepare a floor plan from an existing plan or sketch.
DD5.2.1: Apply architectural design concepts to plan views.
DD5.2.2: Create an exterior elevation from an existing floor plan.
DD5.2.3: Create interior elevations.
DD5.2.4: Create building sections and details.
DD5.2.5: Produce schedules.
DD5.2.6: Understand and apply green building/sustainable design principles to project design

Essential Vocabulary

Academic: design, model, appropriate
Content Vocabulary: spread footing, pier footing, grade beam, rebar sizing, stirrup, pin, stem wall, foundation wall, crawl space, slab on grade, keyway, vapor barrier, sill plate, anchor bolts, continuous horizontal rebar, crawlspace vent, compaction, frost line, thickened slab footing, anchor straps, floor systems, control joint, door blockout

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (WADD)
Textbook:

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Civil Engineering & Architecture Unit #6 Curriculum Guide

Unit: Floor & Wall Framing Fundamentals	Grade: 11-12	Time: 2 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding floor systems is essential for designing safe structures. *What components make up a floor system, and how do they work together to support a structure? How do different framing methods affect how floors are supported? How do dead loads and live loads impact decisions about floor joist size and span? How do you determine which walls need to be load bearing in a floor plan?*	**DD5.2.1:** Apply architectural design concepts to plan views.	• Determine floor joist sizes and what walls need to be load bearing.

Supporting Standards

DD2.5.1: Differentiate appropriate dimension standards.
DD2.5.2: Arrange dimensions and annotations using appropriate standards.
DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.
DD3.4.1: Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).
DD3.4.2: Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.
DD3.4.3: Utilize CADD commands to create and modify objects.
DD3.4.4: Assign property styles to objects.
DD3.4.5: Access and integrate help resources to solve problems.
DD3.5.1: Define, create, and modify industry standard text styles.
DD3.5.2: Arrange text based on industry standards.
DD3.5.3: Create and modify dimension styles.
DD3.5.4: Arrange dimensions based on industry standards (may include dual dimensioning).
DD3.5.5: Use industry standard symbols to annotate drawings.
DD4.1.1: Interpret and define the right-hand rule for the x, y, and z-axes.

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DD4.1.2: Develop three-dimensional models (i.e., wireframe, surface, solid, or parametric).
DD4.1.3: Manipulate the x-y plane in three-dimensional space.
DD4.1.4: Edit the shape and configuration of solid models.
DD4.1.5: Display objects as shaded or hidden lines removed.
DD4.1.6: Create working and presentation drawings from three-dimensional models.
DD5.1.1: Identify and describe different architectural styles.
DD5.1.2: Identify construction terminology, materials and building codes.
DD5.1.3: Identify architectural annotation standards.
DD5.1.4: List and describe construction drawings.
DD5.1.5: Prepare a floor plan from an existing plan or sketch.
DD5.2.2: Create an exterior elevation from an existing floor plan.
DD5.2.3: Create interior elevations.
DD5.2.4: Create building sections and details.
DD5.2.5: Produce schedules.
DD5.2.6: Understand and apply green building/sustainable design principles to project design

Essential Vocabulary

Academic: apply, determine, plan
Content Vocabulary: rim joist, blocking, floor sheathing, girders, floor joist spacing, ledger, TJI, gluelam, post cap, post base, joist span chart, joist hangers

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (DDWA)
Textbook:

Optional Course-Specific Information

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Civil Engineering & Architecture Unit #7 Curriculum Guide

Unit: Roof Types & Wall Framing Fundamentals	Grade: 11-12	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Wall and roof framing create the structural skeleton of a building. *What is the purpose of wall and roof framing in a building's structural system? What are the key components of framed wall and roof systems? How does the design intent of a roof influence the type of framing used? How do material choices impact cost, strength, and construction methods?*	**CT9.1.2:** Identify roof framing members.	• Identify elements of framed wall and roof framing.

Supporting Standards

DD2.5.1: Differentiate appropriate dimension standards.
DD2.5.2: Arrange dimensions and annotations using appropriate standards.
DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.
DD3.2.1: Select appropriate existing title blocks.
DD3.2.2: Set drafting settings.
DD3.2.3: Determine and apply scaling factors, including plotting and printing.
DD3.2.4: Assign line weights, line types, and colors.
DD3.2.5: Utilize template files.
DD3.2.6: Utilize sheets/layouts for plotting/printing.
DD3.4.1: Utilize multiple entry methods to invoke CADD commands (i.e., hot keys, icons, and menus).
DD3.4.2: Utilize geometric relationships to ensure accuracy (i.e., endpoint, midpoint, and center.
DD3.4.3: Utilize CADD commands to create and modify objects.
DD3.4.4: Assign property styles to objects.
DD3.4.5: Access and integrate help resources to solve problems.
CT3.1.1: Select characteristics to consider when selecting lumber for construction projects.
CT3.1.4: Translate nominal lumber dimensions into actual (i.e., true) measurements

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CT3.2.1: Identify letters designating veneers used in plywood.
CT3.2.2: Distinguish between standard interior and exterior plywood grades.
CT8.3.1: Lay out wall, ceiling, and partition locations.
CT8.3.2: Cut materials to length (e.g. studs, trimmers, cripples, and headers)
CT8.3.3: Assemble corners, T's, and headers.
CT8.3.4: Construct wall sections for a single-story structure.
CT8.3.5: Erect and brace wall sections for a single-story structure.
CT8.4.1: Name components of metal stud systems.
CT8.4.2: Identify fasteners used for metal stud construction.
CT8.4.3: List tools and equipment used in metal stud construction.
CT8.4.4: List areas and advantages where metal stud systems are used.
CT9.1.1: Identify the types of roof styles.
CT9.1.3: Identify parts of a rafter.
CT9.1.4: Identify parts of a truss.
CT9.1.5: Calculate the length of a common rafter.
CT9.1.6: Identify ventilation needs on a roof system.
CT9.1.7: Define types of temporary and permanent bracing.
CT9.2.1: Estimate material needed to frame a roof.
CT9.2.2: Lay out rafter/truss locations.
CT9.2.3: Lay out, cut, and erect rafters for gable roofs.
CT9.2.4: Apply roof sheathing.
CT9.2.5: Erect trusses.
CT9.3.1: Identify soffits and gable ends.
CT9.3.2: Label types of tail-rafter cuts.
CT9.3.3: List materials used for soffits.
CT9.3.4: Estimate material needed for gable ends and soffits.
CT9.3.5: Apply siding to a gable end.

Essential Vocabulary

Academic: Identify
Content Vocabulary: gable, truss, hand stacked, ridge beam, hip, valley, dormer, lumber, metal, roof types (gable, hip, gambrel, dutch gable, jerkinhead, salbox, shed), sill plate, window will, cripple, header, double top plate, king stud, trimmer stud, stud length

Recommended Resources

Standards Used:

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Idaho Drafting & Design Program Standards 2015 (DD) Idaho Construction Trades Program Standards 2026 (CT) **Textbook:**
Optional Course-Specific Information

Civil Engineering & Architecture Unit #8 Curriculum Guide

Unit: Basic Documentation	Grade: 11-12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
What is the function of drawings? How are drawings used as a communication tool? What makes documentation legal documents?	**WADD2.3a:** Exhibit conventional drafting practices.	• Organize a set of construction documents.

Supporting Standards

DD2.3.1 Identify and select appropriate drafting media.
DD2.3.2: Produce title blocks.
DD2.3.3: Utilize appropriate drawing composition and layout.
DD2.3.4 Identify and utilize industry standard object properties (i.e., line weight, line type).
DD2.3.5: Produce drawings from sketches.
DD2.3.6: Apply appropriate annotations to drawings according to industry standards.
DD2.3.7: Demonstrate drawing revision control.
DD2.5.1: Differentiate appropriate dimension standards.
DD2.5.2: Arrange dimensions and annotations using appropriate standards.
DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.

Essential Vocabulary

Academic: exhibit, organize, document
Content Vocabulary: media, print media, electronic media, title block, architectural sheet sizes, CAD standards, drafting symbols, legend, drawing list, drawing organization, sheet numbering, construction procedures, construction specifications, construction divisions

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (WADD)
Textbook:

Optional Course-Specific Information

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Civil Engineering & Architecture Unit #9 Curriculum Guide

Unit: Civil Engineering & Site Planning	Grade: 10-11	Time: 25 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Civil Engineering focuses on planning, designing, and constructing infrastructures and site systems outside of buildings. *What is the role of civil engineers in planning and developing infrastructure and public works? How does civil engineering differ from architecture in the design and construction process? What steps and tools are involved in site planning?*	**WADD2.3b:** Implement conventional drafting practices for civil engineering and site planning.	• Create a site plan from start to finish.

Supporting Standards

DD1.1.2: Describe the differences between drafting disciplines and job functions.
DD2.2.1: Explain the concept of scaling of objects.
DD2.2.2: Determine appropriate engineering, architectural, and metric scales.
DD2.2.3: Measure object size, area, and volume utilizing appropriate industry devices.
DD2.2.4: Construct drawings utilizing metric and customary (i.e., SI, Imperial) measurement systems.
DD2.2.5: Transcribe drawings accurately using ratios and proportions.
DD2.2.6: Determine and apply the equivalence between fractions and decimals.
DD2.2.7: Convert between customary (i.e., SI, Imperial) and metric systems.
DD2.3.1: Identify and select appropriate drafting media.
DD2.3.2: Produce title blocks.
DD2.3.3: Utilize appropriate drawing composition and layout.
DD2.3.4: Identify and utilize industry standard object properties (i.e., line weight, line type).
DD2.3.5: Produce drawings from sketches.
DD2.3.6: Apply appropriate annotations to drawings according to industry standards.
DD2.3.7: Demonstrate drawing revision control.
DD2.5.1: Differentiate appropriate dimension standards.
DD2.5.2: Arrange dimensions and annotations using appropriate standards.

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DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.
DD3.2.1: Select appropriate existing title blocks.
DD3.2.2: Set drafting settings.
DD3.2.3: Determine and apply scaling factors, including plotting and printing.
DD3.2.4: Assign line weights, line types, and colors.
DD3.2.5: Utilize template files.
DD3.2.6: Utilize sheets/layouts for plotting/printing.

Essential Vocabulary

Academic: implement, create
Content Vocabulary: Plot Plan, Plat, Survey, Boundary, Lot, Zoning, Scale, Easement, Setback, Subdivision, Topography, Contour Line, Elevation, Contour Interval, Gradient, Datum, Slope, Relief, Benchmark, Fill, Cut, Grade, Fill Volume, Cut Volume, Cut-and-Fill, Slope Ratio, Elevation Change, Site Plan, Building Envelope, Utility Lines, Landscape Features, Parking Lot Layout, Drainage Plan, Access Points, Legal Description, Metes and Bounds, Lot Number, Plat Map, Parcel, Monument, Property Line, Section, Township, Range, Title Deed.

Recommended Resources

Standards Used:
Idaho Drafting & Design Program Standards 2015 (DD)
Some standards adapted by West Ada (WA)
Textbook:

Optional Course-Specific Information

Civil Engineering & Architecture Unit #10 Curriculum Guide

Unit: Commercial Side of Design	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Building codes are used to ensure safety, accessibility, and proper design. *Why are building codes important, and how do the IBC and residential codes differ in their requirements? How do engineers and designers use the IBC to determine occupancy, loads, and safety requirements for a building? What factors affect how a building must be designed and constructed?*	**CT2.2.2:** Describe the importance of complying with building code requirements. (e.g. residential vs commercial, Americans with Disabilities Act [ADA])	• Use IBC to determine building design, occupancy, loads, safety requirements, and accessibility features.

Supporting Standards

DD1.1.2: Describe the differences between drafting disciplines and job functions.
DD2.2.1: Explain the concept of scaling of objects.
DD2.2.2: Determine appropriate engineering, architectural, and metric scales.
DD2.2.3: Measure object size, area, and volume utilizing appropriate industry devices.
DD2.2.4: Construct drawings utilizing metric and customary (i.e., SI, Imperial) measurement systems.
DD2.2.5: Transcribe drawings accurately using ratios and proportions.
DD2.2.6: Determine and apply the equivalence between fractions and decimals.
DD2.2.7: Convert between customary (i.e., SI, Imperial) and metric systems.
DD2.3.1: Identify and select appropriate drafting media.
DD2.3.2: Produce title blocks.
DD2.3.3: Utilize appropriate drawing composition and layout.
DD2.3.4: Identify and utilize industry standard object properties (i.e., line weight, line type).
DD2.3.5: Produce drawings from sketches.
DD2.3.6: Apply appropriate annotations to drawings according to industry standards.
DD2.3.7: Demonstrate drawing revision control.
DD2.5.1: Differentiate appropriate dimension standards.

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DD2.5.2: Arrange dimensions and annotations using appropriate standards.
DD2.5.3: Use various dimensioning styles.
DD2.5.4: Construct bill of materials or schedule of materials.
DD3.1.1: Use and maintain computer hardware and input/output devices.
DD3.1.2: Apply basic commands of an operating system and software.
DD3.1.3: Apply file management techniques using various storage media.
DD3.1.4: Import and export data files using various formats.
DD3.1.5: Use industry reliable media to acquire information to complete drafting problems.
DD3.2.1: Select appropriate existing title blocks.
DD3.2.2: Set drafting settings.
DD3.2.3: Determine and apply scaling factors, including plotting and printing.
DD3.2.4: Assign line weights, line types, and colors.
DD3.2.5: Utilize template files.
DD3.2.6: Utilize sheets/layouts for plotting/printing.
DD3.3.1: Describe and utilize the Cartesian Coordinate System to create geometric shapes and objects (x, y, z).
DD3.3.2: Calculate input coordinates.
DD3.3.3: Manipulate and utilize coordinate systems.
DD5.1.1: Identify and describe different architectural styles.
DD5.1.2: Identify construction terminology, materials and building codes.
DD5.1.3: Identify architectural annotation standards.
DD5.1.4: List and describe construction drawings.
DD5.1.5: Prepare a floor plan from an existing plan or sketch.
DD5.2.1: Apply architectural design concepts to plan views.
DD5.2.2: Create an exterior elevation from an existing floor plan.
DD5.2.3: Create interior elevations.
DD5.2.4: Create building sections and details.
DD5.2.5: Produce schedules.
DD5.2.6: Understand and apply green building/sustainable design principles to project design.

Essential Vocabulary

Academic: describe, use, determine
Content Vocabulary: International Building Code (IBC), occupancy, building load, fire codes, occupancy load, live load, dead load, occupancy groups, allowable area, egress, stories, accessibility, ADA

Recommended Resources

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Standards Used: Idaho Drafting & Design Program Standards 2015 (DD) Idaho Construction Trades Program Standards 2026 (CT) **Textbook:**
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Medical Terminology - Unit 1: Curriculum Guide

Unit: Intro to Medical Terminology (Practice Only)	**Grade: 11**	**Time: 3 Days *(7.5 hrs)***

Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Healthcare requires communication between a variety of healthcare providers and patients. *What are the different medical word parts? What are the benefits of understanding medical terminology? Where can medical terminology be encountered in life?*	**RSS 3.1.1:** Define common prefixes, suffixes, word roots relating to body structures and functions.	• Analyze medical word parts, medical terms from a health profession's context.
Healthcare requires communication between a variety of healthcare providers and patients. *How can abbreviations influence communication in medical fields?*	**RSS 3.1.3:** Identify basic medical abbreviations	• Analyze abbreviations from a health profession's context.

Supporting Standards

RSS 3.1.2 Spell and pronounce medical terms correctly.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate

Content Vocabulary:
Medical Terms: appendicitis, arthritis, cardiomyopathy, gastralgia, hemorrhage, mycosis, pyoderma, tendinitis, viral
Prefixes: dys-, end/o-, epi-, ex-, hyper-, hyp/o-, in-, inter-, intra-, peri-
Word Roots: appendic/o, arthr/o, cardi/o, derm/o, gastr/o hem/o, my/o, myc/o, py/o, tendi/o, vir/o
Suffixes: -a, -al, -algia, -ia, -ic, -ion, -itis, -osis, -rrhage, -pathy

Abbreviations: **A&P** *(anatomy and physiology)*, **CMA** (certified medical assistant), **CNA** (registered nursing assistant), **CPA** (physician assistant), **DNA** *(deoxyribonucleic acid)*, **EMT** *(emergency medical technician)*, **GP** *(general practitioner)*, **NP** (nurse practitioner), **RN** (registered nurse)

Recommended Resources

Classroom Materials:

Primary Textbook: Medical Terminology for Health Professions, 9th Edition

Hole's Human Anatomy & Physiology, 16th Edition

Web Site: https://www.merriam-webster.com/

Additional Course-Specific Information

Special Rule: x = c or g

Word Root Conversions: Example: path/o vs -pathy * *(converting word roots into suffixes)*

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Medical Terminology Unit #2 Curriculum Guide

Unit: Body Organization	**Grade: 11**	**Time: 3 Days *(7.5 hrs)***
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers:*** ***Be sure to reference proficiency scales for aligned assessment information.***
Medical terms are used to explain the tissues, structures, and how the body is organized. *What are the different tissues of the body and how do they function? How is the body organized? How can directional terms be used to discuss the location of body structures within the body? What are the different medical word parts?*	**RSS3.3.3:** Categorize the structures of the body into organizational systems.	• Use medical terminology to describe how the body is organized.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.4: Identify basic medical abbreviations
RSS3.3.1: Differentiate between the four basic tissue types in the body.
RSS3.3.3: Categorize the structures of the body into organizational systems.
RSS3.3.6: Identify standard anatomical positions and directions.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: anterior, coronal, coronal, epigastric, hypogastric, inguinal, parietal, posterior, pelvic, visceral

Prefixes: end/o-, epi-, ex/o-, hyp/o-, mid-, retr/o-

Word Roots: anter/o, cephal/o, chondr/o, coron/o, gastr/o, ili/o, my/o, pelv/o, poster/o, sagitt/o

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Suffixes: -al, -algia, -ectomy, -ic, -ior, -ologist, -ology, -osis, -plasia, -stasis

Abbreviations: **DNR** *(do not resuscitate)*, **Dx** (diagnosis), **ER** *(emergency room)*, **HCP** *(health care proxy – legal document)*, ***Hx*** *(history),* **ICU** *(intensive care unit)*, **LLQ** *(left lower quadrant)*, **LUQ** *(left upper quadrant)*, **RLQ** *(right lower quadrant)*, **RUQ** *(right upper quadrant)* ***SS*** *(signs symptoms),* ***Tx*** *(treatment).*

Recommended Resources

Classroom Materials:

Primary Textbook: Medical Terminology for Health Professions, 9th Edition

Hole's Human Anatomy & Physiology, 16th Edition

Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

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Medical Terminology Unit #3 Curriculum Guide

Unit: Skeletal System	**Grade: 11**	**Time: 3 Days *(7.5 hrs)***
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers: Be sure to reference proficiency scales for aligned assessment information.***
The skeletal system is the body's framework that aids in protection and movement. *What are the structures and major functions of the skeletal system? Identify and explain how the different bone cells work within the skeletal systems? What are the differences between the different joints? What are the differences between the axial and appendicular skeleton? How does the skeletal system influence other body structures? How can the skeletal system be damaged or impaired? Explain the different diagnostic tests and treatments for the skeletal system.*	**RSS3.2.11:** Identify the role and structure of the skeletal system.	• Identify the role and structure of the skeletal system using medical terminology.

Supporting Standards

RSS 3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT Recognize diagnostic and treatment procedures of the skeletal system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
<u>Medical Terms:</u> arthrodesis, autologous, arthroplasty, chondromalacia, myeloma, osteoarthritis, osteomyelitis, osteoporosis, polyarthritis, scoliosis

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Prefixes: a-, all-, dia-, dis-, epi-, meta-, peri-, poly-

Word Roots: ankyl/o, arthr/o, aut/o, chondr/o, kyph/o, lord/o, myel/o, oste/o, por/o, spondyl/o

Suffixes: -desis, -itis, -malacia, -oma, -osis, -otomy, -pathy, -plasty, -physis, -sclerosis

Abbreviations: BDT *(bone density test)*, **CT** (computerized tomography) **MRI** *(magnetic resonance imaging),* **OA** *(osteoarthritis)*, **OP** *(osteoporosis)*, **PKR** *(partial knee replacement)*, **PMR** *(polymyalgia rheumatica)*, **RA** *(rheumatoid arthritis)*, **ROM** *(range of motion),* **THR** *(total hip replacement)*, **TKR** *(total knee replacement)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

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Medical Terminology Unit #4 Curriculum Guide

Unit: Muscular System	Grade: 11	Time: 3 Days *(7.5 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Muscles provide movement, posture, and heat through contraction. *What are the structures and functions of muscle fibers, fascia, tendons and the three types of muscle? What mechanisms or pathological concerns can affect muscle tissues? How does the muscular system influence other body structures? How can the muscular system be damaged or impaired?*	**RSS3.2.10:** Identify the role and structure of the muscular system.	• Identify the role and structure of the muscular system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the muscular system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: ataxia, bradykinesia, dystonia, dyskinesia, fibromyalgia, myofascial, myolysis, myonecrosis, polymyositis, rhabdomyolysis

Prefixes: a-, ab-, ad-, brady-, dys-, hemi-, inter-, para-, poly-, quadr/i-

Word Roots: asthen/o, fasci/o, flex/o, kines/o, my/o, myos/o, rhabd/o, synovi/o, tax/o, ton/o

Suffixes: -algia, -alis, -cele, -ia, -ion, -lysis, -paresis, -plegia, -rrhexis, -us, -trophy

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Abbreviations: ADL *(activities of daily living)*, CTS *(*carpal tunnel syndrome), CFS *(chronic fatigue syndrome)*, EMG *(electromyography)*, MD *(muscular dystrophy)*, MG *(myasthenia gravis)*, OT *(occupational therapy)*, PM *(polymyositis)*, PT *(physical therapist)* RSD *(repetitive stress disorder)*, ROM *(range of motion)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Additional Course-Specific Information

Note: The word part -alis is a foundational suffix word part in the muscular unit.

Medical Terminology Unit #5 Curriculum Guide

Unit: Cardiovascular System	Grade: 11	Time: 4 Days *(10 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The cardiovascular delivers blood and other vital substances to and from tissues within the body. *What is the purpose of the heart? Where are heart structures located within the heart and explain their function? What are blood vessels? What are the similarities and differences between the different types of circulatory vessels? What is the purpose of circulation and why is it important to the body? How does the cardiovascular system influence other body structures? What pathologies affect the circulatory system?*	**RSS3.2.1:** Identify the role and structure of the cardiovascular system.	• Identify the role and structure of the cardiovascular system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the cardiovascular system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate

Content Vocabulary:
Medical Terms: angina, arrhythmia, bradycardia, endocarditis, hemorrhage, hemostasis, pericardium, tachycardia, thrombolytic, thrombosis

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Prefixes: a-, an-, anti-, brady-, de-, dia-, end/o-, epi-, hyper-, peri-, tachy-

Word Roots: angi/o, aort/o, arteri/o, cardi/o, hemat/o, infarct/o, phelb/o, systol/o, tens/o, thromb/o, ven/o

Suffixes: -ary, -crasia, -emia, -ism, -lytic, -ous, -penia, -plasty, -sclerosis, -stenosis

Abbreviations: A-fib *(arterial fibrillation)*, AED *(automated external defibrillator)*, CC *(cardiac catheterizations)*, CABG *(coronary artery bypass graft)*, CAD *(coronary artery disease)*, ECG *(electrocardiogram)*, HTN *(hypertension)*, ICD *(implantable cardioverter-defibrillator)*, MI *(myocardial infarction)*, PAD *(peripheral artery disease)* , PVD *(peripheral vascular disease)*, TST *(thallium stress test)* , tPA *(tissue plasminogen activator)*, V-fib *(ventricular fibrillation)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

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UNDERSTANDING WORDS

angio-, vessel: *angio*tensin—substance that constricts blood vessels.

ather-, porridge: *ather*osclerosis—deposits of plaque in arteries.

brady-, slow: *brady*cardia—abnormally slow heartbeat.

diastol-, dilation: *diastol*ic pressure—blood pressure when the ventricle of the heart is relaxed.

edem-, swelling: *edem*a—accumulation of fluids in the tissues that causes them to swell.

-gram, something written: electrocardio*gram*—recording of the electrical changes in the myocardium during a cardiac cycle.

lun-, moon: semi*lun*ar valve—valve with crescent-shaped flaps.

myo-, muscle: *myo*cardium—muscle tissue within the wall of the heart.

papill-, nipple: *papill*ary muscle—small mound of muscle projecting into a ventricle of the heart.

phleb-, vein: *phleb*itis—inflammation of a vein.

scler-, hard: arterio*scler*osis—loss of elasticity and hardening of a blood vessel wall.

syn-, together: *syn*cytium—mass of merging cells that act together.

systol-, contraction: *systol*ic pressure—blood pressure resulting from a single ventricular contraction.

tachy-, rapid: *tachy*cardia—abnormally fast heartbeat.

Medical Terminology Unit #6 Curriculum Guide

Unit: Lymphatic System	Grade: 11	Time: 2 Days *(5 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The lymphatic system delivers lymph back to the circulatory system and aids the immune system. *What are lymph nodes and what is their function? What are the similarities and differences between circulatory and lymphatic vessels? How does the lymphatic system influence the circulatory system? What are the functions of the spleen, adenoids, tonsils, thymus gland, and appendix? What pathologies affect the lymphatic system?*	**RSS3.2.2:** Identify the role and structure of the circulatory system.	• Identify the role and structure of the lymphatic system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the lymphatic system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: adenocarcinoma, angiogenesis, antibody, antigen, hemolytic, lymphangioma, lymphadenectomy, lymphedema lymphoma, metastasis

Prefixes: anti-, macro-, meta-, neo-, pro-

Word Roots: aden/o, angi/o, carcin/o, cyt/o, immun/o, lymph/o, my/o, onc/o, sarc/o, splen/o

Suffixes: -crasia, -edema, -genesis, -kinesis, -lytic, -oma, -phage, -plasm, -poiesis, -stasis, -toxic

Abbreviations: Ab *(antibody)*, Ag *(antigen)*, HZ *(herpes zoster)*, HL *(Hodgkin's lymphoma),* IG *(immunoglobulin)*, LE *(lymphedema)*, MMR *(measles, mumps, and rubella vaccination), MET (metastasis), NHL (non-Hodkin's lymphoma), VSZ (varicella)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

Medical Terminology Unit #7 Curriculum Guide

Unit: Respiratory System	Grade: 11	Time: 3 Days *(7.5 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The respiratory system aids in the regulation of blood gases within the circulatory system. *How d*oes *respiration work? What is the difference between internal and external respiration? What pathologies affect the respiratory system?*	**RSS3.2.3:** Identify the role and structure of the respiratory system.	• Identify the role and structure of the respiratory system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the respiratory system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: anoxia, aspiration, bronchoscopy, cyanosis, dyspnea, endotracheal, hemoptysis, hemothorax, pleurodynia, pneumonia, tracheostomy

Prefixes: a-, an-, brady-, dys-, end/o-, epi-, hyper-, hyp/o-, poly-, tachy-

Word Roots: bronch/o, hal/o, laryng/o, ox/o, pleur/o, pneumon/o, pulmon/o, sinus/o, spir/o, trache/o

Suffixes: -dynia, -eal, -emia, -ia, -ive, -pnea, -ptysis, -rrhea, -scopy, -spasm

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Abbreviations: ARDS *(acute respiratory distress syndrome)*, COPD *(chronic obstructive pulmonary disease)*, CF *(cystic fibrosis)*, FESS *(functional endoscopic sinus surgery)*, HBOT *(hyperbaric oxygen therapy)*, MDI *(metered-dose inhaler),* PFT *(pulmonary function tests)*, RFT *(pulmonary function test)*, SIDS *(sudden infant death syndrome)*, TB *(tuberculosis)*, URI *(upper respiratory infection)*
Recommended Resources
Classroom Materials: Primary Textbook: Medical Terminology for Health Professions, 9th Edition Hole's Human Anatomy & Physiology, 16th Edition Web Site: https://www.merriam-webster.com/
Additional Course-Specific Information
Special Rule(s): x = c or g

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Medical Terminology Unit #8 Curriculum Guide

Unit: Digestive System	Grade: 11	Time: 5 Days (12.5 hrs)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions Teachers: Be sure to reference proficiency scales for aligned assessment information.
Nutrients are absorbed into the body, processed, and excreted as waste. *How are nutrients absorbed within the digestive system? What are the differences between the different sections of the small and large intestines? What pathologies affect the digestive system?*	**RSS3.2.9:** Identify the role and structures of the digestive system.	• Identify the role and structure of the digestive system using medical terminology

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the digestive system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: anastomosis, antiemetic, cholecystitis, colonoscopy, dysphagia, gastroenteritis, hematemesis, ileostomy, leukoplakia, nasogastric, probiotic

Prefixes: ana-, anti-, de-, dia-, dys-, intra-, peri-, pro-, sub-

Word Roots: cholecyst/o, duoden/o, enter/o, esophag/o, gastr/o, hepat/o, pancreat/o, pharyng/o, stomat/o

Suffixes: -ectomy, -emesis, -ia, -lithiasis, -occult, -ostomy, -pepsia, -phagia, -scopy, -stomosis, -rrhea

Updated: April 2026
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Abbreviations: BMI (body mass index), EGD (esophagogastroduodenoscopy), FFT (failure to thrive), FMT (fecal microbiota transplantation), GERD (gastroesophageal reflux disease), GI (gastrointestinal), IH (inguinal hernia), IBS (inflammatory bowel syndrome), NG tube (nasogastric tube), PUD (peptic ulcer disease), UC (ulcerative colitis)
Recommended Resources
Classroom Materials: Primary Textbook: Medical Terminology for Health Professions, 9th Edition Hole's Human Anatomy & Physiology, 16th Edition Web Site: https://www.merriam-webster.com/
Optional Course-Specific Information

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UNDERSTANDING WORDS

aliment-, food: *alimentary* canal—tubelike part of the digestive system.

cari-, decay: dental *cari*es—tooth decay.

cec-, blindness: *cec*um—blind-ended sac at the origin of the large intestine.

chym-, juice: *chym*e—semifluid paste of food particles and gastric juice formed in the stomach.

decidu-, falling off: *decidu*ous teeth—teeth shed during childhood.

frenul-, bridle, restraint: *frenul*um—membranous fold that anchors the tongue to the floor of the mouth.

gastr-, stomach: *gastr*ic gland—part of the stomach that secretes gastric juice.

hepat-, liver: *hepat*ic duct—duct that carries bile from the liver to the bile duct.

hiat-, opening: esophageal *hiat*us—opening through which the esophagus penetrates the diaphragm.

lingu-, tongue: *lingu*al tonsil—mass of lymphatic tissue at the root of the tongue.

peri-, around: *peri*stalsis—wavelike ring of contraction that moves material along the alimentary canal.

pyl-, gatekeeper, door: *pyl*oric sphincter—muscle that serves as a valve between the stomach and small intestine.

rect-, straight: *rect*um—distal part of the large intestine.

sorpt-, to soak up: abs*orpt*ion—uptake of substances.

vill-, hairy: *vill*i—tiny projections of mucous membrane in the small intestine.

Medical Terminology Unit # 9 Curriculum Guide

Unit: Urinary System	Grade: 11	Time: 3 Days *(7.5hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The kidneys filter blood to help maintain homeostasis within the circulatory system. *What structures make up the urinary pathways and how do the work? What role do nephrons play in urinary systems? How do nephrons filter blood? How does the urinary system influence other body structures? How can the urinary system be impaired? What pathologies affect the urinary system?*	**RSS3.2.8:** Identify the role and structure of the urinary system.	• Identify the role and structure of the excretory/urinary system using medical terminology

Supporting Standards

RSS 3.2.8 Identify the role and structure of the urinary system.
RSS 3.1.1 Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS 3.1.2 Spell and pronounce medical terms correctly.
RSS 3.1.3 Identify basic medical abbreviations.
RSS 3.1.4 Use proper terminology while describing common injuries and pathologies.
WAMT Recognize diagnostic and treatment procedures of the urinary system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: anuria, glomerulonephritis, hemodialysis, hypoproteinuria, nocturia, nephrolithotomy, oliguria, pyelonephritis, pyelotomy, uremia, urethrostenosis

Prefixes: an-, dia-, dys-, epi- hyper-, hyp/o-, poly-, trans-

Word Roots: cyst/o, glomerul/o, nephr/o, pyel/o, ur/o, ureter/o, urethr/o, urin/o, ren/o

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Suffixes: -cele, -ectasia, -emia, -esis, -lith, -lysis, -ptosis, -stenosis, -tic, -tripsy, -uria

Abbreviations: ARF *(acute renal failure),* BPH *(benign prostatic hyperplasia),* cath *(catheterization)*, CKD *(chronic kidney disease),* cysto *(cystoscopy)*, DRE *(digital rectal examination)*, ESRD *(end-stage renal disease)*, ESWL *(extracorporeal shockwave lithotripsy)*, PKD *(polycystic kidney disease)*, TURP *(transurethral resection of the prostate)*, UTI *(urinary tract infection)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Additional Course-Specific Information

Rules: Naming conventions. lith/o vs -lith * Exception: does not have a pertaining to ending

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Medical Terminology Unit #10 Curriculum Guide

Unit: Nervous System	Grade: 11	Time: 6 Days *(15 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The nervous system is the control center of the human body. *What structures make up the nervous system? How do brain and nerve function influence the body? What role do neurons play in nervous systems? What are neural pathways and how do the work? How can the nervous system be impaired? What pathologies affect the nervous system?*	**RSS3.2.4:** Identify the role and structures of the nervous system.	• Identify the role and structure of the nervous system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the nervous system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: acrophobia, afferent, antipsychotic, causalgia, delirium, efferent, encephalitis, epidural, hydrocephalus, neuroma, myelopathy

Prefixes: af-, anti-, de-, ef-, en-, epi-, hydr/o-, multi-, pia-, uni-

Word Roots: acr/o, arachn/o, ax/o, caus/o, cerebr/o, dendr/o, encephal/o, mening/o, myel/o, neur/o

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Suffixes: -dural, -esthesia, -ferent, -ia, -lepsy, -mania, -oid, -philia, -phobia, -tic

Abbreviations: AD *(Alzheimer's disease), ALS (amyotrophic lateral sclerosis),* ADHD *(attention-deficit hyperactivity),* CSF *(cerebrospinal fluid),* EEG *(electroencephalography),* ICP *(intracranial pressure),* LOC *(loss of consciousness),* MS *(multiple sclerosis),* OCD *(obsessive-compulsive disorder),* PTSD *(post-traumatic stress disorder),* TIA *(transient ischemic attack)*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

Medical Terminology Unit #11 Curriculum Guide

Unit: Integumentary System	Grade: 11	Time: 3 Days - (7.5Hrs)
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions Teachers: Be sure to reference proficiency scales for aligned assessment information.
The integumentary system protects the body, allows for sensation, and helps regulate body temperature. *How do glands located in the integumentary system maintain homeostasis? What receptor cells can be found in the integumentary system, and how do they work? How does the integumentary system influence other body structures? What pathologies can affect the integumentary system?*	**RSS3.2.12:** Identify the role and structure of the integumentary system.	• Identify the role and structure of the integumentary system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the integumentary system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: alopecia, dermatitis, diaphoresis, hirsutism, ichthyosis, keloid, pediculosis, pyoderma, tinea, trichomycosis

Prefixes: de-, dia-, dys-, epi-, ex-, sub-

Word Roots: alopec/o, dermat/o, cutane/o, hidr/o, hirsute/o, ichthy/o, melan/o, pedicul/o, tine/o, xer/o

Suffixes: -a, -esis, -ia, -iasis, -ic, -ism, -itis, -oma, -osis, -ous

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Abbreviations: AT (alopecia totalis), BCC (basal cell carcinoma), CD (contact dermatitis), I&D (irrigation and debridement), MM (malignant melanoma), NF (necrotizing fasciitis), PDT (photodynamic therapy), Ps (psoriasis), SCD (squamous cell carcinoma), SCC (squamous cell carcinoma)
Recommended Resources
Classroom Materials: Primary Textbook: Medical Terminology for Health Professions, 9th Edition Hole's Human Anatomy & Physiology, 16th Edition Web Site: https://www.merriam-webster.com/
Optional Course-Specific Information

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Medical Terminology Unit #12 Curriculum Guide

Unit: Endocrine System	Grade: 11	Time: 3 Days – *(7.5 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The endocrine system is vital in the regulation of body functions. *How do hormones influence body function and help maintain homeostasis? How does the endocrine system influence other body systems?*	**RSS3.2.5:** Identify the role and structure of the endocrine system.	• Identify the role and structure of the endocrine system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the endocrine system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: acromegaly, adrenalitis, hypercalcemia, hyperpituitarism, hypothyroidism, hypoparathyroidism, pancreatectomy, pancreatitis, polydipsia, thyroiditis

Prefixes: anti-, dia-, end/o-, epi-, exo-, hyper-, hyp/o-, poly-, para-, pro-

Word Roots: acr/o, adren/o, calc/o, glyc/o, pancreat/o, pineal/o, pituitar/o, thym/o, thyr/o

Suffixes: -crine, -dipsia, -ectomy, -ia, -ism, -itis, -lyte, -megaly, -oid, -oma

Abbreviations: ACTH *(adrenocorticotropic hormone),* ADH *(antidiuretic hormone), ALD (aldosterone), DKA (diabetic ketoacidosis),* DM *(diabetes mellitus),* Epi *(epinephrine),* FBS *(fasting blood sugar),* FSH *(follicle-stimulating hormone), HGH (human growth hormone),* TSH *(thyroid-stimulating hormone)*

Recommended Resources

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Classroom Materials: Primary Textbook: Medical Terminology for Health Professions, 9th Edition Hole's Human Anatomy & Physiology, 16th Edition Web Site: https://www.merriam-webster.com/
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Medical Terminology Unit #13 Curriculum Guide

Unit: Sensory System	Grade: 11	Time: 3 Days – *(7.5 hrs)*

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The function of the sensory system is to help the body understand the external environment. *How do the structures the eye collect and relay information to the brain? How do specific structures within such as the tympanic membrane and cochlea contribute to our ability to hear? How do semicircular canals within the middle ear influence and help maintain balance? How does the sensory system influence other body structures? What pathologies can affect sensory systems?*	**RSS3.2.7:** Identify the role and structure of the endocrine system.	• Identify the role and structure of the sensory system using medical terminology.

Supporting Standards

RSS3.1.1: Define common prefixes, suffixes, word roots relating to body structures and functions.
RSS3.1.2: Spell and pronounce medical terms correctly.
RSS3.1.3: Identify basic medical abbreviations.
RSS3.1.4: Use proper terminology while describing common injuries and pathologies.
WAMT: Recognize diagnostic and treatment procedures of the endocrine system.

Essential Vocabulary

Academic: identify, break-apart, analyze, discuss, understand, apply, communicate, demonstrate
Content Vocabulary:
Medical Terms: diplopia, emmetropia, esotropia, exotropia, myringotomy, otomycosis, otorrhagia, presbycusis, presbyopia, tympanostomy

Prefixes: bin-, di-, ec-, ecto-, en-, eso-, exo-, hemi-, hyper-, peri-

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Word Roots: emmetr/o, dipl/o, myc/o, myring/o, ophthalm/o, opt/o, ot/o, presby/o, retin/o, tympan/o

Suffixes: -ia, -cusis, -ectomy, -graphy, -ism, -metry, -opia, -otomy, -rrhagia, -tropia

Abbreviations: AD *(right ear),* ALD *(assistive listening device),* AS *(left ear), AR (acoustic reflectometry),* AU *(both ears),* FA *(fluorescein angiography),* OP *(right eye),* OS *(left eye),* OU *(both eyes),* VA *(visual acuity),*

Recommended Resources

Classroom Materials:
Primary Textbook: Medical Terminology for Health Professions, 9th Edition
Hole's Human Anatomy & Physiology, 16th Edition
Web Site: https://www.merriam-webster.com/

Optional Course-Specific Information

Pharmacy Technician Unit #1 Curriculum Guide

Unit: Pharmacy Basics	**Grade:** 12th	**Time:** 14-15 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Pharmacy technicians play a vital role in promoting patient safety by following laws, using reliable resources, and preventing medication errors. *What characteristics make pharmacy a true profession, and how do pharmacy technicians demonstrate professionalism in their daily work? How do federal and state laws work together to regulate the practice of pharmacy and ensure patient safety? How do pharmacy professionals use reliable drug information resources to make safe, informed decisions about medications? How can pharmacy technicians help prevent medication errors and improve patient safety by recognizing potential drug interactions, look-alike/sound-alike medications, and situations that require patient counseling or a Drug Utilization Review (DUR)?*	**WAPT2.1**: Explain the roles and services of pharmacy personnel.	• Determine the roles and responsibilities of a pharmacy team in helping patients get the care and medication they need.

Supporting Standards

PT1.1.1: Explore the role of professional organizations and/or associations in the pharmacy services industry.
PT2.1.1: Describe the role of the pharmacist.
PT2.1.2: Describe the traditional and the advanced role of the pharmacy technician.
PT2.1.3: Identify the role of the prescriber.
PT2.1.4: Describe the prescription cycle.

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PT2.1.5: Compare types of pharmacies and other pharmacy services.
PT2.1.6: Describe wellness programs offered through pharmacies.
PT3.1.1: Describe the Idaho State Board of Pharmacy Code and Administrative Rules and its function for pharmacy technicians.
PT3.1.2: Describe the requirements for pharmacy recordkeeping.
PT3.1.3: Summarize timelines regarding federal laws.
PT3.1.4: Compare pharmacy professionals' licensure, certification, registration, and legislated scope of practice.
PT3.1.5: Describe the Health Information Portability Accountability Act (HIPAA) and its function.
PT3.1.6: Describe the Health Information Technology for Economic and Clinical Health Act (HITECH) and its function.
PT3.1.7: Identify the Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation) and its function.
PT3.1.8: Describe the role of the Food and Drug Administration (FDA).
PT3.1.9: Describe the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS) and their functions.
PT3.2.1: Identify the personal traits and attitudes of effective pharmacy team members.
PT3.2.2: Describe the chain of command in a pharmacy setting.
PT7.2.1: Identify sound-alike/look-alike drugs.
PT7.2.2: Identify high-alert/high-risk medications.
PT7.2.3: Identify other common safety strategies for medications (e.g., cross-contamination, TallMan Lettering).
PT7.2.4: Describe the Tech-Check-Tech (TCT) program and its purpose.
PT7.2.5: Describe strategies for accurately receiving verbal orders
PT8.1.1: Describe the role of the Idaho Board of Pharmacy (BOP) requirements for dispensing medications.
PT8.1.2: Describe emerging technologies in the pharmacy industry.
PT8.1.3: Identify indicators of fraudulent prescriptions.
PT8.1.4: Describe reliable drug information resources and their purposes (e.g., Orange Book).
WAPT3.1: Describe duties according to regulations, policies, and laws.

Essential Vocabulary

Academic: explain, discuss, describe, analyze

Content: Pharmacist, Pharmacy Technician, Pharmacy Intern, Community Pharmacy, Hospital Pharmacy, Scope of Practice, Regulation, Policy, Law, DEA (Drug Enforcement Administration), FDA (Food and Drug Administration), State Board of Pharmacy, Ethics, Confidentiality, HIPAA (Health Insurance Portability and Accountability Act), Dispensing, Informatics, Automation, Database, Bar Code Scanning, Electronic Health Record (EHR), Prescription, Management System, Drug Information Resource, Medication Error, Patient Safety, Look-Alike/Sound-Alike Drugs, Drug Interaction, Adverse Reaction
Drug Utilization Review (DUR), Counseling, Quality Assurance, Labeling

Recommended Resources

Updated: December 2025
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Standards Used: Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024 Some standards adapted by West Ada (WAPT) **Textbook:** The Pharmacy Technician - A Comprehensive Approach 3rd Edition
Optional Course-Specific Information

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Pharmacy Technician Unit #2 Curriculum Guide

Unit Name: Prescriptions and Calculations	**Grade:** 12	**Time:** 12-13 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Pharmacy technicians must safely and accurately process prescriptions and medication orders. *How does accurately interpreting a prescription or medication order impact patient safety and pharmacy workflow? In what ways does a pharmacy technician support the pharmacist during prescription processing and refills? Why are safety rules especially important during special pharmacy operations, and what could happen if they are not followed?*	**PT4.1.2:** Interpret a prescription	• Interpret prescriptions and medication orders, assist the pharmacist with processing and refills, and follow safety protocols for special pharmacy operations.
Pharmaceutical calculations prepare sterile and non-sterile compounded medications in a pharmacy setting. *How can calculation errors during compounding affect patient outcomes and pharmacy safety?*	**PT10.1.2:** Calculate ratios and proportions (i.e., dimensional analysis) for compounding sterile and non-sterile products.	• Use ratios, proportions, and dimensional analysis to correctly calculate amounts for sterile and non-sterile compounded medications.

Supporting Standards

PT3.1.2 Describe the requirements for pharmacy recordkeeping.
PT4.1.2 Interpret a prescription
PT4.2.1 Input pharmacy data
PT4.2.2 Demonstrate knowledge of the prescription refill process.
PT7.1.3 Describe circumstances that warrant a Drug Utilization Review (DUR)
PT7.2.5 strategies for accurately receiving verbal orders.
PT9.1.2 Identify pharmacological categories, their functions, and the common medications in each category.
PT9.1.3 Identify generic and brand names of common drugs
PT9.1.5 Describe strengths/dosage and dosage forms.

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PT9.1.6 Identify routes of administration.
PT9.2.1 Define over-the-counter (OTC) products
PT10.1.1 Convert between measurement systems (e.g., household to metric).
PT10.1.2 Calculate ratios/proportions (dimensional analysis)
PT10.1.3 Calculate drug concentrations as weight/weight, weight/volume, and volume/volume.
PT10.1.4 Calculate dosages based on age, weight, body surface area, and drip rates.
PT10.1.5 Calculate "Days Supply" based on a prescription.
PT10.1.6 Calculate "Quantity to Dispense" based on a prescription.
PT11.1.2 Describe the National Drug Code (NDC) and its function.

Essential Vocabulary

Academic: Interpret, demonstrate, describe, identify, convert, calculate

Content Vocabulary: inscription, legend drug, over-the-counter (OTC), pharmacy compounding, signa, subscription, superscription, ampule, aromatic water, buccal, buffered tablet, caplet, capsule, cream, dosage strength, elixir, emulsion, enteric-coated tablet, fluidextract, form, gel, gelcap, granule, induration, intradermal injection, intramuscular injection, intravenous injection, liniment, lotion, lozenge, mixture, ointment, oral, parenteral, paste, pill, plaster, powder, solution, spirit, subcutaneous injection, sublingual, suppository, suspension, sustained-release (SR), syrup, tablet, tincture, topical, troche, vial, wheal, Z-track method, apothecary system, dram, grain, gram, household system, international units, liter, meter, metric system, milliequivalent, milliunit, minim, ounce, unit, Arabic numbers, common fraction, conversion factor, decimal, decimal fraction, denominator, drop rate, drug label factor, drug order factor, extremes, fraction, improper fraction, means, meniscus, mixed fraction, numerator, percent, proper fraction, proportion, ratio, West's nomogram, acromegaly, calcitonin, catecholamines, corticosteroids, cretinism, diabetes mellitus, dwarfism, gigantism, glucagon, Graves' disease, growth hormone, hormones, hyperglycemia, insulin, islets of Langerhans, melatonin, myxedema, neurohypophysis, pituitary gland, prolactin, thymosin, thyroxine, vasopressin, agranulocytes, angina pectoris, angioplasty, aortic valve, arrhythmias, coronary artery bypass graft, cyanosis, diastole, ejection fraction, erythropoiesis, formed elements, granulocytes, hyperlipidemia, hypertension, lipoproteins, lumen, mediastinum, mitral valve, myocardial infarction (MI), pacemaker, pernicious anemia, phagocytosis, plasma, pulmonary valve, stent, systole, tachypnea, tricuspid valve, vacuole, venae cavae, active acquired immunity, allergen, allergy, anthrax, antibodies, antigens, antitoxins, attenuation, autism, B lymphocytes, contraindication, hepatitis, hilum, immunogen, immunogenicity, immunoglobulins, immunology, inactivated vaccines, innate immunity, killer cells, live attenuated vaccines, lymph nodes, lymphatic sinuses, natural active acquired immunity, passive acquired immunity, plasma cells, precaution, spleen, T lymphocytes, toxoid, trabeculae, vaccination

Recommended Resources

Standards Used: Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024

Some standards adapted by West Ada (WAPT)

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Textbook: The Pharmacy Technician - A Comprehensive Approach 3rd Edition
Optional Course-Specific Information

Updated: January 2026
Board Approved: <Month/Year>

Pharmacy Technician Unit #3 Curriculum Guide.		
Unit 3: Community Pharmacy	**Grade:** 12	**Time:** 11-12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Pharmacy technology is used to accurately manage patient and prescription information. *How does accurately entering patient and prescription information impact patient safety and pharmacy workflow? What challenges might a pharmacy technician face when using pharmacy technology, and how can they be addressed? How can technology improve communication between pharmacists, patients, and insurance providers?*	**PT4.2.1:** Input pharmacy data (e.g., patient and insurance profile, prescriptions) using technology.	• Use pharmacy technology to accurately enter patient information, insurance details, and prescriptions.
Pharmacy technicians must understand major drug categories, their functions, and commonly used medications. *How does knowing different drug categories help a pharmacy technician support the pharmacist and patients? Why is it important to recognize both the generic and brand names of medications within a category? How can understanding drug functions and categories help prevent medication errors?*	**PT9.1.2:** Identify pharmacological categories, their functions, and the common medications in each category.	• Explain common medications in each drug category based on use.

Supporting Standards
PT2.1.2 Describe role of pharmacy technician PT3.1.9 Describe related guidelines of OSHA and safety data sheets (SDS) and their functions

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PT3.2.1 Identify the personal traits and attitudes of effective pharmacy team members.
PT4.2.1 Input pharmacy data (e.g., patient and insurance profile, prescriptions) using technology.
PT5.1.1 Describe universal precautions for sterile compounding
PT5.1.4 Identify the equipment and technology used in sterile compounding.
PT5.2.1 Describe universal precautions for non-sterile compounding
PT5.2.4 Identify equipment and technology used in non-sterile compounding
PT7.1 Infection control procedures & patient safety practices
PT9.1.2 Identify pharmacological categories, their functions, and the common medications in each category.
PT9.1.3 Identify generic and brand names of common drugs.
PT9.2.1 Define over-the-counter (OTC) products
PT9.2.4 Identify devices and durable medical equipment (DME).

Essential Vocabulary

Academic: Describe, identify, define

Content Vocabulary: barrier precautions, biohazard symbol, carcinogenic, caustic, ergonomic, exposure control plan, fire safety and emergency plan, hazard communication plan, safety data sheet (SDS), teratogenic, universal precautions, behind-the-counter (BTC) medications, chain pharmacy, community pharmacy, drive-through, e-prescribing, franchise pharmacy, professionalism, short dating, Class-A prescription balance, compounding slab, conical graduates, counter balance, cylindrical graduates, electronic balance, extemporaneous compounding, geometric dilution, levigate, master formula sheet, mortar, pestle, pipette, solvent, tablet triturates, tare, triturate, alveolar sacs (alveoli), antihistamines, antitussives, barrel chest, bronchioles, bronchodilators, dry powder inhaler (DPI), emphysema, exhalation, inhalation, larynx, metered dose inhaler (MDI), ventilation, angiotensinogen, jaundice, mesocolon, ovulation, perimetrium, prostate gland, semen, seminiferous tubules, spermatogonia, vas deferens

Recommended Resources

Standards Used: Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024

Some standards adapted by West Ada (WAPT)

Textbook: The Pharmacy Technician - A Comprehensive Approach 3rd Edition

Optional Course-Specific Information

Updated: January 2026
Board Approved: <Month/Year>

Pharmacy Technician Unit #4 Curriculum Guide		
Unit: Administrative Skills	**Grade:** 12	**Time:** 10-11 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Medication safety doesn't stop at the pharmacy counter. *How do reporting agencies like MedWatch and Poison Control help protect patients and the public? In what situations would a pharmacy technician choose one reporting agency over another? How does reporting medication problems improve medication safety nationwide? What could happen if medication errors or adverse effects are not reported?*	**PT11.1.1:** Describe risk-management guidelines and regulations.	• Explain what the major medication reporting agencies do and when they should be used.
Pharmacy technicians help keep systems running smoothly. *What factors should a pharmacy consider when deciding how much medication to order? Why is accurate recordkeeping important when ordering medications? How do controlled substances change the way medications are purchased and tracked? How does insurance billing impact a patient's access to medications? What steps can a pharmacy technician take to help reduce claim rejections? How do barcoding and computerized systems reduce medication errors? In what*	**WAPT6.0:** Describe procurement, billing, reimbursement, and inventory control.	• Explain how medications are ordered, billed, reimbursed, and managed to help the pharmacy run safely and efficiently.

ways do reporting, billing, and inventory systems work together?		

Supporting Standards
PT4.2.3: Identify the patient's need for pharmacy counseling. PT4.2.4: Describe medication monitoring programs. PT4.2.5: Describe a pharmacy technician's role in an audit. PT6.1.1: Define the term third party. PT6.1.2: Define the terminology used in insurance billing (e.g., prior authorizations, deductible, double billing) when supplies are billed as durable medical equipment. PT6.1.3: Describe the fields on an insurance card. PT6.1.4: Describe pharmacy reimbursement plans. PT6.1.5: Describe third-party rejections and the reasons they occur. PT6.2.1: Describe various procedures in purchasing pharmaceuticals. PT6.2.2: Describe controlled substance ordering systems (DEA Form 222). PT6.2.3: Describe the ordering system and the technology applied. PT6.3.1: Differentiate inventory control systems for various drug classifications. PT6.3.2: Describe the process of return-to-stock. PT6.3.3: Describe the three classes of drug recalls. PT6.3.4: Describe the procedure for removing recalled drugs from the pharmacy. PT6.3.5: Describe standard procedures for reviewing and removing outdated drug products. PT6.3.6: Describe formularies in the pharmacy. PT6.3.7: Describe the legal requirements for destroying controlled substances (DEA Form 41). PT6.4.1: Demonstrate point of sale (POS) transactions for diverse populations. PT6.4.2: Describe patient identifiers necessary to dispense medication. PT6.4.3: Describe required valid forms of identification for drug transactions and signature requirements. PT6.4.4: Describe age limits and purchase limits in dispensing certain pharmaceuticals. PT7.1.2: Describe circumstances that warrant a Drug Utilization Review (DUR). PT9.1.4: Identify drug interactions/side effects of commonly used medications. PT9.2.2: Identify common over-the-counter (OTC) products. PT9.2.3: Identify common vitamins, minerals, and herbal supplements. PT11.1.1: Describe risk-management guidelines and regulations. PT11.1.3: Describe reporting agencies (e.g., MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline) and their functions.

Essential Vocabulary
Academic: describe, define, identify **Content Vocabulary**: Carcinogens, complementary and alternative medicine (CAM), dietary supplements, herbal supplement, mutagens, teratogens, arrector pili, muscle, athlete's foot, basal cell carcinoma, comedones, corium, cryosurgery, dermis, electrodessication, epidermis, keratinocytes, lunula, malignant melanoma, melanin, melanocytes, onychomycosis, paronychia, sebaceous glands, sebum, squamous cell carcinoma, stratified squamous epithelium, stratum basale, stratum lucidum, subcutaneous layer, sweat gland, tinea capitis, bar coding, inventory, inventory control, point-of-sale (POS) master, posting, prime supplier, want book, biologics, clinical, hematoma, leading zeros, pain scales, trailing zeros, transcription, audits, beneficiary, CHAMPVA, coinsurance, contract, coordination of benefits, copayment, days supply exceeded, deductible, dependents, desk audits, eligibility, field audits, health insurance, Medicaid, Medicare, Medicare Advantage plan, overpayment, patient, identification number, plan limitations exceeded, policy limitation, preauthorization, premium, refill too soon, subscriber, third-party payer, time limit, TRICARE, waiting period, aqueous humor, auditory ossicles, auditory tube, cerumen, choroid, ciliary body, cochlea, cones, conjunctivitis, cornea, eardrum, external acoustic meatus, fovea centralis, labyrinth, macula lutea, macular degeneration, optic disc, organ of Corti, ototoxicity, oval window, pupil, retina, rods, saccule, sclera, semicircular canals, suspensory ligaments, utricle, uvea, vitreous humor
Recommended Resources
Standards Used: Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024 Some standards adapted by West Ada (WAPT) **Textbook:** The Pharmacy Technician - A Comprehensive Approach 3rd Edition
Optional Course-Specific Information

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Pharmacy Technician Unit #5 Curriculum Guide		
Unit: Hospitals/Advanced Pharmacy	**Grade:** 12th	**Time:** 6-7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Safe and effective medication use depends on accuracy. *How does accurate medication order interpretation improve patient safety in hospital and retail settings? How do investigational drugs, clinical trial phases (I-IV), and REMS programs help ensure medications are safe and effective? Why is it important to use trusted drug information resources like the Orange Book in pharmacy practice? How do proper procedures and safe handling of hazardous drugs reduce medication errors and protect patients and healthcare workers?*	**WAPT4.3:** Describe and identify Special Pharmacy Operations	• Explain the difference between prescriptions and medication orders, how new drugs are tested, why some drugs require REMS, and how to safely handle hazardous medications.
USP guidelines establish national standards for sterile and non-sterile compounding to ensure medications are safely prepared. *What are the differences between different kinds of USP? What ingredients, equipment, and environments are required for sterile compounding? Why is following USP standards critical for maintaining quality and preventing contamination or errors?*	**WAPT5.0:** Describe and demonstrate sterile and non-sterile compounding	• Demonstrate the proper procedures and required ingredients for both sterile and non-sterile compounding.

Supporting Standards
4.1.1 Describe the differences between a prescription and a medication order. 4.1.3 Interpret a medication order.

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PT4.3.1: Describe the phases of investigational drugs in clinical trials.
PT4.3.2: Identify drugs categorized under Risk Evaluation Mitigation Strategies (REMS) and the reasons for that categorization.
PT4.3.3: Describe the safe handling of all pharmaceutical hazardous materials and waste.
PT5.1.2: Describe United States Pharmacopeia (USP) Guidelines 797 and 800 and their functions.
PT5.1.3: Identify the required ingredients for a compounded sterile product.
PT5.1.5: Demonstrate the processes and procedures of sterile compounding.
PT5.2.2: Describe USP Guideline 795 and its function.
PT5.2.3: Identify the required ingredients for a compounded non-sterile product.
PT5.2.5: Demonstrate the processes and procedures of non-sterile compounding
PT8.1.4: Describe reliable drug information resources and their purposes (e.g., Orange Book).

Essential Vocabulary

Academic: Describe, Interpret, Identify, Demonstrate

Content Vocabulary: ASAP medication order, automation, Centers for Medicare & Medicaid Services (CMS), computerized physician order entry system (CPOE), controlled substance medication order, Department of Public Health (DPH), demand/stat medication order, emergency medication order, floor stock system, group purchasing, hospital pharmacy, investigational medication order, The Joint Commission, medication order, patient prescription system, PRN (as needed) medication order, scheduled intravenous (IV)/total parenteral nutrition (TPN) solution order, scheduled medication order, standing order, State Board of Pharmacy (BOP), sterile product, unit-dose drug distribution system, aseptic technique, beyond-use date, chemical sterilization, conjunctiva, dry, heat sterilization, laminar airflow hood, medical asepsis, piggyback, sanitization, surgical asepsis, automated dispensing system, blended-dose system, central fill pharmacy, drug distribution system, home health care pharmacy, hospice, Internet pharmacy, long-term care, long-term care pharmacy organization, mail-order pharmacy, modified unit-dose system, modular cassette, multiple medication package, nuclear pharmacy, parenteral nutrition, radiopharmaceutical, reagent kit, specialty mail-order pharmacy, starter kit, unit-dose system

Recommended Resources

Standards Used:

Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024

Some standards adapted by West Ada (WAPT)

Textbook: The Pharmacy Technician - A Comprehensive Approach 3rd Edition

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Pharmacy Technician Unit #6 Curriculum Guide		
Unit: Externships & Labs	**Grade:** 12	**Time:** 21-22
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers: Be sure to reference proficiency scales for aligned assessment information.***
What is the difference between PTCB and NHA certification? Why might a pharmacy technician choose one certifying body over another? What are the requirements for maintaining certification? Why is continuing education important in the pharmacy profession? How is ongoing training *What is drug diversion? Why is drug diversion a serious issue in pharmacy practice? What steps should be taken if theft is suspected?* *What is DEA Form 106 and when is it used? How does proper reporting protect patients and pharmacy staff? protect patient safety? What does professionalism look like in a pharmacy setting? Why are hygiene, dress code, and language important in healthcare? How does HIPAA relate to professional behavior? How can social media use impact employment in healthcare? What are the consequences of unethical behavior in the workplace? What happens to a drug after it enters the body? What do absorption, distribution, metabolism,*	**PT1.1.3:** Engage in career exploration and leadership development.	• Participate in pharmacy compounding labs and externship experiences to explore opportunities and build skills.

and excretion mean? Which organs are involved in each step of ADME? Why is understanding ADME important for safe medication use?		

Supporting Standards
PT3.1.10: Distinguish between PTCB and NHA certifying bodies in the pharmacy industry. PT3.1.11: Describe continuing education and training requirements for certification and renewal. PT3.1.12: Describe the process of identifying and reporting theft within the pharmacy (DEA Form 106). PT3.2.3: Demonstrate professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, ethical and respectful behavior, substance and alcohol use and abuse. PT3.2.4: Describe drug diversion PT3.2.5: Describe the implications of personal and professional social media use regarding employment. PT9.1.1: Describe absorption, distribution, metabolism, excretion (ADME), and the related organs PT10.1.7: Solve allegation calculations.

Essential Vocabulary
Academic: Engage, Distinguish, Describe, Demonstrate **Content Vocabulary**: Prescription (Rx), Medication order, Dosage, Route of administration, Frequency, Generic name, Brand name, OTC (Over-the-counter), Controlled substance, DEA number, Sig (directions), PRN, BID / TID / QID, PO, IM / IV / SubQ, Dispense (Disp), Refill, Pharmacist, Pharmacy Technician, NDC (National Drug Code), Formulary, Prior Authorization, Insurance claim, Copay, Inventory, Lot number, Expiration date, Adverse effect, Side effect, Contraindication, Drug interaction, Allergies, REMS, USP 795 / 797 / 800, Hazardous drug, Sterile compounding, Non-sterile compounding, Patient profile, Counseling, Medication adherence, HIPAA, Confidentiality

Recommended Resources
Standards Used: Idaho Division of Career Technical Education Pharmacy Technician Program Standards 2024 Some standards adapted by West Ada (WAPT) **Textbook:** The Pharmacy Technician - A Comprehensive Approach 3rd Edition

Optional Course-Specific Information

Powersports I- Intro to Powersports Curriculum Guide

Unit: Safety	**Grade:** 10-11	**Time:** 4 Days

Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers: Be sure to reference proficiency scales for aligned assessment information.***
How can we create and maintain a safe, compliant, and emergency-ready shop/lab environment by correctly using safety equipment, following procedures, and responsibly handling hazards and materials?	**PSOPE2.1.1:** Describe general shop safety rules and procedures.	• Maintain a safe, compliant, and emergency-ready shop/lab.

Supporting Standards

PSOPE2.1.2: Describe common shop hazards and housekeeping duties.
PSOPE2.1.3: Handle tools and equipment, observing manufacturer guidelines and safety features.
PSOPE2.1.5: Check for proper ventilation to meet work requirements and procedures within the lab/shop area
PSOPE2.1.6: Identify marked safety areas.
PSOPE2.1.7: Identify the location and the types of fire extinguishers and other fire safety equipment.
PSOPE2.1.8: Demonstrate procedures for using fire extinguishers and other fire safety equipment.
PSOPE2.1.9: Identify the location and use of eye wash stations and first aid kits.
PSOPE2.1.10: Describe the location of and the necessity for posted evacuation routes.
PSOPE2.1.11: Wear required safety glasses, ear protection, gloves, and shoes during lab/shop activities.
PSOPE2.1.12: Wear appropriate clothing for lab/shop activities.
PSOPE2.1.13: Secure hair and jewelry for lab/shop activities.
PSOPE2.1.14: Describe the information on safety data sheets (SDS) and how to access them.
PSOPE2.1.15: Handle, store, and dispose of hazardous and flammable waste and materials.
PSOPE2.1.16: Describe the requirements for reporting workplace safety incidents.

Essential Vocabulary

Academic: describe, maintain
Content Vocabulary: Personal Protective Equipment (PPE), Housekeeping, Hazard, Manufacturer Guidelines, Ventilation, Marked Safety Area, Fire Extinguisher (Types A, B, C, D, K), Fire Safety Equipment, PASS, Eye Wash Station, First Aid Kit, Evacuation Route, Appropriate Shop Clothing, Entanglement Risk, Safety Data Sheet (SDS), Flammable Materials, Hazardous Waste Disposal, Lockout/Tagout (LOTO), Incident Reporting, Safety Feature

Updated: April 2026
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Recommended Resources
Standards Used: Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE) **Textbook:** Small Gas Engines, 11th Edition
Optional Course-Specific Information

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Powersports I- Intro to Powersports Unit #2 Curriculum Guide

Unit: Tool Identification	**Grade:** 10-11	**Time:** 3 Days

Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper tool selection, identification, use, and care are essential for safety and performance. *How do I identify common hand tools? How does selecting the correct tool improve safety and efficiency? Why is proper care and storage of tools important for maintaining their condition and preventing accidents?*	**PSOPE3.1.1:** Identify basic hand tools and their functions.	• Determine the safe and appropriate use of tools and equipment.

Supporting Standards

PSOPE3.1.2: Identify standard and metric tool designations.
PSOPE3.1.3: Clean, store, and maintain hand tools.

Essential Vocabulary

Academic: Identify, determine, safe
Content Vocabulary: Hand tool; Wrench (open-end, box, combination); Socket and ratchet; Torque wrench; Screwdriver (flathead, Phillips); Pliers (slip-joint, needle-nose, locking); Allen (hex) key / Allen wrench; Torx driver; Adjustable wrench; Metric sizing (millimeters); Standard / SAE sizing (inches); Caliper; Micrometer; Thread pitch; Fastener (bolt, nut, screw); Gasket scraper; Feeler gauge; Impact driver (hand vs. powered); Tool designation / marking; Corrosion / rust; Lubrication (oil, anti-seize); Tool cleaning (degreaser, wire brush); Tool storage (toolbox, pegboard, tool chest); Preventive maintenance; Inspection (wear, damage, calibration); Personal protective equipment (PPE)

Recommended Resources

Standards Used: Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE)
Textbook: Small Gas Engines, 11th Edition

Optional Course-Specific Information

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Powersports I- Intro to Powersports Unit #3 Curriculum Guide

Unit: Precision Measuring	**Grade:** 10-11	**Time:** 1 Day

Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Accurate measurements are essential in small gas engine work to ensure results and performance. *What measurement tools and units are commonly used in small engine work, and how do I choose the right one? How do proper measuring techniques and reading procedures ensure accuracy? Why is it important to maintain and are for precision measuring instruments?*	**WAPSOPE3.2:** Utilize precision measuring instruments.	• Utilize proper units of measurement and measuring tools to ensure an OPE/Powersports job is accurately done.

Supporting Standards

PSOPE3.2.1: Define measuring terminology (i.e., units of measurement).
PSOPE3.2.2: Identify measuring instruments (e.g., micrometers, dial calipers, dial gauges, feeler gauge, torque wrench) and their functions.
PSOPE3.2.3: Describe the procedures for yielding accurate readings.
PSOPE3.2.4: Store and maintain precision measuring tools.

Essential Vocabulary

Academic: Utilize
Content Vocabulary: Units of measurement (millimeter, inch, micrometer, thousandth/inch); Tolerance; Accuracy; Precision; Resolution; Zeroing/zero calibration; Micrometer (outside micrometer); Dial caliper; Vernier caliper; Dial indicator (dial gauge); Feeler gauge; Torque wrench; Depth gauge; Inside micrometer; Bore gauge; Gauge block; Calibration standard; Measurement uncertainty; Repeatability; Parallax error; Zero error; Thread pitch gauge; Vernier scale; Readability; Maintenance (cleaning, lubrication, storage); Protective case; Calibration sticker/log; Traceability; Personal protective equipment (PPE)

Recommended Resources

Standards Used:
Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE)
Some standards adapted by West Ada (WAPSOPE)

Textbook: Small Gas Engines, 11th Edition
Optional Course-Specific Information

Powersports I- Intro to Powersports Unit #4 Curriculum Guide

Unit: Engine Identification	**Grade:** 10-11	**Time:** 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Locating and interpreting parts equipment ID can help mechanics understand engine configurations. *Where can key identification numbers be found on equipment? Why is it important to use accurate equipment information when working on different engine types and configurations?*	**WAPSOPE4.1:** Analyze unit, equipment, and component identifying.	• Analyze different four-stroke engine configurations in relation to equipment identification data.

Supporting Standards

PSOPE4.1.1: Locate equipment VIN, HIN, serial number, production data code, model number, and spec number.
PSOPE4.1.2: Identify additional equipment (e.g., tires, emissions, engines, transmissions) information labels.
PSOPE4.1.3: Access service and parts identification resources (e.g., service manuals, parts diagrams).

Essential Vocabulary

Academic: locate, analyze

Content Vocabulary: VIN (Vehicle Identification Number); HIN (Hull Identification Number); Serial number; Model number; Specification (spec) number; Production data code; Nameplate; Equipment identification tag; Parts diagram; Exploded view; Service manual; OEM (Original Equipment Manufacturer); Aftermarket; Emissions label; Tire information label (load rating, PSI, size); Engine data plate; Transmission ID; Part number; SKU; Cross-reference; Manufacturer bulletin; Technical service bulletin (TSB); Service interval; Maintenance record; Parts catalog; Authorized dealer; CE/UL/CSA certification markings; Traceability; Personal protective equipment (PPE)

Recommended Resources

Standards Used:
Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE)
Some standards adapted by West Ada (WAPSOPE)
Textbook: Small Gas Engines, 11th Edition

Optional Course-Specific Information

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Powersports I- Intro to Powersports Unit #5 Curriculum Guide

Unit: Four-Stroke Theory	**Grade:** 10-11	**Time:** 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Two-stroke and four stroke engines operate differently. *How do two-stroke and four-stroke engines differ in design and operation? What are advantages and disadvantages of each? How do engine ratings and configurations affect performance and efficiency?*	**PSOPE5.1.1:** Describe the theory of operation and functions of two-stroke and four-stroke engines and their relative advantages and disadvantages.	• Compare and contrast two-stroke and four-stroke engines for different equipment applications.

Supporting Standards

PSOPE5.1.2: Describe how engines are rated (e.g., displacement, horsepower, torque).
PSOPE5.1.3: Describe the engine configurations found on powersports and outdoor power equipment.

Essential Vocabulary

Academic: describe, compare, contrast

Content Vocabulary: Two-stroke engine; Four-stroke engine; Intake stroke; Compression stroke; Power/combustion stroke; Exhaust stroke; Crankcase compression; Displacement (cc); Horsepower (hp); Torque (lb-ft or N·m); Brake horsepower (BHP); Rated speed (RPM); Single-cylinder; Multi-cylinder; Inline; V-engine; Horizontal shaft; Vertical shaft; Air-cooled; Liquid-cooled; Carburetor; Fuel injection; Power-to-weight ratio; Fuel efficiency; Emissions; Lubrication systems (pre-mix, oil injection, wet sump, dry sump); Starting systems (recoil, electric); Application suitability (e.g., handheld tools, ATVs, lawn equipment); Maintenance considerations; Noise and vibration; Compression ratio; Combustion chamber; Spark ignition; Two-stroke oil; Exhaust expansion chamber

Recommended Resources

Standards Used:
Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE)
Some standards adapted by West Ada (WAPSOPE)
Textbook: Small Gas Engines, 11th Edition

Optional Course-Specific Information

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Board Approved: <Month/Year>

Powersports I- Intro to Powersports Unit #6 Curriculum Guide		
Unit: Four-Stroke Overhaul	**Grade:** 10-11	**Time:** 16 Days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers: Be sure to reference proficiency scales for aligned assessment information.***
Careful inspection, measurement, and organization during disassembly ensure that small gas engines can be correctly repaired. *How does systematic inspection during disassembly help identify worn or damaged components? Why are accurate measurements and clearances important before reassembly? How do manufacturer specifications ensure proper engine function and safety?*	**PSOPE5.3.16:** Reassemble the complete engine according to the manufacturer's specifications.	• Reassemble a complete, small gas engine.
Supporting Standards		
PSOPE5.3.3: Inspect engine assembly for fuel, oil, coolant, and other leaks, determining needed action. PSOPE5.3.4: Inspect the bearings, bushings, and seals used in an engine. PSOPE5.3.5: Verify engine mechanical timing. PSOPE5.3.7: Remove, disassemble, and inspect the cylinder head according to the manufacturer's specifications and procedures. PSOPE5.3.8: Inspect and adjust valve train components according to manufacturer’s specifications. PSOPE5.3.9: Inspect and measure cylinder walls/sleeves for damage, wear, and ridges, determining needed action. PSOPE5.3.10: Inspect and measure piston skirts and ring lands, determining needed action. PSOPE5.3.11: Identify piston-to-bore clearance. PSOPE5.3.12: Inspect, measure, and install piston rings. PSOPE5.3.13: Disassemble and inspect the engine block, cleaning and preparing components for reassembly. PSOPE5.3.14: Inspect and measure the crankshaft, connecting rods, and bearings for reuse according to the manufacturer’s specifications. PSOPE5.3.15: Inspect the auxiliary shaft and support bearings (e.g., balance shaft, intermediate shaft, idler shaft, counterbalance shaft/gear) for damage and wear.		

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Essential Vocabulary
Academic: assemble, reassemble **Content Vocabulary**: Leak detection; Fuel leak; Oil leak; Coolant leak; Bearing; Bushing; Seal; Mechanical timing; Timing mark; Cylinder head; Head gasket; Valve train; Valve lash; Valve clearance; Cylinder wall; Cylinder sleeve; Ridge; Piston skirt; Ring land; Piston-to-bore clearance; Piston ring; Ring end gap; Engine block; Crankshaft; Connecting rod; Main bearing; Rod bearing; Auxiliary shaft; Balance shaft; Support bearing; Cleaning (degreasing); Surface inspection; Micrometer; Dial caliper; Bore gauge; Plastigage; Torque specification; Torque wrench; Threadlocker; Assembly lube; Break-in procedure; Manufacturer specification; Service manual; Reassembly sequence; Alignment dowel; Fastener torque pattern; Safety procedures; Personal protective equipment (PPE)
Recommended Resources
Standards Used: Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE) Some standards adapted by West Ada (WAPSOPE) **Textbook:** Small Gas Engines, 11th Edition
Optional Course-Specific Information

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Powersports I- Intro to Powersports Unit #7 Curriculum Guide		
Unit: Theory	**Grade:** 10-11	**Time**: 8 Days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** ***Teachers: Be sure to reference proficiency scales for aligned assessment information.***
Fuel systems regulate the air-fuel mixture. *How do fuel systems—and specifically carburetors and their circuits—meter and deliver the correct air-fuel mixture for reliable engine operation?*	**PSOPE7.1.3:** Describe the theory and operation of a carburetor and its circuits.	• Analyze a carburetor's function on overall fuel system performance.
Governor systems regulate engine speed. *How do different governor types and their components regulate engine speed and maintain safe, stable operation?*	**PSOPE5.6.1:** Identify types of governor systems and their components.	• Determine how each common governor system type controls engine speed.
Ignition systems rely on multiple components working together. *How do the components of ignition systems work together to create reliable sparks, and how can we diagnose and repair ignition-related problems?*	**PSOPE5.7.2:** Identify components and functions of an ignition system.	• Perform inspections, replace spark plugs, and diagnose common ignition faults on the ignition system.
Proper removal, inspection and reassembly of the cylinder head are essential for maintaining engine performance. *How does correct removal, inspection, and reassembly of the cylinder head and valve train ensure proper engine performance and longevity?*	**PSOPE5.3.7:** Remove, disassemble, and inspect the cylinder head according to the manufacturer's specifications and procedures.	• Determine required corrective actions based on cylinder head inspections.
Supporting Standards		
PSOPE5.3.8: Inspect and adjust valve train components according to manufacturer's specifications.		

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PSOPE7.1.2: Describe the operation of a fuel system.
PSOPE7.1.4: Identify components/circuits of a carbureted fuel system.
PSOPE7.2.1: Describe the common components found in all types of ignition systems.
PSOPE7.2.3: Diagnose (troubleshoot) ignition system-related problems such as no-starting, hard starting, engine misfire, poor drivability, spark knock, power loss, poor mileage, and emissions concerns, determining needed action.
PSOPE7.2.4: Remove and replace spark plugs, inspecting secondary ignition components for wear and damage.
ASER5.5.1: Define types of fuel systems.
ASER5.5.2: Describe fuel system theory.
ASER5.5.3: Identify fuel system components and their functions.
ASER5.6.2: Describe governor system theory, operation, and adjustments.
ASER5.7.1: Identify common types of ignition systems and theory of operation.

Essential Vocabulary

Academic: *vocabulary specific to being successful in school. Words that are used in multiple subject areas. For example: explain, discuss, trace, analyze, etc.*

Content Vocabulary:
Carb: Fuel system; Carburetor; Carburetor circuits (idle, main, choke/starting, accelerator/power); Venturi; Throttle valve (butterfly); Choke valve; Float chamber; Float; Needle valve; Main jet; Idle jet; Pilot jet; Fuel bowl; Fuel inlet; Fuel pump (mechanical, electric); Fuel filter; Fuel line; Fuel tank; Mixture screw; Air bleed; Atomization; Air-fuel ratio (AFR); Rich/lean mixture; Vapor lock; Fuel vaporization; Carburetor tuning; Jetting; Governor linkage; Emulsion tube; Fuel metering; Choke enrichment; Synchronization (multi-carb setups); Fuel injection (as contrast); Fuel system types (carbureted, port fuel injection, direct injection, gravity feed); Vapor recovery; Fuel pressure; Fuel system diagnosis; Personal protective equipment (PPE)
Governor: Governor; Mechanical governor (centrifugal); Pneumatic governor (vacuum/diaphragm); Electronic governor (ECU/servo); Flyweights; Governor shaft; Governor gear; Governor spring; Throttle linkage; Governor arm; Speed sensing; Control governor; Isochronous vs. droop response; Setpoint; Governor governor cutout; Flyball; Centrifugal force; Diaphragm; Vacuum port; Servo motor; Throttle return spring; Governor adjustment; Governing range; Stall protection; Load compensation; Calibration; RPM (revolutions per minute); Tachometer; Personal protective equipment (PPE)
Ignition: Ignition system; Spark plug; Ignition coil; Primary circuit; Secondary circuit; Distributor (rotor, cap); Trigger/ignition pickup (magnetic, hall effect); Ignition module; Ignition control unit/ECU; CDI (capacitor discharge ignition); TCI (transistorized ignition); High-tension lead/ignition wire; Spark gap; Dwell angle; Timing (static and dynamic/advance); Ignition timing; Spark intensity; Misfire; No-start; Hard start; Fouled plug; Pre-ignition; Detonation (knock); Secondary resistance; Primary resistance; Voltage step-up; Pickup sensor; Crankshaft position sensor; Camshaft position sensor; Coil pack; Insulator; Electrode; Plug heat range; Plug torque; Gap setting; Resistance tester; Spark tester; Timing light; Compression check; Emissions; Personal protective equipment (PPE)
Cylinder Head: Cylinder head; Head gasket; Head bolt/stud; Torque sequence; Torque specification; Valve train; Valve (intake, exhaust); Valve seat; Valve guide; Valve stem; Valve spring; Valve keeper/lock; Rocker arm; Pushrod; Camshaft; Cam lobe; Cam follower/tappet; Valve lash; Valve clearance; Valve spring compressor; Head warpage; Surface flatness; Combustion chamber; Carbon deposit; Decarbonization; Valve grinding/lapping; Valve seat recession; Valve

stem seal; Valve guide wear; Sealant; Head resurfacing; Head bolt stretch; Preload; Inspection (visual, measurement); Micrometer; Dial indicator; Feeler gauge; Torque wrench; Manufacturer specification; Service manual; Safety procedures; Personal protective equipment (PPE)
Recommended Resources
Standards Used: Idaho State Powersports and Outdoor Power Equipment 2024 (PSOPE) Idaho Agriculture Small Engine Repair (ASER) **Textbook:** Small Gas Engines, 11th Edition
Optional Course-Specific Information

Powersports I- Intro to Powersports Unit #8 Curriculum Guide

Unit: Parts Identification	**Grade:** 10-11	**Time:** 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Component parts work together to produce power. *How do the individual component parts of a four-stroke engine work together to produce power? How can each part be identified for maintenance and parts procurement?*	**PSOPE5.1.4:** Identify the component parts used in a four-stroke engine.	• Analyze parts for inspection, maintenance, and correct replacement.

Supporting Standards

PSOPE5.1.1: Describe the theory of operation and functions of two-stroke and four-stroke engines and their relative advantages and disadvantages.
PSOPE5.1.2: Describe how engines are rated (e.g., displacement, horsepower, torque).
PSOPE5.1.3: Describe the engine configurations found on powersports and outdoor power equipment.

Essential Vocabulary

Academic: identify, analyze, inspect
Content Vocabulary: Cylinder; Piston; Piston rings; Connecting rod; Crankshaft; Wrist pin/gudgeon pin; Cylinder head; Head gasket; Valve (intake, exhaust); Valve spring; Valve seat; Valve guide; Camshaft; Cam lobe; Rocker arm; Pushrod; Timing chain/belt/gears; Timing marks; Crankcase; Oil sump/wet sump; Oil gallery; Oil pump; Flywheel; Starter (recoil, electric); Spark plug; Ignition coil; Carburetor/fuel injector; Intake manifold; Exhaust manifold; Exhaust port; Muffler; Air filter; Fuel tank; Fuel line; Fuel pump; Throttle linkage; Cooling fins (air-cooled); Radiator/coolant passages (liquid-cooled); Gasket; Bearing (main, rod); Seal (oil seal); Valve cover; Timing cover; Timing chain tensioner; Torque specification; Exploded parts diagram; OEM part number; Aftermarket part; Serial/model number; Parts catalog; Manufacturer service manual; Personal protective equipment (PPE)

Recommended Resources

Standards Used: Idaho Powersports and Outdoor Power Equipment 2024 Standards (PSOPE)

Optional Course-Specific Information

Updated: May 2026
Board Approved: <Month/Year>

Automotive Technology I Unit #1 Curriculum Guide

Unit: Intro to the Automobile	Grade: 10-11	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Overview of automobile design variations and automotive systems. *Understanding of basic automotive principles helps achieve proper repair of vehicles.*	**WAAT3.0:** Identify and describe vehicle service information such as automotive assemblies and systems.	Describe automotive assemblies, systems, VIN locations, and TSBs in relation to automotive design variations.

Supporting Standards

AT3.1.1 Reference vehicle service information — including manufacturer specifications, fluid types, service history (when available), service precautions, technical service bulletins (TSBs), recalls, and advanced driver assistance systems (ADAS) considerations.
AT3.1.3 Locate the vehicle identification number (VIN) and production data code.
AT3.1.4 Interpret VIN information.
AT3.1.5 Identify additional vehicle information labels (e.g., tires, emissions).

Essential Vocabulary

Academic: Explain, demonstrate, handle, proper, utilize.
Content: Major systems such as (drivetrain, brake, cooling, charging, steering, suspension,) assemblies, chassis, frame, multi cylinder, FWD-RWD, VIN, TSB's

Recommended Resources

Standards Used:
Idaho Automotive Technology & Light Repair Program Standards (AT)
Some standards adapted by West Ada CTE (WAAT)
Textbook:
Automotive Maintenance and Light Repair 2nd Edition.

Optional Course-Specific Information

Automotive Technology I Unit #2 Curriculum Guide

Unit: Tool Safety	Grade: 10-11	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper tool selection and their safe use speeds of repairs increase work quality and make mechanical work easier and more enjoyable. *What affects the pay of a mechanic? How does tool knowledge and safety lead to the protection of workers and equipment?*	**WAAT2.0:** Identify and utilize safety procedures and proper tools.	• Identify the name and proper use of common tools used in an automotive shop.

Supporting Standards

AT2.1.1: Identify and use proper placement of floor jacks and jack stands.
AT2.1.2: Identify and use proper procedures for safe vehicle lift operation.
AT2.1.3: Utilize proper ventilation procedures when working within the lab or shop area.
AT2.1.4: Identify marked safety areas.
AT2.1.5: Identify the location and types of fire extinguishers and other fire safety equipment.
AT2.1.6: Identify the location and proper use of eye wash stations.
AT2.1.7: Identify the location of posted emergency evacuation routes.
AT2.1.8: Comply with required use of personal protective equipment (PPE), including safety glasses, hearing protection, gloves, and appropriate footwear.
AT2.1.9: Secure hair and jewelry during lab or shop activities.
AT2.1.10: Identify safety precautions related to supplemental restraint systems (SRS), electronic brake control systems, and hybrid or electric vehicle high-voltage systems.
AT2.1.11: Locate and interpret safety data sheets (SDS).
AT2.1.12: Handle, store, and dispose of hazardous materials and waste according to applicable regulations.
AT2.2.1: Identify tools and equipment and their appropriate uses in automotive maintenance and repair.
AT2.2.2: Identify standard and metric fasteners.
AT2.2.3: Describe thread repair procedures and identify the tools required to perform thread repair.
AT2.2.4: Demonstrate safe handling and appropriate use of tools and equipment.
AT2.2.5: Describe the use of, read, and interpret precision measuring tools, including micrometers, dial indicators, and digital or dial calipers.
AT2.2.6: Demonstrate proper cleaning, storage, and maintenance of tools and equipment.

Essential Vocabulary

Academic: demonstrate, handle, proper, utilize, emergency exits

Content: vise, hacksaw, wrenches, sockets, socket drivers, screwdrivers, hammers, power tools, tool storage, specialty tools, shop equipment, diagnostic tools, eye wash station, OSHA (occupational safety and health act), SDS (safety data sheets)

Automotive Technology I Unit #3 Curriculum Guide

Unit: Intro to Engines	Grade: 10-11	Time: 10 Days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Knowledge of engine operation and components, helps to properly diagnose and repair engines. *What are the different engine configurations? What does 4 stroke mean?*	**WAAT4.0a:** Apply concepts of engine repair	• Analyze different four-stroke engine configurations.
Recognize when an engine is performing optimally. *How does knowing the function of engine parts help with analyzing engine performance? How do given assemblies contribute to engine performance?*	**WAAT4.0b:** Analyze engine performance	• Determine how engine parts and assemblies work together.

Supporting Standards

AT3.1.1: Reference vehicle service information, including fluid types, vehicle service history when available, service precautions, technical service bulletins (TSBs), recalls, and manufacturer procedures (including vehicles equipped with ADAS).
AT4.1.1: Inspect engine assembly for fuel, oil, coolant, and other leaks.
AT4.1.4: Inspect, replace, and adjust drive belts (e.g., alternator, power steering pump, air conditioning, and stretch-fit serpentine belts), including tensioners and pulleys; check pulley and belt alignment.
AT4.1.5: Inspect engine mounts.
AT4.1.6: Identify service precautions related to the service of internal combustion engines, including hybrid vehicle considerations.
AT4.1.7: Identify engine block assembly components and configurations.
AT4.1.8: Identify cylinder head and valve train components and configurations (e.g., OHV, OHC, DOHC).
AT4.1.9: Describe the operation of engines equipped with variable valve timing (VVT) systems.
AT4.2.6: Identify causes of engine overheating.

Essential Vocabulary

Academic: Explain, demonstrate, handle, proper utilization.
Content: Major systems, assemblies, 4 Stroke, Top end, Bottom end, DOHC, V type engine, Inline engine, Overhead Valve, Cylinder arrangement.

Recommended Resources

Standards Used: Idaho Technology & Light Repair Program Standards (AT)

Optional Course-Specific Information

Automotive Technology I Unit #4 Curriculum Guide

Unit: Intro to Cooling & Lubrication Systems	Grade: 10-11	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding concepts and function of automotive engine cooling. *How is heat removed from engine? How does an engine maintain a constant temp? What are symptoms of a problem?*	**WAAT4.2:** Apply concepts of engine repair regarding lubrication and cooling systems service.	• Diagnose cooling system operation and identify system parts

Supporting Standards

AT4.2.2: Inspect engine assembly for fuel, oil, coolant, and other leaks; determine necessary action.
AT4.2.8: Install engine covers using gaskets, seals and sealers as required.
AT4.2.3: Diagnose various cooling system faults including block test, thermostat operation, coolant restrictions, leaks, and fan operation.
AT4.2.7: Inspect, replace, and adjust drive belts, tensioners, and pulleys, check pulley and belt alignment.
AT4.2.11: Inspect and test coolant; drain and recover coolant; flush and refill cooling system with recommended coolant; bleed air as required.
AT4.2.12: Perform oil and filter change.

Essential Vocabulary

Academic: Explain, demonstrate, handle, proper, utilize, diagnose

Content: Major systems, assemblies, water pump, radiator, coolant, heater core, cooling fan, thermostat, belt

Recommended Resources

Standards Used: Idaho Technology & Light Repair Program Standards (AT)

Optional Course-Specific Information

Automotive Technology I Unit #5 Curriculum Guide

Unit: Intro to Electrical Systems	Grade: 10-11	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding electrical concepts is important to today's growing technology in the automotive industry. *What are the advantages of computer-controlled systems? How do electrical systems affect automotive diagnosis?*	**WAAT9.0:** Analyze electrical/electronic system	• Explain and demonstrate a series and parallel circuit by drawing the circuit or using the electrical board trainers.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT9.1.2: Demonstrate knowledge of electrical and electronic series, parallel, and series-parallel circuits using principles of electricity, including Ohm's and Watt's Laws.
AT9.1.3: Use and interpret wiring diagrams to trace electrical and electronic circuits.
AT9.1.4: Demonstrate proper use of a digital multimeter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.
AT9.1.5: Research causes and effects of shorts, grounds, opens, and resistance problems in electrical and electronic circuits.
AT9.1.6: Check operation of electrical circuits using a test light.
AT9.2.6: Measure key-off battery drain (parasitic draw).
AT9.1.9: Inspect and test fusible links, circuit breakers, and fuses and determine necessary action.
AT9.1.10: Perform solder repair of electrical wiring.

Essential Vocabulary

Academic: Explain, demonstrate, handle, proper, utilize, diagnose
Content: Ohms Law, amps, current, voltage, electricity, DC, AC, resistance, circuit, ground

Recommended Resources

Standards Used: Idaho Technology & Light Repair Program Standards (AT)

Optional Course-Specific Information

Automotive Technology I Unit #6 Curriculum Guide

Unit: Brakes	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Prepare Vehicle for General Suspension and Steering Systems Service Demonstrate Knowledge of General Brake Systems. *How do you identify worn components? What are symptoms of problems?*	**WWAAT8.0:** Analyze brake systems for service and repair	• Determine brake system hydraulic parts and basic functions.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT7.1.1: Describe procedures for performing a road test to check brake system operation, including anti-lock brake systems (ABS).
AT7.1.3: Demonstrate knowledge of basic hydraulic principles as they apply to brake systems.
AT7.1.4: Install wheels and torque lug nuts to manufacturer specifications.
AT7.3.1: Remove, clean, inspect, and measure brake drum diameter and determine necessary action.
AT7.3.2: Refinish brake drums and measure final drum diameter and compare with specifications.
AT7.3.3: Remove, clean, inspect, lubricate, and reassemble brake shoes, springs, pins, clips, levers, adjusters or self-adjusters, related hardware, and backing plates.
AT7.3.4: Inspect wheel cylinders for leaks and proper operation and remove and replace as needed.
AT7.3.5: Readjust brake shoes and parking brake; install brake drums or drum/hub assemblies and wheel bearings; perform final checks and adjustments.
AT7.4.1: Remove and clean the brake caliper assembly; inspect for leaks, damage, and wear; determine necessary action.
AT7.4.3: Remove, inspect, replace, lubricate, and reinstall brake pads and retaining hardware; seat pads and inspect for leaks.
AT7.4.5: Clean and inspect brake rotors; measure rotor thickness, thickness variation, and lateral runout; refinish rotors on or off the vehicle; measure final thickness and compare with specifications.
AT7.4.6: Retract and readjust the caliper piston on an integral parking brake system.

Essential Vocabulary

Academic: Explain, demonstrate, handle, proper, utilize, diagnose
Content: Brake pads, brake shoes, caliper, rotor, bearings, master cylinder, wheel cylinder, brake springs, drum.

Recommended Resources

Standards Used: Idaho Technology & Light Repair Program Standards (AT)

Optional Course-Specific Information

Automotive Technology II Unit #1 Curriculum Guide

Unit: Equipment Safety & PPE	Grade: 11-12	Time: 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper tool selection and operation during repairs increases work quality and safety during time in the shop. *How does that affect the pay of a mechanic? Why is personal safety and shop safety pertaining to a job well done?*	**WAAT2.0:** Exhibit general lab safety rules and procedures.	• Enter and work in an automotive shop environment safely with a minimized risk of injury.

Supporting Standards

AT2.1.1: Identify and use proper placement of floor jacks and jack stands.
AT2.1.2: Identify and use proper procedures for safe vehicle lift operation.
AT2.1.3: Utilize proper ventilation procedures when working within the lab or shop area.
AT2.1.4: Identify marked safety areas.
AT2.1.5: Identify the location and types of fire extinguishers and other fire safety equipment and demonstrate knowledge of proper use procedures.
AT2.1.6: Identify the location and proper use of eye wash stations.
AT2.1.7: Identify the location of posted evacuation routes.
AT2.1.8: Comply with required use of personal protective equipment (PPE), including safety glasses, hearing protection, gloves, and appropriate footwear, during lab or shop activities.
AT2.1.9: Secure hair and jewelry during lab or shop activities.
AT2.1.10: Identify safety precautions related to supplemental restraint systems (SRS), electronic brake control systems, and hybrid or electric vehicle high-voltage systems.
AT2.1.11: Locate and interpret safety data sheets (SDS).
AT2.1.12: Handle and dispose of hazardous materials and waste according to applicable regulations.
AT2.2.1: Utilize safe procedures for handling tools and equipment.
AT2.2.4: Demonstrate safe handling and appropriate use of tools and equipment.

Essential Vocabulary

Academic: Demonstrate, handle, proper, safety, emergency exits,

Updated: May 2026
Board Approved: <Month/Year>

Content: Lifts, eyewear, coveralls, brake lathe, hoist, rack, OSHA, eyewash station, evacuation routes, extinguishers.
Recommended Resources
Standards Used: Idaho Technology & Light Repair Program Standards (AT) Some standards adapted by West Ada CTE (WAAT) **Textbook:** Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Updated: May 2026
Board Approved: <Month/Year>

Automotive Technology II Unit #2 Curriculum Guide

Unit: Service & Estimating	Grade: 11-12	Time: 3 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand an overview of breakdown of repairs into parts and labor for estimating and billing purposes. *How does correct estimating affect the overall pay of a technician in the workforce?*	**WAAT3.0:** Perform basic vehicle service.	• Demonstrate proper procedures to estimate repair costs and labor times.

Supporting Standards

AT3.1.1: Locate and utilize service information, including technical service bulletins (TSBs), special service messages, service campaigns and recalls, warranty applications, and service interval recommendations.
AT3.1.3: Locate the vehicle identification number (VIN) and production data codes.
AT3.1.4: Analyze vehicle identification number (VIN) information.
AT3.1.5: Identify vehicle information labels, including tire, emissions, and certification labels.

Essential Vocabulary

Academic: demonstrate, estimate, billable hours, part availability

Content: work order, billable hours, estimate, labor time, customer, communication, job length estimation

Recommended Resources

Optional Course-Specific Information

Automotive Technology II Unit #3 Curriculum Guide		
Unit: Micrometer & Measurements	Grade: 11-12	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the automotive tools used for measurement. *How do measurements of parts and tolerances make sure they are within spec?*	**AT2.2.5:** Demonstrate proper use of precision measuring tools, including micrometers, dial indicators, and dial calipers.	• Utilize proper units of measure and measuring tools to ensure an automotive job is accurately done.
Supporting Standards		
AT2.2.1: Identify tools and their usage in automotive applications. AT2.2.2: Identify standard and metric fasteners and their designations. AT2.2.4: Demonstrate safe handling and use of appropriate tools. AT2.2.6: Demonstrate proper cleaning, storage, and maintenance of tools and equipment.		
Essential Vocabulary		
Academic: Demonstrate, explain, calibration, tool utilization, measurements. **Content**: metric, standard, fraction, thousandths, MM, caliper, micrometer		
Recommended Resources		
Optional Course-Specific Information		

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Automotive Technology II Unit #4 Curriculum Guide

Unit: Steering & Suspension	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of the operation of alignment rack and key components and procedures. *How do angles and worn suspension components affect alignment and handling of vehicles?*	**WAAT7.0:** Perform suspension/steering service and repair.	• Safely use alignment equipment and identify common alignment and suspension issues and angles.

Supporting Standards

AT6.2.1: Demonstrate knowledge of wheel alignment angles, including camber, caster, toe, and steering axis inclination (SAI).
AT6.2.2: Perform pre-alignment inspection and measure vehicle ride height; determine necessary action.
AT8.1.1: Inspect tire condition; identify tire wear patterns; verify correct tire size and application (load and speed ratings); adjust air pressure; determine necessary action.
AT8.1.2: Rotate tires according to manufacturer's recommendations.
AT8.1.3: Identify tire pressure monitoring system (TPMS) maintenance and relearn procedures.
AT8.1.4: Dismount, inspect, and remount a tire on a wheel equipped with a tire pressure monitoring system (TPMS) sensor.
AT8.1.5: Dismount, inspect, and remount a tire on a wheel; balance the wheel and tire assembly (static and dynamic).
AT8.1.6: Inspect tire and wheel assemblies for air loss and determine necessary action.

Essential Vocabulary

Academic: demonstrate, perform, adjust, compensate.

Content: camber, caster, tow, wear pattern, ball joint, tie rod, hoist, target

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

Textbook:

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Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

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Automotive Technology II Unit #5 Curriculum Guide

Unit: Brake Systems	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of braking systems and individual components. *How do technicians diagnose and repair faulty parts within the system?*	**WAAT8.0:** Analyze brake systems for service and repair.	• Perform repairs on common brake systems and components.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT7.1.1: Describe procedures for performing a road test to check brake system operation, including anti-lock brake systems (ABS).
AT7.1.3: Demonstrate knowledge of basic hydraulic principles as they apply to brake systems.
AT7.2.1: Measure brake pedal height, travel, and free play (as applicable) and determine necessary action.
AT7.2.2: Check the master cylinder for internal and external leaks and proper operation.
AT7.2.3: Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks, bulging, wear, loose fittings, and proper support; determine necessary action.

Essential Vocabulary

Academic: Explain, demonstrate, repair, replace, diagnose, core charge
Content: brake shoes, pads, caliper, rotor, wheel cylinder, brake fluid, hydraulic

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

Textbook:

Automotive Maintenance and Light Repair 2nd Edition.

Optional Course-Specific Information

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Automotive Technology II Unit #6 Curriculum Guide

Unit: Electrical Systems	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of electrical systems and components. *How does understanding of circuits help with proper and quicker diagnosis and repair?*	**WAAT9.0:** Analyze electrical/electronic systems.	• Identify circuit design and operation.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT9.1.2: Demonstrate knowledge of electrical and electronic series, parallel, and series-parallel circuits using principles of electricity, including Ohm's and Watt's Laws.
AT9.1.3: Use and interpret wiring diagrams to trace electrical and electronic circuits.
AT9.1.4: Demonstrate proper use of a digital multimeter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.
AT9.1.5: Research causes and effects of shorts, grounds, opens, and resistance problems in electrical and electronic circuits.
AT9.1.6: Check operation of electrical circuits using a test light.
AT9.2.1: Perform battery state-of-charge testing and determine necessary action.
AT9.2.2: Confirm proper battery capacity for vehicle application, perform battery capacity testing, and determine necessary action.
AT9.2.7: Maintain or restore electronic memory functions.

Essential Vocabulary

Academic: demonstrate, explain, design, build, test

Content: ohms, watt, volt, amps, parallel, series, electricity, gauge, resistance

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

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Textbook:
Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

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Automotive Technology II Unit #7 Curriculum Guide		
Unit: Cooling Systems	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of cooling system function and operation. *How can system knowledge help with speeding up repair and proper diagnosis. What causes vehicle overheating?*	**WAAT4.0:** Appy Concepts of engine repair.	• Test and inspect cooling system parts for leaks and functionality.
Supporting Standards		
AT4.1.4: Inspect, replace, and adjust drive belts, tensioners, and pulleys; check pulley and belt alignment. AT4.2.1: Inspect and test coolant; drain and recover coolant; flush and refill the cooling system with recommended coolant; bleed air as required. AT4.2.2: Diagnose cooling system faults, including block testing, thermostat operation, coolant flow restrictions, leaks, and cooling fan operation.		
Essential Vocabulary		
Academic Vocabulary: Demonstrate, explain, evaluate, diagnose, safety Content Vocabulary: radiator, antifreeze, thermostat, temp, pressure, water pump, coolant reservoir, bypass		
Recommended Resources		
Optional Course-Specific Information		

Updated: February 2026
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Automotive Technology III Unit #1 Curriculum Guide

Unit: Tools & Safety	Grade: 12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper tool selection and operation during repairs increases work quality and safety during time in the shop. *How does work quality and safety affect the pay of a mechanic? Why do personal safety and shop safety pertain to a job well done in an automotive shop?*	**WAAT2.0:** Identify and utilize safety procedures and proper tools.	Enter and work in a shop environment safely and effectively with a minimized risk to injury.

Supporting Standards

AT2.1.1: Identify and use proper placement of floor jacks and jack stands.
AT2.1.2: Identify and use proper procedures for safe vehicle lift operation.
AT2.1.3: Utilize proper ventilation procedures when working within the lab or shop area.
AT2.1.4: Identify marked safety areas.
AT2.1.5: Identify the location and types of fire extinguishers and other fire safety equipment and demonstrate knowledge of proper use procedures.
AT2.1.6: Identify the location and proper use of eye wash stations.
AT2.1.7: Identify the location of posted evacuation routes.
AT2.1.8: Comply with required use of personal protective equipment (PPE), including safety glasses, hearing protection, gloves, and appropriate footwear, during lab or shop activities.
AT2.1.9: Secure hair and jewelry during lab or shop activities.
AT2.1.10: Identify safety precautions related to supplemental restraint systems (SRS), electronic brake control systems, and hybrid or electric vehicle high-voltage systems.
AT2.1.11: Locate and interpret safety data sheets (SDS).
AT2.1.12: Handle and dispose of hazardous materials and waste according to applicable regulations.
AT2.2.1: Utilize safe procedures for handling tools and equipment.

Essential Vocabulary

Academic: Demonstrate, handle, proper, safety, emergency exits

Updated: February 2026
Board Approved: <Month/Year>

Content: Lifts, eyewear, coveralls, brake lathe, hoist, rack, OSHA, eyewash station, evacuation routes, extinguishers
Recommended Resources
Standards Used: Idaho Automotive Technology & Light Repair Program Standards (AT) Some standards adapted by West Ada (WAAT)
Optional Course-Specific Information

Automotive Technology III Unit #2 Curriculum Guide

Unit: Electrical Systems	Grade: 12	Time: 15 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of electrical system and components. *How does understanding of circuits help with proper and quicker diagnosis and repair?*	**WAAT9.0:** Analyze electrical/electronic systems.	Identify circuit design, operation and use DVOM use to diagnose circuit problems.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT9.1.2: Demonstrate knowledge of electrical and electronic series, parallel, and series-parallel circuits using principles of electricity, including Ohm's and Watt's Laws.
AT9.1.3: Use and interpret wiring diagrams to trace electrical and electronic circuits.
AT9.1.4: Demonstrate proper use of a digital multimeter (DMM) when measuring source voltage, voltage drop (including grounds), current flow, and resistance.
AT9.1.5: Research causes and effects of shorts, grounds, opens, and resistance problems in electrical and electronic circuits.
AT9.1.6: Check operation of electrical circuits using a test light.
AT9.2.1: Perform battery state-of-charge testing and determine necessary action.
AT9.2.2: Confirm proper battery capacity for vehicle application, perform battery capacity testing, and determine necessary action.
AT9.2.7: Maintain or restore electronic memory functions.
AT9.3.1: Perform starter current draw testing and determine necessary action.
AT9.3.2: Perform starter circuit voltage drop testing and determine necessary action.
AT9.3.3: Remove and install a starter motor.
AT9.3.4: Inspect and test starter relays and solenoids and determine necessary action.
AT9.4.1: Perform charging system output testing.

Essential Vocabulary

Academic: demonstrate, explain, design, build, test

Content: ohms, watt, volt, amps, parallel, series, electricity, gauge, resistance

Updated: May 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Technology & Light Repair Program Standards (AT) Some standards adapted by West Ada CTE (WAAT) **Textbook:** Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Updated: May 2026
Board Approved: <Month/Year>

Automotive Technology III Unit #6 Curriculum Guide

Unit: Auto Transmission Service	Grade: 12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive mechanics need to understand the overview of automatic transmission/transaxle components and operation. *How does understanding and operating the Automatic drivetrain systems work? How does understanding the drivetrain systems helps with proper and quicker diagnosis and repair?*	**WAAT5.0:** Identify automatic transmission/transaxle for service.	• Identify Automatic Drivetrain components and service needs.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.
AT5.1.3: Check transmission or transaxle fluid condition and inspect for leaks.
AT5.1.4: Check fluid level in a transmission or transaxle equipped with or without a dipstick.
AT5.2.1: Inspect, adjust, and replace external manual valve shift linkage, transmission range sensor or switch, and park/neutral position switch.
AT5.2.3: Drain and replace transmission or transaxle fluid and filter(s).

Essential Vocabulary

Academic: demonstrate, explain, identify, service.

Content: filter, fluid, fill plug, dip stick, torque converter, clutches, cv axle, cv joint

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Automotive Technology III Unit #7 Curriculum Guide

Unit: Suspension & Steering	Grade: 12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the operation of alignment racks and key components and procedures. *How do angles and worn suspension components affect alignment and handling of vehicles?*	**WAAT7.0:** Perform suspension/steering service and repair.	• Safely use alignment equipment to identify common alignment and suspension issues and angles.

Supporting Standards

AT2.1.10: Identify and follow proper procedures for disabling and enabling supplemental restraint systems (SRS).
AT6.1.1: Identify and inspect suspension and steering system components and configurations.
AT6.1.4: Inspect electric power-assisted steering (EPAS) systems.
AT6.1.7: Identify electronically controlled suspension systems and describe related safety precautions.
AT6.2.1: Demonstrate knowledge of wheel alignment angles, including camber, caster, toe, and steering axis inclination (SAI).
AT6.2.2: Perform pre-alignment inspection and measure vehicle ride height; determine necessary action.
AT8.1.1: Inspect tire condition; identify tire wear patterns; verify correct tire size and application (load and speed ratings); adjust air pressure; determine necessary action.
AT8.1.2: Rotate tires according to manufacturer's recommendations, including performing tire pressure monitoring system (TPMS) relearn procedures.
AT8.1.3: Dismount, inspect, and remount a tire on a wheel equipped with a tire pressure monitoring system (TPMS) sensor.
AT8.1.4: Dismount, inspect, and remount a tire on a wheel; balance the wheel and tire assembly (static and dynamic).
AT8.1.5: Inspect tire and wheel assemblies for air loss and determine necessary action.
AT8.1.6: Repair tires according to industry standards.

Essential Vocabulary

Academic: demonstrate, perform, adjust, compensate

Content: camber, caster, tow, wear pattern, ball joint, tie rod, hoist, target

Recommended Resources

Standards Used:

Updated: April 2021
Board Approved: <Month/Year>

Automotive Technology III Unit #7 Curriculum Guide

Unit: Manual Drive Train	Grade: 12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Overview of manual drivetrain and axles for prover function and operation. *Understanding how manual drivetrain and axles operate and function with a focus on service and maintenance.*	**WAAT6.0:** Analyze manual drivetrain and axles for service.	• Perform automotive service specific to manual drivetrain and axle parts.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, fluid type, vehicle service history, service precautions, and technical service bulletins.
AT6.1.1: Check manual transmission, transaxle, and final drive unit fluid condition and inspect for leaks.
AT6.1.2: Drain and refill manual transmission or transaxle and final drive unit.
AT6.2.1: Check and adjust clutch master cylinder fluid level.
AT6.2.2: Inspect clutch hydraulic systems for leaks and determine necessary action.
AT6.3.1: Diagnose, inspect, remove, and replace front-wheel-drive (FWD) bearings, hubs, and seals.
AT6.3.2: Diagnose, inspect, service, and replace drive shafts, yokes, boots, and universal or constant velocity (CV) joints.
AT6.4.1: Clean and inspect differential housing, check for leaks, and inspect housing vent.
AT6.4.2: Check and adjust differential housing fluid level.
AT6.4.3: Drain and refill differential housing.
AT6.5.1: Inspect and replace drive axle wheel studs.

Essential Vocabulary

Academic: Demonstrate, explain, service, prevention

Content: clutch, pressure plate, shift pattern, bearings, ring & pinion, gear oil, master cylinder

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

Updated: February 2026
Board Approved: <Month/Year>

Textbook:
Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Idaho Technology & Light Repair Program Standards (AT) Some standards adapted by West Ada CTE (WAAT) **Textbook:** Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Updated: April 2021
Board Approved: <Month/Year>

Automotive Technology III Unit #8 Curriculum Guide

Unit: Brake System	Grade: 12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive technicians must understand the overview of braking systems and individual components. *How can you understand how to diagnose and repair faulty parts within the brake system in several situations?*	**WAAT8.0:** Analyze brake systems for service and repair.	• Repair common brake systems and components.

Supporting Standards

AT3.1.1: Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.
AT7.1.1: Describe procedures for performing a road test to check brake system operation, including anti-lock brake systems (ABS).
AT7.1.3: Demonstrate knowledge of basic hydraulic principles as they apply to brake systems.
AT7.2.1: Measure brake pedal height, travel, and free play (as applicable) and determine necessary action.
AT7.2.2: Check the master cylinder for internal and external leaks and proper operation.
AT7.2.3: Inspect brake lines, flexible hoses, and fittings for leaks, dents, kinks, rust, cracks, bulging, wear, loose fittings, and proper support; determine necessary action.
AT7.2.4: Check brake pedal free play with and without the engine running to verify proper power booster operation.
AT7.5.1: Check vacuum supply (manifold or auxiliary pump) to vacuum-type power boosters.
AT7.5.2: Identify alternative brake power assist units.
AT7.6.3: Check parking brake operation and parking brake indicator light system operation; determine necessary action.
AT7.6.4: Check operation of the brake stop light system.

Essential Vocabulary

Academic: Explain, demonstrate, repair, replace, diagnose, core charge.

Content: brake shoes, pads, caliper, rotor, wheel cylinder, brake fluid, hydraulic

Recommended Resources

Standards Used:
Idaho Technology & Light Repair Program Standards (AT)

Updated: February 2026
Board Approved: <Month/Year>

Some standards adapted by West Ada CTE (WAAT) **Textbook:** Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Automotive Technology III Unit #10 Curriculum Guide

Unit: Heating & Air Conditioning	Grade: 12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Automotive mechanics must understand the overview of HVAC systems and components. *How does understanding and operating the HVAC system help with proper and quicker diagnosis and repair?*	**WAAT10.0:** Analyze heating and air conditioning systems.	• Identify HVAC components and explain the operation of the HVAC system.

Supporting Standards

AT4.1.1: Inspect engine assembly for fuel, oil, coolant, and other leaks.
AT10.1.1: Identify heating, ventilation, and air conditioning (HVAC) refrigerant types, components, and configurations.
AT10.1.3: Inspect A/C heater ducts, doors, hoses, cabin filters, and outlets and determine necessary remedy.
AT10.2.1: Inspect the A/C condenser for airflow restrictions and describe remedies.

Essential Vocabulary

Academic: demonstrate, explain, identify, diagnose

Content: refrigerant, heater core, condenser, evac, charge, evaporator, orifice

Recommended Resources

Standards Used:

Idaho Technology & Light Repair Program Standards (AT)

Some standards adapted by West Ada CTE (WAAT)

Textbook:

Automotive Maintenance and Light Repair 2nd Edition.

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Law Enforcement, Detention & Corrections I Unit #1 Curriculum Guide

Unit: Intermediate Fit for Duty	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Maintaining physical fitness through structured training is essential for law enforcement officers. *Why is being fit for duty such a critical stage in preparing officers for the demands of the job? How do structured fitness principles help an officer progress from Intermediate Fit for Duty toward optimal readiness? What risks do officers face if they remain at an Intermediate Fit for Duty level without continued, balanced training? How does developing cardiovascular, strength, flexibility, and anaerobic fitness support total fitness and career longevity?*	**LE2.5.5:** Describe the benefit of fitness and exercise on personnel in LE.	• Apply exercise principles to fitness training plans.

Supporting Standards
LE2.5.1: Describe stress and the effects of stress on the body LE2.5.6: Describe the importance of nutrition and its influence on obesity, mental health, and stress
Essential Vocabulary
Academic: apply, explain, describe **Content Vocabulary**: Regularity, recovery, reversibility, overload, progression, balance, variety, specificity, adaptation, individuality, moderation
Recommended Resources
Standards: Idaho Law Enforcement Program Standards 2016 (LE)
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #2 Curriculum Guide

Unit: Intro to Law Enforcement	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Law enforcement operates within legal authority while following the principles of criminal law. *What is the role of law enforcement within the criminal justice system? Where does law enforcement get its authority, and how is that authority limited by law? How do crime patterns and crime statistics influence law enforcement practices in America? How does criminal law guide the actions and decisions of law enforcement officers?*	**LE2.2.1:** Describe the role of law enforcement.	• Explain the role and authority of law enforcement within trends of the U.S. criminal justice system.

Supporting Standards

LE2.1.6: Identify the primary components of the US legal system.
LE2.2.2: Describe where law enforcement receives its authority.

Essential Vocabulary

Academic: Describe, explain
Content Vocabulary: Criminal Justice System, Law Enforcement, Authority, Jurisdiction, Discretion, Crime, Criminal Law, Felony, Misdemeanor, Infraction, Substantive Law, Procedural Law, Due Process, Bill of Rights, Probable Cause, Reasonable Suspicion, Arrest, Search and Seizure, Warrant, Exclusionary Rule, Crime Rate, Crime Trends, Uniform Crime Reports (UCR), National Incident-Based Reporting System (NIBRS), Dark Figure of Crime, Victimization, Index Crimes, Burden of Proof, Civil Liberties, Civil Rights, Social Control, Rule of Law, U.S. Legal System, Justice

Recommended Resources

Standards Used:
Idaho CTE Law Enforcement Standards 2024
Textbooks:
CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024)

Updated: April 2026
Board Approved: <Month/Year>

CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #3 Curriculum Guide

Unit: History of Law Enforcement	Grade: 11-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Modern law enforcement has evolved over time. *How has law enforcement evolved from early societies to modern policing in the United States? What historical events and social changes have shaped the development of law enforcement practices? How have past policing models influenced today's roles and responsibilities of law enforcement officers? Why is it important to understand the history of law enforcement when examining current challenges in policing?*	**WALE2.2:** Explore the philosophy and background of law enforcement.	• Analyze how early policing systems shaped modern law enforcement in the United States.

Supporting Standards

LE2.1.7: Identify the primary components (e.g., police, courts, corrections) of the United States' legal system.
LE2.2.1: Describe the role of law enforcement.
LE2.2.2: Describe where law enforcement receives its authority.
LE2.2.3: Describe the basic principles of modern law enforcement created by Robert Peel.
LE2.2.4: Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor).

Essential Vocabulary

Academic: explore, analyze, describe
Content Vocabulary: Law Enforcement, Policing, Social Control, Code of Hammurabi, Roman Law, Shire Reeve (Sheriff), Watch and Ward System, Constable, Night Watch, Sir Robert Peel, Peelian Principles, Metropolitan Police Act, Professional Policing, Reform Era, Political Era, Community Policing, Modern Policing, Private Policing, Slave Patrols, Frontier Justice, U.S. Marshals, Texas Rangers, Pinkerton Agency, Industrial Revolution, Urbanization, Civil Rights Movement, Police Brutality, Police Accountability, Use of Force, Rule of Law

Updated: April 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho CTE Law Enforcement Standards 2024 **Textbooks**: CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024) CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #4 Curriculum Guide

Unit: U.S. Constitution	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The U.S. Constitution guides law enforcement actions. *What role do the 4th, 5th, and 14th Amendments play in guiding law enforcement actions? What is the difference between reasonable suspicion and probable cause? How does the principle of objective reasonableness apply to searches, seizures, and use of force?*	**LE3.1.1:** Describe the Constitution of the United States and its application to law enforcement.	• Apply U.S. constitutional objective reasonableness to given law enforcement circumstances.

Supporting Standards

LE2.2.2: Describe where law enforcement receives its authority.
LE3.1.2: Describe the purpose of the Constitution of the State of Idaho.
LE3.1.3: State the purpose and effect of the Bill of Rights.
LE3.1.4: Describe the Fourteenth Amendment and its application to the Bill of Rights.
LE3.1.5: Describe the concept of judicial review (e.g., checks and balances, separation of powers).
LE3.1.6: Describe how the Fourth Amendment relates to searches and seizures.
LE3.3.4: Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).
LE3.4.2: Describe circumstances when arrest without a warrant is authorized.
LE3.4.3: Identify the elements of reasonable suspicion.
LE3.5.1: Define the “exclusionary rule” and its effect on the law-enforcement function.
LE3.5.2: Describe the fruit of the poisonous tree doctrine.
LE3.5.4: Describe circumstances constituting plain view.
LE3.5.5: Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest).
LE3.5.6: Describe circumstances in which a search warrant is required prior to searching.
LE3.5.7: Define “jurisdiction”.
LE3.5.8: Describe the provisions of the Fifth Amendment and the application of Miranda Rights.
LE3.5.9: Describe the process for securing, executing, and returning a search warrant.

Updated: April 2026
Board Approved: <Month/Year>

Essential Vocabulary
Academic: describe, apply, distinguish **Content Vocabulary**: U.S. Constitution, Preamble, Articles of the Constitution, Amendment, Bill of Rights, Separation of Powers, Checks and Balances, Judicial Review, Due Process, Equal Protection, Rule of Law, Civil Liberties, Civil Rights, Search and Seizure, Probable Cause, Reasonable Suspicion, Warrant, Self-Incrimination, Double Jeopardy, Right to Counsel, Cruel and Unusual Punishment, Freedom of Speech, Freedom of Religion, Freedom of the Press, Freedom of Assembly, Right to Bear Arms, Incorporation Doctrine, Supremacy Clause, Ex Post Facto Law, Habeas Corpus, Miranda Rights
Recommended Resources
Standards Used: Idaho CTE Law Enforcement Standards 2024 **Textbooks**: CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024) CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information

Law Enforcement, Detention and Corrections I A & B Unit #5 Curriculum Guide

Unit: Intro to Policing	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Policing in a democratic society is guided by foundational principles and ethical responsibilities. *What is the role and purpose of policing in a democratic society? How has policing evolved historically from early systems of social control to modern professional police organizations? What responsibilities, powers, and limitations do police officers have? What ethical challenges and community expectations shape modern policing?*	**LE2.2.3:** Describe the basic principles of modern law enforcement created by Robert Peel.	• Analyze the role police play in maintaining law, order, and community trust in society.

Supporting Standards

LE2.1.2: Describe the interrelationships among all public safety organizations (i.e. police, fire, emergency).
LE2.1.3: Identify divisions within law enforcement departments.
LE2.1.5: Identify agencies within each level (i.e., local, state, federal) of law enforcement.
LE2.2.1: Describe the role of law enforcement.
LE2.2.2: Describe where law enforcement receives its authority.
LE2.2.4: Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor).
LE2.3.1: Describe the Idaho Code of Ethics, its importance to law enforcement personnel, and where it can be accessed.
LE2.3.2: Identify legal and ethical considerations in decision-making.
LE2.3.5: Describe the effects that the conduct of officers can have on the public attitude toward law enforcement.
LE3.3.5: Define “police discretion.”
LE6.1.1: Describe the role of patrol in law enforcement.
LE6.3.1: Compare concepts of community-oriented policing and problem-oriented policing.
LE6.3.2: Describe community partnerships and their importance in community policing.

Updated: April 2026
Board Approved: <Month/Year>

Essential Vocabulary
Academic: describe, analyze **Content Vocabulary**: Policing, Law Enforcement, Police Discretion, Professionalization, Police Authority, Community Policing, Crime Prevention, Patrol, Police Organization, Police Subculture, Police Ethics, Rule of Law, Use of Force, Accountability, Public Trust, Chain of Command, Jurisdiction, Probable Cause, Reasonable Suspicion, Arrest, Search and Seizure, Due Process, Civil Liberties, Code of Conduct, Police Legitimacy
Recommended Resources
Standards Used: Idaho CTE Law Enforcement Standards 2024 **Textbooks**: CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024) CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #6 Curriculum Guide

Unit: U.S. Supreme Court Cases LEO	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Supreme Court case laws set clear rules that guide law enforcement officers. *When are Miranda Rights required, and what triggers their use? How do reasonable suspicion and key cases like Terry v. Ohio and Mapp v. Ohio guide searches, seizures, and evidence use? How do use-of-force standards determine what is considered reasonable in law enforcement situations?*	**LE3.2.2:** Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers.	• Apply Supreme Court case law to evaluate whether law enforcement actions are constitutional.

Supporting Standards

LE2.2.4: Describe historic court cases that have influenced U.S. law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, Tennessee v. Garner, Graham v. Connor).
LE3.1.3: State the purpose and effect of the Bill of Rights.
LE3.1.4: Describe the Fourteenth Amendment and its application to the Bill of Rights.
LE3.1.5: Describe the concept of judicial review (e.g., checks and balances, separation of powers).
LE3.1.6: Describe how the Fourth Amendment relates to searches and seizures.
LE3.2.1: Identify the elements of federal civil rights statutes and those they protect.
LE3.2.3: Define “qualified immunity.”
LE3.5.5: Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest).
LE4.6.1: Compare interviews with interrogations.
LE4.6.2: Describe the requirements for a legal interrogation (i.e., Miranda-required).
LE5.2.1: Define the “use-of-force continuum”.
LE5.2.2: Describe use-of-force guidelines.
LE5.2.3: Define “excessive force.”
LE5.2.4: Define “deadly physical force.”
LE5.2.5: Define “reasonableness of force.”

Updated: April 2026
Board Approved: <Month/Year>

Essential Vocabulary
Academic: Identify, apply **Content Vocabulary**: Objective reasonableness, Public Safety, Individual Privacy, Detention vs. Arrest, Exclusionary Rule, Level of Intrusion, Search Exceptions, Warrants, Probable Cause, Reasonable Suspicion, Miranda trigger, Miranda rights, severity, active resistance, immediate threat, Graham Factors, fruit of the poisonous tree
Recommended Resources
Standards Used: Idaho CTE Law Enforcement Standards 2024 **Textbooks**: CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024) CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information
Concepts: Fruit of the poisonous tree

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #7 Curriculum Guide

Unit: Becoming an LEO	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Becoming a law enforcement officer requires personal and professional demands. *What are the barriers for entry for LEO? What skills truly save lives? What happens in the academy? Is the LEO career sustainable considering work-life balance and mental health?*	**LE2.1.4:** Identify the different requirements necessary to qualify for specialized units or positions.	• Determine necessary qualifications in becoming an LEO.

Supporting Standards

LE1.1.3: Engage in career exploration and leadership development.
LE2.1.6: Describe common employment requirements (e.g., background checks, medical-hearing- vision).
LE2.5.1: Describe stress and the effects of stress on the body and mind.
LE2.5.2: Identify stressors common to law enforcement personnel (e.g., sleep deprivation, rotating schedules, media including social media, coworkers, chain-of-command conflicts, public perception, personal relationships).

Essential Vocabulary

Academic: Identify, determine
Content Vocabulary: Oral Board, PFT, Age Minimum + Maximum, Certification, De-certification, Criminal Record, Background check, Felony, Misdemeanor, Credit score, Payment history, Polygraph, Background Investigator, Psychological Appraisal, Basic Academy, FTO, PTO, In service training, Probationary period

Recommended Resources

Standards Used:
Idaho CTE Law Enforcement Standards 2024
Textbooks:
CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024)
CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention and Corrections I A & B Unit #8 Curriculum Guide		
Unit: Idaho Criminal Code	Grade: 11-12	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Idaho Crime Code must balance public safety and individual rights. *What is the purpose of the Idaho Criminal Code and how does it guide law enforcement actions? How are crimes classified in Idaho, and why is proper classification important for enforcement and prosecution? What elements must be present for an act to be considered a crime under Idaho law? How does the Idaho Criminal Code protect individual rights while maintaining public safety?*	**LE3.3.3:** Identify the basic elements of a crime.	• Apply the elements of criminal law to law enforcement scenarios.
Supporting Standards		
LE3.3.1: Describe the primary differences between civil and criminal law. LE3.3.2: Differentiate between felony, misdemeanor, and infraction. LE3.3.4: Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest). LE3.3.5: Define “police discretion.” LE3.4.1: Identify the factors that create probable cause. LE3.4.2: Describe circumstances when arrest without a warrant is authorized. LE3.4.3: Identify the elements of reasonable suspicion. LE3.5.1: Define the “exclusionary rule” and its effect on the law-enforcement function. LE3.5.7: Define “jurisdiction”.		
Essential Vocabulary		
Academic: Identify, apply		

Updated: April 2026
Board Approved: <Month/Year>

Content Vocabulary: Idaho Criminal Code, Criminal Law, Civil Law, Felony, Misdemeanor, Infraction, Elements of a Crime, Burden of Proof, Probable Cause, Reasonable Suspicion, Arrest, Warrant, Search and Seizure, Jurisdiction, Police Discretion, Due Process, Exclusionary Rule, Evidence, Contraband, Statute, Code, Violation, Citation, Charging Document, Complaint, Information, Indictment, Prosecutor, Defendant, Victim, Restitution, Sentencing, Penalty, Fine, Incarceration, Rights of the Accused, Rule of Law, Courtroom Procedures, Idaho Code Title 18, Criminal Liability, Intent, Negligence, Recklessness
Recommended Resources
Standards Used: Idaho CTE Law Enforcement Standards 2024 **Textbooks**: CRIJ 101 Criminal Justice, an introduction, Frank Schmalleger (2024) CRIJ 102 Introduction to Policing, Cox, Steven: Massey, David: Dovid, Koski, and Fitch, Brian (2020)
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention & Corrections II A & B Curriculum Guide		
Unit: Advanced Fit for Duty	Grade: 12	Time: 10 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Advanced fitness training prepares officers for high-stress situations. *How does Advanced Fit for Duty enhance an officer's ability to perform under high-stress, unpredictable situations? In what ways can advanced fitness strategies reduce injury risk and improve long-term career performance in law enforcement? How do mental resilience and physical conditioning work together to create optimal officer readiness? Why is it important for officers to continuously evolve their fitness routines beyond intermediate levels?*	**LE2.5.5:** Describe the benefits of fitness and exercise on personnel in law enforcement.	• Design personalized, performance-based training programs that enhance physical readiness, resilience, and injury prevention.
Supporting Standards		
LE2.5.1: Describe stress and the effects of stress on the body and mind. LE2.5.2: Identify stressors common to law enforcement personnel (e.g., sleep deprivation, rotating schedules, media including social media, coworkers, chain-of-command conflicts, public perception, personal relationships). LE2.5.3: Describe critical-incident stress. LE2.5.4: Identify resources available to assist personnel in crisis intervention and counseling. LE2.5.6: Describe the importance of nutrition and its influences on obesity, mental health, and stress. LE4.1.3: Define "command presence" and its importance to law enforcement (i.e., used with uncooperative individuals and groups to manage conflict, to add clarity, to communicate respect).		
Essential Vocabulary		
Academic: Describe, design		

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Content Vocabulary: periodization, hypertrophy, endurance threshold, VO2 Max, muscular power, core stability, mobility, agility, functional training, conditioning, mental resilience, injury prevention, recovery optimization, work capacity, peak performance
Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) **Textbook:** American Corrections in Brief 3rd Edition
Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Law Enforcement, Detention & Correction II A & B Unit #2 Curriculum Guide

Unit: Idaho Code	Grade: 12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Idaho Criminal Code helps law enforcement officers make informed and lawful decisions. *How does advanced knowledge of the Idaho Criminal Code improve law enforcement decision-making in complex and high-risk situations? How do court rulings and legal precedents shape the interpretation and enforcement of the Idaho Criminal Code? What challenges do officers face when applying criminal code elements to real-world investigations and use-of-force situations? How does the Idaho Criminal Code balance public safety, officer authority, and constitutional rights in modern law enforcement?*	**WALE3.3:** Explain criminal law in law enforcement.	• Analyze the Idaho Criminal Code in complex law enforcement scenarios.

Supporting Standards

LE3.3.1: Describe the primary differences between civil and criminal law.
LE3.3.2: Differentiate between felony, misdemeanor, and infraction.
LE3.3.3: Identify the basic elements of a crime.
LE3.3.4: Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).
LE3.3.5: Define “police discretion.”

Essential Vocabulary

Academic: explain, analyze, apply, evaluate, interpret, justify

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Content Vocabulary: criminal statute interpretation, legal precedent, case law, criminal liability standards, probably cause analysis, reasonable suspicion standards, search warrant affidavit, constitutional protections, 4th Amendment Rights, 5th Amendment Rights, 6th Amendment Rights, exclusionary rule application, chain of custody, evidence admissibility, judicial review, plea bargaining, sentencing guidelines, criminal procedure, investigative authority
Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) Some standards adapted by West Ada (WALE) **Textbook:** American Corrections in Brief 3rd Edition
Optional Course-Specific Information

Law Enforcement, Detention & Corrections II A & B Unit #3 Curriculum Guide

Unit: Advanced Criminal Code	Grade: 12	Time: 10 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Idaho Criminal Code helps law enforcement officers make informed and lawful decisions. *How does advanced understanding of criminal code improve officer decision-making in complex and high-risk enforcement situations? How do criminal intent, legal elements, and statutory interpretation determine whether a crime has occurred? Why is it critical for law enforcement professionals to apply criminal code and constitutional protection in real-world scenarios? How does the Advanced Criminal Code ensure accountability while protecting individual rights and maintaining public safety?*	**LE3.3.4:** Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).	• Apply advanced Idaho Criminal Code and traffic law to law enforcement scenarios.

Supporting Standards

LE3.3.1: Describe the primary differences between civil and criminal law.
LE3.3.2: Differentiate between felony, misdemeanor, and infraction.
LE3.3.3: Identify the basic elements of a crime.
LE3.3.5: Define “police discretion.”

Essential Vocabulary

Academic: Access, analyze, interpret, evaluate, apply
Content Vocabulary: criminal code, Idaho Code Title 18, criminal statute, statutory interpretation, case law, legal precedent, Mens Rea, Actus Reus, criminal intent, general intent, specific intent, strict liability, criminal liability, elements of a crime, burden of proof, probable cause, reasonable suspicion, search and seizure, warrant, arrest authority, charging decision, prosecutorial discretion, evidence, admissibility of evidence, exclusionary rule, chain of custody,

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constitutional rights, due process, equal protection, legal justification, use of force standards, officer discretion, aggravating factors, mitigating factors, criminal responsibility, legal documentation, court testimony, sentencing guidelines
Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) Some standards adapted by West Ada (WALE) **Textbook:** American Corrections in Brief 3rd Edition
Optional Course-Specific Information

Law Enforcement, Detention & Corrections II A & B Unit #4 Curriculum Guide

Unit: Law, Justice and Society	Grade: 12	Time: 10 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The legal system is shaped by society's values, ethics, and public opinion. *How does the legal system shape society? What role do ethics, public opinion, and cultural values play in shaping laws and justice policies? How does the relationship between law enforcement, courts, and society impact trust? Why is understanding the connection between law, justice, and society essential for future law enforcement?*	**WALE4.5:** Analyze community differences and professional practice.	• Analyze the relationship between law, justice, and society.

Supporting Standards

LE2.2.1: Describe the role of law enforcement.
LE2.2.2: Describe where law enforcement receives its authority.
LE4.5.1: Describe law enforcement strategies used to address language barriers and communicate effectively with individuals from varied backgrounds.
LE4.5.2: Explain how individual, cultural, political, gender, age, racial, religious, and socioeconomic differences may influence law enforcement tactics, decision-making, and response.
LE4.5.3: Identify preconception and explain how bias may impact professional judgment, interactions, and decision-making in law enforcement settings.
LE4.5.4: Recognize differing perspectives and their impact on society.
LE6.3.1: Compare concepts of community-oriented policing and problem-oriented policing.
LE6.3.2: Describe community partnerships and their importance in community policing.
LE6.3.3: Analyze current events that could affect public safety.
LE6.3.4: Identify police actions as proactive or reactive responses.

Essential Vocabulary

Academic: analyze, evaluate, apply

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Content Vocabulary: social order, rule of law, ethics, morality, legal system, justice system, public policy, social control, legal authority, legitimacy, accountability, civil rights, civil liberties, due process, equal protection, social responsibility, criminal justice system, law enforcement, courts, corrections, public trust, community relations, legal ethics, professional responsibility, social norms, cultural values, legal reform, public safety, justice and fairness, legal responsibility, societal impact of law, crime and society, legal institutions, policy development, justice administration
Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) Some standards adapted by West Ada (WALE) **Textbook:** American Corrections in Brief 3rd Edition
Optional Course-Specific Information

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Law Enforcement, Detention & Corrections II A & B Unit #5 Curriculum Guide

Unit: American Corrections	Grade: 12	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The American corrections systems work to balance several vital factors. *How does the American corrections system balance punishment, rehabilitation, and public safety? What role do correctional institutions play in reducing crime and preparing offenders to return to society? How do correctional policies and practices impact inmate rights, officer safety, and community protection? Why is it important for law enforcement professionals to understand the structure and challenges of the American corrections system?*	**WALE7.1:** Evaluate detention procedures in Law Enforcement.	• Analyze the American corrections system.

Supporting Standards

LE4.5.2: Explain how individual, cultural, political, gender, age, racial, religious, and socioeconomic differences may influence law enforcement tactics, decision-making, and response.
LE7.1.1: Describe basic detention procedures based on the Idaho Jail Standards.
LE7.1.2: Describe common con games attempted by inmates.
LE7.1.3: Describe cell search and extraction.
LE7.1.4: Describe jail intake and booking procedures.
LE7.1.5: Demonstrate pat-down procedures.
LE7.1.6: Describe the types and use of restraints and transports.
LE7.1.7: Describe Kingsley factors as they apply to use of force in a detention setting.
LE7.1.8: Identify inmate classifications.
LE7.1.9: Describe the Prison Rape Elimination Act (PREA) and its effect on detention procedures.

Essential Vocabulary

Academic: Describe, analyze, evaluate, explain
Content Vocabulary: Corrections, American Corrections System, Jail, Prison, Incarceration, Detention Center, Probation, Parole, Community Supervision, Rehabilitation, Recidivism, Reentry, Inmate Classification, Correctional Officer, Institutional Security, Maximum Security, Medium Security, Minimum Security, Solitary Confinement, Protective Custody, Inmate Rights, Due Process in Corrections, Eighth Amendment, Cruel and Unusual Punishment, Correctional Policy, Overcrowding, Rehabilitation Programs, Education Programs, Work Release, Halfway House, Community Corrections, Supervision Conditions, Violation of Probation/Parole, Sentencing and Corrections, Correctional Administration, Prison Reform, Restorative Justice, Public Safety, Institutional Discipline, Correctional Ethics, Officer Safety, Reentry Programs

Recommended Resources

Standards Used:
Idaho Law Enforcement Program Standards 2016 (LE)
Some standards adapted by West Ada (WALE)
Textbook:
American Corrections in Brief 3rd Edition

Optional Course-Specific Information

Law Enforcement, Detention & Corrections II A & B Unit #6 Curriculum Guide

Unit: Search & Seizure	Grade: 12	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Search and Seizure laws must balance the protection of individual rights with law enforcement's ability to serve and protect. *How does Search & Seizure law protect citizens' constitutional rights while allowing law enforcement to investigate crime? When can officers legally conduct searches without a warrant, and what legal standards must be met? How do court rulings and legal precedents shape modern Search & Seizure practices? Why is proper application of Search & Seizure laws critical to ensuring evidence is admissible in course and cases are not dismissed?*	**LE3.5:** Examine Procedural law—Search & Seizure	• Analyze Search and Seizure laws.

Supporting Standards

LE3.3.4: Access basic elements of the Idaho Criminal Code (e.g., search and seizure; Constitutional law; courtroom procedures/rules of evidence; fish and game law; liquor law; brand law; traffic law/vehicle code; laws of arrest).
LE3.5.1: Define the "exclusionary rule" and its effect on the law-enforcement function.
LE3.5.2: Describe the fruit of the poisonous tree doctrine.
LE3.5.3: Define "contraband."
LE3.5.4: Describe circumstances constituting plain view.
LE3.5.5: Describe exceptions to the Fourth Amendment (e.g., hot pursuit, exigent, consent search, incident to arrest).
LE3.5.6: Describe circumstances in which a search warrant is required prior to searching.
LE3.5.7: Define "jurisdiction".
LE3.5.8: Describe the provisions of the Fifth Amendment and the application of Miranda Rights.
LE3.5.9: Describe the process for securing, executing, and returning a search warrant.

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Essential Vocabulary
Academic: examine, analyze **Content Vocabulary**: Plain View Doctrine, Plain Feel Doctrine, Consent Search, Search Incident to Arrest, Terry Stop, Stop and Frisk, Automobile Exception, Exigent Circumstances, Open Fields Doctrine, Curtilage, Inventory Search, Protective Sweep, Knock and Announce Rule, Good Faith Exception, Inevitable Discovery Doctrine, Independent Source Doctrine, Chain of Custody, Evidence Admissibility, Suppression of Evidence, Constitutional Rights, Due Process, Legal Justification, Case Law, Officer Discretion, Legal Precedent, Warrant Requirements, Search Scope, Seizure of Property, Digital Search and Seizure, Fourth Amendment
Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) Some standards adapted by West Ada (WALE) **Textbook:** American Corrections in Brief 3rd Edition
Optional Course-Specific Information

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Law Enforcement, Detention & Corrections II A & B Unit #7 Curriculum Guide		
Unit: Patrol Skills	Grade: 12	Time: 12 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective communication, command presence, and patrol tactics are essential. *How do communication and command (C+C) skills improve officer safety and effectiveness during patrol and enforcement situations? What procedures and tactics must officers follow to safely conduct traffic stops and patrol operations? How do building search techniques reduce risk and improve officer and civilian safety in high-risk environments? Why is consistent training in patrol skills and tactical decision-making essential for real-world law enforcement readiness?*	**LE6.1.2:** Identify the different types of specialized units available to patrol and their functions.	• Demonstrate skills in C+C, T-stops, patrol, and building searches.
Supporting Standards		
LE4.1.1: Identify barriers to effective communication. LE4.1.2: Identify the communication model of sender, message, channel, and receiver. LE4.1.3: Define “command presence” and its importance to law enforcement (i.e., used with uncooperative individuals and groups to manage conflict, to add clarity, to communicate respect). LE4.2.1: Describe the Uniform Crime Reporting Program. LE4.2.2: Describe the responsibilities associated with field notes. LE4.2.3: Describe the importance of writing complete, clear, concise, and factual reports. LE4.3.1: Describe the purpose of the National Incident Management System (NIMS). LE4.3.2: Identify the major components of NIMS. LE4.3.3: Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster		

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situations.
LE6.1.1: Describe the role of patrol in law enforcement.

Essential Vocabulary
Academic: identify, demonstrate **Content Vocabulary**: Communication and Command (C+C), Officer Presence, Verbal Commands, De-escalation, Situational Awareness, Officer Safety, Patrol Procedures, Area Patrol, Proactive Policing, Reactive Policing, Traffic Stop (T-Stop), High-Risk Traffic Stop, Low-Risk Traffic Stop, Felony Stop, Contact Officer, Cover Officer, Radio Communication, Dispatch Coordination, Call Signs, Tactical Communication, Vehicle Positioning, Approach Techniques, Driver Contact, Passenger Control, Use of Force Continuum, Command Presence, Building Search, Structure Clearing, Room Clearing, Hallway Clearing, Threshold Evaluation, Slice the Pie, Blind Spot, Fatal Funnel, Contact and Cover, Team Movement, Entry Techniques, Clearing Corners, Perimeter Security, Containment, Search Procedures, Tactical Movement, Emergency Response, Backup Request, Incident Command, Scene Control, Officer Coordination, Team Tactics

Recommended Resources
Standards Used: Idaho Law Enforcement Program Standards 2016 (LE) Some standards adapted by West Ada (WALE) **Textbook:** American Corrections in Brief 3rd Edition

Optional Course-Specific Information

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Collision Repair I Unit #1 Curriculum Guide

Unit: General Lab Safety	Grade: 10-11	Time: 5 Days (2 Days Intro; 3 Days Throughout)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Safety routines ensure workers are protected in the shop. *Why is it important to have a clean shop? Why is PPE such a vital part of the industry? What does a safe practice look like?*	**CR3.1.1**: Describe general lab/shop safety rules and procedures (i.e., safety test).	• Identify safe practices in a collision repair shop.

Supporting Standards

CR3.1.3: Describe the use and placement of floor jacks and jack stands.
CR3.1.7: Identify the location and the types of fire extinguishers and other fire safety equipment.
CR3.1.8: Describe the procedures for using fire extinguishers and other fire safety equipment.
CR3.1.9: Describe the location and use of eye wash stations.
CR3.1.10: Identify the location of the posted evacuation routes.
CR3.1.12: Wear appropriate clothing for lab/shop activities.
CR3.1.13: Secure hair and jewelry for lab/shop activities.
CR5.4.5: Store, handle, and install high-pressure gas cylinders.

..Essential Vocabulary

Academic: Demonstrate, Identify, Protect, Exit

Content: Fire extinguishers (Class D, Class ABC, Class BC), Eye Wash Station, Exit Doors, Safety Glasses, Lab Coats, PPE (Personal Protective Equipment), Respirator, First Aid Station, Vehicle Safety, Airbag Safety, Welding Safety, Tool Safety.

Recommended Resources

Standards Used:
Idaho Collision Repair Program Standards 2017 (CR)
Some standards adapted by West Ada (WACR)

Textbook:

Updated: April 2026
Board Approved: June 2025

Auto Body Repair Technology 7th Edition
Optional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Collision Repair I Unit #2 Curriculum Guide

Unit: Tools in Collision Repair	Grade: 10-11	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Certain Collision Repair tools are used for a given task according to industry standards. *What are air tools used for? How would you decide what each tool is used for? Why is it important to be safe when using tools?*	**WACR3.2:** Tool Identification, Use, and Safety	• Determine the safe and appropriate use of tools and equipment.

Supporting Standards

CR3.2.1: Identify the correct tool for a specific application or repair.
CR3.2.2: Describe whether a tool or repair uses standard or metric designation.
CR3.2.3: Demonstrate safe handling and use of tools.
CR3.2.4: Describe the need for cleaning, storing, maintaining, and removing (i.e., lockout/tagout) tools and equipment

Essential Vocabulary

Academic: Demonstrate, identify, practice, operate safely

Content: Air tools (Air Ratchet, DA Sander, Mud Hog, Air Blower, Paint Gun, Air Dryer, Angle Grinder Two Part Gun). Hand Tools (Ratchet, Screw Drivers, Sanding blocks, Spreaders, Sockets Hammers and Dollies). Electric Tools (Electric Ratchet, Stud Gun, Extension Cord, Dent Puller)

Recommended Resources

Standards Used:
Idaho Collision Repair Program Standards 2017 (CR)
Some standards adapted by West Ada (WACR)

Textbook:
Auto Body Repair Technology 7th Edition

Optional Course-Specific Information

Updated: April 2026
Board Approved: June 2025

Collision Repair I Unit #3 Curriculum Guide

Unit: Vehicle Construction	Grade: 10-11	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Constructing a vehicle begins with identifying its parts. *What are the names of parts on a car? What is the difference between a car frame and a pickup frame? What do we need to know before buying parts?*	**WACR4.1:** Identify vehicle construction and parts.	• Analyze how a vehicle's construction, safety features, and design impacts performance.

Supporting Standards

CR4.1.2: Compare the different damage characteristics of unibody, and body-on-frame vehicles.
CR4.1.3: Identify impact energy absorbing components.
CR4.1.4: Identify damage to types of steel; determine reparability.
CR4.1.5: Identify damage to aluminum/magnesium components; determine reparability.
CR4.1.6: Identify damage to plastic/composite components; determine reparability.
CR4.1.7: Identify damage to vehicle glass components and repair or replacement procedures.
CR5.1.3: Inspect, remove, label, store, and reinstall exterior trim and moldings.
CR5.1.5: Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
CR5.5.1: Identify the types of plastics; determine repairability and procedures.

Essential Vocabulary

Academic: identify, locate, recognize, determine

Content: A-pillars, aerodynamics, anticorrosion materials, assembly, B-pillars, body over-frame construction, C-pillars, certified crash test, composite unibody, Corporate Average Fuel Economy (CAFE), cowl, crush zone, Environmental Protection Agency (EPA), fiberglass, floor tunnel, frame rail, front clip, hydroformed frame, insurance rating system, longitudinal engine, New Car Assessment Program (NCAP), panel, plastic, quarter panel, rocker panels, shock tower, sound-deadening material, space frame, torque steer, traverser engine, unibody, vehicle chassis, doors, fender, bumper, roof, IIHS (Insurance Institute for Highway Safety)

Recommended Resources

Standards Used:

Updated: April 2026
Board Approved: <Month/Year>

Idaho Collision Repair Program Standards 2017 (CR) Some standards adapted by West Ada (WACR)
Additional Course-Specific Information
Auto Body Repair Technology textbook, Chapter 3

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Board Approved: <Month/Year>

Collision Repair I Unit #4 Curriculum Guide

Unit: Estimating	Grade: 10-11	Time: 7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding how vehicles are constructed and damaged is essential in the collision repair process. *How do different vehicle construction types affect damage assessment and repair decisions? What methods and tools are used to inspect a damaged vehicle? How do technicians document damage to various materials?*	**CR4.3.8:** Describe the estimating sequence.	• Determine the cost of replacement and repair parts from a damaged vehicle.

Supporting Standards

CR4.1.1: Identify type of vehicle construction (i.e., unibody, body-on-frame).
CR4.1.2: Compare the different damage characteristics of unibody, and body-on-frame vehicles.
CR4.1.3: Identify impact energy absorbing components.
CR4.1.4: Identify damage to types of steel; determine reparability.
CR4.1.5: Identify damage to aluminum/magnesium components; determine reparability.
CR4.1.6: Identify damage to plastic/composite components; determine reparability.
CR4.1.8: Identify damage to add-on accessories.
CR4.2.1: Visually inspect vehicle to determine the extent of damage, (i.e., pre-repair scan).
CR4.2.2: Access original equipment manufacturer (OEM) repair procedures and recommended repair methods.
CR4.2.3: Identify one-time use components.
CR4.2.4: Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
CR4.2.5: Gather details of the incident/accident necessary to determine the full extent of vehicle damage (i.e., interior, exterior, mechanical).
CR4.2.6: Document pre-existing damage to the vehicle and prior repairs.
CR4.2.9: Perform visual inspection of structural and non-structural components.
CR4.2.10: Determine parts, components, material type(s), and procedures necessary for repair.
CR4.3.1: Document customer (i.e., vehicle owner) information.
CR4.3.2: Document vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.

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CA4.3.4: Complete a pre-repair inspection checklist.
CR4.3.6: Identify safety systems, determining replacement items
CR4.3.7: Apply estimating and parts nomenclature (i.e., terminology).
CR4.3.8: Describe the estimating sequence.
CR4.3.10: Estimate labor price for each operation prescribed (e.g., structural, non-structural, mechanical, refinish).
CR4.3.11: Select and price OEM, aftermarket, used, and remanufactured parts; verify availability, compatibility, and condition.
CR4.3.12: Calculate price and source of necessary sublet operations.
CR4.3.13: Calculate labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
CR4.3.14: Apply labor overlap deductions, included operations, and additions.
CR4.3.15: Determine additional material and charges (e.g., adhesives, corrosion protection, hardware).
CR4.3.16: Determine refinishing material and charges.
CR4.3.19: Determine the cost effectiveness of the repair by assessing the approximate vehicle value and repair value.

Essential Vocabulary

Academic: Describe, determine, document

Content Vocabulary: access time, computer-based estimating, computer database, deductible, estimating program, flat rate, front clip assembly, included operations, job overlap, overhaul (O/H), procedure pages, remove and install (R&I), remove and replace (R&R), salvage parts, stress crack, work order, original equipment manufacturer (OEM), direct repair program (DRP), supplemental, total loss, aftermarket parts, estimate, parts makeup, work order, pre-accident condition, blueprint, indirect damage

Recommended Resources

Standards Used:
Idaho Collision Repair Program Standards 2017 (CR)
Some standards adapted by West Ada (WACR)

Additional Course-Specific Information

Auto Body Repair Technology textbook, Chapter 25

Updated: May 2025
Board Approved: June 2025

Collision Repair I Unit #5 Curriculum Guide

Unit: Teardown & Assembly	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Properly handling and protecting vehicle components ensures a quality repair. *How is a damage report used to create an accurate and efficient repair plan? What steps are involved during the repair process? Why is it important to protect vehicle parts and surrounding areas before and during repair work? How are different cleaning, preparation, and inspection techniques used to ensure quality repairs and safety system functionality?*	**WACR5.1**: Demonstrate outer body panel repair, replacement, and adjustments.	• Demonstrate teardown and assembly practices on vehicle components.

Supporting Standards

CR4.2.1: Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan.
CR4.2.2: Inspect, remove, label, store, and reinstall exterior trim and moldings.
CR4.2.3: Inspect, remove, label, store, and reinstall interior trim and components.
CR4.2.4: Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
CR4.2.5: Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
CR4.2.6: Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
CR4.2.7: Soap and water wash entire vehicle; complete pre-repair inspection checklist.
CR4.2.8: Prepare damaged area using water-based and solvent-based cleaners.
CR4.2.9: Remove corrosion protection, undercoatings, sealers, and other protective coatings as necessary to perform repairs.
CR4.2.10: Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
CR4.2.11: Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
CR4.2.12: Inspect restraint system mounting areas for damage; repair as needed.
CR4.2.13: Verify proper operation of seatbelt.
CR4.2.14: Identify one-time use fasteners.

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CR4.2.15: Clean, inspect, and prepare reusable fasteners
Essential Vocabulary
Academic: demonstrate, practices, review **Content**: Remove & Install (R&I), Remove & Replace (R&R), mil, adjustment, tag & bag, fastened parts, hood hinge, hood latch, hood prop tool, hood stop, hood striker, hood struck, molding tool, cage plate, door frame, hood hinge check, door latch, door sagging, door skin, weather stripping, drain hoses, drain plate, non-parallel body gaps, sunroof assembly, window regulator
Recommended Resources
Standards Used: Idaho Collision Repair Program Standards 2017 (CR) Some standards adapted by West Ada (WACR)
Additional Course-Specific Information
Auto Body Repair Technology textbook, Chapter 9, 10

Collision Repair I Unit #6 Curriculum Guide

Unit: Metal Welding & Cutting	Grade: 10-12	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Successful and safe vehicle repair work ensures high-quality results. Why is wearing proper personal protective equipment (PPE) and clothing essential? How do you select and safely use the correct tools and equipment for specific repair tasks? How can technicians protect surrounding vehicle components and ensure the quality and safety of welds during the repair process?	**CR5.4.13:** Perform the following welds: continuous, plug, butt weld with and without backing, and fillet.	• Perform welds for collision repair safety and with consistent features.

Supporting Standards

CR3.1.11: Comply with the required use of personal protective equipment (PPE) during lab/shop activities.
CR3.1.12: Wear appropriate clothing for lab/shop activities.
CR3.2.1: Identify the correct tool for a specific application or repair.
CR3.2.3: Demonstrate safe handling and use of tools.
CR5.2.5: Prepare surface per OEM specifications.
CR5.4.1: Identify weldable and non-weldable substrates used in vehicle construction.
CR5.4.2: Weld and cut high-strength steel and other steels (e.g., plasma).
CR5.4.3: Determine the correct GMAW (MIG) welder type, electrode/wire type, diameter, and gas to be used in a specific welding situation.
CR5.4.4: Set up and adjust the GMAW (MIG) welder to "tune" for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the substrate that will be welded.
CR5.4.5: Store, handle, and install high-pressure gas cylinders.
CR5.4.6: Determine work clamp (ground) location and attach.
CR5.4.7: Perform welds in the flat, horizontal, vertical, and overhead positions, using the proper angle of the gun to the joint and direction of gun travel per weld type.
CR5.4.8: Protect adjacent panels, glass, and vehicle interior from welding and cutting operations.
CR5.4.9: Protect computers and other electronic control modules during welding procedures.

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CR5.4.10: Clean and prepare the metal that will be welded, assure good metal fit-up, apply weldthrough primer if recommended, clamp or tack as required.
CR5.4.11: Determine the best joint type (e.g., butt weld with backing, lap) for various welds.
CR5.4.12: Determine the type of weld (e.g., continuous, stitch weld, plug) for each specific welding operation.
CR5.4.14: Perform visual and destructive tests on each weld type.
CR5.4.15: Identify the causes of various welding defects, making necessary adjustments.
CR5.4.16: Identify cause of contact tip burn-back and failure of wire to feed, making necessary adjustments.
CR5.4.17: Identify different methods of attaching non-structural components (e.g., squeeze-type resistant spot welds [STRSW], riveting/rivet bonding, adhesive, silicon bronze).

Essential Vocabulary

Academic: Perform, safety, results

Content Vocabulary: aluminum electrode wire, brazing, burn mark, burn-through, carburizing flame, continuous weld, DC reverse polarity, destructive testing, electronic shielding, flat weld, fusion welding, heat crayon, heat effect zone, heat sink compound, horizontal welding, insert, joint fit-up, lap weld, metal inert gas (MIG) welding, neutral flame, nondestructive test, overhead welding, oxidizing flame, plasma arc cutting, plug weld, pressure welding, spot weld, stich weld, tack weld, tungsten inert gas (TIG), undercutting, vertical welding, weld face, weld legs, weld penetration, weld root, weld throat, welding, welding blanket, welding current, welding filter lens

Recommended Resources

Standards Used:
Idaho Collision Repair Program Standards 2017 (CR)
Some standards adapted by West Ada (WACR)

Additional Course-Specific Information

Collision Repair I Unit #7 Curriculum Guide

Unit: Body Work & Body Filling Techniques	Grade: 10-12	Time: 13 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Metal finishing and body filling techniques are used to repair dents during the automotive body repair process. *What steps are involved in repairing dents using body filler techniques? How do metal finishing techniques help prepare a surface for body filler and paint? Why is proper sanding, shaping, and finishing important for achieving a quality repair?*	**WACR5.2:** Demonstrate metal finishing and body filling techniques.	• Repair automotive dents by using body filling techniques during the body work process.

Supporting Standards

CR3.1.1: Describe general lab/shop safety rules and procedures (i.e., safety test).
CR3.1.2: Identify general lab/shop safety hazards.
CR3.1.5: Describe proper ventilation procedures for working within the lab/shop area.
CR3.1.12: Wear appropriate clothing for lab/shop activities.
CR3.1.14: Describe safety aspects of supplemental restraint systems (SRS), Advanced Driver Assistance Systems (ADAS), hybrid vehicles, alternative fuel vehicles, electric vehicles, and high-voltage circuits.
CR3.2.1: Identify the correct tool for a specific application or repair.
CR3.2.3: Demonstrate safe handling and use of tools.
CR4.1.4: Identify damage to types of steel; determine reparability.
CR4.1.5: Identify damage to aluminum/magnesium components; determine reparability.
CR4.1.6: Identify damage to plastic/composite components; determine reparability.
CR5.2.1: Identify substrate, determining the best repair method.
CR5.2.2: Repair surface irregularities on a damaged body panel.
CR5.2.3: Demonstrate hammer-and-dolly techniques and shrinking techniques.
CR5.2.5: Prepare surface per OEM specifications.
CR5.2.6: Identify various types of body fillers.

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CR5.2.7: Prepare and apply body filler.
CR5.2.8: Rough sand body filler to contour and finish sand.

Essential Vocabulary

Academic: demonstrate, repair, process
Content Vocabulary: body line, contour, crown, low spot, high spot, damage analysis, metal straightening, hammer and dolly, on-dolly, off-dolly, shrinking, stretching, work hardening, body filler (Bondo), hardener, mix ratio, pot life, featheredge, pinholes, glazing putty, sanding, surface prep, grit, block sanding, guide coat, crosshatch pattern, DA sander, interface pad, preparation (prep), surface contamination, wax and grease remover, blow off, tack cloth, PPE, dust control, ventilation

Recommended Resources

Standards Used:
Idaho Collision Repair Program Standards 2017 (CR)
Some standards adapted by West Ada (WACR)
Textbook:
Auto Body Repair Technology 7th Edition

General Resources:

Optional Course-Specific Information

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Digital Photography I Unit #1 Curriculum Guide

Unit: Cameras	Grade: 9-11	Time: 2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the hardware of the camera to properly care for equipment and identify the controls. *What are the functions of a given camera, and what do they control?* *What are the appropriate ways to handle the given camera hardware?* *Why is camera care important?*	**WAMTCP4.1:** Demonstrate the proper use and handling of a digital camera.	• Explain camera functions, controls, lenses, accessories, and proper handling.

Supporting Standards

MTCP4.1.1: Explain various kinds of cameras (e.g., pinhole, view camera, point-and-shoot, single lens reflex, etc.).
MTCP4.1.2: Compare and contrast the advantages and disadvantages of various camera types.
MTCP4.1.3: Describe camera controls, lenses, accessories, and their functions.
MTCP4.1.4: Demonstrate the proper handling of a digital camera.
MTCP4.1.5: Navigate menus of digital cameras.

Essential Vocabulary

Academic: advantages, disadvantages, handling

Content: DSLR (digital single lens reflex), battery, SD card, menus, hot shoe, playback, delete Camera Body, Viewfinder, Lens, Zoom Ring, Focus Ring, Autofocus, Battery, Mode Dial, Shutter, Shutter Button, Mirror, Sensor, Lens Mount, Built-in flash, Menu Button, Playback Magnification

Recommended Resources

Standards Used:
Idaho Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

General Resources:
Brain Buffet

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Adobe Creative Suite Class set of DSLR cameras Cloud storage
Additional Course-Specific Information
Key Concepts: types of cameras, camera controls Student demonstration of handling & identification Identification quiz (developing)

Digital Photography I Unit #2 Curriculum Guide

Unit: Editing	Grade: 9-11	Time: 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Editing applies image enhancements for the purpose of image quality. *What tools can be used to enhance photography? How can photography be enhanced? When should and shouldn't an image be enhanced?*	**WAMTCP7.1:** Demonstrate editing techniques.	• Evaluate images and apply software tools to enhance and manipulate based on evaluation.

Supporting Standards

MTCP5.1.2: Accurately read, apply, and explain a histogram
MTCP7.2.1: Demonstrate understanding of global and local image enhancement using digital imaging software.
MTCP7.2.2: Demonstrate nondestructive editing techniques using digital imaging software.
MTCP7.2.3: Demonstrate digital manipulation (e.g., layers, layer mask, etc.).
MTCP7.2.4: Demonstrate image sizing, cropping, orientation, and resolution adjustment.
MTCP7.2.5: Apply image adjustments (e.g., levels, curves, contrast
MTCP7.2.6: Explore restoration and retouching techniques.

Essential Vocabulary

Academic: image, manipulation, software, subject, global adjustment, local adjustments, contrast, S curves, black and white point, histograms, tone, contrast, mask, Photoshop, layer
Content: Adobe apps (photoshop, lightroom, bridge), cropping, adjustments, layers, masking, composite, selection, brushes, tools

Recommended Resources

Standards:
Idaho Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

Additional Course-Specific Information

Key Concepts:
Global and local image enhancements, Photoshop Tools
Assessed using common rubric

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Photoshop Rubric
Adobe Certification using Certiport
Brain Buffet

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Digital Photography I Unit #3 Curriculum Guide

Unit: Elements & Principles of Design	Grade: 9-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Visual tools, elements, and principles, create aesthetically pleasing art. *Why are certain photographs appealing? How do the elements of design influence the overall look of a photograph? How do the principles of design make a photograph more visually appealing?*	**WAMTCP3.0:** Incorporate the elements and principles of design.	• Incorporate the elements of design and the principles of design in a given photograph.

Supporting Standards

MTCP3.1.1: Identify the applications of color, line, shape, texture, form, space, and value in photographs.
MTCP3.1.2: Analyze the use of color, line, shape, texture, form, space, and value in photographs.
MTCP3.1.3: Incorporate color, line, shape, texture, form, space, and value in photographs.
MTCP3.2.1: Identify the principals of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.).
MTCP3.2.2: Analyze the principles of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.).
MTCP3.2.3: Incorporate principles of design in photographs (e.g., balance, contrast, rhythm, repetition, movement, variety, emphasis, unity, etc.).
MTCP3.3.1: Identify and apply guidelines for composition (e.g. simplicity, rule of thirds, point of view, focal point, proportion/scale, framing, etc.).
MTCP3.3.2: Use critical thinking skills to describe, interpret, analyze, and make judgments about composition

Essential Vocabulary

Academic: Elements, Principles

Content: Lines (organic, geometric), Shape (organic, geometric), Color, Texture (physical/visual), Space (positive, negative) Form, Value, Balance, Contrast, Rhythm, Repetition, Movement, Variety, Emphasis, Unity, Pattern, Proportion, Composition, Rule of Thirds

Recommended Resources

Standards Used:
Idaho Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

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Additional Course-Specific Information
Key Concepts: Elements of Design, Principles of Design, Lines (angles, direction)

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Digital Photography I Unit #4 Curriculum Guide

Unit: Exposure	Grade: 9-11	Time: 15 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the relationship between the shutter: to light and aperture: to light. *How can camera settings control the final visual outcome? How does one setting of the exposure triangle affect the other?*	**MTCP5.1.1:** Describe and utilize the basic elements of exposure (e.g., ISO, aperture, and shutter speed)	• Demonstrate proper exposure, including proper settings for ISO, aperture, depth of field, and shutter speeds.

Supporting Standards

MTCP5.1.2: Accurately read, apply, and explain a histogram.
MTCP5.1.6: Apply the appropriate aperture setting for deep or shallow depth of field.
MTCP5.1.7: List the factors that affect depth of field.
MTCP5.1.9: Experiment with aperture and shutter speed as creative controls to capture an image in a variety of ways.

Essential Vocabulary

Academic: accurately, apply, appropriate, settings, environment

Content: depth of field (shallow, deep), camera shake, tripod, stop action, blurred action, motion blur, panned, f-stop, ISO, aperture, shutter, shutter speed, aperture, exposure, exposure triangle, f-stop, sensitivity, noise, light, metering

Recommended Resources

Standards Used:
Idaho Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

Additional Course-Specific Information

Key Concepts: Exposure triangle, How action looks in a photo, Factors that affect depth of field (focal length)
Formative quiz for: f-stops, depth of field, shutter speed, ISO
Demonstrated on Art/Photography rubric

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Digital Photography II Unit #1 Curriculum Guide

Unit: Advanced Portraits	Grade: 10-12	Time: 30 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Being able to manipulate lighting allows the photographer to create a successful image. *How does light affect the subject? How can equipment affect the quality of light?*	**WAMTCP6.2:** Taking effect photos using ambient lighting techniques.	• Apply knowledge to adjust for the different types of ambient lighting.

Supporting Standards

MTCP3.3.1: Identify and apply guidelines for composition (e.g. simplicity, rule of thirds, point of view, focal point, proportion/scale, framing, etc.).
MTCP4.2.6: Demonstrate the uses of various types of lenses for different shooting situations.
MTCP5.1.6: Apply the appropriate aperture setting for deep or shallow depth of field.
MTCP5.1.9: Experiment with aperture and shutter speed as creative controls to capture an image in a variety of ways.
MTCP6.2.1: Create photographs using direct, indirect, reflective, and diffused ambient light.
MTCP6.2.2: Manipulate and control existing light with light modifiers.
MTCP6.2.3: Demonstrate knowledge of how environmental conditions affect the quality of light and its effects on the subject.
MTCP6.3.1: Explore traditional studio portrait lighting set-ups (e.g., split, loop, Rembrandt, butterfly/Paramount, short, broad.)
MTCP6.3.2: Adjust lights to achieve specific lighting ratios.
MTCP6.3.5: Explain and utilize correct sync speed.
MTCP7.2.2: Demonstrate nondestructive editing techniques using digital imaging software.

Essential Vocabulary

Academic: manipulate, demonstrate, create, environment
Content: ambient light, diffused, fill light, reflecting light, warm light, cool light, metering for the scene, hard lighting, soft lighting

Recommended Resources

Standards Used:
Idaho Media Tech-Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

Additional Course-Specific Information

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Key Concepts: Present subjects best self to highlight the subject and separate subject from the environment

Digital Photography II Unit #2 Curriculum Guide

Unit: Color Lighting & Backdrops	Grade: 10-12	Time: 10-15 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Colors can create meaning through aesthetics and emotion. *How does color affect the subject? How can equipment affect the quality of light?*	**WAMTCP6.1:** Apply properties of color and quality of light.	• Determine how to adjust a photography studio for different types of colored light.

Supporting Standards

MTCP6.1.1: Describe the difference between the additive and subtractive color systems.
MTCP6.1.2: Explain the importance of the color temperature of light to the appearance of colors in an image.
MTCP6.1.3: Explore various color spaces.
MTCP6.1.4: Set white balance to match light source.
MTCP6.2.1: Create photographs using direct, indirect, reflective, and diffused ambient light.
MTCP6.2.2: Manipulate and control existing light with light modifiers.
MTCP6.3.1: Explore traditional studio portrait lighting set-ups (e.g., split, loop, Rembrandt, butterfly/Paramount, short, broad.).
MTCP6.3.4: Utilize light modifiers to adjust the quality of light.
MTCP6.3.5: Explain and utilize correct sync speed.
MTCP6.3.6: Demonstrate the proper use of on or off-camera flash (with gels).
MTCP6.4.2: Demonstrate proper use of electrical cords and equipment.
MTCP6.4.1: Recognize and implement safety protocols.
MTCP6.4.3: Discuss safety measures needed during a photo shoot.
MTCP7.2.1: Demonstrate understanding of global and local image enhancements using digital imaging software.
MTCP7.2.2: Demonstrate nondestructive editing techniques using digital imaging software.
MTCP7.2.4: Demonstrate image sizing, cropping, orientation, and resolution adjustment.
MTCP7.2.5: Apply image adjustments (e.g., levels, curves, contrast).
MTCP7.2.6: Explore restoration and retouching techniques.

Essential Vocabulary

Academic: demonstrate, utilize
Content: color wheel, monochrome, analogous, tertiary, complementary, contrast, triad, hue, saturation, value, luminance, gels, LED, wands, light ratios, lighting patterns, shadows, studio, one-color, studio gels

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Recommended Resources
Standards Used: Idaho Media Tech-Commercial Photography Program Standards (MTCP) Some standards adapted by West Ada (WAMTCP)
Additional Course-Specific Information
Key Concepts: Produce dramatic lighted portraits given knowledge of color.

Digital Photography II Unit #3 Curriculum Guide

Unit: Lens	Grade: 10-12	Time: 8-10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Identifying the correct lens type to use, will affect the final image given a particular subject. *What lenses are important when shooting different subjects? How does an f-stop affect the final image? How does focal length affect the final image?*	**WAMTCP4.2:** Understand the purpose of a variety of lenses and demonstrate their use.	• Explain the correct lens to use for a given situation.

Supporting Standards

MTCP4.1.1: Explain various kinds of cameras (e.g., pinhole, view camera, point-and-shot, single lens reflex, etc.)
MTCP4.1.3: Describe camera controls, lenses, accessories, and their functions
MTCP4.2.1: Define focal length and its effect on image composition.
MTCP4.2.2: Compare and contrast the relationship between focal length and shutter speed for handheld versus monopod/tripod based photography.
MTCP4.2.3: Explain the disadvantage of using a digital zoom feature.
MTCP4.2.4: Demonstrate correct lens care.
MTCP4.2.6: Demonstrate the uses of various types of lenses for different shooting situations.
MTCP4.2.7: Describe lens filters and their uses
MTCP7.2.4: Demonstrate image sizing, cropping, orientation, and resolution adjustment.
MTCP7.2.5: Apply image adjustments (e.g., levels, curves, contrast).
MTCP7.2.6: Explore restoration and retouching techniques.

Essential Vocabulary

Academic: explain, demonstrate
Content: focal length, wide angle, zoom, telephoto, normal lens, maximum aperture, auto focus, manual focus, compression, tripod/monopod, ND filter

Recommended Resources

Standards Used:
Idaho Media Tech-Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

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Additional Course-Specific Information
Key Concepts: Types filters, Compression, depth of field, telephoto, wide angle

Digital Photography II Unit #4 Curriculum Guide

Unit: Multilayered Image	Grade: 10-12	Time: 5-8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
In modern graphic work, multilayered images are standard practice and allow for critical and creative thinking. *What is the process of blending multiple images to one?*	**MTCP7.2.3:** Demonstrate digital manipulation. (eg. layers, layer mask, etc.).	• Combine and manipulate each image layer to make a seamless final composite.

Supporting Standards

MTCP3.4.1: Communicate a specific idea or narrative through photographic imagery.
MTCP7.1.3: Utilize file management and naming conventions to organize images
MTCP7.2.1: Demonstrate understanding of global and local image enhancements using digital imaging software.
MTCP7.2.2: Demonstrate nondestructive editing techniques using digital imaging software.
MTCP7.2.3: Demonstrate digital manipulation (e.g., layers, layer mask, etc.).
MTCP7.2.4: Demonstrate image sizing, cropping, orientation, and resolution adjustment.
MTCP7.2.5: Apply image adjustments (e.g., levels, curves, contrast.
MTCP7.2.6: Explore restoration and retouching techniques.
MTCP7.3.2: Determine appropriate resolution for intended output

Essential Vocabulary

Academic: communicate
Content: brushes, hardness, layers, selection tools, opacity, feathering, saturation, desaturation, hug changes, masking, warp, shadowing, adjustments, filters

Recommended Resources

Standards Used:
Idaho Media Tech-Commercial Photography Program Standards (MTCP)
Some standards adapted by West Ada (WAMTCP)

Additional Course-Specific Information

Key Concepts: Multilayered images

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Graphic Design II Unit #1 Curriculum Guide

Unit: Principles of Design	Grade: 10-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Principles of Design are key in creating an effective graphic that communicates to the desired audience. *Do you know what the designer is trying to convey? When does design distract from the message? How do graphic designers purposefully create visual importance?*	**WAGD2.2:** Demonstrate the principles of design in various projects.	• Incorporate principles of design to communicate ideas to an audience.

Supporting Standards

GD1.2: Demonstrating the appropriate use of industry terminology.
GD2.2.1: Analyze the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in samples of graphic works.
GD2.2.2: Incorporate principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in student-generated graphic works.
GD2.2.3: Demonstrate the principles of design through various design techniques.
GD3.1.1: Generate project ideas through the use of brainstorming, thumbnails, roughs, mock-ups, wireframes, etc.
GD8.1: Demonstrate the ability to proofread and use technology in editing and correcting.
ACA1.1: Identify the purpose, audience, and audience needs for preparing images.
ACA1.5Demonstrate knowledge of basic design principles and best practices employed in the design industry.

Essential Vocabulary

Academic: analyze, compare, contrast, demonstrate, interpret, explain, identify, incorporate, generate

Content: Gestalt principle, hierarchy, balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, proportion, white space, message, audience

Recommended Resources

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Optional Course-Specific Information

Graphic Design II Unit #2 Curriculum Guide

Unit: Principles of Typography	**Grade:** 10-12	**Time:** 17 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Typography is a powerful design tool that shapes meaning, mood, and identity through the way words are seen and interpreted. *What makes typography successful in guiding the viewer's eye and creating hierarchy? In what ways can typography balance function (readability) and expression (creativity)? How does typography shape the way people understand and feel about a message?*	**GD2.3.3:** Construct graphic works utilizing and manipulating type.	• Use typography to create hierarchy, ensure readability, and convey the mood and message to engage the audience.

Supporting Standards

GD2.3.1 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)
GD2.3.4 Demonstrate knowledge of the history of typography
Adobe 4.2 Add and manipulate text using appropriate typographic settings.
Adobe 4.2 a. Use type tools to add typography to a design.
Adobe 4.2 b. Adjust character and paragraph settings in a design.
Adobe 4.2 b. i. Key Concepts: using font, size, style, alignment, and color to enhance legibility, readability, and hierarchy; kerning, tracking, leading, and horizontal and vertical scale, etc.
Adobe 4.2 c. Convert text to graphics.
Adobe 4.2 c. i. Key Concepts: rasterizing type

Essential Vocabulary

Academic: Analyze, compare, contrast, demonstrate, interpret, explain, identify, incorporate, generate
Content Vocabulary: **Categories:** Old English (text), Oldstyle Roman, Transitional Roman, Modern Roman, Sans Serif (Grotesque, Humanist, Geometric), Square Serif, Scripts/Cursive, Novelty/Decorative. **Anatomy:** Baseline, Meanline, Cap line, Ascender line, Descender line, X-height, Point Size, Serif, Ascender, Descender, Ligature, Stress, Contrast. **Mood/Voice. Styles:** Monospace, Proportional, Families, Weight, Italic, oblique, underline, strike through, all caps, small caps, drop cap, baseline shift, superscript, subscript, reverse type. **Spacing:** kerning, tracking, leading, **Alignment:** Left, Center, Right, Justified, Hierachy.

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Recommended Resources
Standards Used: *The State Standards used will be listed here.* **Slide Decks:** *Terra's typography pptx* TypographyCategoriesStylesAlignment.pptx. ***https://www.monotype.com/resources/good-type-series***
Optional Course-Specific Information

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Graphic Design II Unit #3 Curriculum Guide

Unit: Branding and Corporate Identity	Grade: 10-12	Time: 17 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Branding/corporate identity communicates who a company is and what it values through consistent design elements—like logos, color, and typography—used across different media to build recognition and trust. *How do the essential components of a corporate brand system (logo, color palette, typography, imagery, tone) influence consumer perception? Why is cohesive branding important for both a business and its constituents?*	**GD5.1.2:** Create visuals that consistently represent brand identity across multiple media formats.	• Analyze how consistent design elements communicate a company's identity and influence consumer perception (e.g.; logo, color typography, imagery, and tone).

Supporting Standards

5.1.1: Analyze the link between branding and corporate identity, including the purpose of branding and its importance for both a business and its constituents.

Essential Vocabulary

Academic: Analyze, compare, contrast, demonstrate, interpret, explain, identify, incorporate, generate

Content Vocabulary: mission statement, logo, brand, style guide, brand identity, brand guidelines, assets, logo type vs logo mark, slogan/tagline, rebranding, verbal identity, vision, voice, values, visuals, scalability, applications: digital, print, apparel

Recommended Resources

Standards Used: Idaho Graphic Design Program Standards (GD)

Additional Course-Specific Information

Slide Decks: Logo Categories.pptx

Videos: *Only Design Guide 2025* *https://www.youtube.com/watch?v=2RO44hoGdlE*

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Graphic Design II Unit #4 Curriculum Guide

Unit: Editing and Compositing	**Grade:** 10-12	**Time:** 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Professional Photoshop work combines non-destructive editing and thoughtful design choices to create high-quality images and composites that meet technical project standards. *How can I use layers, masks, and selections to edit and combine images without permanently changing the originals? How do my design choices affect how professional and believable my final image looks? Does my finished image meet the technical and project requirements for its intended use?*	**GD4.2.3:** Apply techniques of image composition, cropping, use of vector paths, and raster channels to intended effect.	• Plan, create, and finalize digital artwork to build intentional compositions that apply image-editing techniques.

Supporting Standards

GD4.1.1: Generate project ideas through creative techniques (e.g., brainstorming, sketching, thumbnails, roughs, mock-ups, wireframes, storyboards).
GD4.1.2: Describe the importance of developing a message for a specific audience.
GD4.1.4: Compare the features of vector artwork versus raster images and the situations in which one is more effective than the other.
GD4.2.1: Collect and organize digital media content (e.g., photos, graphics, video), using a variety of devices and sources.
GD4.2.2: Apply nondestructive image editing techniques, including the use of selection tools, layering and masking to manipulate images.

Essential Vocabulary

Academic: Analyze, compare, contrast, demonstrate, interpret, explain, identify, incorporate, generate

Content Vocabulary: *Concept Development/Production:* Brainstorming, Thumbnails, Roughs, Mock-ups, Storyboards, Target Audience, Project Specifications, Raster Image, Vector Artwork, Resolution, Aspect Ratio, Compression, File Format. *Non-Destructive Editing:* Layering, Adjustment Layers, Layer Masks,

Selections, Selection Tools. *Composition:* Cropping, Vector Paths, Raster Channels, Image Composition. *Post Production:* Proofreading, Output Optimization, Deliverables, Reproducibility, RGB, CMYK, Grayscale, Spot Color, Process Color.
Recommended Resources
Standards Used: Idaho State Standards Graphic Design (GD) **Resources:** Adobe Photoshop
Optional Course-Specific Information

Graphic Design II Unit #5 Curriculum Guide

Unit: Digital Painting	Grade: 10-12	Time: 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions
Professional digital painting combines non-destructive workflows, brush techniques, and thoughtful composition to create polished artwork that clearly communicates a visual message. *How can I use brushes, layers, and masks to build and refine digital artwork without permanently changing my work? How do my choices in brushwork, color, and composition affect the overall impact of my artwork? Does my finished artwork demonstrate strong craftsmanship, visual balance, and a clear intended message?*	**GD4.2.2:** Apply nondestructive image editing techniques, including the use of selection tools, layering and masking to manipulate images.	• Create and refine digital paintings/illustrations to build visually balanced artwork that communicates a clear message.

Supporting Standards

GD4.1.1: Generate project ideas through creative techniques (e.g., brainstorming, sketching, thumbnails, roughs, mock-ups, wireframes, storyboards).
GD4.1.2: Describe the importance of developing a message for a specific audience.
GD4.2.3: Apply techniques of image composition, cropping, use of vector paths, and raster channels to intended effect.

Essential Vocabulary

Academic: Analyze, compare, contrast, demonstrate, interpret, explain, identify, incorporate, generate
Content Vocabulary: nondestructive editing, layers, layer groups, layer masks, clipping masks, adjustment layers, selections, brush tool, brush settings, brush dynamics, pressure sensitivity, opacity, flow, layer opacity, blending modes, raster image, canvas, resolution, brush size, brush hardness, texture brushes, mixer brush tool, smudge tool, eraser tool, dodge tool, burn tool, blur tool, color picker, eyedropper tool, composition, visual hierarchy, focal point, contrast, texture, color balance, blending, color blending

Recommended Resources

Standards Used:
Idaho State Standards Graphic Design (GD)

Resources: Adobe Photoshop
Optional Course-Specific Information

Video Technology I Unit #1 Curriculum Guide

Unit: Camera Operation & Scripts	Grade: 9-10	Time: 14 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Videos include a variety of camera angles and techniques to create an interesting product. *Why are a variety of camera angles important? What are the different techniques used to create camera angles?*	**WADMP4.1:** Demonstrate Camera Operation and Techniques.	• Frame and record shots using camera angles and composition.
Each video has a well thought out script and storyboard. *Why is it important for frames to show a proper sequence of action? How do scripts and storyboards guide the project?*	**WADMP3.2:** Develop Scripts and Storyboards.	• Write a script and draw a storyboard that includes a complete story and list of shots. (beginning, middle and end)

Supporting Standards

DMP4.1.1: Describe the operation and maintenance requirements of equipment.
DMP4.1.2: Describe the functions and uses of camera mounting devices and types of movement (e.g., tripods, gimbal, monopods, pan/tilt, zoom).
DMP4.1.3: Demonstrate different shot compositions (e.g., rule of thirds, medium shot, close-up, long shot) to intended effect.
DMP4.1.4: Demonstrate shot sequencing, continuity and variety to intended effect.
DMP4.1.6: Select, connect, and store cables using industry standard techniques.
DMP3.2.1: Write scripts that contain a logical beginning, middle and end.
DMP3.2.2: Write scripts in a variety of formats (e.g., news story, commercial, sports, PSA [Public Service Announcement], narrative).
DMP3.2.3: Develop a storyboard, using essential components (e.g., camera angles, locations, movements).
DMP3.1.4: Evaluate recording locations (e.g., sound, lighting, environment).
DMP5.1.1: Organize a variety of digital video files, still images, and audio files.
DMP5.1.7: Conduct a post-production meeting to critique a project.

Essential Vocabulary

Academic: demonstrate, develop, perform, create

Content: script, storyboard, Shot Composition (lead room, look room, head room, top room, eye line, horizon line, rule of thirds), camera angles (long-shot, wide-shot, medium close-up, over-the-shoulder), POV (point of view), single shot, 2 shot, 3 shot, establishing shot, extreme close-up, Camera Angles (dutch angle, high-angle, low angle, eye level, birds' eye) movement (arc, pan, tilt, dolly, truck, pedestal, track), zoom

Recommended Resources

Adobe Creative Cloud Suite

Standards Used:

Idaho CTE Digital Media Production (DMP) Created at the district level using teacher teams (WADMP)
Optional Course-Specific Information
Concepts: Types of Scripts (screenplay, t-script), Camera Angles, Composition, Camera Movement 10 Shots Match Edit Storyboarding Script Writing Composition (camera movement, rule of thirds, camera angles, shot size)

Video Technology I Unit #2 Curriculum Guide

Unit: Introduction to Editing	Grade:9-10	Time: 10-12 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
To identify the correct microphone, cables and connectors to use in production. *Why are the differences among microphones, cables and connectors important to know? What are potential causes of audio interference?*	**WADMP4.2:** Identify and demonstrate audio equipment operation.	• Demonstrate use of and troubleshoot microphones, cables, and connectors.
Manipulating media is essential to creating a complete final product. *How is media assembled in order to create a complete technically sound product? What steps are required in order to create a complete product?*	**WADMP5.1**: Understand and utilize the editing process to enhance the product.	• Utilize editing software to create a complete video.
Data management is essential to the post-production process. *How should media be organized for easy access and use? What are best practices in media management for effective work flow?*	**DMP5.1.1:** Organize a variety of digital video files, still images, and audio files.	• Import, label and organize media files.

Supporting Standards

DMP4.2.1: Identify recording levels, including microphones and line levels (e.g., decibels, peaking) and adjustments.
DMP4.2.2: Identify the types and functions of various microphones.
DMP4.2.3: Place and connect microphones for effective audio.
DMP5.1.2: Import and export digital files in various formats.
DMP5.1.3: Mix multiple audio/video sources.
DMP5.1.5: Improve a project, using graphic techniques (e.g., text, fonts, colors, motion graphics, title safe area, lower thirds, placement) to intended effect.
DMP5.1.6: Adjust videos, using effects (e.g., color, motion, filters, transitions, animations).

Essential Vocabulary

Academic: identify, utilize, demonstrate, understand, manipulate, create

Content: media management, cables and connectors (USB,XLR, HDMI, mini-jack,), microphones (shotgun, lavalier, handheld) pick-up-pattern (hyper cardioid, cardioid, omnidirectional, unidirectional) editing (transition, titles, cut, timecode, track, decibels, J-cut, L-cut, match edit, jump cut, flash frame, frames, FPS, import, export) file types (mp4, mov, jpg, png, avchd, h.264, avi, mp3, WAV)

Recommended Resources

Adobe Creative Cloud Suite

Standards Used: Idaho CTE Digital Media Production (DMP) Created at the district level using teacher teams (WADMP)
Optional Course-Specific Information
Concept: Premier Pro for editing software

Cybersecurity I Unit #1 Curriculum Guide

Unit: Cyber Careers, Mindsets & Ethics	Grade: 10-12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Cybersecurity professionals protect organizations and communities by applying technical skills, ethical judgment, and effective collaboration. *What problems do cybersecurity professionals solve in businesses and communities? Which mindsets and traits help analysts succeed? Where do ethics and law set boundaries for classroom labs?*	**CYB1.2.1:** Describe the objective of cybersecurity in businesses and organizations.	• Analyze how cybersecurity professionals support organizations, follow ethical and legal boundaries, and develop the skills and mindset needed for careers in the field.

Supporting Standards

CYB1.1.1: Identify career pathways in cybersecurity.
CYB1.1.2: Identify industry certification options for career pathways.
CYB1.1.3: Identify postsecondary options that will advance career pathway goals.
CYB1.2.2: Identify the mindsets and traits (e.g., continuous learning, passion, integrity, curiosity) of the cybersecurity professional.
CYB2.2.1: Explain ethical and legal issues related to cybersecurity.
CYB2.2.2: Describe ethical hacking and non-ethical hacking.
CYB2.2.3: Identify cyber laws and regulations for individuals and businesses.
CYB2.2.4: Explain the importance of protecting intellectual property.

Essential Vocabulary

Academic: Describe, analyze, careers
Content Vocabulary: cybersecurity, confidentiality, integrity, availability, ethics, policy, AUP, privacy, compliance, certification, mindset

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #2 Curriculum Guide

Unit: Computing Hardware & OS Fundamentals	Grade: 10-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Computer systems operate through coordinated hardware components, operating system structures, and security controls that support reliable and secure computing. *How do computer components and boot processes work together? What distinguishes Windows and Linux file structures? What makes password policies effective?*	**CYB3.1.2**: Describe the architecture of a computer.	• Analyze how computer components, operating system file structures, and account security practices work together to support system functionality and protection.

Supporting Standards

CYB3.1.1: Compare storage media.
CYB3.1.3: Compare read-only memory (ROM) and random-access memory (RAM).
CYB3.1.4: Describe basic boot methods and boot order.
CYB3.1.5: Compare the file structures of Windows and Linux.
CYB3.1.6: Describe password policies.

Essential Vocabulary

Academic: system, describe, computer, function

Content Vocabulary: CPU, RAM, ROS, BIOS/UEFI, partition, file system, NTFS, ext4, account policy, authentication

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #3 Curriculum Guide

Unit: Virtualization & Safe Lab Practices	Grade: 10-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Cybersecurity labs rely on controlled environments, system observation tools, and safe practices to analyze and protect systems without causing harm. *Why do we use virtual machines for cybersecurity labs? How do command-line tools help us observe systems? What lab safety practices protect people and equipment?*	**CYB4.1.10:** Obtain information & navigate an OS using the command line.	• Implement virtualization environments and command-line tools while following lab safety practices to create safe, repeatable environments for cybersecurity investigation.

Supporting Standards

CYB3.1.7: Identify programming languages used in cybersecurity.
CYB3.1.8: Program with a text-based language (e.g., Python), using version control, unit testing and recommended styles and idioms.
CYB3.1.9: Describe the role of Bash and PowerShell, used by cybersecurity analysts.
CYB4.1.1: Install and configure Windows desktop operating system.
CYB4.1.2: Install and configure Linux desktop operating system.
CYB4.1.3: Install and configure server operating system.

Essential Vocabulary

Academic: Implement, safety
Content Vocabulary: Hypervisor, virtual machine, snapshot, ISO, CLI, bash, PowerShell, host-only, NAT, provisioning

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #4 Curriculum Guide

Unit: Data, CIA, AAA & Intro Cryptography	Grade: 10-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Data must be protected throughout its lifecycle using security principles and controls that preserve confidentiality, integrity, and availability. *What are data types and how do we protect data in all three states? How do CIA and AAA guide security choices? When and why is encryption used?*	**WACS2.1a:** Identify Cybersecurity Concepts related to information security.	• Demonstrate how security frameworks and cryptographic techniques are used to protect data in different states and support trustworthy systems.

Supporting Standards

CYB2.1.2: Explain the CIA model (confidentiality, integrity, availability).
CYB2.1.3: Explain the concepts of authentication, authorization and auditing (AAA).
CYB2.1.4: Identify basic cryptography concepts, methods, and uses.
CRY2.1.5: Identify the concepts of access control principles.
CRY2.1.6: Identify access control models.
CRY2.1.7: Explain the principle of least privilege.
CRY2.1.8: Describe Zero Trust architecture.
CYB2.1.9: Identify techniques to protect data in all three states (i.e., “data in use”, “data at rest” and “data in motion”).
CRY2.1.17: Describe the importance of cybersecurity policies and procedures.

Essential Vocabulary

Academic: identify, demonstrate, trustworthy
Content Vocabulary: CIA triad, AAA, least privilege, zero trust, encryption, hashing, key, data at rest, data in transit, data in use

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #5 Curriculum Guide

Unit: Networking Basics: Models & Media	Grade: 10-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Networks work because communication is organized by models and carried by devices, media, protocols, and ports—understanding these pieces helps us secure modern networks, including IoT. *How do OSI and TCP/IP models organize communication? Which devices and media connect networks? What ports and protocols are foundational?*	**WACS3.2a:** Work with Networks and the Internet.	• Explain how network communication is structured and carried across systems using the OSI/TCP-IP models, network components, and foundational ports and protocols.

Supporting Standards

CYB3.2.1: Describe types of area networks (e.g., LAN, WAN, MAN).
CYB3.2.2: Describe various network communication technologies (e.g., Wi-Fi, mobile data, Ethernet).
CYB3.2.3: Identify networkable devices (i.e., Internet of Things [IoT]), their categories, benefits and security risks.
CYB3.2.4: Compare the Open Systems Interconnection (OSI) model and the TCP/IP model.
CYB3.2.6: Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS).
CYB3.2.8: Identify the common TCP and UDP ports used in networking.
CYB3.2.13: Compare communication types: unicast, broadcast, multicast, and anycast.

Essential Vocabulary

Academic: identify, recognize
Content Vocabulary: OSI, TCP/IP, switch, router, WAP, NIC, ethernet, 802.11, ARP, DNS, DHCP, TCP, UDP, port

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #6 Curriculum Guide

Unit: IP Addressing, Subnetting, DHCP/DNS	Grade: 10-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Reliable networks depend on structured IP addressing and core services like DHCP and DNS to allocate addresses, resolve names, and support communication. *How does IPv4 subnetting work? What roles do DHCP and DNS play? How do we plan an IP scheme?*	**CYB3.2.6:** Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS).	• Design and troubleshoot IPv4 networks by applying subnetting, planning IP addressing schemes, and using DHCP, DNS, and connectivity tools.

Supporting Standards

CYB3.2.7: Describe subnetting of Layer 3 addresses.
CYB3.2.10: Describe the use of an access control list on an interface.
CYB3.2.11: Describe the use of IP tables for access control.
CYB3.2.12: Describe the use of Windows firewall for access control.
CYB4.1.12: Implement IP addressing schemes, given an address space.

Essential Vocabulary

Academic: describe, design
Content Vocabulary: IPv4, subnet mask, gateway, DHCP scope, lease, DNS record, ACL

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Cybersecurity I Unit #7 Curriculum Guide

Unit: Endpoint Security Basics & Policies	Grade: 10-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Endpoints are secured through baseline hardening, strong access control, and monitoring—supported by clear policies and reliable logs. *Which baseline hardening steps reduce endpoint risk? How do least privilege and access control models protect assets? Why are logs and policies vital?*	**CYB4.1.15**: Describe operating system hardening.	• Implement endpoint security best practices by hardening systems, applying least privilege through access controls, and interpreting logs and policies to guide secure behavior.

Supporting Standards

CYB2.1.7: Explain the principle of least privilege.
CYB2.1.17: Describe the importance of cybersecurity policies and procedures.
CYB4.1.9: Describe the value of logging and monitoring.

Essential Vocabulary

Academic: describe
Content Vocabulary: hardening, patching, service, log, event viewer, access control, RBAC, local policy, audit

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity I Unit #8 Curriculum Guide

Unit: Troubleshooting & Documentation	Grade: 10-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective troubleshooting relies on structured workflows, careful change control, thorough documentation, and clear communication to resolve issues reliably. *What workflow helps isolate problems? How do change and documentation practices support reliable fixes? How do we communicate findings?*	**CYB4.2.3:** Implement systematic troubleshooting strategies used with hardware and software to identify and fix errors.	• Diagnose and resolve technical problems by applying a systematic troubleshooting process, documenting changes and results, and communicating findings clearly to stakeholders.

Supporting Standards

CYB3.2.5: Describe tools and techniques available to identify networking interfaces and their settings.
CYB4.2.2: Describe troubleshooting techniques used with hardware and software to identify and fix errors.

Essential Vocabulary

Academic: implement, diagnose, document
Content Vocabulary: Baseline, symptoms, root cause, mitigation, change log, ticket, escalation, lessons learned

Recommended Resources

Standards Used: Idaho State Standards Cybersecurity 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity II- Cybersecurity Networking Unit #1 Curriculum Guide

Unit: Linux Install, Filesystems & Permissions	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Secure Linux systems depend on proper installation, package management, permission controls, and thoughtful use of graphical and command-line tools. *How do we install and update a Linux desktop securely? How are permissions and ownership enforced? When should we prefer GUI vs. CLI?*	**CYB4.1.2:** Install and configure Linux desktop operating system.	• Administer a Linux desktop by installing the system, managing software packages, enforcing permissions and ownership, and selecting appropriate GUI or CLI tools.

Supporting Standards

CYB3.1.5: Compare the file structures of Windows and Linux.
CYB4.1.5: Manage a server operating system through its lifecycle.
CYB4.1.10: Obtain information and navigate an operating system, using command line.
CYB4.1.15: Describe operating system hardening.

Essential Vocabulary

Academic: install, configure
Content Vocabulary: distro, package manager, sudo, chmod, chown, groups, services, SELinux, AppArmor

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity II- Cybersecurity Networking Unit #2 Curriculum Guide		
Unit: Bash, Scripting & CLI Operations	Grade: 11-12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Command-line tools and scripting make system and network information visible and enable reliable automation through testing and version control. *Which CLI tools reveal system and network state? How can scripts automate repetitive tasks? How do we test our scripts?*	**CYB3.1.8:** Program with a text-based language (e.g., Python), using version control, unit testing and recommended styles and idioms.	• Develop and automate system tasks by using command-line tools, writing Bash scripts, and validating their work with testing and version control practices.
Supporting Standards		
CYB3.1.9: Describe the role of Bash and PowerShell, used by cybersecurity analysts. CYB3.2.5: Describe tools and techniques available to identify networking interfaces and their settings. CYB4.1.10: Obtain information and navigate an operating system, using command line.		
Essential Vocabulary		
Academic: program, observe **Content Vocabulary**: shell, script, shebang, pipe, regex, git, repository, branch, commit		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Cybersecurity II- Cybersecurity Networking Unit #3 Curriculum Guide

Unit: Switching, VLANs & Port Security	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Secure LANs use segmentation and switch controls to limit access, reduce attack surfaces, and maintain reliable network operation. *How do VLANs segment networks and why does it matter for security? What switch features (STP, link aggregation, native/voice VLAN) must we configure? How do ACLs and port security mitigate LAN attacks?*	**CYB4.1.11:** Perform basic configurations for routers and switches.	• Secure local area networks by configuring VLAN-based segmentation, essential switch features, and access controls to mitigate common LAN attacks.

Supporting Standards

CYB3.2.8: Identify the common TCP and UDP ports used in networking.
CYB3.2.10: Describe the use of an access control list on an interface.
CYB3.2.11: Describe the use of IP tables for access control.
CYB3.2.12: Describe the use of Windows firewall for access control.
CYB4.1.14: Describe network device port security and hardening.

Essential Vocabulary

Academic: perform
Content Vocabulary: VLAN, trunk, 802.1Q, SVI, STP, MAC table, ACL, port security

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity II- Cybersecurity Networking Unit #4 Curriculum Guide

Unit: Routing, NAT & IPv4/IPv6 Design	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Networks rely on routing and address translation to move traffic between subnets, conserve IP space, and transition from IPv4 to IPv6. *How do static and dynamic routing differ? When do we use NAT/PAT and why? How do we deploy IPv6 alongside IPv4?*	**CYB4.1.12:** Implement IP addressing schemes, given an address space.	• Configure and evaluate network routing by designing routed subnets, implementing routes and NAT, and enabling IPv6 alongside IPv4.

Supporting Standards

CYB3.2.4: Compare the Open Systems Interconnection (OSI) model and the TCP/IP model.
CYB3.2.7: Describe subnetting of Layer 3 addresses.
CYB3.2.14: Describe the purposes and types of virtual access.
CYB3.2.15: Define Cloud Computing.

Essential Vocabulary

Academic: implement
Content Vocabulary: route, metric, default route, NAT, PAT CIDR, VLSM, SLAAC, dual-stack

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Cybersecurity II- Cybersecurity Networking Unit #5 Curriculum Guide		
Unit: Wireless Design & Security	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Wireless networks require careful design and strong security controls to balance performance, usability, and protection from unauthorized access. *How do channels, bands, and antennas impact performance? Which authentication and encryption choices are secure today? How do we separate guests and IoT safely?*	**CYB3.2.2:** Describe various network communication technologies (e.g., Wi-Fi, mobile data, Ethernet).	• Design and secure wireless networks by evaluating channel selection, antenna use, and authentication methods while segmenting users, guests, and IoT devices.
Supporting Standards		
CYB3.2.6: Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS). CYB3.2.13: Compare communication types: unicast, broadcast, multicast, and anycast. CYB3.2.14: Describe the purposes and types of virtual access.		
Essential Vocabulary		
Academic: describe, design **Content Vocabulary**: SSID, BSSID, ESSID, 2.4 GHz, 5 GHz, 6 GHz, WPA2, WPA3, PSK, RADIUS, captive portal		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Cybersecurity II- Cybersecurity Networking Unit #6 Curriculum Guide

Unit: Network Services: DHCP, DNS, NTP	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Core network services like DHCP, DNS, and NTP must be configured securely and accurately to support reliable, authenticated, and auditable network operations. *How do DHCP and DNS interact with security controls? What DNS records and zone types do admins use? Why is time synchronization critical?*	**CYB3.2.6:** Describe the following network services: Address Resolution Protocol (ARP), Dynamic Host Configuration Protocol (DHCP), and Domain Name System (DNS).	• Configure and evaluate core network services by implementing DHCP, DNS, and time synchronization while considering their role in secure and reliable network operations.

Supporting Standards

CYB4.1.11: Perform basic configurations for routers and switches.
CYB4.1.12: Implement IP addressing schemes, given an address space.

Essential Vocabulary

Academic: describe, ensure
Content Vocabulary: DHCP scope, lease, options, relay, DNS A/AAAA/CNAME/MX/TXT, NTP, PTP

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Cybersecurity II- Cybersecurity Networking Unit #7 Curriculum Guide		
Unit: Monitoring & Troubleshooting	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Network visibility and monitoring tools provide the data needed to troubleshoot problems, assess security, and prevent recurring issues. *Which tools (SNMP, flow, packet, capture) inform health and security? How do we follow a troubleshooting methodology? How do we document and prevent recurrence?*	**CYB4.2.3**: Implement systematic troubleshooting strategies used with hardware and software to identify and fix errors	• Analyze and troubleshoot network performance and security issues using monitoring tools and structured investigation methods.
Supporting Standards		
CYB4.1.9: Describe the value of logging and monitoring. CYB4.2.1: Describe basic hardware and software problems, using industry terminology. CYB4.2.2: Describe troubleshooting techniques used with hardware and software to identify and fix errors.		
Essential Vocabulary		
Academic: implement, analysis **Content Vocabulary**: SNMP, MIB, Syslog, SIEM, flow, packet capture, MTTR, MTBF		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Updated: February 2026
Board Approved: <Month/Year>

Cybersecurity II- Cybersecurity Networking Unit #8 Curriculum Guide		
Unit: Cloud/SDN & Documentation	Grade: 11-12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Modern networks extend into the cloud and are increasingly software-defined, requiring centralized policy control, clear documentation, and accurate addressing plans. *What changes in cloud/virtual networking (VPCs, gateways)? How does SDN/SD-WAN centralize policy? Why do diagrams and IPAM matter?*	**CYB3.2.15:** Define *Cloud Computing.*	• Evaluate how cloud and software-defined networking models influence network design and apply documentation practices to support secure, scalable networks.
Supporting Standards		
CYB3.2.4: Compare the Open Systems Interconnection (OSI) model and the TCP/IP model.		
Essential Vocabulary		
Academic: define, diagrams **Content Vocabulary**: Saas, IaaS, PaaS, VPC, IGW, NAT gateway, VPN, SDN, SD-WAN, IPAM, documentation		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Cybersecurity III- Cybersecurity Operations Unit #1 Curriculum Guide

Unit: Security Foundations: GRC & Policies	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Organizations rely on governance practices such as policies, risk management, and change control to guide secure and reliable operations. *How do policies, standards, and procedures guide secure operations? What is risk and how is it measured and reduced? How does change management affect security?*	**CYB2.1.17:** Describe the importance of cybersecurity policies and procedures.	• Evaluate how governance frameworks guide cybersecurity decisions by defining expectations, managing risk, and controlling system changes.

Supporting Standards

CYB2.2.1: Explain ethical and legal issues related to cybersecurity.
CYB2.2.3: Identify cyber laws and regulations for individuals and businesses.
CYB2.2.4: Explain the importance of protecting intellectual property.
CYB2.1.15: Define risk and risk management.
CYB2.1.16: Describe the value of risk assessment.

Essential Vocabulary

Academic: Describe, evaluate, define
Content Vocabulary: policy, standard, procedure, risk, control (prevent/detect/correct), compliance, change management

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Cybersecurity III- Cybersecurity Operations Unit #2 Curriculum Guide

Unit: Threat Actors, Kill Chain & Vulnerabilities	Grade: 11-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Cyber threats arise from different actors, motivations, and vulnerabilities, and understanding attack progression helps defenders interrupt and reduce risk. *Who are the threat actors and what motivates them? How do vulnerabilities become exploits? How does the Cyber Kill Chain frame defense?*	**CYB2.1.10:** Explain types of vulnerabilities, exploits, and cyber threats.	• Analyze how threat actors, vulnerabilities, and attack frameworks such as the Cyber Kill Chain help cybersecurity professionals understand and disrupt attacks.

Supporting Standards

CYB2.1.11: Identify the common types of cyber threat actors.
CYB2.1.12: Describe the phases of Cyber Kill Chain framework.
CYB2.1.13: Describe vulnerability management.

Essential Vocabulary

Academic: Explain, analyze
Content Vocabulary: exploit, CVE, CVSS, reconnaissance, kill chain, phishing, DDoS, spoofing, persistence

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Technology & Light Repair Program Standards (AT) Some standards adapted by West Ada CTE (WAAT) **Textbook:** Automotive Maintenance and Light Repair 2nd Edition.
Optional Course-Specific Information

Cybersecurity III- Cybersecurity Operations Unit #3 Curriculum Guide		
Unit: Network Security Architecture & Controls	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Network security architectures reduce risk by segmenting systems into zones and deploying appropriate security controls at key points in the network. *How do segmentation and zoning reduce risk? Which devices (NGFW, IDS/IPS, proxies) belong where? When do we choose VPN, SASE, or SD-WAN?*	**CYB4.1.14:** Describe network device port security and hardening.	• Design and implement network segmentation and security controls to protect systems and data.

Supporting Standards
CYB4.1.15: Describe operating system hardening CYB4.1.16: Apply encryption methods and tools to decipher encrypted data.
Essential Vocabulary
Academic: Describe, design, impliment **Content Vocabulary**: segmentation, DMZ, NGFW, IDS/IPS, WAF, VPN, SASE, SD-WAN, honeypot
Recommended Resources
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)
Optional Course-Specific Information

Cybersecurity III- Cybersecurity Operations Unit #4 Curriculum Guide		
Unit: Cryptography & PKI	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Cryptography protects data by ensuring confidentiality, integrity, and trust through encryption, hashing, and certificate-based systems. *What problems do hashing and encryption solve? How does PKI enable certificates and trust? Where do we apply crypto in transit and at rest?*	**CYB2.1.4:** Identify basic cryptography concepts, methods, and uses.	• Explain and evaluate how cryptographic methods and public key infrastructure protect data and establish trust in modern digital systems.
Supporting Standards		
CYB4.1.16: Apply encryption methods and tools to decipher encrypted data.		
Essential Vocabulary		
Academic: Identify, explain, evaluate **Content Vocabulary**: hash, key, symmetric, asymmetric, PKI, CA, certificate, TLS, HSM, FDE		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Updated: March 2026
Board Approved: <Month/Year>

Cybersecurity III- Cybersecurity Operations Unit #5 Curriculum Guide

Unit: Identity, Access & Zero Trust	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Secure systems verify identity and control access using authentication methods, access control models, and Zero Trust principles. *How do we verify identity and authorize access? What are role-, rule-, and attribute-based models? How does Zero Trust change network design?*	**CYB2.1.5:** Identify the concepts of access control principles.	• Implement and evaluate identity verification and access control strategies, including Zero Trust principles, to protect systems and manage authorized access.

Supporting Standards
CYB2.1.3: Explain the concepts of authentication, authorization and auditing (AAA). CYB2.1.6: Identify access control models. CYB2.1.7: Explain the principle of least privilege. CYB2.1.8: Describe Zero Trust architecture.
Essential Vocabulary
Academic: Identify, implement, evaluate **Content Vocabulary**: Authentication, Authorization, Accounting, MFA, RBAC, ABAC, SSO, Federation, Zero Trust
Recommended Resources
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)
Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Cybersecurity III- Cybersecurity Operations Unit #6 Curriculum Guide		
Unit: Windows Server Roles & Hardening	Grade: 11-12	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Enterprise networks rely on integrated directory and infrastructure services that must be secured and designed for reliability. *How do AD DS, DNS, and DHCP integrate? Which hardening baselines matter for servers? How do we design for redundancy and high availability?*	**CYB4.1.5:** Manage a server operating system through its lifecycle.	• Configure and secure core infrastructure services—Active Directory, DNS, and DHCP—while designing for reliability and high availability.
Supporting Standards		
CYB4.1.3: Install and configure server operating system. CYB4.1.18: Implement redundancy. CYB4.1.19: Identify important data or systems that need redundancy. CYB4.1.20: Define high availability (HA).		
Essential Vocabulary		
Academic: Manage, configure, reliability **Content Vocabulary**: AD DS, OU, GPO, DNS zone, DHCP scope, backup, failover, HA, logging		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Cybersecurity III- Cybersecurity Operations Unit #7 Curriculum Guide

Unit: Incident Response & Digital Forensics	Grade: 11-12	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective incident response requires structured processes, proper evidence handling, and continuous improvement to strengthen organizational defenses. *What are the steps of incident response? How do documentation and chain of custody support forensics? What lessons should improve our defenses?*	**WACYB6.1:** Explore Incident Response, Digital Forensics, and Recovery.	• Execute and evaluate incident response processes to detect, contain, and recover from cybersecurity incidents while preserving evidence and improving future defenses.

Supporting Standards

CYB 6.1.1 Define incident response.
CYB 6.1.2 Describe the steps of incident response.
CYB 6.1.3 Explain basic forensic concepts and practices including eDiscovery, documentation, chain of custody, and data transport.
CYB 6.1.4 Describe the importance of policies and procedures in incident response.
CYB 6.1.5 Define recovery

Essential Vocabulary

Academic: explore, evaluate, evidence
Content Vocabulary: IR lifecycle, containment, eradication, recovery, chain of custody, eDiscovery, SIEM

Recommended Resources

Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)

Optional Course-Specific Information

Updated: March 2026
Board Approved: <Month/Year>

Cybersecurity III- Cybersecurity Operations Unit #8 Curriculum Guide		
Unit: Business Continuity, DR & Capstone	Grade: 11-12	Time: 5 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Business continuity and disaster recovery planning ensure organizations can maintain operations and recover systems after disruptions. *How do RTO/RPO guide continuity planning? What site strategies fit different risks and budgets? How do we synthesize the course into a secure design?*	**WACYB4.1**: Identify and implement different options for redundancy to ensure high availability of critical systems.	• Design and evaluate continuity and disaster recovery strategies to support resilient system and network operations.
Supporting Standards		
CYB4.1.17: Identify different options for redundancy. CYB4.1.18: Implement redundancy. CYB4.1.19: Identify important data or systems that need redundancy. CYB4.1.20: Define high availability (HA).		
Essential Vocabulary		
Academic: Identify, implement, design, evaluate **Content Vocabulary**: BCP/DRP, RTO, RPO, MTTR, MTBF, snapshot, replication, hot/warm/cold site		
Recommended Resources		
Standards Used: Idaho Cybersecurity Program Standards 2022 (CYB)		
Optional Course-Specific Information		

Teen Living Unit #1 Curriculum Guide

Unit: Careers & Leadership Ready Practices	Grade: 9-10	Time: 3 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Drawing career connections within the FCS/FCCLA fields aligned to personal interests and values. *What skill building can be done to help prepare for the future? What are the 16 Career Clusters? What are the 4 FCCLA career pathways?*	**WATL7.0:** Apply Career Ready Practices.	• Identify transferable skills that develop through participation in FCCLA and FCS courses.

Supporting Standards

TL1.0.1: Explore the development that occurs during the teen years.
TL1.0.2: Analyze the importance of critical thinking.
TL1.03: Assess personal safety and the proper uses of technology tools and social media.
TL1.04: Develop personal goals and a time management plan.
TL1.05: Explore ways to balance the responsibilities of family, school, and work.
TL7.02: Research careers options related to Family and Consumer Sciences.
TL7.03: Explore teen job possibilities that support a career goal.
TL7.04: Demonstrate positive work ethic.
TL7.0.5: Demonstrate ways to improve cooperation, teamwork, and leadership.

Essential Vocabulary

Academic: analyze, assess, demonstrate, develop, examine, explore, research
Content Vocabulary: Career Clusters, soft skills, hard skills, transferable skills, work ethic, Family and Consumer Sciences (FCS), Career Technical Student Organization (CTSO), Family Career Community Leaders of America (FCCLA)

Recommended Resources

Standards Used: Idaho FCS Teen Living Standards 2016
Textbook: Succeeding in Life and Careers 12th Edition

Course-Specific Information

FCCLA Career Connections, Power of 1: Working on Working, Power of 1: Speak Out for FCCLA, Power of 1: Take the Lead

Teen Living Unit #2 Curriculum Guide

Unit: Nutrition Practices	Grade: 9-10	Time: 11 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Identify & implement variety and moderation in healthy food choices. *What are healthy nutrition practices? Are you what you eat? Why is nutrition important to discuss? How do my food choices affect my health now and in the future?*	WATL6.0a: Develop healthy nutrition practices in meal plans.	• Create a meal plan that demonstrates healthy food choices.
Plan and employ kitchen safety, sanitation, and measurement during food preparation. Why *is sanitation important when working food? How does planning prevent kitchen accidents? What does efficiency in the kitchen look like?*	WATL6.0b: Develop healthy nutrition practices that are safe and sanitary.	• Demonstrate understanding of safety & sanitation practices.

Supporting Standards

TL6.01: Plan food choices that meet nutrition guidelines.
TL6.02: Explore factors that affect kitchen safety, sanitation, and management.
TL6.03: Demonstrate ways to prepare simple healthy meals and snacks.

Essential Vocabulary

Academic: implement, employ, innovations, explore, create, demonstrate, moderation, variety, essential

Content: Kitchen measurements, kitchen tools, dietary guidelines, MyPlate, nutrient, micro, macro, calorie, foodborne illnesses, budget, menu, meal plan, kitchen sanitation

Recommended Resources

Standards Used: Idaho CTE Teen Living Standards Used (TL)

Course-Specific Information

- FCCLA Food Innovations , Power of 1: A Better You
- USDA Dietary Guidelines

Labs:
Labs Concepts: healthy choices on budget, safety & sanitation

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- Lab Fundamentals: Practice Measurement, Procedures, Lab Jobs, etc. (ex. Cookies or smores)- Breakfast Lab with budget: pancakes and acai bowls, orange spiced French toast, French toast casserole, fresh fruit smoothies
- Healthy Food Lab: chicken bacon wrap, health granola bars, veggie quesadillas, healthy snacks
- Family Style Meal: French bread pizza & salad, pasta, garlic bread and cupcakes, calzones, smoothies and salad
*Raw meat & eggs are permitted to be used in the labs if the Teen Living teacher wants to. *

Teen Living Unit #3 Curriculum Guide

Unit: Healthy Relationship Practices	Grade: 9-10	Time: 7 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Demonstrate communications skills that contribute to positive relationships. *How do you implement effective verbal and non-verbal communication skills? How has technology and social media influenced communication in relationships?*	**WATL4.0**: Develop healthy relationship practices	• Demonstrate effective communication skills in relationships.
Recognize and implement boundary-setting and refusal techniques. *Why are healthy relationships important for happiness and success? What are the qualities of healthy relationships and friendships? What are options for handling or ending healthy peer and dating relationships?*	**TL4.03:** Analyze ways to prevent and reduce conflict and youth violence	• Implement refusal skills for setting boundaries.

Supporting Standards

TL1.03: Assess personal safety and the proper uses of technology tools and social media.

TL4.01: Explore friendships and healthy relationships.

TL4.02: Demonstrate communication skills that contribute to positive relationships.

Essential Vocabulary

Academic: Define, explore, assess

Content: Harassment, conflict, nonverbal and verbal communication, healthy relationships, destructive relationships, constructive relationships, effective communication, active listening, healthy friendships, I-statements, consent, refusal techniques, reflective/verbal feedback, bullying

Concept: Refusal Techniques, Communication Styles (passive aggressive, aggressive, assertive, passive)

Recommended Resources

Standards Used: Idaho FCS Teen Living Standards 2016

Additional Course-Specific Information

FCCLA: Stand Up, Power of 1: A Better You, Power of 1: Family Ties

Teen Living Unit #4 Curriculum Guide

Unit: Strengthening Family Relationships	Grade: 9-10	Time: 4-5 Days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Explain the role and responsibility of the family and ways to improve and maintain family relationships. *Why is the family considered to be the basic unit of society? What are the roles and responsibilities of the family in teaching culture, traditions, and family values? What are methods to strengthen family connections?*	**WATL2.0:** Explore contemporary family relationships.	• Determine how projects or activities strengthen family connections.
Utilize skills and techniques to manage challenges families face throughout life. *What community resources are available to help families cope with challenge, adversity, and trauma? What are the possible effects of stress on oneself and relationships? How does one recognize the natural process of grief and loss?*	**TL2.03:** Analyze life events and experiences that impact the family.	• Reflect on coping tools and techniques used to help families overcome adversities.

Supporting Standards

TL2.01: Explain family roles and responsibilities across the lifespan.
TL2.02: Develop ways to improve family relationships.

Essential Vocabulary

Academic: implement, employ, innovations, explore, create, demonstrate, function
Content: family, family cycle, family structures, connection, contemporary, relationships, roles, responsibilities, adversity (out of the blue, developmental and structural), resiliency, crisis, trauma, community resources, coping skills

Recommended Resources

Standards Used:
Idaho CTE Teen Living Standards Used (TL)
Some standards adapted by West Ada (WATL)

Additional Course-Specific Information

FCCLA focus: Families First, Power of 1: Family Ties

Teen Living Unit #5 Curriculum Guide

Unit: Early Childhood Development	Grade: 9-10	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Exploring the responsibilities and duties of safely caring for young children. *How do developmental domains impact childhood? What are the duties of caring for children?*	**WATL3.0:** Explore early childhood development and care	• Make connections to each of the developmental domains and proper care of children.

Supporting Standards

TL3.01: Explain the importance of a safe home environment
TL3.02: Explore early childhood development
TL3.03: Explore the responsibilities and duties of a successful caregiver

Essential Vocabulary

Academic: exploring, interpret, demonstrate, responsibility
Content: childhood development, care giver, safe home environment, Developmental Domains ((PIES) physical development, social development, emotional development, intellectual development) play, engagement, nutrition
Concepts: Food Preparation techniques that are age appropriate, age-appropriate activities, parent communication

Recommended Resources

Standards Used:
Idaho CTE Teen Living Standards Used (TL)
Some standards adapted by West Ada (WATL)

Course-Specific Information

FCCLA – Focus on Children, Families First National Program

Teen Living Unit #6 Curriculum Guide		
Unit: Life & Resource Management	Grade: 9-10	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Applying life and resource management concepts to meet the challenges of everyday life. *Why is it important to track and plan personal spending?*	**TL5.02:** Explore effective money management skills.	• Apply money management skills in real life scenarios.
Maintaining an organized, safe and well-designed personal living space. *How do homes fulfill physical, emotional and social needs? How do using the elements of design impact personal living space?*	**WATL5.0:** Explore life and resource management.	• Apply basic color schemes in a fashion or interior design.
Identify personal fashion decisions as well as the need to care for and maintain clothing. *How do values, attitudes, personalities and peer influences affect clothing selections? What are the different facets of the fashion industry? How can we properly maintain our clothing?*	**TL5.04:** Develop safe skills for clothing construction.	• Make and prepare a mend or clothing piece.
Supporting Standards		
TL5.03: Explain fashion trends and peer influences on clothing. TL5.04: Develop safe skills for clothing construction. TL5.06: Describe the importance of family housing. TL5.07: Apply elements and principles of design to personal space.		
Essential Vocabulary		
Academic: demonstrate, apply, maintain, identify, explore, develop, create **Content**: budget, income, expenses, credit, savings, interest, insurance, deposit, debt, bank statement, net pay, gross pay, withdrawal, paystub, clothing, fashion, color schemes, basic sewing equipment needle, fabric, thread, apparel, notion, clothing care symbols, fast fashion, sustainability		
Recommended Resources		
Standards Used: Idaho CTE Teen Living Standards Used (TL)		
Optional Course-Specific Information		
FCCLA – Financial Fitness, Power of 1: A Better You		

Parenting & Child Development Unit #1 Curriculum Guide

Unit: Developmentally Appropriate Applications	Grade: 10-12	Time: 26 Days (6-Theories &20-Domains)
Scale 1.1 Topic 1 (Theories) & Scale 1.2 Topic 3 (Domains)		

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the contributions of theorists to the science of child development. *Why do we study theories? Who are the theorists that contributed to study of child development? How have theories impacted changes to the study of child development?*	**ET3.2.2:** Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).	• Describe the major child development theories and the impact of teaching and learning.
Create curriculum that is age appropriate for preschoolers. *What is good curriculum? Why are lesson plans important? What are the different parts of a lesson plan?*	**ECE 2.3.3:** Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.	• Create and plan activities that are age-appropriate, play-based and address the developmental domains

Supporting Standards

ECE2.1.1: Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.
ECE2.1.3**:** Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner and Vygotsky) to meet young children's individual needs in the group setting.
ECE2.2.1: Describe experiences that address each child's needs, culture, temperament, environment, interests, and learning style
ECE2.3.1: Compare developmental differences and unique characteristics of children.
ECE2.3.2: Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.
ET3.2.1: Describe developmental domains.

Essential Vocabulary

1.1 Academic: theorist, theories, autonomy, initiative, inferiority, industry, intelligences, developmental

1.1 Content Vocabulary: Piaget (sensorimotor, preoperational, concrete), Erikson (trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority), Gardner (multiple intelligences), Maslow (hierarchy of needs), Vygotsky (zone of proximal development), Montessori, Bronfenbrenner (ecological systems).

1.2 Academic: intelligences, developmental, brain developmental

1.2 Content Vocabulary: intellectual/cognitive, physical, language, social-emotional, creative development, fine motor, gross motor, developmental domains, attachment, object permanence, initiative, sensorimotor, autonomy, executive function, parallel play, associative play, cooperative play, dramatic play, imitation, solitary play, reflexes, failure to thrive, colic, separation anxiety, stranger anxiety, window of opportunity
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) Idaho Education & Training Standards (ET)
Optional Course-Specific Information

Parenting & Child Development Unit #2 Curriculum Guide

Unit: Developmental Influences	Grade: 10-12	Time: 6 Days
Scale 2.1 Topic 2 (Pregnancy & Prenatal Development) & Scale 2.2 Topic 5 (Family Partnerships)		

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the impact of environmental factors that affect prenatal development. *What are biological & environmental effects on prenatal development? What are resources available in your community for a potential pregnancy? What is quality prenatal healthcare and where can it be found? What is the role of a supporting partner?*	**NASAFACS12.2.1:** Analyze the influences of heredity and environment on human growth and development.	• Determine the preparation expectant parents should make regarding the care necessary for healthy pregnancy.
To build and strengthen the family as the basic unit of society by forming partnerships with early childhood caregivers. *How do parental communication practices impact the family? How do you protect the family from negative external influences? How does the family maintain unity?*	**ECE3.1.3:** Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children).	• Analyze the 'Protective Factors' and their influence on families.

Supporting Standards

ECE1.6.5: Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community.
ECE2.2.3: Distinguish factors, including family dynamics, societal context, and structural inequities, which may affect children's behavior, health, and welfare.
ECE3.1.1: Recognize that variety exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.
ECE3.2.3: Explore how families' attitudes and actions influence children's abilities and interest in learning.
ECE3.2.4: Identify ways family members can play an active role in their child's education.

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ECE3.2.6: Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare).
ECE5.1.2: Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child.
ECE5.1.3: Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning.
ECE6.4.5: Follow safe sleep practices including SIDS prevention strategies.
ET4.1.2: Evaluate the community influence on learners.
ET6.3.2: Describe signs of symptoms of abuse, neglect, cyberbullying, and bullying and the legal responsibilities of mandated reporting.

Essential Vocabulary

2.1 Academic Vocabulary: environmental, analyze, explain

2.1 Content Vocabulary: ultrasound, Apgar, malnutrition, prenatal care, obstetrics (OBGYN), pediatrician, birthing center, Female Reproductive Organs (fallopian tubes, uterus, ovaries, ovum, cervix), high risks pregnancy, Ectopic pregnancy, miscarriage, stillbirth, multiple births (twins, triples, etc.), embryo, fetus, folic acid, prenatal vitamins, genetics, congenital/hereditary & environment birth defects, fetal alcohol syndrome (FAS), umbilical cord, placenta, Alcohol, Tobacco, Illicit Drugs

2.2 Academic: analyze, economics, experiences, resiliency

2.2 Content Vocabulary: Adverse Childhood Experience (ACE), abuse, neglect, household dysfunction, mental illness, trauma, IdahoSTARS (RISE), NAEYC's 10 Program Standards, The Protective Factors (parental resilience, social connections, concrete support in times of need, social-emotional competence of children, knowledge of parenting & child development), coping strategies, toxic stress, trauma, Strengthening Families framework, licensing, accreditation, Sudden Infant Death Syndrome (SIDS), abusive head trauma (AHT formerly called shaken baby syndrome)

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)

Additional Course-Specific Information

Concept: Environmental Factors (e.g. Parenting Choices, Lifestyle, Home, Community Resources, Physical environment, Cost of Living, Education)

Parenting & Child Development Unit #3 Curriculum Guide

Unit: Nutrition, Health & Safety	Grade: 10-12	Time: 8 Days
Scale 3.1 Topic 4 (Nutrition) & Scale 3.2 Topic 4 (Safe Environment)		

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Promoting an environment that supports healthy nutritional practices and wellness. *What strategies can be used to have children try new foods? What are some positive eating habits? What are the transitional stages of eating behaviors for young children? What are the nutritional needs of young children?*	**ECE6.6.1:** Identify the nutritional needs of young children.	• Create a weeklong meal plan for a preschool aged child that meets USDA guidelines. (breakfast, A.M. snack, lunch/supper, P.M. snack)
Providing safe and healthy environments that prevent and reduce injuries and trauma. *How do childcare providers teach and maintain personal health practices with young children? What are safe sleep practices for children up to age five? What are hygienic practices for early educators working with young children? What are the types of child abuse and neglect?*	**ECE6.4.1:** Identify factors that maintain a safe and healthy learning environment.	• Demonstrate practices of a safe and sanitary environment.

Supporting Standards

ECE6.1.1: Describe hygiene, health, and safety needs of young children.
ECE6.2.1: Identify preventive health care resources.
ECE6.3.1: Define child abuse and neglect.
ECE6.3.4: List outcomes of child abuse and child neglect.
ECE6.3.6: Identify legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect.
ECE6.4.5: Describe safe sleep practices including SIDS prevention strategies.
ECE6.5.1: Describe general hygiene needs of young children.
ECE6.5.2: Demonstrate and model correct hand hygiene and diaper changing procedures.
ECE6.5.5: Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions.
ECE6.6.1: Identify the nutritional needs of young children.
ECE6.6.5: Identify developmentally appropriate strategies for introducing new foods.
ECE6.6.6: Assist young children in developing table manners and positive eating habits, including family style dining.
ET6.3.1: Identify the characteristics of a physically, emotionally, and intellectually safe learning environment.

Essential Vocabulary

3.1 Academic: Identify, demonstrate, outline, environments, promote, procedures

3.1 Content Vocabulary: malnutrition, over-nutrition, under-nutrition, family-style dining, solid foods, breastfeeding, weaning, bottle feeding, allergies, handwashing, food preparation, sanitation practices, hygiene, USDA guidelines, supper, My Plate.

3.2 Academic: Identify, demonstrate, outline, environments, promote, procedures.

3.2 Content Vocabulary: mandatory reporting, Sudden Infant Death Syndrome (SIDS), Adverse Childhood Experiences (ACE), sanitation practices, physical abuse, emotional abuse, sexual abuse, neglect (emotional/physical), Diaper Changing, Trauma, Purple Crying, Shaken Baby Syndrome/Abusive Head Trauma.

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)

Optional Course-Specific Information

Parenting & Child Development Unit #4 Curriculum Guide

Unit: Appropriate Interactions with Children	Grade: 10-12	Time: 8 Days
Scale 4.1: Topic 3 (Real Care Baby) & Scale 4.2: Topic 6 (Positive Practices)		

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Demonstrate how to care for an infant, i.e. changing diapers and clothes, feeding an infant, stimulating an infant for growth and development, and basic health needs. *How do you care for an infant? How can parents and caregivers provide stimulating activities for brain development?*	**SAFACS15.1:** Analyze roles and responsibilities of parenting.	• Demonstrate appropriate infant care using an infant simulator.
Identify and use guidance & discipline strategies to maximize human growth & development. *How do different styles of engagement affect a child's development? What makes a good caregiver? How do caregivers promote social- emotional development?*	**ECE 2.3.2:** Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.	• Describe and justify developmentally appropriate guidance (indirect and direct) strategies.

Supporting Standards

ECE5.1.1: Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
ECE5.2.1: Engage in everyday conversations with children to promote their positive self-concept.
ECE5.2.4: Monitor and support children's engagement in routines, activities, and social interactions.
ECE6.4.5: Follow safe sleep practices including SIDS prevention strategies
ET4.1.6: Describe the importance of establishing a safe and respectful learning environment for all learners.
ET6.3.1: Identify the characteristics of a physically, emotionally, and intellectually safe learning environment.
ET6.2.2: Develop specific positive expectations to enhance the learning environment.
ET6.2.3: Describe procedures to create learning-centered environments.

Essential Vocabulary

4.1 Academic Vocabulary: environmental, analyze, explain

4. 1 Content Vocabulary: Prenatal Care, Obstetrics (OBGYN), Pediatrician, Shaken Baby Syndrome/ Abusive Head Trauma, childcare, Real Care Baby, multiple births (twins, triplets, etc.), bottle, car seat, breastfeeding, milia, fontanel, cradle cap, jaundice, PURPLE crying, Sudden Infant Death Syndrome (SIDS)

4.2 Academic Vocabulary: society, consistent

4.1 Content Vocabulary: Guidance, discipline, natural consequences, logical consequences, permissive, authoritarian, supportive, disengaged, time in/time out, positive reinforcement, negative reinforcement, indirect and direct guidance, responsive relationships, serve & return, offering choices, open-ended questions, parallel play, associative play, cooperative play, dramatic play, imitation, solitary play, autonomy, dialogic reading
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) Idaho Education and Training Standards (ET) National Standards for Family and Consumer Science (SAFACS)
Optional Course-Specific Information

Parenting & Child Development Unit #5 Curriculum Guide

Unit: Working with Young Children	Grade: 10-12	Time: 24 Days
Scale 5.1 Topic 7 (Collaboration & Professionalism) & Scale 5.2 Topic 7 (Reflection)		

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Develop skills that are applicable to the workforce. *How are norms written, established, and held to? Which skills will be beneficial in the workplace? Why do employees need to be held to consistent standards of professionalism? How do collaborative teams take initiative to achieve goal?*	**ECE1.4.1:** Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.	• Demonstrate consistent workplace readiness skills and collaboration within a teaching team.
Implement individual and group feedback in constructive and positive ways to improve teaching. *How does feedback help us improve? When and how can we implement feedback? What does constructive feedback include?*	**ET2.2.2:** Implement self-reflection practices to improve job and career performance, self-advocacy, and personal health.	• Reflect on individual teaching practices, provide group feedback to improve job performance, and implement feedback from multiple sources.

Supporting Standards

ECE1.2.2: Participate in student and/or professional organizations' functions and leadership opportunities.
ECE1.3.2: Maintain confidentiality and respect of children, families, and colleagues.
ECE1.4.2: Facilitate and participate on collaborative teams.
ECE1.4.3: Foster effective relationships within collaborative teams.
ECE1.5.1: Develop goals based on reflections of current practice with young children, families, and peers.
ECE1.5.2: Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio]
ET1.1.2: Define the values, roles, and opportunities provided through career technical student organizations.
ET2.2.4: Identify common responsibilities of educators (e.g., lesson plans, attendance procedures, classroom management).
ET2.2.5: Describe professionalism required in the educational setting (e.g., communication, dress, behavior).

Essential Vocabulary

5.1 Academic Vocabulary: curriculum, observation, reflection, professionalism, confidentiality, time management, discipline, collaborate, interpersonal

5.1 Content Vocabulary: goal, objective, direct learning, instruction, positive reinforcement, redirection, professional learning community (PLC), FCCLA, CTE, Career Tree (entry-level, technical, advanced careers), credential, Child Development Associative Credential (CDA), credential, lesson plans, student will be able to (SWBA) statements, career preparation.

5.2 Academic Vocabulary: curriculum, observation, reflection, professionalism, confidentiality, time management, discipline, collaborate, interpersonal

5.2 Content Vocabulary: goal, objective, direct learning, dialogic reading, instruction, positive reinforcement, redirection, professional learning community (PLC), feedback, guidance, positive engagement, self-growth, conflict resolution, environmental factors, self-advocacy.
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) Idaho Education and Training Standards (ET)
Optional Course-Specific Information

Early Childhood Education Unit #1 Curriculum Guide		
Unit: Professional Practices	Grade: 11-12	Time: 14 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Practice professional intervention and problem solving. *How does a teacher handle difficult conversations? What is confidentiality and why is it required? What laws and ethics are mandated for early learning professionals?*	**ECE1.3.3:** Analyze ethical dilemmas and determine professional and appropriate courses of action.	• Identify appropriate course of action for ethical dilemmas based on NAEYC Code of Ethical Conduct.
Introduce systems that support young children and families. *What types of community agencies support young children (e.g., health clinics, early intervention, family support programs)? What different professional work with young children (e.g., pediatricians, SLPs, ECE, social workers)? How do these professionals collaborate to meet the needs of a child or family? What organizations exist at the local, state, or national level to support children and families (e.g., Head Start, childcare resource networks, health departments)? How can early childhood professionals connect families to these resources effectively?*	**ECE1.4.6:** Identify a variety of agencies, organizations, and professionals available to young children and families.	• Identify programs, agencies, and other national and community resources available to young children and families.
Engage in Student & Professional Organizations. *Why do student and professional organizations exist? How*	**ECE1.2.2:** Participate in student and/or professional organizations' functions and leadership opportunities.	• Participate in activities or events connected to FCCLA or ECE-related professional

can participation in organizations impact my future career and personal growth? What skills and experiences can I gain from being involved in a professional organization?		organizations.

Supporting Standards
ECE1.2.1: Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) www.fcclainc.org]. ECE1.2.3: Compare professional early childhood education organizations and programs [e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS, and organizations that focus on infant-toddlers and family childcare providers]. ECE1.3.1: Integrate the NAEYC Code of Ethical Conduct into practice. ECE1.3.2: Maintain confidentiality and respect of children, families, and colleagues. ECE1.3.4: Explain the purpose and importance of program accreditation and licensure. ECE1.4.1: Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements. ECE1.4.2: Facilitate and participate on collaborative teams. ECE1.4.3: Foster effective relationships within collaborative teams. ECE1.4.4: Identify initial and ongoing requirements for professional development (local, state, and national). ECE1.4.5: Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist). ECE1.5.1: Develop goals based on reflections of current practice with young children, families, and peers.

Essential Vocabulary
Academic: ethics, confidentiality, initiative, resume, cover letter, professional organizations/associations, dilemmas, collaborate, professionalism, compliance, agency **Content Vocabulary**: accreditation, licensure, developmentally appropriate, National Association for the Education of Young Children (NAEYC), curriculum, IdahoSTARS, Family, Career and Community Leaders of America (FCCLA), family childcare home, Head Start, universal pre-kindergarten, laboratory schools, parent cooperatives, Montessori schools, competency statement, mandatory reporting, Idaho Department of Health and Welfare (IDHW), Child Care Resource & Referral (CC&RR), Council for Professional Recognition

Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:** CDA Essentials Working with Young Children, Working with Young Children (Herr)

Updated: May 2026
Board Approved: <Month/Year>

Course-Specific Information
FCCLA: Career Connection, Career Investigation (STAR Event), Power of 1: Working on Working CDA Essentials Workbook NAEYC Position Statement: Code of Ethical Conduct

Early Childhood Education Unit #2 Curriculum Guide		
Unit: Safe and Healthy Environments	Grade: 11-12	Time: 18 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Providing safe and healthy environments that prevent and reduce injuries and trauma. *How do childcare providers teach and maintain personal health practices with young children? What are safe sleep practices for children up to age five? What is mandatory reporting and when is it used?*	**ECE6.4.1:** Identify factors that maintain a safe and healthy learning environment.	• Identify specific factors and duties in maintaining a safe and healthy learning environment.
Practice safe and clean practices that teach children about their own hygiene. *What are the proper steps of hand washing? What are the proper steps of diaper changing? What are hygienic practices for early educators working with young children?*	**ECE6.5.1:** Assist in meeting general hygiene needs of young children.	• Demonstrate general hygiene routines/procedures for young children.
Promoting an environment that supports healthy nutritional practices and wellness. *What strategies can be used to have children try new foods? What are some positive eating habits? What is family style dining? How does an early childhood professional facilitate family style dining? How can teachers encourage healthy relationships with food?*	**ECE6.6.2:** Assist in planning, preparing, and serving nutritious snacks and meals.	• Demonstrate positive eating habits and behaviors to meet the nutritional needs of children.
Supporting Standards		

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ECE6.1.1: Explain hygiene, health, and safety needs of young children.
ECE6.1.2: Identify preventive health care resources.
ECE6.1.3: Describe the benefit of physical education activities for young children's long-term health outcomes and brain development
ECE6.3.6: Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect.
ECE6.4.2: Demonstrate state and local regulations that support safe and healthy practices.
ECE6.4.3: Explain information on security, emergency, medical procedures with staff and young children.
ECE6.4.4: Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills).
ECE6.4.5: Follow safe sleep practices including SIDS prevention strategies.
ECE6.5.2: Demonstrate and model correct hand hygiene and diaper changing procedures.
ECE6.5.3: Explain typical illness policies for early childhood programs.
ECE6.5.4: Identify signs of illness, allergies, body temperature, and/or discomfort in young children.
ECE6.5.5: Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions.
ECE6.5.6: Acquire a pediatric CPR/first aid certificate.

Essential Vocabulary

Academic: symptoms, illness, discomfort
Content Vocabulary: immunizations, hygiene, diapering, handwashing, sanitize, disinfect, daily health check, infectious diseases, exclusion, antibiotic-resistant, community outbreak, gastrointestinal, respiratory, standard precautions, universal precaution, personal protective equipment (PPE), chest compressions, rescue breaths, automated external defibrillator (AED), defibrillation, epinephrine autoinjector (EpiPen), safe sleep, sudden infant death syndrome (SIDS), active supervision, recordkeeping, teacher-child ratio

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)
Textbook: CDA Essentials Working with Young Children, Working with Young Children (Herr)

Health & Safety Institute (OTIS)
American Academy of Pediatrics (AAP)

Optional Course-Specific Information

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Early Childhood Education Unit #3 Curriculum Guide

Unit: Guidance	Grade: 11-12	Time: 20 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Support children's social and emotional needs. *What are the guidance techniques? What are the discipline techniques? How do we teach children to self-regulate their emotions? What are coping skills? What are thick and thin conversations?*	**ECE2.3.2:** Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.	• Integrate various guidance techniques to promote problem solving abilities and self-regulating skills in children.

Supporting Standards

ECE5.1.1: Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
ECE5.2.1: Engage in everyday conversations with children to promote their positive self-concept.
ECE5.2.2: Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
ECE5.2.3: Assist children in separating from family and integrating into the classroom.
ECE5.2.4: Monitor and support children's engagement in routines, activities, and social interactions.
ECE6.3.5: Research strategies for managing anger, frustration, separation, and loss.

Essential Vocabulary

Academic: articulate, foundation, techniques, approaches, encouraging, suggesting, prompting, anticipate, bibliography, calming, prompts, aware, philosophy
Content Vocabulary: evidence-based, self-concept, universal design, routines, self-regulate, guidance, natural consequences, logical consequences, time in, choices, independence, thick vs. thin conversations, expectations, modeling, positive reinforcement, I-message, redirection, direct guidance, indirect guidance, attention-seeking behaviors, prosocial behaviors, executive functioning skills, scaffolding

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)
Textbook: CDA Essentials Working with Young Children, Working with Young Children (Herr)

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Optional Course-Specific Information

Early Childhood Education Unit #4 Curriculum Guide

Unit: Observations, Documentation & Assessment	Grade: 11-12	Time: 16 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Assessing growth and development through observation. *How can observation data guide activity planning? How does an educator know what type of observation or assessment to use when collecting data? How do teachers adjust instruction based on assessment results? How can data be used to support children who need extra help? When should teachers seek support from families or specialists? How does data-driven planning improve learning outcomes?*	**ECE 4.1.4:** Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.	• Use observation, documentation, and assessment to make informed decisions about a child's developmental needs.

Supporting Standards

ECE4.1.1: Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).
ECE4.1.2: Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.
ECE4.1.3: Identify the difference between formal and informal and formative and summative assessments.

Essential Vocabulary

Academic: interpret, observation, analysis
Content Vocabulary: curriculum cycle, anecdotal records, running record, participation chart, rating scale, developmental checklist, summative assessment, formative assessment, formal assessment, informal assessment

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)

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Board Approved: <Month/Year>

Textbook: CDA Essentials Working with Young Children, Working with Young Children (Herr)
Optional Course-Specific Information
CDA Essentials Workbook

Updated: April 2026
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Early Childhood Education Unit #5 Curriculum Guide

Unit 5: Planning & Teaching	Grade: 11-12	Time: 8 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Create curriculum that is developmentally appropriate. *What is good curriculum? Why are lesson plans important? What are the different parts of a lesson plan? What is play-based learning? How does curriculum affect children's skill building?*	**ECE2.3.3a:** Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.	• Plan developmentally appropriate activities that are play-based and include a variety of teaching strategies.
Teach play-based learning experiences. *How can teachers model and scaffold play experiences that are both engaging and purposeful? What makes a play activity "developmentally appropriate" for different ages and stages? How do teachers balance child choice with learning goals?*	**ECE2.3.3b**: Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.	• Facilitate/Teach/Follow prepared developmentally appropriate activities that are play-based and include a variety of teaching strategies.

Supporting Standards

ECE2.2.1: Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.
ECE2.2.2: Provide materials and activities that affirm and respect differences.
ECE2.3.1: Differentiate developmental differences and unique characteristics of children.
ECE5.1.2: Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child.
ECE5.1.3: Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning.
ECE5.2.2: Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
ECE5.2.3: Assist children in separating from family and integrating into the classroom.
ECE5.2.4: Monitor and support children's engagement in routines, activities, and social interactions.

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ECE5.2.5: Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children.
Essential Vocabulary
Academic: trajectories, strategies, tactile, acknowledge, individualized, behavior **Content Vocabulary**: Early Learning eGuidelines, approaches to learning, developmental goals, cognitive processing, executive function, child indicator, caregiver strategies, learning objectives, condition of performance, level of performance, positive reinforcement, transition, universal design for learning (UDL), differentiation, Zone of Proximal Development (ZPD), formative assessment, summative assessment, formal assessment, informal assessment, pro-social behaviors, scaffolding, modeling, developmentally appropriate (child developmental appropriateness, individual appropriateness, social and cultural appropriateness), temperament, modalities, developmental screening, intentional teaching, responsive teaching
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:** CDA Essentials Working with Young Children, Working with Young Children (Herr)
Course-Specific Information
FCCLA: Early Childhood Education (STAR Event), Lesson Plan Development & Modifications (Skill Demonstration), Learning Experiences (Idaho-Only)

Early Childhood Education Unit #6 Curriculum Guide

Unit: Reflection & Analysis	Grade: 11-12	Time: 6 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Goal setting is necessary for professional growth. *How do I set realistic and meaningful goals based on my reflections from multiple sources of feedback? Why is reflection important for effective teaching in early childhood settings? What does meaningful reflection look like before, during, and after teaching? How can reflection improve outcomes for young children? How can I track progress and adjust my goals over time?*	**ECE1.5.1:** Develop goals based on reflections of current practice with young children, families, and peers.	• Develop goals for professional growth in industry based on feedback from multiple resources.
Child Development Associates Portfolio requires preparation. *What is the purpose of the portfolio? Where does evidence come from? How can the portfolio be used as a resource in the future?*	**ECE 1.5.2:** Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio].	• Demonstrate knowledge, skills and abilities in portfolio/resource binder.

Supporting Standards

ECE1.4.1: Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.
ECE1.4.4: Identify initial and ongoing requirements for professional development (local, state, and national).
ECE1.5.1: Develop goals based on reflections of current practice with young children, families, and peers.
ECE2.3.2: Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.
ECE2.3.3: Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains
ECE3.2.1: Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.
ECE3.2.4: Identify ways family members can play an active role in their child's education.

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ECE3.2.5: Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors). ECE3.2.6: Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare). ECE4.1.4: Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.
Essential Vocabulary
Academic: reflection, reflective, competence, professional, artifact, credential, constructively, indicator **Content Vocabulary**: Resource Collection, Competency Statement, Functional Area (CDA)
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:** CDA Essentials Working with Young Children, Working with Young Children (Herr)
Course-Specific Information
CDA Essentials Workbook CDA Competency Standards FCCLA: Job Interview (STAR Event), Career Connection (STAR Event), Early Childhood Education (STAR Event), Power of 1: Working on Working, Red Talks on Education (Online FCCLA Event)

Advanced Early Childhood Education Unit #1 Curriculum Guide		
Unit: Food Experiences	Grade: 11-12	Time: 18 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
There are ways to promote an environment that supports healthy nutritional practices and wellness. *What strategies can be used to have children try new foods? What are some positive eating habits? What is family style dining? How does an early childhood professional facilitate family style dining? How can teachers encourage healthy relationships with food? How can teachers teach table manners and positive eating habits to young children?*	**ECE6.6.2:** Assist in planning, preparing, and serving nutritious snacks and meals.	• Facilitate family-style dining teaching children table manners and positive eating habits with healthy meals and snacks.
Developmentally appropriate food preparation skills can encourage independence, learning, and healthy habits. *What food prep tasks are safe and appropriate for young children? How do fine motor skills affect what children can help with? How can activities be scaffolded as children grow? What safety rules must children learn before helping with snacks or meals? How can food activities connect to math, science, or literacy skills? How does helping prepare food support cognitive and language development?*	**ECE6.6.4:** Develop activities for young children to assist with the preparation of snacks and meals.	• Design a developmentally appropriate snack-preparation activity that allows young children to safely prepare food.

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Supporting Standards
ECE6.2.1: Discuss malnutrition, under-nutrition, and over-nutrition issues. ECE6.2.2: Explain the procedures for safe food preparation, storage, and disposal to prevent foodborne illness. ECE6.6.1: Identify the nutritional needs of young children. ECE6.6.3: Identify cultural issues that impact feeding young children. ECE6.6.5: Incorporate developmentally appropriate strategies for introducing new foods. ECE6.6.6: Assist young children in developing table manners and positive eating habits, including family style dining. ECE6.6.7: Identify appropriate feeding utensils for young children
Essential Vocabulary
Academic: acculturation, socioeconomic, intergenerational, inequities **Content Vocabulary**: family-style dining, Child and Adult Care Food Programs (CACFP), fight BAC, cross-contamination, FBI (Food Borne Illness), Temperature Danger Zone, staple foods, dietary restrictions, satiety, spoon-feeding, self-feeding, food insecurity
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:** CDA Essentials for Working with Young Children, Working with Young Children
Optional Course-Specific Information
Idaho Early Learning eGuidelines

Advanced Early Childhood Education Unit #2 Curriculum Guide		
Unit: Teaching & Learning	Grade: 11-12	Time: 28 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Intentionally planning and implementing developmentally appropriate activities and environments. *How do teachers ensure activities are developmentally appropriate? What role do children's interests play in planning? How can teachers evaluate whether an activity was effective? How should learning centers be arranged to encourage independent play? How can the environment support safety while still allowing exploration? How can classrooms reflect children's cultures and experiences?*	**ECE 2.3.3:** Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.	• Create developmentally appropriate, play-based learning experiences and environments for growth and development.
Supporting independence and curiosity through a variety of teaching approaches. *What are examples of child-initiated learning in early childhood settings? What is the teacher's role during child-initiated activities? How can teachers extend learning without taking control of the activity? When is child-initiated learning most effective? When is adult-directed instruction necessary? Why is flexibility important when selecting teaching approaches?*	**ECE 5.2.5:** Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children.	• Plan and use teaching strategies that range from child-initiated play to adult-directed lessons, using modeling and support to help each child succeed.

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Supporting Standards
ECE2.2.1: Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles. ECE2.2.2: Provide materials and activities that affirm and respect differences. ECE2.3.1: Differentiate developmental differences and unique characteristics of children. ECE5.1.3: Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning. ECE5.2.2: Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions. ECE5.2.4: Monitor and support children's engagement in routines, activities, and social interactions.
Essential Vocabulary
Academic: routines, transitions **Content Vocabulary**: teaching continuum, scaffolding, modeling, executive functioning skills, self-regulation, Universal Design for Learning (UDL), culturally responsive, open-ended materials, differentiated instruction, block planning
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:** CDA Essentials for Working with Young Children, Working with Young Children
Optional Course-Specific Information
FCCLA: Teaching Strategies (STAR Event), Early Childhood Education (STAR Event), Lesson Planning and Modifications (Skill Demonstration), Learning Experiences (Idaho-Only)

Advanced Early Childhood Education Unit # 3 Curriculum Guide

Unit: Family and Community Relations	Grade: 11-12	Time: 14 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Respectful partnerships with families are built. *What does a respectful partnership between teachers and families look like? How can teachers build trust with families from different backgrounds? Why is family involvement important in early childhood education? How can teachers support families without judgment? What behaviors show professionalism when working with families?*	**ECE3.1.2:** Implement practices which facilitate respect and acceptance of all families.	• Use respectful actions, behaviors, and communication techniques to support and include all families in their child's learning.

Supporting Standards

ECE3.1.1: Recognize that variety exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.
ECE3.1.3: Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children).
ECE3.2.1: Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.
ECE3.2.2: Identify and encourage opportunities for family support, empowerment, and participation.
ECE3.2.3: Explore how families' attitudes and actions influence children's abilities and interest in learning.
ECE3.2.4: Identify ways family members can play an active role in their child's education.
ECE3.2.5: Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors).
ECE3.2.6: Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare).

Essential Vocabulary

Academic: implement, techniques, support, reciprocal, agency, documentation, policy, bias

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Board Approved: <Month/Year>

Content Vocabulary: family structure, caregiver, guardian, family dynamics, home culture, confidentiality, cultural responsiveness, family engagement, community partnership, community resource, support services, referral, self-identity, cultural background, professional boundaries
Recommended Resources
Standards Used: Idaho Early Childhood Education Standards (ECE) **Textbook:**
Optional Course-Specific Information
FCCLA: Families First, Event Management (STAR Event), Professional Presentation (STAR Event), Interpersonal Communications (STAR Event)

Advanced Early Childhood Education Unit #4 Curriculum Guide

Unit: Advocating for Children and the Profession	Grade: 11-12	Time: 8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Examine the impact of advocacy for a successful program. *What skills are necessary to create effective advocacy products? Who, in the community, can support an ECE program? What impact can advocacy have on the success of a program? How can early learning professional advocate for children, programs, and the industry?*	**ECE1.6.4:** Advocate for young children, families, and the profession using written and verbal communication (e.g., letter writing, contacting your legislator, writing an editorial, and participating in an advocacy event).	• Create a product to advocate for young children, families, and/or the profession.

Supporting Standards

ECE1.4.1: Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.
ECE1.4.6: Identify a variety of agencies, organizations, and professionals available to young children and families.
ECE1.6.1: Examine the economic impact of early childhood education services on local, state, and national levels.
ECE1.6.2: Align advocacy to research and early childhood education resources on the local, state, and national level.
ECE1.6.3: Demonstrate understanding of local and Idaho Legislative processes and impact on laws governing child care licensing and early education.
ECE1.6.5: Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community.

Essential Vocabulary

Academic: advocate, create

Content Vocabulary: lawmakers, lobbying, case advocacy, administrative advocacy, legislative advocacy, media advocacy, advocate

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)

Textbook: CDA Essentials Working with Young Children, Working with Young Children (Herr)

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Optional Course-Specific Information
CDA Essentials Workbook FCCLA: Stand Up, Career Connection, Families First, Power of 1: Working on Working, Public Policy Advocate (STAR Event), Professional Presentation (STAR Event), Interpersonal Communications (STAR Events)

Advanced Early Childhood Education Unit #5 Curriculum Guide

Unit: Reflection & Analysis	Grade: 11-12	Time: 7 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Impact, Leadership, and Professional Identity. *How do I critically analyze and synthesize evidence from multiple sources (observations, assessments, feedback from families, peers, and children) to identify patterns in my teaching practice? How can I demonstrate growth by revising goals based on evidence of student learning and changing classroom needs? How can I use reflective narratives to show evidence of meeting and exceeding CDA competency standards in real practice? How can I use reflection and goal setting to improve not only my own teaching practice but also support the growth of peers or a team?*	**ECE1.5.1:** Develop goals based on reflections of current practice with young children, families, and peers.	• Revise and update goals for professional growth in industry based on past reflections and feedback from multiple resources.
Prepare a Child Development Associates Portfolio. *What is the purpose of the portfolio? Where does evidence come from? How can the portfolio be used as a resource in the future?*	**ECE1.5.2:** Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio].	• Create a portfolio/resource binder for the students' CDA.

Supporting Standards

ECE1.4.1: Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.
ECE1.4.4: Identify initial and ongoing requirements for professional development (local, state, and national).
ECE1.5.1: Develop goals based on reflections of current practice with young children, families, and peers.
ECE2.3.2: Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.

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ECE2.3.3: Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains
ECE3.2.1: Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.
ECE3.2.4: Identify ways family members can play an active role in their child's education.
ECE3.2.5: Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors).
ECE3.2.6: Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare).
ECE4.1.4: Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.

Essential Vocabulary

Academic: professional, philosophy, competency, artifact, reflection, reflective, competence, credential, constructively, indicator

Content Vocabulary: Resource Collection, Competency Statement, Functional Area (CDA), professional development

Recommended Resources

Standards Used: Idaho Early Childhood Education Standards (ECE)

Textbook: CDA Essentials Working with Young Children, Working with Young Children (Herr)

Course-Specific Information

CDA Essentials Workbook
CDA Competency Standards
FCCLA: Job Interview (STAR Event), Career Connection (STAR Event), Early Childhood Education (STAR Event), Power of 1: Working on Working, Red Talks on Education (Online FCCLA Event)

Principles of Business Management Unit #1 Curriculum Guide

Unit: Managing and Management Responsibilities	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective management comes from using the key functions of planning, organizing, staffing, leading, and controlling. *What is important in being an effective manager? What steps are needed to successfully guide and supervise a business?*	**BM2.1.4:** Describe the role of strategic planning in a business.	• Evaluate the role of strategic planning in a business, considering organizational goals, resources, and actions to achieve long-term success.

Supporting Standards

BM2.1.2: Describe strategies for setting priorities.
BM2.1.3: Describe the steps in the decision-making process.
BM2.1.5: Identify factors involved with a strategic plan.
BM2.1.6: Describe evaluation and measurement strategies for effective plan implementation.
BM2.1.7: Describe how company values, vision and mission statements drive strategic planning.
BM6.1.1: Identify the levels of management.
BM6.1.2: Describe the advantages and disadvantages of the team concept to the organization.
BM6.1.3: Describe the effects of group dynamics on group decision making and consensus building

Essential Vocabulary

Academic: Planning, organizing, staffing, controlling, leading

Content Vocabulary: subordinate, performance review, work schedule, time management, contingency plan, what if analysis, management role, management principles, leadership, leader, human relations, hard skills, soft skills, personal network, professional network, leadership style, business plan, SWOT analysis, mission, vision, competitive advantage.

Recommended Resources

Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)

Updated: February 2026
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Textbook: Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities Online Cengage
Optional Course-Specific Information

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Principles of Business Management Unit #2 Curriculum Guide

Unit: Environment of Business Management	Grade: 10-11	Time: Days 4-5

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding the environment of business management comes from analyzing the factors that influence it. *What is important in recognizing how businesses operate within these environments? What steps are needed to adapt and succeed in an ever-changing marketplace?*	**BM8.1.10:** Describe the social responsibility of an organization and long-term effects.	• Evaluate the role of social responsibility in business and how it influences organizational decisions and long-term outcomes.

Supporting Standards

BM8.1.1: Compare ethics and governmental regulations.
BM8.1.2: Describe how a lack of business ethics can harm business operations (e.g., insurance fraud).
BM8.1.3: Describe variations (i.e., culture, political systems) in ethics within the international business climate.
BM8.1.4: Determine ethical actions, given ethical dilemmas in the business setting.
BM8.1.5: Describe a business code of ethical behavior.
BM8.1.6: Identify ethical issues resulting from technological advances.
BM8.1.7: Identify ethical issues in employer/employee relationships (e.g., work hours wasted, employee theft).
BM8.1.8: Identify ethical issues affecting consumers (e.g., false advertising, shoplifting).
BM8.1.9: Describe best practices to maintain confidentiality
BM8.1.11: Determine the effects of social responsibility on decision making in a business.

Essential Vocabulary

Academic: business model, goods and services, business ethics, supply and demand

Content Vocabulary: Business, Production, marketing, finance, good producing businesses, service businesses, industry, labor force, ethics, business ethics, code of ethics, social responsibility, stakeholders, nongovernmental organization, ethical frameworks, economics, economic wants, noneconomic wants, utility, producer, labor, human resources, consumer good and services, capital goods, innovation,

Recommended Resources

Updated: May 2026
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Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)

Textbook:
Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities
Online Cengage

Optional Course-Specific Information

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Principles of Business Management Unit #3 Curriculum Guide

Unit: Business Organization and Management	Grade: 10-11	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Successful business organization and management come from making informed decisions and leading effectively. *What is important in organizing and managing a business? What steps are needed to ensure long-term success?*	**BM6.1.1:** Identify the levels of management.	Analyze how management structures, teamwork, and ownership forms influence business operations.

Supporting Standards

BM6.1.1 Identify the levels of management.
BM6.1.2 Describe the advantages and disadvantages of the team concept to the organization.
BM6.1.3 Describe the effects of group dynamics on group decision making and consensus building.
BM6.2.1 Identify basic ownership forms and their variations (e.g., franchises, employee stock ownership programs).
BM6.2.2 Describe the importance of small business and innovation to the U.S. economy.
BM6.2.3 Describe the entrepreneurial mindset and why it is crucial to maintain

Essential Vocabulary

Academic: identify, teamwork, contribute

Content Vocabulary: Business plan, proprietorship, intrapreneur, proprietorship, creditor, Monopoly, natural monopoly, bankruptcy, price discrimination, knowledge workers, information, server, world wide web, intranet, extranet, search engine, local area network, data, knowledge workers, communication, feedback, spam, distraction, distortion, organizational culture, communication network, formal communication network, informal commination, brainstorming, grapevine, data based decisions, statistics, raw data

Recommended Resources

Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)
Textbook:

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Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities Online Cengage
Optional Course-Specific Information

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Principles of Business Management Unit #4 Curriculum Guide

Unit: Financial Management	Grade: 10-11	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Successful financial management comes from effectively handling money and resources. *What is important in managing a business's finances? What steps are needed to ensure stability and growth?*	**BM3.1.1:** Describe the process involved in developing a budget.	• Explain how to make a budget, profit, loss, and other factors that affect a business's money.

Supporting Standards

BM3.1.2: Describe concepts of profit and loss.
BM3.1.3: Describe primary factors affecting profitability.
BM3.1.4: Describe ways that businesses raise capital.
BM3.1.5: Describe how external economic factors influence business finances.

Essential Vocabulary

Academic: Money, assets, liabilities, accounting, credit, stocks, investments

Content Vocabulary: financial records, record keeping systems, accounting, data processing, cash receipts, cash disbursements, accounts receivable, account payable, asset, fixed assets, budget, operating budget, capital, liability, capital, equity capital, debt capital, common stock, market value, line of credit, trade credit, bond, lease, financial institutions, bank, commercial loan, nonbank, check, collateral, fixed interest rate, variable interest rate, direct deposit, investment, savings account, money market account, mutual fund, merchant account, acquiring banks, installment credit, capital, capacity, character, aging of accounts, insurance agents, beneficiaries, liability insurance

Recommended Resources

Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)
Textbook:
Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities
Online Cengage

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Optional Course-Specific Information

Principles of Business Management Unit #5 Curriculum Guide

Unit: Production and Marketing Management	Grade: 10-11	Time: 6 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Effective production and marketing management are essential to business success. *What is important in managing these areas? What steps are needed to meet customer needs and achieve business goals?*	**WABM4.0:** Examine Competitive Analysis and Marketing Strategies	• Examine and implement marketing principles to develop effective marketing plans that align with organizational objectives and respond to market dynamics.

Supporting Standards

BM4.1.1: Identify ways businesses compete (e.g., quality, service, status, price).
BM4.1.2: Define market share.
BM4.1.3: Describe ways to increase market share.
BM4.1.4: Analyze relative competitive strengths, weaknesses, opportunities, and threats.
BM4.2.1: Identify the roles and functions of marketing.
BM4.2.2: Describe the marketing mix (i.e., the 4 Ps).
BM4.2.3: Describe marketing and its importance.
BM4.2.4: Define marketing research.
BM4.2.5: Describe product and company branding.
BM4.2.6: Describe the effects of brand image on employee actions, communication, and conduct.

Essential Vocabulary

Academic: examine, implement, objectives

Content Vocabulary: merchant account, acquiring banks, installment credit, capital, capacity, character, aging of accounts, insurance agents, beneficiaries, liability insurance, marketing, retailers, wholesalers, buying, selling, marketing managers, sales oriented, customer oriented, marketing concept, marketing plan, growth stage, consumer goods, specialty goods, Product development and distribution – basic product, product line, brand, channels of distribution, direct marketing, channel integration, piggyback service, bar codes, warehouses, distribution center, business buying process, new task purchase, operating expense, cost of goods sold, net profit, margin, markdown, advertising, full disclosure, personal selling, objections

Recommended Resources

Updated: February 2026
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Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)

Textbook:
Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities
Online Cengage

Optional Course-Specific Information

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Principles of Business Management Unit #6 Curriculum Guide

Unit: Human Resource Management	Grade: 10-11	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Strategic human resource management is essential for building a strong and successful organization. *What is important in managing people effectively? What steps are needed to support employees and achieve organizational goals?*	**WABM5.0:** Explain the Human Resources role in business management.	• Analyze and apply human resource management practices to effectively manage the employee lifecycle and align workforce strategies with organizational goals.

Supporting Standards

BM5.1.1: Identify current methods used to recruit and select employees.
BM5.1.2: Develop a comprehensive job description for recruiting a new employee.
BM5.1.3: Describe how legislation affects hiring practices (e.g., affirmative action, right to privacy).
BM5.1.4: Identify how employers evaluate job applicants (e.g., background checks, social media checks, references, interview, resume).
BM5.1.5: Describe the methods used to compensate employees (e.g., wages, salary, commission, benefits).
BM5.2.1: Identify types of orientation and training.

Essential Vocabulary

Academic: explain, analyze, apply, strategies

Content Vocabulary: Human Resource Management, Recruitment, Selection, Onboarding, Training, Development, Performance Appraisal, Compensation, Benefits, Employee Engagement, Succession Planning, Workforce Planning, Diversity and Inclusion, Employee Retention, Labor Relations, Compliance

Recommended Resources

Standards Used:
Idaho Business Management Program Standards (BM)
Some standards adapted by West Ada (WABM)
Textbook:
Business Management 14th Edition, chapter 1-5 Managing and Management Responsibilities
Online Cengage

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Optional Course-Specific Information

High School of Business- Principles of Business Unit #1 Curriculum Guide

Unit: Parts of a Local Business	Grade: 9-10	Time: 10 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding the key components of a local business helps explain how it operates and contributes to the community. *How do external economic factors affect how businesses make decisions? What makes small businesses and entrepreneurs essential to local communities? In what ways do local businesses show social responsibility?*	**WABM6.2:** Identify components of small business and entrepreneurship	• Describe the components of a local business.

Supporting Standards

BM3.1.5: Describe how external economic factors influence business finances.
BM6.2.1: Identify basic ownership forms and their variations (e.g., franchises, employee stock ownership programs).
BM6.2.2: Describe the importance of small business and innovation to the U.S. economy.
BM6.2.3: Describe the entrepreneurial mindset and why it is crucial to maintain (e.g. opportunity recognition)
BM8.1.10: Describe the social responsibility of an organization and long-term effects
BM8.1.11: Determine the effects of social responsibility on decision making in a business.
BM8.1.12: Identify ways in which a business can benefit the community in which it operates (e.g., jobs, taxes, contributions to special community projects).
MK2.1.2: Describe the impact of marketing on the consumer.
MK2.1.4: Compare marketing strategies for products, services, ideas, and persons.
MK3.1.1: Compare goods and services.
MK3.1.2: Describe the concept of economic resources.
MK3.1.3: Describe microeconomics, macroeconomics, and personal finance
MK3.1.4: Define the forms of economic utility
MK3.1.5: Describe the principles of supply, demand, and equilibrium.
MK3.1.6: Compare scarcity, trade, and production.
MK3.1.7: Describe how quantity demand, quantity supply, and elasticity affect price.
MK3.1.8: Describe economic situations that affect marketing decisions.

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MK3.2.1: Describe the types of economic systems.
MK3.2.2: Describe the concept of private enterprise.
MK3.2.3: Describe how competition benefits the consumer.
MK3.2.4: Describe the role of government in market and command economies.
MK3.3.1: Describe the concept of productivity.
MK3.3.3: Identify the importance of unemployment, inflation, and gross domestic product (GDP) as economic indicators.
MK3.3.4: Describe the impact of economic cycles on business activities.
MK3.3.5: Describe the economic impact of interest rate fluctuations.
MK3.4.2: Identify cultural and social environments that affect marketing and trade.
MK5.1.2: Describe how concerns for the economy can influence marketing decisions.
MK5.1.5: Describe how culture can influence marketing decisions.
MK8.1.2: Identify supply chain entities (e.g., producer, wholesaler, transportation, retailer, consumer).
MK9.3.1: Identify forms of public relations activities (e.g., press releases, community events, philanthropy) used by marketers.
MK9.3.2: Analyze the effectiveness of public relations activities used by marketers.
MK9.3.3: Compare public relations activities (i.e., controllable) and publicity (i.e., uncontrollable).
MK9.3.4: Discuss ways in which companies can manage unfavorable publicity.

Essential Vocabulary

Academic: Identify, Describe, Compare, Analyze, Discuss
Content Vocabulary: sole proprietorship, partnership, corporation, merger, consolidation, expansion, franchise, limited-liability company, product trade-name franchise, business-format franchise, natural resources, human resources, capital goods, social responsibility, economic utility, want, economic want, noneconomic want, goods, services, consumer goods, industrial goods, social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, service businesses, economic resources, natural resources, capital goods, human resources, factors of production, economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, distribution, utility, form utility, place utility, time utility, possession utility, economic system, traditional economic system, command economic system, communism, socialism, and market economic system

Recommended Resources

Standards Used:
Idaho Business Management Standards 2025 (BM)
Idaho Marketing Standards 2024 (MK)
Some standards adapted by West Ada (WABM) (WAMK)
Textbook:
General Resources: MBA Course Guide, MBA Canvas Learning Center

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Additional Course-Specific Information
MBA Canvas M/C: BL-003, EC-902, EC-070, EC-903, EC-901, EC-904, EC-907 Canvas Quiz: 1A, 1B

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High School of Business- Principals of Business Unit #2 Curriculum Guide

Unit: Profit and Risk	Grade: 10-11	Time: 6 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Increasing profit and reducing risk helps businesses make decisions that lead to success. *What strategies can a business use to increase profitability in a competitive market? How do ethical behavior, social responsibility, and government regulations shape the decisions a business makes? How can a business be innovative?*	**WABM3.0:** Determine how to maximize profit with financial decision making	• Determine how to maximize profit and reduce risk in a business.

Supporting Standards

BM3.1.1: Describe the process involved in developing a budget.
BM3.1.2: Describe concepts of profit and loss.
BM3.1.3: Describe primary factors affecting profitability.
BM3.1.4: Describe ways that businesses raise capital.
BM3.1.5: Describe how external economic factors influence business finances.
BM3.1.6: Compare fixed and variable costs (e.g., marketing, production, labor).
BM3.1.7: Identify traditional and nontraditional strategies and sources for securing financing.
BM3.2.1: Identify the three main financial statements used by business to measure financial performance.
BM3.2.5: Compare internal (i.e., management) to external (i.e., stakeholders) use of financial statements.
BM4.1.1: Identify ways businesses compete (e.g., quality, service, status, price).
BM4.1.2: Define market share.
BM4.1.3: Describe ways to increase market share.
BM4.1.4: Analyze relative competitive strengths, weaknesses, opportunities, and threats.
BM6.2.1: Identify basic ownership forms and their variations (e.g., franchises, employee stock ownership programs).
BM6.2.2: Describe the importance of small business and innovation to the U.S. economy.
BM6.2.3: Describe the entrepreneurial mindset and why it is crucial to maintain (e.g. opportunity recognition).
BM8.1.1: Compare ethics and governmental regulations.
BM8.1.5: Describe a business code of ethical behavior.

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BM8.1.6: Identify ethical issues resulting from technological advances
BM:8.1.9 Describe best practices to maintain confidentiality.
BM8.1.10: Describe the social responsibility of an organization and long-term effects.
BM8.1.11: Determine the effects of social responsibility on decision making in a business.
BM8.1.12: Identify ways in which a business can benefit the community in which it operates (e.g., jobs, taxes, contributions to special community projects).
BM91.1: Describe the relationship between government and business.
BM9.1.2: Compare specific government regulations and their impact on business, domestically and internationally.
BM9.1.3: Analyze how government subsidies and taxes can affect business growth.
BM10.1.1: Identify the factors considered when selecting suppliers (e.g., quality, price, reliable delivery).
BM10.1.2: Describe how supply chain management relates to making strategic decisions.
BM10.1.3: Prepare managerial reports about operational and facility costs.
BM10.1.5: Evaluate how innovation and technological advancement influence production efficiency (e.g., AI, robotics, automation).
BM10.1.6: Describe the benefit of establishing a standardized approach for managing all logistical aspects within business operations
MK3.2.2: Describe the concept of private enterprise
MK3.2.3: Describe how competition benefits the consumer.
MK5.1.7: Describe how competition can influence marketing decisions.
MK7.1.1: Identify pricing objectives (e.g., market share, profit margin).
MK7.1.2: Identify the factors influencing product price (e.g., production cost, value perception, competition).
MK7.1.3: Identify pricing policies (e.g., volume-driven, wholesale, retail, regulations).
MK7.1.4: Describe the use of break-even analysis to determine price.
MK7.1.5: Calculate and set a product price using a variety of methods.
MK7.1.6: Calculate a break-even point using cost and price information.
MK7.1.7: Describe the relationship between price and perceived quality.
MK7.1.8: Describe how economies of scale affect pricing strategy.
MK12.2.1: Describe how a product or service can contribute to a company's competitive advantage.
MK15.1.3: Identify the advantages and risks associated with obtaining business credit
AS3.4.3: Recognize the potential risks associated with information management.
AA3.6.5 Describe internal-control objectives (e.g., safeguard assets, encourage employees to follow company policy, promote operational efficiency, ensure accurate, reliable accounting records, comply with legal requirements) and internal-control components (e.g., control environment, risk assessment, information system, control procedures, monitoring of controls).

Essential Vocabulary

Academic: determine, decision-making

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Content Vocabulary: Direct competition, indirect competition, price competition, non-price competition, income, expenses, profit, hazard risk, operational risk, strategic risk, financial risk, private enterprise.
Recommended Resources
Standards Used: Idaho Marketing 2024 Standards (MK) Idaho Business Management 2025 Standards (BM) Idaho Applied Accounting Standards (AA) Some standards adapted by West Ada (WA) **Textbook:**
Additional Course-Specific Information
MBA Canvas M/C: ED: EC-912, EC-910, EC-911, EC-909 Canvas Test 1

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HSB Principles of Business Unit #3 Curriculum Guide

Unit: Business Factors	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Businesses must adapt to remain competitive in a changing environment. *How do businesses organize and use resources to meet their goals? What role do ethics play in business operations? How do global and national economic factors contribute to business decisions?*	**BM3.1.5:** Describe how external economic factors influence business finances.	• Analyze how businesses respond to given factors.

Supporting Standards

BM2.2.2: Describe how the organizing function relates to using various resources to accomplish strategic goals.
BM7.1.4: Manage facets of business operations, applying current and emerging technologies (e.g., Zoom, Slack Teams, CRM, QuickBooks, ADP).
BM8.1.1: Compare ethics and government regulations.
BM8.1.2: Describe how a lack of business ethics can harm business operations (e.g., insurance fraud).
BM8.1.3: Describe variations (i.e., culture, political systems) in ethics within the international business climate.
BM8.1.4: Determine ethical actions, given ethical dilemmas in the business setting.
BM8.1.5: Describe a business code of ethical behavior.
BM8.1.6: Identify ethical issues resulting from technological advances.
BM8.1.7: Identify ethical issues in employer/employee relationships (e.g., work hours wasted, employee theft).
BM8.1.8: Identify ethical issues affecting consumers (e.g., false advertising, shoplifting).
BM12.1.4: Describe the various resources available to accomplish the goal of plan implementation.
MK2.1.2: Describe the impact of marketing on the consumer.
MK3.3.1: Describe the concept of productivity.
MK3.3.2: Describe current global economic events that influence marketing decisions.
MK3.3.3: Identify the importance of unemployment, inflation, and gross domestic product (GDP) as economic indicators.
MK3.3.4: Describe the impact of economic cycles on business activities.

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MK3.3.5: Describe the economic impact of interest rate fluctuations.
MK3.4.1: Describe the benefits and drawbacks of international marketing and trade.
MK3.4.2: Identify cultural and social environments that affect marketing and trade.
MK3.4.3: Evaluate factors that influence a nation's ability to trade.
MK3.4.4: Describe the purpose of the significant trade alliances between countries.
MK3.4.5: Describe how scarcity and surplus influence trade between two or more countries
MK5.1.1: Describe how government regulations can influence marketing decisions.
MK5.1.2: Describe how concerns for the economy can influence marketing decisions.
MK5.1.3: Describe how concerns for the environment can influence marketing decisions.
MK5.1.4: Describe how special interest groups can influence marketing decisions.
MK5.1.5: Describe how culture can influence marketing decisions.
MK5.1.6: Describe how technology can influence marketing decisions.
MK5.1.7: Describe how competition can influence marketing decisions.
MK13.1.1: Describe why market planning is essential for organization and product success.
MK13.1.2: Identify the steps involved in the development of a marketing plan.
MK13.1.3: Describe how the marketing plan addresses an organization's marketing activities.
MK13.1.4: Differentiate between strategic and short-term, tactical planning.
MK13.1.5: Demonstrate the ability to develop a marketing plan.

Essential Vocabulary

Academic: describe, analyze
Content Vocabulary: Government regulations, ethics, global environment, global trade, business trends, cultural issues, globalization

Recommended Resources

Standards Used:
Idaho Marketing Standards 2024 (MK)
Idaho Business Management Standards 2025 (BM)

Additional Course-Specific Information

MBA Canvas M/C: EC-105, EC-107, NF-015, EC-016, EC-106, EC-104, EC-916, EC-045, NF-003, EC-071
Canvas Quiz 3A, 3B, 3C, 3D

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HSB Principles of Business Unit #4 Curriculum Guide

Unit: Business Functions	Grade: 10-11	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Different parts of an organization work together to achieve success. *What leadership qualities are most effective in motivating employees? How do financial decisions influence a business's ability to grow? What strategies do businesses use to understand consumer needs and promote their brand in marketing?*	**WABM6.1:** Recognize the organizational structure of a successful business.	• Determine the nine functions of a successful business.

Supporting Standards

BM2.3.1: Describe the importance of the directing function in a business.
BM2.3.2: Describe leadership qualities (e.g., personality traits, aptitudes) of effective leaders.
BM2.3.3: Identify alternative leadership styles, selecting the best style for a given situation.
BM2.3.4: Describe management's role in stimulating innovation and creativity.
BM3.1.1: Describe the process involved in developing a budget.
BM3.1.2: Describe concepts of profit and loss.
BM3.1.3: Describe primary factors affecting profitability.
BM3.1.4: Describe ways that businesses raise capital.
BM3.1.5: Describe how external economic factors influence business finances.
BM3.1.6: Compare fixed and variable costs (e.g., marketing, production, labor). BM3.1.7: Identify traditional and nontraditional strategies and sources for securing financing.
BM4.1.1: Identify ways businesses compete (e.g., quality, service, status, price).
BM4.1.2: Define market share.
BM4.1.3: Describe ways to increase market share.
BM4.1.4: Analyze relative competitive strengths, weaknesses, opportunities, and threats.
BM4.2.1: Identify the roles and functions of marketing.
BM4.2.2: Describe the marketing mix (i.e., the 4 Ps).
BM4.2.3: Describe marketing and its importance.

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BM4.2.4: Define marketing research.
BM4.2.5: Describe product and company branding.
BM4.2.6: Describe the effects of brand image on employee actions, communication, and conduct.
BM5.1.1: Identify current methods used to recruit and select employees.
BM5.1.2: Develop a comprehensive job description for recruiting a new employee.
BM5.1.3: Describe how legislation affects hiring practices (e.g., affirmative action, right to privacy).
BM5.1.4: Identify how employers evaluate job applicants (e.g., background checks, social media checks, references, interview, resume).
BM5.1.5: Describe the methods used to compensate employees (e.g., wages, salary, commission, benefits).
BM5.2.1: Identify types of orientation and training.
BM5.2.2: Determine preventive actions for office communication problems.
BM5.2.3: Describe the need for and benefits of employee performance evaluation.
BM5.2.4: Describe best practices used in the employee evaluation process.
BM5.2.5 Describe the legal implications of using performance evaluations to terminate or demote employees.
BM5.2.6: Describe the methods employed to communicate with employees (e.g., formal, informal).
BM5.2.7: Determine situations when digital or nondigital communication is preferred.
BM7.1.4 Manage facets of business operations, applying current and emerging technologies (e.g., Zoom, Slack Teams, CRM, QuickBooks, ADP).
BM10.2.1: Identify the problems associated with having too much or too little inventory.
BM10.2.2: Identify the basic forms of inventory carried by a manufacturing firm (e.g., materials and parts, work in process, finished goods).
BM10.2.3: Identify inventory system (e.g., Just-In-Time, MRP, periodic, perpetual) used and reasons the system is preferred.
BM10.2.4: Maintain a system for inventory control (e.g., receiving, tracking, securing, reordering).
MK2.1.1: Describe the marketing concept.
MK2.1.2: Describe the impact of marketing on the consumer.
MK2.1.3: Describe activities involved in marketing.
MK2.1.4: Compare marketing strategies for products, services, ideas, and persons.
MK3.2.2: Describe the concept of private enterprise.
MK11.1.5: Describe data collection and sampling techniques.
MK15.2.4: Identify records needed for the daily operation of a business

Essential Vocabulary

Academic: recognize, determine
Content Vocabulary: Accounting, finance, marketing, human resources, information management, operations, purchasing, production, management, organizational design

Recommended Resources

Standards Used:

Updated: April 2026
Board Approved: June 2025

Idaho Business Management 2025 Standards (BM) Idaho Marketing 2024 Standards (MK) Some standards adapted by West Ada (WA)
Additional Course-Specific Information
MBA Canvas M/C: MK-901, HR-410, NF-110, FI-085, FI-354, OP-189, OP-017, SM-001, EC-103 Canvas Quiz 4A, 4B, 4C, 4D

HSB Principles of Business Unit #5 Curriculum Guide

Unit: Career Readiness	Grade: 10-11	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Clear communication is vital in many scenarios within a workplace setting. *In what ways can a business develop professional communication in their employees? What role does communication play in the completion of team-based tasks?*	**BM1.1.3:** Engage in career exploration and leadership development.	• Demonstrate initiative, teamwork, and effective communication in a workplace setting.

Supporting Standards

BM1.1.1: Explore the role of professional organizations and/or associations in the business management industry.
BM1.1.2: Define the value, role, and opportunities provided through career technical student organizations
BM7.1.1: Describe the importance of time management within an organization.
BM7.1.2: Describe the advantages of networking in order to achieve professional advancement.
BM7.1.3: Identify available resources useful for making professional contacts (e.g., career development centers, business schools, alumni, business leaders, internships, volunteer work, membership in organizations).
BM8.1.10: Describe the social responsibility of an organization and long-term effects.
BM8.1.11: Determine the effects of social responsibility on decision making in a business.
BM8.1.12: Identify ways in which a business can benefit the community in which it operates (e.g., jobs, taxes, contributions to special community projects).
BM12.1.1: Prepare and analyze a project plan.
BM12.1.2: Present a project plan that emphasizes objectives supported by data.
BM12.1.3: Describe the importance of organizing the implementation of the plan.
BM12.1.4: Describe the various resources available to accomplish the goal of plan implementation
BM12.1.5: Prepare an agenda for a meeting.
BM12.1.6: Conduct an orderly meeting.
BM12.1.7: Delegate responsibilities to conduct the plan implementation
BM12.1.8: Implement the plan by developing procedures for efficient workflow.

Essential Vocabulary

Updated: April 2026
Board Approved: June 2025

Academic: engage, demonstrate **Content Vocabulary**: Authenticity, Competence, Credibility, Empathy, Ethics, Flexibility, Integrity, Leadership, Reliability, Responsibility, Self-confidence, Trustworthy, Vision, Accountability, Adaptability, Committee, Team, Teamwork, Respect, Active Listening, Collaboration, Cooperation, Communication, Innovative. Interdependent.
Recommended Resources
Standards Used: Idaho Business Management 2025 Standards **Textbook:**
Additional Course-Specific Information
MBA Canvas M/C: EI-909, EI-045, EI-130

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Principles of Engineering Unit #1 Curriculum Guide

Unit: Mechanical Design	Grade: 10-12	Time: 25 Days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Mechanical systems are used globally to solve problems. *What are the six simple machines? Why do we use gears, pulleys, and sprockets? How are mechanisms used to convert one type of motion to another? How do engineers represent machines mathematically?*	**PE6.1:** Design, construct, and test various basic mechanical systems.	• Design, construct, and test various basic mechanical systems.

Supporting Standards

PE6.1.1: Distinguish among the characteristics and components of the six simple machines.
PE6.1.2: Measure forces and distances related to mechanisms in engineering design.
PE6.1.3 Determine efficiency in a mechanical system.
PE6.1.4: Calculate mechanical advantage and drive ratios of mechanisms.
PE6.1.5: Calculate work, power, and torque/moment.
PE6.1.6: Design a basic mechanical system.
PE6.1.7: Assemble a basic mechanical system.
PE6.1.8: Test a basic mechanical system

Essential Vocabulary

Academic: circumference, diameter, radius, clockwise, counterclockwise, pi, rotation
Content Vocabulary: Lever, screw, wheel and axle, pulleys, incline plane, wedge, chains and sprockets, gears, meshed teeth gears, gear ratio, belts and pulleys, ideal mechanical advantage (IMA), actual mechanical advantage (AMA), efficiency, static equilibrium, resistance force, input force, effort force, output force, rotational force, linear force, teeth, torque, moments, angular velocity, gear ratio, fulcrum, compound machine, simple machine, pulley, sprockets, simple gear train, compound gear train, driven gear, driver gear, idler gear, low gear, high gear, load, standard thread notes, metric thread notes, threads per inch (TPI), block and tackle, pitch

Recommended Resources

Standards Used: Idaho Pre-Engineering Program Standards (PE); PLTW Unit 1: Mechanical Design

Additional Course-Specific Information

Concepts: Static Equilibrium, Inverse Proportion Relationship

Principles of Engineering Unit #2 Curriculum Guide

Unit: Application of Robotics	Grade: 10-12	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Robots of all shapes and sizes are used to solve problems and improve people's lives. *What characteristics define robots? What are the ethical implications of robots? What are the components of a robot? What are the input and output devices of a robot? What are the differences between open and closed loop systems?*	**PE6.1:** Apply Machine Control Systems.	• Apply understanding of mechanics and use programming skills to solve a design problem.

Supporting Standards

PE6.4.1: Create detailed operational flowcharts and logic in a system-control program.
PE6.4.2: Select appropriate input and output devices, based on system specifications and constraints.
PE6.4.3: Differentiate between the attributes of digital and analog devices.
PE6.4.4: Compare open and closed loop systems.
PE6.4.5: Design a control system, based on specifications and constraints.

Essential Vocabulary

Academic: define, research, flowcharts

Content Vocabulary: Input (controller, optical, distance, rotation, bump, limit switch), output (light, motor, display, servo, actuator), digital, analog, pseudo-code, flowchart, open loop system, closed loop system, sequential, debug, function, variable, algorithm, Boolean, blocks, Python, VEX, sensors, process, limit switches, loops, for loop, while loop, repeat until loop, drive train, processor, lead/wire, operators, strings, natural language, pseudo-code, program code

Recommended Resources

Standards Used: Idaho Pre-Engineering Program Standards (PE)
Other: W3 Schools; Python Reference; PLTW Unit 2: Application of Robotics

Additional Course-Specific Information

Concept: Input/Output Processes, If-then statements, if-then-else statements

Principles of Engineering Unit #3 Curriculum Guide

Unit: Energy in Action	Grade: 10-12	Time: 25 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Almost everything we do requires some form of energy. *What are the types of energy, and where do they come from? What are energy sources converted into for daily use? How does electricity work? What are the applications of electricity?*	**PE6.3:** Identify energy sources and applications.	Analyze and calculate simple circuits.
Fluid systems use pressure to transfer energy. *How would engineers use fluid (pneumatic and hydraulic) to transfer energy? What are the basic components used in a fluid system? When is it appropriate to use a hydraulic system? When is it appropriate to use a pneumatic system?*	**PE6.5:** Basic Fluid Systems.	Apply flow rate, pressure, and fluid power equations to engineering problems.
Energy is needed to create power. *How do we convert energy to power? What forms of power can be created? What are the variables related to power systems? How do we represent energy and power mathematically?*	**PE6.2:** Power Systems and Energy Forms.	Apply knowledge of electrical, mechanical and fluid power systems to solve authentic design problems.

Supporting Standards

PE3.1.1: Define engineering.
PE3.1.2: Research career opportunities and the educational requirements for a given engineering field.
PE3.1.3: Create an education and career plan for a career in engineering.
PE3.1.4: Describe the importance of collaboration in the engineering industry.
PE6.2.1: Identify the types of basic power systems, components, and related terminology (e.g., energy, potential energy, kinetic energy, power, work, horsepower, watts).
PE6.2.2: Describe the factors that affect the choice of power system in an engineering design.
PE6.2.3: Calculate the efficiency of power systems and conversion devices.
PE6.2.4: Categorize major forms of energy (e.g., thermal, radiant, nuclear, chemical, electrical, mechanical, fluid).
PE6.2.5: Define units used to measure energy.
PE6.2.6: Calculate conversions between common energy measurements in an engineering design.
PE6.2.7: Describe the purpose and function of an energy conversion device (e.g., solar panel, windmill, battery, turbine)
PE6.2.1: Identify the types of basic power systems, components, and related terminology (e.g., energy, potential energy, kinetic energy, power, work, horsepower, watts).
PE6.2.2: Describe the factors that affect the choice of power system in an engineering design.
PE6.2.3: Calculate the efficiency of power systems and conversion devices.

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PE6.2.4: Categorize major forms of energy (e.g., thermal, radiant, nuclear, chemical, electrical, mechanical, fluid).
PE6.2.5: Define units used to measure energy.
PE6.2.6: Calculate conversions between common energy measurements in an engineering design.
PE6.2.7: Describe the purpose and function of an energy conversion device (e.g., solar panel, windmill, battery, turbine).
PE6.5.1: Define fluid systems (e.g., hydraulic, pneumatic, vacuum).
PE6.5.2: Identify the components of fluid systems and their functions.
PE6.5.3: Compare hydraulic and pneumatic systems.
PE6.5.4: Identify the advantages and disadvantages of using fluid power systems.
PE6.5.5: Describe the difference between gauge pressure and absolute pressure.
PE6.5.6: Describe the safety concerns of working with liquids and gases under pressure.
PE6.5.7: Calculate mechanical advantage, using Pascal's law.
PE6.5.8: Calculate values in a pneumatic system, using the ideal gas law (i.e., general gas equation).

Essential Vocabulary

Academic: conversion, create, apply, identify, define, calculate, compare, compute, determine, authentic, specifications

Content Vocabulary: Solar energy, pneumatic power, hydroelectric power, wind power, hydrogen energy, fossil fuels (coal, natural gas, oil) nuclear energy, tidal energy, renewable, nonrenewable, inexhaustible, geothermal energy, biomass, bread board, electrical circuit, electrical energy, energy, energy conversion, fluid power, Ohm's law, Ohms, Kirchoff's law, voltage, force, current, resistance, battery, power supply, multimeter, gauge pressure, atmospheric pressure, gas laws, absolute pressure, standard temperature, flow rate equation, Pascal's law, Boyle's law, Gay-Lussac's law, Charle's law, parallel circuit, series circuit, Light Emitting Diode (LED), resistors, switches, pumps, flow, work, horsepower, Watts, Joules, efficiency, reservoir, conductors, insulators, amperage (amp), compound circuit

Recommended Resources

Standards Used: Idaho Pre-Engineering Program Standards (IPE)

PLTW Unit 3: Energy in Action

Additional Course-Specific Information

Concepts: Ohm's Law, Kirchoff's Law, Pascal's law, Boyle's law, Gay-Lussac's law, Charle's law, flow, motor vs. Engine

Principles of Engineering Unit #4 Curriculum Guide

Unit: Statics & Materials	Grade: 10-12	Time: 20 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Material testing is a critical process that determines whether a product is reliable, safe, and predictable in its function. *How is the strength of material determined? What's the difference between stress and strain? Why are stress and strain important factors to consider when designing? How does the stress-strain curve help engineers during tensile testing? How do material properties affect structural stability and internal forces?*	**PE5.1.2:** Describe the characteristics of materials by their applications in engineering.	• Differentiate between the various types of material properties and their applications.
Using analysis techniques to understand force vectors, engineers build stable and safe structures to withstand external forces. *What forces and moments act on structures? How are forces calculated and represented? Why is static equilibrium important?*	**PE5.2.8:** Calculate moment and torque forces in an engineering design.	• Calculate moments and torque forces.

Supporting Standards

PE5.1.1: Identify the major categories of materials (e.g., ceramics, composites, polymers, metals) and their applications.
PE5.1.2: Describe the characteristics of materials by their applications in engineering.
PE5.1.3: Describe the cost and environmental factors that affect choosing specific materials for a design process.
PE5.1.4: Differentiate among raw material, standard stock, and finished products
PE5.2.1: Describe the various forms of stress (e.g., compression, tension, torque, and shear) and how they affect materials selection for an engineering design.
PE5.2.2: Describe the fundamental principles of a stress-strain curve.
PE5.2.3: Create free-body diagrams of objects, identifying all forces acting on the object.
PE5.2.4: Differentiate between scalar and vector quantities.
PE5.2.5: Define magnitude, direction, and sense of a vector.
PE5.2.6: Measure the magnitude, direction, and sense of a vector.
PE5.2.7: Define moment and torque forces.

Essential Vocabulary

Academic: trigonometry (sine, cosine, tangent)

Updated: September 2024
Board Approved: June 2024

Content Vocabulary: Centroid, x-bar, y-bar, moment of inertia, modulus of elasticity, free body diagrams, vector, reaction forces, stress, strain, stress-strain curve, tensile strength, toughness, resilience, deflection point, elastic range, elastic limit, necking, fracture, plastic range, elastic deformation, yield strength, yield point, uniform plastic deformation, ultimate tensile strength, non-uniform plastic deformation, fracture strength, failure point, truss, beam, moments, statically determinate, statically indeterminate, member, tension, compression, tensile testing device, roller joint, pin joint, cantilevers, deflection, elongation, metals, polymers, composites, ceramics, magnitude, direction, resultant force, static equilibrium,
Recommended Resources
Standards Used: Idaho Pre-Engineering Program Standards (IPE) PLTW Unit: 4.1 Statics 4.2 Renewable Energy 4.3 Transportation 4.4 Infrastructure Redesign
Additional Course-Specific Information

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Animal Science III Unit #1 Curriculum Guide

Unit: SAE Component	Grade: 9-10	Time: 6-10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Record maintenance is a vital part of leadership roles in industry. *Regular summaries and input can help record books in what ways?*	**AS2.1.8:** Identify proficiency award areas related to an SAE program area.	• Record regular summaries of SAE progress on the Ag. Experience Tracker (AET) website.
Develop leadership and public speaking skills through FFA and Supervised Agricultural Experience (SAE). *What is FFA? What is SAE? How does an SAE project benefit me? What are types of SAE projects? Why is recordkeeping important and how to apply it? What are my options for presenting the final project?*	**AS1.1.3:** Engage in career exploration and leadership development.	• Create and present an animal-related SAE.

Supporting Standards

AS1.1.1: Explore the role of professional organizations and/or associations in the animal science industry.
AS1.1.2: Define the value, role, and opportunities provided through career technical student organizations.

Essential Vocabulary

Academic Vocabulary: Participate, record, present, accurately

Content Vocabulary: AET, CDE, LDE, FFA, SAE, entrepreneurship, placement, research/experimental, foundational, journal entry, financial entry, profile, reports

Recommended Resources

Standards Used: Idaho Animal Science Program Standards (AS)

Optional Course-Specific Information

Animal Science III Curriculum Guide

Unit: Reproduction	Grade: 11-12	Time: 20 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Importance of Reproduction **Understanding the process of livestock sexual reproduction.** *Why is reproduction important in the livestock industry? How do male and female systems function? What are the different reproductive methods in the livestock sector? What are the stages of gestation and parturition?*	**AS4.1.2:** Develop a breeding program (i.e., breeding plan) for livestock production.	• Develop a breeding plan for a specific livestock species.

Supporting Standards

AS4.1.1: Identify the components and functions of the male and female reproductive structures.
AS4.1.3: Identify and interpret the signs of estrus in relation to the reproductive cycle.
AS4.2.1: Describe the effects of hormones on the reproduction cycle.
AS4.2.2: Describe the stages of gestation leading to parturition.
AS4.2.3: Describe common issues that could occur during the stages of gestation through parturition.
AS4.2.4: Describe the process of artificial insemination in domestic livestock.
AS4.2.5: Describe procedures for the collection, evaluation, and handling of semen.
AS4.2.6: Describe the advantages and disadvantages of artificial insemination and natural breeding.
AS4.2.7: Describe the processes of estrous synchronization, semen sexing, embryo transfer, cloning, and genetic engineering

Essential Vocabulary

Academic Vocabulary: Explain, identify, compare, contrast, summarize, distinguish

Content Vocabulary: Penis, Vagina, Vulva, Ejaculation, Semen, Cervix, Ova, Ovary(ies), Hormones, Scrotum, Testicles, Fallopian Tubes, Artificial Insemination, Natural Breeding, Gestation, Parturition, Estrous Cycle, Reproductive Systems, Sertoli cells, Leydig cells, epididymis, spermatogenesis, haploid, diploid, meiosis, gamete, spermatozoa, LH, FSH, Prostaglandin, Testosterone, Estrogen, Progesterone, oxytocin, corpus luteum, corpus albicans, gonadotropin, luteal phase, follicular phase, cowpers gland (bulbourethral), prostate, bladder, estrus synchronization, ovulation, urethra, uterus, placenta, caruncles/cotyledons, zygote, embryo, fetus, follicle, dystocia, prolapse, retained placenta

Updated: April 2025
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Animal Science Program Standards Used (AS) Some standards adapted by West Ada CTE (WAAS) **Textbook:** Modern Livestock and Poultry Production 9th Edition
Additional Course-Specific Information

Updated: April 2025
Board Approved: <Month/Year>

Animal Science III Unit #3 Curriculum Guide

Unit: Genetics	Grade: 11-12	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Traits are passed down through generations to improve progeny. *How are traits inherited? How do sex-linked traits affect progeny outcomes? What factors do breeders look for when they are selecting livestock for breeding programs?*	**AS5.1.4:** Analyze heritability estimates as a selection factor in breeding programs.	• Analyze heritable traits to improve progeny

Supporting Standards

AS5.1.1: Describe Mendel's basic principles of heredity.
AS5.1.2: Describe heritable traits and their effects on breeding.
AS5.1.3: Describe the principles of dominance and incomplete dominance.
AS5.1.5: Describe the relationship between genotype, environment, and phenotype.
AS5.1.6: Describe the advantages of crossbreeding and hybrid vigor in livestock production.
AS5.2.1: Describe the body condition scoring system among the different species.
AS5.2.2: Analyze performance data and expected progeny differences (EPD) when evaluating livestock.

Essential Vocabulary

Academic:

Content Vocabulary: allele, chromosome, co-dominance, complete dominance, dominant trait, epistasis, estimated breeding value, expected progeny difference, gene, genetics, genotype, heritability, heterozygous, homozygous, incomplete dominance, mutation, pedigree, phenotype, recessive trait, trait, hybrid vigor, crossing breeding, Punnett square, body condition score, Mendel, genetic disorders

Recommended Resources

Standards Used:

Idaho Animal Science Program Standards Used (AS)

Some standards adapted by West Ada CTE (WAAS)

Textbook: Modern Livestock and Poultry Production 9th Edition
Optional Course-Specific Information

Animal Science III Unit #4 Curriculum Guide

Unit: Lactation	Grade: 11-12	Time: 8 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Producers require an understanding of the mammary system and its functions to properly manage dairy operations. *What are the parts of the mammary system and how do they function? What are the stages of the lactation cycle, and how do they influence milk production in livestock? What factors can reduce milk production, and how can they be minimized?*	**AS4.3.1:** Describe the lactation cycle and factors that affect milk production (e.g., genetics, disease, feed, environment, body condition, age, stress).	• Describe the lactation cycle and factors that affect milk production.

Supporting Standards

AS4.3.1: Describe the lactation cycle and factors that affect milk production (e.g., genetics, disease, feed, environment, body condition, age, stress).
AS4.3.2: Describe the components of milk and colostrum and their roles in nourishing newborn livestock.

Essential Vocabulary

Academic: Describe, Identify, List, Recognize, Construct, Diagram, Score

Content Vocabulary: Mammary System, Lactation, Milk, Lobe, Lobule, Alveoli, Milk Ducts, Gland Cistern, Teat Cistern, Streak Canal, Udder, Quarters, Teat, Central Suspensory Ligament (lateral, median), Stimuli, Milk Let Down, Oxytocin, Ovaries, Retained Placenta, Pancreas (glucose), Parathyroid, Thyroid, Pineal, Pituitary, Prolactin, Pathogen, Mastitis (stages: acute, chronic, grangrenous, subclinical), Milk Yield, Lactogenesis, Mammogenesis, Galactopoiesis, California Mastitis Test (CMT), adrenal gland, bacteria, milking vein/ blood supply, milk fever (calcium), displaced abomasum, ketosis, ductless glands, endocrine, environmental risk factors (host, management) , epithelial cells, fatty liver, furstenburgs rosette, body condition, somatic cell count, intramammary, keratin plug, nervous system (endocrine/ hormones), Somatotropin, Sphincter, Antibiotics (zero), Withdrawal period, Hospital Pen

Recommended Resources

Updated: May 2025
Board Approved: <Month/Year>

Standards Used: Idaho Animal Science Program Standards Used (AS) **Textbook:** Modern Livestock and Poultry Production 9th Edition
Optional Course-Specific Information

Animal Science III Unit #5 Curriculum Guide

Unit: Digestive Systems	Grade: 11-12	Time: 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Producers require an understanding of the digestive system and its functions to properly manage animal operations. *What types of digestive systems are there? How do different types of digestive systems absorb nutrients? What is the difference between absorption and digestion?*	**WAAS3.1**: Analyze digestive systems of domestic animals.	• Determine the function of the parts of the digestive systems.

Supporting Standards

AS2.6.2: Describe basic equine anatomy, including the characteristics and function of the cecum.
AS3.1.1: Compare the ruminant (e.g., cattle, sheep) and monogastric (e.g., swine, avian) digestive systems.
AS3.1.2: Describe the characteristics and function of a ruminant system.
AS3.1.3: Describe the functions of the small and large intestines.

Essential Vocabulary

Academic: Describe, Identify, List, Recognize, Construct, Diagram

Content Vocabulary: Monogastric, Ruminant, Avian, Hind-gut fermenter, Absorption, PH (Acidity), Amylase, Bicarbonate, Bile, Bolus, Canines (teeth), Prehension, Mastication, Cardiac, Carnivore, Cecum, Chemical, Defecation, Deglutition, Dental Pad, Digestion, Duodenum, Emesis, Enzyme, Esophageal (esophagus), forestomach, fundic, gall bladder, hydrochloric acid (HCl), ileocecal, ileum, incisors (teeth), involuntary, jejunum, large intestine, colon, lipase, liver, mechanical break-down, mucin, mucous, sphincter oddi, pepcin, pancreas, peristalsis, pharynx, protein, pylorus, serous, small intestine, sublingual, vestigial, voluntary, pseudoruminants, abomasum, anus, cellulase, chyme, eructation, fermentation, hardware disease, honeycomb (reticulum), lactase, mesentery, methane, microbes, omasum, papillae, paunch, peritoneum, plications, protease, rectum, renin, rumen, segmentation, serosa, tannase, trypsin, villi

Recommended Resources

Standards Used:
Idaho Animal Science Program Standards Used (AS)

Some standards adapted by West Ada CTE (WAAS) **Textbook:** Modern Livestock and Poultry Production 9th Edition
Optional Course-Specific Information

Animal Science III Unit #6 Curriculum Guide

Unit: Livestock Feedstuffs	Grade: 11-12	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Producers require an understanding of nutrients that feedstuffs provide in order to raise quality animals. *Which roughages, concentrates, supplements, and additives provide the key nutrients that affect animal health, growth, and productivity? How are feedstuffs processed, stored, and selected for animals?*	**WAAS3.2:** Analyze livestock feedstuff.	• Select and defend a feedstuff that best supports an animal's health, growth, and productivity.

Supporting Standards

AS3.2.1: Identify feedstuffs by the nutrients they provide.
AS3.2.2: Identify the benefits of roughages, concentrates, supplements, and additives.
AS3.2.3: Evaluate the differences between good-quality feedstuffs and poor-quality feedstuffs.
AS3.2.4: Describe how processing, storage, and feeding methods affect the quality of feedstuffs.

Essential Vocabulary

Academic: Describe, Identify, List, Recognize, Construct, Diagram

Content Vocabulary: Feedstuff, roughages (forages), concentrates, supplements, additives, protein, carbohydrates, fats (lipids), fiber, vitamins, minerals, water, palatability, digestibility, nutrient density, contaminants, spoilage, mycotoxins, grinding, pelleting, silage, haylage, ensiling, storage conditions, feed efficiency, nutrient balancing, ration, byproducts, total mixed ration (TMR)

Recommended Resources

Standards Used:

Idaho Animal Science Program Standards Used (AS)

Textbook:

Modern Livestock and Poultry Production 9th Edition

Updated: December 2025
Board Approved: <Month/Year>

Optional Course-Specific Information

Animal Science III Unit #7 Curriculum Guide

Unit: Feed Rations	Grade: 11-12	Time: 8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Producers require an understanding and application of feed rations to effectively manage an animal operation. How do feed requirements change throughout an animal's life or use? What could happen if animals do not receive the right nutrients in their feed?	**AS3.3.5:** Develop balanced rations using the Pearson Square ration formulation procedure.	• Conduct a feed analysis and use the Pearson square ration formulation to develop balanced rations that meet the nutritional needs of animals.

Supporting Standards

AS 3.3.1: Identify methods of feed analysis (e.g., wet chemistry, near-infrared [NIR] spectroscopy).
AS 3.3.2: Conduct a feed analysis.
AS 3.3.3: Identify the steps in balancing rations.
AS 3.3.4: Describe how nutritional information is used to develop animal rations at various physiological stages.

Essential Vocabulary

Academic: Describe, Identify, List, Recognize, Construct, Diagram

Content Vocabulary: Feed analysis, wet chemistry, near-infrared (NIR) spectroscopy, proximate analysis, dry matter (DM), Crude protein (CP), Crude fiber (CF), Ether extract (EE), Ash, Nitrogen-Free Extract (NFE), ration, balanced ration, nutrient requirement, physiological stage, Pearson square method, nutrient density, feed formulation, forage-to-concentrate ratio, maintenance ration, production ration, supplemental feed, overfeeding/ underfeeding, nutrient bioavailability, feed conversion ratio (FCR), limiting nutrient, ration evaluation

Recommended Resources

Standards Used:

Idaho Animal Science Program Standards Used (AS)

Textbook:

Modern Livestock and Poultry Production 9th Edition

Updated: January 2026
Board Approved: <Month/Year>

Optional Course-Specific Information

Beginning Welding Unit #1 Curriculum Guide

Unit: Safety	Grade: 10	Time: 8 -10 days

Topic(s)/Essential Questions	Priority Standards	Student Learning Intentions
Safety is ultimately the responsibility of the employee, and the employee must take on that responsibility through practicing shop safety practices daily. How do *procedures/policies set by employers ensure a safe working environment? What is the responsibility of the employee? As an employee what is done to keep myself, colleagues and facilities safe and operating?*	**WAAGW1.1**: Demonstrate general lab safety rules and procedures.	• Safely operate tools and equipment within a welding lab environment that meets industry standards.

Supporting Standards

AGW2.1.1: Describe general shop safety rules and procedures (i.e., pass a safety test).
AGW2.1.2: Describe the Occupational Safety and Health Administration's (OSHA's) role in ensuring workplace safety.
AGW2.1.3: Describe and comply with the required use of safety glasses, ear protection, gloves, and shoes (i.e., personal protection equipment [PPE]) during lab/shop activities.
AGW2.1.4: Operate equipment according to manufacturer and general safety guidelines.
AGW2.1.6: Describe work area ventilation requirements and best practices.
AGW2.1.7: Identify safety markings and what they indicate.
AGW2.1.8: Identify types of fire extinguishers and fire safety equipment.
AGW2.1.9: Describe classes of fire extinguishers and procedures for using fire extinguishers and fire safety equipment.
AGW2.1.10: Describe procedures for using eye wash stations.
AGW2.1.11: Describe and wear appropriate clothing for shop activities.
AGW2.1.12: Describe safe working procedures when working with high-voltage circuits.
AGW2.1.14: Describe information contained on safety data sheets (SDS) and where they are kept.
AGW2.1.15: Maintain a safe, clean, and organized work area.
AGW2.1.17: Define a confined space.
AGW2.2.1: Identify hand tools and their functions.

AGW2.2.2: Demonstrate appropriate use of hand tools.
AGW2.2.3: Demonstrate appropriate cleaning, storage, and maintenance of hand tools
AGW2.3.1: Describe power tools and their functions.
AGW2.3.2: Describe shop equipment and its functions.
AGW2.3.3: Demonstrate procedures for using power tools and equipment.
AGW2.3.4: Demonstrate procedures for cleaning, storing, and maintaining power tools and equipment.

Essential Vocabulary

Academic: identify, responsibility, procedures, operate, describe, utilize
Content: OSHA (occupational safety health administration), PPE (personal protective equipment), coveralls, welding jacket, earplugs, face shields, respiration, glasses, closed toed & heel shoes, SDS (safety data sheet), flash burn, safety, type A fire extinguisher, type B fire extinguisher, type c fire extinguisher, type D fi extinguisher, eye wash station, OSHA Safety Color Coding (green: safety, yellow: caution, red: danger/emergency, purple: radiation, orange: machinery hazard welding gases, cylinder handling, PSI (pounds per square inch, CFH(cubic feet per hour), voltage, amperage, ventilation, evacuation route,

Recommended Resources

Adopted Text:
Welding: Principles and Applications, 9E, Copyright 2021
Includes online resource through Cengage app in Rapid Identity
All students will be auto rostered through PowerSchool
Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some standards adapted by West Ada CTE (WAAGW)

Additional Course Specific Information

Key Concepts: Key Concepts: Types of fire extinguisher, types of burns and treatment, cylinder handling, shop maintenance
Common Assessments: Shop Safety

Beginning Welding (Welding I & II) Unit #2 Curriculum Guide

Unit: SMAW	Grade: 10	Time: 3-4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Arc Welding is a widely used process in industry for structural steel buildings, pipe welding, and repair fabrication. *What advantages/disadvantages does Arc Welding process provide? How does the Arc Welding process differ from other welding processes?*	**WAAGW5.0:** Apply shield metal arc welding (SMAW) techniques.	• Set-up arc welding equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW5.1.1: Describe types of welding current and polarity.
AGW5.1.2: Perform safety inspections of SMAW equipment and accessories.
AGW5.1.3: Maintain SMAW equipment and accessories.
AGW5.2.1: Set up for SMAW operations.
AGW5.2.2: Perform welds by operating SMAW equipment.
AGW5.2.3: Perform welds in the 1F position.
AGW5.2.4: Perform welds in the 2F position.
AGW5.2.5: Perform welds in the 3F position.
AGW5.2.6: Perform welds in the 1G position.
AGW5.2.7: Perform welds in the 2G position.
AGW5.2.9: Describe welds made in the 4F and 4G plate position.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.
WAAGW11.0.5: Perform welds in the vertical position.
WAAGW11.0.6: Perform welds in the overhead position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot

Updated: April 2026
Board Approved: <Month/Year>

Content Vocabulary: polarity, electrode, amperage, electrode selection, SMAW equipment(electrode holder, power source, work clamp, leads) chipping hammer, slag, forehand vs backhand progression, downhill vs uphill progression, electrode (rod) manipulation, fast-freeze electrodes, low hydrogen electrodes, electrode oven, flux, quenching, arc length, work angle, travel angle, undercut, porosity, penetration, base material, filler material, weld shielding, puddle, restart, crater

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some standards adapted by West Ada CTE (WAAGW)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021
Includes online resource through Cengage app in Rapid Identity
All students will be auto rostered through PowerSchool

Additional Course-Specific Information

Key Concepts: Troubleshooting, SMAW Process and Setup
CFAs: Knowledge & Skills Assessment

Updated: April 2026
Board Approved: <Month/Year>

Beginning Welding (Welding I & II) Unit #3 Curriculum Guide

Unit: GMAW	Grade: 10	Time: 3-4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
GMAW is a widely used process in industry for manufacturing, pipe welding, and general fabrication. *What advantages/disadvantages does GMAW process provide? How does the GMAW process differ from other welding processes?*	**WAAGW6.0:** Apply Gas Metal Arc Welding.	• Set-up GMAW equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW6.1.1: Describe the use of GMAW equipment
AGW6.1.2: Describe GMAW transfer modes (e.g., spray transfer, globular, short circuit, pulse).
AGW6.1.3: Perform safety inspections of GMAW equipment and accessories.
AGW6.1.4: Maintain GMAW equipment and accessories.
AGW6.1.5: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures for GMAW equipment.
AGW6.2.1: Set up for GMAW-S operations.
AGW6.2.2: Perform welds by operating GMAW-S equipment.
AGW6.2.3: Perform welds in the 1F position.
AGW6.2.4: Perform welds in the 2F position.
AGW6.2.5: Perform welds in the 3F position.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.
WAAGW11.0.5: Perform welds in the vertical position.
WAAGW11.0.6: Perform welds in the overhead position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content Vocabulary: polarity, electrode, voltage, wire speed, wire selection, GMAW equipment (gun assembly, power source, work clamp, leads), forehand vs backhand progression, downhill vs uphill progression, gun manipulation, solid wire, quenching, stick-out length, work angle, travel angle, undercut, underfill, porosity, penetration, base material, filler material, shielding gas, puddle, restart, crater, post-flow

Updated: April 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Ag Welding Program Standards (AGW) Idaho Ag Leadership and Communications Program Standards (AL) Some standards adapted by West Ada CTE (WAAGW) **Textbook:** Welding: Principles and Applications, 9E, Copyright 2021
Additional Course-Specific Information
Key Concepts: Troubleshooting, GMAW Process and Setup **CFAs:** Knowledge & Skills Assessment

Updated: April 2026
Board Approved: <Month/Year>

Beginning Welding (Welding I & II) Unit #4 Curriculum Guide

Unit: GTAW	Grade: 10	Time: 3-4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
GTAW is a widely used process in industry for food processing, pipe welding, aerospace, nuclear, and general fabrication. *What advantages/disadvantages does GTAW process provide? How does the GTAW process differ from other welding processes?*	**AGW7.0:** Apply Gas Tungsten Arc Welding (GTAW) Techniques.	• Set up GTAW equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW7.1.1: Perform safety inspections of GTAW equipment and accessories.
AGW7.1.2: Maintain GTAW equipment and accessories.
AGW7.1.3: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment.
AGW7.2.1: Set up for GTAW operations.
AGW7.2.2: Operate GTAW equipment.
AGW7.2.3: Perform welds in the 1F position.
AGW7.2.4: Perform welds in the 2F position.
AGW7.3.1: Describe setup requirements for GTAW welding aluminum.
AGW7.3.2: Describe operation requirements for GTAW welding aluminum.
WAAGW 11.0.3 Perform welds in the flat position.
WAAGW 11.0.4 Perform welds in the horizontal position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content: polarity, electrode, tungsten, amperage, frequency, GTAW equipment (torch assembly, power source, work clamp, leads), pulse, forehand vs backhand progression, torch manipulation, quenching, electrode stick-out length, arc length, work angle, travel angle, undercut, porosity, penetration, base material, filler material, weld shielding gas, puddle, restart, crater, pre-flow, post-flow, lift-arc vs high frequency arc starting methods

Recommended Resources

Updated: April 2026
Board Approved: <Month/Year>

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some standards adapted by West Ada CTE (WAAGW)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Additional Course-Specific Information

Key Concepts: Troubleshooting, GTAW process and setup
CFAs: Knowledge & Skills Assessment

Beginning Welding (Welding I & II) Unit #5 Curriculum Guide

Unit: OFW & OFC	Grade: 10	Time: 3-4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Oxy-Acetylene is a widely used process in industry for welding and cutting. *What advantages/disadvantages does Oxy-Acetylene process provide? How does the Oxy-Acetylene process differ from other welding processes?*	**AGW8.1:** Apply the oxy-fuel gas cutting processes. (OFC)	• Set-up oxy-acetylene equipment to demonstrate welds and cuts that meet industry standards.

Supporting Standards

AGW8.1.1: Perform safety inspections of OFC equipment and accessories.
AGW8.1.2: Maintain OFC equipment and accessories.
AGW8.1.3: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
AGW8.1.4: Set up for OFC operations.
AGW8.1.5: Perform cutting by operating OFC equipment.
AGW8.1.6: Perform straight, square-edge cutting operations in the flat position.
AGW8.1.7: Perform shape, square-edge cutting operations in the flat position.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.
WAAGW11.0.5: Perform welds in the vertical position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content: regulators, oxygen, acetylene, PSI (pounds per inch), fuel gas, welding tip, cutting tip, torch body, cylinder, flash-back, compressed gas, cylinder storage, shielded lens, flint striker, oxygen vs fuel lines/fittings, filler rod, quenching, oxidizing flame, carburizing flame, neutral flame, inner-cone, brazing, dross

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)

Updated: April 2026
Board Approved: <Month/Year>

Idaho Ag Leadership and Communications Program Standards (AL) Some standards adapted by West Ada CTE (WAAGW) **Textbook:** Welding: Principles and Applications, 9E, Copyright 2021
Additional Course-Specific Information
Key Concepts: Troubleshooting, OFW/OFC process and setup **CFAs:** Knowledge & Skill Assessment

Updated: April 2026
Board Approved: <Month/Year>

Beginning Welding (Welding I & II) Unit #6 Curriculum Guide

Unit: SAE	Grade: 10	Time: 3-4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Develop record keeping skills through FFA and Supervised Agricultural Experience (SAE). *What is SAE? How does an SAE project benefit me? What are types of SAE projects? Why is recordkeeping important and how to apply it?*	**AL2.1.4:** Apply proper record keeping skills related to an SAE program.	• Reflect on how the Agriculture Experience Tracker program for SAE prepares for welding career opportunities.

Supporting Standards

AGW1.1.1: Explore the role of professional organizations and/or associations in the agricultural welding industry
AGW1.1.2: Define the value, role, and opportunities provided through career technical student organizations.
AGW1.1.3: Engage in career exploration and leadership development.
AGW1.2.1: Maintain SAE record books.
AGW1.2.2: Describe the proficiency award areas related to the SAE program area.
AGW1.2.3: Describe necessary steps to receive higher degrees in FFA.

Essential Vocabulary

Academic: develop, explain, identify
Content: Agriculture, Career Ready Practices, Foundational Skills, Power Structural and Technology Systems, economic impact, labor demands (regional vs national vs globally), work environment, record keeping, SAE (Supervised Agricultural Experience) economic impact (regional vs national vs globally)

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Idaho Ag Leadership and Communications Program Standards (AL)
Some standards adapted by West Ada CTE (WAAGW)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Additional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Key Concepts: multiple viewpoints, welding careers.
SAE Project: students complete journals and update plan throughout course.

Intermediate Welding Unit #2 Curriculum Guide

Unit: FCAW	Grade: 11	Time: 8 Days (1 Instruction, 7 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
FCAW is a widely used process in industry for structural steel buildings and heavy fabrication/repair applications. *What advantages/disadvantages does FCAW process provide? How does the FCAW process differ from other welding processes?*	**WAAGW6.0:** Apply flux cored arc welding (FCAW-S/FCAW-G) technique.	• Set up FCAW-S/FCAW-G equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW6.3.1: Describe the FCAW-G/dual shield process.
AGW6.3.2: Describe the FCAW-S/self-shield process.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.
WAAGW11.0.5: Perform welds in the vertical position.
WAAGW11.0.6: Perform welds in the overhead position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content Vocabulary: polarity, electrode, voltage, wire speed, wire selection, shielding gas selection, drive roll assembly, FCAW-S/FCAW-G equipment (gun assembly, power source, work clamp, leads) chipping hammer, slag, forehand vs backhand progression, downhill vs uphill progression, gun manipulation, inner-shield, dual-shield, quenching, Contact Tip to Work Distance, work angle, travel angle, undercut, porosity, penetration, base material, filler material, shielding gas, puddle, restart, crater, pre-flow, post-flow, DCEP vs DCEN, constant voltage, and voltage sensing.

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some AGW standards adapted by West Ada CTE (WAAGW)
Textbook: Welding: Principles and Applications, 9E, Copyright 2021

Updated: May 2026
Board Approved: <Month/Year>

Course-Specific Information
Key Concepts: Troubleshooting, FCAW-S/FCAW-G process and setup **CFAs:** Knowledge & Skills Assessment

Intermediate Welding Unit #3 Curriculum Guide

Unit: SMAW	Grade: 11	Time: 12-14 Days (3 Instruction, 11 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Arc Welding is a widely used process in industry for structural steel buildings, pipe welding, repair, and fabrication. *What advantages/disadvantages does Arc Welding process provide? How does the Arc Welding process differ from other welding processes?*	**WAAGW5.0:** Apply shield metal arc welding (SMAW) techniques.	• Set-up arc welding equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW5.1.1: Describe types of welding current and polarity.
AGW5.1.2: Perform safety inspections of SMAW equipment and accessories.
AGW5.1.3: Maintain SMAW equipment and accessories.
AGW5.2.1: Set up for SMAW operations.
AGW5.2.2: Perform welds by operating SMAW equipment.
AGW5.2.4: Perform welds in the 2F position.
AGW5.2.5: Perform welds in the 3F position.
AGW5.2.6: Perform welds in the 1G position.
AGW5.2.7: Perform welds in the 2G position.
AGW5.2.9: Describe welds made in the 4F and 4G plate position.
AGW5.2.10: Identify 2G, 5G, and 6G pipe welding positions.
WAAGW 11.0.3 Perform welds in the flat position.
WAAGW 11.0.4 Perform welds in the horizontal position.
WAAGW 11.0.5 Perform welds in the vertical position.
WAAGW 11.0.6 Perform welds in the overhead position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot

Updated: May 2026
Board Approved: <Month/Year>

Content Vocabulary: polarity, electrode, amperage, electrode selection, SMAW equipment(electrode holder, power source, work clamp, leads) chipping hammer, slag, forehand vs backhand progression, downhill vs uphill progression, electrode (rod) manipulation, fast-freeze electrodes, low hydrogen electrodes, electrode oven, flux, quenching, arc length, work angle, travel angle, undercut, porosity, penetration, base material, filler material, weld shielding, puddle, restart, crater, DCEP and constant current.
Recommended Resources
Standards Used: Idaho Ag Welding Program Standards (AGW) Some AGW standards adapted by West Ada CTE (WAAGW) **Textbook**: Welding: Principles and Applications, 9E, Copyright 2021
Course-Specific Information
Key Concepts: Troubleshooting, SMAW Process and Setup **CFAs:** Knowledge & Skill Assessment

Intermediate Welding Unit #4 Curriculum Guide

Unit: GMAW	Grade: 11	Time: 12-14 Days (2 Instruction, 12 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
GMAW is a widely used process in industry for manufacturing, pipe welding, and general fabrication. *What advantages/disadvantages does GMAW process provide? How does the GMAW process differ from other welding processes?*	**WAAGW6.1:** Apply gas metal arch welding.	• Set-up GMAW equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW6.1.1: Describe the use of GMAW equipment
AGW6.1.2: Describe GMAW transfer modes (e.g., spray transfer, globular, short circuit, pulse).
AGW6.1.3: Perform safety inspections of GMAW equipment and accessories.
AGW6.1.4: Maintain GMAW equipment and accessories.
AGW6.1.5: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures for GMAW equipment.
AGW6.2.1: Set up for GMAW-S operations.
AGW6.2.2: Perform welds by operating GMAW-S equipment.
AGW6.2.3: Perform welds in the 1F position.
AGW6.2.4: Perform welds in the 2F position.
AGW6.2.5: Perform welds in the 3F position.
AGW6.2.6: Perform welds in the 1G position.
AGW6.2.7: Perform welds in the 2G position.
AGW6.2.8: Perform welds in the 3G position.
WAAGW 11.0.3 Perform welds in the flat position.
WAAGW 11.0.4 Perform welds in the horizontal position.
WAAGW 11.0.5 Perform welds in the vertical position.
WAAGW 11.0.6 Perform welds in the overhead position.

Essential Vocabulary

Updated: May 2026
Board Approved: <Month/Year>

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot **Content Vocabulary**: polarity, electrode, voltage, wire speed, wire selection, shielding gas selection, drive roll assembly, RMD, PULSE, Spray Transfer, GMAW equipment (gun assembly, power source, work clamp, leads), forehand vs backhand progression, downhill vs uphill progression, gun manipulation, solid wire, quenching, Contact Tip to Work Distance, arc-length, work angle, travel angle, undercut, underfill, porosity, penetration, base material, filler material, shielding gas, puddle, restart, crater, pre-flow, post-flow, DCEP, and constant voltage.
Recommended Resources
Standards Used: Idaho Ag Welding Program Standards (AGW) Some AGW standards adapted by West Ada CTE (WAAGW) **Textbook: Welding:** Principles and Applications, 9E, Copyright 2021
Course-Specific Information
Key Concepts: Troubleshooting, GMAW-S Process and Setup **CFAs:** Knowledge & Skill Assessment

Intermediate Welding Unit #5 Curriculum Guide

Unit: GTAW	Grade: 11	Time: 12-14 Days (3 Instruction, 11 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
GTAW is a widely used and versatile process in industry for food processing, pipe welding, aerospace, nuclear, and general fabrication. *What advantages/disadvantages does GTAW process provide? How does the GTAW process differ from other welding processes?*	**WAAGW7.0:** Apply Gas Tungsten Arc Welding (GTAW) Techniques.	• Set up GTAW equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW7.1.1: Perform safety inspections of GTAW equipment and accessories.
AGW7.1.2: Maintain GTAW equipment and accessories.
AGW7.1.3: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of GTAW equipment.
AGW7.2.1: Set up for GTAW operations.
AGW7.2.2: Operate GTAW equipment.
AGW7.2.3: Perform welds in the 1F position.
AGW7.2.4: Perform welds in the 2F position.
AGW7.3.1: Describe setup requirements for GTAW welding aluminum.
AGW7.3.2: Describe operation requirements for GTAW welding aluminum.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content Vocabulary: polarity, electrode, tungsten, amperage, frequency, GTAW equipment (torch assembly, power source, work clamp, leads), pulse, forehand vs backhand progression, torch manipulation, quenching, electrode stick-out length, arc length, work angle, travel angle, undercut, porosity, penetration, base material, filler material, weld shielding gas, puddle, restart, crater, pre-flow, post-flow, lift-arc vs high frequency arc starting methods, AC vs DCEN, and constant current.

Updated: May 2026
Board Approved: <Month/Year>

Recommended Resources
Standards Used: Idaho Ag Welding Program Standards (AGW) Some AGW standards adapted by West Ada CTE (WAAGW) **Textbook:** Welding: Principles and Applications, 9E, Copyright 2021
Optional Course-Specific Information
Key Concepts: Troubleshooting, GTAW process and setup **CFAs:** Knowledge & Skill Assessment

Updated: May 2026
Board Approved: <Month/Year>

Intermediate Welding Unit #6 Curriculum Guide

Unit: OFC	Grade: 10-11	Time: 4 Days (1 Instruction, 3 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Oxy-Acetylene is a widely used process in industry for welding and cutting. *What advantages/disadvantages does Oxy-Acetylene process provide? How does the Oxy-Acetylene process differ from other welding processes?*	**WAAGW8.1:** Apply the oxy-fuel gas cutting processes. (OFC)	• Set-up oxy-acetylene equipment to demonstrate cuts and scarfing that meet industry standards.

Supporting Standards

AGW8.1.1: Perform safety inspections of OFC equipment and accessories.
AGW8.1.2: Maintain OFC equipment and accessories.
AGW8.1.3: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
AGW8.1.4: Set up for OFC operations.
AGW8.1.5: Perform cutting by operating OFC equipment.
AGW8.1.6: Perform straight, square-edge cutting operations in the flat position.
AGW8.1.7: Perform shape, square-edge cutting operations in the flat position.
WAAGW 11.0.7 Perform scarfing in the flat position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content Vocabulary: regulators, oxygen, acetylene, PSI (pounds per inch), fuel gas, scarfing tip, cutting tip, torch body, cylinder, flash-back, compressed gas, cylinder storage, shielded lens, flint striker, oxygen vs fuel lines/fittings, filler rod, quenching, oxidizing flame, carburizing flame, neutral flame, inner-cone, and dross.

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some AGW standards adapted by West Ada CTE (WAAGW)
Textbook: Welding: Principles and Applications, 9E, Copyright 2021

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Board Approved: <Month/Year>

Course-Specific Information
Key Concepts: Troubleshooting, OFC process and setup **CFAs**: Knowledge & Skill Assessment

Intermediate Welding Unit #7 Curriculum Guide

Unit: PAC & CAD	Grade: 11	Time: 12 Days (2-3 Instruction, 8-10 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Using CAD software proficiently is essential to creating today's welding fabrication precision parts. *Why is it important to create an accurate CAD design?*	**WAPE4.5a:** Create CAD models for PAC.	• Create CAD assemblies using industry standard CAD software for a given PAC task.
During the fabrication process, knowledge of material types, properties, and forms/shapes of structural is critical in making design choices during the project planning phase. *Why is it important to select materials based on properties and forms/shapes?*	**WAAGW4.1a:** Demonstrate knowledge of material types, properties, and forms/shapes of structural metals.	• Identify material types, properties, and forms/shapes of structural metals related to PAC tasks.
Plasma cutting is a widely used process in industry for cutting parts. *What advantages/disadvantages does the Plasma Cutting Process provide? How does the Plasma Cutting Process differ from other cutting processes?*	**WAAGW8.2:** Demonstrate plasma arc cutting (PAC) on carbon steel and aluminum.	• Operate Plasma CNC equipment to cut specified CAD design.

Supporting Standards

AGW3.1.1: Interpret elements (e.g., title block information, dimensions, line types) of a technical drawing.
AGW3.1.2: Interpret industry standard welding symbols.
AGW3.1.3: Prepare a materials/cut list from a technical drawing (i.e., bill of material).
AGW3.1.4: Apply dimensioning techniques to drawings.
AGW3.1.5: Sketch or draw a welding project.
AGW3.2.1: Identify industry standard units of measure.

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AGW3.2.2: Convert between customary standard and metric systems.
AGW3.2.3: Calculate size, area, and volume.
AGW3.2.4: Convert between fractions and decimals.
AGW3.2.5: Measure objects, using measurement tools common to welding.
AGW4.1.1: Compare ferrous and non-ferrous metals.
AGW4.1.2: Identify forms and shapes of structural metals.
AGW8.2.1: Describe the PAC/plasma process.
AGW8.2.2: Determine the appropriate PAC/plasma settings for various types of metals.
AGW8.2.3: Perform safety inspections of PAC/plasma equipment and accessories.
AGW8.2.4: Maintain PAC/plasma equipment and accessories.
AGW8.2.5: Set up for PAC/plasma operations.
AGW8.2.6: Perform cutting by operating PAC/plasma equipment.
AGW8.2.7: Perform straight, square-edge cutting operations in the flat position.
AGW8.2.8: Perform shape, square-edge cutting operations in the flat position.

Essential Vocabulary

Academic: interpret, prepare, explain, perform, maintain, set-up, operate, troubleshoot
Content Vocabulary: PAC equipment (power source, work-lead, clean air) Plasma CNC table (computer numerical control) CAD software (computer aided drafting), G-code, CAM (computer aided manufacturing) regulators, compressed-air, PSI (pounds per inch), cutting tip (diffuser, shield, electrode) torch assembly, shielded lens, cutting, dross, polarity, fumes, ventilation, DXF (drawing exchange format), bill of material, dimensions, reference lines, metal structures, homing, zeroing, x-axis vs y-axis vs z-axis, machine setting parameters, material parameters, and welding collaborative equipment including: Miller (Co-Pilot).

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some AGW standards adapted by West Ada CTE (WAAGW)
Idaho Pre-Engineering Program Standards (PE)
Some PE standards adapted by West Ada CTE (WAPE)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Course-Specific Information

Key Concepts: Metal/Structural Identification, CAD software, PAC process and setup

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Intermediate Welding Unit #8 Curriculum Guide

Unit: Fabrication	Grade: 11	Time: 12 Days (2-3 Instruction, 8-10 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Using the available tool(s) or equipment is essential to completing a fabrication project. *How do we determine tool(s) or equipment to fabricate a project?*	**WAAGW2.0:** Demonstrate lab organization and safety procedures with hand tools, power tools, and equipment.	• Identify and determine the appropriate tool(s) or equipment for completing a given fabrication task.
Using CAD software proficiently is essential to creating today's welding fabrication precision parts. *Why is it important to create an accurate CAD design?*	**WAPE4.5b:** Create CAD models for fabrication.	• Create CAD assemblies using industry standard CAD software for a given fabrication task.
During the fabrication process, knowledge of material types, properties, and forms/shapes of structural is critical in making design choices during the project planning phase. *Why is it important to select materials based on properties and forms/shapes?*	**WAAGW4.1b:** Demonstrate knowledge of material types, properties, and forms/shapes of structural metals.	• Identify material types, properties, and forms/shapes of structural metals related to fabrication tasks.

Supporting Standards

AGW2.2.1: Identify hand tools and their functions.
AGW2.2.2: Demonstrate appropriate use of hand tools.
AGW2.2.3: Demonstrate appropriate cleaning, storage, and maintenance of hand tools.
AGW2.3.1: Describe power tools and their functions.
AGW2.3.2: Describe shop equipment and its functions.
AGW2.3.3: Demonstrate procedures for using power tools and equipment.
AGW2.3.4: Demonstrate procedures for cleaning, storing, and maintaining power tools and equipment.

AGW3.1.1: Interpret elements (e.g., title block information, dimensions, line types) of a technical drawing.
AGW3.1.2: Interpret industry standard welding symbols.
AGW3.1.3: Prepare a materials/cut list from a technical drawing (i.e., bill of material).
AGW3.1.4: Apply dimensioning techniques to drawings.
AGW3.1.5: Sketch or draw a welding project.
AGW3.2.1: Identify industry standard units of measure.
AGW3.2.2: Convert between customary standard and metric systems.
AGW3.2.3: Calculate size, area, and volume.
AGW3.2.4: Convert between fractions and decimals.
AGW3.2.5: Measure objects, using measurement tools common to welding.
AGW4.1.1: Compare ferrous and non-ferrous metals.
AGW4.1.2: Identify forms and shapes of structural metals.
AGW8.2.1: Describe the PAC/plasma process.
AGW8.2.2: Determine the appropriate PAC/plasma settings for various types of metals.
AGW8.2.3: Perform safety inspections of PAC/plasma equipment and accessories.
AGW8.2.4: Maintain PAC/plasma equipment and accessories.
AGW8.2.5: Set up for PAC/plasma operations.
AGW8.2.6: Perform cutting by operating PAC/plasma equipment.
AGW8.2.7: Perform straight, square-edge cutting operations in the flat position.
AGW8.2.8: Perform shape, square-edge cutting operations in the flat position
AGW10.1.1: Clean base metal for welding or cutting.
10.1.2 Select the proper joint design based on welding procedure specifications (WPS) or instructor's direction.
10.1.3 Mechanically bevel the edge of a mild steel plate, using a hand beveller and grinder.
10.2.1 Construct projects in proper sequence.
10.2.2 Demonstrate setup of fabrication area, equipment, and materials.
10.2.3 Lay out projects from welding prints, using appropriate tools.
10.2.4 Check for joint misalignment and poor fit-up before and after welding.
10.2.5 Check work for accuracy according to project plans.
10.2.6 Describe distortion and methods for controlling it.

Essential Vocabulary

Academic: interpret, prepare, explain, perform, maintain, set-up, operate, troubleshoot
Content: Blueprint Reading, Hand Tools vs Power Tools, measuring, cutting, material preparation, deburring, squaring, leveling, clamping, tacking, weld sequencing, material finishing, Bandsaw, Drill Press, Belt Sander, Angle Grinder, Abrasives, PAC equipment (power source, work-lead, clean air) Plasma CNC

table (computer numerical control) CAD software (computer aided drafting), DXF (drawing exchange format), bill of material, dimensions, reference lines, metal structures, cobot (Miller Co-Pilot), fixture table, and fixturing tools.

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some AGW standards adapted by West Ada CTE (WAAGW)
Idaho Pre-Engineering Program Standards (PE)
Some PE standards adapted by West Ada CTE (WAPE)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Course-Specific Information

Key Concepts: Tool/Equipment Usage, Fabrication Sequence, Metal/Structural Identification, CAD software, Computer-Aided (Collaborative) Equipment

Intermediate Welding Unit #9 Curriculum Guide

Unit: SAE	Grade: 11	Time: 1-2 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Develop record keeping skills through FFA and Supervised Agricultural Experience (SAE). *What is SAE? How does an SAE project benefit me? What are types of SAE projects? Why is recordkeeping important and how to apply it?*	**AL2.1.4:** Apply proper record keeping skills related to an SAE program.	• Reflect on how the Agriculture Experience Tracker program for SAE prepares for welding career opportunities.

Supporting Standards

AGW1.1.1: Explore the role of professional organizations and/or associations in the agricultural welding industry
AGW1.1.2: Define the value, role, and opportunities provided through career technical student organizations.
AGW1.1.3: Engage in career exploration and leadership development.
AGW1.2.1: Maintain SAE record books.
AGW1.2.2: Describe the proficiency award areas related to the SAE program area.
AGW1.2.3: Describe necessary steps to receive higher degrees in FFA.

Essential Vocabulary

Academic: develop, explain, identify
Content: Agriculture, Career Ready Practices, Foundational Skills, Power Structural and Technology Systems, economic impact, labor demands (regional vs national vs globally), work environment, record keeping, SAE (Supervised Agricultural Experience) economic impact (regional vs national vs globally)

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Idaho Ag Leadership and Communications Program Standards (AL)
Some standards adapted by West Ada CTE (WAAGW)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Additional Course-Specific Information

Updated: April 2026
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Key Concepts: multiple viewpoints, welding careers.
SAE Project: students complete journals and update plan throughout course.

Advanced Welding Unit #3 Curriculum Guide

Unit: FCAW	Grade: 12	Time: 6 Days (1 Instruction, 5 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
FCAW is a widely used process in industry for structural steel buildings and heavy fabrication/repair applications. *What advantages/disadvantages does FCAW process provide? How does the FCAW process differ from other welding processes?*	**WAAGW6.0:** Apply flux cored arc welding (FCAW-S/FCAW-G) technique.	• Set up FCAW-S/FCAW-G equipment to demonstrate welds that meet industry standards.

Supporting Standards

AGW6.3.1: Describe the FCAW-G/dual shield process.
AGW6.3.2: Describe the FCAW-S/self-shield process.
WAAGW11.0.3: Perform welds in the flat position.
WAAGW11.0.4: Perform welds in the horizontal position.
WAAGW11.0.5: Perform welds in the vertical position.
WAAGW11.0.6: Perform welds in the overhead position.

Essential Vocabulary

Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot
Content Vocabulary: polarity, electrode, voltage, wire speed, wire selection, shielding gas selection, drive roll assembly, FCAW-S/FCAW-G equipment (gun assembly, power source, work clamp, leads) chipping hammer, slag, forehand vs backhand progression, downhill vs uphill progression, gun manipulation, inner-shield, dual-shield, quenching, Contact Tip to Work Distance, work angle, travel angle, undercut, porosity, penetration, base material, filler material, shielding gas, puddle, restart, crater, pre-flow, post-flow, DCEP vs DCEN, constant voltage, and voltage sensing.

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some AGW standards adapted by West Ada CTE (WAAGW)
Textbook: Welding: Principles and Applications, 9E, Copyright 2021

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Course-Specific Information
Key Concepts: Troubleshooting, FCAW-S/FCAW-G process and setup **CFAs:** Knowledge & Skills Assessment • AWS Sense level 1- Theory Exam • State Approved- Weld Certification(s)

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Advanced Welding Unit #6 Curriculum Guide

Unit: Thermal Cutting	Grade: 10-11	Time: 4 Days (1 Instruction, 3 Lab)
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Oxy-Acetylene is a widely used process in industry for welding and cutting. *What advantages/disadvantages does Oxy-Acetylene process provide? How does the Oxy-Acetylene process differ from other welding processes?*	**WAAGW8.1:** Apply the oxy-fuel gas cutting processes. (OFC)	• Set-up oxy-acetylene and Plasma Arc equipment to demonstrate cutting and scarfing that meets industry standards.
Plasma cutting is a widely used process in industry for cutting parts. *What advantages/disadvantages does the Plasma Cutting Process provide? How does the Plasma Cutting Process differ from other cutting processes?*	**WAAGW8.2a:** Demonstrate plasma arc cutting (PAC) on carbon steel and aluminum.	• Operate Manual and Plasma CNC equipment to cut specified CAD or basic design.

Supporting Standards

AGW8.1.1: Perform safety inspections of OFC equipment and accessories.
AGW8.1.2: Maintain OFC equipment and accessories.
AGW8.1.3: Demonstrate safe startup, shutdown, disassembly, and cylinder exchange procedures of OFC equipment.
AGW8.1.4: Set up for OFC operations.
AGW8.1.5: Perform cutting by operating OFC equipment.
AGW8.1.6: Perform straight, square-edge cutting operations in the flat position.
AGW8.1.7: Perform shape, square-edge cutting operations in the flat position.
AGW8.2.1: Describe the PAC/plasma process.
AGW8.2.2: Determine the appropriate PAC/plasma settings for various types of metals.
AGW8.2.3: Perform safety inspections of PAC/plasma equipment and accessories.
AGW8.2.4: Maintain PAC/plasma equipment and accessories.
AGW8.2.5: Set up for PAC/plasma operations.
AGW8.2.6: Perform cutting by operating PAC/plasma equipment.
AGW8.2.7: Perform straight, square-edge cutting operations in the flat position.

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AGW8.2.8: Perform shape, square-edge cutting operations in the flat position.
WAAGW11.0.7 Perform scarfing in the flat position.

Essential Vocabulary
Academic: operate, set-up, perform, maintain, demonstrate, apply, equipment, troubleshoot, interpret **Content Vocabulary**: (OFC) regulators, oxygen, acetylene, PSI (pounds per inch), fuel gas, scarfing tip, cutting tip, torch body, cylinder, flash-back, compressed gas, cylinder storage, shielded lens, flint striker, oxygen vs fuel lines/fittings, filler rod, quenching, oxidizing flame, carburizing flame, neutral flame, inner-cone, and dross. (PAC) PAC equipment (power source, work-lead, clean air) regulators, compressed-air, PSI (pounds per inch), cutting tip (diffuser, shield, electrode) torch assembly, shielded lens, cutting, dross, polarity, fumes, and ventilation.
Recommended Resources
Standards Used: Idaho Ag Welding Program Standards (AGW) Some AGW standards adapted by West Ada CTE (WAAGW) **Textbook:** Welding: Principles and Applications, 9E, Copyright 2021
Course-Specific Information
Key Concepts: Troubleshooting, OFC process and setup **CFAs**: Knowledge & Skill Assessment • AWS SENSE Level 1- Theory Exam

Advanced Welding Unit #7 Curriculum Guide

Unit: CAD & Blueprint Design	Grade: 12	Time: 4 Days (2 Instruction, 2 Lab)

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Using CAD software proficiently is essential to creating today's welding fabrication precision parts. *Why is it important to create an accurate CAD design?*	**WAPE4.5a:** Create CAD models for Plasma CNC tasks.	• Create CAD assemblies using industry standard CAD software for a given blueprint design.
During the fabrication process, knowledge of material types, properties, and forms/shapes of structural is critical in making design choices during the project planning phase. *Why is it important to select materials based on properties and forms/shapes?*	**WAAGW4.1a:** Demonstrate knowledge of material types, properties, and forms/shapes of structural metals.	• Identify material types, properties, and forms/shapes of structural metals related to a CAD task.
Plasma cutting is a widely used process in industry for cutting parts. *What advantages/disadvantages does the Plasma Cutting Process provide? How does the Plasma Cutting Process differ from other cutting processes?*	**WAAGW8.2b:** Demonstrate plasma arc cutting (PAC) on carbon steel and aluminum.	• Operate Plasma CNC equipment to cut specified CAD design.

Supporting Standards

AGW3.1.1: Interpret elements (e.g., title block information, dimensions, line types) of a technical drawing.
AGW3.1.2: Interpret industry standard welding symbols.
AGW3.1.3: Prepare a materials/cut list from a technical drawing (i.e., bill of material).
AGW3.1.4: Apply dimensioning techniques to drawings.
AGW3.1.5: Sketch or draw a welding project.
AGW3.2.1: Identify industry standard units of measure.
AGW3.2.2: Convert between customary standard and metric systems.

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AGW3.2.3: Calculate size, area, and volume.
AGW3.2.4: Convert between fractions and decimals.
AGW3.2.5: Measure objects, using measurement tools common to welding.
AGW4.1.1: Compare ferrous and non-ferrous metals.
AGW4.1.2: Identify forms and shapes of structural metals.
AGW8.2.1: Describe the PAC/plasma process.
AGW8.2.2: Determine the appropriate PAC/plasma settings for various types of metals.
AGW8.2.3: Perform safety inspections of PAC/plasma equipment and accessories.
AGW8.2.4: Maintain PAC/plasma equipment and accessories.
AGW8.2.5: Set up for PAC/plasma operations.
AGW8.2.6: Perform cutting by operating PAC/plasma equipment.
AGW8.2.7: Perform straight, square-edge cutting operations in the flat position.
AGW8.2.8: Perform shape, square-edge cutting operations in the flat position

Essential Vocabulary

Academic: interpret, prepare, explain, perform, maintain, set-up, operate, troubleshoot
Content Vocabulary: PAC equipment (power source, work-lead, clean air) Plasma CNC table (computer numerical control) CAD software (computer aided drafting), G-code, CAM (computer aided manufacturing) regulators, compressed-air, PSI (pounds per inch), cutting tip (diffuser, shield, electrode) torch assembly, shielded lens, cutting, dross, polarity, fumes, ventilation, DXF (drawing exchange format), bill of material, dimensions, reference lines, metal structures, homing, zeroing, x-axis vs y-axis vs z-axis, machine setting parameters, material parameters, and welding collaborative equipment including: Miller (Co-Pilot).

Recommended Resources

Standards Used:
Idaho Ag Welding Program Standards (AGW)
Some standards adapted by West Ada CTE (WAAGW)
Idaho Pre-Engineering Program Standards (PE)
Some standards adapted by West Ada (WAPE)
Textbook:
Welding: Principles and Applications, 9E, Copyright 2021

Course-Specific Information

Key Concepts: Metal/Structural Identification, CAD software, PAC process and setup
CFAs: Knowledge & Skill Assessment

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Construction Trades I Unit #1 Curriculum Guide

Unit: Industry Skills & Habits	Grade: 10-12	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Skills and habits are what make a workplace safe and successful. *What soft skills are desired by employers? What are potential issues that can arise in the workplace when employees are not showing up on time? What are general practices for a safe working environment?*	**CT2.1.1:** Describe general shop safety rules, procedures, and housekeeping duties.	• Demonstrate safe work in a shop setting.

Supporting Standards

CT2.1.2: Describe the roles of OSHA and EPA pertaining to workplace safety.
CT2.1.3: Describe PPE requirements during work activities.
CT2.1.4: Wear appropriate clothing for lab/shop activities.
CT2.1.5: Secure hair and jewelry for lab/shop activities.
CT2.1.6: Demonstrate safe and proper techniques for using hand tools.
CT2.1.7: Demonstrate safe and proper techniques for using power tools and machinery.
CT2.1.8: Describe proper lifting procedures and proper use of support equipment.
CT2.1.9: Describe ventilation requirements for the lab/shop area.
CT2.1.10: Describe fire extinguisher and fire safety equipment procedures.
CT2.1.11: Identify eyewash station location and procedures.
CT2.1.12: Identify evacuation route diagram location.
CT2.1.13: Identify SDS location and information contained.
CT2.1.14: Complete work assignments following verbal and written instructions.
CT2.1.15: Complete OSHA-10 safety course.
CT2.2.2: Describe the importance of complying with building code requirements.

Essential Vocabulary

Academic: Identify, demonstrate
Content Vocabulary:

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PPE –i.e. Personal protective equipment. Safety gear worn to protect your body.
Housekeeping – Keeping the work area clean and organized.
Ventilation – Fresh airflow that helps keep the shop safe.
SDS – A sheet that explains how to safely handle a product or chemical.
Eyewash station – A place to rinse your eyes in an emergency.
Fire extinguisher – A tool used to put out a small fire.
Hand tools – Tools powered by hand, like a hammer or tape measure.
Power tools – Tools powered by electricity or batteries.
Work habits – Safe and responsible behaviors used in the shop.

Recommended Resources

Standards Used:
Idaho Construction Trades Program Standards 2026 (CT)
Some standards adapted by West Ada (WACT)
Textbook:
Modern Carpentry 2008
General Resources:

Optional Course-Specific Information

Construction Trades I Unit #2 Curriculum Guide

Unit: Hand & Power Tools	Grade: 10-12	Time: 8 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Using the correct hand and power tool safely and maintaining them ensures effective and accident-free work in construction. *How can we safely and effectively use tools in construction? How do I properly inspect and maintain this tool to ensure it works safely and effectively? What is the correct tool for the job, and why is it the best choice?*	**WACT6.0:** Demonstrate safe use of hand and power tools.	• Demonstrate the safe operation and use of hand and power tools for a completed project.

Supporting Standards

CT6.1.1: Match carpentry hand tools to their uses.
CT6.1.2: Describe maintenance needs and safe use of carpentry hand tools.
CT6.2.1: Identify power tools.
CT6.2.2 Describe the general safety rules pertaining to power tools.
CT6.2.3 Describe maintenance requirements for power tools.
CT6.2.4: Operate portable and stationary power tools safely.
CT6.2.5: Describe the guidelines for using pneumatic fasteners safely.
CT6.2.6: Match saw blades to their uses.
CT6.2.7: Complete a safety test for specific tools.
CT6.2.8: Perform rip and miter cut-off operations.
CT6.2.9: Drill and bore holes

Essential Vocabulary

Academic: Demonstrate
Content Vocabulary:
Hand tool – A tool powered by hand, like a hammer or tape measure.
Power tool – A tool powered by electricity, battery, or air.

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Inspection – Checking a tool for damage or problems before use.
Maintenance – Caring for tools so they work safely and correctly.
Portable tool – A power tool that can be carried to the work area.
Stationary tool – A larger tool that stays in one place, like a table saw.
Pneumatic tool – A tool powered by compressed air.
Rip cut – A cut made in the same direction as the wood grain.
Cross cut- a cut made going across the grain
Miter cut – An angled cut, often used for corners or trim.
Drill – A tool used to make holes or drive fasteners.

Recommended Resources

Standards Used:
Idaho Construction Trade Program Standards 2026 (CT)
Some standards adapted by West Ada (WACT)
Textbook:
Modern Carpentry 2008

Optional Course-Specific Information

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Construction Trades I Unit #3 Curriculum Guide

Unit: Math & Measurement Skills	Grade: 10-12	Time: 4 Days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Math and measurement skills are essential in building trades. *What math skills are necessary to be successful in building trades? What math terms and symbols do I need to understand to accurately read construction plans and solve problems? How do different types of fractions apply to measurements and materials in construction?*	**CT4.2.4:** Read measurements on tape measures.	• Demonstrate the ability to read, communicate, and apply accurate measurements to complete construction layout and project tasks.

Supporting Standards

CT4.1.1: Add, subtract, multiply, and divide whole numbers, fractions, and decimals with and without a calculator.
CT4.1.2: Convert decimals to percentages, percentages to decimals, fractions to decimals, and decimals to fractions.
CT4.1.3: Convert between customary and metric systems.
CT4.1.4: Describe methods for measuring volume and area, using geometric principles.
CT4.1.5: Calculate standard and metric units of length, weight, volume, and temperature.
CT4.1.6: Calculate board feet, square feet, linear feet, arcs, and angles.
CT4.2.1: Transfer measurements to materials.
CT4.2.2: Identify basic measuring tools used by carpenters.
CT4.2.3: Convert fractional inches to hundredths of a foot.
CT4.2.5: Lay out the perimeter of a building, using basic measuring tools and the 3-4-5 method.

Essential Vocabulary

Academic: Display, communicate
Content Vocabulary:
Fraction – A number that shows part of a whole.
Decimal – A number written with a decimal point.
Tape measure – A tool used to measure length or distance.

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Square foot – A unit used to measure area.
Linear foot – A unit used to measure length.
Board foot – A unit used to measure lumber volume.
Angle – The space between two lines that meet.
Area – The amount of surface inside a shape.
Perimeter – The distance around a shape.
Estimate – A calculation of how much material is needed.

Recommended Resources

Standards Used:
Idaho Residential Construction Program Standards (RC)
Some standards adapted by West Ada (WARC)
Textbook:
Modern Carpentry 2008

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Construction Trades Unit #4 Curriculum Guide

Unit: Framing	Grade: 10-12	Time: 20 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Building safe, precise, and high-quality wall structures require accurate framing. *How will you efficiently communicate with co-workers if you use different names for framing components? What problems could occur if you choose the wrong fasteners when building a wall frame? How does selecting the right type of header impact the safety and load support of an opening? What could go wrong if rough opening (R.O.) measurements for doors and windows are inaccurate? How do precise calculations for headers and trimmers affect the overall quality of wall framing?*	**CT8.3.1:** Lay out wall, ceiling, and partition locations.	• Demonstrate how to lay out a wall, including framing terms and calculations.

Supporting Standards

CT8.2.1: Describe the function of wall framing members
CT8.2.2: Identify common fasteners used in wall framing
CT8.2.5: Identify types of headers
CT8.2.6: Calculate the length of headers for rough openings
CT8.2.7: Calculate R.O. dimensions for doors, windows, and openings
CT8.2.8: Calculate the length of trimmers for window and door openings
CT8.2.10: Calculate materials required for wall and partition framing
CT8.3.2: Cut materials to length

Essential Vocabulary

Updated: April 2026
Board Approved: <Month/Year>

Academic: Identify, demonstrate
Content Vocabulary:
Stud – A vertical board used to build a wall.
Top plate – The board that runs across the top of the wall.
Bottom plate – The board that runs across the bottom of the wall.
Header – A board placed above a door or window opening to support weight.
Rough opening (R.O.) – The framed space left for a door or window.
King stud – A full-length stud beside a door or window opening.
Trimmer stud – A shorter stud that helps support the header.
Cripple – A short stud above or below an opening.
Layout – The process of measuring and marking where framing members go.
Bracing – Support used to keep a wall straight and stable.

Recommended Resources

Standards Used:
Idaho Construction Trades Program Standards 2026 (CT)
Some standards adapted by West Ada (WACT)
Textbook:
Modern Carpentry 2008

Optional Course-Specific Information

Updated: April 2026
Board Approved: <Month/Year>

Construction Trades I Unit #5 Curriculum Guide

Unit: Roof Construction Techniques	Grade: 10-12	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Roof construction methods help ensure roofs are suited for structure's needs. *What are the key differences between a rafter and a truss? In what situations would you use a rafter instead of a truss? How do you know when you've installed a roof properly?*	CT9.5.1: Apply underlayment, flashing, and roofing.	• Demonstrate proper application of roofing materials by applying them to a construction project.

Supporting Standards

CT9.1.1: Identify the types of roof styles.
CT9.1.2: Identify roof framing members.
CT9.1.3: Identify parts of a rafter.
CT9.1.4: Identify parts of a truss.
CT9.1.6: Identify ventilation needs on a roof system.
CT9.2.1: Estimate material needed to frame a roof.
CT9.2.2: Lay out rafter/truss locations.
CT9.2.3: Lay out, cut, and erect rafters for gable roofs.
CT9.4.1: Identify roofing materials.
CT9.4.2: Describe safety rules pertaining to roofing.
CT9.4.3: Describe procedures for applying roofing materials.
CT9.5.1: Apply underlayment, flashing, and roofing.
CT9.5.3: List reasons and procedures for applying starter course of shingles.
CT9.5.6: Estimate roofing materials needed for a roof.

Essential Vocabulary

Academic: Demonstrate
Content Vocabulary:
Rafter – A sloped framing member that supports the roof.
Truss – A prebuilt roof frame designed to support roof loads.

Updated: April 2026
Board Approved: <Month/Year>

Gable roof – A roof style with two sloping sides.
Roof pitch – The steepness or slope of a roof.
Ridge – The highest point where two roof slopes meet.
Sheathing – Panels attached to the roof frame before roofing is installed.
Underlayment – A protective layer placed under roofing materials.
Flashing – Metal or other material used to keep water out at joints and edges.
Shingle – A roofing material used to cover and protect the roof.
Starter course – The first row of shingles installed at the roof edge.

Recommended Resources

Standards Used:
Idaho Construction Trade Program Standards 2026 (CT)
Some standards adapted by West Ada (WACT)
Textbook:
Modern Carpentry 2008

Optional Course-Specific Information

Construction Trades I Unit #6 Curriculum Guide

Unit: Sheathing, Siding, & Exterior Building Materials	Grade: 10-12	Time: 5 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Selecting and installing siding styles and materials depends on several factors. *What are some of the common styles of siding used? What materials are used to manufacture siding?*	**CT11.2.3**: Install siding.	• Demonstrate the proper techniques for installing siding.

Supporting Standards

CT11.1.1: Name types of wall sheathing.
CT11.1.2: Identify styles of siding.
CT11.1.3: Identify types of exterior moldings and trims.
CT11.1.4: List recommendations for waterproofing exterior walls.
CT11.1.5: List advantages and disadvantages of various types of siding.
CT11.1.6: Name types of materials used for vapor barriers.
CT11.2.1: Estimate sheathing and siding needed for installation.
CT11.2.2: Install sheathing.
CT11.2.4: Install vapor barrier.

Essential Vocabulary

Academic: Identify, demonstrate
Content Vocabulary:
Sheathing – Panels attached to the outside of wall framing.
Siding – The exterior material that covers and protects a house.
Plywood – A wood panel often used for wall sheathing.
OSB – Engineered wood panel used for sheathing.
Vinyl siding – A plastic exterior siding material.
Wood siding – Siding made from wood boards or panels.
Fiber cement siding – A durable siding made from cement and fibers.
Lap siding – Horizontal siding boards that overlap each other.

Updated: April 2026
Board Approved: <Month/Year>

Panel siding – Large sheets or panels used as exterior siding.
Recommended Resources
Standards Used: Idaho Construction Trade Program Standards 2026 (CT) Some standards adapted by West Ada (WACT) **Textbook:** Modern Carpentry 2008
Optional Course-Specific Information

Greenhouse I Unit #1 Curriculum Guide

Unit: Growing Media	Grade: 9-10	Time: 10 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Selecting appropriate plant media is essential to growth. *Can plants grow without soil? If so, what can they grow in? How does plant media affect growth?*	**WAOH.5.0:** Demonstrates understanding of plant growth media.	• Determine the appropriate medium for different types of plants.

Supporting Standards

OH.5.1: List the components of soil
OH5.1.1: Describe the concept of soil texture and its importance
OH5.1.2: Classify the texture of a soil sample
OH5.1.3: Identify various soil structures, their formation, and importance in agriculture production
OH5.1.4: Identify various soil structures, their formation, and importance in agriculture production
OH.5.2: Identify the components and source of soilless growing media
OH5.2.1: Describe the functions of growing media
OH5.2.2: Determine desirable properties of growing media (i.e., drainage, organic matter, micro- organisms)
OH5.2.3: Evaluate the advantages and disadvantages of soilless media
OH5.2.4: Evaluate the advantages and disadvantages of soilless media
OH.11.4: Define hydroponics and its importance to society
OH11.4.1: Explain applications of hydroponics
OH11.4.2: Describe procedures used in hydroponic plant production
OH11.4.3: Describe procedures used in hydroponic plant production.

Essential Vocabulary

Academic: selecting, appropriate, select, demonstrate, understand

Content: soil, soilless, hydroponic, sand, silt, clay, horizon, profile, soil color, organic matter, soil texture, soil structure, soil depth, saturation, aggregate, parent material, leaching, mineral matter, topsoil, bedrock, subsoil, weathering, pore space, nutrient, aeration, organic matter, inorganic matter, cubic measurement, drainage, porosity, vermiculite, perlite, peat moss, bark, slow-release fertilizer

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)

Additional Course-Specific Information

Nutrientsforlife.org
Concept: Layers of soil horizon (O, A, E, B, C, R),Soil composition (inorganic, organic, air, water), physical properties of soil (texturing, color, soil triangle), media components (inorganic, organic, soil enhancers), applications of hydroponics

Greenhouse I Unit #2 Curriculum Guide

Unit: Plant Anatomy	Grade: 9-10	Time: 13 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding plants' anatomy is key to understanding plants' roles in food systems and the environment. *What are the main parts of a plant and what are their functions? How do plants obtain and transport water and nutrients throughout their structures? How are seeds capable of producing a new plant?*	**WAOH.2.0:** Investigate the functions of plant anatomy to include seeds, roots, stems, and leaves.	• Describe the functions of seeds, roots, stems, and leaves.

Supporting Standards

OH2.2.1: Investigate the functions of roots in plants.
OH2.2.2: Identify the parts of a root.
OH2.2.3: Differentiate the two major types of root systems.
OH2.2.4: Investigate specialized structures in roots.
OH2.2.5: Investigate the functions of roots in plants.
OH2.3.1: List the functions of a stem.
OH2.3.2: Recognize the external structures of a stem.
OH2.3.3: Analyze the internal structures of a stem cell.
OH2.3.4: Investigate specialized structures in stems.
OH2.4.1: Name the main parts of a leaf.
OH2.4.2: Compare common vein patterns found in leaves.
OH2.4.3: List three functions of a leaf, including photosynthetic energy conversion.
OH2.4.4: Differentiate major leaf arrangements.
OH2.4.5: Investigate specialized cell structures in a leaf.
OH2.7.1: Identify and list the major parts of a seed.
OH2.7.2: List the function of each major part of a seed.

Essential Vocabulary

Academic: understanding, investigate, describe, name, compare, identify, capable, producing
Content: seeds, roots, stems, leaves, monocot, dicot, germination, cotyledon, radical, embryo, seedcoat, hypocotyl, epicotyl, endosperm, taproot, fibrous root, adventitious, primary root, lateral root, root cap, root hair, xylem, phloem, apical meristem, node, internode, axillary bud, axil, lateral branch, margine, mid rib, apex, petiole, stipule, blade, stoma, epidermis, cuticle

Recommended Resources
Standards Used: Idaho Ornamental Horticulture Program Standards (OH) Some standards adapted by West Ada CTE (WAOH)
Additional Course-Specific Information
Concept: prefixes (di, mono, epi, hypo, inter)

Greenhouse I Unit #3 Curriculum Guide

Unit: Requirements for Plant Growth	Grade: 9-10	Time: 9 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Having the right ratio of environmental factors determines a plant's success. *What effects does temperature have on plant growth? What effects does light have on plant growth? What effects does water have on plant growth?*	**WAOH3.3:** Examine environmental requirements for plant growth including light, water, temperature.	• Examine environmental requirements for plant growth, including light, water, temperature, and tropisms.

Supporting Standards

OH3.3.1: Examine the effects of light quality on plant growth (i.e., spectrum, light measurement).
OH3.3.2: Examine the effects of water quality on plant growth (i.e., pH, hardness).
OH3.3.3: Examine the effects of temperature on plant growth
OH3.5.1: Investigate plant tropisms (e.g., photo, thigma or gravi-).

Essential Vocabulary

Academic: examine, determine, effect, thermostat
Content: environmental factor, phototropism, gravitropism, photo period, thermoperiod, thigmatropism, light quality, light quantity, water hardness, pH, photometer, lumens, light spectrum

Recommended Resources

Standards Used: Idaho Ornamental Horticulture Program Standards (OH)

Additional Course-Specific Information

Nutrientsforlife.org
Concept: prefix (photo)

Greenhouse I Unit #4 Curriculum Guide

Unit: Careers in Ornamental Horticulture	Grade: 9-10	Time: 5 days
Topic(s)/Guiding Question(s)	**Priority Standards**	**Student Learning Intentions** *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
The plant science industry provides viable career options for sustainable lifestyles. *Which careers relate to the plant science industry? What skills or qualities are required for professionals in the plant science industry? What education and training are required for the plant science industry?*	**WAOH13.1:** Explore careers in ornamental horticulture and plant science industry.	• Compare and contrast various career options in the plant science industry.

Supporting Standards

OH13.1.1: Research potential careers in ornamental horticulture and plant science.
OH13.1.2: Demonstrate employability skills for a career in the ornamental horticulture industry.
OH13.1.3: Research additional industry certifications available.

Essential Vocabulary

Academic: Explore, compare, contrast, industry
Content: horticulture, agronomy, arborist, florist, forestry, viticulture, olericulture, pomology, turf management, landscape architecture, operations management, plant scientist, breeder, farmer, water specialist

Recommended Resources

Standards Used: Idaho Ornamental Horticulture Program Standards (OH)

Additional Course-Specific Information

Nextsteps.idaho.gov
Agexplorer.ffa.org

Updated: May 2026
Board Approved: June 2024

Greenhouse I #5 Curriculum Guide

Unit: SAE	Grade: 9-10	Time: 3 days- Semester A 3 Days- Semester B

Topic(s)/Essential Questions	Priority Standards	Student Learning Intentions
Participation in Supervised Agricultural Experience (SAE) & FFA can help develop leadership and public speaking skills. *What is SAE? How does an SAE project benefit me? What are types of SAE projects? Why is recordkeeping important and how to apply it?* **Record maintenance is a vital part of leadership roles in industry.** *Regular summaries and input can help record books in what ways?*	**AL2.1.3:** Develop a plan for a personal SAE including an evaluation of personal resources and interests.	• Develop a plan using AET and create digital media to support the topic in the chosen course.
	AL2.1.4: Apply proper record keeping skills related to an SAE program.	• Apply proper record keeping to track skills and reflect on SAE on the Ag. Experience Tracker (AET) website.

Supporting Standards

AL2.1.1: Explain the importance of learning through supervised experiences.
AL2.1.2: Compare and contrast the main types of SAE.
AL3.1.1: Identify communication and leadership career opportunities in agriculture.
AL3.1.2: Identify personal characteristics employers find desirable in agriculture.
AL3.1.3: Identify the necessary skills, experiences and education required to reach a specific career in agriculture.

Essential Vocabulary

Academic: develop, apply, record keeping, evaluation, tracking, participation

Content: Supervised Agricultural Experience (SAE), Future Farmers of American (FFA), Agricultural Experience Tracker (AET),

Recommended Resources

Updated: May 2026
Board Approved: June 2023

Adopted Text: Leadership Personal Development and Career Success, 4E, Copyright 2018 Includes instructor companion site. Register at https://instructor.cengage.com/cb/
Other Course Specific Information
Common Assessments: SAE Project: students complete journals and create a PPT

Updated: May 2026
Board Approved: June 2023

Greenhouse I Unit #6 Curriculum Guide

Unit: Plant Anatomy	Grade: 10-11	Time: 11 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understanding plants' anatomy is key to understanding plants' roles in food systems and the environment. *What are the main parts of a flower and fruit and what are their functions? How do plants reproduce? How are fruits classified? What is the impact of plant hormones on plant development?*	**WAOH2.5-6:** Investigate the functions of plant anatomy to include flowers and fruits.	• Describe the functions of flowers and fruits.

Supporting Standards

OH2.5.1: Label and describe the parts of a flower.
OH2.5.2: Summarize the purpose of a flower.
OH2.5.3: Distinguish between different types of flowers.
OH2.5.4: Describe the difference between monocot and dicot flowers.
OH2.5.5: Diagram the process of plant pollination and fertilization.
OH2.6.1: Label and describe the parts of a fruit.
OH2.6.2: Identify and distinguish between basic types of fruits.
OH3.4.1: Compare the functions of plant hormones.
OH3.4.2: Examine commercial uses for plant growth regulators.

Essential Vocabulary

Academic: understanding, investigate, describe, name, compare, identify, capable, producing
Content: monocot, dicot, pollination, fertilization, complete, incomplete, perfect, imperfect, pistil (carpel), stamen, filament, anther, ovule, style, stigma, ovary, cross-pollination, self-pollination, sepals, corolla, calyx, peduncle, pedicel, receptacle, pome, drupe, aggregate (eg. strawberry), berry, multiple (eg. Pineapple), nuts, pods, capsules, grain, samara, achene

Recommended Resources

Horticulture Today

Updated: May 2026
Board Approved: June 2024

Additional Course-Specific Information
Nutrientsforlife.org **Concept:** prefixes (di, mono)

Updated: May 2026
Board Approved: June 2024

Greenhouse I Unit #7 Curriculum Guide

Unit: Plant Physiology	Grade: 10-11	Time: 10 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand plant development through plant physiology. *What are the main parts of plant cells? What are the major differences between plant and animal cells? What are the main plant processes and how do they function?*	**WAOH2.1:** Investigate plant cells and their role in plant processes.	• Describe plant cells and their role in plant processes.

Supporting Standards

OH2.1.1: Label the parts of a plant cell.
OH2.1.2: Differentiate between a plant and animal cell.
OH2.1.3: Explain the function of plant cell organelles.
OH3.1.1: Interpret the process of photosynthesis.
OH3.1.2: Interpret the process of respiration.
OH3.1.3: Compare the process of respiration to photosynthesis.

Essential Vocabulary

Academic: understanding, investigate, describe, name, compare, identify, capable, producing
Content: cell wall, cell membrane, mitochondria, endoplasmic reticulum (smooth and rough), cytoplasm, vacuole, golgi bodies, nucleus, nucleolus, chloroplast, cellulose, chlorophyll, ribosome, centrioles, chromosome, photosynthesis, respiration, transpiration, absorption, osmosis, diffusion, Carbon dioxide (CO_2), Oxygen (O_2), Water (H_2O), glucose ($C_6H_{12}O_6$), epidermis, cuticle, stomata, cambium, xylem, phloem, cortex, meristem

Recommended Resources

Horticulture Today

Additional Course-Specific Information

Nutrientsforlife.org
Concept: prefixes (di, mono)

Updated: May 2026
Board Approved: June 2024

Greenhouse I Unit #8 Curriculum Guide

Unit: Plant Identification	Grade: 10-11	Time: 9 days
Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Categorize plants by plant characteristics. *Why do plants have scientific names? What ways can we categorize plants? How do you select plants for a particular growing zone?*	**WAOH4.1:** Categorize plants by plant characteristics.	Identify plants based on visual characteristics.

Supporting Standards

OH4.1.1: Discuss the classification and naming of plants.
OH4.1.2: Distinguish the major groups of plants.
OH4.1.3: Correctly categorize common plants by life cycle (i.e., annuals, perennials, etc.).
OH4.1.4: Correctly categorize plants by growth habits (i.e., mounding, trailing, etc.).
OH4.1.5: Utilize resources to establish plant suitability for a selected site (i.e., Hardiness Zone Maps, Heat Zone Maps).
OH4.1.6: Identify common plants by botanical and common names.

Essential Vocabulary

Academic: understanding, investigate, describe, name, compare, identify, capable, producing
Content: vascular, non-vascular, angiosperm, gymnosperm, monocot, dicot, domain, kingdom, phylum (division), class, order, family, genus, species, binomial nomenclature, dichotomous key, variety, cultivar, Carlos Linnaeus, taxonomy, hierarchy, classification, conifer, deciduous, life cycle, annual, biennial, perennial, morphology, hardiness, zone, mounding, trailing, tender, prostrate, erect

Recommended Resources

Horticulture Today

Additional Course-Specific Information

Nutrientsforlife.org
Concept: prefixes (di, mono)

Updated: May 2026
Board Approved: June 2024

Greenhouse I Unit #9 Curriculum Guide

Unit: Plant Technology	Grade: 10-11	Time: 10 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand impacts of technology on plant production. *Why is irrigation needed in the Treasure Valley? What are the benefits of genetic modification and selective breeding? How can technology advance plant production?*	**WAOH.11.1:** Investigate the impact of biotechnology and watering techniques to increase plant production.	• Describe the benefits of technology in plant production.

Supporting Standards

WAOH.9.2.4: Demonstrate proper watering techniques including irrigation.
OH11.1.1: Describe the selective plant breeding process.
OH11.1.2: Explain how to estimate the heritability of certain traits.
OH11.1.3: Predict the genotypes and phenotypes from monohybrid and dihybrid crosses using a Punnett Square.
OH11.1.4: Describe sex determination, linkage, crossover, and mutation.
OH11.1.5: Describe how biotechnology tools are used to monitor and direct plant breeding.
OH11.2.1: Explain the advantages and disadvantages for genetic manipulation of plants.
OH11.2.2: Identify transgenic plants on the market.

Essential Vocabulary

Academic: Investigate, describe, demonstrate, explain, predict, identify
Content: Genetically Modified Organisms (GMOs), crops, noxious, irrigation, traits, heritability, genotype, phenotype, monohybrid, dihybrid, Punnett square, transgenic, genetic manipulation, weed resistance, insect resistance, drought tolerance, gene editing, profitability, sustainability, organic, conventional

Recommended Resources

Textbook: Horticulture Today

Additional Course-Specific Information

Nutrientsforlife.org
Food Evolution (movie)
Journey 2050

Updated: May 2026
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Future of Farming (youtube) United States Farmers and Ranchers Alliance **Concept**: prefixes (di, mono)

Greenhouse II Unit #1 Curriculum Guide

Unit: Safety in the Horticulture Industry	Grade: 10-11	Time: 4 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand safety in plant Production. *What safety equipment (PPE) is necessary for greenhouse production? How do you read a Safety Data Sheet (SDS) and follow safety labels? How do you determine the correct equipment in plant production?*	**WAOH3.1:** Demonstrate safety practices while working in the plant industry.	• Demonstrate safe work practices in the horticulture industry.

Supporting Standards

OH3.1.1: Follow personal protection equipment (PPE) requirements, according to industry and OSHA guidelines.
OH3.1.2: Describe the importance of the information on safety data sheets (SDS) and where they can be located.
OH3.1.3: Identify common hand tools and power equipment.
OH3.1.4: Demonstrate safety practices when using hand tools and power equipment, including following manufacturer guidelines, identifying hazards, and using safety features of the tools and equipment.

Essential Vocabulary

Academic: demonstrate, identify

Content: Personal Protective Equipment (PPE), Safety Data Sheets (SDS), Hand Trowel, Skid Steer, Environmental Protection Agency (EPA), Pruning shears, ventilator masks, sprayer, respirator, gloves, safety glasses, protective footwear, face shield, shovel, wheelbarrow, ISDA, safety inspector, OSHA, fire extinguisher, daisy chain (electrical)

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)
Textbook:
Horticulture Today 1st Edition

Updated: April 2026
Board Approved: June 2024

Additional Course-Specific Information
Nutrientsforlife.org

Updated: April 2026
Board Approved: June 2024

Greenhouse II Unit #2 Curriculum Guide

Unit: Plant Nutrients	Grade: 10-11	Time: 10 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Understand the effects of nutrients on plant growth. *What are the required plant nutrients? How do we make nutrients available to plants? How to interpret a fertilizer label? How do you calculate application rates of fertilizer? What are the symptoms and treatments of nutrient deficiencies and toxicities?*	**WAOH8.1:** Investigate the impact nutrients play on plant health.	• Describe essential plant nutrients and how fertilizer, pH, and application methods influence plant health.

Supporting Standards

OH8.1.1: Compare macronutrients and micronutrients.
OH8.1.2: Measure pH and describe how it is modified.
OH8.1.3: Identify the main components of fertilizer.
OH8.1.4: Interpret a fertilizer label.
OH8.1.5: Categorize methods of application (e.g., granular, time released, injector, foliar).
OH8.1.6: Calculate a lawn fertilizer application rate.
OH8.2.1: Correlate plant symptoms to nutritional deficiency.
OH8.2.2: Correlate plant symptoms to plant toxicity.

Essential Vocabulary

Academic: investigate, describe, differentiate, measure, identify, interpret, categorize, evaluate, develop
Content: macronutrients, micronutrients, nitrogen phosphorus, potassium, boron, molybdenum, calcium, sulfur, zinc, magnesium, manganese, copper, iron, chlorine, deficiency, toxicity, fertilizer, granular, slow-release, injector, foliar, nitrogen cycle (nitrite, nitrate), pH, legume (nitrogen fixating), mycorrhiza, fertilizer label, applicator, PPM, cation, exchange capacity, anion, electrical conductivity (EC), broadcasting

Recommended Resources

Updated: April 2026
Board Approved: June 2024

Standards Used: Idaho Ornamental Horticulture Program Standards (OH) Some standards adapted by West Ada CTE (WAOH) **Textbook:** Horticulture Today 1st Edition
Additional Course-Specific Information
Nutrientsforlife.org

Updated: April 2026
Board Approved: June 2024

Greenhouse II Unit #3 Curriculum Guide

Unit: Plant Propagation	Grade: 10-11	Time: 15 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Describe how new plants can be created. *What methods can be used to propagate plants? What are the required conditions for propagation? What is grafting?*	**WAOH10.1:** Demonstrate plant propagation techniques.	• Demonstrate plant propagation techniques.

Supporting Standards

OH10.1.1: Compare sexual and asexual propagation.
OH10.1.2: Describe the process of seed germination.
OH10.1.3: Identify the conditions needed for seed germination.
OH10.1.4: Compare the methods of seed preparation.
OH10.1.5: Demonstrate the technique for sowing seeds.
OH10.1.6: Calculate germination percentage.
OH10.2.1: Describe optimum conditions for asexual propagation.
OH10.2.2: Demonstrate techniques used to propagate plants by cutting.
OH10.2.3: Demonstrate techniques used to propagate plants by division.
OH10.2.4: Demonstrate techniques used to propagate plants by separation.
OH10.2.5: Demonstrate techniques used to propagate plants by layering.

Essential Vocabulary

Academic: demonstrate, compare, diagram, identify, summarize, determine

Content: asexual propagation, sexual propagation, cutting, division, separation, layering, grafting, micropropagation, germination, germination rate, sow, maturity, rooting hormone (auxin), garden knife, grafting knife

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)

Updated: April 2026
Board Approved: June 2024

Textbook: Horticulture Today 1st Edition
Additional Course-Specific Information

Updated: April 2026
Board Approved: June 2024

Greenhouse II Unit #4 Curriculum Guide

Unit: Integrated Pest Management	Grade: 10-11	Time: 9 days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Identify common pests, diseases, and injuries and methods to prevent or treat them. *What are common plant pests, diseases, and injuries? What are methods of pest prevention? What are methods of pest treatment? How to interpret a pesticide label and apply them correctly? How should you properly store pesticides?*	**WAOH9.1:** Identify and prevent/ treat common plant pests, diseases, and injuries.	• Apply IPM principles to safely manage plant pests, diseases, and injuries.

Supporting Standards

OH8.1.1: Compare macronutrients and micronutrients.
OH8.1.2: Measure pH and describe how it is modified.
OH8.1.3: Identify the main components of fertilizer.
OH8.1.4: Interpret a fertilizer label.
OH8.1.5: Categorize methods of application (e.g., granular, time released, injector, foliar).
OH8.1.6: Calculate a lawn fertilizer application rate.
OH8.2.1: Correlate plant symptoms to nutritional deficiency.
OH8.2.2: Correlate plant symptoms to plant toxicity.
OH9.1.1: Define Integrated Pest Management (IPM) (e.g., physical, chemical, mechanical, biological).
OH9.1.2: Describe the benefits of IPM.

Essential Vocabulary

Academic: identify, differentiate, measure, interpret, categorize, develop, definer, summarize
Content: pest, weed, insect, pesticide, insecticide, fungicide, integrated pest management (IPM), entomology, herbicide, exoskeleton, metamorphosis (complete and incomplete), thorax, chewing, sucking, nematode, rodent, infectious disease, noninfectious disease, pathogen, abiotic plant injuries,

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biodiversity, virus, fungus, bacteria, pest identification, pheromone, biological controls, chemical controls, traps, environmental controls, attractants, larvae, economic injury level, action threshold, aphid, whitefly, fungus gnats
Recommended Resources
Standards Used: Idaho Ornamental Horticulture Program Standards (OH) Some standards adapted by West Ada CTE (WAOH) **Textbook:** Horticulture Today 1st Edition
Additional Course-Specific Information
Nutrientsforlife.org

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Greenhouse II Unit #5 Curriculum Guide

Unit: SAE	Grade: 10-11	Time: 2 days Semester A, 2 days Semester B

Topic(s)/Essential Questions	Priority Standards	Student Learning Intentions
Participation in Supervised Agricultural Experience (SAE) & FFA can help develop leadership and public speaking skills. *What is SAE? How does an SAE project benefit me? What are types of SAE projects? Why is recordkeeping important and how to apply it?* **Record maintenance is a vital part of leadership roles in industry.** *Regular summaries and input can help record books in what ways?*	**AL2.1.3:** Develop a plan for a personal SAE including an evaluation of personal resources and interests.	• Develop a plan using AET and create digital media to support the topic chosen.
	AL2.1.4: Apply proper record keeping skills related to an SAE program.	• Apply proper record keeping tracking skills and reflect on SAE using the Ag. Experience Tracker (AET).

Supporting Standards

AL2.1.1: Explain the importance of learning through supervised experiences.
AL2.1.2: Compare and contrast the main types of SAE.
AL3.1.1: Identify communication and leadership career opportunities in agriculture.
AL3.1.2: Identify personal characteristics employers find desirable in agriculture.
AL3.1.3: Identify the necessary skills, experiences and education required to reach a specific career in agriculture.

Essential Vocabulary

Academic: develop, apply, record keeping, evaluation, tracking, participation

Content: Supervised Agricultural Experience (SAE), Future Farmers of American (FFA), Agricultural Experience Tracker (AET),

Recommended Resources

Updated: April 2026
Board Approved: June 2023

Adopted Text: Leadership Personal Development and Career Success, 4E, Copyright 2018 Includes instructor companion site. Register at https://instructor.cengage.com/cb/
Other Course Specific Information
Common Assessments: SAE Project: students complete journals and create a PPT

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Greenhouse II Unit #6 Curriculum Guide

Unit: Crop Production	Grade: 10-11	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Planning an effective growing schedule helps maximize production in a greenhouse. *What is the process for designing a growing schedule? How does the growing period impact the production cycle in a greenhouse?*	**OH11.1.1:** Develop a growing schedule for a spring plant sale.	• Plan and manage a crop production schedule that results in a healthy, sale-ready plant.

Supporting Standards

OH11.1.2: Space crops, using best management practices.
OH11.1.3: Select containers and medium suitable for a crop.
OH11.2.1: Compare hard and soft pinches.
OH11.2.2: Pinch plants, using best management practices.
OH11.2.3: Demonstrate pruning techniques.
OH11.2.4: Demonstrate watering techniques.

Essential Vocabulary

Academic: plan, manage, adjust, organize
Content: Growing Schedule, Best Management Practices (BMPs), Crop Spacing, Containers, Growing Medium, Hard Pinch, Soft Pinch, Pruning, Watering Techniques, Plant Lighting Schedule, Fertilizer Schedule, Crop Production, Pinching, Plugs, Seedling, Cuttings, Rooting

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Textbook:
Horticulture Today 1st Edition
Principles of Plant Science: Environmental Factors and Growth

Additional Course-Specific Information

Online Video Tutorials:
"How to Prune Plants Properly" by The Gardening Channel (YouTube)

Updated: May 2026
Board Approved: <Month/Year>

"Crop Spacing Techniques for Maximum Yield" by GrowVeg (YouTube)
"Pinching Plants for Better Growth" by Garden Answer (YouTube)
Extension Service Publications:
USDA National Agricultural Library: Crop Production Guides (https://www.nal.usda.gov)
Cornell Cooperative Extension: Crop Spacing and Planting Schedules (https://cce.cornell.edu)
University of California Agriculture & Natural Resources: Best Management Practices for Crop Production (https://ucanr.edu)
Interactive Tools and Apps:
Agrobase App for crop management and scheduling
GrowIt! App for plant care and community advice
Hands-On Resources:
Back to the Roots Indoor Gardening Starter Kit
Local school or community garden programs for practical experience
Scientific Journals:
HortScience Journal by ASHS (American Society for Horticultural Science)
Journal of Plant Nutrition and Soil Science
Plant Care Manuals:
The Container Gardener's Bible by Joanna Harrison
Lighting for Plant Growth by USDA Agricultural Handbook
Workshops and Expert Talks
Local Cooperative Extension workshops on crop production
Guest speakers from local nurseries or agricultural colleges

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Greenhouse II Unit #7 Curriculum Guide

Unit: Business Concepts	Grade: 10-11	Time: 10 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Marketing and sales strategies are essential for successfully promoting and managing a horticulture business. *What are the key components of a marketing plan? Why is it important in ornamental horticultural businesses? What is the relationship between marketing and selling?*	**WAOH14.1:** Demonstrate marketing, sales, and business management strategies for ornamental horticulture operations.	• Develop and apply marketing, sales, and business management strategies to promote and operate an ornamental crop business.

Supporting Standards

OH1.1.3: Engage in career exploration and leadership development.
OH14.1.1: Describe the need for developing a marketing plan.
OH14.1.2: Develop a marketing plan for ornamental crop sales.
OH14.1.3: Design a business display for an identified target audience (e.g., social media, signage, production displays).
OH14.2.1: Analyze the relationship between marketing and selling.
OH14.2.2: Demonstrate the use of a point of sale (POS) system or other electronic invoice system.
OH14.2.3: Describe the importance of supply inventory.
OH14.2.4: Describe characteristics of an effective salesperson and terminology related to sales.
OH14.2.5: Participate in a speech or presentation activity.
OH14.2.6: Analyze the customer buying process.
OH14.2.8: Identify the benefits of various types of sales, including through social media and e-commerce.
OH14.2.9: Assess the components of an effective business website.
OH14.3.1: Describe factors of business management (e.g., cost of goods sold, product markup, estimates and bids, sales price, profit).
OH14.3.2: Demonstrate work ethic and professionalism (i.e., Idaho Workplace Readiness Skills) necessary for success in the industry.

Essential Vocabulary

Academic: develop, implement, apply, promote, operate

Updated: April 2026
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Content Vocabulary: Marketing plan, Target audience, Business display, Social media marketing, Signage, Selling process, Customer buying process, Point of sale system, Electronic invoicing, Supply inventory, Wholesale Costs, Markup, Estimates, Bids, Profit margin, Professionalism, Work ethic, Sales presentation, E-commerce, Business website, Customer engagement, Sales terminology

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)
Textbook:
Horticulture Today 1st Edition

Additional Course-Specific Information

Books and Manuals:
Marketing for Horticulture by Philip T. McCabe
Sales and Customer Service for the Green Industry by Jim Baird
Small Business Management: Launching and Growing Entrepreneurial Ventures by Justin G. Longenecker
Industry Standards and Guidelines:
Idaho CTE Marketing and Sales Standards (cte.idaho.gov)
AmericanHort Resources on Marketing and Sales (americanhort.org)
Extension Service Publications:
"Developing a Marketing Plan for Nursery and Greenhouse Crops" by University of Florida IFAS Extension
"Effective Sales Techniques for Plant Nurseries" by Texas A&M AgriLife Extension
Online Courses and Webinars:
“Marketing Strategies for Small Business” on Coursera
“Using POS Systems in Retail” by National Retail Federation (NRF) webinars
Videos and Demonstrations:
“How to Create an Effective Business Display” by Garden Center Group (YouTube)
“Understanding the Customer Buying Process” by HubSpot Academy (YouTube)
Professional Organizations:
AmericanHort for certification, training, and resources
Local Small Business Development Centers for workshops on marketing and sales

Greenhouse II Unit #8 Curriculum Guide

Unit: Transplanting and Production Standards	Grade: 10-11	Time: 12 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Proper transplanting techniques are essential for healthy crop growth. *What is transplanting and why is it important in crop production? How do you select healthy seedlings for transplanting? What are key industry standards and best practices for transplanting?*	**OH11.3.2:** Demonstrate transplanting procedures to industry standards.	• Transplant appropriately selected plants that follow production standards for sale, hardening, and crops.

Supporting Standards

OH11.3.1: Identify the stage of plant growth for transplanting.
OH11.3.2: Demonstrate transplanting procedures to industry standards.
OH11.4.1: Describe how to harden plants.
OH11.4.2: Prepare plants for sale, using best management practices.
OH11.4.3: Describe industry crop standards for greenhouse ornamental crop production (e.g., American National Standards Institute [ANSI], American Standard for Nursery Stock [ASNS], National Association for Landscape Professionals [NALP]).

Essential Vocabulary

Academic: demonstrate, appropriate, standards
Content Vocabulary: Transplanting, Proper Growth Stage, Seedling Selection, Hardening Process, Best Management Practices (BMPs), Plant Preparation, Plant Sale Standards, Crop Quality, Industry Standards, Plant Stress, Root Damage

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)
Textbook:
Horticulture Today 1st Edition

Additional Course-Specific Information

Updated: April 2026
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Books and Manuals:
The Plant Propagator's Bible by Miranda Smith
Nursery Management: Principles and Practices by James H. Barrett and James E. Faust
Hardening Off Plants by the University of Florida Extension (available online)
Industry Standards and Guidelines:
ANSI Z60.1 Nursery Stock Standard (available from ANSI website)
American Standard for Nursery Stock (ASNS) published by the American Nursery & Landscape Association
NALP Standards and Best Practices (available at the AmericanHort website)
Extension Service Publications:
"Transplanting Techniques for Vegetable Crops" by Cornell Cooperative Extension
"Hardening Off Seedlings" by University of California Agriculture & Natural Resources
"Preparing Plants for Market" by Texas A&M AgriLife Extension
Online Courses and Webinars:
"Best Practices in Plant Transplanting" by AmericanHort (webinars)
"Nursery Crop Management" on eXtension Campus
Videos and Demonstrations:
"How to Transplant Seedlings Properly" by The Gardening Channel (YouTube)
"Hardening Off Plants" by GrowVeg (YouTube)
Professional Organizations:
AmericanHort (formerly NALP) for resources, certification, and training
Local Cooperative Extension offices for region-specific guidelines and workshops

Updated: April 2026
Board Approved: <Month/Year>

Greenhouse II Unit #9 Curriculum Guide

Unit: Ornamental Design	Grade: 10-11	Time: 4 Days

Topic(s)/Guiding Question(s)	Priority Standards	Student Learning Intentions *Teachers: Be sure to reference proficiency scales for aligned assessment information.*
Creating effective designs involves developing ideas thoughtfully. *What are the key steps in developing a design from concept to completion? How do you select and combine design elements effectively?*	**WAOH13.2:** Implement principles and elements of design.	• Create and justify balanced designs that use rhythm, color, texture, and form to evoke emotions and atmosphere.

Supporting Standards

OH13.1.1: Compare visual balance, using symmetry, asymmetry, and massing.
OH13.1.4: Describe the function of rhythm in a design.
OH13.1.5: Describe the relationship of color to emotions and symbolism.
OH13.1.6: Create a desired design atmosphere, using color, texture, and form.
OH13.2.1: Create a design.
OH13.2.2: Justify design choices (i.e., design elements) of a completed design.

Essential Vocabulary

Academic: implement, create, justify
Content vocabulary: Visual balance, Symmetry, Asymmetry, Massing, Rhythm, Design elements, Color symbolism, Emotional response, Texture, Form, Design atmosphere, Concept development, Design justification, Composition

Recommended Resources

Standards Used:
Idaho Ornamental Horticulture Program Standards (OH)
Some standards adapted by West Ada CTE (WAOH)
Textbook:
Horticulture Today 1st Edition

Optional Course-Specific Information

Books and Manuals:
Principles of Floral Design by Steven G. Tepper and Kathleen E. Fisher

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Design Basics by David A. Lauer and Stephen Pentak
Color: A Workshop for Artists and Designers by David Hornung

Online Articles and Tutorials:

"Understanding Visual Balance in Design" by Canva Design School
"The Psychology of Color in Design" by Adobe Creative Cloud Blog

Videos and Demonstrations:

"Symmetry and Balance in Art and Design" by The Art of Education University (YouTube)
"Creating Rhythm in Design" by The Futur (YouTube)

Interactive Tools:

Adobe Color Wheel for exploring color schemes and symbolism
Design software tutorials (e.g., Canva, Adobe Illustrator) for practicing composition and texture

Workshops and Classes:

Local art centers or community colleges offering design fundamentals
Online courses on platforms like Skillshare or Coursera related to design principles

West Ada SCHOOL DISTRICT

Preparing Today's Students for Tomorrow's Challenges

MEMO

TO: Board of Trustees, Dr. Derek Bub, Superintendent

FROM: Dr. Dustin D. Barrett, Director of Curriculum

DATE: July 13, 2026

RE: Review and adoption of Revised and New Curriculum Documents

STRATEGIC PLAN ALIGNMENT: Teaching, Learning and Innovation

For the Board of Trustees' Consideration,

The Curriculum and Instruction Team has worked diligently in partnership with West Ada classroom teachers to continue the creation and revision of curriculum documents. Curriculum documents must be updated on an annual basis to ensure they remain up to date, reflect the work done to establish documents in courses that did not previously have a fully developed curriculum, and due to state standards updates approved by the Idaho Legislature. The documents presented represent the work that has been completed since the last submission to the board for review and adoption in August of 2025.

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

New Policies/Regulations are indicated by Added: {Policy Number}, followed by the new content in its entirety.

Rescinded Policies/Regulations are indicated by ~~Removed: {Policy Number}~~, followed by the removed content in its entirety.

Modified Policies/Regulations are indicated by **Modified Portions of: {Policy Number}**, followed by the modified content, listed in green underline for new text, and ~~red strikethrough~~ for removed text.

Modified Portions of: 0518-10-regulation-inactive-student-cumulative-education-record-destruction

6: ---

7: code: 0518-10

8: ~~title: Inactive Student Cumulative Education Record Destruction~~

9: title: Education Records

10: kind: Regulation

11: created: 11/19/2025

12: ---

13: ## Education Records

14:

15: Education Records include a range of student information maintained in multiple formats, including handwritten or printed documents, computer media, video or audio recordings, film, microfilm and microfiche.

16:

17: Student Education Records are confidential, subject to statutory and court authorized disclosures.

18:

19: Educational Records may include:

20:

21: * Date of birth (Birth Certificate)

22: * Proof of Residency

23: * Transcripts, course schedules, attendance records, schools attended, and special education/special program records

24: * Disciplinary records (severe disruptive behavior)

25: * Applicable medical and health records

26: * Personal information such as a student's state and district identification number

27:

28: Records falling within the definition of "Education Record" pursuant to the Family Educational Rights and Privacy Act (FERPA) do not fall within the purview of HIPAA requirements. Reports, evaluations, summaries received by a school, including health records may be shared with individuals with legitimate educational interest and will move with a student if he/she transfers.

29:

30: Personal notes made by teachers and other school officials that are not shared with others (except substitutes) are not considered Education Records and are not maintained by the District.

Student's Legal Name

The use of the student's legal name is required in the permanent file and can only be changed by court order or the production of a new or amended Birth Certificate.

Disclosure of Education Records

The District will disclose information from a student's Education Records only with the written consent of the parent/guardian or eligible student, with the exception that the District may disclose without consent when the disclosure is:

* To school officials who have a legitimate educational interest in the education records. A school official is:

* A person employed as an administrator, supervisor, instructor, or support staff member, including health services staff.

* A person elected or appointed to the Board of Trustees.

* A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultant, or therapist.

* A person who is employed as a school resource officer.

* A school official has a legitimate educational interest if the official is:

* Performing a task that is specified in his or her position description or by a contract/ agreement with the District.

* Performing a task related to a student's education.

* Performing a task related to the discipline of a student.

* Providing a service or benefit relating to the student or student's family/guardian, such as health care, counseling, job placement, or financial aid.

* Maintaining the safety and security of the campus.

* To officials of another school, upon request, in which a student seeks to enroll.

* To officials of the U.S. Department of Education, the Comptroller General, the state and local educational authorities, in connection with audit or evaluations of state or federally supported education programs.

* In connection with a student's request for financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.

61: * To state and local officials or authorities if specifically required by a state law.

62:

63: * To organizations conducting studies for or on behalf of the District.

64:

65: * To accrediting organizations to carry out their functions.

66:

67: * To parents/guardians of an eligible student if the student is proven to be a dependent for income tax purposes.

68:

69: * To comply with a judicial order or a lawfully issued subpoena.

70:

71: * To appropriate parties in a health or safety emergency.

72:

73: * To individuals requesting Directory Information so designated by the District.

74:

75: * Upon the request or approval of a parent/guardian/eligible student.

76:

77: ## Family Educational Rights and Privacy Act Requirements (FERPA):

78:

79: Students and parents/guardians will be given notification of their rights as defined by FERPA once every year. The annual notice will contain information regarding the right to inspect their student's education records, the right to seek an amendment to the record, and the right to consent to the disclosure of personally identifiable information. The notice will also inform the students and parents/guardians of their right to file a complaint with the U.S. Department of Education.

80:

81: ## Inspection of Records

82:

83: Student Education Records will be available for inspection by parents/guardians and eligible students upon written request. The request will be granted within a reasonable time (not to exceed forty-five (45) calendar days). When an Education Record contains information about students other than a parent's student or the eligible student, the parent or eligible student may not inspect and review the portion of the Education Record that pertains to other students.

84:

85: ## Record of Requests

86:

87: The District will maintain a record of all requests for information from a student's Education Records. The record will indicate the name of the party making the request, any additional party to whom the information may be re- disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parent/guardian or eligible students.

88:

Non-custodial Parent

Access to Education Records and information pertaining to a minor student including, but not limited to, medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the student's custodial parent. See Idaho Code 32-717A, 33-133, Idaho Code and the Family Education Rights and Privacy Act and its corresponding regulations 20 U.S.C. 1232g and 34 CFR Part 99.

The District will remove information regarding the address of the minor student prior to providing the information to the non-custodial parent when this action is compliant with the provisions of Idaho Code. See 32-717A, Idaho Code.

Record Amendment

Parents/guardians or eligible students have the right to ask to have Education Records corrected they believe are inaccurate, misleading, or in violation of their privacy rights. A request for an amendment of an Educational Record is not a guarantee that such amendment will occur. The District will decide if a request is approved. The following procedures are applicable when there is a request for correction of Education Records:

* Parents/guardians or the eligible student must make a written request to the District to amend an Education Record. In so doing, they should identify the part of the Education Record they want amended and specify why they believe the Educational Record is inaccurate, misleading or in violation of the student's privacy rights.

* The District may agree with the request and amend the Educational Record or the District may decide the Educational Record is correct and not a violation of the student's privacy right and decide not to not to amend the Educational Record. If the District decides not to amend the Educational Record, the District will notify the parents/guardians or eligible student of the decision and advise them of their right to a hearing to challenge the District's determination regarding the information the requesting party believes to be inaccurate, misleading, or in violation of the student's privacy rights.

* Upon request, the District will arrange for a hearing, and notify the parents/guardians or eligible student, reasonably in advance, of the date, place, and time of the hearing. Such shall be completed no later than 45 calendar days from the District's receipt of the request.

* The hearing will be conducted by a District official. The parents/guardians or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's Education Records. The parents/guardians or student and/or the District official may be assisted by an attorney.

* The District will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the basis for the District's decision.

* If the District decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, the District will amend the Education Record and notify the parents/guardians or eligible student, in writing, that the Education Record has been amended.

* If the District decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents/guardians or eligible student that they have a right to place in the student's Education Record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's Education Records as long as the contested portion is maintained. If the District discloses the contested portion of the record, it must also disclose the statement of disagreement.

Time Requirements for Maintaining Educational Records

The General Education Provisions Act and the related federal regulations for State-Administered Programs both require that delineated Educational Records relating to federal funds be retained for at least three (3) years after the completion of the activity.

With regard to Medicaid-related records, the District will retain such for a period of five (5) years.

Retention of special education records will be done by the Special Services Department and shall remain consistent with the provisions of the Individuals with Disabilities in Education Act.

With the exception of Permanent Educational Records, education records will only be kept for a period of five (5) years after the student graduates from high school from the District.

Permanent Education Record

The following information will be maintained by the District as a high school student's Permanent Education Record:

* Student's legal name

* Date of birth

* Entrance and withdrawal record - non-high school graduates

* Student state and District identification number

* Transcripts

* Date of graduation, if applicable

The Permanent Education Record of each graduated student is maintained by the District. The principal, individual teachers and special education personnel may also have files containing specific educational records. However, such files are not maintained by the District as part of the student's Permanent Education Record.

Graduated students and non-graduated high school students may also have educational records contained in the District's electronic records programs.

Directory Information

Directory Information is the information that can be disclosed by the District, without additional action or individualized parental consent. The District is required to provide parents/guardians and adult students with written notice as to the matters considered by the District to be Directory Information. This notice will be given annually at the time of the student's enrollment. The notice includes:

* The information designated as Directory Information.

* The right of the parent/guardian or eligible student to refuse to allow the District to disclose Directory Information regarding their student, in whole or in part. This request must be received by the District in writing within 30 calendar days of receipt of the notice.

* For the purposes of opting-out of Directory Information, the parent/guardian or adult student's annual desigation in the District's electronic student information system shall be deemed by the District as a written opt-out notification.

Directory Information includes:

* Student's legal name

* Enrollment status, awards earned, honor roll data, and diploma earned

* Participation in officially recognized activities and athletics

* Weight and height only with regard to members of athletic teams and only to the extent that such is publicly disclosed for the subject athletic event

* Information found in school yearbooks or activities and athletic programs

* Photographs or videotapes of the student used by the District for recognition of student achievement, awards, and for community relations, including but not limited to inclusion in District publications, video presentations, social media and on the District's web site

In accordance with the Every Student Succeeds Act and the National Defense Authorization Act, as the District receives federal funds, Directory Information as well as student names, addresses and phone numbers will be made available to the military or institutions of higher education upon request. Parents/legal guardians or students over the age of 18 may opt-out, requesting in writing that their information not be released.

Transfer of Records

Whenever a student transfers from one school to another, within the District, the sending school will transfer all education records to the appropriate school.

Whenever a student transfers from one school to another, within the state, or elsewhere, and the sending school is requested to forward student Education Records, the sending school shall respond by forwarding a certified copy ***and/or a secure electronic link*** of the transferred student's education record within ten days (exception according to Idaho Code 18-4511).

The District will not transfer a student's birth certificate or immunization records to any other public school district, private k-12 school, or charter school associated with a student transfer.

Disciplinary Records

When an Education Record contains information of violent or disruptive behavior or disciplinary action of a student, the information shall be included in the transfer of student education records. ***The disciplinary information is to be transferred by placing such in sealed envelopes, marked confidential, and addressed to the principal or assistant principal and/or through a secure electronic link.* **

Students with Disabilities

The parents/guardians of students/eligible student with disabilities have the right to inspect and review the Educational Records of their student upon written request. The request will be granted within a reasonable time (not to exceed forty-five (45) calendar days). Typical situations for request include:

* Before any meeting regarding an Individualized Education Program (IEP).

* Before any hearing relating to the identification, evaluation, or educational placement of a student.

* Before any hearing relating to the provision of a Free Appropriate Public Education (FAPE) to a student.

Parents/guardians of students/eligible student with disabilities shall be notified when personally identifiable information that has been collected (more than five (5) years old) is no longer needed to provide services to the student. The information must be destroyed at the request of the parent/guardian. Permanent Educational Records maintained by the District, as are maintained for every student, will not be destroyed and records in addition to traditional Permanent Educational Records may be maintained with regard to students receiving services under IDEA.

Inactive Student Cumulative Education Record Destruction

~~Purpose~~

Records of inactive/former students of the District are handled in a manner different than currently enrolled students and students who graduate from the District.

~~The purpose of this Administrative Regulation is to outline the process for the secure identification and destruction of student physical cumulative education records that are no longer required to be maintained.~~

The secure identification and destruction of inactive student physical cumulative Education Records that are no longer required to be maintained shall be addressed in accordance with this Administrative Regulation.

Definition of Inactive Student Cumulative Education Record

~~For the purpose of this Administrative Regulation, an Inactive Student Cumulative Education Record is defined as:~~

An Inactive Student Cumulative Education Record is defined as:

~~* The paper cumulative education record of a student who withdrew or otherwise stopped attending a District school. This should include any preschool or kindergarten records.~~

~~* A paper cumulative education record created in an elementary school but not transferred to a middle school or created in middle school but not transferred to a high school or created in high school and the student withdrew.~~

~~* A paper cumulative education record of a student who passed away during elementary, middle or high school.~~

* The paper and/or electronic cumulative education record of a student who withdrew or otherwise stopped attending a District school. This should include any preschool or kindergarten records.

* A paper and/or electronic cumulative education record created in an elementary school but not transferred to a middle school or created in middle school but not transferred to a high school or created in high school and the student withdrew.

* A paper and/or electronic cumulative education record of a student who passed away during elementary, middle or high school.

Criteria and Process for Record Destruction

~~The District may destroy elementary, middle and high school Inactive Cumulative Education Records for all former students through the following process:~~

The District may destroy elementary, middle, and high school Inactive Cumulative Education Records for all former students through the following process:

Identification of Records

~~Designated school personnel (e.g., District designee, building registrar and administrator) shall identify paper cumulative files at each Elementary, Middle, and High School that meet the definition of Inactive Student Cumulative Education Record.~~

1. Designated school personnel (e.g., District designee, building registrar and administrator) shall identify paper cumulative files at each Elementary, Middle, and High School that meet the definition of Inactive Student Cumulative Education Record.

Organization of Records

~~As per this Administrative Regulation, Inactive Student Cumulative Education Record shall be sorted and stored by student date of birth (DOB) to align with the established "Age of Destruction Table" for consistency and efficiency.~~

1. Inactive Student Cumulative Education Record shall be sorted and stored by student date of birth (DOB) to align with the established **"Age of Destruction Table**" for consistency and efficiency.

Retention of Key Student Information

~~The following information (if available) shall be recorded prior to destruction:~~

212: The following information (if available) shall be recorded prior to destruction of the paper Cumulative Education Record:

213:

214: ~~* Full legal name of the student~~

215: * Student's legal name

216: * Student identification number (EDUID and/or PS)

217: * Date of birth

218: * Date of destruction

220:

221: #### Transfer of Retained Destruction Information

222:

223: ~~The electronic Student Records Destruction Form from each individual school shall be transferred to the District Service Center and stored by the Student Integration and Information System Department.~~

224:

225: ~~Beginning with the 2006-2007 school year was the first year of an electronic student information system, PowerSchool (PS) which manages student educational records. This pertains to students who enrolled in school with a DOB on or the day of September 1, 2001.~~

226: 1. The electronic Student Records Destruction Form from each individual school shall be transferred to the District Service Center and stored by the Student Integration and Information System Department.

227: 2. Beginning with the 2006-2007 school year was the first year of an electronic student information system, PowerSchool (PS) which manages student educational records. This pertains to students who enrolled in school with a DOB on or the day of September 1, 2001.

228:

229: #### Secure Destruction of Records

230:

231: ~~All paper Inactive Cumulative Education Records identified for destruction shall be shredded to ensure the safety and confidentiality of student information. This process shall align with industry best practices for handling personally identifiable information (PII).~~

232: 1. All paper Inactive Cumulative Education Records identified for destruction shall be shredded to ensure the safety and confidentiality of student information. This process shall align with industry best practices for handling personally identifiable information (PII).

233:

234: #### Compliance with Legal and District Policies

235:

236: ~~This process shall be conducted in compliance with the Family Education Rights and Privacy Act (FERPA), state records retention laws, and any applicable District Policies.~~

237:

238: ~~The District's Registrar is responsible for oversight of Inactive Student Cumulative Education Record Destruction and compliance with this Administrative Regulation and all possible federal and state laws.~~

239:

240: ~~The electronic Inactive Student Cumulative Education Record Destruction log will be maintained by the Student Integration and Information System Department.~~

241: 1. This process shall be conducted in compliance with the Family Education Rights and Privacy Act (FERPA), state records retention laws, and any applicable District Policies.

242: 2. The District's Registrars are responsible for oversight of Inactive Student Cumulative Education Record Destruction and compliance with this Administrative Regulation and all possible federal and state laws.

243: 3. The electronic Inactive Student Cumulative Education Record Destruction log will be maintained by the Student Integration and Information System Department.

Regulation 0518-10

Education Records

Education Records

Education Records include a range of student information maintained in multiple formats, including handwritten or printed documents, computer media, video or audio recordings, film, microfilm and microfiche.

Student Education Records are confidential, subject to statutory and court authorized disclosures.

Educational Records may include:

- Date of birth (Birth Certificate)
- Proof of Residency
- Transcripts, course schedules, attendance records, schools attended, and special education/special program records
- Disciplinary records (severe disruptive behavior)
- Applicable medical and health records
- Personal information such as a student's state and district identification number

Records falling within the definition of "Education Record" pursuant to the Family Educational Rights and Privacy Act (FERPA) do not fall within the purview of HIPAA requirements. Reports, evaluations, summaries received by a school, including health records may be shared with individuals with legitimate educational interest and will move with a student if he/she transfers.

Personal notes made by teachers and other school officials that are not shared with others (except substitutes) are not considered Education Records and are not maintained by the District.

Student's Legal Name

The use of the student's legal name is required in the permanent file and can only be changed by court order or the production of a new or amended Birth Certificate.

Disclosure of Education Records

The District will disclose information from a student's Education Records only with the written consent of the parent/guardian or eligible student, with the exception that the District may disclose without consent when the disclosure is:

- To school officials who have a legitimate educational interest in the education records. A school official is:
    - A person employed as an administrator, supervisor, instructor, or support staff member, including health services staff.
    - A person elected or appointed to the Board of Trustees.
    - A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultant, or therapist.
    - A person who is employed as a school resource officer.
- A school official has a legitimate educational interest if the official is:
    - Performing a task that is specified in his or her position description or by a contract/ agreement with the District.
    - Performing a task related to a student's education.
    - Performing a task related to the discipline of a student.
    - Providing a service or benefit relating to the student or student's family/guardian, such as health care, counseling, job placement, or financial aid.
    - Maintaining the safety and security of the campus.
- To officials of another school, upon request, in which a student seeks to enroll.
- To officials of the U.S. Department of Education, the Comptroller General, the state and local educational authorities, in connection with audit or evaluations of state or federally supported education programs.
- In connection with a student's request for financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- To state and local officials or authorities if specifically required by a state law.
- To organizations conducting studies for or on behalf of the District.
- To accrediting organizations to carry out their functions.
- To parents/guardians of an eligible student if the student is proven to be a dependent for income tax purposes.
- To comply with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To individuals requesting Directory Information so designated by the District.
- Upon the request or approval of a parent/guardian/eligible student.

Family Educational Rights and Privacy Act Requirements (FERPA):

Students and parents/guardians will be given notification of their rights as defined by FERPA once every year. The annual notice will contain information regarding the right to inspect their student's education records, the right to seek an amendment to the record, and the right to consent to the disclosure of personally identifiable information. The notice will also inform the students and parents/guardians of their right to file a complaint with the U.S. Department of Education.

Inspection of Records

Student Education Records will be available for inspection by parents/guardians and eligible students upon written request. The request will be granted within a reasonable time (not to exceed forty-five (45) calendar days). When an Education Record contains information about students other than a parent's student or the eligible student, the parent or eligible student may not inspect and review the portion of the Education Record that pertains to other students.

Record of Requests

The District will maintain a record of all requests for information from a student's Education Records. The record will indicate the name of the party making the request, any additional party to whom the information may be re- disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parent/guardian or eligible students.

Non-custodial Parent

Access to Education Records and information pertaining to a minor student including, but not limited to, medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the student's custodial parent. See Idaho Code 32-717A, 33-133, Idaho Code and the Family Education Rights and Privacy Act and its corresponding regulations 20 U.S.C. 1232g and 34 CFR Part 99.

The District will remove information regarding the address of the minor student prior to providing the information to the non-custodial parent when this action is compliant with the provisions of Idaho Code. See 32-717A, Idaho Code.

Record Amendment

Parents/guardians or eligible students have the right to ask to have Education Records corrected they believe are inaccurate, misleading, or in violation of their privacy rights. A request for an amendment of an Educational Record is not a guarantee that such amendment will occur. The District will decide if a request is approved. The following procedures are applicable when there is a request for correction of Education Records:

- Parents/guardians or the eligible student must make a written request to the District to amend an Education Record. In so doing, they should identify the part of the Education Record they want amended and specify why they believe the Educational Record is inaccurate, misleading or in violation of the student's privacy rights.
- The District may agree with the request and amend the Educational Record or the District may decide the Educational Record is correct and not a violation of the student's privacy right and decide not to not to amend the Educational Record. If the District decides not to amend the Educational Record, the District will notify the parents/guardians or eligible student of the decision and advise them of their right to a hearing to challenge the District's determination regarding the information the requesting party believes to be inaccurate, misleading, or in violation of the student's privacy rights.
- Upon request, the District will arrange for a hearing, and notify the parents/guardians or eligible student, reasonably in advance, of the date, place, and time of the hearing. Such shall be completed no later than 45 calendar days from the District's receipt of the request.
- The hearing will be conducted by a District official. The parents/guardians or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's Education Records. The parents/guardians or student and/or the District official may be assisted by an attorney.
- The District will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the basis for the District's decision.

- If the District decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, the District will amend the Education Record and notify the parents/guardians or eligible student, in writing, that the Education Record has been amended.
- If the District decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents/guardians or eligible student that they have a right to place in the student's Education Record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's Education Records as long as the contested portion is maintained. If the District discloses the contested portion of the record, it must also disclose the statement of disagreement.

Time Requirements for Maintaining Educational Records

The General Education Provisions Act and the related federal regulations for State-Administered Programs both require that delineated Educational Records relating to federal funds be retained for at least three (3) years after the completion of the activity.

With regard to Medicaid-related records, the District will retain such for a period of five (5) years.

Retention of special education records will be done by the Special Services Department and shall remain consistent with the provisions of the Individuals with Disabilities in Education Act.

With the exception of Permanent Educational Records, education records will only be kept for a period of five (5) years after the student graduates from high school from the District.

Permanent Education Record

The following information will be maintained by the District as a high school student's Permanent Education Record:

- Student's legal name
- Date of birth
- Entrance and withdrawal record - non-high school graduates
- Student state and District identification number
- Transcripts
- Date of graduation, if applicable

The Permanent Education Record of each graduated student is maintained by the District. The principal, individual teachers and special education personnel may also have files containing specific educational records. However, such files are not maintained by the District as part of the student's Permanent Education Record.

Graduated students and non-graduated high school students may also have educational records contained in the District's electronic records programs.

Directory Information

Directory Information is the information that can be disclosed by the District, without additional action or individualized parental consent. The District is required to provide parents/guardians and adult students with written notice as to the matters considered by the District to be Directory Information. This notice will be given annually at the time of the student's enrollment. The notice includes:

- The information designated as Directory Information.

- The right of the parent/guardian or eligible student to refuse to allow the District to disclose Directory Information regarding their student, in whole or in part. This request must be received by the District in writing within 30 calendar days of receipt of the notice.
    - For the purposes of opting-out of Directory Information, the parent/guardian or adult student's annual designation in the District's electronic student information system shall be deemed by the District as a written opt-out notification.

Directory Information includes:

- Student's legal name
- Enrollment status, awards earned, honor roll data, and diploma earned
- Participation in officially recognized activities and athletics
- Weight and height only with regard to members of athletic teams and only to the extent that such is publicly disclosed for the subject athletic event
- Information found in school yearbooks or activities and athletic programs
- Photographs or videotapes of the student used by the District for recognition of student achievement, awards, and for community relations, including but not limited to inclusion in District publications, video presentations, social media and on the District's web site

In accordance with the Every Student Succeeds Act and the National Defense Authorization Act, as the District receives federal funds, Directory Information as well as student names, addresses and phone numbers will be made available to the military or institutions of higher education upon request. Parents/legal guardians or students over the age of 18 may opt-out, requesting in writing that their information not be released.

Transfer of Records

Whenever a student transfers from one school to another, within the District, the sending school will transfer all education records to the appropriate school.

Whenever a student transfers from one school to another, within the state, or elsewhere, and the sending school is requested to forward student Education Records, the sending school shall respond by forwarding a certified copy ***and/or a secure electronic link*** of the transferred student's education record within ten days (exception according to Idaho Code 18-4511).

The District will not transfer a student's birth certificate or immunization records to any other public school district, private k-12 school, or charter school associated with a student transfer.

Disciplinary Records

When an Education Record contains information of violent or disruptive behavior or disciplinary action of a student, the information shall be included in the transfer of student education records. ***The disciplinary information is to be transferred by placing such in sealed envelopes, marked confidential, and addressed to the principal or assistant principal and/or through a secure electronic link.* **

Students with Disabilities

The parents/guardians of students/eligible student with disabilities have the right to inspect and review the Educational Records of their student upon written request. The request will be granted within a reasonable time (not to exceed forty-five (45) calendar days). Typical situations for request include:

- Before any meeting regarding an Individualized Education Program (IEP).
- Before any hearing relating to the identification, evaluation, or educational placement of a student.
- Before any hearing relating to the provision of a Free Appropriate Public Education (FAPE) to a student.

Parents/guardians of students/eligible student with disabilities shall be notified when personally identifiable information that has been collected (more than five (5) years old) is no longer needed to provide services to the student. The information must be destroyed at the request of the parent/guardian. Permanent Educational Records maintained by the District, as are maintained for every student, will not be destroyed and records in addition to traditional Permanent Educational Records may be maintained with regard to students receiving services under IDEA.

Inactive Student Cumulative Education Record Destruction

Records of inactive/former students of the District are handled in a manner different than currently enrolled students and students who graduate from the District.

The secure identification and destruction of inactive student physical cumulative Education Records that are no longer required to be maintained shall be addressed in accordance with this Administrative Regulation.

Definition of Inactive Student Cumulative Education Record

An Inactive Student Cumulative Education Record is defined as:

- The paper and/or electronic cumulative education record of a student who withdrew or otherwise stopped attending a District school. This should include any preschool or kindergarten records.
- A paper and/or electronic cumulative education record created in an elementary school but not transferred to a middle school or created in middle school but not transferred to a high school or created in high school and the student withdrew.
- A paper and/or electronic cumulative education record of a student who passed away during elementary, middle or high school.

Criteria and Process for Record Destruction

The District may destroy elementary, middle, and high school Inactive Cumulative Education Records for all former students through the following process:

Identification of Records

1. Designated school personnel (e.g., District designee, building registrar and administrator) shall identify paper cumulative files at each Elementary, Middle, and High School that meet the definition of Inactive Student Cumulative Education Record.

Organization of Records

1. Inactive Student Cumulative Education Record shall be sorted and stored by student date of birth (DOB) to align with the established **“Age of Destruction Table**” for consistency and efficiency.

Retention of Key Student Information

The following information (if available) shall be recorded prior to destruction of the paper Cumulative Education Record:

- Student's legal name
- Student identification number (EDUID and/or PS)
- Date of birth
- Date of destruction
- Name of the authorized individual who performed the destruction.

Transfer of Retained Destruction Information

1. The electronic Student Records Destruction Form from each individual school shall be transferred to the District Service Center and stored by the Student Integration and Information System Department.
2. Beginning with the 2006-2007 school year was the first year of an electronic student information system, PowerSchool (PS) which manages student educational records. This pertains to students who enrolled in school with a DOB on or the day of September 1, 2001.

Secure Destruction of Records

1. All paper Inactive Cumulative Education Records identified for destruction shall be shredded to ensure the safety and confidentiality of student information. This process shall align with industry best practices for handling personally identifiable information (PII).

Compliance with Legal and District Policies

1. This process shall be conducted in compliance with the Family Education Rights and Privacy Act (FERPA), state records retention laws, and any applicable District Policies.
2. The District’s Registrars are responsible for oversight of Inactive Student Cumulative Education Record Destruction and compliance with this Administrative Regulation and all possible federal and state laws.
3. The electronic Inactive Student Cumulative Education Record Destruction log will be maintained by the Student Integration and Information System Department.

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

New Policies/Regulations are indicated by Added: {Policy Number}, followed by the new content in its entirety.

Rescinded Policies/Regulations are indicated by ~~Removed: {Policy Number}~~, followed by the removed content in its entirety.

Modified Policies/Regulations are indicated by **Modified Portions of: {Policy Number}**, followed by the modified content, listed in green underline for new text, and ~~red strikethrough~~ for removed text.

Added: 0601-10-regulation-school-day

---

code: 0601-10

title: School Day

kind: Regulation

created: 06/23/2026

reference: Pledge of Allegiance (33-1602) and Moment of Silence (33-1639)

Start of the School Day

The Pledge of Allegiance will be recited in every classroom in grades K-12 at the start of each school day, immediately followed by a Moment of Silence (60 seconds).

Moment of Silence Guidelines

Student Responsibilities

* Students will remain seated or stand quietly for the duration of the moment of silence.

* Each student may use the time, in the exercise of individual choice, to reflect quietly, meditate, pray silently, or engage in any other silent activity that does not interfere or distract others.

Staff Responsibilities

* Staff will maintain a quiet, neutral presence for the full sixty (60) seconds.

* Staff will not provide instruction, suggestions, or guidance to any student regarding the nature or content of the student's reflection during the moment of silence.

* Staff will not direct, influence, or comment on how a student uses the moment of silence.

Parent and Guardian Notification

At the beginning of each school year, the District will provide written notification to all parents and guardians that includes:

* Notice that a daily moment of silence of at least sixty (60) seconds is observed in all classrooms, grades K-12.

* An explanation that the moment of silence is a neutral, student-directed time for silent reflection of the student's individual choosing.

* A statement that district staff will not direct or influence the content of students' thoughts during the moment of silence

* Encouragement for families to discuss appropriate participation with their students.

Notifications will be distributed through the District's communication platforms to families.

Implementation

Each building principal is responsible for establishing a consistent school-wide schedule for the Pledge of Allegiance and Moment of Silence, ensuring that classroom routines comply with this regulation.

Principals will communicate expectations and guide all staff before the start of each school year.

Regulation 0601-10

School Day

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Modified Portions of: 0604-10-regulation-artificial-intelligence

10: code: 0604-10

11: title: Artificial Intelligence

12: kind: Regulation

13: ~~created: 10/29/2025~~

14: created: 06/18/2026

15: ---

16: ## Authorized Use

17:

18: ~~As part of our commitment to preparing today's students for tomorrow's challenges, we encourage the intentional use of Artificial Intelligence (AI) as a tool to enhance teaching and learning and to develop critical thinking skills for students. The integration of AI in education offers innovative ways to explore, understand, and apply knowledge across various subjects. However, AI tools must be used responsibly and ethically.~~

19: As part of our commitment to preparing today's students for tomorrow's challenges, we encourage the intentional use of Artificial Intelligence (AI) as a tool to enhance teaching and learning and to develop critical thinking skills for students. The integration of AI in education offers innovative ways to explore, understand, and apply knowledge across various subjects. However, AI tools must be used responsibly and ethically.

20:

21: To ensure consistent, ethical, and safe use:

22:

23: ~~* Annually, the District will identify, vet, and approve specific AI tools for primary use by staff and students, specifically, generative AI tools. The use of generative AI will be defined by the student's role and the role of generative AI in student learning.~~

24: * Annually, the District will identify, vet, and approve specific AI tools for primary use by staff and students, specifically, generative AI tools. The use of generative AI will be defined by the student's role and the role of generative AI in student learning.

25: * District-approved generative AI tools will be selected based on their educational value, safety, and alignment with district goals.

26: ~~* West Ada has adopted ***MagicSchool*** as an AI tool for students and staff. ***MagicSchool*** is available to 3-12 grade students, and K-2 students with building administrator approval.~~

27: ~~* Teachers and students are encouraged to use these district-designated AI tools as the primary generative AI platforms for classroom activities and assignments.~~

28: ~~* Teachers promoting the use of generative AI tool(s) outside of the district-designated tool(s) must obtain parental permission before allowing use.[Parent Permission Template Letter](https://msd2-my.sharepoint.com/:w:/g/personal/larsen_aimee_westada_org/EdQqxbAcfTdEstwefDWzHsIBV_ZP0udYd7_kqUgToPA9CQ?e=jJ0qjl)~~

29: * West Ada has adopted MagicSchool as an AI tool for students and staff. MagicSchool is available to 3-12 grade students, and K-2 students with building administrator approval.

30: * Teachers and students are expected to use these district-designated AI tools as the primary generative AI platforms for classroom activities and assignments.

31: * Any tool not on the approved list requires prior written authorization from the Superintendent or designee before use with students or staff.

32: * If approval is granted, teachers promoting the use of generative AI tools outside district-approved platforms must obtain parental permission before allowing student use. A Parent Permission Template Letter is available from the District.

33:

34: ## Ethical Considerations and Responsible Use

35:

36: **Purpose:** Artificial Intelligence (AI) tools offer powerful opportunities to enhance teaching and learning by acting as a thinking partner for educators and a creative aid for students. AI supports critical thinking, exploration, and deeper understanding without replacing student effort. AI tools will be leveraged to advance learning outcomes while protecting human decision-making and judgment.

37: Purpose: Artificial Intelligence (AI) tools offer powerful opportunities to enhance teaching and learning by acting as a thinking partner for educators and a creative aid for students. AI supports critical thinking, exploration, and deeper understanding without replacing student effort. AI tools will be leveraged to advance learning outcomes while protecting human decision-making and judgment.

38:

39: To ensure responsible and ethical use, teachers guide the use of AI tools for each assignment, providing clear expectations that uphold academic integrity and foster genuine learning growth. This framework promotes safe, transparent, and effective AI integration that prepares all students for future success.

40:

41: To guide this, the following principles apply:

42:

43: **General Principles:**

44:

45: ### 1. Educational Enhancement

46:

47: * AI tools should be used to support and enhance educational objectives, not to replace student effort or learning.

48: * Teachers will determine when and how AI tools can be used in their classroom assignments.

49: AI tools should be used to support and enhance educational objectives, not to replace student effort or learning.

50:

51: ### 2. Ethical Use

52:

53: * Students must use AI tools in a manner that aligns with ethical standards and academic integrity.

54: * The intentional misuse of AI tools, including plagiarism and dishonesty, is strictly prohibited.

55: * Students and staff exercise careful consideration of potential bias and inaccuracies in AI output to ensure that AI tools provide fair, reliable, and trustworthy content.

56: Students must use AI tools in a manner that aligns with ethical standards and academic integrity.

57:

58: The intentional misuse of AI tools, including plagiarism and dishonesty, is strictly prohibited.

59:

60: Students and staff exercise careful consideration of potential bias and inaccuracies in AI output to ensure that AI tools provide fair, reliable, and trustworthy content.

61:

62: ### 3. Transparency

63:

64: ~~* Students must clearly indicate when and how AI tools were used in their work.~~

65: ~~* When using generative AI applications, all content must be reviewed and edited by the user.~~

66: ~~* Proper citation of AI tools is required in all assignments.~~

67: Students must clearly indicate when and how AI tools were used in their work.

68:

69: When using generative AI applications, all content must be reviewed and edited by the user.

70:

71: Proper citation of AI tools is required in all assignments.

72:

73: ### 4. Privacy and Security

74:

75: ~~* Students and teachers should never share personal information such as names, addresses, or student ID numbers with AI tools.~~

76: Students and teachers should never share personal information such as names, addresses, or student ID numbers with AI tools.

77:

78: ### 5. Appropriate and Prohibited Uses

79:

80: **Appropriate uses of generative AI include, but are not limited to:**

81:

82: * Supporting differentiated instruction and creating tiered learning materials.

83: * Generating formative assessment questions, rubrics, and lesson plan drafts for teacher review and modification.

84: * Assisting students in brainstorming, drafting, and revising written work when explicitly permitted by the teacher.

85: * Providing accessible supports such as text-to-speech, translation, or reading-level adjustments.

86: * Supporting administrative tasks such as drafting non-binding communications, summarizing documents, or organizing information, subject to human review before use.

87: * Building student AI literacy through structured, teacher-facilitated exploration of generative AI tools.

88:

89: **Prohibited uses of generative AI include:**

90:

91: * Submitting AI-generated content as one's own original work without disclosure, in violation of academic integrity standards.

92: * Using AI to complete assessments, tests, or evaluations designated by the teacher as independent work.

93: * Entering personally identifiable student information, including names, student ID numbers, grades, disciplinary records, or health information, into any AI tool not approved and contracted by the District.

94: * Using AI tools for communications intended to deceive, harass, bully, or otherwise harm students, staff, or community members.

95: * Using non-district-approved generative AI tools for classroom instruction without approval.

96: * Allowing AI tools to serve as the sole decision-maker in matters affecting student instruction, placement, discipline, or evaluation. Human judgment remains the final authority in all such decisions.

97: * Using AI to generate content that is discriminatory, sexually explicit, violent, or otherwise inappropriate for a school environment.

98:

99: ~~**Teacher's Role:**~~

100: ## AI Literacy Standards

101:

102: ~~**Assignment-Specific Guidelines:**~~

103: The District will utilize Statewide K-12 generative AI literacy standards in curriculum planning, instructional and assessment practices, and professional development.

104:

105: ~~* Teachers will provide clear, assignment-specific guidance on AI use, including the expectations and limits for each task. These guidelines will be communicated openly to students and parents.~~

106: ## Scale: Student Continuum for AI Learning and AI Engagement

107:

108: ~~**Support and Supervision:**~~

109: The West Ada AI SCALE (Student Continuum for AI Learning and Engagement) is the primary framework for defining the role of AI in any given assignment. It provides teachers, students, and families with a shared, transparent language for communicating AI expectations across all grade levels and subject areas. Training will be provided for staff on the purpose and use of the AI SCALE.

110:

111: ~~* Teachers will supervise and support students to ensure responsible, ethical, and effective AI use.~~

112: ~~* The use of AI will not serve as a replacement for student learning and will be closely monitored. Students must be able to demonstrate proficiency independently of AI support and tools.~~

113: Teachers are required to use the AI SCALE to designate a SCALE level for every assignment where AI use is a relevant consideration. That designation must be communicated clearly to students at the time the assignment is given.

114:

115: ~~**Student Responsibilities:**~~

116: The SCALE will be shared on the District Website with AI Resources.

117:

118: ~~**Adherence to Guidelines:**~~

119: ## Teacher's Role

120:

121: ~~* Students must follow the guidelines provided by their teachers for each assignment.~~

122: ~~* Students must cite any AI assistance accurately and transparently.~~

123: ### Assignment-Specific Guidelines

124:

125: ~~**Critical Evaluation:**~~

126: Teachers will provide clear assignment-specific guidance on AI use, including the expectations and limits for each task, designating a SCALE level for every assignment where AI use is a relevant consideration. These guidelines will be communicated openly to students and parents.

127:

128: ~~* AI tools should be used to enhance understanding and learning, not to substitute them.~~

129: ~~* Students must critically evaluate AI-generated content for accuracy, bias, and relevance.~~

130: ### Support and Supervision

131:

132: ~~**Practical Examples of AI Integration in Teaching and Learning:**~~

133: Teachers will supervise and support students to ensure responsible, ethical, and effective AI use. The use of AI will not serve as a replacement for student learning and will be closely monitored. Students must be able to demonstrate proficiency independently of AI support and tools.

134:

135: ### Accessibility and Accommodations

136:

137: AI tools selected for district use must offer accessibility features, including text-to-speech, adjustable reading levels, multi-language support, and compatibility with assistive technologies. Teachers will consider how AI tools can support accommodations specified in a student's IEP or 504 plan and make supports available as appropriate.

138:

139: ## Student Responsibilities

140:

Adherence to Guidelines

Students must follow the guidelines provided by their teachers for each assignment. Students must cite any AI assistance accurately and transparently.

Critical Evaluation

AI tools should be used to enhance understanding and learning, not to substitute them. Students must critically evaluate AI-generated content for accuracy, bias, and relevance.

Practical Examples of AI Integration in Teaching and Learning

This section illustrates specific ways in which the District trains and supports teachers and students in utilizing AI tools to enhance instruction, support diverse learners, and foster critical thinking, as well as provide personalized feedback.

~~**Teacher Use:**~~

Teacher Use:

~~* Question and Prompt Generation: AI assists teachers in crafting higher order thinking questions and prompts that deepen student understanding and encourage analysis or evaluation.~~

* Question and Prompt Generation: AI assists teachers in crafting higher-order thinking questions and prompts that deepen student understanding and encourage analysis or evaluation.

* Multi-Language and Accessibility Support: AI tools offer translations, text-to-speech, and other accessibility features to support diverse learners and English language learners.

* Reflection Partner: Teachers input lesson plans, standards, proficiency scales, and rubrics, and ask AI to analyze the rigor, Bloom's level, or alignment to a learning target, or to suggest ways to incorporate student discourse and inquiry strategies.

* Content Creation and Curation: AI assists teachers in generating quizzes, lesson plans, and multimedia content tailored to curriculum standards and student needs.

~~* Differentiation Through Tiered Assignments: AI generates multiple versions of the same task--one for emerging learners, on for on-level, and one for extension/enrichment.~~

* Differentiation Through Tiered Assignments: AI generates multiple versions of the same task--one for emerging learners, one for on-level, and one for extension/enrichment.

* Assessment Calibration: Teachers utilize AI to review student work samples and categorize them according to proficiency descriptors, ensuring consistent scoring and assessment of learning.

~~**Student Use:**~~

Student Use:

168: * Enhancing Critical Thinking and Reasoning through Reflective Prompts: AI tools prompt students to explain their reasoning or identify gaps in understanding after solving a problem.

169: * Increased Engagement and Ownership of Learning: Students use AI to co-create multimedia products such as story outlines, design prototypes, or coding projects, making learning more hands-on and personalized.

170: * Rubric-Based Scoring with Explanations: AI evaluates student work against each rubric criterion and provides clear, specific comments explaining why a response meets or falls short of a proficiency level, guiding students on areas for improvement.

172: * Increasing student discourse and metacognition: AI poses open-ended, probing questions that challenge students to explain their reasoning, consider alternative viewpoints, and deepen their understanding.

173: * Providing actionable and relevant feedback: Students upload their draft along with the rubric. AI identifies which criteria are evident and which need development (e.g., "Your reasoning is clear, but your evidence needs stronger connections to your claim").

174:

175: ## Privacy, Data Security, and Federal Law Compliance

176:

177: To protect student privacy and data security in all uses of AI tools, the District will comply with all applicable state and federal laws, including:

178:

179: * The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Â§ 1232g, which governs the privacy of student education records.

180: * The Children's Internet Protection Act (CIPA), which requires the District to maintain internet safety policies and technology protection measures.

181: * The Children's Online Privacy Protection Act (COPPA), 15 U.S.C. Â§ 6501 etseq., which restricts the collection of personal information from children under 13 without parental consent.

182: * Idaho student data privacy requirements, including the Idaho Student Data Privacy Act (Idaho Code Â§ 33-133).

183: * In keeping with these requirements:

184: * Students and staff will not enter personally identifiable student information, including names, student ID numbers, grades, assessment results, disciplinary records, or health information, into any AI tool not approved and formally contracted by the District.

185: * AI tools used will be approved through the District's data privacy review process, which includes a data privacy agreement or signed FERPA-compliant contract with the vendor.

186:

187: ## Procurement and Vendor Requirements

188:

189: All generative AI-related software, applications, and tools procured by the West Ada School District will meet the following requirements before adoption:

190:

191: ### Data Privacy Compliance

192:

193: All tools must comply with FERPA, CIPA, COPPA, and the Idaho Student Data Privacy Act. Vendors must execute a District-approved data privacy agreement or Business Associate Agreement (where applicable) before any student or staff data may be processed. Vendors

must clearly disclose whether their product utilizes machine learning, predictive analytics, generative AI, or any combination thereof, and must describe how student data is used, stored, and protected.

194:

195: ### Algorithmic Transparency

196:

197: Vendors must provide assurances regarding algorithmic transparency, including the general nature of model training data and any known limitations, biases, or risks associated with the tool. Vendors must disclose whether student-generated content or interactions may be used to train or improve AI models, and the District will not approve tools that use student data for model training without explicit, FERPA-compliant consent.

198:

199: ### Responsible Use Assurances

200:

201: Vendors must describe the safeguards in place to prevent the generation of harmful, discriminatory, or inappropriate content. Vendors must agree to notify the District promptly of any data breach, significant change to data practices, or material change to AI model behavior.

202:

203: ## Training and Resources

204:

205: ~~To promote safe and effective AI use, the District will:~~

206: To promote safe and effective AI use within our schools, the District will:

207:

208: ~~* Offer ongoing professional development and resources for educators on types of AI, use of generative AI, responsible AI integration, privacy safeguards, and digital citizenship.~~

209: ~~* The use of this technology can afford teachers more time to focus on instruction and building relationships with students, as outlined in the ***[Artificial Intelligence and the Future of Teaching and Learning Report](https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf)*** released by the U.S. Department of Education. Examples include automating the delivery of additional learning resources.~~

210: ~~* Training will be delivered specifically through the district-adopted generative AI platform, ***MagicSchool***. Multiple touchpoints and opportunities will be provided for staff, with a focus on improving student outcomes that align to the District instructional priorities.~~

211: * Offer ongoing professional development and resources for educators on types of AI, use of generative AI, responsible AI integration, privacy safeguards, and digital citizenship.

212: * Ensure training will be delivered specifically through the District-adopted generative AI platform, *MagicSchool*. Multiple touchpoints and opportunities will be provided to staff, with a focus on improving student outcomes aligned with the District's instructional priorities.

213: * Provide students with education and guidance about ethical AI use, privacy concerns, and critical evaluation of AI-generated content and the role generative AI should play during the process of learning.

214: ~~* Maintain up-to-date information and support materials accessible to families on the District website to ensure transparency, engagement, and tools and resources to support parents. Resources will include parent education, at-home support, and examples of how AI is utilized in classrooms.~~

215: ~~* Engage in an annual review of AI tools and guidance to ensure the evolution of the tools is in alignment with District priorities and values.~~

Parental and Community Engagement

To provide transparent communication with families about the use of generative AI in schools and support parental and community engagement, the District will:

* Publish and maintain up-to-date information and support materials for families on the District website, including parent education resources, at-home support guidance, and examples of how AI is utilized in classrooms.

* Distribute the State Department of Education's generative AI parent guidance document to all families through its standard family communication channels and post it on the District website.

* Offer at least one annual community information opportunity -- such as a family information night, recorded webinar, or newsletter feature -- focused on AI in education, including how district-approved tools are selected, what data protections are in place, and how families can support responsible AI use at home.

* Provide parents with information about the approved AI tools used in their child's classroom, including applicable data privacy agreements as requested.

Annual Review and Approved Tool List

An annual review will be conducted by the District's Curriculum and Instruction department in coordination with the Technology department, legal counsel, and building administrators. The review will assess:

* Alignment with the current statewide generative AI in education framework approved by the State Board of Education.

* Compliance with any new or amended state or federal laws governing AI, student data privacy, or educational technology.

* The continued appropriateness of district-approved AI tools based on vendor performance, data privacy compliance, and educational value.

* Emerging technologies, risks, and best practices identified through participation in state, regional, and national education communities.

Regulation 0604-10

Artificial Intelligence

Authorized Use

As part of our commitment to preparing today's students for tomorrow's challenges, we encourage the intentional use of Artificial Intelligence (AI) as a tool to enhance teaching and learning and to develop critical thinking skills for students. The integration of AI in education offers innovative ways to explore, understand, and apply knowledge across various subjects. However, AI tools must be used responsibly and ethically.

To ensure consistent, ethical, and safe use:

- Annually, the District will identify, vet, and approve specific AI tools for primary use by staff and students, specifically, generative AI tools. The use of generative AI will be defined by the student's role and the role of generative AI in student learning.
- District-approved generative AI tools will be selected based on their educational value, safety, and alignment with district goals.
- West Ada has adopted MagicSchool as an AI tool for students and staff. MagicSchool is available to 3–12 grade students, and K–2 students with building administrator approval.
- Teachers and students are expected to use these district-designated AI tools as the primary generative AI platforms for classroom activities and assignments.
- Any tool not on the approved list requires prior written authorization from the Superintendent or designee before use with students or staff.
- If approval is granted, teachers promoting the use of generative AI tools outside district-approved platforms must obtain parental permission before allowing student use. A Parent Permission Template Letter is available from the District.

Ethical Considerations and Responsible Use

Purpose: Artificial Intelligence (AI) tools offer powerful opportunities to enhance teaching and learning by acting as a thinking partner for educators and a creative aid for students. AI supports critical thinking, exploration, and deeper understanding without replacing student effort. AI tools will be leveraged to advance learning outcomes while protecting human decision-making and judgment.

To ensure responsible and ethical use, teachers guide the use of AI tools for each assignment, providing clear expectations that uphold academic integrity and foster genuine learning growth. This framework promotes safe, transparent, and effective AI integration that prepares all students for future success.

To guide this, the following principles apply:

1. Educational Enhancement

AI tools should be used to support and enhance educational objectives, not to replace student effort or learning.

2. Ethical Use

Students must use AI tools in a manner that aligns with ethical standards and academic integrity.

The intentional misuse of AI tools, including plagiarism and dishonesty, is strictly prohibited.

Students and staff exercise careful consideration of potential bias and inaccuracies in AI output to ensure that AI tools provide fair, reliable, and trustworthy content.

3. Transparency

Students must clearly indicate when and how AI tools were used in their work.

When using generative AI applications, all content must be reviewed and edited by the user.

Proper citation of AI tools is required in all assignments.

4. Privacy and Security

Students and teachers should never share personal information such as names, addresses, or student ID numbers with AI tools.

5. Appropriate and Prohibited Uses

Appropriate uses of generative AI include, but are not limited to:

- Supporting differentiated instruction and creating tiered learning materials.
- Generating formative assessment questions, rubrics, and lesson plan drafts for teacher review and modification.
- Assisting students in brainstorming, drafting, and revising written work when explicitly permitted by the teacher.
- Providing accessible supports such as text-to-speech, translation, or reading-level adjustments.
- Supporting administrative tasks such as drafting non-binding communications, summarizing documents, or organizing information, subject to human review before use.
- Building student AI literacy through structured, teacher-facilitated exploration of generative AI tools.

Prohibited uses of generative AI include:

- Submitting AI-generated content as one’s own original work without disclosure, in violation of academic integrity standards.
- Using AI to complete assessments, tests, or evaluations designated by the teacher as independent work.
- Entering personally identifiable student information, including names, student ID numbers, grades, disciplinary records, or health information, into any AI tool not approved and contracted by the District.
- Using AI tools for communications intended to deceive, harass, bully, or otherwise harm students, staff, or community members.
- Using non-district-approved generative AI tools for classroom instruction without approval.

- Allowing AI tools to serve as the sole decision-maker in matters affecting student instruction, placement, discipline, or evaluation. Human judgment remains the final authority in all such decisions.
- Using AI to generate content that is discriminatory, sexually explicit, violent, or otherwise inappropriate for a school environment.

AI Literacy Standards

The District will utilize Statewide K–12 generative AI literacy standards in curriculum planning, instructional and assessment practices, and professional development.

Scale: Student Continuum for AI Learning and AI Engagement

The West Ada AI SCALE (Student Continuum for AI Learning and Engagement) is the primary framework for defining the role of AI in any given assignment. It provides teachers, students, and families with a shared, transparent language for communicating AI expectations across all grade levels and subject areas. Training will be provided for staff on the purpose and use of the AI SCALE.

Teachers are required to use the AI SCALE to designate a SCALE level for every assignment where AI use is a relevant consideration. That designation must be communicated clearly to students at the time the assignment is given.

The SCALE will be shared on the District Website with AI Resources.

Teacher's Role

Assignment-Specific Guidelines

Teachers will provide clear assignment-specific guidance on AI use, including the expectations and limits for each task, designating a SCALE level for every assignment where AI use is a relevant consideration. These guidelines will be communicated openly to students and parents.

Support and Supervision

Teachers will supervise and support students to ensure responsible, ethical, and effective AI use. The use of AI will not serve as a replacement for student learning and will be closely monitored. Students must be able to demonstrate proficiency independently of AI support and tools.

Accessibility and Accommodations

AI tools selected for district use must offer accessibility features, including text-to-speech, adjustable reading levels, multi-language support, and compatibility with assistive technologies. Teachers will consider how AI tools can support accommodations specified in a student’s IEP or 504 plan and make supports available as appropriate.

Student Responsibilities

Adherence to Guidelines

Students must follow the guidelines provided by their teachers for each assignment. Students must cite any AI assistance accurately and transparently.

Critical Evaluation

AI tools should be used to enhance understanding and learning, not to substitute them. Students must critically evaluate AI-generated content for accuracy, bias, and relevance.

Practical Examples of AI Integration in Teaching and Learning

This section illustrates specific ways in which the District trains and supports teachers and students in utilizing AI tools to enhance instruction, support diverse learners, and foster critical thinking, as well as provide personalized feedback.

Teacher Use:

- Question and Prompt Generation: AI assists teachers in crafting higher-order thinking questions and prompts that deepen student understanding and encourage analysis or evaluation.
- Multi-Language and Accessibility Support: AI tools offer translations, text-to-speech, and other accessibility features to support diverse learners and English language learners.
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- Student Use:
- Enhancing Critical Thinking and Reasoning through Reflective Prompts: AI tools prompt students to explain their reasoning or identify gaps in understanding after solving a problem.
- Increased Engagement and Ownership of Learning: Students use AI to co-create multimedia products such as story outlines, design prototypes, or coding projects, making learning more hands-on and personalized.
- Rubric-Based Scoring with Explanations: AI evaluates student work against each rubric criterion and provides clear, specific comments explaining why a response meets or falls short of a proficiency level, guiding students on areas for improvement.
- Highlighting Strengths and Areas for Growth: AI identifies and highlights parts of a student's work that meet proficiency standards and points out exactly where refinement is needed based on the rubric or proficiency scale/success criteria descriptors.
- Increasing student discourse and metacognition: AI poses open-ended, probing questions that challenge students to explain their reasoning, consider alternative viewpoints, and deepen their understanding.
- Providing actionable and relevant feedback: Students upload their draft along with the rubric. AI identifies which criteria are evident and which need development (e.g., "Your reasoning is clear, but your evidence needs stronger connections to your claim").

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Training and Resources

To promote safe and effective AI use within our schools, the District will:

- Offer ongoing professional development and resources for educators on types of AI, use of generative AI, responsible AI integration, privacy safeguards, and digital citizenship.
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- The continued appropriateness of district-approved AI tools based on vendor performance, data privacy compliance, and educational value.
- Emerging technologies, risks, and best practices identified through participation in state, regional, and national education communities.

Policy 0100.03: Code of Ethics of the Idaho Teaching Profession

Status: ADOPTED

Original Adopted Date: 01/26/1998 **| Last Revised Date:** 08/28/2023 **| Last Reviewed Date:** 08/28/2023

The West Ada School Board of Trustees adheres to the Code of Ethics of the Idaho Teaching Profession per Idaho Code and directs the Superintendent or designee to establish procedures consistent with such.

Legal Reference:
I.D.A.P.A. 08.02.02.076 Code of Ethics for Idaho Professional Educators
I.D.A.P.A. 08.02.02.077 Definitions for Use with the Code of Ethics for Idaho Professional Educators

Dates of Adoption and Revision:
01/26/98; 09/10/13; 1/15/19; 08/28/23

Policy 0300.04: Reassignment of Administrative Employees

Status: ADOPTED

Original Adopted Date: 02/28/2000 **| Last Reviewed Date:** 02/28/2000

For the purpose of this policy, “administrative employees” are defined as all certificated staff in administrative or supervisory positions within this district (i.e., principal, assistant principal, director of special services, etc.). This definition does not include the superintendent.

The board of trustees has the right to reassign administrative employees on a renewable contract to non-administrative positions with appropriate reduction of salary from preexisting salary levels. In the event the board of trustees reassigns an administrative employee to a non-administrative position, the board will give the employee written notice with a statement of the reasons for the reassignment. The employee, upon written request to the board, will be entitled to an informal review of that decision. The process and procedure for the informal review is set forth below.

INFORMAL REVIEW PROCEDURE FOR REASSIGNMENT OF ADMINISTRATIVE EMPLOYEES

The employee must request an informal review within ten (10) days of the date of notice of reassignment is mailed or hand-delivered to the employee. The employee will be given an opportunity to meet with the board of trustees in executive session within fifteen (15) days of the date of the request for informal review is received by the clerk of the board to explain why he/she disagrees with the board’s decision. The employee does not have the right to be represented by an attorney or a representative of the local or state teachers association, present evidence and cross-examine witnesses unless specifically agreed to by the board. The board will notify the employee, in writing, of its final decision in the matter within fifteen (15) days of the date of the informal review.

Date of Adoption:
02/28/2000

Legal Reference:
Code of Idaho

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

New Policies/Regulations are indicated by Added: {Policy Number}, followed by the new content in its entirety.

Rescinded Policies/Regulations are indicated by ~~Removed: {Policy Number}~~, followed by the removed content in its entirety.

Modified Policies/Regulations are indicated by **Modified Portions of: {Policy Number}**, followed by the modified content, listed in green underline for new text, and ~~red strikethrough~~ for removed text.

Modified Portions of: 0401-80-policy-professional-negotiations

6: ---

7: The Board of Trustees or the Board's designated representative(s) is hereby empowered to and shall, upon its own initiative or upon the request of the local education organization (LEO) representing a majority of the professional employees for negotiations, enter into a negotiation agreement with the LEO or the designated representative(s) of the LEO.

8:

9: ~~The negotiation process shall follow the procedures outlined in sections 33-1271 through 33-1276, Idaho Code.~~

10: The negotiation process shall ensure compliance with, and follow the procedures outlined in, Idaho Code sections 33-1271 through 33-1276.

11:

12: The Board shall request from the LEO proof that the LEO represents fifty percent (50%) plus one (1) of West Ada School District's professional employees as defined in section 33-1272, Idaho Code, at a minimum interval of every two (2) years. The LEO shall obtain representative status in a manner that does not disrupt the educational process of the school.

13:

Policy 0401-80

Professional Negotiations

The Board of Trustees or the Board's designated representative(s) is hereby empowered to and shall, upon its own initiative or upon the request of the local education organization (LEO) representing a majority of the professional employees for negotiations, enter into a negotiation agreement with the LEO or the designated representative(s) of the LEO.

The negotiation process shall ensure compliance with, and follow the procedures outlined in, Idaho Code sections 33-1271 through 33-1276.

The Board shall request from the LEO proof that the LEO represents fifty percent (50%) plus one (1) of West Ada School District's professional employees as defined in section 33-1272, Idaho Code, at a minimum interval of every two (2) years. The LEO shall obtain representative status in a manner that does not disrupt the educational process of the school.

Should no local education organization present evidence of representation of a majority of the professional employees, the Superintendent or designee will make a recommendation to the Board as to a representative process for the establishment of salary and benefits for the next ensuing school year.

Reference: Code of Idaho 33-1271 - 33-1276

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

New Policies/Regulations are indicated by Added: {Policy Number}, followed by the new content in its entirety.

Rescinded Policies/Regulations are indicated by ~~Removed: {Policy Number}~~, followed by the removed content in its entirety.

Modified Policies/Regulations are indicated by **Modified Portions of: {Policy Number}**, followed by the modified content, listed in green underline for new text, and ~~red strikethrough~~ for removed text.

Modified Portions of: 0401-80-regulation-professional-negotiations

6: 2. The active collection period will begin on or after March 1st of the request year.

7:

8: 1. There will not be a need to request signed cards from dues paying certificated teacher members of the association.

9: ~~2. In anticipation of a request for proof of representation, the Association may seek signed cards in advance of the active collection period addressed above. However, such collection shall be consistent with the provisions of this Administrative Regulation.~~

10: ~~3. The LEO will be allowed to utilize West Ada School District email to request proof of representation.~~

11: ~~4. The LEO will be allowed to collect proof of representation on West Ada property under the following circumstances:~~

12: 2. In anticipation of a request for proof of representation, the Association may seek signed cards in advance of the active collection period addressed above. However, such collection shall be consistent with the provisions of this Administrative Regulation and Idaho State Law.

13: 3. The LEO will be allowed to collect proof of representation on West Ada property under the following circumstances:

14:

15: ~~1. If the person collecting the proof is a West Ada School District employee, all efforts to collect proof shall follow the guidelines identified in the Negotiated Agreement, Article XI: Association Rights Items A, B, C & D.~~

16: ~~2. Individuals collecting proof shall follow the guidelines identified in the Negotiated Agreement, Article XI: Association Rights Items A, B, C & D.~~

17: ~~3. If a professional personnel indicates they do not wish to address or discuss the subject, the Individual(s) collecting proof shall cease communications regarding the subject with the professional personnel.~~

18: 1. All individuals collecting proof, whether a West Ada School District employee or LEO, shall follow the guidelines identified in the Negotiated Agreement, Article VIII: Association Rights.

19: 2. If a professional personnel indicates they do not wish to address or discuss the subject, the Individual(s) collecting proof shall cease communications regarding the subject with the professional personnel.

20:

21: The evidence for representation shall consist of the following:

22:

Regulation 0401-80

Professional Negotiations

Professional Negotiations

On a biennial basis, the local education organization (LEO) shall provide proof that the LEO represents the majority (fifty percent (50%) plus one (1)) of the professional personnel for negotiations.

The LEO shall do its best to provide proof to the Superintendent or designee on or before April 1, 2024, and on or before April 1 in each subsequent even numbered year.

The method used to collect the evidence of representation shall be agreed upon between the LEO and the Superintendent or designee prior to the collection of this evidence. Regardless of the method used to collect this evidence the following standards shall be followed:

1. Upon request from the LEO, the Superintendent or designee will provide a list of professional personnel that are employed during the collection period with a physical count of total personnel.

2. The active collection period will begin on or after March 1st of the request year.

    1. There will not be a need to request signed cards from dues paying certificated teacher members of the association.
    2. In anticipation of a request for proof of representation, the Association may seek signed cards in advance of the active collection period addressed above. However, such collection shall be consistent with the provisions of this Administrative Regulation and Idaho State Law.

3. The LEO will be allowed to collect proof of representation on West Ada property under the following circumstances:

    1. If the person collecting the proof is a West Ada School District employee, all efforts to collect proof shall follow the guidelines identified in the Negotiated Agreement, Article VIII: Association Rights.
    2. Individuals collecting proof shall follow the guidelines identified in the Negotiated Agreement, Article VIII: Association Rights.
    3. If a professional personnel indicates they do not wish to address or discuss the subject, the Individual(s) collecting proof shall cease communications regarding the subject with the professional personnel.

The evidence for representation shall consist of the following:

1. A professional personnel signature on a physical card or an electronic survey, with a statement that contains language that is substantially similar to the following:

I hereby designate and authorize the LEO, its agents, or representatives, to act for me pursuant to Idaho Code 33-1271 through 33-1276, as my exclusive representative for the purposes of negotiations with respect to the development of a Negotiated Agreement between the Board of Trustees of Joint School District No. 2 (West Ada School District) and the LEO. I hereby revoke every other designation or authorization, if any, previously made by me for such purposes. It is also understood that this authorization shall remain in full force and effect for the subsequent two (2) years

2. Identification of the Professional Employee Name and Employee ID
3. In the event a physical card is used, an independent person(s) shall be utilized to compile the results from the physical cards
4. In the event an electronic survey is used, the LEO may submit the detailed results of this survey to the Superintendent or designee to calculate the representation percentage

In the event the evidence provided to the Superintendent or designee does not substantiate that the LEO represents a majority of the professional personnel for negotiations, the LEO will be provided a ten (10) working day period to gather additional evidence. In this instance, the April 1 date identified above will be extended by ten (10) working days (cure period).

If after this extension period the LEO cannot substantiate that the LEO represents a majority of the professional personnel, the Superintendent and/or designee will make a recommendation as to a representative process for the establishment of salary and benefits for the next ensuing school year.

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

New Policies/Regulations are indicated by Added: {Policy Number}, followed by the new content in its entirety.

Rescinded Policies/Regulations are indicated by ~~Removed: {Policy Number}~~, followed by the removed content in its entirety.

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Modified Portions of: 0510-10-policy-student-enrollment-and-enrollment-options

6: ---

7: code: 0510-10

8: ~~title: Student Enrollment and Enrollment Options~~

9: title: Student Enrollment

10: kind: Policy

11: created: 2023-12-11

12: reference: Code of Idaho,33-1401, 33-1402, 33-1403, 33-1404, 33-512, 33-2001,

13: 33-1405, 33-1406, 33-1409, 33-1410

14: ---

15: ~~Before entering any Program or Activity of the District, all students, including those engaging in the alternative enrollment options detailed below, must complete required Registration and Enrollment activities.~~

16:

17: ~~In addition to the traditional full-time enrollment of a resident student attending their local elementary, middle, or high school, families may have other enrollment options including dual enrollment, open enrollment, schools of choice or internal transfers among the schools of the District.~~

18:

19: ~~Limitations may exist associated with non-traditional enrollment options, by class, grade, or program, depending upon existing student enrollment, ongoing student growth, facilities/ operational limitations, and staffing limitations. The Superintendent or designee shall develop and regularly review enrollment and District limitations and may develop Administrative Regulation detailing appropriate limitations associated with alternative enrollment options.~~

20:

21: ~~## DEFINITIONS~~

22:

23: ~~* **Dual Enrollment**: Dual Enrollment is a situation where a student is experiencing their education through more than one educational option including the District.~~

24: ~~* **Enrollment**: Provision of evidence of eligibility to attend a District school including but not limited to residence (open enrollment simply residence), acceptable evidence of date and place of birth, legal name, immunizations required by Idaho Law (or suitable waiver), registration procedures and any other requirements of Administrative Regulation.~~

25: ~~* **In-District Transfer**: An In-District Transfer is a student enrolling and attending school in a school other than their home school as determined by District school zones and boundaries.~~

26: ~~* **Non-Public School Student**: Any student who receives educational instruction outside of a public-school classroom and such instruction can include a private school or a home school.~~

27: ~~* **Open Enrollment**: Open Enrollment is a situation where a student who lives outside of the boundaries of the District is permitted to enroll and attend a school within the District.~~

28: * **Primary Education Provider**: That person or entity providing the majority of the non-public school student's educational instruction outside the public school Programs or Activities.

29: * **Program or Activity**: The terms "Program" and "Activity" as used in section 33-203, Idaho Code, shall include any regularly scheduled course of study (i.e., Class) or any regularly scheduled interscholastic activity recognized or sanctioned by the Idaho High School Activities Association. Program or Activity shall not include incidental activities such as school dances or field trips not directly related to or required of an academic class for which the student is properly enrolled.

30: * **Registration**: Provision of all student's educational records, including testing information (where necessary), information associated with student placement, even in situations of dual enrollment or open enrollment and other requirements of Administrative Regulation, placement of a student in appropriate aligned courses.

31: * **Traditional Enrollment**: Traditional Enrollment is a student enrolling and attending school in their home school as determined by school zones and boundaries. School of Choice - A school of choice is a school within the District's educational programs that has a specialized emphasis.

32:

33: ## TRADITIONAL ENROLLMENT

34:

35: The Superintendent or designee shall administer the school attendance boundaries of the District's schools as per Policy 904.0. The District recognizes that it is in a growing community and that its primary obligation is to provide educational opportunities to those residing within the District's boundaries, including those families that move into the District immediately prior to or during the school year.

36:

37: ## IN-DISTRICT TRANSFERS

38:

39: It shall be the District's policy to allow intra-District student transfers, subject to limitations and procedures as determined by the Superintendent or designee, with prioritization granted to the children of District Employees who are employed at .50 FTE or greater.

40:

41: A lottery may be held, if there are more applicants for transfer than the student to teacher ratio can accommodate in a building. Students who are out of District students admitted via the Open Enrollment process must submit a new open enrollment application if they wish to seek enrollment in another school other than that which was granted through the initial Open Enrollment process. In-District transfers also do not apply to Schools of Choice.

42:

43: ## SCHOOL OF CHOICE

44:

45: It shall be the District Policy to offer students an educational setting that matches their talents and interests through Schools of Choice. Enrollment for such schools shall be offered to students, subject to limitations and procedures as determined by the Superintendent or designee.

46:

47: Once selected for a School of Choice, In-District students may be eligible to continue to attend the school of choice for the following year, without the need for re-application to the School of Choice. Such student/family shall submit a notice of intention to continue enrollment.

48:

Parents of new applicants, including siblings of current attendees who are likewise considered new applicants, must complete the Schools of Choice Online Application, or obtain and complete a Schools of Choice application.

After June 1st, an Out-of-District student will not be approved to attend a School of Choice, even if previously placed on the waiting list.

The Superintendent or designee shall develop a lottery process to be implemented for each School of Choice should the number of qualified applicants exceed capacity. It is understood that certain Schools of Choice do not exercise a traditional lottery process. For the Idaho Fine Arts Academy, it is understood that a Performance Audition is utilized for the school's student selection. For Renaissance High School, Academic metrics are utilized for enrollment determination. The Superintendent or designee shall, in conjunction with these schools of choice, develop a process for implementation of these practices.

DUAL ENROLLMENT

The West Ada School District will allow for the Dual Enrollment of students as provided in Idaho Code, subject to limitations and procedures as determined by the Superintendent or designee. A Dually-Enrolled student in the District, shall only be allowed on the school's premises, during the school day, when they are engaging in a Program or Activity that is the subject matter of their Dual Enrollment. When the student is not attending a Program or Activity (i.e., where a student's activities are not contiguous in time) the student shall not be present on the school's premises. The District is not responsible for the care or supervision of the student for periods before, in between or after Programs or Activities for which the student is enrolled. Dually-Enrolled students may also attend any public event at the school.

Dual Enrollment does not include a student who is enrolled in another Idaho public school District unless the District has a Cooperative Agreement in existence with the student's home public school District.

A full-time District residential student shall be given priority over a dually enrolled student regarding class selection if a class is at maximum enrollment.

OPEN ENROLLMENT

If a prospective student resides outside the boundaries of the West Ada School District and desires to attend a school within the West Ada School District, the prospective student's parent(s) or guardian(s) or the adult student must apply for admission to the District, on the designated transfer form. Per Idaho Code, open enrollment applications shall be accepted at any time throughout the year. However, those applications received after February 1st will be considered based on capacity as outlined in Administrative Regulation. Students wishing to continue to Open Enroll in a West Ada School District school in subsequent years must notify the school of their intent to continue enrollment through the process and forms specified by the District. An application for Open Enrollment must be processed by the District within sixty (60) days. If Open Enrollment is denied, the notice to the family/guardian/adult student shall explain the reason for the denial.

Students who have been expelled or are currently expelled from any public school within the state of Idaho or any other state shall not be eligible for provisions of this section. Failure of a student or parent/guardian of a student to disclose such expulsion shall be grounds for

~~immediate revocation of the student's Open Enrollment. Further, a student with a suspension history or who is under current suspension may be denied enrollment if such amounts to a significant disciplinary history.~~

68:

69: ~~## TRANSPORTATION~~

70:

71: ~~Any student participating in an enrollment option other than the school in the attendance area in which their parent(s)/guardian(s) reside, is not guaranteed transportation. Transportation may occur, where practicable and when it complies with the Idaho Code. If transportation is not provided, transportation is the sole responsibility of the student and his/her parent(s)/guardian(s). Refer to policy 702.10 General Operation.~~

72:

73: ~~## EXTRACURRICULAR / NON-ACADEMIC ACTIVITIES~~

74:

75: ~~Students involved in alternative enrollment opportunities shall be subject to the same eligibility standards as regularly enrolled full-time students.~~

76:

77: ~~All non-traditionally enrolled students must meet all prerequisites for enrollment for a program or activity which is required of public-school students.~~

78:

79: ~~Eligibility for IHSAA sanctioned activities is controlled by the IHSAA. The District will follow these regulations. It is the responsibility of the student to review Idaho High School Activities Association rules prior to pursuing enrollment.~~

80:

81: ~~## RULES AND REGULATION~~

82:

83: ~~Any student participating in any of the District's enrollment options is subject to and required to follow all the same policies, regulations, and school rules as any regularly enrolled student during the times that the student is present at school or any school-related event or activity. Such policies, regulations and rules will include, but not be limited to, those relating to attendance, grades, prerequisites, classroom conduct and discipline.~~

84:

85: ~~## SPECIAL STATUS~~

86:

87: ~~Nothing in this policy shall override any student's rights under McKinney Vento, IDEA (Individuals with Disabilities in Education Act) or Section 504 of the Rehabilitation Act. The District shall allow any McKinney Vento, IDEA or Section 504 student, who are otherwise qualified to participate in school programs, to enroll in schools and programs under the same criteria and conditions as all other students and receive accommodations in the general education courses if eligible for such plan.~~

88:

89: ~~## EQUAL OPPORTUNITY~~

90:

91: ~~All students shall be treated equitably with regard to enrollment and enrollment options. No decision shall be based upon the student's age, gender, race, ethnicity, sexual orientation, disability, or other state or federally recognized protected classification.~~

92: The Board of Trustees welcomes all eligible primary and secondary students to enroll in the West Ada School District. Our mission is to be the best at preparing today's children for tomorrow's challenges, making everyone college and career ready. Accordingly, the Board of Trustees directs the Superintendent or designee to develop procedures to facilitate enrollment in the West Ada School District.

Policy 0510-10

Student Enrollment

The Board of Trustees welcomes all eligible primary and secondary students to enroll in the West Ada School District. Our mission is to be the best at preparing today's children for tomorrow's challenges, making everyone college and career ready. Accordingly, the Board of Trustees directs the Superintendent or designee to develop procedures to facilitate enrollment in the West Ada School District.

Reference: Code of Idaho,33-1401, 33-1402, 33-1403, 33-1404, 33-512, 33-2001, 33-1405, 33-1406, 33-1409, 33-1410

Changes for: Policy/Regulation Changes

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Added: 0510-10-regulation-student-registration-and-enrollment

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code: 0510-10

title: Student Enrollment

kind: Regulation

created: 06/03/2026

OVERVIEW

West Ada School District offers several enrollment options to meet the needs of students and families. Most students attend their assigned boundary school based on where they live. Families may also apply for Open Enrollment, Schools of Choice, Preschool, Dual Enrollment, or Homeschool Dual Enrollment opportunities.

This regulation explains each enrollment option, eligibility requirements, application processes, important deadlines, and registration requirements. All enrollment decisions remain subject to applicable state and federal law, school and program capacity, attendance requirements, discipline considerations, and District procedures.

SECTION 1: TRADITIONAL ENROLLMENT

Traditional enrollment is the standard and most common way students attend a West Ada school, where they enroll in the school assigned to the attendance boundary where they live.

Eligibility

* Student resides within the school's attendance boundary.

* Student meets age and residency requirements.

* Required enrollment documentation is provided.

How to Enroll

Step 1: Identify your boundary school here: [West Ada School Zones 2026-2027](https://westadaschools.maps.arcgis.com/apps/instant/lookup/index.html?appid=44c816c5a88948a0ad78d66e6f2a22a8)

Step 2: Complete the District online enrollment process at: [Enrollment | West Ada School District](https://www.westada.org/page/school-registration)

Step 3: Submit required documentation:

* Proof of current residency (within the last 60 days)

* Birth certificate or approved alternative documentation per Section 18-4511, Idaho Code

* Immunization records or exemption documentation refer to [Health Services | West Ada School District](https://www.westada.org/page/health-services) for additional information

Step 4: Complete all school enrollment requirements. Missing documents may delay your student's schedule being released or result in disenrollment.

Guidelines:

Proof of Residency Guidelines

* At the time of enrollment, the parent or legal guardian of a student shall provide proof of residency.

* Proof of residency shall also be required at any time there is a change of address or a change of school including transitioning from elementary school to middle school and middle school to high school.

* If the school receives notification that there has been a change in address that the student no longer resides in the school's attendance boundaries and parent/guardian is unable to provide proof of residency, the student will be withdrawn at the end of semester or end of the year break. Notice may occur in advance of the quarter, semester or year-end break to allow the family to make appropriate arrangements.

* If the student is not residing with legal parent/guardian, then legal documentation must be provided to the school with evidence of legal status to make educational decisions on behalf of the student. (i.e., Power of Attorney)

West Ada School District encourages students to be enrolled full-time

**SECTION 2: OPEN ENROLLMENT

(In-District and Out-of-District)**

Families who wish for their student to attend a West Ada school other than their assigned boundary school or families who live outside West Ada School District and wish to attend a West Ada school may apply for open enrollment.

Eligibility

* Open Enrollment applies to grades K-12.

* Enrollment is subject to available space and program capacity.

* Students must attend full-time.

* Open Enrollment does not apply to Schools of Choice, Preschool, CTE specialty programs, DHH programs, or other programs with separate enrollment procedures.

How to Apply

Step 1: Complete the appropriate online application at [Open Enrollment Information | West Ada School District](https://www.westada.org/page/open-enrollment)

* In-District Transfer Application

* Out-of-District Transfer Application

Step 2: Submit the application by February 1 for priority consideration for the following school year.

Step 3: Requested school will review applications and respond within 60 days of submission.

Step 4: Upon approval, families must accept or decline the offer within one calendar week.

How Applications are Reviewed

Applications will be considered based on:

* Enrollment of resident student capacity

* Program capacity

* Attendance history

* Discipline history

* Student-teacher ratio requirements

Priority Considerations

In-District requests receive priority over Out-of-District requests.

Additional considerations may be given to:

* Siblings currently attending the requested school

* Students of employees working at the school

* Students of District employees employed at .50 FTE or greater

Wait Lists

* Students denied due to capacity may request placement on the school's wait list.

* Wait lists are first-come, first-served.

* Wait lists expire at the end of each school year.

Denial of Open Enrollment

Applications may be denied due to:

* The school exceeds the maximum enrollment of resident students or program capacity

* Chronic absenteeism

* Significant disciplinary history

Revocation of Open Enrollment

Previously approved enrollment may be revoked if:

* The school exceeds the maximum enrollment of resident students or program capacity

* Student becomes chronically absent

* Student commits repeated serious disciplinary infractions

* Student is expelled

Appeals

Parents may appeal a denial or revocation using the Open Enrollment Appeals process outlined on the District website at [Open Enrollment Information | West Ada School District](https://www.westada.org/page/open-enrollment)

Guidelines:

Capacity standards

For open, dual, and homeschool dual enrollment, the District uses staffing and program limits to determine space available and to preserve capacity for resident growth.

Elementary ratios (standard capacity guide)

| **Grade** | **Ratio** |

| ---------- | --------- |

| Kindergarten, Grades 1-2 | 20 |

| Grade 3 | 21 |

| Grades 4-5 | 27 |

Secondary core class size guide

Core = ELA, Math, Science, Social Studies

| **Grade/Program** | **Ratio** |

| ---------- | --------- |

| Grades 6-12 | 27 |

| Grades 6-8 Alternative | 16 |

| Grades 9-12 Alternative | 16 |

Specialized program capacity examples (not exhaustive)

| **Program** | **Capacity/Threshold** |

| ---------- | ---------- |

| Special Education Resource | 20 students per teacher caseload |

| Special Education Extended Resource | â‰¤10 per teacher |

| Specialized Extended Resource | â‰¤5 per room |

| Special Education Programs | â‰¤12 students per full-time SPED teacher/FTE |

| Blended Programs | â‰¤12 per room |

| 18-21 Transition | â‰¤6 per room |

| SLP Services | â‰¤40 caseload per full-time SLP |

| D/HH | Not available for open enrollment (placement by interlocal contract) |

| Multilingual Learners (ML) | â‰¤20 per full-time ML teacher/FTE |

Students with disabilities receive equitable access consistent with law and District policy. Placement requests may be reviewed to confirm the school can meet the student's needs given staffing, caseloads, resources, and program availability.

The District will process open enrollment and in-district transfer applications within 60 days of a completed application being submitted.

If the request is denied, parents will receive written notice that explains why and how to appeal.

February 1: Target deadline for many requests for the *next* school year (in-district transfer and out-of-district open enrollment).

1. Applications received after February 1 may be considered based on capacity.

Note: Idaho law allows open enrollment applications to be accepted throughout the year; however, capacity rules still apply.

SECTION 3: SCHOOLS OF CHOICE (SOC)

West Ada's Schools of Choice provide families with additional educational options by offering schools with specialized instructional approaches or unique learning environments. These schools, noted below, are open to eligible students through a separate application process and are not based on a student's attendance boundary. Admission is subject to available space and any program-specific requirements.

* Elementary Schools of Choice; specialized instructional programs focused on either the Arts or STEM

* Renaissance High School; rigorous curriculum centered on the International Baccalaureate (IB) Program

* Idaho Fine Arts Academy; specialized instruction in the performing and visual arts

* Alternative Schools; flexible pathways and individualized support

Eligibility

* Students must complete the School of Choice application process.

* Enrollment is determined through lottery procedures or program-specific admission criteria.

* Students must attend full-time.

How to Apply

Step 1: Submit the School of Choice application during the annual application window at [Schools of Choice | West Ada School District](https://www.westada.org/page/enrollment-schools-of-choice) or submit the application for program-specific admission criteria.

Step 2: Participate in any required lottery, audition, or academic review process.

Step 3: Accept or decline an offered seat within the stated deadline.

Step 4: Complete enrollment and residency verification.

Program Requirements

Renaissance High School

* Lottery participation

* Academic eligibility requirements

Idaho Fine Arts Academy

* Application

* Audition process

* Program-specific admission criteria

Alternative Schools

* Application

* Identify and meet at-risk criteria

Important Information

* Idaho Open Enrollment laws do not apply to Schools of Choice.

* Wait lists are maintained when applications exceed available seats.

* Out-of-District students must complete both the School of Choice process and the Out-of-District Open Enrollment process.

SECTION 4: Early Childhood Special Education Program (PRESCHOOL)

Enrollment in the Early Childhood Special Education (ECSE) program is dependent upon a student being eligible for special education services 3 - 5 years old. The ECSE program is not a grade, it is a program. This distinction means that:

* Idaho Open Enrollment provisions do not apply to the ECSE programs.

* ECSE programs maintain separate enrollment requirements and procedures. These requirements are outlined in the Idaho Special Education Manual provided by the State Department of Education in accordance with the federal law - The Individuals with Disabilities Education Act (IDEA). Access to the special education manual is at: [Special Education Manual - Idaho Department of Education](https://www.sde.idaho.gov/about-us/departments/special-education/special-education-manual/)

Students enroll in the ECSE program in three different ways:

1. A transition from the Department of Health and Welfare's Infant/Toddler program for student with disabilities birth to 3;

2. A Child Find screening process for parents who suspect their student may have a disability; or

3. A student moves into the West Ada School District boundary already identified as a student with disability and has an Individual Special Education Plan (IEP).

How to Enroll:

1. Transition from Infant Toddler program. Parents will receive a letter from the school district prior to your student's 3rd birthday, and a transition meeting will be held. Details for enrollment will be given at that time.

2. Child Find screening. If a parent suspect that their student has a disability, contact the Special Services department at 208-855-4400 to schedule a screening appointment. Details for enrollment will be given at that time.

3. Moving into the West Ada School District, contact the Special Services department at 208-855-4400 and the ECSE site for your address will be identified for enrollment. Details for enrollment will be given at that time.

Online Enrollment procedures -

Step 1: Complete the District online enrollment process at: [Enrollment | West Ada School District](https://www.westada.org/page/school-registration)

Step 2: Submit required documentation:

* Proof of current residency (within the last 60 days)

* Birth certificate or approved alternative documentation per Section 18-4511, Idaho Code

* Immunization records or exemption documentation.

Step 3: Complete the ECSE school site enrollment requirements.

SECTION 5: DUAL ENROLLMENT AND HOMESCHOOL DUAL ENROLLMENT

Dual and Homeschool enrollment allows eligible students to enroll in West Ada School District while taking classes on a part-time basis rather than attending full-time. Students who wish to participate less than part-time in West Ada while also attending:

* Another Idaho public school

* A charter school

* A private school

* A homeschool program

Eligibility

* Participation is subject to available course capacity.

* Students must meet the same eligibility standards as full-time students.

* Activity participation must meet Idaho eligibility requirements.

How to Apply

Step 1: Complete the applicable Dual Enrollment or Homeschool Dual Enrollment application.

Step 2: School administration reviews available seats and program capacity.

Step 3: Complete the required Memorandum of Understanding (MOU), if applicable.

Step 4: Complete enrollment requirements.

Important Information

* Full-time students receive priority for available seats.

* Dual Enrollment and Homeschool Dual Enrollment are not available through Schools of Choice or Open Enrollment

* Students may not enroll solely for special education services.

Guidelines:

Less than part-time is defined as follows:

1. High School is 2 or less credited classes

2. Middle School is 3 or less classes

3. Elementary School is 2.5 hours or less either morning or afternoon block.

SECTION 6: REGISTRATION

All students registering in the West Ada School District should refer to [Enrollment | West Ada School District](https://www.westada.org/page/school-registration)

Age Requirements

* Kindergarten: Student must be five years old on or before September 1.

* First Grade: Student must be six years old on or before September 1.

Required Documents

Families must provide:

* Birth certificate or approved alternative documentation

* Immunization records or exemption documentation

* Proof of current residency within 60 days

* Any applicable custody or guardianship documentation

Proof of Residency

Examples include:

* Mortgage statement

* Lease agreement

* Utility bill dated within the previous 60 days

Student Records

The District will request educational records from the student's previous school.

Student Placement

Placement decisions are based on:

* Previous grade placement

* Academic records

* Educational history

* Applicable state and federal requirements

Military Families

Students may register and enroll before establishing residency when military transfer orders indicate relocation into the District.

Students Experiencing Homelessness

Students qualifying under McKinney-Vento shall be enrolled immediately, even if enrollment documents are unavailable at the time of enrollment. Contact building administration, counselor and/or social worker.

Regulation 0510-10

Student Enrollment

OVERVIEW

West Ada School District offers several enrollment options to meet the needs of students and families. Most students attend their assigned boundary school based on where they live. Families may also apply for Open Enrollment, Schools of Choice, Preschool, Dual Enrollment, or Homeschool Dual Enrollment opportunities.

This regulation explains each enrollment option, eligibility requirements, application processes, important deadlines, and registration requirements. All enrollment decisions remain subject to applicable state and federal law, school and program capacity, attendance requirements, discipline considerations, and District procedures.

SECTION 1: TRADITIONAL ENROLLMENT

Traditional enrollment is the standard and most common way students attend a West Ada school, where they enroll in the school assigned to the attendance boundary where they live.

Eligibility

- Student resides within the school's attendance boundary.
- Student meets age and residency requirements.
- Required enrollment documentation is provided.

How to Enroll

Step 1: Identify your boundary school here: West Ada School Zones 2026-2027 (https://westadaschools.maps.arcgis.com/apps/instant/lookup/index.html?appid=44c816c5a88948a0ad78d66e6f2a22a8)

Step 2: Complete the District online enrollment process at: Enrollment | West Ada School District (https://www.westada.org/page/school-registration)

Step 3: Submit required documentation:

- Proof of current residency (within the last 60 days)
- Birth certificate or approved alternative documentation per Section 18-4511, Idaho Code
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Step 4: Complete all school enrollment requirements. Missing documents may delay your student's schedule being released or result in disenrollment.

Guidelines:

Proof of Residency Guidelines

- At the time of enrollment, the parent or legal guardian of a student shall provide proof of residency.
- Proof of residency shall also be required at any time there is a change of address or a change of school including transitioning from elementary school to middle school and middle school to high school.

- If the school receives notification that there has been a change in address that the student no longer resides in the school's attendance boundaries and parent/guardian is unable to provide proof of residency, the student will be withdrawn at the end of semester or end of the year break. Notice may occur in advance of the quarter, semester or year-end break to allow the family to make appropriate arrangements.
- If the student is not residing with legal parent/guardian, then legal documentation must be provided to the school with evidence of legal status to make educational decisions on behalf of the student. (i.e., Power of Attorney)

West Ada School District encourages students to be enrolled full-time

SECTION 2: OPEN ENROLLMENT (In-District and Out-of-District)

Families who wish for their student to attend a West Ada school other than their assigned boundary school or families who live outside West Ada School District and wish to attend a West Ada school may apply for open enrollment.

Eligibility

- Open Enrollment applies to grades K-12.
- Enrollment is subject to available space and program capacity.
- Students must attend full-time.
- Open Enrollment does not apply to Schools of Choice, Preschool, CTE specialty programs, DHH programs, or other programs with separate enrollment procedures.

How to Apply

Step 1: Complete the appropriate online application at Open Enrollment Information | West Ada School District (https://www.westada.org/page/open-enrollment)

- In-District Transfer Application
- Out-of-District Transfer Application

Step 2: Submit the application by February 1 for priority consideration for the following school year.

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Applications will be considered based on:

- Enrollment of resident student capacity
- Program capacity
- Attendance history
- Discipline history
- Student-teacher ratio requirements

Priority Considerations

In-District requests receive priority over Out-of-District requests.

Additional considerations may be given to:

- Siblings currently attending the requested school
- Students of employees working at the school
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- Students denied due to capacity may request placement on the school's wait list.
- Wait lists are first-come, first-served.
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Denial of Open Enrollment

Applications may be denied due to:

- The school exceeds the maximum enrollment of resident students or program capacity

- Chronic absenteeism
- Significant disciplinary history

Revocation of Open Enrollment

Previously approved enrollment may be revoked if:

- The school exceeds the maximum enrollment of resident students or program capacity
- Student becomes chronically absent
- Student commits repeated serious disciplinary infractions
- Student is expelled

Appeals

Parents may appeal a denial or revocation using the Open Enrollment Appeals process outlined on the District website at Open Enrollment Information | West Ada School District (https://www.westada.org/page/open-enrollment)

Guidelines:

Capacity standards

For open, dual, and homeschool dual enrollment, the District uses staffing and program limits to determine space available and to preserve capacity for resident growth.

Elementary ratios (standard capacity guide)

Grade	Ratio
Kindergarten, Grades 1–2	20
Grade 3	21
Grades 4–5	27

Secondary core class size guide

Core = ELA, Math, Science, Social Studies

Grade/Program	Ratio
Grades 6–12	27
Grades 6–8 Alternative	16
Grades 9–12 Alternative	16

Specialized program capacity examples (not exhaustive)

Program	Capacity/Threshold
Special Education Resource	20 students per teacher caseload
Special Education Extended Resource	≤10 per teacher
Specialized Extended Resource	≤5 per room
Special Education Programs	≤12 students per full-time SPED teacher/FTE
Blended Programs	≤12 per room
18–21 Transition	≤6 per room
SLP Services	≤40 caseload per full-time SLP
D/HH	Not available for open enrollment (placement by interlocal contract)
Multilingual Learners (ML)	≤20 per full-time ML teacher/FTE

Students with disabilities receive equitable access consistent with law and District policy. Placement requests may be reviewed to confirm the school can meet the student's needs given staffing, caseloads, resources, and program availability.

The District will process open enrollment and in-district transfer applications within 60 days of a completed application being submitted.

If the request is denied, parents will receive written notice that explains why and how to appeal.

February 1: Target deadline for many requests for the *next* school year (in-district transfer and out-of-district open enrollment).

1. Applications received after February 1 may be considered based on capacity.

Note: Idaho law allows open enrollment applications to be accepted throughout the year; however, capacity rules still apply.

SECTION 3: SCHOOLS OF CHOICE (SOC)

West Ada's Schools of Choice provide families with additional educational options by offering schools with specialized instructional approaches or unique learning environments. These schools, noted below, are open to eligible students through a separate application process and are not based on a student's attendance boundary. Admission is subject to available space and any program-specific requirements.

- Elementary Schools of Choice; specialized instructional programs focused on either the Arts or STEM
- Renaissance High School; rigorous curriculum centered on the International Baccalaureate (IB) Program
- Idaho Fine Arts Academy; specialized instruction in the performing and visual arts
- Alternative Schools; flexible pathways and individualized support

Eligibility

- Students must complete the School of Choice application process.
- Enrollment is determined through lottery procedures or program-specific admission criteria.
- Students must attend full-time.

How to Apply

Step 1: Submit the School of Choice application during the annual application window at Schools of Choice | West Ada School District (https://www.westada.org/page/enrollment-schools-of-choice) or submit the application for program-specific admission criteria.

Step 2: Participate in any required lottery, audition, or academic review process.

Step 3: Accept or decline an offered seat within the stated deadline.

Step 4: Complete enrollment and residency verification.

Program Requirements

Renaissance High School

- Lottery participation
- Academic eligibility requirements

Idaho Fine Arts Academy

- Application
- Audition process
- Program-specific admission criteria

Alternative Schools

- Application
- Identify and meet at-risk criteria

Important Information

- Idaho Open Enrollment laws do not apply to Schools of Choice.
- Wait lists are maintained when applications exceed available seats.

- Out-of-District students must complete both the School of Choice process and the Out-of-District Open Enrollment process.

SECTION 4: Early Childhood Special Education Program (PRESCHOOL)

Enrollment in the Early Childhood Special Education (ECSE) program is dependent upon a student being eligible for special education services 3 – 5 years old. The ECSE program is not a grade, it is a program. This distinction means that:

- Idaho Open Enrollment provisions do not apply to the ECSE programs.
- ECSE programs maintain separate enrollment requirements and procedures. These requirements are outlined in the Idaho Special Education Manual provided by the State Department of Education in accordance with the federal law - The Individuals with Disabilities Education Act (IDEA). Access to the special education manual is at: Special Education Manual - Idaho Department of Education (https://www.sde.idaho.gov/about-us/departments/special-education/special-education-manual/)

Students enroll in the ECSE program in three different ways:

1. A transition from the Department of Health and Welfare's Infant/Toddler program for student with disabilities birth to 3;
2. A Child Find screening process for parents who suspect their student may have a disability; or
3. A student moves into the West Ada School District boundary already identified as a student with disability and has an Individual Special Education Plan (IEP).

How to Enroll:

1. Transition from Infant Toddler program. Parents will receive a letter from the school district prior to your student's 3rd birthday, and a transition meeting will be held. Details for enrollment will be given at that time.
2. Child Find screening. If a parent suspect that their student has a disability, contact the Special Services department at 208-855-4400 to schedule a screening appointment. Details for enrollment will be given at that time.
3. Moving into the West Ada School District, contact the Special Services department at 208-855-4400 and the ECSE site for your address will be identified for enrollment. Details for enrollment will be given at that time.

Online Enrollment procedures -

Step 1: Complete the District online enrollment process at: Enrollment | West Ada School District (https://www.westada.org/page/school-registration)

Step 2: Submit required documentation:

- Proof of current residency (within the last 60 days)
- Birth certificate or approved alternative documentation per Section 18-4511, Idaho Code
- Immunization records or exemption documentation.

Step 3: Complete the ECSE school site enrollment requirements.

SECTION 5: DUAL ENROLLMENT AND HOMESCHOOL DUAL ENROLLMENT

Dual and Homeschool enrollment allows eligible students to enroll in West Ada School District while taking classes on a part-time basis rather than attending full-time. Students who wish to participate less than part-time in West Ada while also attending:

- Another Idaho public school
- A charter school
- A private school
- A homeschool program

Eligibility

- Participation is subject to available course capacity.
- Students must meet the same eligibility standards as full-time students.
- Activity participation must meet Idaho eligibility requirements.

How to Apply

Step 1: Complete the applicable Dual Enrollment or Homeschool Dual Enrollment application.

Step 2: School administration reviews available seats and program capacity.

Step 3: Complete the required Memorandum of Understanding (MOU), if applicable.

Step 4: Complete enrollment requirements.

Important Information

- Full-time students receive priority for available seats.
- Dual Enrollment and Homeschool Dual Enrollment are not available through Schools of Choice or Open Enrollment
- Students may not enroll solely for special education services.

Guidelines:

Less than part-time is defined as follows:

1. High School is 2 or less credited classes
2. Middle School is 3 or less classes
3. Elementary School is 2.5 hours or less either morning or afternoon block.

SECTION 6: REGISTRATION

All students registering in the West Ada School District should refer to Enrollment | West Ada School District (https://www.westada.org/page/school-registration)

Age Requirements

- Kindergarten: Student must be five years old on or before September 1.
- First Grade: Student must be six years old on or before September 1.

Required Documents

Families must provide:

- Birth certificate or approved alternative documentation
- Immunization records or exemption documentation
- Proof of current residency within 60 days
- Any applicable custody or guardianship documentation

Proof of Residency

Examples include:

- Mortgage statement
- Lease agreement
- Utility bill dated within the previous 60 days

Student Records

The District will request educational records from the student's previous school.

Student Placement

Placement decisions are based on:

- Previous grade placement
- Academic records
- Educational history
- Applicable state and federal requirements

Military Families

Students may register and enroll before establishing residency when military transfer orders indicate relocation into the District.

Students Experiencing Homelessness

Students qualifying under McKinney-Vento shall be enrolled immediately, even if enrollment documents are unavailable at the time of enrollment. Contact building administration, counselor and/or social worker.

Policy 0512-10

Adult Enrollment 21 Years of Age and Older

The Board of Trustees recognizes that circumstances may prevent students from earning their diploma before the age of twenty-one (21). Accordingly, the Board directs the Superintendent or designee to establish procedures to permit individuals who have reached that age to enroll when practical.

Reference: Idaho Code 33-201, 33-1405

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

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Modified Policies/Regulations are indicated by **Modified Portions of: {Policy Number}**, followed by the modified content, listed in green underline for new text, and ~~red strikethrough~~ for removed text.

Modified Portions of: 0512-10-policy-adult-enrollment-21-years-of-age-and-older

6: created: 2023-04-10

7: reference: Idaho Code 33-201, 33-1405

8: ---

9: ~~Subject to administrator recommendation, persons twenty-one (21) years of age or older, may enroll as full-time or part-time students if tuition payments are made monthly, in advance. The tuition amount will be based upon the amount of the State Foundation funding for the school year. Such returning adult students will be enrolled under procedures and a plan delineated by the Superintendent or Designee.~~

10: The Board of Trustees recognizes that circumstances may prevent students from earning their diploma before the age of twenty-one (21). Accordingly, the Board directs the Superintendent or designee to establish procedures to permit individuals who have reached that age to enroll when practical.

Regulation 0512-10

Adult Enrollment 21 Years of Age or Older

West Ada School District recognizes that earning a high school diploma can open important doors to future education, employment, and personal growth. Some adults may wish to return to school later in life to complete the credits needed for graduation.

This regulation explains how individuals who are 21 years of age or older may request enrollment in West Ada School District to complete graduation requirements through a structured virtual learning program. The process ensures that students have a clear plan for completing coursework while maintaining appropriate expectations for progress and program participation.

REQUESTING ENROLLMENT

Adults who are 21 years of age or older and would like to return to school to earn a high school diploma may request enrollment with West Ada School District.

The first step is to contact the District's Chief Academic Officer to discuss possible enrollment and determine whether the program is a good fit for the individual's circumstances and remaining graduation requirements.

If enrollment is approved, the District will work with the returning student to develop a Student Enrollment Plan that outlines the courses and timeline needed to complete graduation requirements.

STUDENT ENROLLMENT PLAN

A written Student Enrollment Plan must be created before a returning adult student begins coursework.

The plan is developed collaboratively by:

- The returning adult student
- A counselor from Rebound School
- A Rebound School administrator
- A District administrator from the Academic Department who is familiar with graduation requirements

The plan will outline the pathway for completing the remaining requirements for a West Ada School District diploma.

At a minimum, the plan will include:

- The specific courses and credits the student still needs to graduate
- A projected timeline for completing coursework

- Any required state assessments or state-mandated coursework
- Tuition costs associated with the program
- The schedule and method for paying tuition

All Student Enrollment Plans must be documented in writing and signed by both the returning student and a District administrator.

OBTAINING PRIOR ACADEMIC RECORDS

Before a Student Enrollment Plan can be finalized, the returning adult student is responsible for obtaining verified copies of previous academic records.

These records should include:

- Courses previously attempted
- Grades earned
- Credits completed

These records allow the District to accurately determine which graduation requirements have already been met and what coursework remains.

COURSE DELIVERY AND PROGRAM STRUCTURE

Returning adult students participate in coursework through a virtual learning format.

Students are classified as Rebound School students, but courses are typically completed through Virtual School House or another approved virtual learning model.

Adult students do not attend in-person classes at the District's traditional high school campuses.

In limited circumstances, a student may be permitted to enroll in an Idaho Digital Learning Alliance (IDLA) course through the District. These situations require special approval and the student may be responsible for associated course costs.

TUITION AND FINANCIAL SUPPORT

Because adult students are no longer eligible for state-funded K–12 enrollment, tuition may be required to participate in the program.

Tuition amounts are determined by the Chief Academic Officer and Chief Operations Officer.

In some situations, tuition assistance may be available through the West Ada Education Foundation or other partner organizations. Availability of financial assistance may vary and cannot be guaranteed.

The Student Enrollment Plan will clearly outline:

- The total tuition cost
- Payment timelines
- Accepted payment methods

TRANSFERRING CREDITS

Credits earned at another accredited institution may be transferred to West Ada School District if they meet district requirements.

Credits may be accepted when:

- The institution is accredited by a body recognized by the Idaho State Board of Education (currently Cognia or another approved accrediting organization)
- The course is determined to be equivalent to West Ada graduation requirements
- Accepting the credit does not create additional costs for the District
- Final approval of transfer credits is determined by the Superintendent or designee.

PROGRESS REVIEWS

Some adult students may require more than one school year to complete their coursework.

If a Student Enrollment Plan extends beyond one year—or if the student is unable to complete the plan within the original timeline—the District will schedule a progress review meeting.

During this review, the District may:

- Evaluate the student's academic progress
- Update or revise the Student Enrollment Plan
- Determine whether continued enrollment in the program is appropriate

Students who are not making reasonable progress toward graduation may have their Student Enrollment Plan discontinued, which would end their enrollment in the program.

DIPLOMA ISSUED

Students who successfully complete all required graduation requirements through this program will receive a West Ada School District high school diploma.

Although students are enrolled through Rebound School during the program, the diploma issued is a general West Ada School District diploma, rather than a diploma from an individual high school within the district.

Changes for: Policy/Regulation Changes

This outlines all of the changes made as part of this particular batch.

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Modified Portions of: 0512-10-regulation-adult-enrollment-21-years-of-age-or-older

6: kind: Regulation

7: created: 11/19/2025

8: ---

9: ~~## Adult Enrollment 21 Years of Age or Older~~

10: West Ada School District recognizes that earning a high school diploma can open important doors to future education, employment, and personal growth. Some adults may wish to return to school later in life to complete the credits needed for graduation.

11:

12: ~~A person aged twenty-one (21) or greater may be allowed to enroll as a student in the District to complete their credits in order to obtain a high school diploma. Such shall be done through the following procedure:~~

13: This regulation explains how individuals who are 21 years of age or older may request enrollment in West Ada School District to complete graduation requirements through a structured virtual learning program. The process ensures that students have a clear plan for completing coursework while maintaining appropriate expectations for progress and program participation.

14:

15: ~~1. The individual must contact the District's Chief Academic Officer regarding possible enrollment.~~

16: ~~2. If enrollment is permitted, a Student Enrollment Plan must be developed to allow the student to attend courses as a Rebound School student, but all courses will be taken through Virtual School House or some other virtual educational model.~~

17: ~~3. The Chief Academic Officer and Chief Operations Officer will determine the tuition costs, including any needed tuition assistance through the West Ada Education Foundation or other partnering organizations.~~

18: ## REQUESTING ENROLLMENT

19:

20: ~~1. The Student Enrollment Plan shall be developed by:~~

21: Adults who are 21 years of age or older and would like to return to school to earn a high school diploma may request enrollment with West Ada School District.

22:

23: ~~1. The returning adult student seeking to return~~

24: ~~2. A counselor at Rebound~~

25: ~~3. An administrator from Rebound~~

26: ~~4. A District administrator in the Academic Department who is familiar with the applicable graduation requirements.~~

27: ~~2. This plan must address, at minimum:~~

28: The first step is to contact the District's Chief Academic Officer to discuss possible enrollment and determine whether the program is a good fit for the individual's circumstances and remaining graduation requirements.

29:

30: ~~1. The course work that the returning student needs to complete for graduation.~~

31: ~~2. A schedule for the returning student for course completion.~~

32: ~~3. Completion of any state-mandated course work and/or assessments that the returning adult student will be required to complete for graduation.~~

33: ~~4. The sums of tuition and the timing and manner in which the tuition payments will be made.~~

34: If enrollment is approved, the District will work with the returning student to develop a Student Enrollment Plan that outlines the courses and timeline needed to complete graduation requirements.

35:

36: ~~Prior to the development of the Student Enrollment Plan it shall be the responsibility of the returning adult student to obtain verified copies of prior academic records, including but not limited to all courses attempted, grades and credits earned.~~

37: ## STUDENT ENROLLMENT PLAN

38:

39: ~~3. Credits from an appropriately accredited institution other than the West Ada School District may be transferred to West Ada, upon the approval of the Superintendent or designee, so long as:~~

40: A written Student Enrollment Plan must be created before a returning adult student begins coursework.

41:

42: ~~1. There are no additional costs to the West Ada School District.~~

43: ~~2. The institution is accredited by and accrediting body recognized by the state board of education (currently Cognia).~~

44: ~~3. The requested course meets the course equivalency requirements as determined by the District's Superintendent or designee.~~

45: ~~4. The student shall not be permitted to attend courses at any of the District's traditional in-person high school sites. The Student Enrollment Plan shall address the returning adult student's completion of needed credits via virtual programs.~~

46: ~~5. In very limited exceptions, a returning adult student may be permitted to enroll in an IDLA class through the District. Special enrollment arrangements would have to take place for this to occur and the returning adult student would have to address any possible costs with both the District and IDLA.~~

47: The plan is developed collaboratively by:

48:

49: ~~Each returning adult student Enrollment Plan will be reduced to writing and signed off on by the adult student and a District Administrator in the Academic Department who is familiar with the applicable graduation requirements.~~

50: * The returning adult student

51: * A counselor from Rebound School

52: * A Rebound School administrator

53: * A District administrator from the Academic Department who is familiar with graduation requirements

54:

55: ~~If the plan requires more than one year of coursework and/or if the student was unable to complete the plan within a school year, a meeting will be held to review the student's progress and address whether the student will be permitted to continue enrollment, if the plan needs revision or if continued enrollment will be denied.~~

56: The plan will outline the pathway for completing the remaining requirements for a West Ada School District diploma.

57:

58: ~~Should the returning adult student not make appropriate progress toward obtaining credits for graduation, the District may choose to discontinue the Student Enrollment Plan and deny to returning adult student the ability to continue the process of earning credits toward graduation.~~

59: At a minimum, the plan will include:

60:

61: ~~Though the returning adult student will be classified as a Rebound School student, the diploma issued to the returning adult student shall be a general West Ada School District diploma, not specific for any of the District's individual high schools.~~

62: * The specific courses and credits the student still needs to graduate

63: * A projected timeline for completing coursework

64: * Any required state assessments or state-mandated coursework

65: * Tuition costs associated with the program

66: * The schedule and method for paying tuition

67:

68: All Student Enrollment Plans must be documented in writing and signed by both the returning student and a District administrator.

69:

70: ## OBTAINING PRIOR ACADEMIC RECORDS

71:

72: Before a Student Enrollment Plan can be finalized, the returning adult student is responsible for obtaining verified copies of previous academic records.

73:

74: These records should include:

75:

76: * Courses previously attempted

77: * Grades earned

78: * Credits completed

79:

80: These records allow the District to accurately determine which graduation requirements have already been met and what coursework remains.

81:

82: ## COURSE DELIVERY AND PROGRAM STRUCTURE

83:

84: Returning adult students participate in coursework through a virtual learning format.

85:

86: Students are classified as Rebound School students, but courses are typically completed through Virtual School House or another approved virtual learning model.

87:

88: Adult students do not attend in-person classes at the District's traditional high school campuses.

89:

90: In limited circumstances, a student may be permitted to enroll in an Idaho Digital Learning Alliance (IDLA) course through the District. These situations require special approval and the student may be responsible for associated course costs.

91:

92: ## TUITION AND FINANCIAL SUPPORT

93:

94: Because adult students are no longer eligible for state-funded K-12 enrollment, tuition may be required to participate in the program.

95:

96: Tuition amounts are determined by the Chief Academic Officer and Chief Operations Officer.

97:

98: In some situations, tuition assistance may be available through the West Ada Education Foundation or other partner organizations. Availability of financial assistance may vary and cannot be guaranteed.

99:

100: The Student Enrollment Plan will clearly outline:

101:

102: * The total tuition cost

103: * Payment timelines

104: * Accepted payment methods

105:

106: ## TRANSFERRING CREDITS

107:

108: Credits earned at another accredited institution may be transferred to West Ada School District if they meet district requirements.

109:

110: Credits may be accepted when:

111:

112: * The institution is accredited by a body recognized by the Idaho State Board of Education (currently Cognia or another approved accrediting organization)

113: * The course is determined to be equivalent to West Ada graduation requirements

114: * Accepting the credit does not create additional costs for the District

115: * Final approval of transfer credits is determined by the Superintendent or designee.

PROGRESS REVIEWS

Some adult students may require more than one school year to complete their coursework.

If a Student Enrollment Plan extends beyond one year--or if the student is unable to complete the plan within the original timeline--the District will schedule a progress review meeting.

During this review, the District may:

* Evaluate the student's academic progress
* Update or revise the Student Enrollment Plan
* Determine whether continued enrollment in the program is appropriate

Students who are not making reasonable progress toward graduation may have their Student Enrollment Plan discontinued, which would end their enrollment in the program.

DIPLOMA ISSUED

Students who successfully complete all required graduation requirements through this program will receive a West Ada School District high school diploma.

Although students are enrolled through Rebound School during the program, the diploma issued is a general West Ada School District diploma, rather than a diploma from an individual high school within the district.

Changes for: Policy/Regulation Changes

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Modified Portions of: 0517-10-policy-foreign-exchange-students

6: created: 2007-12-11

7: updated: 2016-12-13

8: code: 0517-10

9: ~~title: Foreign Exchange Students~~

10: title: International Exchange Students

11: kind: Policy

12: reference: Code of Idaho 33-1401 to 1404

13: ---

14: ~~## DEFINITIONS:~~

15:

16: ~~"Foreign student" or "F-1 visa holder" means an alien having a residence in a foreign country which he or she has no intention of abandoning, who is a bona fide student qualified to pursue a full course of study and who seeks to enter the United States temporarily and solely for the purpose of pursuing such a course of study at an established academic high school particularly designated by him or her and approved by the Attorney General after consultation with the Secretary of Education. *Note: Joint School District No. 2 does not offer I-20 forms for students with F-1 visas and therefore does not accept students with F-1 visa's.~~

17:

18: ~~"Foreign exchange visitor" or "J-1 visa holder" means an alien having a residence in a foreign country which he or she has no intention of abandoning who is a bona fide student, scholar, trainee, teacher, professor, research assistant, specialist, or leader in a field of specialized knowledge or skill, or other person of similar description, who is coming temporarily to the United States as a participant in a program designated by the Department of State, Bureau of Consular Affairs, for the purpose of teaching, instructing or lecturing, studying, observing, conducting research, consulting, demonstrating special skills, or receiving training. The terms "Foreign exchange visitor" or "J-1 visa holder" also include the spouse and minor children of any such alien if accompanying him or her or following to join him or her.~~

19:

20: ~~A "Foreign Exchange Student" is defined as a student from a foreign country studying in the United States under the sponsorship of an exchange organization, a cultural exchange program, or an international exchange program, etc...~~

21:

22: ~~22 CFR 62.40: Termination of program participation.~~

23:

24: ~~1. Students agree to abide by all applicable laws, including the exchange program's rules and any contractual~~

25: ~~agreements. Failure to abide by all laws and rules will result in termination of the student's participation in the~~

26: ~~program. A sponsor shall terminate an exchange visitor's participation in its program when the exchange visitor:~~

27: ~~2. Fails to pursue the activities for which he or she was admitted to the United States;~~

28: ~~3. Is unable to continue, unless otherwise exempted pursuant to these regulations;~~

29: ~~4. Violates the Exchange Visitor Program regulations and/or the sponsor's rules governing the program, if, in the sponsor's opinion, termination is warranted;~~

30: ~~5. Willfully fails to maintain the insurance coverage required under Â§62.14 of these regulations;~~

31:

32: ~~1. An exchange visitor's participation in the Exchange Visitor Program is subject to termination when he or she engages in unauthorized employment. Upon establishing such violation, the Department of State shall terminate the exchange visitor's participation in the Exchange Visitor Program.~~

33:

34: ~~## GENERAL~~

35:

36: ~~The district will follow the regulations for exchange programs as defined by the United States Information Agency and/or the Council on Standards for International Educational Travel.~~

37:

38: ~~Foreign exchange students shall be permitted, under certain conditions, to enroll in Joint School District No. 2 but the District does reserve the right to withdraw a foreign exchange student and to exclude an exchange organization based on the terms set forth in this policy.~~

39:

40: ~~Approval will be made only for those students who are sponsored by exchange organizations which have Student Exchange Visitor Programs designation as listed by the United States Information Agency and/or the Council on Standards for International Educational Travel.~~

41:

42: ~~Applications of students that have graduated in their home country will not be considered.~~

43:

44: ~~The maximum number of students allowed at each high school will be five (5).~~

45:

46: ~~Only one (1) student per sponsor organization will be allowed per school.~~

47:

48: ~~Students will be accepted on a first-come first-serve basis.~~

49:

50: ~~Foreign exchange students will be enrolled only at the beginning of the first semester~~

51:

52: ~~Foreign exchange students should not expect to receive any free services from the district such as yearbooks, activity cards, lunches, ski passes, etc.~~

53:

54: ~~Foreign exchange students will be enrolled at the 11th grade Junior level only. Counselors will enroll approved foreign exchange students in a full schedule of 11th grade, Junior level classes. Foreign Exchange students will not be enrolled in 12th grade Senior level core classes (non-electives) required for graduation. Foreign Exchange students will not receive a diploma or participate in graduation ceremonies.~~

55:

56: ~~It will be the responsibility of the sponsoring organization to provide tutors and/or any necessary assistance required to help the foreign exchange student meet acceptable standards. If this cannot be accomplished, the student faces withdrawal from the school.~~

57:

58: ~~Foreign exchange students will participate in classes as regular school students.~~

59:

60: ~~Foreign exchange students will not be enrolled on a non-credit or audit basis. They are required to take the examinations and do the work required by the teachers of the classes for which they are enrolled. This includes compliance with the school district's attendance and discipline policy.~~

61:

62: ~~Foreign Exchange students that receive a major disciplinary referral as defined in the High School Student Handbook will be withdrawn from the program.~~

63:

64: ~~If after two (2) week adjustment period a foreign exchange student is not demonstrating an acceptable proficiency level in English, the building designee will notify the local exchange organization representative that a district approved English language proficiency test will be administered to determine the student's English proficiency level. If the student does not score at an acceptable English proficiency level on the district administered test, the building designee will notify the exchange organization representative and begin withdrawal procedures.~~

65:

66: ~~## EXCHANGE ORGANIZATION REQUIREMENTS:~~

67:

68: ~~The permanent host family must be living within the appropriate school boundary by the first day of semester.~~

69:

70: ~~The exchange organization must provide local orientation for host families and students. Joint School District No. 2 will not provide orientation for host families and students.~~

71:

72: ~~The exchange organization must have an active local representative.~~

73:

74: ~~Each exchange organization must submit a fully completed application for each student to be placed to the building designee at each school. Incomplete applications will be returned to the exchange organization and the application of that student will not be considered.~~

75:

76: ~~The sponsoring agencies' applications must include in English:~~

77:

78: ~~* All legal documents showing the prospective student's required forms for entry into the United States~~

79: ~~* Address and contact information of the host family~~

80: ~~* A behavioral history of the student~~

81: ~~* Transcript~~

82: * Immunization records that meet State and Federal requirements

83: * A medical history that includes any allergies

84: * A written agreement that information from the student management software will be given to the host family and the sponsoring agency

85: * Three letters of references from community and school officials which must include statements about how the student may fit into a new setting

86: * Documentation of English proficiency is required and students must meet one of the following standards:

87: * Score a 94+ on the Test of English as a Foreign Language (TOEFL), 4 (fluent) or above on the Woodcock-Munoz, 4 (proficient) or above on the LAS, or score proficient or above on another district recognized English language proficiency assessment.

88:

89: The district reserves the right to individually evaluate each student by means of personal interview, a written essay or to re-administer an English language proficiency assessment.

90:

91: Each exchange organization must verify that the foreign exchange student will have had his/her sixteenth birthday prior to May 1 of the enrollment year.

92:

93: ## GOOD STANDING

94:

95: The exchange organization and its local representative must be in "Good Standing" with the West Ada School District. The District reserves the right to deny approval based on information provided throughout the year by building designees. Any organization or organization representative deemed to be "Not in Good Standing" by the Region Directors will be notified and not allowed to place students in the West Ada School District for a "Probationary" period of not less than one year. The building designee will not approve students from exchange organizations deemed "Not in Good Standing". Reasons for revocation of "Good Standing" include, but are not limited to:

96:

97: * Falsification of records

98: * Documented difficulties with West Ada staff

99: * Submitting applications of students that have graduated in their home country

100: * Not consistently monitoring foreign exchange students and host families

101: * Misrepresentation of information provided to the school

102: * The Foreign Exchange student has not had his/her sixteenth birthday prior to May 1 of the enrollment year.

103: * The Foreign Exchange student is not fluent in academic English.

104:

105: ## REQUIRED TIMELINES

106:

107: All requests for placement must be submitted in writing to the building designee according to the required timelines. The building designee will respond to all requests.

108:

109: ### October

110:

111: ~~Exchange organizations will be reviewed each October by the Region Directors. A list of exchange organizations deemed "Not in Good Standing" will be provided to each high school in November.~~

112:

113: ~~### February 1~~

114:

115: ~~The first date that placement requests and Letters of Intent will be accepted for the following school year.~~

116:

117: ~~### May 1~~

118:

119: ~~The deadline for the application packet of student information to the host school. After May 1, applications will not be accepted.~~

120: The Board of Trustees recognizes the value in welcoming international exchange students, and directs the Superintendent or designee to develop procedures to allow for such students to enroll in District schools. These procedures will follow all relevant federal, state and local law and regulations, and be consistent with best practices for handling the enrollment of international exchange students.

Policy 0517-10

International Exchange Students

The Board of Trustees recognizes the value in welcoming international exchange students, and directs the Superintendent or designee to develop procedures to allow for such students to enroll in District schools. These procedures will follow all relevant federal, state and local law and regulations, and be consistent with best practices for handling the enrollment of international exchange students.

Reference: Code of Idaho 33-1401 to 1404

Changes for: Policy/Regulation Changes

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Added: 0517-10_AR

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code: 0517-10

title: International Exchange Students

kind: Regulation

created: 02/04/2026

The West Ada School District values the cultural enrichment and global perspectives that international exchange students bring to our schools. Welcoming students from other countries strengthens learning opportunities for all students and promotes meaningful cultural exchange.

This regulation explains how international exchange students may enroll in West Ada schools, the expectations for sponsoring organizations and host families, and the requirements that must be met for participation. These procedures also help the District balance enrollment needs for students who live within our attendance boundaries while maintaining a clear and fair process for hosting international exchange students.

General Guidelines For International Exchange Students

The West Ada School District accepts international exchange students who are sponsored by organizations approved through the Student Exchange Visitor Program and recognized by the United States Department of State and/or the Council on Standards for International Educational Travel.

Students must participate in an approved cultural exchange program and may not have already graduated from high school in their home country.

To ensure schools can appropriately support exchange students, each West Ada high school may host up to five (5) exchange students per school year, with only one student from each sponsoring organization allowed per school. Student placements are approved on a first-come, first-served basis until available placements are filled.

Exchange students are enrolled only at the beginning of the first semester of the school year.

Exchange students should understand that optional student services are not provided at no cost. Items such as yearbooks, activity cards, lunches, and other optional school activities must be purchased if the student chooses to participate.

The District reserves the right to withdraw an international exchange student or deny placement from a sponsoring organization if program requirements or expectations are not met.

Academic Enrollment And School Expectations

International exchange students participate in school as full-time students and are expected to follow the same classroom and school expectations as other West Ada students.

Exchange students:

- Are enrolled as full-time 11th grade (junior) students

- Are placed in junior-level core academic courses

- May enroll in elective courses based on prerequisites and demonstrated skill level

- Must complete coursework, assignments, and examinations required by teachers

- Participate fully in school classes and activities as regular students

- Must follow all attendance, behavior, and discipline policies outlined in the High School Student Handbook

Exchange students are not enrolled on a non-credit or audit basis.

Exchange students will not receive a West Ada School District diploma and may not participate in graduation ceremonies.

If a student receives a major disciplinary referral, as defined in the High School Student Handbook, the student may be withdrawn from the exchange program.

Academic Support And English Proficiency

Sponsoring organizations are responsible for ensuring that exchange students are academically prepared for participation in an English-speaking school environment.

If additional academic assistance or tutoring is necessary, the sponsoring organization must arrange and provide those supports.

Exchange students are given a two-week adjustment period at the beginning of the school year. If, after this period, the student is not demonstrating sufficient English proficiency to participate in coursework, the school will notify the local exchange organization representative.

The District may administer a district-approved English language proficiency assessment. If the student does not demonstrate acceptable proficiency, the school may begin withdrawal procedures.

Exchange Organization Requirements

Exchange organizations play an important role in supporting students and host families during the exchange experience.

Each sponsoring organization must:

- Maintain an active local representative located within the southern Idaho Treasure Valley

- Ensure the host family resides within the attendance boundary of the assigned school by the first day of the school year

- Provide local orientation for both host families and exchange students, including information about school expectations and community norms

(West Ada School District does not provide this orientation.)

- Each exchange organization must submit a complete student application to the school registrar for every student requesting placement. Incomplete applications will not be processed and the organization will forfeit the placement opportunity.

- Student application materials must be submitted in English and include:

- Legal documentation required for entry into the United States

- Host family contact information and address

- Student behavioral history

- Academic transcripts

- Immunization records meeting state and federal requirements

- Medical history, including known allergies

- A written agreement allowing student information to be shared with the host family and sponsoring organization

- Three letters of reference from school or community officials describing the student's ability to adapt to a new environment

- Documentation verifying the student's English language proficiency. Acceptable English proficiency indicators include:

- TOEFL score of 94 or higher

- Woodcock-MuÃ±oz Language Survey score of 4 (fluent) or higher

- LAS Links score of 4 (proficient) or higher

- ELTiS 2.0 score of 4 (proficient) or higher

The District may also evaluate students through a personal interview, written essay, or additional English language assessment.

Exchange organizations must verify that the student will have reached sixteen (16) years of age prior to May 1 of the enrollment year.

Exchange Organization Good Standing

Exchange organizations and their local representatives must remain in Good Standing with West Ada School District in order to place students in district schools.

The District may deny or suspend placement privileges if concerns arise regarding program oversight, compliance with district expectations, or the accuracy of submitted information.

Organizations determined to be Not in Good Standing by the Superintendent or designee will be notified and may not place students in West Ada schools for a probationary period of at least one year.

Examples of situations that may affect Good Standing include, but are not limited to:

- Falsification of records

- Misrepresentation of student information

- Submitting applications for students who have already graduated

- Failure to monitor host families or students

- Documented concerns raised by West Ada staff

- Placement of students who do not meet age or English proficiency requirements

Required Timelines

All placement requests must be submitted in writing to the building designee according to the timelines below.

October

Exchange organizations are reviewed each year by the Superintendent or designee. Schools will be notified of organizations determined to be Not in Good Standing.

February 1

Schools begin accepting placement requests for international exchange students for the following school year.

May 1

Final deadline for submitting the complete student application packet to the host school. Applications received after May 1 will not be considered.

Definitions

The following definitions are provided to support clear communication between parents or guardians, sponsoring exchange organizations, and West Ada School District when discussing international exchange programs.

Foreign Student or F-1 Visa Holder: A foreign national who plans to study in the United States under an F-1 student visa. West Ada School District does not issue I-20 forms and does not accept students with F-1 visas.

Foreign Exchange Visitor or J-1 Visa Holder: A foreign national participating in a United States Department of State approved cultural exchange program. These programs allow students to temporarily study in the United States while participating in a cultural exchange experience.

Foreign Exchange Student: A student from another country studying in the United States under the sponsorship of an approved exchange organization, cultural exchange program, or international exchange program.

Federal regulations under 22 CFR 62.40 describe circumstances in which an exchange visitor's participation in a program may be terminated. These include situations where a student fails to participate in the intended program activities, violates program rules, fails to maintain required insurance coverage, or engages in unauthorized employment.

Regulation 0517-10

International Exchange Students

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Added: 0532-10

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code: 0532-10

title: Student Safety, Privacy and Support

kind: Policy

created: 11/12/2025

The Board of Trustees wishes to maintain safety, privacy, and a supportive environment for all students with regard to gender, and directs the Superintendent or designee to establish procedures that address the following areas:

* Require parental notification and consent prior to development of student support plans that have gender components.

* Maintenance of biological sex-separated areas wherever students may need to change clothing.

* Protection against compulsory gender-based language by either students or staff.

* Ensure that student athletes on sex-separated teams participate according to their biological sex.

These procedures must also follow all federal, state, and local laws and regulations.

Policy 0532-10

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Added: 0532-10 AR

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code: 0532-10

title: Student Safety, Privacy and Support

kind: Regulation

created: 11/12/2025

Parent/Guardian Involvement

The West Ada School District is committed to fostering a collaborative partnership between families, school staff, and students to ensure student well-being and success.

Student Support Plans are designed to document and address specific student needs within the educational setting that do not fall under 504 Plans, Individualized Education Programs (IEPs), or Multilingual Learner (ML) plans. These plans provide targeted support to ensure student success while accommodating unique circumstances that do not require formalized special education or language services.

In accordance with Idaho Code section 33-6001 (Parental Rights in Education) school staff will support students in discussing matters related to their well-being. Staff will make every effort to include parents or legal guardians to facilitate discussions to foster open communication and ensure student needs are met:

1. These support plans will balance the student's needs, parental/guardian rights, classroom impact, and school operations.

2. The public school has the responsibility of reporting known changes in the students' mental, emotional, or physical health or well-being.

3. All school personnel will make reasonable and timely efforts to engage parents/guardians in collaborative decision-making regarding appropriate interventions, access to resources, and ongoing support, while maintaining compliance with legal and ethical standards.

4. In accordance with Idaho Code section 32-1016, school personnel shall notify a minor student's parent/guardian within seventy-two (72) hours of receiving any request by the minor student to participate in or facilitate the social transition of the minor student, including any request by the minor student to:

* Be referred to by pronouns or titles that do not correspond to the minor student's biological sex;

* Be referred to using names other than the minor student's legal name, or a nickname or derivative thereof, either in school records or otherwise;

* Use restrooms, locker rooms, changing rooms, or overnight lodging designated for the opposite biological sex; or

* Participate on an athletic team or any other sex-separated school activity designated for the opposite sex.

Gender Language

1. Pursuant to Idaho Code 67-5909B, an employee of the District, regardless of the scope of such employee's official duties, shall not knowingly and intentionally address an unemancipated minor student by a name other than the student's legal name or derivative thereof, or by a preferred personal title or pronoun that is inconsistent with the student's sex as listed on the student's birth certificate, without the written permission of the student's parent or guardian.

2. Employees shall not be subject to adverse employment action for declining to address a student using a name other than the student's legal name, or a derivative thereof, or by a preferred personal title or pronoun that is inconsistent with the student's sex as listed on the student's birth certificate.

Facility Use

To ensure clarity and consistency regarding the use of West Ada facilities, including but not limited to restrooms, locker rooms, or any area where individuals may be in a state of undress; while also respecting the privacy and comfort of all individuals, the following administrative regulation will be in place:

1. **Designated Facility Use** Individuals are expected to use the above mentioned facilities that corresponds with their sex as listed on their birth certificates and reflected on official school records.

2. **Alternative Restroom Options** Any individual who desires additional privacy or accommodation may request access to an independent, single-user restroom. These restrooms are available throughout our campuses to ensure that all individuals have a comfortable and accessible option.

3. **Overnight Trips** Individuals are to be assigned sleeping rooms that correspond to their sex as listed on their birth certificate. This can be accommodated by a room assignment of a neutral setting if needed. It is encouraged that room assignment plans are developed to ensure all parties feel comfortable with the assignment.

4. **Respectful and Dignified Implementation** School staff will work with individuals and families in a supportive and respectful manner to ensure restroom needs are met in alignment with this regulation. Requests for accommodations will be handled with care and confidentiality.

Activities, Athletics and Club Participation

In the West Ada School District, and consistent with the rules and regulations of the Idaho High School Activities Association, students are eligible to participate in interscholastic athletics/ activities and/or school sponsored clubs as defined by policy 503.20 based on their sex as documented on their birth certificate. This policy ensures consistency with statewide regulations and provides clear eligibility criteria for student-athletes. Our goal is to maintain fairness and transparency in school sports while supporting all students in their endeavors.

Regulation 0532-10

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