

The Board of Education of La Harpe Community School District #347 held a regular School Board meeting July 19, 2022 in the school library. President Dustin Detherage called the meeting to order at 6:00 PM. Roll Call was answered by Allen, Blythe, Collins, Deitrich, Detherage and Walker. Superintendent Janet Gladu, Dean of Students Ryan Hopper and Board Secretary Ashley Johnson were also in attendance.

A Moment of Silence was observed.

Visitors in Attendance: Jacki Wibbell, Destiny Shumaker and Randy Shumaker.

Public Presentations: Jacki Wibbell spoke and told the board she was interested in coaching basketball and volleyball.

Business Items:

**Consent Agenda:** The Consent Agenda included Minutes of the June 21, 2022 Regular Meeting of the La Harpe C.S.D. #347 School Board, Financial Report, and Action to Delete Verbatim Closed Meeting Recordings 18 Months and Older.

Financial Report: The fund balances listed below reflect transactions through June 2021.

|                          |                       |
|--------------------------|-----------------------|
| Fund                     | FY2022                |
| Education                | \$1,527,310.19        |
| Building                 | \$232,822.12          |
| Debt Service             | \$78,423.23           |
| Transportation           | \$106,326.65          |
| IMRF                     | \$19,105.25           |
| Capital Projects         | \$0.00                |
| Working Cash             | \$152,646.31          |
| Tort Immunity            | \$62,867.32           |
| Fire Prevention & Safety | \$193,684.84          |
| <b>Total</b>             | <b>\$2,373,185.91</b> |
| FY 2021                  | \$2,003,297.46        |
| FY 2020                  | \$1,276,877.02        |
| FY 2019                  | \$891,011.17          |
| FY 2018                  | \$563,262.17          |
| FY 2017                  | \$343,854.14          |

A motion was made by Allen seconded by Blythe to approve the items on the Consent Agenda as presented. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Payment of Bills:** A motion was made by Allen seconded by Detherage to approve the payment of bills as presented. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Approve FY 2023 Book Rental Fee:** A motion was made by Deitrich seconded by Collins to keep the same \$70 book fee. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Approval of FY 2022 Budget Hearing Date:** A motion was by Blythe seconded by Allen to set the FY 2023 Budget Hearing date for September 20, 2022 at 6:00 PM. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Approval of the District Wellness Policy:** A motion was made by Collins seconded by Blythe to approve the District Wellness Policy as presented. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Approve Lounge HVAC Quote:** A motion was made by Collins seconded by Deitrich to approve quote from Arnold Brother's for \$2,889.65. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Options for the Electronic School Sign:** A motion was made by Allen seconded by Deitrich to table the proposals for the electronic school sign. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

**Closed Meeting:**

**A motion was made Blythe with second by Collins to adjourn to Closed Session at 6:36 PM to discuss items per 5 ILCS 120/2(c)(1)(14) listed below:**

**(1) The Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body. (5 ILCS 120/2(c)(1))**

**(14) Discussion of minutes lawfully closed under this act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06 (Section 120/2(c)(14))**

**Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.**

President Detherage called July 19, 2022 closed meeting to order at 6:41 PM. Board members present were Allen, Blythe, Collins, Deitrich, Detherage and Walker. Also present: Superintendent Janet Gladu, Dean of Students Ryan Hopper and Board Secretary Ashley Johnson.

A motion was made by Collins with second by Deitrich to return to open meeting at 7:57 PM. A voice vote confirmed all in favor. None opposed. Motion carried.

**Closed Meeting Items – Consideration and Action**

**Personnel Report:** A motion was made by Blythe seconded by Collins to approve the Personnel Report as amended. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, abstain; Walker, yes. Motion carried 5-0.

**Semi-Annual Review of the Closed Meeting Minutes:**

A motion was made by Deitrich seconded by Walker to remain sealed. Roll Call: Allen, yes; Blythe, yes; Collins, yes; Covert, absent; Deitrich, yes; Detherage, yes; Walker, yes. Motion carried 6-0.

A motion was made by Detherage seconded by Collins to adjourn the July 2022 board meeting at 7:59 PM. The voice vote response returned all in favor. No one opposed. The meeting adjourned.

The next regularly scheduled monthly school board meeting is Tuesday, August 16, 2022 at 6:00 PM in the school library.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

Approved \_\_\_\_\_

# Electric Supply – Energy Only Fixed

## Energy Supply Only Pricing

Pricing includes Energy Supply only. Transmission Service, Capacity Charges, Ancillary Service Charges and Losses are pass through.

| Supplier:            | Term: | 12 month              | 24 month              | 36 month              | 48 month              |
|----------------------|-------|-----------------------|-----------------------|-----------------------|-----------------------|
| Constellation Energy |       | \$0.09305             | \$0.07746             | \$0.07076             | \$0.06726             |
| Homefield Energy     |       | 12 month<br>\$0.09425 | 24 month<br>\$0.08007 | 36 month<br>\$0.07408 | 48 month<br>\$0.07155 |
| MidAmerican Energy   |       | 12 month<br>\$0.09506 | 24 month<br>\$0.08085 | 36 month<br>\$0.07446 | 48 month<br>\$0.06957 |
| AEP Energy           |       | 12 month<br>No Bid    | 24 month<br>No Bid    | 36 month<br>No Bid    | 48 month<br>No Bid    |

Rates are per kWh and represent a September 2022 start. Suppliers reserve the right to rate accounts before contract offers if contracts are not submitted the same day as pricing is provided.



DALLAS ESD #327/ LA HARPE COMMUNITY SCHOOL DISTRICT #347  
SPECIAL BOARD MEETING  
MINUTES OF SPECIAL BOARD MEETING  
JULY 25, 2022  
DALLAS CITY ROOM 5

The meeting was called to order at 6:03 P.m.

Members answering roll were:

|                   |         |                  |         |
|-------------------|---------|------------------|---------|
| Sarah Schaefer    | Present | Bill Collins     | Present |
| Lee Wibbell       | Present | Lacey Covert     | Absent  |
| Shasta Heidbreder | Present | Dustin Detherage | Present |

Also present were: Mrs. Tucker, Mrs. Simon, Dr. Gladu, Mr. Hopper, Hannah Moss, Karl Schaefer.

A moment of silence was observed.

A motion was made by Collins seconded by Schaefer to approve the agenda (Roll Call).

|                   |     |                  |        |
|-------------------|-----|------------------|--------|
| Sarah Schaefer    | Yea | Bill Collins     | Yea    |
| Lee Wibbell       | Yea | Lacey Covert     | Absent |
| Shasta Heidbreder | Yea | Dustin Detherage | Yea    |

Motion carried 5 Yeas, 1 Absent

Karl Schaefer came to the meeting to discuss with the committee concerns about try-outs, the concern is in regards to cutting kids from the roster.

The committee discussed changes that needed to be made to the Athletic Agreement. The changes will be updated to the Agreement and approved by each school.

A motion was made by Collins, seconded by Detherage to adjourn at 6:59 p.m. (voice).

Motion Carried 5 Yeas, 1 Absent

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

Approved: \_\_\_\_\_



Board

Personnel Report

Employment

1. Dave Clover- Assistant Girls' Basketball Coach
2. Nichelle Pence- Teacher
3. Destiny Shumaker- Girls Basketball Head Coach
4. Brandie Stokke- Paraprofessional
5. Jacki Wibbell- Assistant Volleyball Coach

# LA HARPE COMMUNITY SCHOOL DISTRICT #347

## TREASURER'S REPORT JULY 31, 2022

| FUND   | CASH BALANCES: NOW ACCOUNT |                       |                     | INVESTMENTS           |  |
|--|----------------------------|-----------------------|---------------------|-----------------------|--|
|  | Balance                    | Receipts              | Disbursements       | Balance               |  |
|  | 6/30/2022                  |                       |                     | 7/31/2022             |  |
| EDUCATION  | \$197,381.06               | \$652,869.77          | \$203,626.32        | \$646,624.51          | \$0.00 F.STATE/M.MRKT.<br>\$1,360,295.94 IL TREAS POOL |
| BUILDING   | \$32,298.12                | \$160,662.95          | \$286,879.34        | (\$93,918.27)         | \$0.00 F.STATE/M.MRKT.<br>\$286,651.00 IL TREAS POOL   |
| DEBT SERVICE   | \$75,309.88                | \$135,804.70          | \$0.00              | \$211,114.58          | \$0.00 F.STATE/M.MRKT.<br>\$3,113.35 IL TREAS POOL     |
| TRANSPORTATION   | \$47,332.42                | \$40,167.55           | \$84,534.75         | \$2,965.22            | \$0.00 F.STATE/M.MRKT.<br>\$103,785.27 IL TREAS POOL   |
| IL MUNICIPAL RET.  | \$19,105.25                | \$79,095.44           | \$10,290.35         | \$87,910.34           | \$0.00 F.STATE/M.MRKT.<br>\$0.00 IL TREAS POOL         |
| CAPITAL PROJECTS   | \$0.00                     | \$0.00                | \$0.00              | \$0.00                | \$0.00 F.STATE/M.MRKT.                                 |
| WORKING CASH   | \$152,646.31               | \$17,025.87           | \$0.00              | \$169,672.18          | \$0.00 F.STATE/M.MRKT.<br>\$0.00 IL TREAS POOL         |
| TORT IMMUNITY FUND   | \$62,867.32                | \$114,317.92          | \$67,839.47         | \$109,345.77          | \$0.00 F.STATE/M.MRKT.<br>\$0.00 IL.TREAS.POOL         |
| FIRE PREV & SAFETY   | \$193,684.84               | \$16,685.43           | \$0.00              | \$210,370.27          | \$0.00 IL. TREAS.POOL                                  |
| <b>CURRENT TOTAL</b>   | <b>\$780,625.20</b>        | <b>\$1,216,629.63</b> | <b>\$653,170.23</b> | <b>\$1,344,084.60</b> | <b>\$1,753,845.56</b>                                  |
| <b>INVESTMENTS</b>   |                            |                       |                     | <b>\$1,753,845.56</b> |  |
| <b>CASH &amp; INVESTMENTS AS OF 7-31-2022</b>                  |                            |                       |                     | <b>\$3,097,930.16</b> |  |
| <b>NOTES:</b>  | <b>Daily Rate</b>          | <b>Int./Month</b>     | <b>Int./YTD</b>     |                       |  |
| NOW Account  | 0.25%                      | \$297.71              | \$297.71            |                       |  |
| Liquid Asset   |                            |                       |                     |                       |  |
| Treasurer's Pool   | 1.59%                      | \$2,375.44            | \$2,375.44          |                       |  |
| First State/M.Market   |                            | \$0.00                | \$0.00              |                       |  |
| Interest distributed to each FUND based on percentage invested |                            |                       |                     |                       |  |
| <i>Karen Nudd 8-11-22</i>                                      |                            |                       |                     |                       |  |
| Karen Nudd   | Date                       |                       |                     |                       |  |

LA HARPE COMMUNITY SCHOOL DISTRICT #347

STATEMENT OF POSITION

July 31, 2022

| ASSETS                      | EDUCATION      | BUILDING      | DEBT SERV.   | TRANSP.      | I.M.R.F.    | CAPITAL PROJECTS | WORKING CASH | TORT IMMUNITY | FIRE PREV & SAFETY |
|-----------------------------|----------------|---------------|--------------|--------------|-------------|------------------|--------------|---------------|--------------------|
| Cash in Bank                | \$646,624.51   | (\$93,918.27) | \$211,114.58 | \$2,965.22   | \$87,910.34 | \$0.00           | \$169,672.18 | \$109,345.77  | \$210,370.27       |
| Petty Cash                  | \$350.00       |               |              |              |             |                  |              |               |                    |
| Change Fund/Elem-JRH        | \$350.00       |               |              |              |             |                  |              |               |                    |
| Imprest Fund                | \$5,000.00     |               |              |              |             |                  |              |               |                    |
| Property                    |                |               |              |              |             |                  |              |               |                    |
| Loans to Education Fund     |                |               |              |              |             |                  |              |               |                    |
| Loan to Building Fund       |                |               |              |              |             |                  |              |               |                    |
| Loan to Transportation Fund |                |               |              |              |             |                  |              |               |                    |
| Loan to IMRF Fund           |                |               |              |              |             |                  |              |               |                    |
| Loan to Fire & Prev. Fund   |                |               |              |              |             |                  |              |               |                    |
| IL Treas. Pool              | \$1,360,295.94 | \$286,651.00  | \$3,113.35   | \$103,785.27 |             |                  |              |               |                    |
| First State/Money Market    |                |               |              |              |             |                  |              |               |                    |
| TOTAL ASSETS                | \$2,012,620.45 | \$192,732.73  | \$214,227.93 | \$106,750.49 | \$87,910.34 | \$0.00           | \$169,672.18 | \$109,345.77  | \$210,370.27       |
| LIABILITIES                 |                |               |              |              |             |                  |              |               |                    |
| Anticipation Note           |                |               |              |              |             |                  |              |               |                    |
| Western Area Ins            | \$740.00       |               |              |              |             |                  |              |               |                    |
| Teachers Retirement         |                |               |              |              |             |                  |              |               |                    |
| Payroll A/P                 |                |               |              |              |             |                  |              |               |                    |
| INTERFUND PAYABLE           |                |               |              |              |             |                  |              |               |                    |
| Loan payable to Educ.       |                |               |              |              |             |                  |              |               |                    |
| Loan payable to Bldg.       |                |               |              |              |             |                  |              |               |                    |
| Loan payable to Transp.     |                |               |              |              |             |                  |              |               |                    |
| Loan payable to W. Cash     |                |               |              |              |             |                  |              |               |                    |
| TOTAL LIABILITIES           | \$740.00       | \$0.00        | \$0.00       | \$0.00       | \$0.00      | \$0.00           | \$0.00       | \$0.00        | \$0.00             |
| FUND BALANCE                | \$2,011,880.45 | \$192,732.73  | \$214,227.93 | \$106,750.49 | \$87,910.34 | \$0.00           | \$169,672.18 | 109,345.77    | \$210,370.27       |
| Grand Total                 |                |               |              |              |             |                  |              |               | \$3,102,890.16     |

*Shirley Jones*

8-11-22

Date

Jones



# Paid Accounts Payable by Check Number

Printed: 08/09/2022 3:07:12PM  
 La Harpe CSD 347  
 Expense on Date: 7/27/2022 to 7/27/2022

| Invoice #           | A.S.N              | Vendor Name        | Description                      | Batch # | P.O. # | Check Date | Expense on Date | Check # | Amount             | State Account #    |
|---------------------|--------------------|--------------------|----------------------------------|---------|--------|------------|-----------------|---------|--------------------|--------------------|
| 7560                | 20-2540-540-1      | ** IMPREST FUND ** | MORNING STAR METALS - PREK ROC   | 9       |        | 7/27/22    | 7/27/22         | 90108   | 3,907.33           | 20-2540-540-1      |
| 7561                | 20-2540-332-1      |                    | MICHAEL SIEGFRIED - JUNE MILEAGE | 9       |        | 7/27/22    | 7/27/22         | 90108   | 304.79             | 20-2540-332-1      |
| 7562                | 20-2540-300-1      |                    | SPIKES CHAIN LINK - PLAYGROUND F | 9       |        | 7/27/22    | 7/27/22         | 90108   | 2,880.00           | 20-2540-300-1      |
| 7563                | 10-1250-221-110-14 |                    | TAKE FLIGHT LEARNING - PROF DEV  | 9       |        | 7/27/22    | 7/27/22         | 90108   | 3,309.82           | 10-1250-110-221-14 |
| 7564                | 10-1101-410-4      |                    | CASSIE BUNDY - 4TH GRADE SUPPLI  | 9       |        | 7/27/22    | 7/27/22         | 90108   | 42.49              | 10-1101-410-4      |
| <b>Total</b>        |                    |                    |                                  |         |        |            |                 |         | <b>10,444.43</b>   |                    |
| <b>Report Total</b> |                    |                    |                                  |         |        |            |                 |         | <b>\$10,444.43</b> |                    |

# La Harpe CSD 347 Revenue Report

Printed: 08/11/2022 1:26:39PM  
La Harpe CSD 347

| Source of Revenue Account | 1000 Description | General Levy | Revenue Budget | M.T.D. Revenue | Y.T.D. Revenue | Budget Balance Revenue | % of Budget | State Account Number |
|---------------------------|------------------|--------------|----------------|----------------|----------------|------------------------|-------------|----------------------|
|---------------------------|------------------|--------------|----------------|----------------|----------------|------------------------|-------------|----------------------|

|                          |                          |  |             |                   |                   |                     |              |                            |
|--------------------------|--------------------------|--|-------------|-------------------|-------------------|---------------------|--------------|----------------------------|
| <b>General Levy</b>      |                          |  |             |                   |                   |                     |              |                            |
| 10-1110-01-1             | EDUCATION-CURR. TAX LEVY |  | 0.00        | 593,208.75        | 593,208.75        | (593,208.75)        | 63.99        | 10-1110-01-1               |
| 10-1130-01-1             | EDUCATION/LEASE LEVY     |  | 0.00        | 16,685.43         | 16,685.43         | (16,685.43)         | 66.74        | 10-1130-01-1               |
| 10-1140-01-1             | SPECIAL EDUC/LEVY        |  | 0.00        | 13,620.27         | 13,620.27         | (13,620.27)         | 68.10        | 10-1140-01-1               |
| 10-1210-01-1             | MOBILE HOME TAXES        |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1210-01-1               |
| 10-1230-1                | CORP PERS PROP REPLTAX   |  | 0.00        | 28,251.17         | 28,251.17         | (28,251.17)         | 43.46        | 10-1230-1                  |
| 10-1510-1                | INTEREST ON INVESTMENTS  |  | 0.00        | 1,839.19          | 1,839.19          | (1,839.19)          | 61.31        | 10-1510-1                  |
| 10-1611-1                | LUNCH SALES-PUPILS       |  | 0.00        | 47.77             | 47.77             | (47.77)             | 1.91         | 10-1611-1                  |
| 10-1711-4-1              | ADMISSIONS-JRHBB         |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1711-4-1                |
| 10-1711-5-1              | ADMISSIONS-JRHGB         |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1711-5-1                |
| 10-1711-6-1              | ADMISSIONS-JRHGV         |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1711-6-1                |
| 10-1811-1                | TEXTBOOK RENTALS         |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1811-1                  |
| 10-1999-1                | OTHER & JOHNSON ESTATE   |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1999-1                  |
| 10-1999-1-1              | OTHER/ALTHELIC BOOSTER   |  | 0.00        | 250.00            | 250.00            | (250.00)            | 0.00         | 10-1999-1-1                |
| 10-1999-5-1              | MUSIC REIMB/CONSUM.      |  | 0.00        | 0.00              | 0.00              | 0.00                | 0.00         | 10-1999-5-1                |
| <b>1000 General Levy</b> |                          |  | <b>0.00</b> | <b>653,902.58</b> | <b>653,902.58</b> | <b>(653,902.58)</b> | <b>49.15</b> | <b>* Source of Revenue</b> |

| <b>Revenue From State Sources</b>      |                               |  |             |             |             |             |             |                            |
|--|-------------------------------|--|-------------|-------------|-------------|-------------|-------------|----------------------------|
| 10-3001-1                              | GEN STATE AID                 |  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10-3001-1                  |
| 10-3360-1                              | STATE FREE LUNCH              |  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10-3360-1                  |
| 10-3705-10                             | EARLY CHILDHOOD GRANT/2019-20 |  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10-3705-10                 |
| 10-3705-11                             | EARLY CHILDHOOD GRANT/2020-21 |  | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 10-3705-11                 |
| <b>3000 Revenue From State Sources</b> |                               |  | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> | <b>0.00</b> | <b>* Source of Revenue</b> |

| <b>Revenue From Federal Sources</b> |                              |  |      |           |           |             |       |            |
|-------------------------------------|------------------------------|--|------|-----------|-----------|-------------|-------|------------|
| 10-4210-1                           | FEDERAL LUNCH                |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4210-1  |
| 10-4220-1                           | FEDERAL BREAKFAST            |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4220-1  |
| 10-4225-1                           | SUMMER FOOD SERVICE PROGRAM  |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4225-1  |
| 10-4300-14                          | TITLE I/2019-20              |  | 0.00 | 17,135.00 | 17,135.00 | (17,135.00) | 26.46 | 10-4300-14 |
| 10-4300-15                          | TITLE I/2020-21              |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4300-15 |
| 10-4399-1                           | REAP                         |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4399-1  |
| 10-4400-1                           | TITLE I/SAFE & DRUG FREE     |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4400-1  |
| 10-4600-1                           | IDEA PRESCHOOL/SUBGRANT-FLOW |  | 0.00 | 560.00    | 560.00    | (560.00)    | 24.57 | 10-4600-1  |
| 10-4620-1                           | THROUGH                      |  | 0.00 | 11,990.00 | 11,990.00 | (11,990.00) | 21.05 | 10-4620-1  |
| 10-4932-1                           | IDEA SPECIAL ED-FLOW THROUGH |  | 0.00 | 3,417.00  | 3,417.00  | (3,417.00)  | 40.43 | 10-4932-1  |
| 10-4991-1                           | TITLE I/TOCH QUAL.           |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4991-1  |
| 10-4992-1                           | MEDICAID ADM OUTREACH        |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4992-1  |
| 10-4998-1                           | MEDICAID/FEE FOR SERVICE     |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4998-1  |
| 10-4998-2                           | CARES GRANT                  |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4998-2  |
| 10-4998-3                           | ESSR II                      |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4998-3  |
| 10-4998-4                           | ESSR III                     |  | 0.00 | 0.00      | 0.00      | 0.00        | 0.00  | 10-4998-4  |
| 10-4998-4                           | ESSR ARP                     |  | 0.00 | 1,192.00  | 1,192.00  | (1,192.00)  | 0.00  | 10-4998-4  |

# La Harpe CSD 347 Revenue Report

Printed: 08/11/2022 1:26:39PM  
La Harpe CSD 347

| Education Fund 10                   | 4000                              | Revenue From Federal Sources | Revenue | M.T.D.     | Y.T.D.     | Budget       | Balance | % of   | State Account Number |
|-------------------------------------|-----------------------------------|------------------------------|---------|------------|------------|--------------|---------|--------|----------------------|
| Source of Revenue                   | Description                       |                              | Revenue | Revenue    | Revenue    | Revenue      | Revenue | Budget |                      |
| 4000                                | Revenue From Federal Sources      |                              | 0.00    | 34,294.00  | 34,294.00  | (34,294.00)  |         | 3.19   | Source of Revenue    |
| 10                                  | Education Fund                    |                              | 0.00    | 688,196.58 | 688,196.58 | (688,196.58) |         | 23.02  | Fund                 |
| <b>General Levy</b>                 |                                   |                              |         |            |            |              |         |        |                      |
| 20-1111-01-1                        | BLDG/CURR TAX LEVY                |                              | 0.00    | 160,662.95 | 160,662.95 | (160,662.95) |         | 64.27  | 20-1111-01-1         |
| 20-1210-01-1                        | MOBILE HOME TAXES                 |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 20-1210-01-1         |
| 20-1510-1                           | OBM-INT ON INVESTMENT             |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 20-1510-1            |
| 20-1999-1                           | OBM/OTHER & JOHNSON EST.          |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 20-1999-1            |
| 1000                                | General Levy                      |                              | 0.00    | 160,662.95 | 160,662.95 | (160,662.95) |         | 64.22  | Source of Revenue    |
| <b>Revenue From State Sources</b>   |                                   |                              |         |            |            |              |         |        |                      |
| 20-3925-1                           | OBM/SCH INFRASTRUCTURE/MAINT PROJ |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 20-3925-1            |
| 3000                                | Revenue From State Sources        |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | Source of Revenue    |
| <b>Revenue From Federal Sources</b> |                                   |                              |         |            |            |              |         |        |                      |
| 20-4998-2                           | ESSR II                           |                              | 0.00    | 84,288.00  | 84,288.00  | (84,288.00)  |         | 0.00   | 20-4998-2            |
| 20-4998-3                           | ESSR III                          |                              | 0.00    | 1,839.00   | 1,839.00   | (1,839.00)   |         | 0.00   | 20-4998-3            |
| 4000                                | Revenue From Federal Sources      |                              | 0.00    | 86,127.00  | 86,127.00  | (86,127.00)  |         | 0.00   | Source of Revenue    |
| 20                                  | Oper, Build, & Maint Fund         |                              | 0.00    | 246,789.95 | 246,789.95 | (246,789.95) |         | 82.21  | Fund                 |
| <b>General Levy</b>                 |                                   |                              |         |            |            |              |         |        |                      |
| 30-1112-01-1                        | DEBT SERV/GE/CURR TAX LEVY        |                              | 0.00    | 135,804.70 | 135,804.70 | (135,804.70) |         | 62.88  | 30-1112-01-1         |
| 30-1210-01-1                        | MOBILE HOME TAXES                 |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 30-1210-01-1         |
| 30-1510-1                           | DEBT SERV/ES/INT ON INVEST        |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 30-1510-1            |
| 1000                                | General Levy                      |                              | 0.00    | 135,804.70 | 135,804.70 | (135,804.70) |         | 62.84  | Source of Revenue    |
| 30                                  | Debt Service Fund or Fund Group   |                              | 0.00    | 135,804.70 | 135,804.70 | (135,804.70) |         | 62.84  | Fund                 |
| <b>General Levy</b>                 |                                   |                              |         |            |            |              |         |        |                      |
| 40-1113-01-1                        | TRANSPORTATION/CURR TAX LEVY      |                              | 0.00    | 40,167.55  | 40,167.55  | (40,167.55)  |         | 61.80  | 40-1113-01-1         |
| 40-1210-01-1                        | MOBILE HOME TAXES                 |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 40-1210-01-1         |
| 40-1412-1                           | TRANS.FEES-OTHER DIST.            |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 40-1412-1            |
| 40-1510-1                           | TRANSP/INT. ON INVEST.            |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 40-1510-1            |
| 40-1999-1                           | TRANSP./OTHER & JOHNSON           |                              | 0.00    | 0.00       | 0.00       | 0.00         |         | 0.00   | 40-1999-1            |
| 1000                                | General Levy                      |                              | 0.00    | 40,167.55  | 40,167.55  | (40,167.55)  |         | 24.34  | Source of Revenue    |
| <b>Revenue From State Sources</b>   |                                   |                              |         |            |            |              |         |        |                      |
| 40-3500-1                           | TRANSP.-REGULAR                   |                              | 0.00    | 28,062.25  | 28,062.25  | (28,062.25)  |         | 28.06  | 40-3500-1            |
| 40-3510-1                           | TRANSP/SPEC ED                    |                              | 0.00    | 16,728.79  | 16,728.79  | (16,728.79)  |         | 33.46  | 40-3510-1            |
| 3000                                | Revenue From State Sources        |                              | 0.00    | 44,791.04  | 44,791.04  | (44,791.04)  |         | 29.86  | Source of Revenue    |



# La Harpe CSD 347 Revenue Report

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| Transportation Fund / 40                  |                                     | 3000           |                | Revenue From State Sources |                        |             |        |                   |  |  |  |
|---|-------------------------------------|----------------|----------------|----------------------------|------------------------|-------------|--------|-------------------|--|--|--|
| Source of Revenue Account                 | Description                         | Revenue Budget | M.T.D. Revenue | Y.T.D. Revenue             | Budget Balance Revenue | % of Budget | Status | Account Number    |  |  |  |
| <b>40 Transportation Fund</b>             |                                     |                |                |                            |                        |             |        |                   |  |  |  |
|   |                                     | 0.00           | 84,958.59      | 84,958.59                  | (84,958.59)            | 25.97       |        | Fund              |  |  |  |
| <b>General Levy</b>                       |                                     |                |                |                            |                        |             |        |                   |  |  |  |
| 50-1114-01-1                              | IMRF/CURR. TAX LEVY                 | 0.00           | 43,255.57      | 43,255.57                  | (43,255.57)            | 66.55       |        | 50-1114-01-1      |  |  |  |
| 50-1150-01-1                              | FICA-MED ONLY/CURR. TAX LEVY        | 0.00           | 35,839.87      | 35,839.87                  | (35,839.87)            | 71.68       |        | 50-1150-01-1      |  |  |  |
| 50-1210-01-1                              | MOBILE HOME TAXES                   | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 50-1210-01-1      |  |  |  |
| 50-1510-1                                 | IMRF/INT. ON INVEST.                | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 50-1510-1         |  |  |  |
| <b>1000 General Levy</b>                  |                                     | 0.00           | 79,095.44      | 79,095.44                  | (79,095.44)            | 68.72       | *      | Source of Revenue |  |  |  |
| <b>50 IMRF./Soc. Sec. Fund</b>            |                                     | 0.00           | 79,095.44      | 79,095.44                  | (79,095.44)            | 68.72       |        | Fund              |  |  |  |
| <b>General Levy</b>                       |                                     |                |                |                            |                        |             |        |                   |  |  |  |
| 70-1115-01-1                              | WORKING CASH/CURR. TAX LEVY         | 0.00           | 17,025.87      | 17,025.87                  | (17,025.87)            | 68.10       |        | 70-1115-01-1      |  |  |  |
| 70-1210-01-1                              | MOBILE HOME TAXES                   | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 70-1210-01-1      |  |  |  |
| 70-1510-1                                 | WORK. CASH-INT. ON INVES            | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 70-1510-1         |  |  |  |
| <b>1000 General Levy</b>                  |                                     | 0.00           | 17,025.87      | 17,025.87                  | (17,025.87)            | 68.06       | *      | Source of Revenue |  |  |  |
| <b>70 Working Cash Fund</b>               |                                     | 0.00           | 17,025.87      | 17,025.87                  | (17,025.87)            | 68.06       |        | Fund              |  |  |  |
| <b>General Levy</b>                       |                                     |                |                |                            |                        |             |        |                   |  |  |  |
| 80-1120-01-1                              | TORT IMMUNITY/CURR. TAX LEVY        | 0.00           | 114,317.92     | 114,317.92                 | (114,317.92)           | 65.32       |        | 80-1120-01-1      |  |  |  |
| 80-1210-01-1                              | MOBILE HOME TAXES                   | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 80-1210-01-1      |  |  |  |
| 80-1510-1                                 | TORT IMMUNITY/INT ON INVEST.        | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 80-1510-1         |  |  |  |
| <b>1000 General Levy</b>                  |                                     | 0.00           | 114,317.92     | 114,317.92                 | (114,317.92)           | 65.28       | *      | Source of Revenue |  |  |  |
| <b>80 Tort Immunity and Judgment Fund</b> |                                     | 0.00           | 114,317.92     | 114,317.92                 | (114,317.92)           | 65.28       |        | Fund              |  |  |  |
| <b>General Levy</b>                       |                                     |                |                |                            |                        |             |        |                   |  |  |  |
| 90-1118-01-1                              | FIRE PREV/SFTY/ENRGY-CURR. TAX LEVY | 0.00           | 16,685.43      | 16,685.43                  | (16,685.43)            | 66.74       |        | 90-1118-01-1      |  |  |  |
| 90-1210-01-1                              | MOBILE HOME TAXES                   | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 90-1210-01-1      |  |  |  |
| 90-1510-1                                 | FIRE PREV/INT ON INVEST.            | 0.00           | 0.00           | 0.00                       | 0.00                   | 0.00        |        | 90-1510-1         |  |  |  |
| <b>1000 General Levy</b>                  |                                     | 0.00           | 16,685.43      | 16,685.43                  | (16,685.43)            | 66.69       | *      | Source of Revenue |  |  |  |
| <b>90 Capital Improvement Fund</b>        |                                     | 0.00           | 16,685.43      | 16,685.43                  | (16,685.43)            | 66.69       |        | Fund              |  |  |  |
| <b>Report Total:</b>                      |                                     | 0.00           | 1,382,874.48   | 1,382,874.48               | (1,382,874.48)         | 33.23       |        |                   |  |  |  |

# La Harpe CSD 347 Expenditure Report - Bc

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| Education Fund - 10 | 1000 | Instruction                                  | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget | State Account Number |
|---------------------|------|--|----------------|-----------------|-----------------|----------------|-------------|----------------------|
| 10-1101-110-1       |      | ELEM/JRH TCH SALARIES                        | 0.00           | 39,638.01       | 39,638.01       | (39,638.01)    | 7.37        | 10-1101-110-1        |
| 10-1101-115-1       |      | ELEM/JRH CLRM CLERKS & AIDES                 | 0.00           | 2,340.05        | 2,340.05        | (2,340.05)     | 6.86        | 10-1101-115-1        |
| 10-1101-115-3       |      | ESSR III- PARAPROFESSIONAL                   | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-115-3        |
| 10-1101-120-1       |      | ELEM-JRH SUB TCH                             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-120-1        |
| 10-1101-125-1       |      | ELEM-JRH SUB CLERKS & AIDES                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-125-1        |
| 10-1101-211-1       |      | ELEM/JRH TCH SALARIES (38B)                  | 0.00           | 597.16          | 597.16          | (597.16)       | 4.98        | 10-1101-211-1        |
| 10-1101-212-1       |      | ELEM/JRH TCH SALARIES (51B)                  | 0.00           | 229.94          | 229.94          | (229.94)       | 7.54        | 10-1101-212-1        |
| 10-1101-220-1       |      | ELEM-JRH/INS BENEFITS                        | 0.00           | 12,793.15       | 12,793.15       | (12,793.15)    | 9.34        | 10-1101-220-1        |
| 10-1101-410-0-1     |      | KINDG. SUPPLIES                              | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-1        |
| 10-1101-410-1       |      | ELEM/GENERAL SUPPL                           | 0.00           | 2,188.65        | 2,188.65        | (2,188.65)     | 54.72       | 10-1101-410-1        |
| 10-1101-410-1-1     |      | 1ST GRADE SUPPL                              | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-1-1      |
| 10-1101-410-2-1     |      | 2ND GRADE SUPPLIES                           | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-2-1      |
| 10-1101-410-3-1     |      | 3RD GRADE SUPPLIES                           | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-3-1      |
| 10-1101-410-4       |      | INSTRUCTIONAL SUPPLIES - CARES GRANT         | 0.00           | 42.49           | 42.49           | (42.49)        | 0.00        | 10-1101-410-4        |
| 10-1101-410-4-1     |      | 4TH GRADE SUPPLIES                           | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-4-1      |
| 10-1101-410-5-1     |      | SUPPLY-5TH GRADE                             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-5-1      |
| 10-1101-410-6-1     |      | PRE-K SUPPLIES (NON-GRANT)                   | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-410-6-1      |
| 10-1101-411-1-1     |      | MATH 6-7-8                                   | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-1-1      |
| 10-1101-411-2-1     |      | SCIENCE 6-7-8                                | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-2-1      |
| 10-1101-411-3-1     |      | SOCIAL STUDIES 6-7-8                         | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-3-1      |
| 10-1101-411-4-1     |      | LANGUAGE ARTS 6-7-8                          | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-4-1      |
| 10-1101-411-6-1     |      | PE & HEALTH SUPPL                            | 0.00           | 1,383.10        | 1,383.10        | (1,383.10)     | 86.44       | 10-1101-411-550-1    |
| 10-1101-411-7-1     |      | ART SUPPLIES/ELEM - JRH ACTIVITY FUND PURCH. | 0.00           | 189.00          | 189.00          | (189.00)       | 13.50       | 10-1101-411-7-1      |
| 10-1101-411-8-1     |      | JRH BAND & CHORAL MUSIC                      | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-8-1      |
| 10-1101-411-9-1     |      | BAND REPAIRS & SUPPL                         | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1101-411-9-1      |
| 10-1101-413-1       |      | PRE SCH AT RISK/TRANSF                       | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-100-255-10   |
| 10-1125-255-100-10  |      | PRE KTCH SALARY 2019-2020                    | 0.00           | 4,221.75        | 4,221.75        | (4,221.75)     | 8.33        | 10-1125-110-100-10   |
| 10-1125-100-110-10  |      | PRESCH TCH SAL./2020-2021                    | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-110-100-11   |
| 10-1125-100-115-10  |      | PRE K/AIDE SALARY 2019-2020                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-115-100-10   |
| 10-1125-100-115-11  |      | PRESCH/AIDE SAL. 2020-2021                   | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-115-100-11   |
| 10-1125-100-122-10  |      | PRESCH-SUB/TCH                               | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-122-100-10   |
| 10-1125-100-126-10  |      | PRESCH-SUB CLERK                             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-126-100-10   |
| 10-1125-211-100-10  |      | PRE KTCH SALARY 2019-2 (38B)                 | 0.00           | 66.28           | 66.28           | (66.28)        | 33.14       | 10-1125-211-100-10   |
| 10-1125-211-100-11  |      | PRESCH TCH SAL./2020-2021 (38B)              | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-211-100-11   |
| 10-1125-110-211-11  |      | PRESCH/TRS-THIS BENEFIT                      | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-211-110-11   |
| 10-1125-212-100-10  |      | PRE KTCH SALARY 2019-2 (51B)                 | 0.00           | 24.48           | 24.48           | (24.48)        | 0.00        | 10-1125-212-100-10   |
| 10-1125-212-100-11  |      | PRESCH TCH SAL./2020-2021 (51B)              | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-212-100-11   |
| 10-1125-100-220-10  |      | PRE SCH AT RISK/INSURANCE                    | 0.00           | 742.46          | 742.46          | (742.46)       | 4.71        | 10-1125-220-100-10   |



# La Harpe CSD 347 Expenditure Report - Bc

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| Function           | Description                     | Instruction | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget | State Account Number |
|--------------------|---------------------------------|-------------|----------------|-----------------|-----------------|----------------|-------------|----------------------|
| 10-1125-100-220-11 | PRESCH/INS BENEFIT              |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-220-100-11   |
| 10-1125-254-410-10 | PRESCH/PLAYGROUND               |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-400-254-10   |
| 10-1125-256-400-10 | PRESCH/FOOD SERV                |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-400-256-10   |
| 10-1125-100-410-10 | PRE K AT RISKS/SUPLIES          |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1125-410-100-10   |
| 10-1125-100-410-11 | PRESCH/TCH SUPPL                |             | 0.00           | 199.00          | 199.00          | (199.00)       | 0.00        | 10-1125-410-100-11   |
| 10-1205-110-1      | SPEC ED-TCH SAL.                |             | 0.00           | 3,819.67        | 3,819.67        | (3,819.67)     | 4.20        | 10-1205-110-1        |
| 10-1205-112-1      | SPEC ED/SUMMER SCH TUTORING     |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-112-1        |
| 10-1205-113-1      | SPEC ED./HOMEBOUND TUTORING     |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-113-1        |
| 10-1205-115-1      | SPEC ED-CLERK SAL.              |             | 0.00           | 8,082.18        | 8,082.18        | (8,082.18)     | 7.70        | 10-1205-115-1        |
| 10-1205-211.1      | SPEC ED-TCH SAL. (38B)          |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-211-1        |
| 10-1205-212.1      | SPEC ED-TCH SAL. (51B)          |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-212-1        |
| 10-1205-220-1      | SPEC ED-BENE/INS.               |             | 0.00           | 4,598.76        | 4,598.76        | (4,598.76)     | 7.66        | 10-1205-220-1        |
| 10-1205-300-1      | SPEC ED./CONTRACTED SERV        |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-300-1        |
| 10-1205-332-1      | SPEC ED-TRAVEL                  |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-332-1        |
| 10-1205-410-1-1    | SUPPLIES-ELEM                   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-410-09-1     |
| 10-1205-410-2-1    | SUPPLIES-JR HIGH                |             | 0.00           | 1,542.96        | 1,542.96        | (1,542.96)     | 0.00        | 10-1205-410-2-1      |
| 10-1205-410-3-1    | ARRA IDEA PART B PRESCH         |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-410-3-1      |
| 10-1205-410-4-1    | ARRA IDEA PART B FLOW THROUGH   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1205-410-4-1      |
| 10-1250-300-100-14 | COMM SERV/RDG NIGHT-SAL         |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-100-300-14   |
| 10-1250-100-110-14 | TITLE I SALARIES 2019-2020      |             | 0.00           | 4,524.25        | 4,524.25        | (4,524.25)     | 8.33        | 10-1250-110-100-14   |
| 10-1250-221-110-14 | TITLE I PROF DEV STIPEND        |             | 0.00           | 3,309.82        | 3,309.82        | (3,309.82)     | 0.00        | 10-1250-110-221-14   |
| 10-1250-100-211-14 | TITLE I/TRS - 9.85%             |             | 0.00           | 71.04           | 71.04           | (71.04)        | 1.78        | 10-1250-211-100-14   |
| 10-1250-211-300.14 | COMM SERV/RDG NIGHT-SAL (388B)  |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-211-300-14   |
| 10-1250-212-100.14 | TITLE I SALARIES 2019-202 (51B) |             | 0.00           | 26.24           | 26.24           | (26.24)        | 26.24       | 10-1250-212-100-14   |
| 10-1250-212-300.14 | COMM SERV/RDG NIGHT-SAL (51B)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-212-300-14   |
| 10-1250-100-220-14 | TITLE I/INS BENEFITS            |             | 0.00           | 766.46          | 766.46          | (766.46)       | 7.93        | 10-1250-220-100-14   |
| 10-1250-220-300.14 | COMM SERV/RDG NIGHT-SAL (46B)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-220-300-14   |
| 10-1250-300-300-14 | TITLE I/IMPROV.INSTR.           |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-300-300-14   |
| 10-1250-300-300-14 | TITLE I/COMM SERV PURC S        |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-300-300-14   |
| 10-1250-100-310-14 | TITLE I/SOFTWARE                |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-310-100-14   |
| 10-1250-221-400-14 | IMPROV OF INST/SUPL             |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-400-221-14   |
| 10-1250-290-400-14 | TITLE I/HOMELESS                |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-400-290-14   |
| 10-1250-100-410-14 | TITLE I/SUPL                    |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-410-100-14   |
| 10-1250-300-410-14 | TITLE I/COMM SERV SUPL          |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1250-410-300-14   |
| 10-1255-100-110-15 | TITLE I-SALARIES/2020-21        |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1255-110-100-15   |
| 10-1255-100-211-15 | TITLE I/TRS-10.41%              |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1255-211-100-15   |
| 10-1255-212-100.15 | TITLE I-SALARIES/2020-21 (51B)  |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1255-212-100-15   |
| 10-1255-100-220-15 | TITLE I/INS BENEFITS            |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1255-220-100-15   |
| 10-1255-300-300-15 | TITLE I/COMM SERV-PURCH SER     |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-1255-300-300-15   |
| 10-1255-410-10-15  | TITLE I-SUPLIES                 |             | 0.00           | 345.10          | 345.10          | (345.10)       | 0.00        | 10-1255-410-100-15   |
| 10-1255-300-410-15 | TITLE I/COMM.SERV.SUPL          |             | 0.00           | 1,508.10        | 1,508.10        | (1,508.10)     | 0.00        | 10-1255-410-300-15   |

# La Harpe CSD 347 Expenditure Report - Bc

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La Harpe CSD 347

| Function                | Description                   | Instruction | Current Budget | M.T.D. Activity   | Y.T.D. Activity   | Budget Balance      | % of Budget | State Account Number |
|-------------------------|-------------------------------|-------------|----------------|-------------------|-------------------|---------------------|-------------|----------------------|
| 10-1408-300-1           | TECH/PURCH. SERVICES          |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1408-300-1        |
| 10-1408-410-1           | TECH.SUPPLIES                 |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1408-410-1        |
| 10-1408-411-1           | TECH/SUPPORT.LIC.AGRMT        |             | 0.00           | 6,240.80          | 6,240.80          | (6,240.80)          | 13.87       | 10-1408-411-1        |
| 10-1408-412-1           | TECH/SOFTWARE                 |             | 0.00           | 637.00            | 637.00            | (637.00)            | 15.93       | 10-1408-412-1        |
| 10-1408-425-1           | REAP/2020                     |             | 0.00           | 125.00            | 125.00            | (125.00)            | 0.91        | 10-1408-424-1        |
| 10-1408-540-1           | TECH/EQUIP PURCHASES          |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1408-540-1        |
| 10-1510-410-1           | ATHLETIC BOOSTER /PURCH.      |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1510-410-1        |
| 10-1520-110-1           | JRH ATHLETIC SALARY           |             | 0.00           | 201.41            | 201.41            | (201.41)            | 0.81        | 10-1520-110-1        |
| 10-1520-211-1           | JRH ATHLETIC SALARY (38B)     |             | 0.00           | 3.16              | 3.16              | (3.16)              | 0.79        | 10-1520-211-1        |
| 10-1520-212-1           | JRH ATHLETIC SALARY (51B)     |             | 0.00           | 1.16              | 1.16              | (1.16)              | 2.32        | 10-1520-212-1        |
| 10-1520-220-1           | JRH ATHLETIC SALARY (46B)     |             | 0.00           | 40.00             | 40.00             | (40.00)             | 1.21        | 10-1520-220-1        |
| 10-1520-332-1           | JRH-TRAVEL                    |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-332-1        |
| 10-1520-410-1           | JRH GIRLS BSKT                |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-410-1        |
| 10-1520-411-1           | JRH GIRLS VOLLEYBALL          |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-411-1        |
| 10-1520-412-1           | JRH BOYS BASEBALL             |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-412-1        |
| 10-1520-413-1           | JRH BOYS BASKETBALL           |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-413-1-1      |
| 10-1520-600-1           | JRH - OTHER EXPENSES          |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-1520-600-1        |
| <b>1000 Instruction</b> |                               |             | <b>0.00</b>    | <b>100,498.63</b> | <b>100,498.63</b> | <b>(100,498.63)</b> | <b>6.61</b> | <b>* Function</b>    |
| <b>Support Services</b> |                               |             |                |                   |                   |                     |             |                      |
| 10-2110-300-1           | SOCIAL WORKER PURCH SERV      |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2110-300-1        |
| 10-2130-300-1           | HEALTH SERVICES               |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2130-300-1        |
| 10-2130-410-1           | SCH.HEALTH SUPPLIES           |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2130-410-1        |
| 10-2140-110-1           | PSYCHOLOGY-SALARY             |             | 0.00           | 3,333.33          | 3,333.33          | (3,333.33)          | 7.17        | 10-2140-110-1        |
| 10-2140-211-1           | PSYCHOLOGY-SALARY (38B)       |             | 0.00           | 52.34             | 52.34             | (52.34)             | 5.23        | 10-2140-211-1        |
| 10-2140-110-211-1       | PSYCH/TRS-THIS BENEFIT        |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2140-211-110-1    |
| 10-2140-212-1           | PSYCH/TRS-NEC BENEFIT         |             | 0.00           | 19.34             | 19.34             | (19.34)             | 5.53        | 10-2140-212-1        |
| 10-2140-110-212-1       | PSYCH/TRS-NEC BENEFIT         |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2140-212-110-1    |
| 10-2140-220-1           | PSYCH-BENEFINS.               |             | 0.00           | 766.46            | 766.46            | (766.46)            | 7.84        | 10-2140-220-1        |
| 10-2140-332-1           | PSYCH.-TRAVEL EXP.            |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2140-332-1        |
| 10-2140-410-1           | PSYCH-SUPPLIES                |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2140-410-1        |
| 10-2150-110-1           | SPEECH-TEACHERS SALARY        |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-110-1        |
| 10-2150-211-1           | SPEECH-TEACHERS SALARY (38B)  |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-211-1        |
| 10-2150-212-1           | SPEECH-TEACHERS SALARY (51B)  |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-212-1        |
| 10-2150-220-1           | SPEECH-BENEFINS.              |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-220-1        |
| 10-2150-300-1           | SPEECH-PURCHASED SERVICES     |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-300-1        |
| 10-2150-410-1           | SPEECH-SUPPLIES               |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2150-410-1        |
| 10-2210-100-2-1         | TITLE II (4932)STIPENDS       |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2210-100-2-1      |
| 10-2210-221-2-1         | TITLE III(4932)IMPROV INSTRUC |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2210-221-1        |
| 10-2210-400-2-1         | TITLE II (4932) SUPPL         |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2210-400-1        |
| 10-2210-400-4-1         | TITLE IV(4400) SUPPLIES       |             | 0.00           | 0.00              | 0.00              | 0.00                | 0.00        | 10-2210-400-4-1      |
| 10-2220-110-1           | LIBRARY - SALARY              |             | 0.00           | 1,282.17          | 1,282.17          | (1,282.17)          | 9.84        | 10-2220-110-1        |



# La Harpe CSD 347 Expenditure Report - Bc

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La Harpe CSD 347

| Estimation Fund / Account | 2000 Description               | Support Services | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget | State Account Number |
|---------------------------|--------------------------------|------------------|----------------|-----------------|-----------------|----------------|-------------|----------------------|
| 10-2220-220-1             | LIBRARY-BENEFINS               |                  | 0.00           | 2.46            | 2.46            | (2.46)         | 6.15        | 10-2220-220-1        |
| 10-2220-410-1             | LIBRARY SUPPLIES               |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2220-410-1        |
| 10-2220-430-1             | LIBRARY BOOKS                  |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2220-430-1        |
| 10-2220-432-1             | AV MATERIALS                   |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2220-432-1        |
| 10-2310-310-1             | BD OF EDUC-PURCH SERV.         |                  | 0.00           | 465.00          | 465.00          | (465.00)       | 5.67        | 10-2310-310-1        |
| 10-2310-318-1             | BD OF EDUC-LEGAL               |                  | 0.00           | 1,427.80        | 1,427.80        | (1,427.80)     | 9.52        | 10-2310-318-1        |
| 10-2310-319-1             | BANK & WIRE CHGS.              |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-319-1        |
| 10-2310-332-1             | BD OF ED-TRAVEL                |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-332-1        |
| 10-2310-340-1             | BD OF EDUC-POSTAGE             |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-334-1        |
| 10-2310-350-1             | ADVERTISING                    |                  | 0.00           | 137.00          | 137.00          | (137.00)       | 8.06        | 10-2310-350-1        |
| 10-2310-380-1             | INSURANCE                      |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-380-1        |
| 10-2310-540-1             | BD OF EDUC-CAP OUTLAY          |                  | 0.00           | 556.48          | 556.48          | (556.48)       | 7.95        | 10-2310-410-1        |
| 10-2310-610-1             | MISC/OTHER                     |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-540-1        |
| 10-2310-640-1             | DUES & FEES                    |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-610-1        |
| 10-2310-690-1             | MISC-CONVENTION                |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2310-640-1        |
| 10-2320-110-1             | SUPT SALARY                    |                  | 0.00           | 16,591.45       | 16,591.45       | (16,591.45)    | 29.04       | 10-2320-110-1        |
| 10-2320-110-1             | SUPT SECY/CO-OP STU            |                  | 0.00           | 2,526.81        | 2,526.81        | (2,526.81)     | 14.04       | 10-2320-115-1        |
| 10-2320-115-1             | SUPT SALARY (39B)              |                  | 0.00           | 181.98          | 181.98          | (181.98)       | 15.17       | 10-2320-211-1        |
| 10-2320-211-1             | TRS BENEFIT EXPENSE            |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2320-211-110-1    |
| 10-2320-212-1             | SUPT SALARY (35B)              |                  | 0.00           | 67.23           | 67.23           | (67.23)        | 19.77       | 10-2320-212-1        |
| 10-2320-110-212-1         | TRS/NEW EMPLOY. CONTR.         |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2320-212-110-1    |
| 10-2320-220-1             | EMPL BENEFINS                  |                  | 0.00           | 1,117.25        | 1,117.25        | (1,117.25)     | 7.98        | 10-2320-220-1        |
| 10-2320-332-1             | TRAVEL                         |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2320-332-1        |
| 10-2320-340-1             | POSTAGE                        |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2320-340-1        |
| 10-2320-410-1             | OFFICE SUPPL/SUBSCRIP          |                  | 0.00           | 308.55          | 308.55          | (308.55)       | 30.86       | 10-2320-410-1        |
| 10-2320-640-1             | DUES & FEES                    |                  | 0.00           | 1,323.07        | 1,323.07        | (1,323.07)     | 132.31      | 10-2320-640-1        |
| 10-2410-110-1             | ELEM.PRINC.-SALARY             |                  | 0.00           | 46,000.00       | 46,000.00       | (46,000.00)    | 51.62       | 10-2410-110-1        |
| 10-2410-115-1             | ELEM SEC.-SALARY               |                  | 0.00           | 2,570.35        | 2,570.35        | (2,570.35)     | 7.65        | 10-2410-115-1        |
| 10-2410-211-1             | ELEM.PRINC.-SALARY (39B)       |                  | 0.00           | 15.70           | 15.70           | (15.70)        | 0.90        | 10-2410-211-1        |
| 10-2410-212-1             | ELEM.PRINC.-SALARY (35B)       |                  | 0.00           | 5.80            | 5.80            | (5.80)         | 1.29        | 10-2410-212-1        |
| 10-2410-220-1             | ELEM.PRINC.-SALARY (46B)       |                  | 0.00           | 817.81          | 817.81          | (817.81)       | 5.11        | 10-2410-220-1        |
| 10-2410-220-1             | ELEM.PRINC.-BENE.INS.          |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2410-220-1-1      |
| 10-2410-600-1             | OTHER MISC. EXPENSE            |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2410-300-1        |
| 10-2410-332-1             | ELEM.OFFICE SUPPLIES           |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2410-300-1        |
| 10-2410-410-1             | ELEM.PRINC.-DUES & FEES        |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2410-332-1        |
| 10-2410-640-1             | DEAN OF STUDENT SALARY         |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2410-640-1        |
| 10-2490-110-1             | DEAN OF STUDENTS.-SALARY (39B) |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2490-110-1        |
| 10-2490-211-1             | TRS                            |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2490-211-1        |
| 10-2490-212-1             | ELEM.PRINC.-SALARY (35B) TRS   |                  | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2490-212-1        |

# La Harpe CSD 347 Expenditure Report - Bc

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La Harpe CSD 347

| Education Fund   | 2000                  | Support Services             | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget | State Account Number |
|------------------|-----------------------|------------------------------|----------------|-----------------|-----------------|----------------|-------------|----------------------|
| 10-2490-220-1    | 0.00                  | DEAN OF STUDENTS - BENE.INS. | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2490-220-1        |
| 10-2510-110-1    | 0.00                  | SALARY-BOOKKEEPER            | 0.00           | 5,474.00        | 5,474.00        | (5,474.00)     | 9.57        | 10-2510-110-1        |
| 10-2510-220-1    | 0.00                  | EMPLOYEE BENE INS            | 0.00           | 766.46          | 766.46          | (766.46)       | 8.29        | 10-2510-220-1        |
| 10-2510-300-1    | 0.00                  | PURCHASED SERVICES           | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2510-300-1        |
| 10-2510-332-1    | 0.00                  | TRAVEL                       | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2510-332-1        |
| 10-2510-652-1    | 0.00                  | BOOKKEEPER FIDELITY BOND     | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2510-652-1        |
| 10-2520-300-1    | 0.00                  | FISCAL SERVICES/AUDIT        | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2520-300-1        |
| 10-2540-340-1    | 0.00                  | UTIL-TELEPHONE               | 0.00           | 623.38          | 623.38          | (623.38)       | 7.17        | 10-2540-340-1        |
| 10-2550-300-1    | 0.00                  | PURCHASE SERVICES - TRANSP   | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2550-300-1        |
| 10-2560-110-1    | 0.00                  | CAFETERIA SALARIES           | 0.00           | 4,489.50        | 4,489.50        | (4,489.50)     | 7.15        | 10-2560-110-1        |
| 10-2560-115-1    | 0.00                  | PARTTIME SALARIED            | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2560-115-1        |
| 10-2560-220-1    | 0.00                  | EMPLOYEE BENE INS            | 0.00           | 2,299.38        | 2,299.38        | (2,299.38)     | 7.86        | 10-2560-220-1        |
| 10-2560-300-1    | 0.00                  | CAFETERIA/PURCH.SERVICES     | 0.00           | 40.00           | 40.00           | (40.00)        | 2.29        | 10-2560-300-1        |
| 10-2560-323-1    | 0.00                  | REPAIRS/MAINTENANCE          | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2560-323-1        |
| 10-2560-332-1    | 0.00                  | TRAVEL                       | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2560-332-1        |
| 10-2560-410-1    | 0.00                  | SUPL.-OTHER(NON FOOD)        | 0.00           | 8,823.21        | 8,823.21        | (8,823.21)     | 126.05      | 10-2560-410-1        |
| 10-2560-411-1    | 0.00                  | SUPPLIES-FOOD ITEMS          | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-2560-411-1        |
| 10-2560-600-1    | 0.00                  | MISC OTHER EXPENSES          | 0.00           | 794.30          | 794.30          | (794.30)       | 99.29       | 10-2560-600-1        |
| 10-2660-600-1    | 0.00                  | DATA PROC./COPIER RENTAL     | 0.00           | 249.08          | 249.08          | (249.08)       | 3.56        | 10-2660-600-1        |
| 2000             | Support Services      |                              | 103,127.69     | 103,127.69      | 103,127.69      | (103,127.69)   | 15.23       | * Function           |
| 10-4120-320-1    | Nonprogrammed Charges | TUITION PMTS-WCISEC          | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 10-4120-320-1        |
| 4000             | Nonprogrammed Charges |                              | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | Function             |
| 10               | Education Fund        |                              | 0.00           | 203,626.32      | 203,626.32      | (203,626.32)   | 9.04        | Fund                 |
| Support Services |                       |                              | 0.00           | 14,283.74       | 14,283.74       | (14,283.74)    | 14.78       | 20-2540-110-1        |
| 20-2540-110-1    | 0.00                  | OBM-REG.SALARIES             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-110-2        |
| 20-2540-110-2    | 0.00                  | OBM-ESSR 2 SALARIES          | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-120-1        |
| 20-2540-120-1    | 0.00                  | OBM/SUB SALARIES             | 0.00           | 1,532.92        | 1,532.92        | (1,532.92)     | 8.29        | 20-2540-220-1        |
| 20-2540-220-1    | 0.00                  | OBM-BENE/INS.                | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-220-2        |
| 20-2540-220-2    | 0.00                  | OBM-ESSR 2 BENEFITS          | 0.00           | 3,255.00        | 3,255.00        | (3,255.00)     | 5.43        | 20-2540-300-1        |
| 20-2540-300-1    | 0.00                  | PURCHASED SERVICES           | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-300-2        |
| 20-2540-300-2    | 0.00                  | OBM-ESSR 2 PURCHASE SERVICES | 0.00           | 115.38          | 115.38          | (115.38)       | 0.40        | 20-2540-321-1        |
| 20-2540-321-1    | 0.00                  | UTIL.-HEATING                | 0.00           | 9,561.73        | 9,561.73        | (9,561.73)     | 15.94       | 20-2540-327-1        |
| 20-2540-327-1    | 0.00                  | OBM/UTIL-ELECTRIC            | 0.00           | 483.89          | 483.89          | (483.89)       | 8.06        | 20-2540-328-1        |
| 20-2540-328-1    | 0.00                  | OBM/UTIL-WATER & SEWAGE      | 0.00           | 304.79          | 304.79          | (304.79)       | 20.32       | 20-2540-332-1        |
| 20-2540-332-1    | 0.00                  | TRAVEL                       | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-334-1        |
| 20-2540-334-1    | 0.00                  | UNIT TRUCK EXPENSE           | 0.00           | 3,562.89        | 3,562.89        | (3,562.89)     | 71.26       | 20-2540-410-1        |
| 20-2540-410-1    | 0.00                  | OBM-CUSTOMERIAL SUPPLIES     | 0.00           | 596.65          | 596.65          | (596.65)       | 3.98        | 20-2540-411-1        |
| 20-2540-411-1    | 0.00                  | REPAIRS/MAINT SUPPLIES       | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 20-2540-411-2        |
| 20-2540-411-2    | 0.00                  | OBM-ESSR 2 BLDG SUPPLIES     | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        |                      |

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# La Harpe CSD 347 Expenditure Report - Bc

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La Harpe CSD 347

| Oper, Build, & Maint Fund 20 |                                    | Support Services |                  | Current Budget |                 | Y.T.D. Activity |              | Budget Balance |                    | % of Budget |               | State Account Number |  |
|------------------------------|------------------------------------|------------------|------------------|----------------|-----------------|-----------------|--------------|----------------|--------------------|-------------|---------------|----------------------|--|
| Function                     | Description                        | 2000             | Support Services | Budget         | M.T.D. Activity | Y.T.D. Activity | Budget       | Balance        | Budget             |             |               |                      |  |
| 20-2540-413-1                | OBM/MAINT GRANT                    | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | 20-2540-413-1 |                      |  |
| 20-2540-413-8                | IDEA ARP GRANT                     | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | 20-2540-413-8 |                      |  |
| 20-2540-540-1                | OBM-CAPITAL OUTLAY                 | 0.00             |                  | 4,782.35       | 4,782.35        | 4,782.35        | (4,782.35)   | 3.86           | 20-2540-540-1      |             |               |                      |  |
| 20-2540-540-2                | OBM-ESSR 2 CAP PROJECTS            | 0.00             |                  | 248,400.00     | 248,400.00      | 248,400.00      | (248,400.00) | 70.97          | 20-2540-540-2      |             |               |                      |  |
| 2000                         | Support Services                   | 0.00             |                  | 286,879.34     | 286,879.34      | 286,879.34      | (286,879.34) | 34.87          |                    |             | Function      |                      |  |
| 20                           | Oper, Build, & Maint Fund          | 0.00             |                  | 286,879.34     | 286,879.34      | 286,879.34      | (286,879.34) | 34.87          |                    |             | Fund          |                      |  |
| <b>Debt Services</b>         |                                    |                  |                  |                |                 |                 |              |                |                    |             |               |                      |  |
| 30-5200-621-1                | DEBT SERVICE-INT EXPENSE/LONG TERM | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | 30-5200-621-1 |                      |  |
| 30-5300-650-1                | DEBT SERVICES-PRINCIPAL LONG TERM  | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | 30-5300-650-1 |                      |  |
| 30-5400-655-1                | DEBT SERVICE-OTHER (AGENT FEE)     | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | 30-5400-655-1 |                      |  |
| 5000                         | Debt Services                      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | Function      |                      |  |
| 30                           | Debt Service Fund or Fund Group    | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 0.00               | 0.00        | Fund          |                      |  |
| <b>Support Services</b>      |                                    |                  |                  |                |                 |                 |              |                |                    |             |               |                      |  |
| 40-2550-110-1                | TRANSP-REG. SALARY                 | 0.00             |                  | 7,934.62       | 7,934.62        | 7,934.62        | (7,934.62)   | 7.02           | 40-2550-110-1      |             |               |                      |  |
| 40-2550-220-1                | TRANSP-BENEF/INS.                  | 0.00             |                  | 766.46         | 766.46          | 766.46          | (766.46)     | 7.66           | 40-2550-220-1      |             |               |                      |  |
| 40-2550-300-1                | LABOR REPAIR/PARTS                 | 0.00             |                  | 1,462.11       | 1,462.11        | 1,462.11        | (1,462.11)   | 14.62          | 40-2550-300-300-1  |             |               |                      |  |
| 40-2550-310-1                | HEALTH SERVICES                    | 0.00             |                  | 85.00          | 85.00           | 85.00           | (85.00)      | 4.25           | 40-2550-310-1      |             |               |                      |  |
| 40-2550-315-1                | TRANSP./PURCH SERVICES             | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 40-2550-315-1      |             |               |                      |  |
| 40-2550-332-1                | TRAVEL                             | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 40-2550-332-1      |             |               |                      |  |
| 40-2550-411-1                | GASOLINE & DIESEL                  | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 40-2550-411-1      |             |               |                      |  |
| 40-2550-413-1                | TIRES & TUBES                      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 40-2550-413-1      |             |               |                      |  |
| 40-2550-414-1                | TRANSP/CELLULAR PHONE              | 0.00             |                  | 199.80         | 199.80          | 199.80          | (199.80)     | 9.08           | 40-2550-414-1      |             |               |                      |  |
| 40-2550-550-1                | CAPITAL OUTLAY-VEHICLES            | 0.00             |                  | 74,030.76      | 74,030.76       | 74,030.76       | (74,030.76)  | 94.87          | 40-2550-550-1      |             |               |                      |  |
| 40-2550-600-1                | OTHER EXPENSE                      | 0.00             |                  | 56.00          | 56.00           | 56.00           | (56.00)      | 2.24           | 40-2550-600-1      |             |               |                      |  |
| 2000                         | Support Services                   | 0.00             |                  | 84,534.75      | 84,534.75       | 84,534.75       | (84,534.75)  | 35.10          |                    |             | Function      |                      |  |
| 40                           | Transportation Fund                | 0.00             |                  | 84,534.75      | 84,534.75       | 84,534.75       | (84,534.75)  | 35.10          |                    |             | Fund          |                      |  |
| <b>Instruction</b>           |                                    |                  |                  |                |                 |                 |              |                |                    |             |               |                      |  |
| 50-1101-212-1                | ELEM AIDES/MRF                     | 0.00             |                  | 280.80         | 280.80          | 280.80          | (280.80)     | 5.69           | 50-1101-212-1      |             |               |                      |  |
| 50-1101-213-1                | ELEM. AIDES/FICA                   | 0.00             |                  | 179.00         | 179.00          | 179.00          | (179.00)     | 5.68           | 50-1101-213-1      |             |               |                      |  |
| 50-1101-213-3                | ESSR III- PARAPROFESSIONA (FR)     | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 50-1101-213-3      |             |               |                      |  |
| 50-1101-214-1                | ELEM/JRH TCH-MED ONLY              | 0.00             |                  | 574.77         | 574.77          | 574.77          | (574.77)     | 7.01           | 50-1101-214-1      |             |               |                      |  |
| 50-1125-212-100-10           | PRE KAIDE SALARY 2019-20 (33B      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 50-1125-212-100-10 |             |               |                      |  |
| 50-1125-212-100-11           | PRESCH/AIDE SAL. 2020-21 (33B      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 50-1125-212-100-11 |             |               |                      |  |
| 50-1125-213-100-10           | PRE KAIDE SALARY 2019-20 (FR)      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 50-1125-213-100-10 |             |               |                      |  |
| 50-1125-213-100-11           | PRESCH/AIDE SAL. 2020-21 (FR)      | 0.00             |                  | 0.00           | 0.00            | 0.00            | 0.00         | 0.00           | 50-1125-213-100-11 |             |               |                      |  |
| 50-1125-214-100-10           | PRE KITCH SALARY 2019-20 (MRF)     | 0.00             |                  | 61.22          | 61.22           | 61.22           | (61.22)      | 9.72           | 50-1125-214-100-10 |             |               |                      |  |

# La Harpe CSD 347 Expenditure Report - Bc

Printed: 08/11/2022 1:27:02PM  
La Harpe CSD 347

| Function         | Account                 | Description                     | Instruction | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget | State Account Number |
|------------------|-------------------------|---------------------------------|-------------|----------------|-----------------|-----------------|----------------|-------------|----------------------|
| 50.1125          | 214.100.11              | PRESCH TCH SAL/2020-2021 (MR)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1125-214-100-11   |
| 50-1205          | 212-1                   | LD AIDES/MRF                    |             | 0.00           | 969.86          | 969.86          | (969.86)       | 6.84        | 50-1205-212-1        |
| 50-1205          | 213-1                   | LD AIDES/FICA                   |             | 0.00           | 618.26          | 618.26          | (618.26)       | 8.41        | 50-1205-213-1        |
| 50-1205          | 214-1                   | LD TCH/MEDICARE ONLY            |             | 0.00           | 55.38           | 55.38           | (55.38)        | 4.18        | 50-1205-214-1        |
| 50.1250          | 212.100.14              | TITLE I SALARIES 2019-202 (39B) |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1250-212-100-14   |
| 50.1250          | 212.300.14              | COMM SERV/RDG NIGHT-SAL (39B)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1250-212-300-14   |
| 50.1250          | 213.100.14              | TITLE I SALARIES 2019-202 (FR)  |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1250-213-100-14   |
| 50.1250          | 213.300.14              | COMM SERV/RDG NIGHT-SAL (FR)    |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1250-213-300-14   |
| 50.1250          | 214.100.14              | TITLE I SALARIES 2017-201 (MR)  |             | 0.00           | 65.60           | 65.60           | (65.60)        | 50.46       | 50-1250-214-100-14   |
| 50.1250          | 214.300.14              | COMM SERV/RDG NIGHT-SAL (MR)    |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1250-214-300-14   |
| 50.1255          | 212.100.15              | TITLE I-SALARIES/2020-21 (39B)  |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1255-212-100-15   |
| 50.1255          | 213.100.15              | TITLE I-SALARIES/2020-21 (FR)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1255-213-100-15   |
| 50.1255          | 214.100.15              | TITLE I-SALARIES/2020-21 (MR)   |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1255-214-100-15   |
| 50-1520          | 212-1                   | JRH ATHLETICS/MRF               |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1520-212-1        |
| 50-1520          | 213-1                   | JRH ATHLETICS/MRF               |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-1520-213-1        |
| 50-1520          | 214-1                   | JRH ATHLETICS/MED.OONLY         |             | 0.00           | 2.92            | 2.92            | (2.92)         | 1.46        | 50-1520-214-1        |
| 1000             | Instruction             |                                 |             | 0.00           | 2,807.81        | 2,807.81        | (2,807.81)     | 6.02        | * Function           |
| Support Services |                         |                                 |             |                |                 |                 |                |             |                      |
| 50-2140          | 214-1                   | PSYCH/MEDICARE ONLY             |             | 0.00           | 48.34           | 48.34           | (48.34)        | 7.11        | 50-2140-214-1        |
| 50-2150          | 214-1                   | SPEECH/MED ONLY                 |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-2150-214-1        |
| 50-2220          | 212-1                   | LIBR/MRF                        |             | 0.00           | 153.86          | 153.86          | (153.86)       | 9.93        | 50-2220-212-1        |
| 50-2220          | 213-1                   | LIBR/FICA                       |             | 0.00           | 98.08           | 98.08           | (98.08)        | 12.45       | 50-2220-213-1        |
| 50-2320          | 212-1                   | CENT.OFFICE/MRF                 |             | 0.00           | 303.22          | 303.22          | (303.22)       | 5.25        | 50-2320-212-1        |
| 50-2320          | 213-1                   | CENT OFFICE/FICA                |             | 0.00           | 193.30          | 193.30          | (193.30)       | 5.75        | 50-2320-213-1        |
| 50-2320          | 214-1                   | SUPT./MEDICARE ONLY             |             | 0.00           | 240.58          | 240.58          | (240.58)       | 13.74       | 50-2320-214-1        |
| 50-2410          | 212-1                   | ELEM.PRINC.SEC./MRF             |             | 0.00           | 308.44          | 308.44          | (308.44)       | 6.11        | 50-2410-212-1        |
| 50-2410          | 213-1                   | ELEM.PRINC.SEC./FICA            |             | 0.00           | 196.64          | 196.64          | (196.64)       | 7.49        | 50-2410-213-1        |
| 50-2410          | 214-1                   | ELEM PRINC./MED.OONLY           |             | 0.00           | 667.00          | 667.00          | (667.00)       | 56.77       | 50-2410-214-1        |
| 50-2490          | 214-1                   | DEAN OF STUDENTS/MED.OONLY      |             | 0.00           | 0.00            | 0.00            | 0.00           | 0.00        | 50-2490-214-1        |
| 50-2510          | 212-1                   | BKPR/MRF                        |             | 0.00           | 656.88          | 656.88          | (656.88)       | 7.82        | 50-2510-212-1        |
| 50-2510          | 213-1                   | BKPR/FICA                       |             | 0.00           | 418.76          | 418.76          | (418.76)       | 9.52        | 50-2510-213-1        |
| 50-2540          | 212-1                   | CUSTODIAL/MRF                   |             | 0.00           | 1,091.96        | 1,091.96        | (1,091.96)     | 9.02        | 50-2540-212-1        |
| 50-2540          | 213-1                   | CUSTODIAL/FICA                  |             | 0.00           | 1,092.72        | 1,092.72        | (1,092.72)     | 18.21       | 50-2540-213-1        |
| 50-2550          | 213-1                   | BUS DRIVER/MRF                  |             | 0.00           | 532.96          | 532.96          | (532.96)       | 5.64        | 50-2550-212-1        |
| 50-2550          | 213-1                   | BUS DRIVER/FICA                 |             | 0.00           | 606.98          | 606.98          | (606.98)       | 6.80        | 50-2550-213-1        |
| 50-2560          | 212-1                   | COOKS/MRF                       |             | 0.00           | 529.38          | 529.38          | (529.38)       | 4.24        | 50-2560-212-1        |
| 50-2560          | 213-1                   | COOKS/FICA                      |             | 0.00           | 343.44          | 343.44          | (343.44)       | 5.05        | 50-2560-213-1        |
| 2000             | Support Services        |                                 |             | 0.00           | 7,482.54        | 7,482.54        | (7,482.54)     | 8.16        | * Function           |
| 50               | L.M.R.F./Sec. Sec. Fund |                                 |             | 0.00           | 10,290.35       | 10,290.35       | (10,290.35)    | 7.44        | Fund                 |

# La Harpe CSD 347 Expenditure Report - Bc

Printed: 08/11/2022 1:27:02PM  
La Harpe CSD 347

| Function             | Account                         | Description                    | 2000 | Support Services | Current Budget | M.T.D. Activity | Y.T.D. Activity | Budget Balance | % of Budget   | State Account Number |
|----------------------|---------------------------------|--------------------------------|------|------------------|----------------|-----------------|-----------------|----------------|---------------|----------------------|
| 80-2362-300-1        |                                 | WORKERS' COMPENSATION INS      | 0.00 |                  | 14,141.94      | 14,141.94       | (14,141.94)     | 94.28          | 80-2362-300-1 |                      |
| 80-2363-300-1        |                                 | TORTUNEMPL OYMENT INS EXP.     | 0.00 |                  | 1,359.22       | 1,359.22        | (1,359.22)      | 27.18          | 80-2363-300-1 |                      |
| 80-2364-300-1        |                                 | PROPERTY/CASUALTY INS EXP.     | 0.00 |                  | 52,338.31      | 52,338.31       | (52,338.31)     | 112.56         | 80-2364-300-1 |                      |
| 80-2367-100-1        |                                 | TORT/ED, INSPECT, SUPERV, SERV | 0.00 |                  | 0.00           | 0.00            | 0.00            | 0.00           | 80-2367-100-1 |                      |
| 2000                 | Support Services                |                                | 0.00 |                  | 67,839.47      | 67,839.47       | (67,839.47)     | 39.56          | * Function    |                      |
| 80                   | Tort Immunity and Judgment Fund |                                | 0.00 |                  | 67,839.47      | 67,839.47       | (67,839.47)     | 39.56          | Fund          |                      |
| <b>Report Total:</b> |                                 |                                |      |                  | 0.00           | 653,170.23      | (653,170.23)    | 16.99          |               |                      |



# Balance Sheet

Printed: 08/12/2022 10:11:34AM  
 La Harpe CSD 347

P. 1 of 1  
 Report as of: 7/31/2022

| Agency Fund or Fund Group 99 |             | M.T.D. Activity  |                 | Y.T.D. Activity |  | State Account Number |
|------------------------------|-------------|------------------|-----------------|-----------------|--|----------------------|
| Account Class                | Description | Y.T.D. Bal. Fwd. | M.T.D. Activity | Y.T.D. Activity |  |                      |

|     |                           |             |        |             |                |               |
|-----|---------------------------|-------------|--------|-------------|----------------|---------------|
| 100 | ACTIVITY CASH IN BANK     | 15,476.55   | 2.63   | 15,479.18   | 99-112         |               |
|     | Current Assets            | 15,476.55   | 2.63   | 15,479.18   | *              | Account Class |
|     | CONCESSIONS               | (2,561.82)  | 0.00   | (2,561.82)  | 99-481-1000-99 |               |
|     | JH GIRLS BASKETBALL       | (811.34)    | 0.00   | (811.34)    | 99-481-1200-99 |               |
|     | JH BASEBALL               | (116.65)    | 0.00   | (116.65)    | 99-481-1300-99 |               |
|     | JH VOLLEYBALL             | (766.54)    | 0.00   | (766.54)    | 99-481-1400-99 |               |
|     | JH BOYS BASKETBALL        | (295.79)    | 0.00   | (295.79)    | 99-481-1500-99 |               |
|     | REGIONAL TOURNAMENT       | (6,403.96)  | 0.00   | (6,403.96)  | 99-481-1600-99 |               |
|     | NOW INTEREST              | (95.71)     | (2.63) | (98.34)     | 99-481-2100-99 |               |
|     | MEMORIAL FUND             | (189.00)    | 0.00   | (189.00)    | 99-481-2200-99 |               |
|     | IN MEMORY                 | (310.00)    | 0.00   | (310.00)    | 99-481-2250-99 |               |
|     | JUNIOR HIGH               | (1,517.80)  | 0.00   | (1,517.80)  | 99-481-2300-99 |               |
|     | BAND/MUSIC                | (1,387.68)  | 0.00   | (1,387.68)  | 99-481-2400-99 |               |
|     | LIBRARY                   | (659.91)    | 0.00   | (659.91)    | 99-481-2500-99 |               |
|     | DRAMA                     | (3.75)      | 0.00   | (3.75)      | 99-481-2600-99 |               |
|     | SOCIAL COMMITTEE FUND     | (7.45)      | 0.00   | (7.45)      | 99-481-2700-99 |               |
|     | PBIS                      | (149.48)    | 0.00   | (149.48)    | 99-481-2800-99 |               |
|     | L.A.P.D                   | (133.06)    | 0.00   | (133.06)    | 99-481-2900-99 |               |
|     | PLOTTER                   | (66.61)     | 0.00   | (66.61)     | 99-481-2950-99 |               |
| 400 | Current Liabilities       | (15,476.55) | (2.63) | (15,479.18) | *              | Account Class |
| 99  | Agency Fund or Fund Group | 0.00        | 0.00   | 0.00        |                | Fund          |
|     | Report Total:             | 0.00        | 0.00   | 0.00        |                |               |



# Paid Accounts Payable by Check Number

Printed: 08/11/2022 8:30:12PM  
 La Harpe CSD 347  
 Expense on Date: 8/11/2022 to 8/11/2022

| Invoice #     | A. S. N. | Vendor Name               | Description                      | Batch # | P. O. # | Check # | Expense Date | Check Date | Amount          | State Account #   |
|---------------|----------|---------------------------|----------------------------------|---------|---------|---------|--------------|------------|-----------------|-------------------|
| 20-2540-327-1 |          | AEP ENERGY                | OBM/UTIL-ELECTRIC                | 11      |         | 90114   | 8/11/22      | 8/11/22    | 3,063.86        | 20-2540-327-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>3,063.86</b> |                   |
| 40-2550-600-1 |          | CARSON MOTORS INC.        | TEST BUS \$1                     | 11      |         | 90115   | 8/11/22      | 8/11/22    | 56.00           | 40-2550-600-1     |
| 40-2550-600-1 |          |                           | TEST BUS \$4                     | 11      |         | 90115   | 8/11/22      | 8/11/22    | 56.00           | 40-2550-600-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>112.00</b>   |                   |
| 40-2550-300-1 |          | CLOVER S TIRE SHOP        | SERVICE VAN                      | 11      |         | 90116   | 8/11/22      | 8/11/22    | 75.00           | 40-2550-300-300-1 |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>75.00</b>    |                   |
| 20-2540-300-1 |          | COPPE TERMITE & PEST      | SPRAY ALL BUILDINGS              | 11      |         | 90117   | 8/11/22      | 8/11/22    | 335.00          | 20-2540-300-1     |
| 10-2560-300-1 |          |                           | MONTHLY PEST CONTROL - CAFETEF   | 11      |         | 90117   | 8/11/22      | 8/11/22    | 40.00           | 10-2560-300-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>375.00</b>   |                   |
| 2-571810      |          | GETZ FIRE EQUIPMENT       | REPLAC BATTERIES & FUSE FIRE AL  | 11      |         | 90118   | 8/11/22      | 8/11/22    | 406.30          | 20-2540-300-1     |
| 2-572263      |          |                           | HOOK UP KITCHEN HOOD TO FIRE AL  | 11      |         | 90118   | 8/11/22      | 8/11/22    | 689.40          | 20-2540-300-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>1,075.70</b> |                   |
| 12749         |          | GLOBAL COMPLIANCE NETWOF  | GLOBAL COMPLIANCE TRAINING PAC   | 11      |         | 90119   | 8/11/22      | 8/11/22    | 200.00          | 10-2210-221-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>200.00</b>   |                   |
| 08/11/2022    |          | HANCOCK CO JOURNAL PILOT  | 1 YEAR SUBSCRIPTION              | 11      |         | 90120   | 8/11/22      | 8/11/22    | 59.00           | 10-2410-410-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>59.00</b>    |                   |
| 08/11/2022    |          | HANCOCK-HENDERSON QUILL   | REGISTRATION AD                  | 11      |         | 90121   | 8/11/22      | 8/11/22    | 28.00           | 10-2310-350-1     |
| 08/11/2022    |          |                           | REGISTRATION AD - 2ND WEEK       | 11      |         | 90121   | 8/11/22      | 8/11/22    | 25.20           | 10-2310-350-1     |
| 08/11/2022    |          |                           | 1 YEAR SUBSCRIPTION - ELEM OFFIC | 11      |         | 90121   | 8/11/22      | 8/11/22    | 38.00           | 10-2410-410-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>91.20</b>    |                   |
| 3345107       |          | HOLT SUPPLY               | FAUCET PARTS                     | 11      |         | 90122   | 8/11/22      | 8/11/22    | 54.00           | 20-2540-411-2     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>54.00</b>    |                   |
| 07/20/2022    |          | IL ASSOC OF SCHLADM.      | BUDGET WORKSHOP - DR GLADU       | 11      |         | 90123   | 8/11/22      | 8/11/22    | 95.00           | 10-2310-640-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>95.00</b>    |                   |
| 366963        |          | ILL ASSOC. OF SCH. BOARDS | IL SCHOOL CODE- IL SCHOOL LAW    | 11      |         | 90124   | 8/11/22      | 8/11/22    | 125.00          | 10-2310-410-1     |
|               |          |                           | <b>Total</b>                     |         |         |         |              |            | <b>125.00</b>   |                   |
| 08/11/2022    |          | KAREN NUDD                | TREASURER DUTEIS                 | 11      |         | 90125   | 8/11/22      | 8/11/22    | 480.00          | 10-2310-310-1     |
| 08/11/2022    |          |                           | TREASURER DUTEIS - JULY RETRO    | 11      |         | 90125   | 8/11/22      | 8/11/22    | 15.00           | 10-2310-310-1     |

# Paid Accounts Payable by Check Number

Printed: 08/11/2022 8:30:12PM  
 La Harpe CSD 347  
 Expense on Date: 8/11/2022 to 8/11/2022

Invoice # A.S.N. Vendor Name Description Batch # P.O. # Check # Date Expense on Date Check # Amount State Account #

| Invoice #  | A.S.N.             | Vendor Name               | Description                    | Batch # | P.O. # | Check # | Date    | Expense on Date | Check #      | Amount    | State Account #    |
|------------|--------------------|---------------------------|--------------------------------|---------|--------|---------|---------|-----------------|--------------|-----------|--------------------|
| 08/01/2022 | 10-2540-340-1      | LA HARPE TELEPHONE CO.    | UTIL-TELEPHONE                 | 11      |        |         | 8/11/22 | 8/11/22         | 90126        | 495.00    | 10-2540-340-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 579.01    |                    |
| 07/31/2022 | 20-2540-328-1      | LA HARPE WATERWORKS       | OBM/UTIL-WATER & SEWAGE        | 11      |        |         | 8/11/22 | 8/11/22         | 90127        | 579.01    | 20-2540-328-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 227.49    |                    |
| 07/03/2022 | 40-2550-600-1      | LASHINE                   | DETAIL VAN                     | 11      |        |         | 8/11/22 | 8/11/22         | 90128        | 160.00    | 40-2550-600-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 227.49    |                    |
| 9309778238 | 20-2540-411-1      | LAWSON PRODUCTS, INC.     | REPAIRS/MAINT SUPPLIES         | 11      |        |         | 8/11/22 | 8/11/22         | 90129        | 34.91     | 20-2540-411-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 160.00    |                    |
| 58312      | 20-2540-411-1      | MENARDS                   | REPAIRS/MAINT SUPPLIES         | 11      |        |         | 8/11/22 | 8/11/22         | 90130        | 489.11    | 20-2540-411-1      |
| 58307      | 20-2540-540-1      |                           | PRE-K ROOF SUPPLIES RETURN     | 11      |        |         | 8/11/22 | 8/11/22         | 90130        | (107.90)  | 20-2540-540-1      |
| 58576      | 20-2540-411-1      |                           | DEAN OF STUDENTS OFFICE REMOD  | 11      |        |         | 8/11/22 | 8/11/22         | 90130        | 163.83    | 20-2540-411-1      |
| 58996      | 20-2540-411-1      |                           | PAINT SUPPLIES                 | 11      |        |         | 8/11/22 | 8/11/22         | 90130        | 97.73     | 20-2540-411-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 642.77    |                    |
| 751899     | 40-2550-310-1      | MID-WEST TRUCKERS ASSOC.  | HARMON DRUG TESTING - JAN      | 11      |        |         | 8/11/22 | 8/11/22         | 90131        | 8.19      | 40-2550-310-1      |
| 8347       | 40-2550-310-1      |                           | CORZATT ANNUAL DRUG TEST       | 11      |        |         | 8/11/22 | 8/11/22         | 90131        | 83.00     | 40-2550-310-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 91.19     |                    |
| 08/03/2022 | 10-2310-318-1      | MILLER HALL & TRIGGS      | BD OF EDUC.-LEGAL              | 11      |        |         | 8/11/22 | 8/11/22         | 90132        | 364.00    | 10-2310-318-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 364.00    |                    |
| 07/31/2022 | 20-2540-321-1      | NICOR GAS                 | UTIL--HEATING                  | 11      |        |         | 8/11/22 | 8/11/22         | 90133        | 259.77    | 20-2540-321-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 259.77    |                    |
| 78574      | 10-1255-100-410-15 | PEARSON EDUCATION         | AIMS WEB PLUS 22-23            | 11      |        |         | 8/11/22 | 8/11/22         | 90134        | 1,181.25  | 10-1255-410-100-15 |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 1,181.25  |                    |
| 63666      | 10-1408-425-1      | QUALITY NETWORK SOLUTIONS | NEW SERVER & HARD DRIVE        | 11      |        |         | 8/11/22 | 8/11/22         | 90135        | 12,302.16 | 10-1408-424-1      |
| 63530      | 10-1408-425-1      |                           | MICROSOFT LICENSE & RENEWAL -4 | 11      |        |         | 8/11/22 | 8/11/22         | 90135        | 2,593.50  | 10-1408-424-1      |
| 61947      | 10-1408-411-1      |                           | MONTHLY CONTRACT SERVICE       | 11      |        |         | 8/11/22 | 8/11/22         | 90135        | 3,478.50  | 10-1408-411-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 18,374.16 |                    |
| 25929540   | 10-2310-410-1      | QUILL CORPORATION         | BOX FILES                      | 11      |        |         | 8/11/22 | 8/11/22         | 90136        | 52.24     | 10-2310-410-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 52.24     |                    |
| 08/02/2022 | 10-2310-410-1      | R&M MARKET                | FUNERAL FLOWERS                | 11      |        |         | 8/11/22 | 8/11/22         | 90137        | 31.88     | 10-2310-410-1      |
|            |                    |                           |                                |         |        |         |         |                 | <b>Total</b> | 31.88     |                    |

# Paid Accounts Payable by Check Number

Printed: 08/11/2022 8:30:12PM

La Harpe CSD 347

Expense on Date: 8/11/2022 to 8/11/2022

| Invoice # | A.S.N. | Vendor Name | Description | Batch # | P.O. # | Check Date | Expense on Date | Check # | Amount | State Account # |
|-----------|--------|-------------|-------------|---------|--------|------------|-----------------|---------|--------|-----------------|
|-----------|--------|-------------|-------------|---------|--------|------------|-----------------|---------|--------|-----------------|

|                     |               |                           |                                 |    |  |         |         |       |                    |               |
|---------------------|---------------|---------------------------|---------------------------------|----|--|---------|---------|-------|--------------------|---------------|
| 08/02/2022          | 10-2130-300-1 | REGIONAL OFFICE #26 - CAN | FINGERPRINTS - MELISSA BURT     | 11 |  | 8/11/22 | 8/11/22 | 90138 | 70.00              | 10-2130-300-1 |
| 08/02/2022          | 10-2130-300-1 |                           | FINGERPRINTS - NIKKI PENCE      | 11 |  | 8/11/22 | 8/11/22 | 90138 | 70.00              | 10-2130-300-1 |
| 08/02/2022          | 10-2130-300-1 |                           | FINGERPRINTS - JANET GLADU      | 11 |  | 8/11/22 | 8/11/22 | 90138 | 70.00              | 10-2130-300-1 |
| 08/02/2022          | 10-2130-300-1 |                           | FINGERPRINTS - JADRIEN VANFLEET | 11 |  | 8/11/22 | 8/11/22 | 90138 | 70.00              | 10-2130-300-1 |
| 08/02/2022          | 10-2130-300-1 |                           | FINGERPRINTS - LAURA WILHITE    | 11 |  | 8/11/22 | 8/11/22 | 90138 | 70.00              | 10-2130-300-1 |
| <b>Total</b>        |               |                           |                                 |    |  |         |         |       | <b>31.88</b>       |               |
| 37343               | 10-1101-413-1 | ROHDE PIANO REPAIR        | PIANO TUNING                    | 11 |  | 8/11/22 | 8/11/22 | 90139 | 105.00             | 10-1101-413-1 |
| <b>Total</b>        |               |                           |                                 |    |  |         |         |       | <b>105.00</b>      |               |
| 0520462654          | 40-2550-414-1 | US CELLULAR               | TRANSP/CELLULAR PHONE           | 11 |  | 8/11/22 | 8/11/22 | 90140 | 203.80             | 40-2550-414-1 |
| <b>Total</b>        |               |                           |                                 |    |  |         |         |       | <b>203.80</b>      |               |
| <b>Report Total</b> |               |                           |                                 |    |  |         |         |       | <b>\$28,478.23</b> |               |

CORPORATE AUTHORIZATION RESOLUTION

FORTRESS BANK
128 E. Main Street
P.O. Box 507
LAHARPE, IL 61450-0507

By:

Lattarpe Comm. School DIST #347

Referred to in this document as "Financial Institution"

Referred to in this document as "Corporation"

I, Ashley Johnson, certify that I am Secretary (clerk) of the above named corporation organized under the laws of Illinois, Federal Employer I.D. Number 20-8304976, engaged in business under the trade name of Lattarpe USD #347, and that the resolutions on this document are a correct copy of the resolution adopted at a meeting of the Board of Directors of the Corporation duly and properly called and held on August 19, 2022 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Table with 3 columns: Name and Title or Position, Signature, Facsimile Signature (if used). Rows A-F with names: Janet Gladu, Karen Nudd, Laura Jones, Erin Neff.

\* POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Follow each power indicate the number of Agent signatures required to exercise the power.)

Table with 3 columns: Indicate A, B, C, D, E, and/or F; Description of Power; Indicate number of signatures required. Powers include: (1) Exercise all powers, (2) Open deposit or share account, (3) Endorse checks, (4) Borrow money, (5) Endorse, assign, transfer, mortgage or pledge bills, (6) Enter into a written lease, (7) Other.

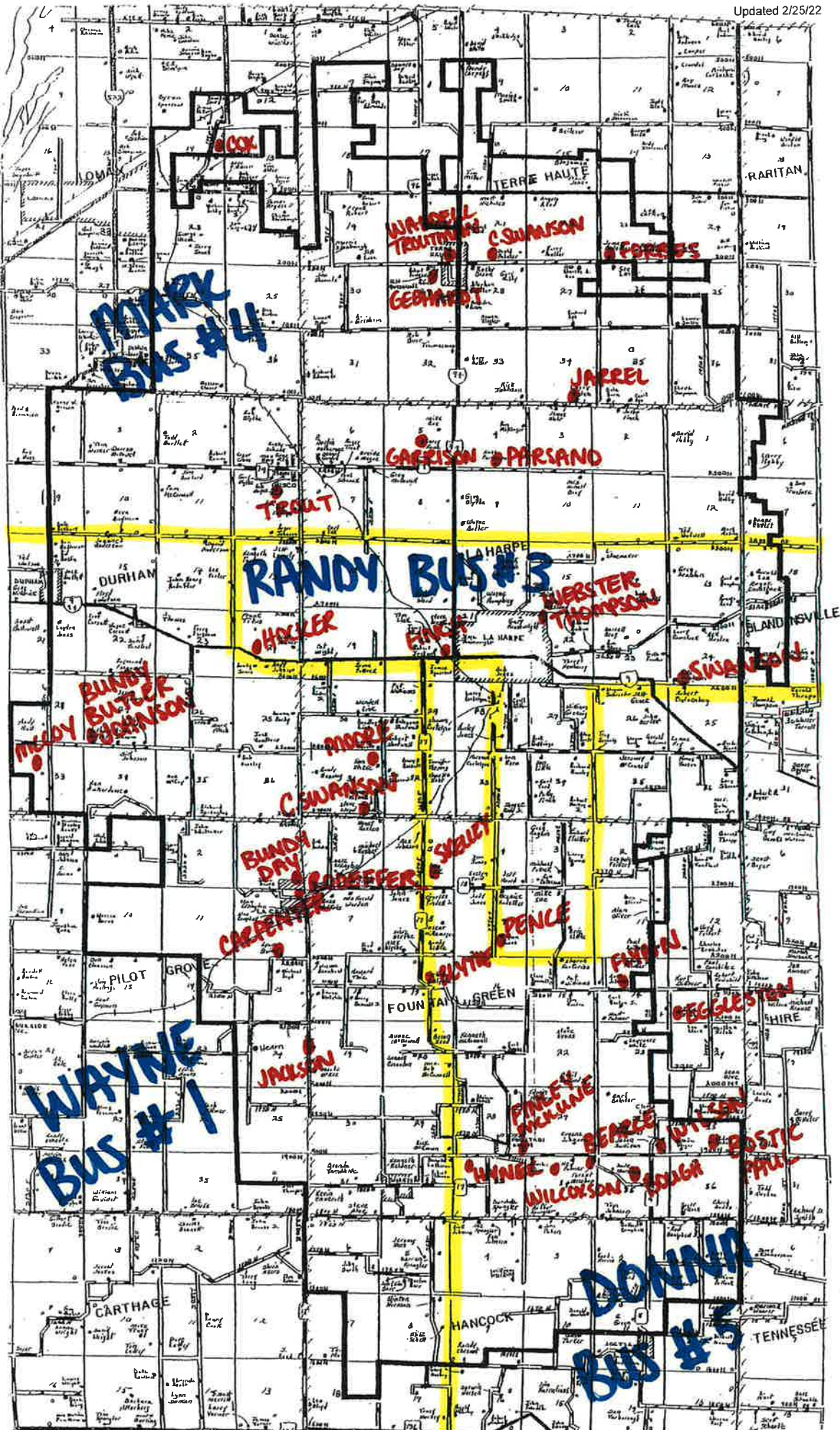
LIMITATIONS ON POWERS The following are the Corporation's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated Aug 19, 2022. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY I further certify that the Board of Directors of the Corporation has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply see below where appropriate.)

[X] If checked, the Corporation is a non-profit corporation. In Witness Whereof, I have subscribed my name to this document and affixed the seal of the Corporation on Aug 19, 2022 (date). Attest by One Other Officer Secretary





The District's Risk Management Program in relation to the safe conditions of buildings and grounds and protection of the district's real and personal property shall primarily be a responsibility of the DISTRICT ADMINISTRATIVE TEAM, thus a portion of their time will be directly related to the district's risk management/tort avoidance program. Their responsibilities and duties shall include, but not be limited to:

1. Development and identification of the various components of responsibilities concerning inspection of buildings, grounds and equipment to provide protection to the local parameter, they shall be responsible for the supervision of the building custodians, daily inspection of the building and grounds, the development and operation of the district's building security program, including the acquisition and supervision of necessary security personnel and purchasing of security devices.
2. The maintenance of the legal and safe conditions of building and grounds. They are responsible for the district's compliance with state and federal laws regarding employee and student health safety, asbestos, radon, lead, etc. the Superintendent shall be the district's official Asbestos Management Director, and he/she shall be responsible for the training of the district custodial personnel to perform work on safety and health matters.
3. The coordination of all personnel performing maintenance duties within the Risk Management Program - district and contractual personnel, etc. It is expected that all custodial personnel would devote a portion of their time in daily inspections of their respective buildings and grounds to provide for a risk-free environment.
4. The bidding of supplies and contractual services in such a manner that the district meets all requirements for freedom from tort situations, which would include meeting the requirements for Toxic Materials, Equal Opportunity Employment, Prevailing Wage Rates, comparable name equipment, responsible bidders, etc.

The district's Risk Management Program in relation to the health and safety of the district students and personnel is the responsibility of the BUILDING PRINCIPAL and their administrative staff. The degree of this responsibility (time invested) varies in accordance to the number of students involved and, of course, the age of those students, and to the number of personnel involved. The building principal and/or his/her assistant shall provide for the protection of students and personnel and freedom from exposure to tort-producing situations which arise from, but are not limited to the following:

1. Incidents in lunchroom - protection
2. Incidents on playground - protection
3. Incidents occurring during school athletics
4. Incidents occurring during physical education classes
5. Incidents in connection with transportation of students
  - a. Before boarding
  - b. During
  - c. After leaving school bus
6. Incidents in connection with safety of students from serious traffic hazards and exposure to risk
7. Incidents due to acts of fellow students
  - a. Committed in classroom
  - b. Committed outside classroom
8. Incidents due to lack or insufficiency of supervisors
  - a. Before school bus
  - b. During or between class periods
  - c. During noon hour or recess periods
  - d. After school bus
  - e. Miscellaneous; undetermined time

It is expected that the building Principal would expend a portion of his/her time in meeting their responsibilities associated with risk care management.



The district's Risk Management Program in relation to safe conditions and supervision and protection of the district's real and personal property includes other components than those described in the responsibilities of those directly supervised by the administrators. Included here are the responsibilities performed by many different personnel:

1. The TRANSPORTATION DIRECTOR has the responsibility for the risk management program regarding all aspects of the District's transportation programs such as supervising transportation maintenance personnel and drivers in their risk management responsibilities - the driver daily inspection of their buses for safety problems, and the maintenance personnel for the inspection of all buses and resultant efforts to correct any possible tort-producing deficiencies. The director is expected to devote a sufficient amount of his/her time to Risk Management functions.
2. BUS DRIVERS -- all bus drivers shall be responsible for the inspection (prior to each run) of their bus to ensure that the vehicle is free from any situation that would produce risk or tort possibilities. It is assumed that this task would consume a portion of their daily time.
3. TRANSPORTATION MAINTENANCE PERSONNEL -- District transportation maintenance personnel are responsible also for the inspection of the vehicles, both for legally required state inspection, and for the provisions for maintaining risk-free student and employee operating conditions. Vehicles must be kept safe, not only for the student and employee safety, but also for the safety of the district property. A large portion of maintenance personnel time will be devoted to these tasks.

The HEAD COOK and ASSISTANT COOKS have the responsibility to supervise the protection of students from health problems due to contaminated supplies, improperly stored, cooked or handled food and milk. They are also responsible for the protection of students and employees from harm due to improper or unsafe mechanical devices such as dishwasher thermostats, cutting utensils, steam tables, stoves, etc. The head cook should devote a significant amount of his/her time to these activities, while the assistant cooks should devote a minor portion of their time to the same activities.

The responsibilities of PLAYGROUND/LUNCH SUPERVISORS are solely and completely within the realm of Risk Management functions. The responsibilities of their position as listed previously in relation to the health and safety of the students as well as the supervision and protection of students make these functions fall totally within the guidelines.

The responsibilities of the personnel providing SPECIAL EDUCATION SERVICES are directly interwoven into the district's risk management/Tort Avoidance Program. The responsibilities are in four major areas.

1. The guarantee of the protection of the constitutional and statutory rights of students.
2. The reducing of exposure to tort situations involving legal and proper student testing, evaluation, identification, and placement of Special Education students.
3. Providing for the confidentiality of student psychological profiles and records.
4. The discipline of Special Education students. Because of the wide range of responsibilities, and the tort producing responsibilities of these responsibilities, it is expected that the costs paid to the West Central Illinois Special Education Cooperative would be devoted entirely to fulfilling these obligations, while a large portion of the District's Special Education Coordinator's time would be spent providing similar services and protection.

Since it is recognized that many other positions include assignments which are ripe to create exposure to tort and risk situations, an effort has been made by the District to allocate a portion of their time to the Management Program. It is expected that all Athletic directors, Physical Education teachers, Coaches, Music teachers, Science Lab teachers, Computer Lab teachers, and extracurricular sponsors, in addition to regular classroom teachers will closely supervise their students and ensure that all students are protected from undue exposure to risk situations.

An environmental company performed professional industrial hygiene services for the La Harpe Community School District. The goal of this services was to identify potential environmental concerns effecting the health and safety of building occupants. The company conducted a preliminary indoor air quality (IAQ) investigation of both schools to identify potential concerns in the school year 2015-2016. The IAQ investigation addressed potential sources of contaminants, carbon monoxide, relative humidity, temperature, and air velocity. An IAQ program was established for each school with monitoring on a quarterly basis. They also conduct lead-based paint risk assessments for each school, along with testing drinking fountains for lead content. These actions were only performed once, since laboratory results indicated that continuous monitoring is not necessary, the company also installed carbon monoxide detectors in each school. Carbon dioxide and carbon monoxide testing is performed on a quarterly basis. The company also set up radon testing kits to determine if a potential problem exists.

| <u>PERSONNEL POSITION</u>   | <u>RISK CARE MANAGEMENT<br/>RISK MANAGEMENT<br/>RESPONSIBILITIES</u>  | <u>PERCENT OF TIME ASSIGNED TO RISK<br/>MANAGEMENT</u> |
|-----------------------------|---|--|
| Superintendent              | Administer risk management policy, personnel assignments, administer and evaluate building & grounds safety, extra-curricular supervision, coordinated all types of security Risk/Tort inspections, Asbestos Management Director, Abatement, supervise custodial maintenance personnel in the inspection and corrective actions of situations of tort potential, competitive bidding, prevailing wage. Transportation director- responsible for risk management/tort avoidance for all student transportation services, student and staff discipline concerning transportation. | 10%  |
| Principal                   | Special Education administrative costs – responsible for guarantee of protection of student's constitutional and statutory rights, legal and proper student testing, evaluation, identification and placement of special education student providing for confidentiality of student psych profiles and records and discipline (suspensions and expulsion of special ed students) , student supervision. Extra-curricular supervision, lunch supervision, to evaluate building safety, administers building safety, conduct emergency drills.                                    | 20%  |
| Art-Music-Science Teacher   | Supervise students and ensure they are protected from undue exposure to risk situations.  | 10%  |
| Teacher Aides               | Student supervision.  | 10%  |
| Athletic Director           | Equipment evaluation, student supervision, extra-curricular supervision, maintain medical supplies, administer program safety.  | 10%  |
| Coaches/Sponsors            | Responsible for protection and supervision.   | 50%  |
| Lunch/Playground Supervisor | Supervision of lunchroom, table sanitation, playground supervision. Handle all protection and supervision responsibilities for designated times and areas.  | 50%  |
| Head Cook                   | Responsible for protection of students from health problems due to contaminated supplies, improperly stored, cooked or handled food and milk.   | 50%  |
| Custodians/Maintenance      | Evaluate building safety, building maintenance to prevent safety hazards, control hazardous materials, safety training, student supervision, building sanitation.   | 10%  |
| Bus Drivers                 | Responsible for per run inspection of vehicles to ensure that buses are in a safe condition and safety rights are extended to students and for supervision of such students.  | 10%  |
| Other Teaches               | General supervision of students. Handle all protection and supervision responsibilities for designated times and areas.   | 10%  |



**OTHER TORT EXPENDITURES**

|   |                     |
|---|---------------------|
| Fire Alarm Maintenance                    | \$ 300.00           |
| Fire Extinguisher Inspections/Maintenance | \$ 1,500.00         |
| Asbestos & Bleacher Inspections           | \$ 1,200.00         |
| Bus Inspections                           | \$ 574.00           |
| Estimated bus preparation for inspections | \$ 900.00           |
| Asbestos training                         | \$ 300.00           |
| Property & Liability Insurance            | \$ 46,281.00        |
| <b>Total Other Tort Expenditures</b>      | <b>\$ 51,055.00</b> |

**Summary**

|                                   |                     |
|-----------------------------------|---------------------|
| Total Licensed/Non-Licensed Staff | \$133,000.00        |
| Other Tort Expenditures           | \$ <u>51,055.00</u> |

**TOTAL TORT EXPENDITURES** **\$184,055.00**

# Energy Review and Proposal



Submitted to:

**La Harpe CSD 347**

Presented By:

Brian Frericks

Energy Consultant

[bfrericks@qfbenergy.com](mailto:bfrericks@qfbenergy.com)

217-257-9350

*Current Contract  
on index contract  
← one year*

*Contract Expires  
Sept 2022*

# Explanation of Electric Charges



AmerenIllinois.com  
Customer Service 1.800.755.5000

Account Number  
1234567890  
Customer Name  
JOHN SMITH  
JAN SMITH  
123 MAIN ST  
ANYWHERE, IL 45678

Statement Issued  
09/07/2017  
Amount Due  
\$116.05  
Due Date  
Sep 28, 2017

### Payment Details

DATE: August 14, 2017 AMOUNT: \$102.17

Electric Service Residential Billing Detail - Rate Zone 1 08/08/2017 - 09/05/2017 (30 days)

Electric Meter Read for 08/08/2017 - 09/05/2017 (30 days) PREVIOUS METER READ 32936.0000 Actual  
 READ TYPE METER NUMBER CURRENT METER READ 33633.0000 Actual  
 Total kWh 12345678

Usage Summary  
 Total kWh 697.0000 Summer kWh 697.0000

### Smart Meter

| CHARGE DESCRIPTION                    | UNIT       | RAI          | CHARGE         |
|---------------------------------------|------------|--------------|----------------|
| Customer Charge                       |            |              | \$12.32        |
| Meter Charge                          |            |              | \$4.78         |
| Distribution Delivery Charge Summer   | 597.00 kWh | \$0.04612000 | \$27.58        |
| Purchased Electric Summer             | 597.00 kWh |              | \$20.27        |
| Purchased Electricity Adjustment      | 597.00 kWh |              | \$2.30         |
| Supply Cost Adjustment                | 597.00 kWh |              | \$0.78         |
| Transmission Service Charge           | 597.00 kWh |              | \$8.37         |
| Clean Energy Assistance Charge        | 597.00 kWh |              | \$1.24         |
| Renewable Energy Assistance           | 597.00 kWh |              | \$1.37         |
| FDI Cost Recovery                     | 597.00 kWh |              | \$0.91         |
| Electric Rate Material Adjustment     | 597.00 kWh |              | \$0.44         |
| Illinois State Electricity Excise Tax | 597.00 kWh |              | \$2.30         |
| <b>Total Tax Related Fees</b>         |            |              | <b>\$5.38</b>  |
| <b>Total Electric Charges</b>         |            |              | <b>\$98.78</b> |

### Details From Your Electric Supplier

For more information about your electric supply choices, visit [www.pluginillinois.org](http://www.pluginillinois.org).



# Electric Supply Components

## Energy:

Energy is the cost for electric generators to produce each unit of power that they provide to the grid. These costs are based on generator fuel costs and generator efficiency. This is the main component of your electricity supply.

## Capacity Costs:

This component covers the cost of generators to be on standby at all times to meet the demand of the electric grid.

## Transmission Charges:

Transmission is the cost associated with the movement or transfer of electric energy over an interconnected group of electric wires, conductors, and other equipment used to move large quantities of power at high voltage, usually over long distances between a generating or receiving point and major substations or delivery points.

## Losses:

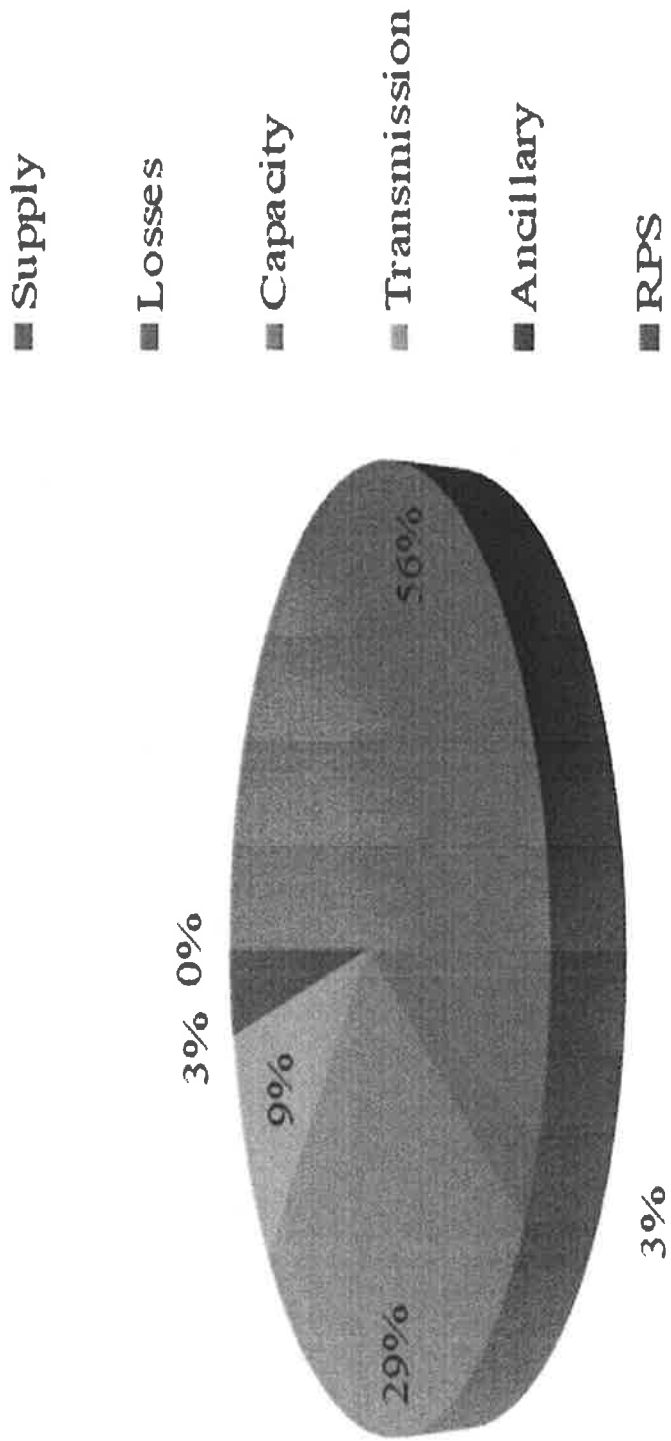
Losses are the cost of energy that is lost during transmission from the energy source (generators) to the consumer. Energy is lost due to resistance in electric wires that dissipate energy as heat.

## Ancillary Services:

Ancillary services are charges which include a variety of costs that are incurred by the grid operator to ensure the grid is functioning smoothly, moment by moment, day after day.

# Electric Supply Component Breakdown

## Electric Cost Component Breakdown



## Reasons for Rate Increase

- Natural gas - increased 114% since last year
- Significant storage deficit
  - 9.7% below last year
  - 11.9% below the 5-year average
- Coal - increased 136% since last year
- Transmission cost increase - 136.80/MW-Day to \$165.27/MW-Day
- Capacity cost increase - \$5.00/MW-Day to \$233.36/MW-Day
- 4<sup>th</sup> hottest summer on record
- Russian war in Ukraine

COO 8-11-22  
@mjb1074  
and future

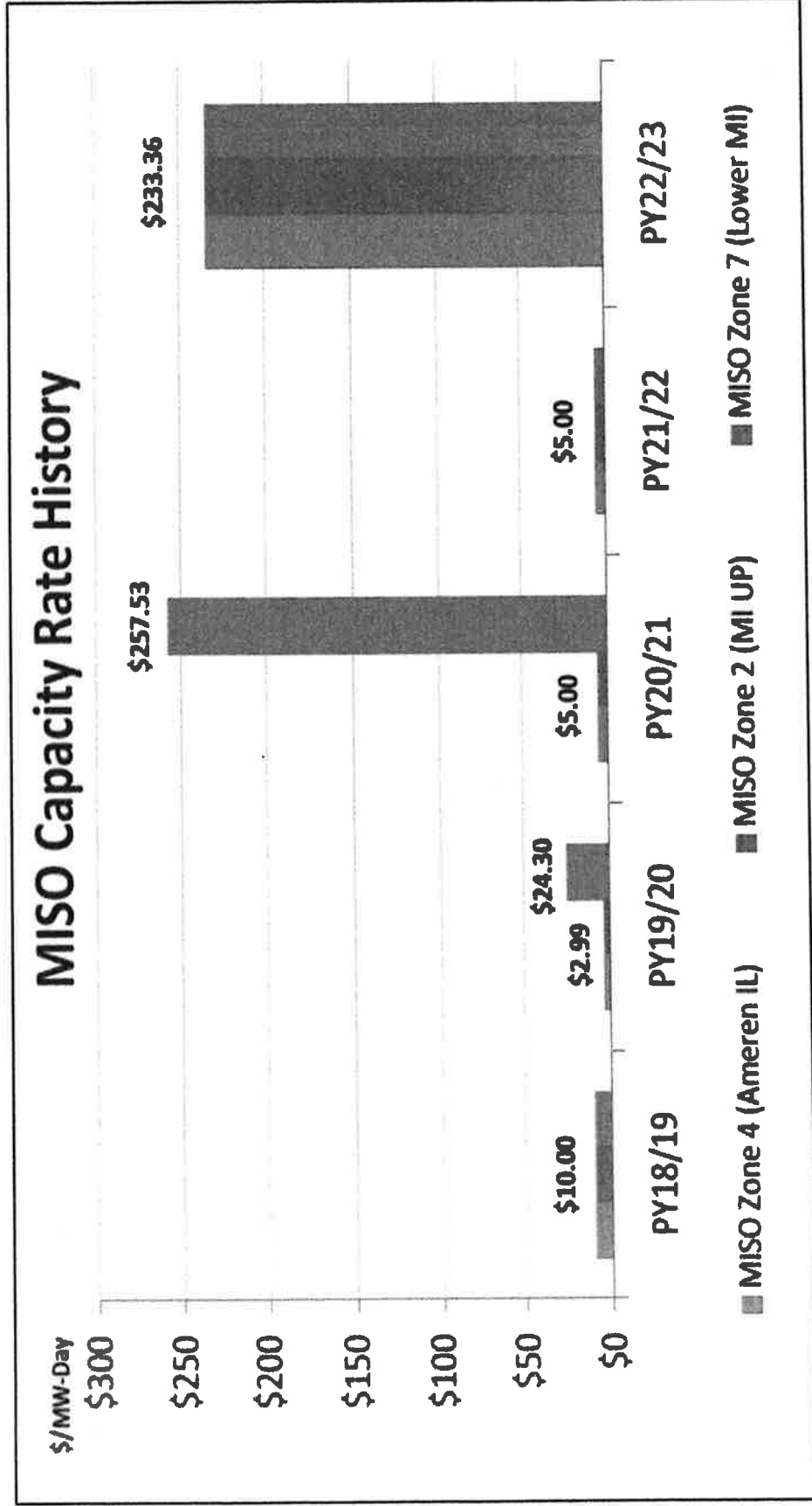
46x  
of year

## Capacity Increase

The Midcontinent Independent System Operator (MISO) said that renewable generation – solar and wind – has not kept pace with the generation capacity lost as fossil fuel plants have retired, leaving the region short of the resources needed on peak demand days. The high clearing price from the MISO capacity auction will add significant costs to the supply portion of a customer's electric bill.

These results reflect the challenges that accompany the changing dynamics surrounding the generation fleet as it transitions from some of the older, more emitting units toward those that present a more renewable solution and illustrates the growing risks surrounding resource adequacy. With load increasing coming-out of the pandemic, MISO is forced to address the growing gap between the accredited capacity (meeting the resource adequacy requirement standards) of the units retiring with that of the new resources coming on-line.

# MISO Capacity Rate History





will have up voted  
 out speed of food  
 recommended #

# Electric Supply -- Energy Only Fixed

## Energy Supply Only Pricing

Pricing includes Energy Supply only. Transmission Service, Capacity Charges, Ancillary Service Charges and Losses are pass through.

→ Recommendation gets passed election

| Supplier:            | Term:    | 12 month  | 24 month  | 36 month  | 48 month  |
|----------------------|----------|-----------|-----------|-----------|-----------|
| Constellation Energy | 12 month | \$0.08346 | \$0.07029 | \$0.06464 | \$0.06164 |
| AEP Energy           | 12 month | \$0.08565 | \$0.07257 | \$0.06725 | \$0.06532 |
| Homefield Energy     | 12 month | \$0.08605 | \$0.07413 | \$0.06956 | \$0.06779 |
| MidAmerican Energy   | 12 month | \$0.08619 | \$0.07460 | \$0.06937 | \$0.06687 |

10/25/20  
 Energy Supply  
 "Other Cost"  
 "Other Supply"  
 "Other"

Rates are per kWh and represent a September 2022 start. Suppliers reserve the right to rate accounts before contract offers if contracts are not submitted the same day as pricing is provided.

Estimated supply would be added cost

Suggestion is to  
 offer with  
 Prof  
 3/30

FFB Energy  
 10/25/20  
 10/25/20  
 10/25/20

**ATHLETIC AGREEMENT  
BETWEEN  
DALLAS ELEMENTARY SCHOOL DISTRICT #327  
LA HARPE COMMUNITY SCHOOL DISTRICT #347**

**1. INTRODUCTION**

A. This agreement is made by and between the Boards of Education of the Dallas and La Harpe Elementary School Districts for the 2021-2022, 2022-2023, ~~2023-2024~~ school years.

**2. HOSTED SPORTS**

A. Dallas City will host:           5th and 6th-grade Girls' Basketball  
  5th and 6th-grade Boys' Basketball  
  5th and 6th-grade Girls' Volleyball  
  5th, 6th, 7th, and 8th-grade Track and Field  
  5th, 6th, 7th, and 8th-grade Scholastic Bowl  
  5th, 6th, 7th, and 8th-grade Cross Country

B. La Harpe will host:           7th and 8th-grade Boys' Baseball  
  7th and 8th-grade Girls' Basketball  
  7th and 8th-grade Boys' Basketball  
  7th and 8th-grade Girls' Volleyball

C. Recommendations on the hiring of coaches will be made from a pool of candidates from both school districts. Final selections will be made from recommendations from the administration and candidates will be selected. 5th and 6th grade coaches will be hired by Dallas City and 7th and 8th grade coaches will be hired by La Harpe.

D. Coaches will follow the administering district's coaching guidelines and Handbook policies.

E. Current coaches will submit a letter of interest for next year's coaching position by April 1st of the current year if they wish to be considered for continued coaching of their particular sport. Letters are submitted to the administering district's administration.

**3. TRANSPORTATION**

A. Transportation to away games will be determined by the proximity of the game site. Postseason transportation opportunities will be offered equally among both districts.

B. Practice transportation will be shared by both districts.

**4. FINANCIAL ARRANGEMENTS**

A. Host schools will provide payment to the coaches for the sports they host.

B. All season expenses will be divided evenly between all schools (i.e. coaches stipends, tournament fees, awards, team equipment, transportation to games, etc.). Postseason expenses for IESA state-level competitions will be divided evenly between both districts.

## 5. SUPERVISION

A. Scheduling, organization for the athletic contests and officials will be the responsibility of host school.

B. Payment of supervision for tournament events will be divided equally among both schools.

## 6. ELIGIBILITY AND CODE OF CONDUCT

A. Academic eligibility will be determined by the school in which the student-athlete attends.

B. It is the responsibility of the sending school to inform the host school of any ineligible students by Wednesday noon of each week of the season.

C. The student-athlete will abide by the policies of the host school as listed in the host school's Athletic Handbook.

## 7. PHYSICALS

A. All student-athletes must have a current physical on file with the respective school. Copies will be furnished to each school upon request. No athlete may practice or participate until the physical is turned in to the respective office and the head coach is notified.

B. Athletes must provide documentation of a current physical to the Dallas City or La Harpe school office no later than July 15th.

*Handwritten note in red ink: "Handwritten note: 2/15/17 physical must be on file by 7/15/17"*

## 8. LIABILITY INSURANCE WILL BE AS FOLLOWS:

A. Liability for all students utilizing transportation shall be the transporting school's responsibility.

B. Each district will assume the insurance liability for their athlete on the team as for any other athlete of that district.

## 9. TEAM NAME

A. The team name shall be the LaHarpe/Dallas City Eagles in the sports that LaHarpe hosts and shall be the Dallas City/LaHarpe Bulldogs in the sports that Dallas City hosts. All programs, announcements, media communications, and other such items

will include the names of both communities; e.g. LaHarpe/Dallas City Eagles, or Dallas City/LaHarpe Bulldogs.

**10. AWARDS**

- A. The coaches will determine the criteria for postseason awards. The host school is responsible for ordering awards.
- B. IESA state level trophies will be duplicated for both schools and considered a shared district expense.
- C. Both Dallas City and La Harpe will split the costs of an annual awards banquet.

**11. PARTICIPATION**

- A. In sports with 5/6 grade and 7/8 grade teams that are administered separately (basketball and volleyball) any player may only "move up" with approval from the Principal of the hosting district in consultation with the cooperating district Principal, and if needed in consultation with the Athletic Directors. If players are needed tryouts will be held for athletes that want to move up. Tryouts are not open to spectators.
- B. 4th grade will be included in the 5th-grade programs when participation numbers are low.

Each respective school board in the cooperative has the option to consider the renewal or dissolution of the Cooperative Athletic Agreement. This agreement will be reviewed on an annual basis but will be re-negotiated every two years.

\_\_\_\_\_  
Dr. Janet Gladu, Superintendent, LCSD #347    Date

\_\_\_\_\_  
Alissa Tucker, Superintendent, DESD #327    Date

\_\_\_\_\_  
Dustin Detherage, Board President, LCSD #347    Date

\_\_\_\_\_  
Bob Castillo, Board President, DESD #327    Date

*Revised July 25, 2022*







A publication entitled "School Safety Busing and Instructions for Submitting Findings" is available from the Illinois Department of Transportation, 2300 South Dirksen Parkway, Springfield, Illinois 62764. The school administrator preparing this submittal should refer to the instructions in the booklet.

Two copies of this form are to be submitted to the IDOT District Office indicated in the instruction booklet. The IDOT District Office will approve or disapprove the submittal within thirty (30) days and return one copy to the school district indicating the action taken.

Name of School District: La Harpe Community School District
Address of Administrative Office: 404 W. Main Street
District #: 347, County: Hancock, City: La Harpe, Zip Code: 61450
Name of Contact Representative: Dr. Ryan Olson, Title: Superintendent, Phone Number: (217) 659-7739
Name of School to Which Children Are Walking: La Harpe Elementary School, Annual Sequential Number: 347-18-1

Type of Condition: 1. [X] Single Hazard Type II
2. [ ] Combination Hazard
Location: 3. Along (Street or Road Name) Timberview Drive and N. 2nd Street
4. Type I From To
5. Type II From 211 Timberview Drive To E. Clinton Avenue
6. Type III At
7. Type IV At

Type I - Walking Along a Roadway
Points: 8. Highest qualifying grade level (through \_\_\_ grade) Points Table 1
9. Location of walkway walkway (on shoulder \_\_\_ feet from roadway) OR Points Table 2
(behind curb or ditch \_\_\_ feet from roadway)
10. Speed of traffic ( \_\_\_ mph) Points Table 3
11. Volume of traffic ( \_\_\_ vehicles/hour) ( \_\_\_ lanes) Points Table 4
12. Length of hazardous section ( \_\_\_ miles) Points Table 5
13. Board's judgment points (attach explanation) Points
14. Total of lines 8 through 13 Points

Type II - Walking on a Roadway
15. Highest qualifying grade level (through 8 \_\_\_ grade) 5 Points Table 6
16. Reason for walking on roadway: (No shoulder or walkway off pavement for 1056 feet, OR 3 Points Table 7
Narrow bridge or underpass for \_\_\_ feet)
17. Speed of traffic ( 25 mph) 0 Points Table 8
18. Volume of traffic ( 8 vehicles/hour) ( 2 lanes) 0 Points Table 9
19. Length of hazardous section ( .4 miles) 2 Points Table 10
20. Board's judgment points (attach explanation) 2 Points
21. Total of lines 15 through 20 12 Points

Points  
(Continued)

Type III - Crossing a Roadway (Name of roadway being crossed \_\_\_\_\_ )

- 22. Highest qualifying grade level (through \_\_\_\_\_ grade) \_\_\_\_\_ Points Table 11
- 23. Control on roadway being crossed ( \_\_\_\_\_ ) \_\_\_\_\_ Points Table 11
- 24. Speed and volume of traffic ( \_\_\_\_\_ mph) ( \_\_\_\_\_ vehicles/hour) \_\_\_\_\_ Points Table 13
- 25. Width of roadway ( \_\_\_\_\_ feet) \_\_\_\_\_ Points Table 14
- 26. Board's judgment points (attach explanation) \_\_\_\_\_ Points
- 27. Total of lines 22 through 26 \_\_\_\_\_ Points

Type IV - Crossing Railroad Tracks

- 28. Highest qualifying grade level (through \_\_\_\_\_ grade) \_\_\_\_\_ Points Table 15
- 29. Crossing protection and number of tracks: ( \_\_\_\_\_ protection; \_\_\_\_\_ tracks used) \_\_\_\_\_ Points Table 16
- 30. Speed and number of trains: ( \_\_\_\_\_ mph; \_\_\_\_\_ trains) \_\_\_\_\_ Points Table 17
- 31. Board's judgment points (attach explanation) \_\_\_\_\_ Points
- 32. Total of lines 28 through 31 \_\_\_\_\_ Points

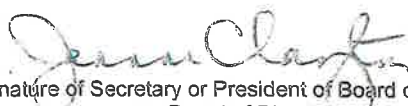
Finding

- 33.  Single hazard qualifies since 12 points in a Type II situation equals or exceeds 12.
- 34.  Combination hazard qualifies since the total of \_\_\_\_\_ points in a Type \_\_\_\_\_ situation and \_\_\_\_\_ points in a Type \_\_\_\_\_ situation equals or exceeds 20.
- 35.  Hazard is temporary for \_\_\_\_\_ school year (resubmit annually).
- 36.  No hazard

Certification

I hereby certify that the date in this application, including accompanying maps and statements, are true and correct to the best of my knowledge and belief.

Board approval was given on 1/16/18, and the minutes of this meeting bear evidence of this approval. Date

1/16/18 Date 

Signature of Secretary or President of Board of Education or Board of Directors

Action by Illinois Department of Transportation

Date Submittal Received \_\_\_\_\_, 20\_\_\_\_ Serial No. \_\_\_\_\_

Approved

Disapproved for corrections, additions, or clarifications noted in transmittal letter.

Disapproved for reason or reasons noted in transmittal letter.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of IDOT Regional Engineer

Reimbursement Estimate (This information will have no effect on IDOT's action on the submittal.)

- 1. Approximately how many students will annually be qualified for busing by this submittal that did not previously qualify for reimbursable busing? 2 students
- 2. What is the projected additional annual reimbursement that will result from this submittal? \$ \$2347.92

# La Harpe Community School District #347

404 West Main Street  
La Harpe, Illinois 61450  
Phone: (217)659-7739  
Fax: (217)659-7730  
[www.laharpeeagles.org](http://www.laharpeeagles.org)

Superintendent Ryan Olson Ed.D  
Principal Lila McKeown

January 16, 2018

**Re: Serious Safety Hazard Finding**

To whom it may concern,

Included with this document is a Board approved Serious Safety Hazard finding. As part of that finding, the Board of Education for La Harpe CSD 347 added two judgment points for factors peculiar to the hazards due to traffic in this specific situation. As marked on the map as "blind hill," drivers of motor vehicles traveling north on North 2<sup>nd</sup> Street come over a hill just before Timberview Drive, and therefore are "blind" to what is directly over the hill as they are traveling that direction. With students walking south in the morning to school and north from school in the afternoon, drivers are unable to see what is over the hill until they have crested the hill. With a narrow ditch next to the road, which is not accessible for walking in, students on this walking route are forced to walk in the roadway, thereby putting themselves at risk of being struck if drivers do not see them in time coming over the hill. Therefore, the Board determined that due to the seriousness of this particular hazard, two judgment points were awarded to the overall Serious Safety Hazard Finding putting the total for a Type II hazard at 12 points.

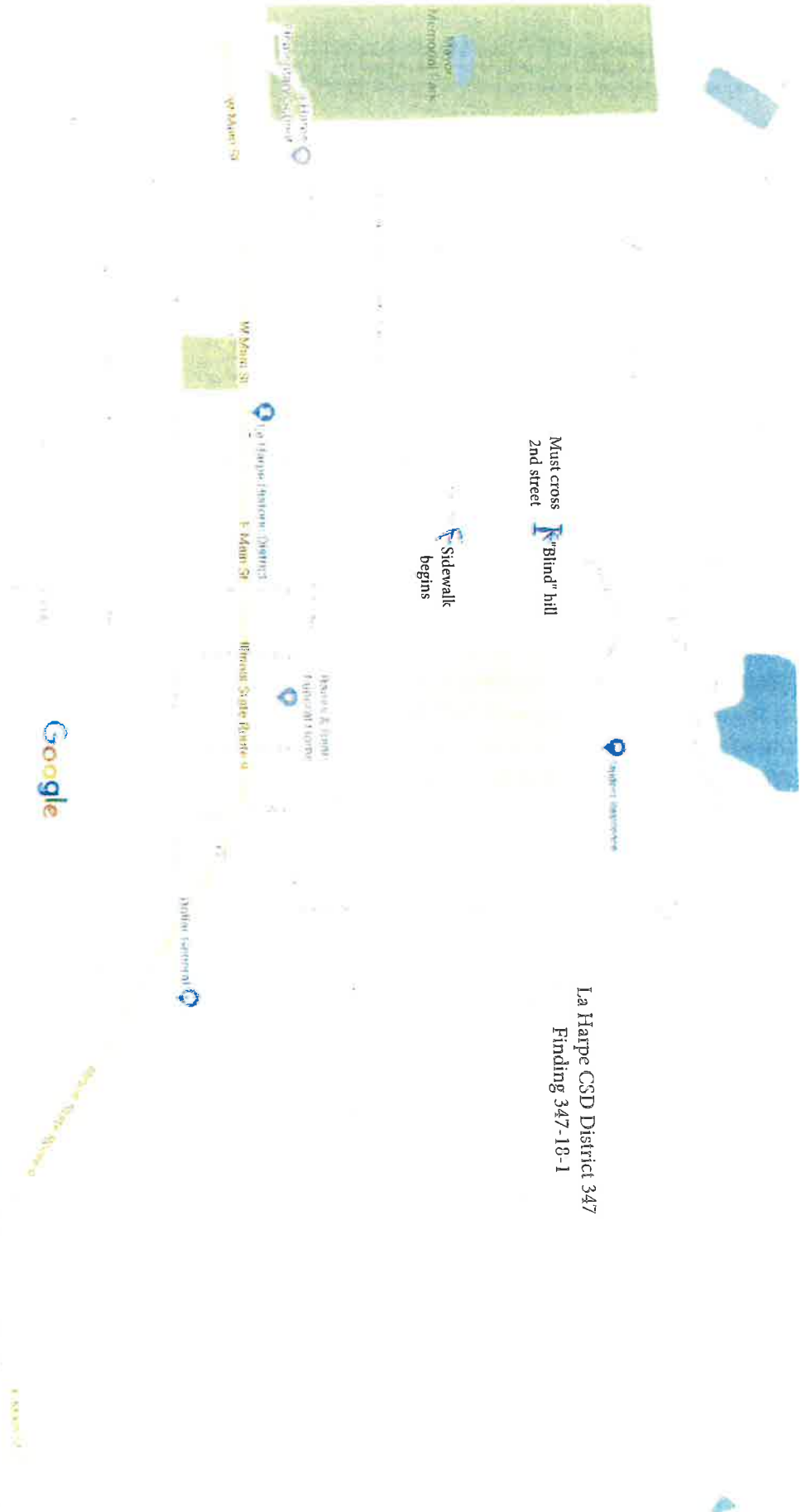
Sincerely,



Dr. Ryan Olson  
Superintendent  
La Harpe CSD 347

TOGETHER WE MAKE A DIFFERENCE





La Harpe CSD District 347  
 Finding 347-18-1

# August 2022

## La Harpe Community School Distric

| Sunday   | Monday  | Tuesday  | Wednesday                                      | Thursday                    | Friday                              | Saturday |
|--|---|--|--|-----------------------------|-------------------------------------|----------|
|  | 1   | 2  | 3  | 4<br>Registration - Library | 5                                   | 6        |
| 7  | 8   | 9  | 10   | 11                          | 12<br>Back to School<br>Night - PTO | 13       |
| 14<br>C - Bray<br>NC - Amschler, J<br>BL - Amschler, S<br>HC - Bundy   | 15<br>Staff In-service<br>All Staff<br>8:00 - 3:30 pm | 16<br>Board Mtg 6 pm<br>Staff In-service<br>All staff - except<br>transportation<br>8:00 - 4:00 pm | 17<br>1st Day Students :)<br>Start 1st quarter | 18                          | 19                                  | 20       |
| 21<br>C - Burt<br>NC - Cox<br>BL - Dail<br>HC - Garrison   | 22  | 23<br>Bus Evacuation Drill   | 24   | 25                          | 26                                  | 27       |
| 28<br>C - Painter<br>NC - Palmer<br>BL - Pratt<br>HC - Wilhite   | 29  | 30<br>Fire Drill #1  | 31   |                             |                                     |          |
| <b>Important Reminders</b> Finch - Prek dismissal & pickup- Hensley - Kinder dismissal & pickup<br>C- Car line supervision/walker<br>NC - north crosswalk supervision/walker<br>BL - Bus line supervision/walker<br>HC - highway crosswalk supervision |   |  |  |                             |                                     |          |

# September 2022

| Sunday  | Monday                      | Tuesday  | Wednesday                                      | Thursday | Friday  | Saturday |
|---|-----------------------------|--|--|----------|---|----------|
|   |                             |  |  | 1        | 2   | 3        |
| 4<br>C - Bray<br>NC - Amschler, J<br>BL - Amschler, S<br>HC - Bundy   | 5<br>No School<br>Labor Day | 6<br>GCN training certificates due to Gladu<br>Gladu mtg noon @ Illini Wes | 7<br>August staff member of the month vote due | 8        | 9<br>Midterms   | 10       |
| 11<br>C - Burt<br>NC - Cox<br>BL - Dail<br>HC - Garrison  | 12<br>Gladu mtg 9 - noon    | 13   | 14   | 15       | 16<br>Gladu gone PM - IASA mtg                                    | 17       |
| 18<br>C - Painter<br>NC - Palmer<br>BL - Pratt<br>HC - Wilhite  | 19                          | 20<br>Board Mtg. 6 pm  | 21<br>Staff Mtg. 7:30 am                       | 22       | 23  | 24       |
| 25<br>C - Pence<br>NC - Vanfleet<br>BL - Amschler, S<br>HC - Bundy  | 26                          | 27<br>Gladu unavailable PM<br>Taking Flight trng                           | 28   | 29       | 30<br>Early Dismissal<br>All instructional staff teachers & paras |          |
| <b>Important Reminders</b> Finch - Prek dismissal & pickup- Hensley - Kinder dismissal & pickup<br>C- Car line supervision/walker<br>NC - north crosswalk supervision/walker<br>BL- Bus line supervision/walker<br>HC - highway crosswalk supervision |                             |  |  |          |   |          |

| Sunday   | Monday   | Tuesday   | Wednesday   | Thursday                   | Friday   | Saturday |
|--|--|---|---|----------------------------|--|----------|
|  |  |   |   |                            |  | 1        |
| 2<br>C - Pence<br>NC - Vanfleet<br>BL - Pratt<br>HC - Wilhite            | 3  | 4<br>Gladu gone - law review<br>mtg - Peoria  | 5<br>September Staff Member<br>of the Month vote<br>due | 6                          | 7<br>fire dill #2  | 8        |
| 9<br>C - Painter<br>NC - Cox<br>BL - Dail<br>HC - Garrison               | 10<br>No School  | 11  | 12  | 13<br>End 1st Quarter      | 14<br>certified staff only<br>Teacher Institute<br>No School<br>Health Life Safety<br>Inspection | 15       |
| 16<br>C - Bray<br>NC - Amschler, J<br>BL - Pratt<br>HC - Wilhite         | 17<br>1st quarter grades due<br>by 4 pm<br>Start 2nd quarter | 18<br>Board Mtg   | 19<br>Staff mtg 7:30 am<br>PTC 3:30 pm - 7 pm           | 20<br>PTC - 3:30 pm - 7 pm | 21<br>No School - PTC  | 22       |
| 23<br>C - Painter<br>NC - Palmer<br>BL - Amschler, S<br>HC - Amschler, J | 24<br>Gladu gone - vacay                                     | 25<br>Gladu gone - vacay  | 26<br>Gladu gone - vacay                                | 27<br>Gladu gone - vacay   | 28<br>Gladu gone - vacay   | 29       |
| 30<br>C - Burt<br>NC - Cox<br>BL - Dail<br>HC - Bundy                    | 31<br>Gladu gone - vacay                                     | Important Reminders<br>Finch - Prek dismissal & pickup- Hensley - Kinder dismissal & pickup<br>C- Car line supervision/walker<br>NC - north crosswalk supervision/walker<br>BL- Bus line supervision/walker<br>HC - highway crosswalk supervision |   |                            |  |          |

La Harpe CSD #347

# November 2022

| Sunday  | Monday                   | Tuesday  | Wednesday                                    | Thursday   | Friday   | Saturday |
|---|--------------------------|--|--|--|--|----------|
|   |                          | 1  | 2  | 3  | 4<br>October Staff<br>Member of Month<br>vote due                      | 5        |
| 6<br>C - Pence<br>NC - Vanfleet<br>BL - Pratt<br>HC - Garrison  | 7                        | 8<br>No School   | 9  | 10<br>Veteran's Day Program                                  | 11<br>No School  | 12       |
| 13<br>C - Bray<br>NC - Amschler, J<br>BL - Dail<br>HC - Wilhite   | 14                       | 15<br>Board mtg 6 pm   | 16<br>Staff mtg 7:30 am                      | 17<br>Gladu gone - III conf                                  | 18<br>Midterms<br>Gladu gone - III conf                                | 19       |
| 20<br>C - Burt<br>NC - Cox<br>BL - Pratt<br>HC - Bundy  | 21<br>Gladu gone - vacay | 22<br>Early Dismissal<br>Staff Thanksgiving Potluck<br>lunch | 23<br>No School<br>Holiday<br>12 month staff | 24<br>No School<br>Thanksgiving<br>Holiday<br>12 month staff | 25<br>No School<br>Day After Thanksgiving<br>Holiday<br>12 month staff | 26       |
| 27<br>C - Bray<br>NC - Amschler, J<br>BL - Amschler, S<br>HC - Garrison   | 28                       | 29   | 30   |  |  |          |
| <b>Important Reminders</b> Finch - Prek dismissal & pickup- Hensley - Kinder dismissal & pickup<br>C- Car line supervision/walker<br>NC - north crosswalk supervision/walker<br>BL- Bus line supervision/walker<br>HC - highway crosswalk supervision |                          |  |  |  |  |          |



# December 2022

| Sunday   | Monday  | Tuesday              | Wednesday   | Thursday   | Friday  | Saturday |
|--|---|----------------------|---|--|---|----------|
|  |   |                      |   | 1  | 2   | 3        |
| 4<br>C - Pence<br>NC - Vanfleet<br>BL - Dail<br>HC - Wilhite   | 5<br>November Staff Member<br>of Month Vote due | 6                    | 7<br>JH Winter Program  | 8  | 9<br>Elem Winter Program  | 10       |
| 11<br>C - Painter<br>NC - Palmer<br>BL - Amschler, S<br>HC - Bundy   | 12  | 13                   | 14<br>PreK Christmas Program  | 15   | 16<br>Early Dismissal<br>Staff Potluch<br>Grades due by 4 pm<br>Last day 2nd quarter<br>Last Day 1st semester | 17       |
| 18   | 19<br>No School                                 | 20<br>Board Mtg 6 pm | 21<br>No School<br>Washington Birthday<br>12 month staff<br>Holiday | 22<br>No School<br>MLK Holiday<br>12 month staff | 23<br>No School   | 24       |
| 25   | 26<br>No School                                 | 27<br>No School      | 28<br>No School   | 29<br>No School                                  | 30<br>No School   | 31       |
| <p><b>Important Reminders</b>      Finch - Prek dismissal &amp; pickup- Hensley - Kinder dismissal &amp; pickup</p> <p>C- Car line supervision/walker</p> <p>NC - north crosswalk supervision/walker</p> <p>BL - Bus line supervision/walker</p> <p>HC - highway crosswalk supervision</p> |   |                      |   |  |   |          |

| Sunday   | Monday                                   | Tuesday  | Wednesday               | Thursday   | Friday                         | Saturday |
|--|--|--|-------------------------|--|--------------------------------|----------|
| 1<br>C - Pence<br>NC - Palmer<br>BL - Burt<br>HC - Vanfleet                | 2<br>School Resumes<br>start 3rd quarter | 3  | 4<br>Report Cards       | 5<br>December Staff<br>member of the month<br>vote due               | 6                              | 7        |
| 8<br>C - Bray<br>NC - Cox<br>BL - Dail<br>HC - Garrison                    | 9  | 10   | 11                      | 12   | 13                             | 14       |
| 15<br>C - Pence<br>NC - Palmer<br>BL - Amschler, S<br>HC - Bundy           | 16<br>No School                          | 17<br>Board mtg 6 pm   | 18<br>Staff mtg 7:30 am | 19   | 20<br>Gladu gone PM - IASA mtg | 21       |
| 22<br>C - Burt<br>NC - Vanfleet<br>BL - Pratt<br>HC - Wilhite              | 23                                       | 24   | 25                      | 26   | 27                             | 28       |
| 29<br>C - Painter<br>NC - Amschler, J<br>BL - Amschler, S<br>HC - Garrison | 30                                       | 31   |                         |  |                                |          |
|  |  | Important Reminders  |                         | Finch - Prek dismissal & pickup- Hensley - Kinder dismissal & pickup |                                |          |
|  |  | C- Car line supervision/walker<br>NC - north crosswalk supervision/walker<br>BL- Bus line supervision/walker<br>HC - highway crosswalk supervision |                         |  |                                |          |

La Harpe CSD #347

# February 2023

| Sunday  | Monday  | Tuesday                  | Wednesday               | Thursday | Friday  | Saturday |
|---|---|--------------------------|-------------------------|----------|---|----------|
|   |   |                          | 1                       | 2        | 3<br>3rd quarter midterms                             | 4        |
| 5<br>C - Bray<br>NC - Cox<br>BL - Dail<br>HC - Bundy  | 6<br>Gladi gone pm (?)<br>IASA<br>January staff member of<br>the month vote due | 7                        | 8                       | 9        | 10<br>Early Dismissal<br>SIP for<br>Certified & paras | 11       |
| 12<br>C - Burt<br>NC - Amschler, J<br>BL - Pratt<br>HC - Garrison   | 13  | 14                       | 15                      | 16       | 17  | 18       |
| 19<br>C - Painter<br>NC - Palmer<br>BL - Dail<br>HC - Wilhite   | 20<br>No School   | 21<br>Board Meeting 6 pm | 22<br>Staff mtg 7:30 am | 23       | 24<br>Gladiu gone PM - IASA mtg                       | 25       |
| 26<br>C - Pence<br>NC - Vanfleet<br>BL - Cox<br>HC - Bray   | 27  | 28                       |                         |          |   |          |
| <p><b>Important Reminders</b>      Finch - Prek dismissal &amp; pickup- Hensley - Kinder dismissal &amp; pickup</p> <p>C - Car line supervision/walker<br/>           NC - north crosswalk supervision/walker<br/>           BL - Bus line supervision/walker<br/>           HC - highway crosswalk supervision</p> |   |                          |                         |          |   |          |

| Sunday   | Monday   | Tuesday                         | Wednesday   | Thursday                             | Friday  | Saturday  |
|--|--|---------------------------------|---|--------------------------------------|---|-----------|
|  |  |                                 | <b>1</b>  | <b>2</b>                             | <b>3</b><br>February staff member of the month vote due | <b>4</b>  |
| <b>5</b><br>C - Burt<br>NC - Palmer<br>BL - Amschler, S<br>HC - Bundy  | <b>6</b>   | <b>7</b>                        | <b>8</b><br>Tornado drill<br>Evacuation drill                               | <b>9</b>                             | <b>10</b><br>end 3rd quarter                            | <b>11</b> |
| <b>12</b><br>C - Painter<br>NC - Vanfleet<br>BL - Pratt<br>HC - Garrison   | <b>13</b><br>grades due by 4 pm<br>start 4th quarter | <b>14</b>                       | <b>15</b><br>PTC 3:30 pm - 7:30 pm<br>Fire Drill #3<br>Report Cards go home | <b>16</b><br>PTC - 3:30 pm - 7:30 pm | <b>17</b><br>Gladu gone PM - IASA mtg<br>No School      | <b>18</b> |
| <b>19</b><br>C - Pence<br>NC - Amschler, J<br>BL - Burt<br>HC - Wilhite  | <b>20</b>  | <b>21</b><br>Board mtg 6 pm     | <b>22</b><br>Staff mtg 7:30 am  | <b>23</b>                            | <b>24</b><br>Teacher Inservice<br>Certified Staff       | <b>25</b> |
| <b>26</b><br>C - Bray<br>NC - Cox<br>BL - Vanfleet<br>HC - Painter   | <b>27</b><br>Gladu gone - vacay                      | <b>28</b><br>Gladu gone - vacay | <b>29</b>   | <b>30</b>                            | <b>31</b>   |           |
| <p><b>Important Reminders</b> Finch - Prek dismissal &amp; pickup- Hensley - Kinder dismissal &amp; pickup</p> <p>C- Car line supervision/walker<br/>           NC - north crosswalk supervision/walker<br/>           BL- Bus line supervision/walker<br/>           HC - highway crosswalk supervision</p> |  |                                 |   |                                      |   |           |

# April 2023

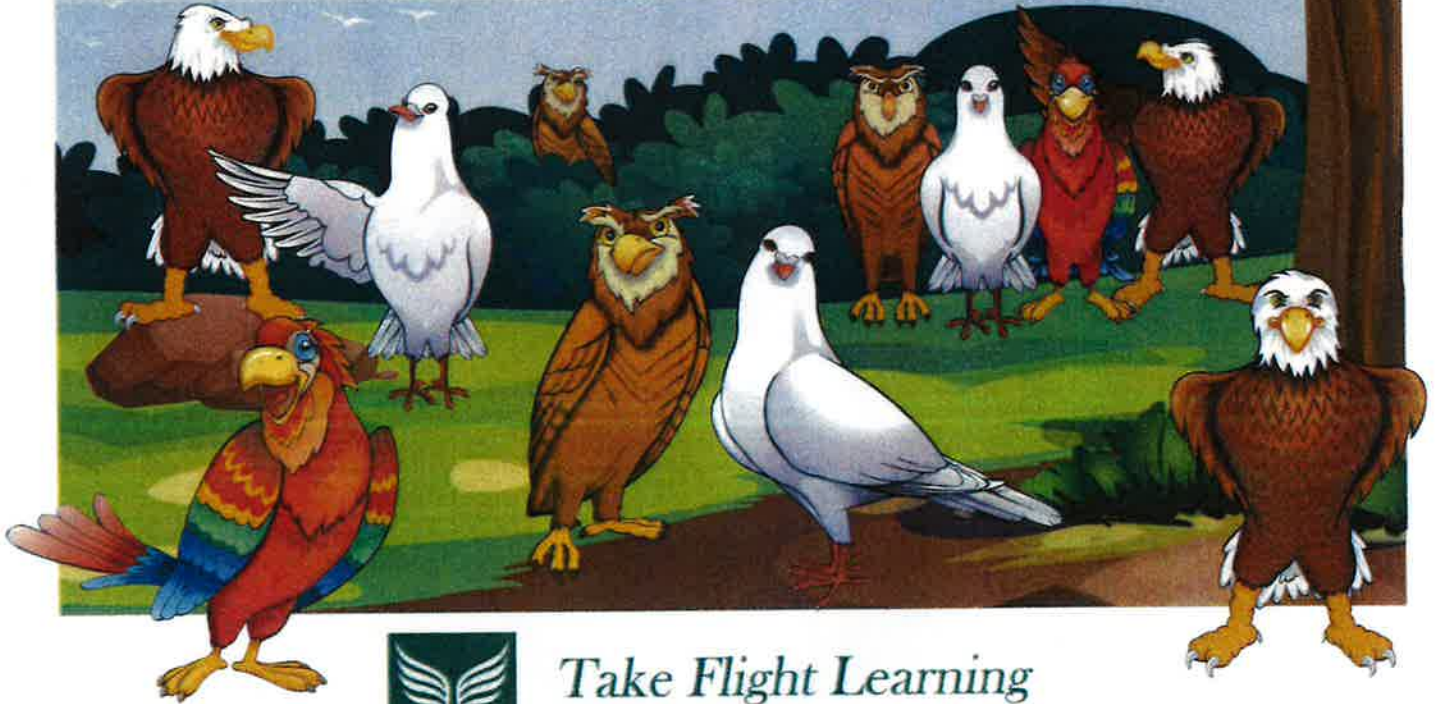
La Harpe CSD #347

| Sunday  | Monday  | Tuesday              | Wednesday   | Thursday       | Friday                                     | Saturday |
|---|---|----------------------|---|----------------|--|----------|
|   |   |                      |   |                |  | 1        |
| 2<br>C - Pence<br>NC - Palmer<br>BL - Dail<br>HC - Bundy              | 3   | 4                    | 5<br>Early Dismissal<br>SIP Paras & Certified<br>March staff member<br>of the month due | 6<br>No School | 7<br>No School                             | 8        |
| 9<br>C - Bray<br>NC - Amschler, J<br>BL - Amschler, S<br>HC - Wilhite | 10<br>No School   | 11                   | 12  | 13             | 14<br>Gladu gone PM - IASA mtg<br>midterms | 15       |
| 16<br>C - Burt<br>NC - Cox<br>BL - Dail<br>HC - Garrison              | 17  | 18<br>Board mtg 6 pm | 19<br>Staff mtg 7:30 am   | 20             | 21   | 22       |
| 23<br>C - Painter<br>NC - Vanfleët<br>BL - Amschler, S<br>HC - Bundy  | 24  | 25                   | 26  | 27             | 28   | 29       |
| 30  | <p><b>Important Reminders</b>      Finch - Prek dismissal &amp; pickup- Hensley - Kinder dismissal &amp; pickup</p> <p>C- Car line supervision/walker</p> <p>NC - north crosswalk supervision/walker</p> <p>BL- Bus line supervision/walker</p> <p>HC - highway crosswalk supervision</p> |                      |   |                |  |          |



| Sunday   | Monday  | Tuesday  | Wednesday                                   | Thursday   | Friday   | Saturday         |
|--|---|--|---|--|--|------------------|
| <p><b>1</b></p> <p>C - Bray<br/>NC - Palmer<br/>BL - Amschler, S<br/>HC - Bundy</p>  | <p><b>2</b></p>   | <p><b>3</b></p>  | <p><b>4</b></p> <p>Fine Arts Night</p>      | <p><b>5</b></p> <p>Gladi Gone PM - IASA mtg<br/>April staff member of the<br/>month vote due</p> | <p><b>6</b></p>  |                  |
| <p><b>7</b></p> <p>C - Pence<br/>NC - Vanfleet<br/>BL - Dail<br/>HC - Garrison</p>   | <p><b>8</b></p>   | <p><b>9</b></p>  | <p><b>10</b></p>                            | <p><b>11</b></p>   | <p><b>12</b></p> <p>Emergency Day</p>  | <p><b>13</b></p> |
| <p><b>14</b></p> <p>C - Burt<br/>NC - Cox<br/>BL - Pratt<br/>HC - Wilhite</p>  | <p><b>15</b></p> <p>staff member of the year<br/>vote due</p> | <p><b>16</b></p> <p>Board Meeting 6 pm</p>   | <p><b>17</b></p> <p>Staff mtg 7:30 am</p>   | <p><b>18</b></p> <p>Athletic Banquet</p>   | <p><b>19</b></p> <p>Emergency Day</p>  | <p><b>20</b></p> |
| <p><b>21</b></p> <p>C - Painter<br/>NC - Amschler, J<br/>BL - Amschler, S<br/>HC - Bundy</p>   | <p><b>22</b></p> <p>Academic Banquet</p>                      | <p><b>23</b></p>   | <p><b>24</b></p> <p>Elem Spring Concert</p> | <p><b>25</b></p> <p>JH Spring Concert</p>  | <p><b>26</b></p> <p>Kinder track meet<br/>End 4th quarter<br/>grades due by 4 pm</p> | <p><b>27</b></p> |
| <p><b>28</b></p> <p>C - Pence<br/>NC - Vanfleet<br/>BL - Dail<br/>HC - Garrison</p>  | <p><b>29</b></p> <p>No School</p>                             | <p><b>30</b></p> <p>Last day for students<br/>Early dismissal<br/>Report cards send home</p> | <p><b>31</b></p>                            |  |  |                  |
| <p><b>Important Reminders</b>      Finch - Prek dismissal &amp; pickup- Hensley - Kinder dismissal &amp; pickup</p> <p>C- Car line supervision/walker<br/>NC - north crosswalk supervision/walker<br/>BL- Bus line supervision/walker<br/>HC - highway crosswalk supervision</p> |   |  |   |  |  |                  |

# TAKING FLIGHT WITH DISC



*Take Flight Learning*

## TEAM DYNAMICS REPORT



8/4/2022



## Organizational Styles

### Action-oriented

- Act quickly and decisively
- Drive transformational change
- Create ambitious goals and strategies
- Target goals and outcomes
- Communicate directly and candidly
- Create new markets and opportunities
- Create a formal, structured environment

- Create an inspiring, shared vision
- Flexibly adapt to changing conditions
- Promote positivity and engagement
- Spot emerging trends and opportunities
- Optimistically focus on possibilities
- Create an empowering environment
- Maintain high morale



Results-driven

### The Styles at Work

Culture-driven



- Create a structured environment
- Communicate through writing
- Reward accuracy and quality
- Prefer incremental change
- Adhere to policies and standards
- Emphasize processes and systems
- Make decisions based on logic and data



- Foster trust and collaboration
- Make decisions based on values
- Work with existing paradigms
- Seek input from all employees
- Create a comfortable environment
- Ensure employee satisfaction
- Retain long-term employees

### Planning-oriented





### Ideal Work Environment for Each Style



Freedom from supervision and control

Freedom from rigid processes and details

Maintain standard operating procedures

Private space with little interruption

Non-routine work with a wide range of responsibilities

High degree of interaction with others

Calm and stable

Opportunities for critical thinking

Opportunity to be candid and express viewpoints and ideas

Social opportunities to connect with fellow coworkers

Change is implemented incrementally

Clearly defined expectations and processes

Innovative and willing to try new things

Freedom to express new ideas

Minimal conflict

Focus on quality

Challenging projects

Tons of positive reinforcement

Small tight-knit groups

Business-like environment

Opportunities to make decisions

Manager provides coaching and is motivational

Sincere appreciation for a job well done

Opportunities to demonstrate expertise

Opportunities for advancement

Optimistic atmosphere where people focus on the positive

Predictable routines

Sufficient time to ensure quality

Direct communication and answers

Team-based projects and activities

Coworkers demonstrate respect and compassion

Clear logic behind requests and decisions



## Eagle Culture

The Eagle culture is all about speed and results. Let's do it and let's do it now. This environment operates at a fast-pace and aims for big goals. Ideas can go from inception to implementation in just moments so be ready. Details? We'll figure that out along the way. The environment is punctuated by people who candidly state their opinions and speak directly.



While the strengths of this group include vision and execution, a group with a lot of Eagle energy may sacrifice accuracy for speed. Ironically, while Eagles desire short meetings, they may be long and drawn out as everyone has strong opinions and wishes to share them. The expression, "too many cooks spoil the broth" captures the essence of how team members may work together.

## Strengths

- An agile work environment allows for flexibility and adaptability.
- Quick decision-making increases competitiveness and effective crisis management.
- Clearly stated opinions diminish second-guessing their meaning or intention.
- Risk-taking and innovation are encouraged and rewarded.
- Ambitious goals push individuals towards accomplishing objectives.
- Healthy competition prompts everyone to work hard.
- The focus is on what *can be* rather than being constrained by *what is*.
- Confidence inspires action.

## Challenges

- The focus on achieving results can lead to an all-business culture.
- The lack of planning or troubleshooting can lead to hasty decisions, mistakes, and unintended consequences.
- Blunt communication and feedback can come across as harsh.
- A constant fast pace can be exhausting for Owls and Doves.
- Too much change creates a lack of stability and ambiguity.
- Independence is prized over teamwork.
- Opinions may not be solicited or they may be perceived as not valued.
- Overconfidence can lead to poor decision making.





## Eagles

### Culture in Action

#### Communication

People communicate directly and willingly name the elephant in the room. Outsiders might view communication as abrupt or harsh, but team members likely appreciate the candor.

#### Decision-making

Decisions are made quickly and without need for a tremendous amount of information.

#### Meetings

Team members likely desire quick, decisive meetings, though Eagle meetings can often be long and drawn out as all members have ideas and opinions, want to share them, and believe they are right.

#### Risk-taking

Eagle environments tend to embrace risk-taking, both big and small. From new processes to entering new markets, Eagle teams equate big risk with big rewards.

#### Innovation

Eagle teams are big picture, visionary, and innovative. They drive change quickly and seek to be the leading edge of innovation.

#### Managing Change

Eagles don't need much information or time to acclimate to change. Eagles may even be the driving force behind the change, especially if the push is for something new, better, or faster.



## Eagles

### Culture in Action

#### Pace

Eagles like to move at their own speed, which is usually faster than everyone else. Eagles know what the goal is, how to get there, and they will meet you at the finish line.

#### Rewards

Eagles recognize and reward results, boldness, candor, and risk-taking.

#### Structure/Freedom

Eagles push back against red tape, restraints, or guidelines that slow them down. Rules are for other people who need direction and guidance. Eagles simply need to know the end goal and they will find their own way to get there.

#### Stress

While Eagles may be the first and loudest ones to vent tension, they are also the first to let it go. Don't take their outbursts personally.

#### Conflict

Eagle teams engage in conflict as sport. Team members may view conflict as a passionate conversation that leads to action. Conflict is not perceived as being personal.

#### Dislikes

The Eagle culture is repelled by constraints, details, and softness.



## Parrot Culture

The most striking element of a Parrot work environment is its high morale and positive energy. During good times and bad, Parrots effortlessly deflect stress with humor and optimism. Successes are celebrated and contributions are rewarded with positive feedback. There is likely a strong sense of camaraderie and connectedness. We can do it! And, we can do it together!



The key challenge in the Parrot culture is inattention to details and processes that ensure quality results. The spontaneous manner in which decisions are made can lead to decisions that don't consider downstream impacts. Team meetings can lack focus and easily stray from the subject at hand.

## Strengths

- Parrots foster spontaneous and frequent communication.
- Parrots find the silver lining in any crisis.
- Parrot enthusiasm is contagious and helps to inspire others.
- Parrots excel at recognition and rewards for others, which increases morale.
- Teamwork is valued and encouraged.
- They look for win-win situations during conflict.
- Parrots are welcoming and accepting of others.

## Challenges

- Too much talking can lead to not enough listening.
- Too much optimism can lead to risky behavior.
- Lack of interest in details can lead to mistakes.
- Their loud and friendly demeanor can lead to quieter folks being overlooked.
- Time management can be an issue.
- Parrots may leave boring tasks unfinished.
- Parrots place too much trust in others to follow through on promises.





## Parrots

### Culture in Action

#### Communication

As natural storytellers, Parrots tend to speak in positive terms with high energy and excitement. Parrot teams encourage their members with joy and enthusiasm.

#### Meetings

Lacking an agenda and someone designated as a timekeeper, Parrot meetings are likely to be long and rambling. People will leave feeling connected and new ideas may be generated, but they may neglect follow-through.

#### Innovation

Parrot teams are creative and like to try new things. They are not afraid to attempt something big that takes them off the beaten path. Their infectious energy is likely to generate buy-in for the new idea.

#### Decision-making

Always the optimists, Parrots assume their decisions will lead to positive outcomes. Their carefree attitude allows them to make decisions quickly, but may lead to issues when they run into unforeseen obstacles.

#### Risk-taking

A group of Parrots is likely to assume the best possible outcome is inevitable, but they may not consider the implications of the risk.

#### Managing Change

Changes often bring fresh air and clear out old systems that are no longer optimal. Parrot teams are invigorated by the energy surrounding the possibilities.



## Parrots

### Culture in Action

#### Pace

Parrots move quickly as they see the big picture and don't slow themselves down with the details. Their speed can lead to a lack of troubleshooting, which can slow them down later.

#### Rewards

The Parrot culture recognizes and rewards optimism, positivity, energy, and out-of-the-box thinking.

#### Structure/Freedom

A group of Parrots isn't necessarily ignoring the rules; It's more likely they didn't notice there were rules in the first place. Parrot ingenuity chafes at restrictions that limit their ability to think creatively to get things done.

#### Stress

Parrot teams deflect stress with humor, but make no mistake, if you have a team of stressed-out Parrots you would know! They are likely talking about it as their way of working through it.

#### Conflict

Disagreements tear at the fabric of positivity while conflict is likely to be minimal.

#### Dislikes

The Parrot culture is repelled by negativity, details, and stagnation.





## Dove Culture



Given the Dove's desire for harmony, the Dove culture is characterized by trust and cohesion. Communication is likely to be respectful and people listen patiently with empathy. Team members are there for each other to provide support and a helping hand. Team members might even describe their fellow coworkers and my "work family."

The desire for stability may limit innovation and the exploration of new approaches. Alignment is important in this team though consensus takes time. Decision-making may take a while as the team likely seeks to ensure that everyone is on board. Conflict and debate may be suppressed in the name of "getting along."

## Strengths

- Polite and respectful communication fills the air.
- Everyone is involved in decision making and people feel comfortable with decisions.
- Harmony and collaboration are a priority.
- Overt conflict is low as peace is the priority.
- Careful work leads to high levels of quality and goal completion.
- Team members are dependable and excellent at follow-through.
- The team likely creates long-term relationships among members and with customers.

## Challenges

- Seeking consensus can slow down decision making.
- Issues may not be addressed as communication is overly polite.
- Difficult decisions may be delayed or avoided.
- Conflict exists under the surface because issues are not addressed directly.
- Innovation is not a priority.
- People may hesitate to challenge group culture, even when change is needed.
- The slow and steady pace can be frustrating to Eagles and Parrots.



## Doves

### Culture in Action

#### Communication

Soft-spoken and considerate, a group of Doves is likely to communicate respectfully. Once they are comfortable with each other, conversation flows gently from one topic to another. Others may view the group as hesitant to speak up, mistaking their politeness for having nothing to say.

#### Decision-making

Consensus is key! Everyone's viewpoint will be heard and considered before moving forward.

#### Meetings

Meetings for this group tend to be polite gatherings with little dissension or disagreement.

#### Risk-taking

Dove teams are happy to support you in your endeavors but may not take excessive risks themselves.

#### Innovation

Doves are reactive to situations, and make gradual, evolutionary changes.

#### Managing Change

Change can be uncomfortable to a steadfast and consistent Dove team. Small changes that make someone's life more comfortable may be readily accepted, but if Doves need to deal with big changes, they need ample time to ask questions and mentally prepare themselves for the ordeal.



## Doves

### Culture in Action

#### Pace

The philosophy of a team of Doves might just be 'slow and steady wins the race.'

#### Structure/Freedom

A group of Doves is likely to value structure and process. This allows them to meet expectations and satisfy the goals provided by leadership.

#### Conflict

The team likely avoids addressing major interpersonal issues or naming the elephant in the room if it may offend some team members. Doves may even discourage conflict in the name of teamwork.

#### Rewards

The Dove culture recognizes and rewards collaboration, respect, consensus, and loyalty.

#### Stress

While stress may reside under the surface, you may not sense stress in a Dove environment.

#### Dislikes

The Dove culture is repelled by abrasiveness, disruption to the status quo, and taking big risks.





## Owl Culture

The Owl environment could be described by the carpenter's motto, "measure twice, cut once." It might take a while to make decisions or create change in this culture, but once implemented, quality results are likely. This environment will feature clearly defined processes and systems where people will steadfastly follow the rules.



During stressful times, an Owl group will require copious data analysis before reaching a decision, a dynamic that can often lead to analysis paralysis. The environment is likely to be on the serious side. Team meetings will feature much detail and a lot of questions. People may work independently and may not feel connected to the team as a whole.

## Strengths

- Communication is diplomatic, logical, and thorough.
- Sufficient time is spent on planning and troubleshooting.
- Roles and responsibilities are structured and clearly defined.
- Processes and procedures are streamlined to prevent gaps and overlap.
- Meetings are formal and organized.
- Decisions are logical and data-driven.
- Drama based on team dynamics is kept to a minimum.

## Challenges

- Owl groups can get lost in the details and miss the big picture.
- Decision-making is a time-consuming process.
- The careful nature of the group leads to a slow pace of project completion.
- There is resistance to changes in procedures or traditions.
- There is little emphasis on rewards and recognition, which can lead to low morale.
- The group may appear rigid to outsiders.
- Feelings and emotions of team members are often overlooked.



## Owls

### Culture in Action

#### Communication

This group is likely to provide tons of information and may be more focused on what they are saying rather than how they are saying it. The facts speak for themselves.

#### Meetings

Owl meetings are organized and proper. Agendas are thorough and likely disseminated in advance so group members can be prepared. Team members may be reserved in meetings and deeper discussion may take place outside of the meeting.

#### Innovation

Owl teams may prefer to refine *what is* rather than explore new territory.

#### Decision-making

Owl teams consider all the facts before they are comfortable making decisions or moving forward with something new.

#### Risk-taking

Owl teams excel at troubleshooting. This may slow them down from jumping into risks, but when they do take the risk, you can bet they've thought it through.

#### Managing Change

Owl teams need time and information to acclimate to change. Expect tons of questions from a team of Owls during change.





## Owls

### Culture in Action

#### Pace

Quality takes time, and Owls have the patience and passion to make sure tasks are completed to specification. The pace may be slow, but the quality is high.

#### Rewards

Owls recognize and reward logic, thoroughness, precision, and objectivity.

#### Structure/Freedom

Customs and rules provide a framework for expected behaviors, and Owl teams find this reassuring. Structure creates consistent results.

#### Stress

Since Owls internalize stress, you may not sense if there is a high level of stress within an Owl team.

#### Conflict

Owl teams tend to avoid interpersonal conflict, but disagreements about processes or details can be quite extensive.

#### Dislikes

The Owl culture is repelled by vagueness, emotionally-driven decisions, and radical change that is implemented quickly.



## Team Composition

### What if your team has an abundance of one style?

### What if your team is missing a style?

- Decisions may be rushed
- Conversations can get intense
- Results may be prioritized over feelings
- Positive feedback may be overlooked



- The group may lose sight of the main goal
- Plans may lack follow-through
- Discussions may lack radical candor
- The group may lack the drive to push boundaries

- Decisions may not be carefully evaluated
- Meetings may lose focus and diverge from the topic
- Optimism may override careful planning
- Mistakes may arise from inattention to detail



- Morale may decrease when times are tough
- Accomplishments may not be celebrated
- Environment may lack excitement and energy
- Enthusiasm for new ideas may not be in abundance

- Decisions might not proceed without unanimous consent
- Adherence to current methods may lead to stagnation
- Politeness may override dealing with issues directly
- Poor performance may not be addressed



- Decisions may ignore the impact on others
- Quiet members of the group may be overlooked
- Conflict may be high without peacekeepers
- Compassion and empathy may be in short supply

- Decision-making may take a while
- Discussions may focus on the details and miss the big picture
- New ideas may be met with skepticism
- Tasks and objectives may be prioritized over feelings



- Speed may increase at the expense of quality
- Implications of decisions may not be fully explored
- Roles and processes may have gaps and overlaps
- Decisions may not be data-driven

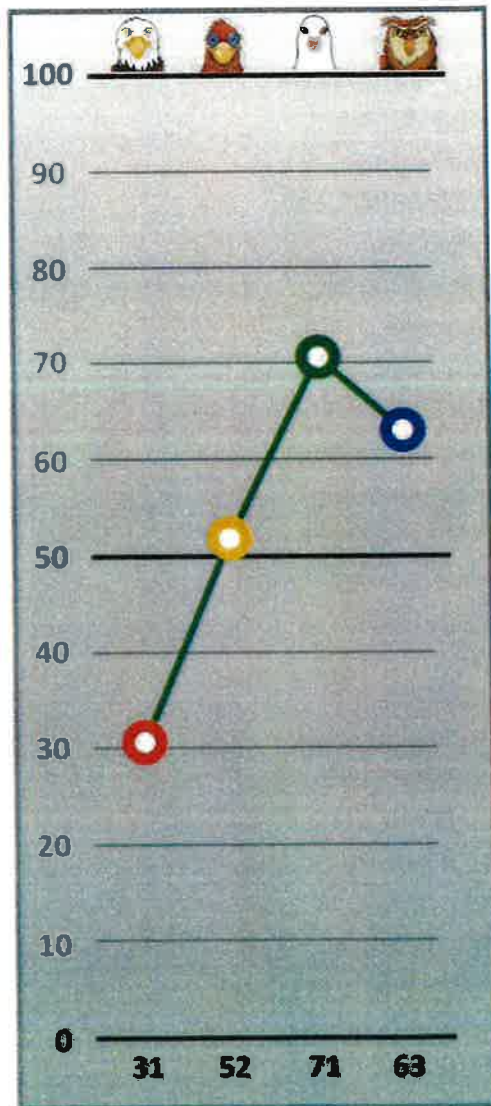


## Graph

The following graph represents your team's overall style (graph 3). The totals represent the number of people there are for each primary (highest) style.

Take the time to consider how this overall graph impacts your team. Do you have an abundance of one or two styles? Are any of the styles lightly represented? What are the potential strengths and challenges of your combined styles based on what you do?

Every graph tells a story. What does this graph tell you?







## Name

## Style

|                    |                 |
|--------------------|-----------------|
| John Amschler      | EAGLE/owl       |
| Sarah Amschler     | DOVE/owl        |
| Aaron Baker        | DOVE/parrot/owl |
| Susan Bray         | OWL/DOVE        |
| Cassie Bundy       | DOVE/OWL/PARROT |
| Melissa Burt       | PARROT/DOVE/owl |
| Ashley Cox         | DOVE/owl        |
| Kenneth Dail       | PARROT/owl      |
| Emily Detherage    | OWL/PARROT/dove |
| Steve Ferneti      | PARROT/DOVE     |
| Carrie Finch       | EAGLE/parrot    |
| Cindy Fry          | DOVE/PARROT/owl |
| Julie Garrison     | DOVE/OWL        |
| Christina Geissler | PARROT/DOVE     |
| Janet Gladu        | OWL/eagle       |
| Ashlee Goettsche   | OWL/DOVE/parrot |
| Jennifer Hensley   | DOVE/OWL        |
| Ryan Hopper        | PARROT/DOVE/owl |
| Haley Humes        | DOVE/OWL/parrot |
| Ashley Johnson     | DOVE/OWL/parrot |
| Laura Jones        | PARROT/OWL/DOVE |
| Laura Kneiss       | DOVE/OWL        |
| Denise Kost        | OWL/dove        |
| Kelly Lafferty     | OWL/DOVE        |
| Kayla Martin       | DOVE/owl/parrot |
| Erin Neff          | DOVE/OWL/parrot |
| Courtney Painter   | DOVE/OWL        |
| Darcie Palmer      | DOVE/OWL        |
| Kristin Palmer     | DOVE/OWL        |
| Niki Pence         | PARROT/OWL/dove |
| Susan Pratt        | EAGLE/OWL       |
| Jeni Richardson    | DOVE/owl/eagle  |
| Katie Rittenhouse  | DOVE/PARROT/owl |
| Joanna Sholl       | OWL/dove/parrot |
| Destiny Shumaker   | OWL/DOVE        |
| Michael Siegfried  | PARROT/OWL      |
| Brandie Stokke     | DOVE/PARROT/owl |
| Kelly Sturek       | DOVE/OWL        |
| Leesa Swanson      | DOVE/OWL/eagle  |



# Team Dynamics Report

Jadrien Vanfleet  
Laura Wilhite

DOVE/PARROT/owl  
DOVE/parrot/owl





## John Amschler

### John is Motivated by:

- Efficient methods which get things done faster, without sacrificing quality.
- Things being done correctly the first time, so that later corrections aren't necessary.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- New experiences, and new challenges to meet.
- Direct, factual answers to questions, supported by accurate data.
- Immediate results for the high quality effort provided on any project.

### John Needs:

- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- To be able to trust the competence and high standards of others on the team.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.

### John Tends to Thrive in an Environment that Provides:

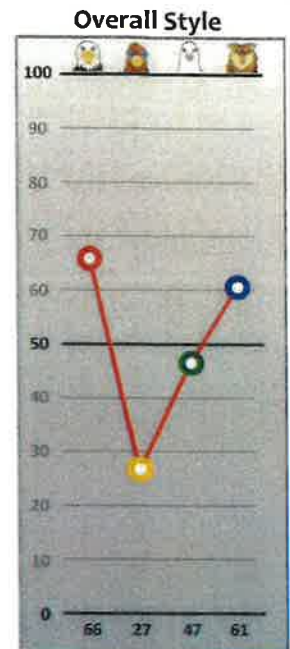
- Support of some occasional vacillation in decisions or ideas.
- Security and confidence in quality control measures.
- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.
- Opportunities for one to work alone, and to think things through.
- Opportunity for advancement to positions allowing for creativity.

### When Communicating with John, DO:

- Be efficient: Hit the major points first.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Give John the opportunity to express opinions and make some of the decisions.
- Do your homework, because John's homework will already be done.
- Be prepared to handle some objections.
- Be specific about what's needed, and who is going to do it.

### When Communicating with John, DON'T:

- Forget or lose things necessary for the meeting or project.
- Try to develop "too close" a relationship, especially too quickly.
- Leave things up in the air, or decide by chance.
- Whine about all of the work you have to do.
- Confuse or distract John from the issues at hand.
- Engage in rambling discussion, and waste John's time.



## Sarah Amschler

### Sarah is Motivated by:

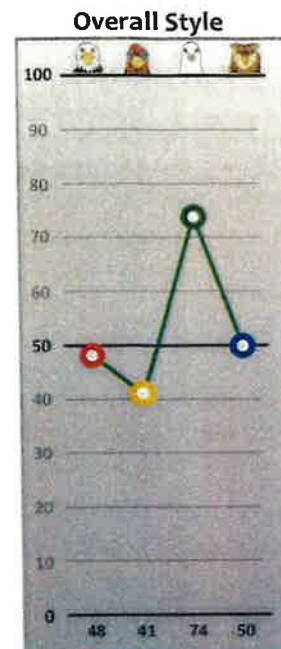
- A home life that is supportive of the work demands.
- Links to some of the proven traditions that have built success in the past.
- Having sufficient time to adjust to change, so as not to disrupt systems and processes.
- Established procedures on which a base of successful processes can be built.
- Sincerity from peers and colleagues.
- Feeling secure.

### Sarah Needs:

- Efficient systems and utilities to handle routine work more effectively.
- A reminder that your contributions are significant to the success of the team.
- Reassurance and support for taking appropriate and calculated risks.
- Sufficient time to consider alternatives prior to making changes.
- Options for increasing the efficiency of certain methods or procedures.
- Products and processes that you can believe in.

### Sarah Tends to Thrive in an Environment that Provides:

- The opportunity to work with people with whom you have developed trust, rapport, and credibility.
- Specific lines of authority and structure for reporting problems.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Clear areas of responsibility with minimal ambiguities.
- A secure work situation.
- A work environment that sincerely cares for the people involved.



### When Communicating with Sarah, DO:

- Ask 'how' oriented questions to draw out Sarah's opinions.
- Be casual and informal with gestures and body language.
- Find some areas of common interest and involvement.
- Break the ice with a brief personal comment.
- Observe carefully for possible areas of disagreement, as Sarah may not be verbal about them.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.

### When Communicating with Sarah, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
- Force Sarah to agree quickly with your objectives and position. Instead, provide some time for Sarah to warm up to the ideas and for mutual ownership.
- Offer promises that you can't keep.
- Stick coldly to the business agenda.
- Let it reflect on Sarah personally when you disagree, and don't let disagreements affect the relationship.
- Rush into business or the agenda. Instead, provide some time to break the ice.



## Aaron Baker

### Aaron is Motivated by:

- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.
- Sufficient time to adjust to change so as not to disrupt systems and processes.
- Established procedures on which a base of successful processes can be built.
- A moderate to high level of security in the environment.
- Sincerity from peers and colleagues.
- Assignments that provide a variety of activities involving people.

### Aaron Needs:

- Sufficient time to consider alternatives prior to making changes.
- A reminder that your contributions are significant to the success of the team.
- Frequent communication and contact with people.
- Increased organizational skills to reduce the potential for clutter and confusion.
- To be more practical, and less ideological.
- Clear and specific job descriptions and role responsibilities.

### Aaron Tends to Thrive in an Environment that Provides:

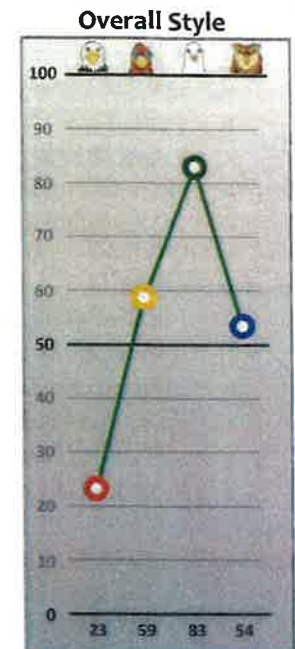
- Opportunities to work with people with whom you have developed trust, rapport, and credibility.
- The ability to interact with people in a comfortable, non-hectic manner.
- A secure work situation.
- Clear areas of responsibility with minimal ambiguities.
- A democratic supervisor and participatory management.
- Encouragement to speak up.

### When Communicating with Aaron, DO:

- Present your ideas and opinions in a non-threatening way.
- Provide testimonials from people Aaron sees as important and prominent.
- Attempt to be engaging, stimulating, and fast-paced.
- Be candid, open, and patient. Show sincere interest in Aaron as a person.
- Aaron will follow through. Be certain to follow through on your part.
- Ask 'how' oriented questions to draw out Aaron's opinions.

### When Communicating with Aaron, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
- Be domineering or demanding.
- Manipulate or bully Aaron into agreement.
- Patronize or demean Aaron by using incentives or subtlety.
- Threaten with position or power.
- Get bogged down in facts, figures, or abstractions.



## Susan Bray

### Susan is Motivated by:

- A home life that is supportive of work demands.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- The knowledge that the products and services offered are of the highest quality.
- Sincerity from peers and colleagues.
- Inclusion as a part of the group in social functions.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.

### Susan Needs:

- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Options for increasing the efficiency of certain methods or procedures.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- A method to be introduced to new groups of people or business associations.
- Sufficient time for effective planning, especially prior to change.

### Susan Tends to Thrive in an Environment that Provides:

- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- Established practices, procedures, and protocols.
- Activities that can be monitored from beginning to end.
- Identification with the team or greater organization.
- Sufficient time to adjust to changes in workplace procedures.
- Few sudden shocks, unexpected problems, or crises.

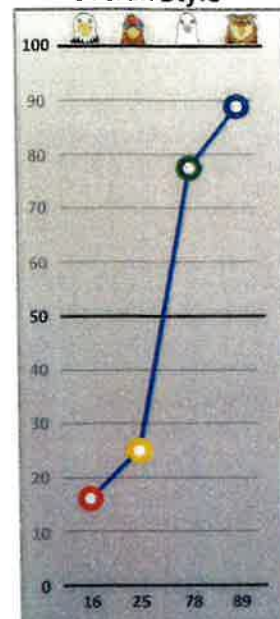
### When Communicating with Susan, DO:

- Ask 'how' oriented questions to draw out Susan's opinions.
- Make an organized appeal for Susan's support and contributions.
- Outline individual tasks and responsibilities in writing.
- Be sensitive to possible areas of disagreement as Susan may not be verbal about them.
- Provide assurances about Susan's input and decisions.
- Present your ideas and opinions in a non-threatening way.

### When Communicating with Susan, DON'T:

- Fail to follow through. If you say you're going to do something, do it.
- Be rude, abrupt, or too fast-paced in your delivery.
- Rush the issues or the decision-making process.
- Leave an idea or plan without backup support.
- Offer promises that you can't keep.
- Offer assurances and guarantees that you can't fulfill.

Overall Style







## Cassie Bundy

### Cassie is Motivated by:

- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- A system of support to assist with details and follow-through.
- A strong, visible group or organization to identify with and be proud of.
- Projects and challenges of a highly specialized nature that support your natural curiosity and detail orientation, while also allowing you to demonstrate your skills and competence.
- Assignments that allow for communication with a variety of contacts.

### Cassie Needs:

- Complete explanations of processes, and the internal systems used.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- An increased sense of urgency to get things done expediently.
- Clear and specific job descriptions and role responsibilities.
- Options for increasing efficiency of certain methods or procedures.
- Reassurance that the long hours spent on a project are worthwhile in building a successful outcome.

### Cassie Tends to Thrive in an Environment that Provides:

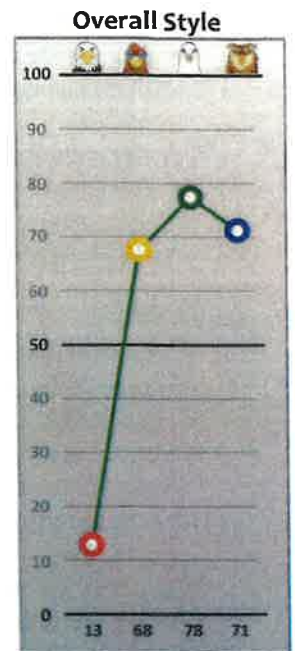
- Public recognition for accomplishments.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- A place relatively free of interpersonal conflict and hostility.
- Few sudden shocks or unexpected problems.
- Close relationships with small groups of associates, rather than superficial relationships with a large group of people.
- Complete information, details, and examples with no gaps or surprises.

### When Communicating with Cassie, DO:

- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Give Cassie time to verify the issues and potential outcomes.
- Do your homework, because Cassie's homework will already be done.
- Break the ice with a brief personal comment.
- Be accurate and realistic, don't over-inflate ideas or outcomes.
- Be candid, open, and patient.

### When Communicating with Cassie, DON'T:

- Use someone else's opinion as evidence.
- Push too hard.
- Offer promises that you can't keep.
- Leave the idea or plan without backup support.
- Be vague about what's expected of the group.
- Get in the habit of manipulating ideas quickly.





## Melissa Burt

### Melissa is Motivated by:

- Evidence that a new process has been successful in similar applications.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- Flexibility to circulate and talk with a variety of people.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Acceptance as a positive and supportive member of the organization and team.
- A supervisor, manager, or board who practices a democratic leadership process.

### Melissa Needs:

- To get better control of files and record keeping.
- A sense of belonging to the team or organization as a whole.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- To learn to say "no" more often in order to avoid spreading yourself too thin.
- More direction toward work tasks, and less focus on chatting and socializing.
- To be more realistic and ambitious in setting deadlines for team projects.

### Melissa Tends to Thrive in an Environment that Provides:

- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A participatory manager or board with whom a democratic relationship has been established.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- Support and appreciation of your individual efforts.

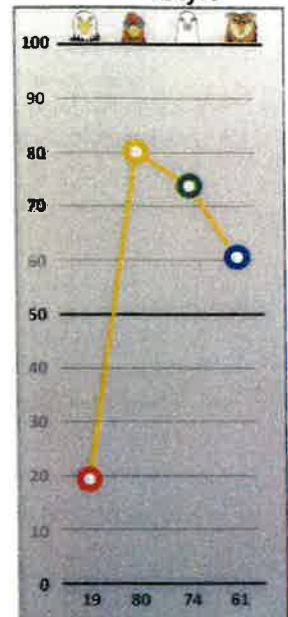
### When Communicating with Melissa, DO:

- Break the ice with a brief personal comment.
- Plan to talk about things that support Melissa's dreams and goals.
- Join in with some name-dropping and talk positively about people and their goals.
- Provide assurances about Melissa's input and decisions.
- Present your ideas and opinions in a non-threatening way.
- Be candid, open, and patient.

### When Communicating with Melissa, DON'T:

- Offer assurances and guarantees you can't fulfill.
- Talk down to Melissa.
- Leave the idea or plan without backup support.
- Be vague or ambiguous.
- Be rude or abrupt in your delivery.
- Manipulate or bully Melissa into agreeing.

Overall Style





## Ashley Cox

### Ashley is Motivated by:

- A home life that is supportive of the work demands.
- Having sufficient time to adjust to change, so as not to disrupt systems and processes.
- Links to some of the proven traditions that have built success in the past.
- Appreciation and recognition for the competence and work ethic demonstrated over the long haul.
- Established procedures on which a base of successful processes can be built.
- Feeling secure.

### Ashley Needs:

- Sufficient time to consider alternatives prior to making changes.
- Reassurance that the long hours you spend on projects are worthwhile.
- A comfortable method for introductions to new groups of people.
- Options for increasing the efficiency of certain methods or procedures.
- Efficient systems and utilities to handle routine work more effectively.
- Reassurance and support for taking appropriate and calculated risks.

### Ashley Tends to Thrive in an Environment that Provides:

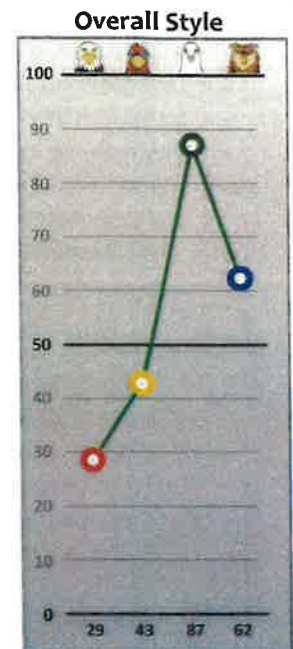
- Specific lines of authority and structure for reporting problems.
- Interaction with people in a comfortable, non-hectic manner.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Few sudden shocks or unexpected problems.
- Sufficient time to adjust to procedural changes in the workplace.
- Established practices, procedures, and protocols.

### When Communicating with Ashley, DO:

- Find some areas of common interest and involvement.
- Outline individual tasks and responsibilities in writing.
- Break the ice with a brief personal comment.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Be candid, open, and patient.
- Be casual and informal with gestures and body language.

### When Communicating with Ashley, DON'T:

- Stick coldly to the business agenda.
- Let it reflect on Ashley personally when you disagree, and don't let disagreements affect the relationship.
- Leave an idea or plan without backup support.
- Say, "Listen to me, here's how I think we should do it."
- Offer assurances and guarantees that you can't fulfill.
- Offer promises that you can't keep.



## Kenneth Dail

### Kenneth is Motivated by:

- A supportive and encouraging working environment.
- Awards that recognize ability, competence, or achievements.
- Social recognition for success on a project, or in achieving a goal.
- A variety of activities involving interpersonal contact, both on and off the job.
- Having sufficient time to consider all options before making a final decision.
- Assignments that allow for a variety of interpersonal contact and mobility.

### Kenneth Needs:

- Sufficient time for effective planning.
- Increased authority to delegate routine tasks and procedures.
- To feel valued as a team member, and have detailed responsibilities in order to work at top effectiveness.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- To have confidence in the project, product, goals, and leadership.
- To learn to say "no" more often to requests from others, in order to prevent spreading yourself too thin.

### Kenneth Tends to Thrive in an Environment that Provides:

- Freedom to express your ideas.
- Projects requiring you to motivate and persuade people.
- Contact with groups, and opportunities to build a network of people.
- Public recognition for accomplishments.
- Complete explanations of areas of responsibility and control.
- Variety in work tasks and projects.

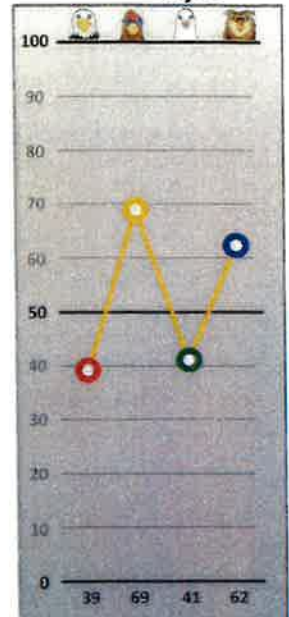
### When Communicating with Kenneth, DO:

- Be certain that your ideas and information are credible and realistic.
- Do your homework, because Kenneth's homework will already be done.
- List pros and cons to the suggestions you make.
- Join in and talk positively about people and their goals.
- Give Kenneth time to verify the issues and potential outcomes.
- Plan to talk about things that support Kenneth's dreams and goals.

### When Communicating with Kenneth, DON'T:

- Rush the issues or the decision-making process until you have buy-in.
- Get in the habit of manipulating ideas quickly.
- Use unreliable evidence or testimonials.
- Use someone else's opinions as evidence.
- Whine about all of the work you have to do.
- Be impersonal or judgmental.

Overall Style





## Emily Detherage

### Emily is Motivated by:

- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- A variety of activities involving interpersonal contact, both on and off the job.
- Awards that recognize ability, competence, or achievements.
- Environments in which changes are made in a controlled way, and only when necessary.
- Having sufficient time to consider all options before making a final decision.
- A system of support to assist with the details and follow-through.

### Emily Needs:

- An environment where there is frequent communication and contact with people.
- To learn to say "no" more often to requests from others, in order to prevent spreading yourself too thin.
- A democratic environment with participatory management.
- Clear and specific job descriptions and role responsibilities.
- Complete explanations of the nature of a process, and systems used.
- Work assignments requiring precision and accuracy to capitalize on attention to detail, as well as sufficient interpersonal contact.

### Emily Tends to Thrive in an Environment that Provides:

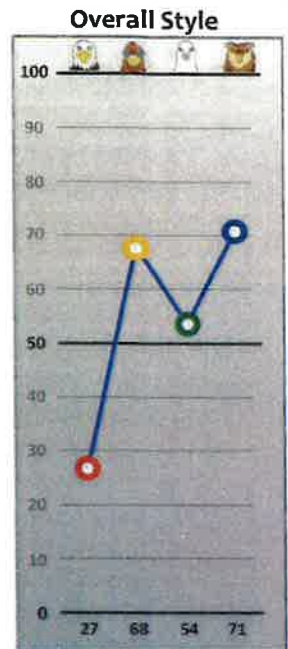
- Activities including many opportunities for interaction with people.
- Complete explanations of areas of responsibility and control.
- An environment that supports your critical thinking skills.
- Time to reflect and think about pros and cons to solutions.
- Contact with groups, and opportunities to build a network of people.
- Public recognition for accomplishments.

### When Communicating with Emily, DO:

- Do your homework, because Emily's homework will already be done.
- Give Emily time to verify the issues and potential outcomes.
- Join in and talk positively about people and their goals.
- Be engaging, stimulating, and fast-paced.
- If you agree with the outcome, follow through and do what you say you will do.
- Be certain that your ideas and information are credible and realistic.

### When Communicating with Emily, DON'T:

- Get in the habit of manipulating ideas quickly.
- Use someone else's opinions as evidence.
- Rush the issues or the decision-making process until you have buy-in.
- Talk down to Emily.
- Be unrealistic with deadlines.
- Be impersonal or judgmental.





## Steve Ferneti

### Steve is Motivated by:

- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- A supervisor, manager, or board who practices a democratic leadership process.
- A work culture that is supportive of family activities and commitments.
- Evidence that a new process has been successful in similar applications.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Acceptance as a positive and supportive member of the organization and team.

### Steve Needs:

- A sense of belonging to the team or organization as a whole.
- To be kept in the information loop regarding projects and initiatives within the organization.
- To be more realistic and ambitious in setting deadlines for team projects.
- More direction toward work tasks, and less focus on chatting and socializing.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- To learn to say "no" more often in order to avoid spreading yourself too thin.

### Steve Tends to Thrive in an Environment that Provides:

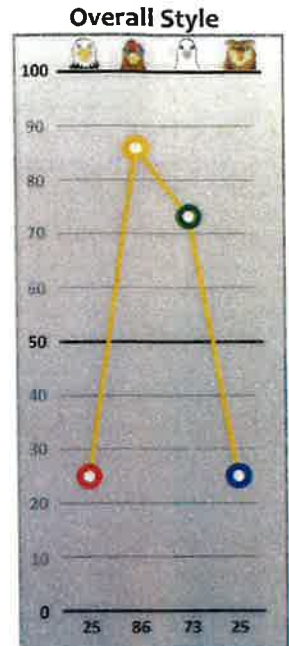
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Specialized assignments that also involve working and communicating with a variety of people.
- Support and appreciation of your individual efforts.
- A job culture where there is little hostility, confrontation, anger, or pressure.

### When Communicating with Steve, DO:

- Join in with some name-dropping and talk positively about people and their goals.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Plan some extra time in your schedule for talking, relating, and socializing.
- Break the ice with a brief personal comment.
- Present your ideas and opinions in a non-threatening way.
- Show sincere interest in Steve as a person.

### When Communicating with Steve, DON'T:

- Be overly task-oriented.
- Be rude or abrupt in your delivery.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Manipulate or bully Steve into agreeing.
- Talk down to Steve.
- Be impersonal or judgmental.





## Carrie Finch

### Carrie is Motivated by:

- Support for your ideas and initiatives.
- A change-oriented work culture.
- Having control over your own destiny and career path.
- People around you who are efficient in getting things done, and effective in working with people.
- Opportunities to express your ideas and opinions.
- Recognition for achievements and competence.

### Carrie Needs:

- To be involved and active in making things happen, so as not to become bored with massive amounts of routine work.
- To delegate routine or detailed tasks after you have mastered them in order to increase efficiency.
- To soften your approach a bit, and take it down a notch, so as not to be so blunt and critical.
- To win people over by displaying a greater empathy for others.
- Straight-forward, direct communication.
- To engage in a proactive confrontation when someone disagrees with your methods or ideas. This is preferable to sowing seeds of discontent behind one's back.

### Carrie Tends to Thrive in an Environment that Provides:

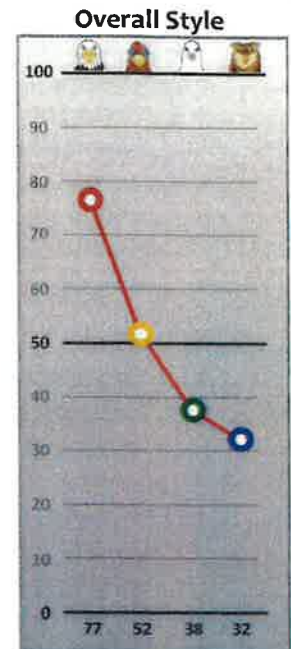
- Few, if any controls or limitations on your authority.
- A wide sphere of influence and responsibility.
- Opportunities for multi-tasking, and multi-threaded projects.
- Performance appraisals based on the results achieved, not the means or process used.
- Freedom from details and minutiae.
- An audience to hear your ideas and solutions.

### When Communicating with Carrie, DO:

- Offer specific evidence about the probability of success or effectiveness of options.
- When you disagree, take issue with the methods or procedures, not with the person.
- Stick to business matters only.
- Stay on track. Don't talk about extraneous issues or items.
- Be prepared to handle some objections.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.

### When Communicating with Carrie, DON'T:

- Try to develop "too close" a relationship, especially too quickly.
- Be sloppy or disorganized.
- Let it reflect on Carrie personally when in disagreement.
- Make guarantees and assurances when there is a risk in meeting them.
- Make decisions for Carrie.
- Engage in rambling discussion, and waste Carrie's time.





## Cindy Fry

### Cindy is Motivated by:

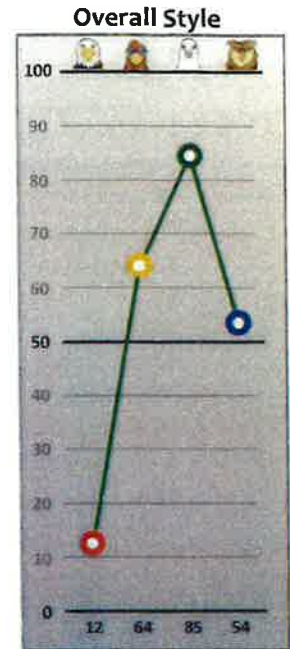
- A strong, visible group or organization to identify with.
- Working with a team whom you can show your high level of trust.
- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.
- A moderate to high level of security in the environment.
- Acceptance as an important member of a team, as well as recognition for accomplishments.
- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.

### Cindy Needs:

- A reminder that your contributions are significant to the success of the team.
- To be more direct and to the point in verbal communications.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- Sufficient time to consider alternatives prior to making changes.
- To be more practical, and less ideological.
- An increased sense of urgency to get things done and take advantage of opportunities.

### Cindy Tends to Thrive in an Environment that Provides:

- Sufficient time to adjust to changes in the workplace or procedures.
- Opportunities to work with people with whom you have developed trust, rapport, and credibility.
- Minimal sudden changes and crises.
- A democratic supervisor and participatory management.
- The ability to interact with people in a comfortable, non-hectic manner.
- Identification with the team or greater organization.



### When Communicating with Cindy, DO:

- Be casual and informal with gestures and body language.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Plan some extra time in your schedule for talking, relating, and socializing.
- Present your ideas and opinions in a non-threatening way.
- Provide testimonials from people Cindy sees as important and prominent.
- Ask 'how' oriented questions to draw out Cindy's opinions.

### When Communicating with Cindy, DON'T:

- Be overly task-oriented.
- Force Cindy to agree quickly with your objectives and position. Instead, provide some time for Cindy to warm up to the ideas and for mutual ownership.
- Be domineering or demanding.
- Get bogged down in facts, figures, or abstractions.
- Patronize or demean Cindy by using incentives or subtlety.
- Manipulate or bully Cindy into agreement.



## Julie Garrison

### Julie is Motivated by:

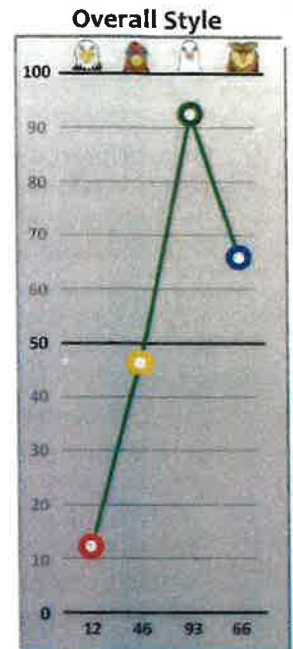
- Appreciation and recognition for the competence and work ethic demonstrated over the long haul.
- Having sufficient time to adjust to change, so as not to disrupt systems and processes.
- Projects and challenges of a specialized nature that demonstrate skill and competence.
- Sincerity from peers and colleagues.
- Feeling secure.
- A home life that is supportive of the work demands.

### Julie Needs:

- An environment that involves minimal sudden changes and crisis situations.
- Peers of equal ability, competence, and work ethic.
- Options for increasing the efficiency of certain methods or procedures.
- A comfortable method for introductions to new groups of people.
- Reassurance and support for taking appropriate and calculated risks.
- A reminder that your contributions are significant to the success of the team.

### Julie Tends to Thrive in an Environment that Provides:

- Identification with the team or greater organization.
- Established practices, procedures, and protocols.
- An environment relatively free from interpersonal conflict and hostility.
- A work environment that sincerely cares for the people involved.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Interaction with people in a comfortable, non-hecktic manner.



### When Communicating with Julie, DO:

- Present ideas and opinions in a non-threatening way.
- Observe carefully for possible areas of disagreement, as Julie may not be verbal about them.
- Break the ice with a brief personal comment.
- Show sincere interest in Julie as a person.
- Be casual and informal with gestures and body language.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.

### When Communicating with Julie, DON'T:

- Rush into business or the agenda. Instead, provide some time to break the ice.
- Let it reflect on Julie personally when you disagree, and don't let disagreements affect the relationship.
- Leave an idea or plan without backup support.
- Force Julie to agree quickly with your objectives and position. Instead, provide some time for Julie to warm up to the ideas and for mutual ownership.
- Offer promises that you can't keep.
- Say, "Listen to me, here's how I think we should do it."



## Christina Geissler

### Christina is Motivated by:

- A work culture that is supportive of family activities and commitments.
- A supervisor, manager, or board who practices a democratic leadership process.
- Evidence that a new process has been successful in similar applications.
- Acceptance as a positive and supportive member of the organization and team.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.

### Christina Needs:

- To get better control of files and record keeping.
- To be more realistic and ambitious in setting deadlines for team projects.
- More direction toward work tasks, and less focus on chatting and socializing.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- Increased urgency in decision making.
- Encouragement to keep the positive spirit and optimism when the pressure is on.

### Christina Tends to Thrive in an Environment that Provides:

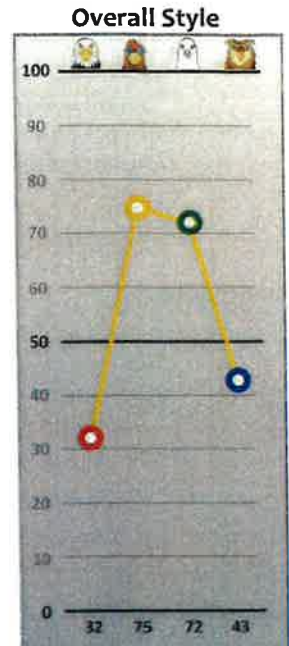
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A participatory manager or board with whom a democratic relationship has been established.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Support and appreciation of your individual efforts.
- A job culture where there is little hostility, confrontation, anger, or pressure.

### When Communicating with Christina, DO:

- Provide assurances about Christina's input and decisions.
- Break the ice with a brief personal comment.
- Plan some extra time in your schedule for talking, relating, and socializing.
- Ask for Christina's input regarding people and specific assignments.
- Show sincere interest in Christina as a person.
- Put the details in writing, but don't plan on discussing them too much.

### When Communicating with Christina, DON'T:

- Leave the idea or plan without backup support.
- Offer assurances and guarantees you can't fulfill.
- Be impersonal or judgmental.
- Manipulate or bully Christina into agreeing.
- Let the discussion with Christina get caught in dreams too much, otherwise you'll lose time.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.





## Janet Gladu

### Janet is Motivated by:

- Authority equal to the responsibility you have been given.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Efficient methods which get things done faster, without sacrificing quality.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Time to analyze facts and data prior to making a final decision.
- Things being done correctly the first time, so that later corrections aren't necessary.

### Janet Needs:

- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To be able to trust the competence and high standards of others on the team.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.

### Janet Tends to Thrive in an Environment that Provides:

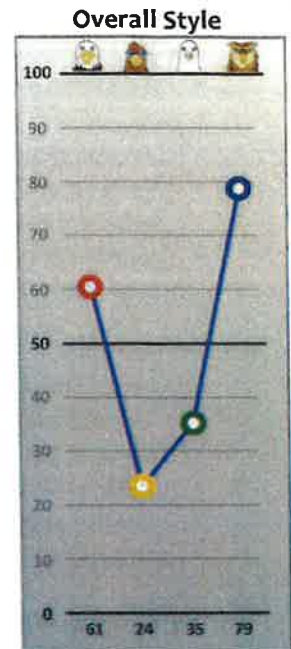
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.
- Support of some occasional vacillation in decisions or ideas.
- Opportunity for advancement to positions allowing for creativity.
- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Security and confidence in quality control measures.
- Challenging assignments that are both detailed and wide in scope.

### When Communicating with Janet, DO:

- Be prepared to handle some objections.
- Stick to business matters only – small talk or charm won't be appreciated.
- Be specific about what's needed, and who is going to do it.
- Motivate and persuade Janet by pointing out objectives and expected results.
- Give Janet the opportunity to express opinions and make some of the decisions.
- Do your homework, because Janet's homework will already be done.

### When Communicating with Janet, DON'T:

- Fail to follow through. If you say you're going to do something, do it.
- Use unreliable evidence or testimonials.
- Leave things up in the air, or decide by chance.
- Forget or lose things necessary for the meeting or project.
- Confuse or distract Janet from the issues at hand.
- Engage in rambling discussion, and waste Janet's time.



## Ashlee Goettsche

### Ashlee is Motivated by:

- A strong, visible group or organization to identify with and be proud of.
- Acceptance as an important member of a group or team.
- Knowledge that the products and services offered are of the highest quality, and that high standards are supported by all members of the organization.
- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.
- A system of support to assist with details and follow-through.
- Sufficient time to adjust to change, so as not to disrupt systems and processes.

### Ashlee Needs:

- Peers with equal ability, competence, and work ethic.
- To learn to say "no" more often to requests from others, in order to prevent spreading yourself too thin.
- To have confidence in the project, product, goals, and leadership.
- Complete explanations of processes, and the internal systems used.
- Clear and specific job descriptions and role responsibilities.
- To feel valued for your contributions to the team's success.

### Ashlee Tends to Thrive in an Environment that Provides:

- Established practices, procedures, and protocols.
- Few sudden shocks or unexpected problems.
- Opportunities for building a network of people and contacts.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Freedom from intensely pressured decisions.
- Opportunities to work with people with whom you have developed trust, rapport, and credibility.

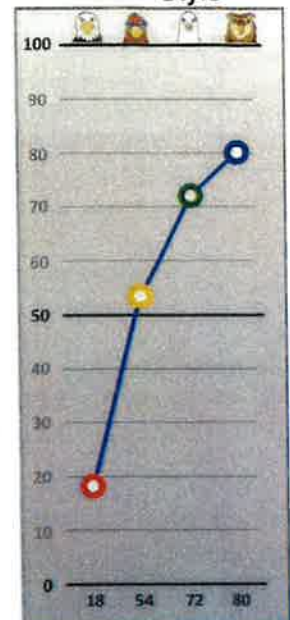
### When Communicating with Ashlee, DO:

- Assure Ashlee that there won't be any surprises.
- Join in with some name-dropping, and talk positively about people and their goals.
- Provide clear, specific solutions, and support your position with pros and cons.
- Provide testimonials from people Ashlee sees as important and prominent.
- Ask for Ashlee's input regarding people and specific assignments.
- Be accurate and realistic, don't over-inflate ideas or outcomes.

### When Communicating with Ashlee, DON'T:

- Make decisions for Ashlee.
- Leave the idea or plan without backup support.
- Offer promises that you can't keep.
- Use someone else's opinion as evidence.
- Be disorganized or sloppy.
- Be vague about what's expected of the group.

Overall Style





## Jennifer Hensley

### Jennifer is Motivated by:

- Complete explanations of systems and processes that impact the work environment.
- Appreciation for the competence and work ethic demonstrated over the long haul.
- The knowledge that the products and services offered are of the highest quality.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.

### Jennifer Needs:

- Sufficient time for effective planning, especially prior to change.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- An increased urgency to take advantage of opportunities.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Reassurance that your contributions are significant to the success of the team.
- Complete explanations of processes and the internal systems used for completion.

### Jennifer Tends to Thrive in an Environment that Provides:

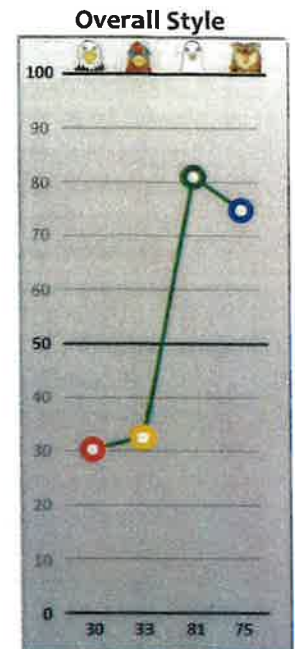
- A secure work situation.
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- A workplace relatively free of interpersonal conflict and hostility.
- Established practices, procedures, and protocols.
- Sufficient time to adjust to changes in workplace procedures.
- Few sudden shocks, unexpected problems, or crises.

### When Communicating with Jennifer, DO:

- Be certain that the information you have is credible.
- Present your ideas and opinions in a non-threatening way.
- Jennifer will follow through, so you should be certain to follow through on your part.
- List pros and cons to suggestions you make.
- Give Jennifer time to verify the issues and potential outcomes.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.

### When Communicating with Jennifer, DON'T:

- Fail to follow through. If you say you're going to do something, do it.
- Make decisions for Jennifer.
- Offer assurances and guarantees that you can't fulfill.
- Leave things up in the air, or decide by chance.
- Be vague about what's expected of the group.
- Be rude, abrupt, or too fast-paced in your delivery.





## Ryan Hopper

### Ryan is Motivated by:

- Flexibility to circulate and talk with a variety of people.
- Acceptance as a positive and supportive member of the organization and team.
- A work culture that is supportive of family activities and commitments.
- Evidence that a new process has been successful in similar applications.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.

### Ryan Needs:

- To learn to say "no" more often in order to avoid spreading yourself too thin.
- Increased urgency in decision making.
- To be more realistic and ambitious in setting deadlines for team projects.
- Encouragement to keep the positive spirit and optimism when the pressure is on.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- A sense of belonging to the team or organization as a whole.

### Ryan Tends to Thrive in an Environment that Provides:

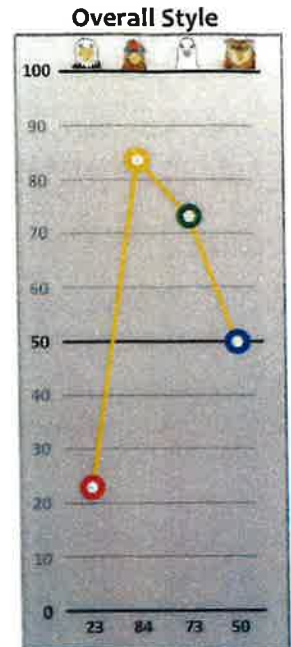
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A participatory manager or board with whom a democratic relationship has been established.
- A favorable working climate containing positive attitudes and optimistic spirit.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.

### When Communicating with Ryan, DO:

- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Present your ideas and opinions in a non-threatening way.
- Ask for Ryan's input regarding people and specific assignments.
- Put the details in writing, but don't plan on discussing them too much.
- Be candid, open, and patient.
- Show sincere interest in Ryan as a person.

### When Communicating with Ryan, DON'T:

- Be overly task-oriented.
- Let the discussion with Ryan get caught in dreams too much, otherwise you'll lose time.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Offer assurances and guarantees you can't fulfill.
- Be impersonal or judgmental.
- Be rude or abrupt in your delivery.





## Haley Humes

### Haley is Motivated by:

- A home life that is supportive of the work demands.
- A system of support to assist with details and follow-through.
- A strong, visible group or organization to identify with and be proud of.
- Projects and challenges of a highly specialized nature that support your natural curiosity and detail orientation, while also allowing you to demonstrate your skills and competence.
- Assignments that allow for communication with a variety of contacts.
- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.

### Haley Needs:

- Peers with equal ability, competence, and work ethic.
- To learn to say "no" more often to requests from others, in order to prevent spreading yourself too thin.
- Participation in team efforts and activities.
- Complete explanations of processes, and the internal systems used.
- Clear and specific job descriptions and role responsibilities.
- To feel valued for your contributions to the team's success.

### Haley Tends to Thrive in an Environment that Provides:

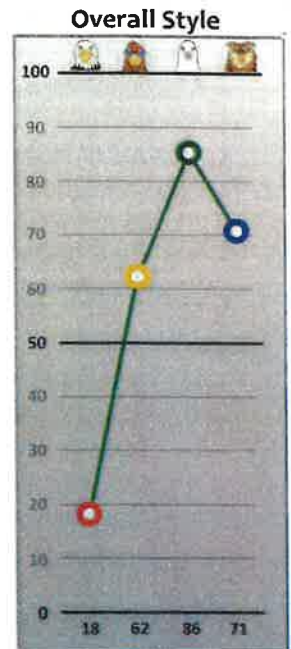
- A place relatively free of interpersonal conflict and hostility.
- Support for critical thinking skills and logical, rather than emotional, decision making.
- Clear areas of responsibility with minimal ambiguities.
- Public recognition for accomplishments.
- Close relationships with small groups of associates, rather than superficial relationships with a large group of people.
- Few sudden shocks or unexpected problems.

### When Communicating with Haley, DO:

- Give Haley time to verify the issues and potential outcomes.
- Provide testimonials from people Haley sees as important and prominent.
- Haley will follow through, so be certain to follow through on your part.
- Be accurate and realistic, don't over-inflate ideas or outcomes.
- Assure Haley that there won't be any surprises.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.

### When Communicating with Haley, DON'T:

- Rush the issue or the decision-making process.
- Leave the idea or plan without backup support.
- Push too hard.
- Get in the habit of manipulating ideas quickly.
- Offer promises that you can't keep.
- Use someone else's opinion as evidence.



## Ashley Johnson

### Ashley is Motivated by:

- Sincerity from peers and colleagues.
- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.
- Assignments that provide a variety of activities involving people.
- A link to some of the successful traditions that have built success in the past.
- Appreciation for competence and work ethic demonstrated over the long haul.
- Sufficient time to adjust to change so as not to disrupt systems and processes.

### Ashley Needs:

- A greater control over time management.
- To be more direct and to the point in verbal communications.
- To have confidence in the project, product, goals, and leadership.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- An increased sense of urgency to get things done and take advantage of opportunities.
- To be more practical, and less ideological.

### Ashley Tends to Thrive in an Environment that Provides:

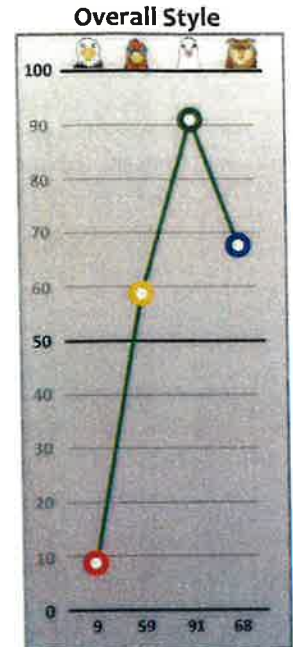
- Sincere interest for the people in the workplace.
- A democratic supervisor and participatory management.
- Minimal interpersonal conflict and hostility.
- The ability to interact with people in a comfortable, non-hectic manner.
- Clear areas of responsibility with minimal ambiguities.
- Established practices, procedures, and protocols.

### When Communicating with Ashley, DO:

- Be casual and informal with gestures and body language.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Attempt to be engaging, stimulating, and fast-paced.
- Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.
- Break the ice with a brief personal comment.
- Provide testimonials from people Ashley sees as important and prominent.

### When Communicating with Ashley, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
- Be overly task-oriented.
- Threaten with position or power.
- Force Ashley to agree quickly with your objectives and position. Instead, provide some time for Ashley to warm up to the ideas and for mutual ownership.
- Get bogged down in facts, figures, or abstractions.
- Be impersonal or judgmental.





## Laura Jones

### Laura is Motivated by:

- A supervisor, manager, or board who practices a democratic leadership process.
- Acceptance as a positive and supportive member of the organization and team.
- Evidence that a new process has been successful in similar applications.
- A work culture that is supportive of family activities and commitments.
- Flexibility to circulate and talk with a variety of people.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.

### Laura Needs:

- To be kept in the information loop regarding projects and initiatives within the organization.
- More direction toward work tasks, and less focus on chatting and socializing.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- Encouragement to keep the positive spirit and optimism when the pressure is on.
- To get better control of files and record keeping.
- To be more realistic and ambitious in setting deadlines for team projects.

### Laura Tends to Thrive in an Environment that Provides:

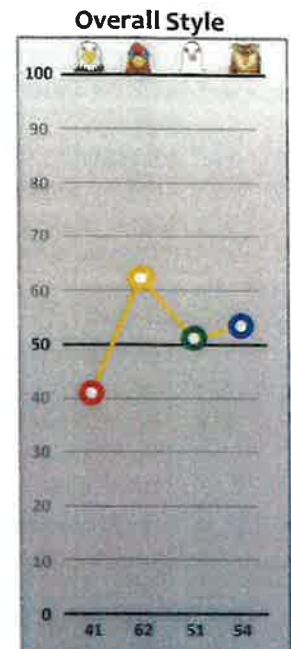
- A job culture where there is little hostility, confrontation, anger, or pressure.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Support and appreciation of your individual efforts.
- A participatory manager or board with whom a democratic relationship has been established.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.

### When Communicating with Laura, DO:

- Plan some extra time in your schedule for talking, relating, and socializing.
- Join in with some name-dropping and talk positively about people and their goals.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Show sincere interest in Laura as a person.
- Present your ideas and opinions in a non-threatening way.
- Provide assurances about Laura's input and decisions.

### When Communicating with Laura, DON'T:

- Manipulate or bully Laura into agreeing.
- Be overly task-oriented.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be impersonal or judgmental.
- Let the discussion with Laura get caught in dreams too much, otherwise you'll lose time.
- Offer assurances and guarantees you can't fulfill.







## Laura Kneiss

### Laura is Motivated by:

- Appreciation for the competence and work ethic demonstrated over the long haul.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.
- A home life that is supportive of work demands.

### Laura Needs:

- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- Reassurance for taking appropriate and calculated risks.
- Options for increasing the efficiency of certain methods or procedures.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Increased urgency in making decisions. To be able to shut the data gate and make a decision based on the information currently available.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.

### Laura Tends to Thrive in an Environment that Provides:

- A workplace relatively free of interpersonal conflict and hostility.
- Few sudden shocks, unexpected problems, or crises.
- A secure work situation.
- Activities that can be monitored from beginning to end.
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- A work culture that demonstrates sincere care for the people involved.

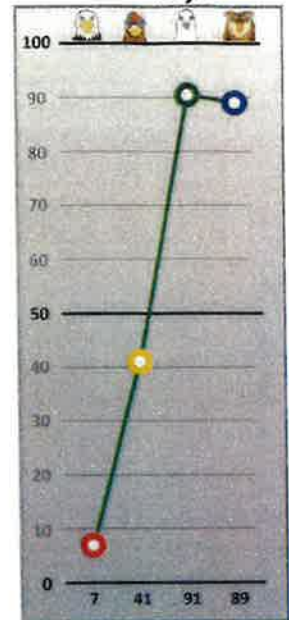
### When Communicating with Laura, DO:

- Be candid, open, and patient.
- Give Laura time to verify the issues and potential outcomes.
- Be sensitive to possible areas of disagreement as Laura may not be verbal about them.
- Approach issues in a logical, straightforward, and factual way.
- Do your homework, because Laura's homework will already be done.
- Make an organized appeal for Laura's support and contributions.

### When Communicating with Laura, DON'T:

- Offer assurances and guarantees that you can't fulfill.
- Rush the issues or the decision-making process.
- Offer promises that you can't keep.
- Fail to follow through. If you say you're going to do something, do it.
- Leave things up in the air, or decide by chance.
- Leave an idea or plan without backup support.

Overall Style





## Denise Kost

### Denise is Motivated by:

- Inclusion as a part of the group in social functions.
- Complete explanations of systems and processes that impact the work environment.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- Sincerity from peers and colleagues.
- The knowledge that the products and services offered are of the highest quality.
- Appreciation for the competence and work ethic demonstrated over the long haul.

### Denise Needs:

- Complete explanations of processes and the internal systems used for completion.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Increased urgency in making decisions. To be able to shut the data gate and make a decision based on the information currently available.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Reassurance that your contributions are significant to the success of the team.

### Denise Tends to Thrive in an Environment that Provides:

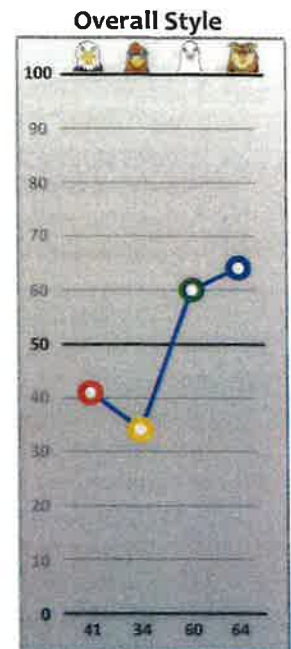
- Freedom from intensely pressured decisions.
- Few sudden shocks, unexpected problems, or crises.
- A workplace relatively free of interpersonal conflict and hostility.
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- A secure work situation.
- Sufficient time to adjust to changes in workplace procedures.

### When Communicating with Denise, DO:

- Assure Denise that there won't be any unexpected surprises.
- Be sensitive to possible areas of disagreement as Denise may not be verbal about them.
- Approach issues in a logical, straightforward, and factual way.
- Be certain that the information you have is credible.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Provide assurances about Denise's input and decisions.

### When Communicating with Denise, DON'T:

- Offer assurances and guarantees that you can't fulfill.
- Rush the issues or the decision-making process.
- Be rude, abrupt, or too fast-paced in your delivery.
- Make decisions for Denise.
- Offer promises that you can't keep.
- Fail to follow through. If you say you're going to do something, do it.



## Kelly Lafferty

### Kelly is Motivated by:

- A home life that is supportive of work demands.
- The knowledge that the products and services offered are of the highest quality.
- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- Sincerity from peers and colleagues.

### Kelly Needs:

- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- A method to be introduced to new groups of people or business associations.
- Reassurance that your contributions are significant to the success of the team.
- Reassurance for taking appropriate and calculated risks.

### Kelly Tends to Thrive in an Environment that Provides:

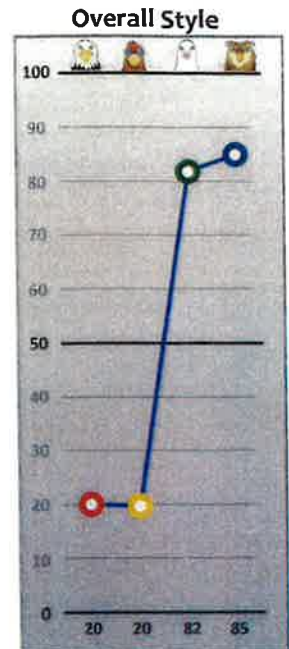
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- Sufficient time to adjust to changes in workplace procedures.
- Freedom from intensely pressured decisions.
- Identification with the team or greater organization.
- Few sudden shocks, unexpected problems, or crises.
- A work culture that demonstrates sincere care for the people involved.

### When Communicating with Kelly, DO:

- Be certain that the information you have is credible.
- Be candid, open, and patient.
- Kelly will follow through, so you should be certain to follow through on your part.
- Approach issues in a logical, straightforward, and factual way.
- Be sensitive to possible areas of disagreement as Kelly may not be verbal about them.
- Show sincere interest in Kelly as a person.

### When Communicating with Kelly, DON'T:

- Offer assurances and guarantees that you can't fulfill.
- Be vague about what's expected of the group.
- Offer promises that you can't keep.
- Fail to follow through. If you say you're going to do something, do it.
- Leave things up in the air, or decide by chance.
- Rush the issues or the decision-making process.





## Kayla Martin

### Kayla is Motivated by:

- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.
- A strong, visible group or organization to identify with.
- A home life that is supportive of work demands.
- Established procedures on which a base of successful processes can be built.
- Acceptance as an important member of a team, as well as recognition for accomplishments.
- Working with a team whom you can show your high level of trust.

### Kayla Needs:

- Sufficient time to consider alternatives prior to making changes.
- Reassurance for taking appropriate and calculated risks.
- Increased organizational skills to reduce the potential for clutter and confusion.
- Frequent communication and contact with people.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- Organizational support, especially when there is a tight deadline.

### Kayla Tends to Thrive in an Environment that Provides:

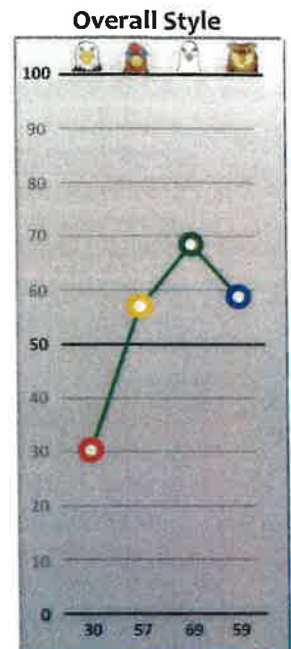
- A secure work situation.
- The ability to interact with people in a comfortable, non-hectic manner.
- Minimal sudden changes and crises.
- Identification with the team or greater organization.
- Public recognition for your accomplishments.
- A democratic supervisor and participatory management.

### When Communicating with Kayla, DO:

- Ask 'how' oriented questions to draw out Kayla's opinions.
- Be casual and informal with gestures and body language.
- Attempt to be engaging, stimulating, and fast-paced.
- Plan some extra time in your schedule for talking, relating, and socializing.
- Break the ice with a brief personal comment.
- Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.

### When Communicating with Kayla, DON'T:

- Manipulate or bully Kayla into agreement.
- Be domineering or demanding.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Get bogged down in facts, figures, or abstractions.
- Be impersonal or judgmental.
- Force Kayla to agree quickly with your objectives and position. Instead, provide some time for Kayla to warm up to the ideas and for mutual ownership.





## Erin Neff

### Erin is Motivated by:

- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- A home life that is supportive of work demands.
- A link to some of the traditions that have built success in the past.
- Appreciation for the competence and work ethic demonstrated over the long haul.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.

### Erin Needs:

- Complete explanations of processes and the internal systems used for completion.
- Reassurance that your contributions are significant to the success of the team.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- An increased urgency to take advantage of opportunities.
- Options for increasing the efficiency of certain methods or procedures.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.

### Erin Tends to Thrive in an Environment that Provides:

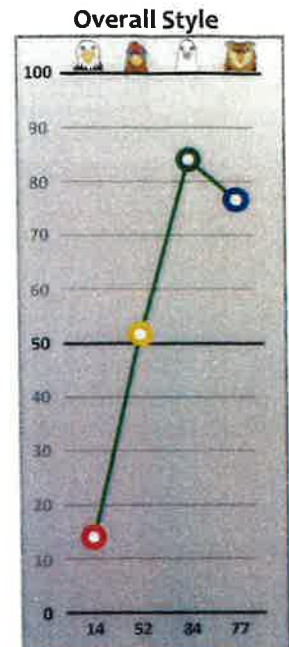
- Few sudden shocks, unexpected problems, or crises.
- Freedom from intensely pressured decisions.
- Identification with the team or greater organization.
- A workplace relatively free of interpersonal conflict and hostility.
- A work culture that demonstrates sincere care for the people involved.
- A secure work situation.

### When Communicating with Erin, DO:

- Ask 'how' oriented questions to draw out Erin's opinions.
- Assure Erin that there won't be any unexpected surprises.
- Be candid, open, and patient.
- Give Erin time to verify the issues and potential outcomes.
- Be certain that the information you have is credible.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.

### When Communicating with Erin, DON'T:

- Offer assurances and guarantees that you can't fulfill.
- Be rude, abrupt, or too fast-paced in your delivery.
- Leave an idea or plan without backup support.
- Leave things up in the air, or decide by chance.
- Be vague about what's expected of the group.
- Rush the issues or the decision-making process.





## Courtney Painter

### Courtney is Motivated by:

- Having sufficient time to adjust to change, so as not to disrupt systems or processes.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- The knowledge that the products and services offered are of the highest quality.
- Appreciation for the competence and work ethic demonstrated over the long haul.
- Sincerity from peers and colleagues.
- A home life that is supportive of work demands.

### Courtney Needs:

- Increased urgency in making decisions. To be able to shut the data gate and make a decision based on the information currently available.
- Complete explanations of processes and the internal systems used for completion.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Reassurance that your contributions are significant to the success of the team.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.

### Courtney Tends to Thrive in an Environment that Provides:

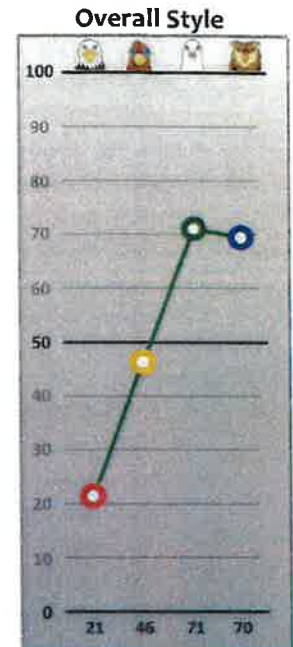
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- Identification with the team or greater organization.
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- A workplace relatively free of interpersonal conflict and hostility.
- Activities that can be monitored from beginning to end.
- Established practices, procedures, and protocols.

### When Communicating with Courtney, DO:

- Assure Courtney that there won't be any unexpected surprises.
- Courtney will follow through, so you should be certain to follow through on your part.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Present your ideas and opinions in a non-threatening way.
- Be certain that the information you have is credible.
- Make an organized appeal for Courtney's support and contributions.

### When Communicating with Courtney, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
- Offer promises that you can't keep.
- Offer assurances and guarantees that you can't fulfill.
- Be vague about what's expected of the group.
- Leave things up in the air, or decide by chance.
- Fail to follow through. If you say you're going to do something, do it.



## Darcie Palmer

### Darcie is Motivated by:

- Projects and challenges of a specialized nature that demonstrate skill and competence.
- Appreciation and recognition for the competence and work ethic demonstrated over the long haul.
- Identification with a company and colleagues that one can be proud of.
- Established procedures on which a base of successful processes can be built.
- A home life that is supportive of the work demands.
- Links to some of the proven traditions that have built success in the past.

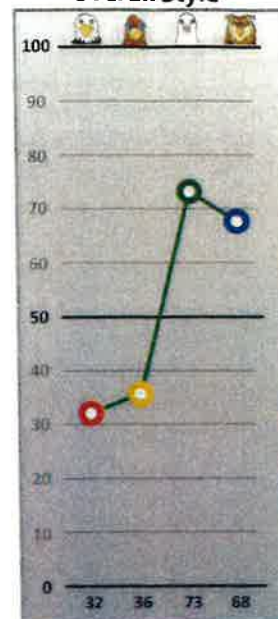
### Darcie Needs:

- Efficient systems and utilities to handle routine work more effectively.
- A reminder that your contributions are significant to the success of the team.
- Products and processes that you can believe in.
- An environment that involves minimal sudden changes and crisis situations.
- A comfortable method for introductions to new groups of people.
- Reassurance that the long hours you spend on projects are worthwhile.

### Darcie Tends to Thrive in an Environment that Provides:

- The opportunity to work with people with whom you have developed trust, rapport, and credibility.
- An environment relatively free from interpersonal conflict and hostility.
- Interaction with people in a comfortable, non-hecktic manner.
- Identification with the team or greater organization.
- Specific lines of authority and structure for reporting problems.
- A work environment that sincerely cares for the people involved.

Overall Style



### When Communicating with Darcie, DO:

- Present ideas and opinions in a non-threatening way.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Find some areas of common interest and involvement.
- Outline individual tasks and responsibilities in writing.
- Ask 'how' oriented questions to draw out Darcie's opinions.
- Show sincere interest in Darcie as a person.

### When Communicating with Darcie, DON'T:

- Stick coldly to the business agenda.
- Be rude, abrupt, or too fast-paced in your delivery.
- Force Darcie to agree quickly with your objectives and position. Instead, provide some time for Darcie to warm up to the ideas and for mutual ownership.
- Leave an idea or plan without backup support.
- Offer promises that you can't keep.
- Let it reflect on Darcie personally when you disagree, and don't let disagreements affect the relationship.



## Kristin Palmer

### Kristin is Motivated by:

- Appreciation for the competence and work ethic demonstrated over the long haul.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- A home life that is supportive of work demands.
- Inclusion as a part of the group in social functions.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.

### Kristin Needs:

- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Reassurance that your contributions are significant to the success of the team.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Options for increasing the efficiency of certain methods or procedures.
- Complete explanations of processes and the internal systems used for completion.

### Kristin Tends to Thrive in an Environment that Provides:

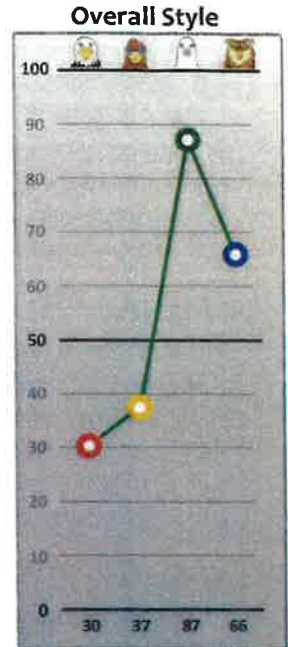
- Few sudden shocks, unexpected problems, or crises.
- Highly specialized assignments and technical areas of responsibility.
- Freedom from intensely pressured decisions.
- Activities that can be monitored from beginning to end.
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- A workplace relatively free of interpersonal conflict and hostility.

### When Communicating with Kristin, DO:

- Give Kristin time to verify the issues and potential outcomes.
- Present your ideas and opinions in a non-threatening way.
- Kristin will follow through, so you should be certain to follow through on your part.
- Approach issues in a logical, straightforward, and factual way.
- Be certain that the information you have is credible.
- Be candid, open, and patient.

### When Communicating with Kristin, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
- Rush the issues or the decision-making process.
- Offer assurances and guarantees that you can't fulfill.
- Leave things up in the air, or decide by chance.
- Offer promises that you can't keep.
- Make decisions for Kristin.





## Niki Pence

### Niki is Motivated by:

- A variety of activities involving interpersonal contact, both on and off the job.
- A supportive and encouraging working environment.
- Awards that recognize ability, competence, or achievements.
- Having sufficient time to consider all options before making a final decision.
- Social recognition for success on a project, or in achieving a goal.
- Receiving complete explanations of systems and processes that impact the work environment.

### Niki Needs:

- Complete explanations of the nature of a process, and systems used.
- Increased authority to delegate routine tasks and procedures.
- Clear and specific job descriptions and role responsibilities.
- To feel valued as a team member, and have detailed responsibilities in order to work at top effectiveness.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- To have confidence in the project, product, goals, and leadership.

### Niki Tends to Thrive in an Environment that Provides:

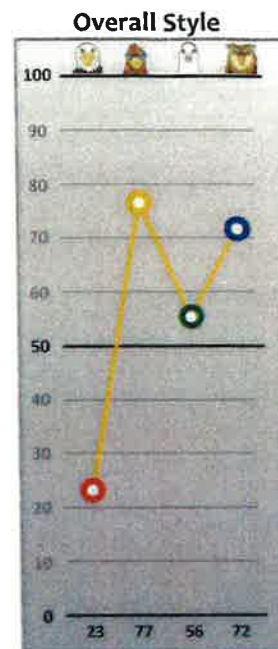
- A democratic environment with participatory management.
- Time to reflect and think about pros and cons to solutions.
- Projects requiring you to motivate and persuade people.
- Highly specialized assignments and technical areas of responsibility.
- Freedom to express your ideas.
- Variety in work tasks and projects.

### When Communicating with Niki, DO:

- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Plan some extra time in your schedule for talking, relating, and socializing.
- If you agree with the outcome, follow through and do what you say you will do.
- Do your homework, because Niki's homework will already be done.
- If you disagree with the direction, show your position in an organized presentation.
- Plan to talk about things that support Niki's dreams and goals.

### When Communicating with Niki, DON'T:

- Use unreliable evidence or testimonials.
- Be dogmatic.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be unrealistic with deadlines.
- Be impersonal or judgmental.
- Talk down to Niki.





## Susan Pratt

### Susan is Motivated by:

- Authority equal to the responsibility you have been given.
- Efficient methods which get things done faster, without sacrificing quality.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- New experiences, and new challenges to meet.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Direct, factual answers to questions, supported by accurate data.

### Susan Needs:

- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To be able to trust the competence and high standards of others on the team.
- To seek more input from others for a more effective team cooperation.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.

### Susan Tends to Thrive in an Environment that Provides:

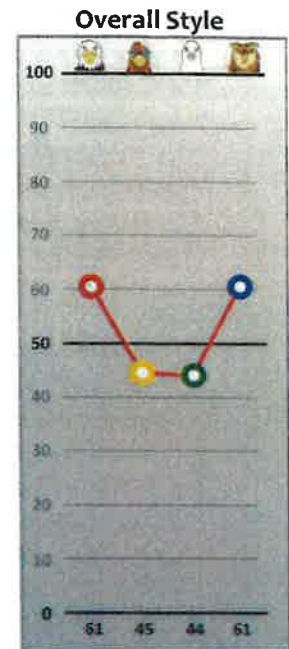
- Opportunities for one to work alone, and to think things through.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.
- Support of some occasional vacillation in decisions or ideas.
- Power and authority to make decisions and create change.
- Time to react to alternatives, but also support for the fact that the clock is ticking.
- Freedom to create in new and different ways.

### When Communicating with Susan, DO:

- Motivate and persuade Susan by pointing out objectives and expected results.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- When you disagree, take issue with the methods or procedures, not with the person.
- Remember these three rules: Be brief, be bright, and be gone.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- Give Susan the opportunity to express opinions and make some of the decisions.

### When Communicating with Susan, DON'T:

- Confuse or distract Susan from the issues at hand.
- Try to develop "too close" a relationship, especially too quickly.
- Engage in rambling discussion, and waste Susan's time.
- Whine about all of the work you have to do.
- Use unreliable evidence or testimonials.
- Provide incomplete or unclear directions or instructions.



## Jeni Richardson

### Jeni is Motivated by:

- Established and efficient procedures for completing projects of a detailed and complex nature.
- Opportunities to work independently, or as a member of a small team.
- Identification with a team and organization which you respect.
- Clear lines of communication and responsibility.
- Up-to-date facts and figures for use in analysis and critical thinking.
- Recognition of your analytical ability and leadership capability. This doesn't have to come in the form of awards, but perhaps as an occasional verbal reminder that your contributions are valued.

### Jeni Needs:

- Minimal hostility or conflict within the team or organization.
- A supportive team that is tolerant of the occasional blunt or critical remark.
- Consistent time schedules and well-informed deadlines.
- A supervisor who delegates by using specifics, not ambiguities.
- An occasional revalidation of your contribution to the team or organization at large.
- Freedom from responsibility for the quality control of other stakeholders.

### Jeni Tends to Thrive in an Environment that Provides:

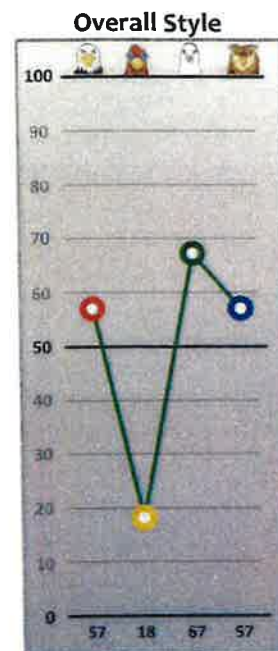
- The ability to work independently with no interruptions.
- A work culture that provides opportunity for challenges and complex problem solving.
- A minimum of conflict, hostility, pressure, or sudden change.
- Freedom from constraints, direct supervision, and process bottlenecks.
- A job culture in which your critical thinking skills can be maximized.
- A close association with a small group or team, rather than a shallow association with a large number of people.

### When Communicating with Jeni, DO:

- List pros and cons to suggestions you make.
- Motivate and persuade Jeni by pointing out objectives and expected results.
- Give Jeni time to verify the issues and assess potential outcomes.
- Approach issues in a straightforward, direct and factual way.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Give Jeni the opportunity to express opinions and make some of the decisions.

### When Communicating with Jeni, DON'T:

- Manipulate or bully Jeni into agreement.
- Be domineering or demanding.
- Threaten with position or power.
- Try to develop "too close" a relationship, especially too quickly.
- Be rude, abrupt, or too fast-paced in your delivery.
- Be sloppy or disorganized.





## Katie Rittenhouse

### Katie is Motivated by:

- Flexibility to circulate and talk with a variety of people.
- Evidence that a new process has been successful in similar applications.
- Acceptance as a positive and supportive member of the organization and team.
- A work culture that is supportive of family activities and commitments.
- A supervisor, manager, or board who practices a democratic leadership process.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.

### Katie Needs:

- More direction toward work tasks, and less focus on chatting and socializing.
- Increased urgency in decision making.
- To be more realistic and ambitious in setting deadlines for team projects.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- To learn to say "no" more often in order to avoid spreading yourself too thin.
- A sense of belonging to the team or organization as a whole.

### Katie Tends to Thrive in an Environment that Provides:

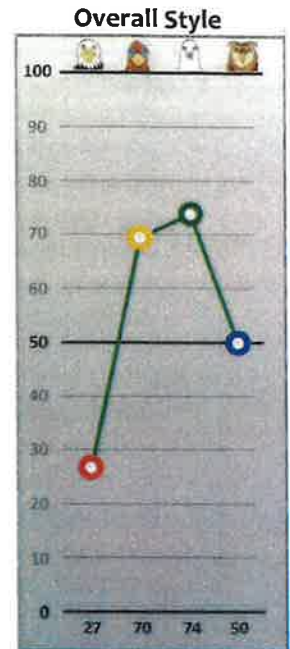
- A job culture where there is little hostility, confrontation, anger, or pressure.
- A participatory manager or board with whom a democratic relationship has been established.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- Specialized assignments that also involve working and communicating with a variety of people.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.

### When Communicating with Katie, DO:

- Provide assurances about Katie's input and decisions.
- Plan some extra time in your schedule for talking, relating, and socializing.
- Ask for Katie's input regarding people and specific assignments.
- Put the details in writing, but don't plan on discussing them too much.
- Be candid, open, and patient.
- Show sincere interest in Katie as a person.

### When Communicating with Katie, DON'T:

- Leave the idea or plan without backup support.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be rude or abrupt in your delivery.
- Be overly task-oriented.
- Be impersonal or judgmental.
- Be vague or ambiguous.







## Joanna Sholl

### Joanna is Motivated by:

- Sincerity from peers and colleagues.
- A link to some of the traditions that have built success in the past.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Complete explanations of systems and processes that impact the work environment.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.
- Appreciation for the competence and work ethic demonstrated over the long haul.

### Joanna Needs:

- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- Increased urgency in making decisions. To be able to shut the data gate and make a decision based on the information currently available.
- Sufficient time for effective planning, especially prior to change.
- Options for increasing the efficiency of certain methods or procedures.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Reassurance for taking appropriate and calculated risks.

### Joanna Tends to Thrive in an Environment that Provides:

- Sufficient time to adjust to changes in workplace procedures.
- A workplace relatively free of interpersonal conflict and hostility.
- Freedom from intensely pressured decisions.
- Clear lines of authority and areas of responsibility, with minimal ambiguities.
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- Activities that can be monitored from beginning to end.

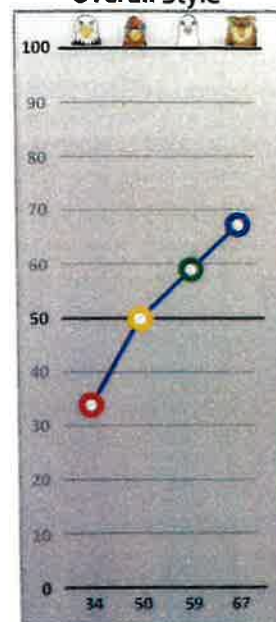
### When Communicating with Joanna, DO:

- Be certain that the information you have is credible.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Assure Joanna that there won't be any unexpected surprises.
- Provide assurances about Joanna's input and decisions.
- Approach issues in a logical, straightforward, and factual way.
- Ask 'how' oriented questions to draw out Joanna's opinions.

### When Communicating with Joanna, DON'T:

- Leave an idea or plan without backup support.
- Offer assurances and guarantees that you can't fulfill.
- Fail to follow through. If you say you're going to do something, do it.
- Be vague about what's expected of the group.
- Make decisions for Joanna.
- Leave things up in the air, or decide by chance.

Overall Style





## Destiny Shumaker

### Destiny is Motivated by:

- The knowledge that the products and services offered are of the highest quality.
- A home life that is supportive of work demands.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- A link to some of the traditions that have built success in the past.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.

### Destiny Needs:

- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Options for increasing the efficiency of certain methods or procedures.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- Complete explanations of processes and the internal systems used for completion.
- An increased urgency to take advantage of opportunities.
- A method to be introduced to new groups of people or business associations.

### Destiny Tends to Thrive in an Environment that Provides:

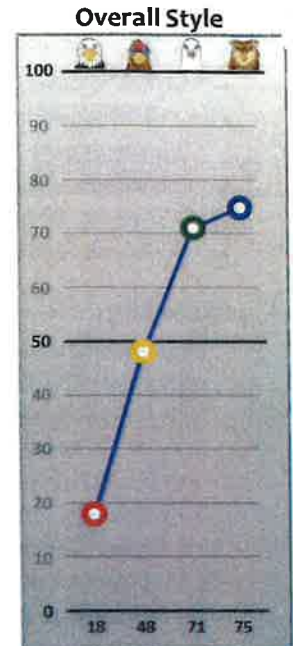
- Freedom from intensely pressured decisions.
- Highly specialized assignments and technical areas of responsibility.
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- Activities that can be monitored from beginning to end.
- Clear lines of authority and areas of responsibility, with minimal ambiguities.
- Identification with the team or greater organization.

### When Communicating with Destiny, DO:

- Approach issues in a logical, straightforward, and factual way.
- List pros and cons to suggestions you make.
- Show sincere interest in Destiny as a person.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Ask 'how' oriented questions to draw out Destiny's opinions.
- Assure Destiny that there won't be any unexpected surprises.

### When Communicating with Destiny, DON'T:

- Be vague about what's expected of the group.
- Offer promises that you can't keep.
- Leave an idea or plan without backup support.
- Make decisions for Destiny.
- Offer assurances and guarantees that you can't fulfill.
- Fail to follow through. If you say you're going to do something, do it.





## Michael Siegfried

### Michael is Motivated by:

- Official recognition for success on a project or in achieving a goal.
- A democratic environment with a free exchange of ideas.
- Assignments that allow for communication with a variety of contacts.
- Awards that recognize ability, skill, or achievements.
- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.
- Acceptance as an important member of a group or team.

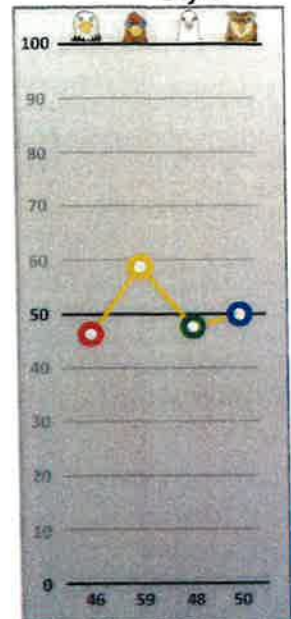
### Michael Needs:

- Support with organization and project details, especially when there is a tight deadline.
- An increased sense of urgency to get things done expediently.
- To feel valued as a team member in order to work at top effectiveness.
- An environment where there is frequent communication and contact with people.
- Better organization skills and better record-keeping.
- To have confidence in the project, product, goals, and leadership.

### Michael Tends to Thrive in an Environment that Provides:

- Opportunities to express yourself.
- A democratic environment with participatory management.
- Projects that allow you to motivate and persuade people.
- A non-hostile working environment.
- Variety in work tasks and projects.
- Activities with many opportunities for interaction with people.

Overall Style



### When Communicating with Michael, DO:

- Provide testimonials from people Michael sees as important and prominent.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Plan to talk about things that support Michael's dreams and goals.
- Provide immediate incentives for Michael's willingness to help on the project.
- Join in with some name-dropping, talk positively about people and their goals.
- Put the details in writing, but don't plan on discussing them too much.

### When Communicating with Michael, DON'T:

- Stick too rigidly to the agenda.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be cool, aloof, or regimented.
- Get bogged down in facts, figures, or abstractions.
- Talk down to Michael.
- Be overly task-oriented.



## Brandie Stokke

### Brandie is Motivated by:

- A supportive and encouraging environment with minimal interpersonal conflict and hostility.
- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.
- A link to some of the successful traditions that have built success in the past.
- Acceptance as an important member of a team, as well as recognition for accomplishments.
- Working with a team whom you can show your high level of trust.
- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.

### Brandie Needs:

- A reminder that your contributions are significant to the success of the team.
- More objectivity, and less emotional connection to decision making.
- An increased sense of urgency to get things done and take advantage of opportunities.
- Organizational support, especially when there is a tight deadline.
- Frequent communication and contact with people.
- A greater control over time management.

### Brandie Tends to Thrive in an Environment that Provides:

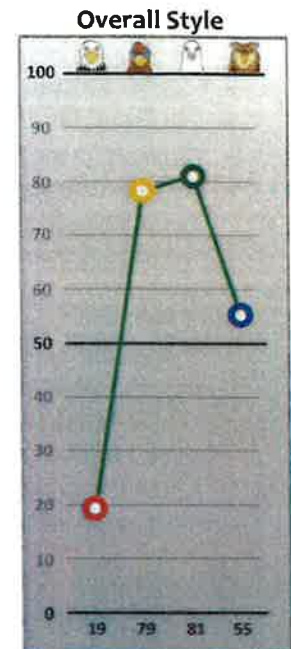
- Minimal sudden changes and crises.
- Public recognition for your accomplishments.
- Encouragement to speak up.
- A secure work situation.
- A democratic supervisor and participatory management.
- Sincere interest for the people in the workplace.

### When Communicating with Brandie, DO:

- Ask for Brandie's input, and provide assurances regarding decisions.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Attempt to be engaging, stimulating, and fast-paced.
- Be casual and informal with gestures and body language.
- Offer input on how to make the ideas become reality.
- Break the ice with a brief personal comment.

### When Communicating with Brandie, DON'T:

- Threaten with position or power.
- Get bogged down in facts, figures, or abstractions.
- Manipulate or bully Brandie into agreement.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Patronize or demean Brandie by using incentives or subtlety.
- Be overly task-oriented.







## Kelly Sturek

### Kelly is Motivated by:

- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- A home life that is supportive of work demands.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- Complete explanations of systems and processes that impact the work environment.

### Kelly Needs:

- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Reassurance for taking appropriate and calculated risks.
- Options for increasing the efficiency of certain methods or procedures.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Complete explanations of processes and the internal systems used for completion.

### Kelly Tends to Thrive in an Environment that Provides:

- Identification with the team or greater organization.
- Freedom from intensely pressured decisions.
- Clear lines of authority and areas of responsibility, with minimal ambiguities.
- A work culture that demonstrates sincere care for the people involved.
- Highly specialized assignments and technical areas of responsibility.
- Few sudden shocks, unexpected problems, or crises.

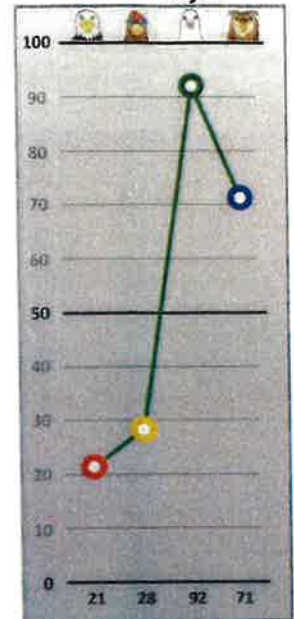
### When Communicating with Kelly, DO:

- Be certain that the information you have is credible.
- Give Kelly time to verify the issues and potential outcomes.
- Approach issues in a logical, straightforward, and factual way.
- List pros and cons to suggestions you make.
- Ask 'how' oriented questions to draw out Kelly's opinions.
- Do your homework, because Kelly's homework will already be done.

### When Communicating with Kelly, DON'T:

- Offer assurances and guarantees that you can't fulfill.
- Make decisions for Kelly.
- Rush the issues or the decision-making process.
- Leave things up in the air, or decide by chance.
- Be rude, abrupt, or too fast-paced in your delivery.
- Offer promises that you can't keep.

Overall Style





## Leesa Swanson

### Leesa is Motivated by:

- Opportunities to work independently, or as a member of a small team.
- Established and efficient procedures for completing projects of a detailed and complex nature.
- The existence of as few barriers, bottlenecks, and snags in the system as possible.
- A minimum presence of unnecessary change, and sufficient time to modify procedures when change does occur.
- Up-to-date facts and figures for use in analysis and critical thinking.
- Identification with a team and organization which you respect.

### Leesa Needs:

- Minimal hostility or conflict within the team or organization.
- Streamlining of some systems and procedures to allow additional time for complex analysis.
- An occasional revalidation of your contribution to the team or organization at large.
- Consistent time schedules and well-informed deadlines.
- A supportive team that is tolerant of the occasional blunt or critical remark.
- A support system to eliminate some of the repetitive or routine parts of the job or project.

### Leesa Tends to Thrive in an Environment that Provides:

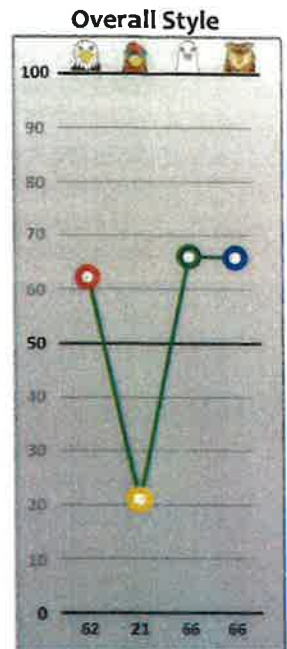
- A direct, detailed approach to what needs to be done on a project.
- A minimum of conflict, hostility, pressure, or sudden change.
- An organizational culture that keeps an eye out for future trends and issues.
- The ability to work independently with no interruptions.
- A job culture in which your critical thinking skills can be maximized.
- A close association with a small group or team, rather than a shallow association with a large number of people.

### When Communicating with Leesa, DO:

- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Be candid, open, logical, and patient.
- Leesa will follow through, so be certain to follow through on your part.
- Approach issues in a straightforward, direct and factual way.
- Ask 'how' oriented questions to draw out Leesa's opinions.
- Take your time; be precise and thorough.

### When Communicating with Leesa, DON'T:

- Try to develop "too close" a relationship, especially too quickly.
- Be rude, abrupt, or too fast-paced in your delivery.
- Be sloppy or disorganized.
- Threaten with position or power.
- Be domineering or demanding.
- Engage in rambling discussion, and waste Leesa's time.





## Jadrien Vanfleet

### Jadrien is Motivated by:

- A work culture that is supportive of family activities and commitments.
- Evidence that a new process has been successful in similar applications.
- A supervisor, manager, or board who practices a democratic leadership process.
- Flexibility to circulate and talk with a variety of people.
- Acceptance as a positive and supportive member of the organization and team.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.

### Jadrien Needs:

- To learn to say "no" more often in order to avoid spreading yourself too thin.
- More direction toward work tasks, and less focus on chatting and socializing.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- A sense of belonging to the team or organization as a whole.
- To get better control of files and record keeping.
- Encouragement to keep the positive spirit and optimism when the pressure is on.

### Jadrien Tends to Thrive in an Environment that Provides:

- A participatory manager or board with whom a democratic relationship has been established.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- Support and appreciation of your individual efforts.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.

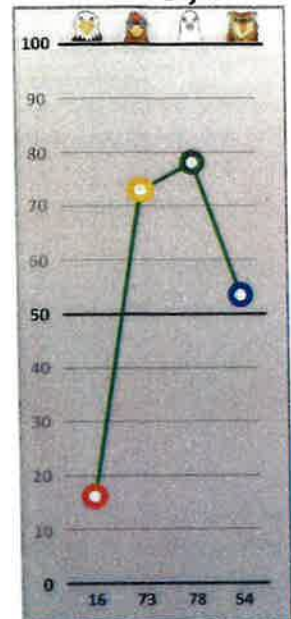
### When Communicating with Jadrien, DO:

- Plan some extra time in your schedule for talking, relating, and socializing.
- Break the ice with a brief personal comment.
- Provide assurances about Jadrien's input and decisions.
- Present your ideas and opinions in a non-threatening way.
- Show sincere interest in Jadrien as a person.
- Ask for Jadrien's input regarding people and specific assignments.

### When Communicating with Jadrien, DON'T:

- Be rude or abrupt in your delivery.
- Leave the idea or plan without backup support.
- Offer assurances and guarantees you can't fulfill.
- Be overly task-oriented.
- Talk down to Jadrien.
- Manipulate or bully Jadrien into agreeing.

Overall Style





## Laura Wilhite

### Laura is Motivated by:

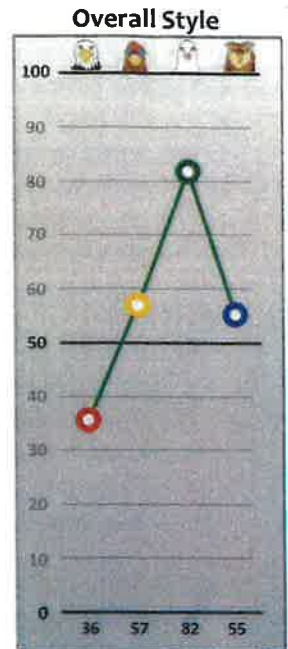
- A strong, visible group or organization to identify with.
- Appreciation for competence and work ethic demonstrated over the long haul.
- Sincerity from peers and colleagues.
- Working with a team whom you can show your high level of trust.
- Assignments that provide a variety of activities involving people.
- Established procedures on which a base of successful processes can be built.

### Laura Needs:

- To be more direct and to the point in verbal communications.
- A reminder that your contributions are significant to the success of the team.
- Reassurance for taking appropriate and calculated risks.
- Increased organizational skills to reduce the potential for clutter and confusion.
- To have confidence in the project, product, goals, and leadership.
- Sufficient time to consider alternatives prior to making changes.

### Laura Tends to Thrive in an Environment that Provides:

- Sincere interest for the people in the workplace.
- The ability to interact with people in a comfortable, non-hectic manner.
- Minimal sudden changes and crises.
- A democratic supervisor and participatory management.
- A secure work situation.
- Sufficient time to adjust to changes in the workplace or procedures.



### When Communicating with Laura, DO:

- Be casual and informal with gestures and body language.
- Laura will follow through. Be certain to follow through on your part.
- Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.
- Ask for Laura's input, and provide assurances regarding decisions.
- Plan to talk about things that support Laura's dreams and goals.
- Be candid, open, and patient. Show sincere interest in Laura as a person.

### When Communicating with Laura, DON'T:

- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be overly task-oriented.
- Patronize or demean Laura by using incentives or subtlety.
- Be domineering or demanding.
- Be impersonal or judgmental.
- Be rude, abrupt, or too fast-paced in your delivery.





## Team Action Planning

Describe the team's overall style makeup. How does it impact your team culture and effectiveness?

Do you have an abundance of a particular style or styles and if so, how does that affect your team dynamics? What can you do to ensure that the group doesn't get trapped in one common way of thinking due to the similarity?

How can you ensure all perspectives are embraced as valuable insight within the team?

Are you missing any of the styles on your team and if so, does that create any challenges or blind spots? What style is least prevalent and how can you incorporate the strengths of that style into your team?



## Team Action Planning

Are there any team members who are the sole representative of a particular style? Does the team make that person feel valued or ostracized? How can you better tap into that person's unique perspective?

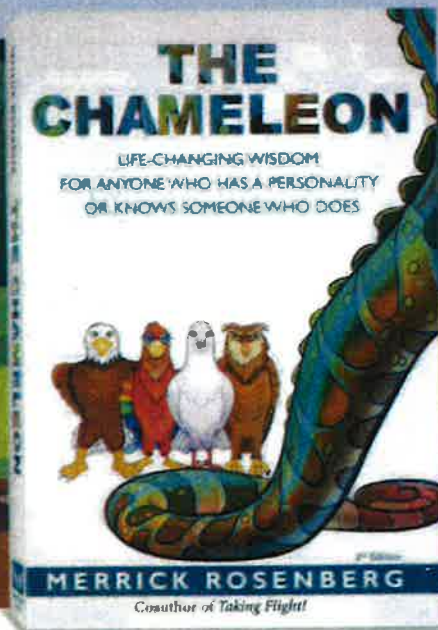
Do all team members contribute during meetings or do certain individuals dominate the conversation? Consider the style of each team member and identify ways to create more inclusive team discussions.

Consider the style of the team leader relative to the rest of the group. If there were one thing the team leader could do differently to honor the styles of the team members, what would it be?

How can you improve trust and cohesion within the team by tapping into the power of the four styles?



LEARN  
MORE



*Take Flight Learning*





## La Harpe Taking Flight Team Dynamics

- **John Amschler (Eagle, owl):**
  - When communicating with John, DO:
    - Be efficient: Hit the major points first.
    - Beware of indecision, and be sure to keep the “data gate” open for more information.
    - Give John the opportunity to express opinions and make some of the decisions.
    - Do your homework, because John’s homework will already be done.
    - Be prepared to handle some objectives.
    - Be specific about what’s needed, and who is going to do it.
    - Motivate and persuade John by pointing out objectives and expected results.
  - When communicating with John, DON’T:
    - Forget or lose things necessary for the meeting or project.
    - Try to develop “too close” a relationship, especially too quickly.
    - Leave things up in the air, or decide by chance.
    - Whine about all the work you have to do.
    - Confuse or distract John from the issues at hand.
    - Engage in rambling discussion, and waste John’s time.
    - Fail to follow through. If you say you’re going to do something, do it.
- **Sarah Amschler (Dove/owl):**
  - When communicating with Sarah, DO:
    - Ask “how” oriented questions to draw out Sarah’s opinion
    - Be casual & informal with gestures & body language
    - Find some areas of common interest & involvement
    - Break the ice with a brief personal comment
    - Observe carefully for possible areas of disagreement, as Sarah may not be verbal about them.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Be candid, open, and patient.
  - When communicating with Sarah, DON’T:
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Force Sarah to agree quickly with your objectives and position. Instead, provide some time for Sarah to warm up to the ideas and for mutual ownership.
    - Offer promises that you can’t keep.
    - Stick coldly to the business agenda.
    - Let it reflect on Sarah personally when you disagree, and don’t let disagreements affect the relationship.
    - Rush into business or the agenda. Instead, provide some time to break the ice.
    - Leave an idea or plan without backup support.
- **Aaron Baker (Dove, parrot, owl):**
  - When communicating with Aaron, DO:
    - Present your ideas & opinions in a non-threatening way.
    - Provide testimonials from people Aaron sees as important & prominent.
    - Attempt to be engaging, stimulating, & fast-paced.
    - Be candid, open, & patient. Show sincere interest in Aaron as a person.
    - Aaron will follow through. Be certain to follow through on your part.
    - Ask “how” oriented questions to draw out Aaron’s opinions.
    - Break the ice with a brief personal comment.
  - When communicating with Aaron, DON’T:
    - Be rude, abrupt, or too fast-paced in your deliver.
    - Be domineering or demanding.
    - Manipulate or bully Aaron into agreement.

- Patronize or demean Aaron by using incentives or subtlety.
  - Threaten with position or power.
  - Get bogged down in facts, figures, or abstractions.
  - Be impersonal or judgmental.
- **Susan Bray (Owl, Dove):**
  - When communicating with Susan, DO:
    - Ask 'how' oriented questions to draw out Susan's opinions.
    - Make an organized appeal for Susan's support & contributions.
    - Outline individual tasks & responsibilities in writing.
    - Be sensitive to possible areas of disagreement as Susan may not be verbal about them.
    - Provide assurances about Susan's input & decisions.
    - Present your ideas & opinions in a non-threatening way.
    - Show sincere interest in Susan as a person.
  - When communicating with Susan, DON'T:
    - Fail to follow through. If you say you're going to do something, do it.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Rush the issues or the decision-making process.
    - Leave an idea or plan without backup support.
    - Offer promises that you can't keep.
    - Offer assurances & guarantees that you can't fulfill.
    - Be vague about what's expected of the group.
- **Cassie Bundy (Dove, Owl, Parrot):**
  - When communicating with Cassie, DO:
    - Be certain to conclude the communication with some modes of action and specific next steps for all involved.
    - Give Cassie time to verify the issues & potential outcomes.
    - Do your homework, because Cassie's homework will already be done.
    - Break the ice with a brief personal comment.
    - Be accurate & realistic, don't over-inflate ideas or outcomes.
    - Be candid, open, & patient.
    - Assure Cassie that there won't be any surprises.
  - When communicating with Cassie, DON'T:
    - Use someone else's opinion as evidence.
    - Push too hard.
    - Offer promises that you can't keep.
    - Leave the idea or plan without backup support.
    - Be vague about what's expected of the group.
    - Get in the habit of manipulating ideas quickly.
    - Be unrealistic with deadlines.
- **Melissa Burt (Parrot, Dove, owl):**
  - When communicating with Melissa, DO:
    - Break the ice with a brief personal comment.
    - Plan to talk about things that support Melissa's dreams and goals.
    - Join in with some name-dropping & talk positively about people & their goals.
    - Provide assurances about Melissa's input & decisions.
    - Present your ideas & opinions in a non-threatening way.
    - Be candid, open, & patient.
    - Plan some extra time in your schedule for talking, relating, & socializing.
  - When communicating with Melissa, DON'T:
    - Offer assurances & guarantees you can't fulfill.

- Talk down to Melissa.
  - Leave the idea or plan without backup support.
  - Be vague or ambiguous.
  - Be rude or abrupt in your delivery.
  - Manipulate or bully Melissa into agreeing
  - Be impersonal or judgmental.
- **Ashley Cox (Dove, owl):**
  - When communicating with Ashley, DO:
    - Find some areas of common interest and involvement.
    - Outline individual tasks and responsibilities in writing.
    - Break the ice with a brief personal comment.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Be candid, open, and patient.
    - Be casual and informal with gestures and body language.
    - Observe carefully for possible areas of disagreement, as Ashley may not be verbal about them.
  - When communicating with Ashley, DON'T:
    - Stick coldly to the business agenda.
    - Let it reflect on Ashley personally when you disagree, and don't let disagreements affect the relationship.
    - Leave an idea or plan without backup support.
    - Say, "Listen to me, here's how I think we should do it."
    - Offer assurances and guarantees that you can't fulfill.
    - Offer promises that you can't keep.
    - Rush into business or the agenda. Instead, provide some time to break the ice.
- **Kenneth Dail (Parrot, owl):**
  - When communicating with Kenneth, DO:
    - Be certain that your ideas & information are credible & realistic.
    - Do your homework, because Kenneth's homework will already be done.
    - List pros & cons to the suggestions you make.
    - Join in & talk positively about people & their goals.
    - Give Kenneth time to verify the issues & potential outcomes.
    - Plan to talk about things that support Kenneth's dream & goals.
    - Plan some extra time in your schedule for talking, relating, & socializing.
  - When communicating with Kenneth, DON'T:
    - Rush the issues or the decision-making process until you have buy-in.
    - Get in the habit of manipulating ideas quickly.
    - Use unreliable evidence or testimonials.
    - Use someone else's opinions as evidence.
    - Whine about all of the work you have to do.
    - Be impersonal or judgmental.
    - Be unrealistic with deadlines.
- **Emily Detherage (Owl, Parrot, dove):**
  - When communicating with Emily, DO:
    - Do your homework, because Emily's homework will already be done.
    - Give Emily time to verify the issues and potential outcomes.
    - Join in and talk positively about people and their goals.
    - Be engaging, stimulating, and fast-paced.
    - If you agree with the outcome, follow through and do what you say you will do.
    - Be certain that your ideas and information are credible and realistic.
    - Ask for Emily's input regarding people and specific assignments.

- When communicating with Emily, DON'T:
  - Get in the habit of manipulating ideas quickly.
  - Use someone else's opinions as evidence.
  - Rush the issues or the decision-making process until you have buy-in.
  - Talk down to Emily.
  - Be unrealistic with deadlines.
  - Be impersonal or judgmental.
  - Use unreliable evidence or testimonials.
- **Steve Ferneti (Parrot, Dove):**
  - When communicating with Steve, DO:
    - Join in with some name-dropping and talk positively about people and their goals.
    - Be certain to conclude the communication with some modes of action and specific next steps for all involved.
    - Plan some extra time in your schedule for talking, relating, and socializing.
    - Break the ice with a brief personal comment.
    - Present your ideas and opinions in a non-threatening way.
    - Show sincere interest in Steve as a person.
    - Provide assurances about Steve's input and decision.
  - When communicating with Steve, DON'T:
    - Be overly task-oriented.
    - Be rude or abrupt in your deliver.
    - Eave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
    - Manipulate or bully Steve into agreeing.
    - Talk down to Steve.
    - Be impersonal or judgmental.
    - Be vague or ambiguous.
- **Carrie Finch (Eagle, parrot)**
  - When communicating with Carrie, DO:
    - Offer specific evidence about the probability of success or effectiveness of options.
    - When you disagree, take issues with the methods or procedures, not the person.
    - Stick to business matters only.
    - Stay on track. Don't talk about extraneous issues or items.
    - Be prepared to handle some objectives.
    - Do your homework & be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.
    - Present your items in a logical way.
  - When communicating with Carrie, DON'T:
    - Try to develop "too close" a relationship, especially too quickly.
    - Be sloppy or disorganized.
    - Let it reflect on Carrie personally when in disagreement.
    - Make guarantees & assurances when there is a risk in meeting them.
    - Make decisions for Carrie.
    - Engage in rambling discussions, & waste Carrie's time.
    - Forget or lose things necessary for the meeting or project.
- **Cindy Fry (Dove, Parrot, owl):**
  - When communicating with Cindy, DO:
    - Be casual with gestures and body language.
    - Be certain to conclude the communication with modes of action and specific instructions for the next step.
    - Plan some extra time in your schedule for talking, relating, and socializing.



- Present your ideas and opinions in a non-threatening way.
    - Provide testimonials from people Cindy sees as important and prominent.
    - Ask "how" oriented questions to draw out Cindy's opinions.
    - Be candid, open, and patient. Show sincere interest in Cindy as a person.
  - When communicating with Cindy, DON'T:
    - Be overly task-oriented.
    - Force Cindy to agree quickly with your objectives and position. Instead, provide some time for Cindy to warm up to the ideas and for mutual ownership.
    - Be domineering or demanding.
    - Get bogged down in facts, figures, or abstractions.
    - Patronize or demean Cindy by using incentives or subtlety.
    - Manipulate or bully Cindy into agreement.
    - Threaten with position or power.
- **Julie Garrison (Dove, Owl):**
  - When communicating with Julie, DO:
    - Present ideas and opinions in a non-threatening way.
    - Observe carefully for possible areas of disagreement, as Julie may not be verbal about them.
    - Break the ice with a brief personal comment.
    - Show sincere interest in Julie as a person.
    - Be casual and informal with gestures and body language.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Provide assurances about Julie's input and decisions.
  - When communicating with Julie, DON'T:
    - Rush into business or the agenda. Instead, provide some time to break the ice.
    - Let it reflect on Julie personally when you disagree, and don't let disagreements affect the relationship.
    - Leave an idea or plan without backup support.
    - Force Julie to agree quickly with your objectives and position. Instead, provide some time for Julie to warm up to the ideas and for mutual ownership.
    - Offer promises that you can't keep.
    - Say, "Listen to me, here's how I think we should do it."
    - Offer assurances and guarantees that you can't fulfill.
- **Christina Geissler (Parrot/Dove):**
  - When communicating with Christina, DO:
    - Provide assurances about Christina's input and decisions.
    - Break the ice with a brief personal comment.
    - Plan some extra time in your schedule for talking, relating, and socializing.
    - Ask for Christian's input regarding people and specific assignments.
    - Show sincere interest in Christian as a person.
    - Put the details in writing, but don't plan on discussing them too much.
    - Be candid, open, and patient.
  - When communicating with Christina, DON'T:
    - Leave the idea or plan without backup support.
    - Offer assurances and guarantees you can't fulfill.
    - Be impersonal or judgmental.
    - Manipulate or bully Christina into agreeing.
    - Let the discussion with Christina get caught in dreams too much, otherwise you'll lose time.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.

- Be overly task-oriented.
- **Janet Gladu (Owl/eagle):**
  - When communicating with Janet, DO:
    - Be prepared to handle some objections.
    - Stick to business matters only – small talk or charm won't be appreciated.
    - Be specific about what's needed, & who is going to do it.
    - Motivate & persuade Janet by pointing out objectives & expected results.
    - Give Janet the opportunity to express opinions & make some of the decisions.
    - Do your homework, because Janet's will already be done.
    - Be aware of indecision, & be sure to keep the "data gate" open for more information
  - When communicating with Janet, DON'T:
    - Fail to follow through. If you say you're going to do something, do it.
    - Use unreliable evidence or testimonials.
    - Leave things up in the air, or decide by chance.
    - Forget or lose things necessary for the meeting or project.
    - Confuse or distract Janet from the issues at hand.
    - Engage in rambling discussion, & waste Janet's time.
    - Whine about all the work you have to do.
- **Ashlee Goettsche (Owl, Dove, parrot):**
  - When communicating with Ashlee, DO:
    - Assure Ashlee that there won't be any surprises.
    - Join in with some name-dropping, & talk positively about people & their goals.
    - Provide clear, specific solutions, & support your position with pros & cons.
    - Provide testimonials from people Ashlee sees as important & prominent.
    - Ask for Ashlee's input regarding people & specific assignments.
    - Be accurate & realistic, don't over-inflate ideas or outcomes.
    - Provide logical & practical evidence.
  - When communicating with Ashlee, DON'T:
    - Make decisions for Ashley.
    - Leave the idea or plan without backup support.
    - Offer promises that you can't keep.
    - Use someone else's opinion as evidence.
    - Be disorganized or sloppy.
    - Be vague about what's expected of the group.
    - Get in the habit of manipulating ideas quickly.
- **Jennifer Hensley (Dove/Owl):**
  - When communicating with Jennifer, DO:
    - Be certain that the information you have is credible.
    - Present your ideas & opinions in a non-threatening way.
    - Jennifer will follow through, so you should be certain to follow through on your part.
    - List pros & cons to suggestions you make.
    - Give Jennifer time to verify the issues & potential outcomes.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities.
    - Assure Jennifer that there won't be any unexpected surprises.
  - When communicating with Jennifer, DON'T:
    - Fail to follow through. If you say you're going to do something, do it.
    - Make decisions for Jennifer
    - Offer assurances & guarantees that you can't fulfill.
    - Leave things up in the air, or decide by chance.
    - Be vague about what's expected of the group.
    - Be rude, abrupt, or too fast-paced in your delivery.

- Rush the issues or the decision-making process.
- **Ryan Hopper (Parrot/Dove/owl):**
  - When communicating with Ryan, DO:
    - Be certain to conclude the communication with some modes of action & specific next steps for all involved.
    - Present your ideas & opinions in non-threatening way.
    - Ask for Ryan's input regarding people & specific assignments.
    - Put the details in writing, but don't plan on discussing them too much.
    - Be candid, open & patient.
    - Show sincere interest in Ryan as a person.
    - Plan some extra time in your schedule for talking, relating, & socializing.
  - When communicating with Ryan, DON'T:
    - Be overly task-oriented.
    - Let the discussion with Ryan get caught in dreams too much, otherwise you'll lose time.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Offer assurances & guarantees you can't fulfill.
    - Be impersonal or judgmental.
    - Be rude or abrupt in your delivery.
    - Leave the idea or plan without backup support.
- **Haley Humes (Dove, Owl, parrot):**
  - When communicating with Haley, DO:
    - Give Haley time to verify the issues & potential outcomes.
    - Provide testimonials from people Haley sees as important & prominent.
    - Haley will follow through, so be certain to follow through on your part.
    - Be accurate & realistic, don't over-inflate ideas or outcomes.
    - Assure Haley that there won't be any surprises.
    - Be certain to conclude the communication with some modes of action & specific next steps for all involved.
    - Be candid, open, & patient.
  - When communicating with Haley, DON'T:
    - Rush the issue or the decision-making process.
    - Leave the idea or plan without backup support.
    - Push too hard.
    - Get in the habit of manipulating ideas quickly.
    - Offer promises that you can't keep.
    - Use someone else's opinion as evidence.
    - Be vague about what's expected of the group.
- **Ashley Johnson (Dove, Owl, parrot):**
  - When communicating with Ashley, DO:
    - Be casual & informal with gestures & body language.
    - Be certain to conclude the communication with modes of action & specific instructions for the next step.
    - Attempt to be engaging, stimulating, & fast-paced.
    - Be certain that individual responsibilities are clear, & there are no ambiguities. Put the details in writing.
    - Break the ice with a brief personal comment.
    - Provide testimonials from people Ashley sees as important & prominent.
    - Plan some extra time in your schedule for talking, relating, & socializing.
  - When communicating with Ashley, DON'T:

- Be rude, abrupt, or too fast-paced in your delivery.
  - Be overly task-oriented.
  - Threaten with position or power.
  - Force Ashley to agree quickly with your objectives & position. Instead, provide some time for Ashley to warm up to the ideas & for mutual ownership.
  - Get bogged down in facts, figures, or abstractions.
  - Be impersonal or judgmental.
  - Be domineering or demanding.
- **Laura Jones (Parrot, Owl, Dove):**
  - When communicating with Laura, DO:
    - Plan some extra time in your schedule for talking, relating, & socializing.
    - Join in with some name-dropping & talk positively about people & their goals.
    - Be certain to conclude the communication with some modes of action & specific next steps for all involved.
    - Show sincere interest in Laura as a person.
    - Present your ideas & opinions in a non-threatening way.
    - Provide assurances about Laura's input & decisions.
    - Break the ice with a brief personal comment.
  - When communicating with Laura, DON'T:
    - Manipulate or bully Laura into agreeing.
    - Be overly task-oriented.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Be impersonal or judgmental.
    - Let the discussion with Laura get caught in dreams too much, otherwise you'll lose her.
    - Offer assurances & guarantees you can't fulfill.
    - Talk down to Laura
- **Laura Kneiss (Dove, Owl):**
  - When communicating with Laura, DO:
    - Be candid, open, & patient.
    - Give Laura time to verify the issues & potential outcomes.
    - Be sensitive to possible areas of disagreement as Laura may not be verbal about them.
    - Approach issues in a logical, straightforward, & factual way.
    - Do your homework, because Laura's homework will already be done.
    - Make an organized appeal for Laura's support & contributions.
    - Be certain that the information you have is credible.
  - When communicating with Laura, DON'T:
    - Offer assurances & guarantees that you can't fulfill.
    - Rush the issues or the decision-making process.
    - Offer promise that you can't keep.
    - Fail to follow through. If you say you're going to do something, do it.
    - Leave things up in the air, or decide by chance.
    - Leave an idea or plan without backup support.
    - Be rude, abrupt, or too fast-paced in your delivery.
- **Denise Kost (Owl, dove):**
  - When communicating with Denise, DO:
    - Assure Denise that there won't be any unexpected surprises.
    - Be sensitive to possible areas of disagreement as Denise may not be verbal about them.



- Approach uses in a logical, straightforward, & factual way.
    - Be certain that the information you have is credible.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities.
    - Provide assurances about Denise's input & decisions.
    - Be candid, open, & patient.
  - When communicating with Denise, DON'T:
    - Offer assurance & guarantees that you can't fulfill.
    - Rush the issues or the decision-making process.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Make decisions for Denise.
    - Offer promises that you can't keep.
    - Fail to follow through. If you say you're going to do something, do it.
    - Leave and Idea or plan without backup support.
- **Kelly Lafferty (Owl/Dove):**
  - When communicating with Kelly, DO:
    - Be certain that the information you have is credible.
    - Be candid, open & patient.
    - Kelly will follow through, so you should be certain to follow through on your part.
    - Approach issues in a logical, straightforward, & factual way.
    - Be sensitive to possible areas of disagreement as Kelly may not be verbal about them.
    - Show sincere interest in Kelly as a person.
    - Provide assurances about Kelly's input & decisions.
  - When communicating with Kelly, DON'T:
    - Offer assurances & guarantees that you can't fulfill.
    - Be vague about what's expected of the group.
    - Offer promise that you can't keep.
    - Fail to follow through. If you say you're going to do something, do it.
    - Leave things up in the air, or decide by chance.
    - Rush the issues or the decision-making process.
    - Make decisions for Kelly.
- **Kayla Martin (Dove, owl, parrot):**
  - When communicating with Kayla, DO:
    - Ask "how" questions to draw out Kayla's opinions.
    - Be casual and informal with gestures and body language.
    - Attempt to be engaging, stimulating, and fast-paced.
    - Plan some extra time in your schedule for talking, relating, and socializing.
    - Break the ice with a brief personal comment.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.
    - Present your ideas and opinions in a non-threatening way.
  - When communicating with Kayla, DON'T:
    - Manipulate or bully Kayla into agreement.
    - Be domineering or demanding.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
    - Get bogged down in facts, figures, or abstractions.
    - Be impersonal or judgmental.
    - Force Kayla to agree quickly with your objectives and position. Instead, provide some time for Kayla to warm up to the ideas and for mutual ownership.
    - Threaten with position or power.

- **Erin Neff (Dove, Owl, parrot):**
  - When communicating with Erin, DO:
    - Ask "how" oriented questions to draw out Erin's opinions.
    - Assure Erin that there won't be any unexpected surprises.
    - Be candid, open, & patient.
    - Give Erin time to verify the issues & potential outcomes.
    - Be certain that the information you have is credible.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities.
    - Show sincere interest in Erin as a person.
  - When communicating with Erin, DON'T:
    - Offer assurances & guarantees that you can't fulfill.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Leave an idea or plan without backup support.
    - Leave things up in the air, or decide by chance.
    - Be vague about what's expected of the group.
    - Rush the issues or the decision-making process.
    - Fail to follow through. If you say you're going to do something, do it.
- **Courtney Painter (Dove, Owl):**
  - When communicating with Courtney, DO:
    - Assure Courtney that there won't be any unexpected surprises.
    - Courtney will follow through, so you should be certain to follow through on your part.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Present your ideas and opinions in a non-threatening way.
    - Be certain that the information you have is credible.
    - Make an organized appeal for Courtney's support and contributions.
    - Be candid, open, and patient.
  - When communicating with Courtney, DON'T:
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Offer promises that you can't keep.
    - Offer assurances and guarantees that you can't fulfill.
    - Be vague about what's expected of the group.
    - Leave things up in the air, or decide by chance.
    - Fail to follow through. If you say you're going to do something, do it.
    - Make decisions for Courtney.
- **Darcie Palmer (Dove/Owl):**
  - When communicating with Darcie, DO:
    - Present ideas and opinions in a non-threatening way.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Find some areas of common interest and involvement.
    - Outline individual tasks and responsibilities in writing.
    - Ask "how" oriented questions to draw out Darcie's opinions.
    - Show sincere interest in Darcie as a person.
    - Break the ice with a brief personal comment.
  - When communicating with Darcie, DON'T:
    - Stick coldly to the business agenda.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Force Darcie to agree quickly with your objectives and position. Instead, provide some time for Darcie to warm up to the ideas and for mutual ownership.
    - Leave an idea or plan without backup support.
    - Offer promises that you can't keep.

- Let it reflect on Darcie personally when you disagree, and don't let disagreements affect the relationship.
    - Rush into business or the agenda. Instead, provide some time to break the ice.
- **Kristin Palmer (Dove, Owl):**
  - When communicating with Kristin, DO:
    - Give Kristin time to verify the issues & potential outcomes.
    - Present your ideas & opinions in a non-threatening way.
    - Kristin will follow through, so you should be certain to follow through on your part.
    - Approach issues in a logical, straightforward, & factual way.
    - Be certain that information you have is credible.
    - Be candid, open, & patient.
    - Be sensitive to possible areas of disagreement as Kristin may not be verbal about them.
  - When communicating with Kristin, DON'T:
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Rush the issues or the decision-making process.
    - Offer assurances & guarantees that you can't fulfill.
    - Leave things up in the air, or decide by chance.
    - Offer promises that you can't keep.
    - Make decisions for Kristin.
    - Fail to follow through. If you say you're going to do something, do it.
- **Niki Pence (Parrot, Owl, dove):**
  - When communicating with Niki, Do:
    - Be certain to conclude the communication with modes of action & specific instructions for the next step.
    - Plan some extra time in your schedule for talking, relating, & socializing.
    - If you agree with the outcome, follow through & do what you saw you will do.
    - Do your homework, because Niki's homework will already be done.
    - If you disagree with the direction, show your position in an organized presentation.
    - Plan to talk about things that support Niki's dreams & goals.
    - Give Niki time to verify the issues & potential outcomes.
  - When communicating with Niki, DON'T:
    - Use unrealistic evidence or testimonials.
    - Be dogmatic.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Be unrealistic with deadlines.
    - Talk down to Niki.
    - Get in the habit of manipulating ideas quickly.
- **Susan Pratt (Eagle, Owl):**
  - When communicating with Susan, DO:
    - Motivate and persuade Susan by pointing out objectives and expected results.
    - Beware of indecision, and be sure to keep the "data gate" open for more information.
    - When you disagree, take issue with the methods or procedures, not with the person.
    - Remember these three rules: Be brief, be bright, and be gone.
    - When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
    - Give Susan the opportunity to express opinions and make some of the decisions.
    - Give Susan time to verify the issues and potential outcomes.
  - When communicating with Susan, DON'T:
    - Confuse or distract Susan from the issues at hand.

- Try to develop “too close” a relationship, especially too quickly.
  - Engage in rambling discussion, and waste Susan’s time.
  - Whine about all of the work you have to do.
  - Use unreliable evidence or testimonials.
  - Provide incomplete or unclear directions or instructions.
  - Leave things up in the air, or decide by chance.
- **Jeni Richardson (Dove, owl, eagle):**
  - When communicating with Jeni, DO:
    - List pros and cons to suggestions you make.
    - Motivate and persuade Jeni by pointing out objectives and expected results.
    - Give Jeni time to verify the issues and assess potential outcomes.
    - Approach issues in a straightforward, direct, and factual way.
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Give Jeni the opportunity to express opinions and make some of the decisions.
    - Be candid, open, logical, and patient.
  - When communicating with Jeni, DON'T:
    - Manipulate or bully Jeni into agreement.
    - Be domineering or demanding.
    - Threaten with position or power.
    - Try to develop “too close” a relationship, especially too quickly.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Be sloppy or disorganized.
    - Engage in rambling discussion, and waste Jeni’s time.
- **Katie Rittenhouse (Dove, Parrot, owl):**
  - When communicating with Katie, DO:
    - Provide assurances about Katie’s input and decisions.
    - Plan some extra time in your schedule for talking, relating, and socializing.
    - Ask for Katie’s input regarding people and specific assignments.
    - Put the details in writing, but don’t plan on discussing them too much.
    - Be candid, open, and patient.
    - Show sincere interest in Katie as a person.
    - Break the ice with brief personal comment.
  - When communicating with Katie, DON'T:
    - Leave the idea or plan without backup support.
    - Leave the decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
    - Be rude or abrupt in your delivery.
    - Be overly task-oriented.
    - Be impersonal or judgmental.
    - Be vague or ambiguous.
    - Let the discussion with Katie get caught in dreams too much, otherwise you’ll lose time.
- **Joanna Sholl (Owl, dove, parrot):**
  - When communicating with Joanna, DO:
    - Be certain that the information you have is credible.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities.
    - Assure Joanna that there won’t be any unexpected surprises.
    - Provide assurances about Joanna’s input & decisions.
    - Approach issues in a logical, straightforward, & factual way.
    - Ask “how” oriented questions to draw out Joanna’s opinions.
    - Do your homework, because Joanna’s homework will already be done.



- When communicating with Joanna, DON'T:
  - Leave an idea or plan without backup support.
  - Offer assurances & guarantees that you can't fulfill.
  - Fail to follow through. If you say you're going to do something, do it.
  - Be vague about what's expected of the group.
  - Make decisions for Joanna.
  - Leave things up in the air, or decide by chance.
  - Be rude, abrupt, or too fast-paced in your delivery.
- **Destiny Shumaker (Owl/Dove):**
  - When communicating with Destiny, DO:
    - Approach issues in a logical, straightforward, & factual way.
    - List pros & cons to suggestions you make.
    - Show sincere interest in Destiny as a person.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities.
    - Ask "how" oriented questions to draw out Destiny's opinions.
    - Assure Destiny that there won't be any unexpected surprises.
    - Do your homework, because Destiny's homework will already be done.
  - When communicating with Destiny, DON'T:
    - Be vague about what's expected of the group.
    - Offer promises that you can't keep.
    - Leave an idea or plan without backup support.
    - Make decisions for Destiny.
    - Offer assurances & guarantees that you can't fulfill.
    - Fail to follow through. If you say you're going to do something, do it.
    - Leave things up in the air, decide by chance.
- **Michael Siegfried (Parrot, Owl):**
  - When communicating with Michael, DO:
    - Provide testimonials from people Michael sees as important & prominent.
    - Be certain to conclude the communication with modes of action & specific instructions for the next step.
    - Plan to talk about things that support Michael's dreams & goals.
    - Provide immediate incentives for Michael's willingness to help on the project.
    - Join in with some name-dropping, talk positively about people & their goals.
    - Put the details in writing, but don't plan on discussing them too much.
    - Ask for Michael's input regarding peoples & specific assignments.
  - When communicating with Michael, DON'T:
    - Stick too rigidly to the agenda.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Be cool, aloof, or regimented.
    - Get bogged down in facts, figures, or abstractions.
    - Talk down to Michael.
    - Be overly task-oriented.
    - Be impersonal or judgmental.
- **Brandie Stokke (Dove, Parrot, owl):**
  - When communicating with Brandie, DO:
    - Ask for Brandie's input, & provide assurances regarding decisions.
    - Be certain to conclude the communication with modes of action & specific instructions for the next step.
    - Attempt to be engaging, stimulating, & fast-paced.
    - Be casual & informal with gestures & body language.

- Offer input on how to make the ideas become reality.
    - Break the ice with a brief personal comment.
    - Be candid, open, & patient. Show sincere interest in Brandie as a person.
  - When communicating with Brandie, DON'T:
    - Threaten with position or power.
    - Get bogged down in facts, figures, or abstractions.
    - Manipulate or bully Brandie into agreement.
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Patronize or demean Brandie by using incentives or subtlety.
    - Be overly task-oriented.
    - Be domineering or demanding.
- **Kelly Sturek (Owl, Dove):**
  - When communicating with Kelly, DO:
    - Be certain that the information you have is credible.
    - Give Kelly time to verify the issues and potential outcomes.
    - Approach issues in a logical, straightforward, and factual way.
    - List pros and cons to suggestions you make.
    - Ask "how" oriented questions to draw out Kelly's opinions.
    - Do your homework, because Kelly's homework will already be done.
    - Outline individual tasks and responsibilities in writing.
  - When communicating with Kelly, DON'T"
    - Offer assurances and guarantees that you can't fulfill.
    - Make decisions for Kelly.
    - Rush the issues or the decision-making process.
    - Leave things up in the air, or decide by chance.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Offer promises that you can't keep.
    - Fail to follow through. If you say you're going to do something, do it.
- **Leesa Swanson (Dove, Owl, eagle):**
  - When communicating with Leesa, DO:
    - Be certain that individual responsibilities are clear, and that there are no ambiguities.
    - Be candid, open, logical, and patient.
    - Leesa will follow through, so be certain to follow through on your part.
    - Approach issues in a straightforward, direct and factual way.
    - Ask "how" oriented questions to draw out Leesa's opinions.
    - Take your time; precise and thorough.
    - Do your homework, because Leesa's homework will already be done.
  - When communicating with Leesa, DON'T:
    - Try to develop "too close" a relationship, especially too quickly.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Be sloppy or disorganized.
    - Threaten with position or power.
    - Be domineering or demanding.
    - Engage in rambling discussions, and waste Leesa's time.
    - Manipulate or bully Leesa into agreement.
- **Jadrien Vanfleet (Dove, Parrot, owl):**
  - When communicating with Jadrien, DO:
    - Plan some extra time in your schedule for taking, relating, & socializing.
    - Break the ice with a brief personal comment.
    - Provide assurances about Jadrien's input & decisions.

- Present your ideas & opinions in a non-threatening way.
    - Show sincere interest in Jadrien as a person.
    - Ask for Jadrien's input regarding people & specific assignments.
    - Plan to talk about things that support Jadrien's dreams & goals.
  - When communicating with Jadrien, DON'T:
    - Be rude or abrupt in your delivery.
    - Leave the idea or plan without backup support.
    - Offer assurances & guarantees you can't fulfill.
    - Be overly task-oriented.
    - Talk down to Jadrien.
    - Manipulate or bully Jadrien into agreeing.
    - Be impersonal or judgmental.
- **Laura Wilhite (Dove, parrot, owl):**
  - When communicating with Laura, DO:
    - Be casual & informal with gestures & body language.
    - She will follow through. Be certain to follow through on your part.
    - Be certain that individual responsibilities are clear, & that there are no ambiguities. Put the details in writing.
    - Ask for Laura's input, & provide assurances regarding decisions.
    - Plan to talk about things that support Laura's dreams & goals.
    - Be candid, open, & patient. Show sincere interest in Laura as a person.
    - Be certain to conclude the communication with modes of action & specific instructions for the next step.
  - When communicating with Laura, DON'T:
    - Leave decisions hanging in the air. Be certain all decision points have reached closure & result in plans for action.
    - Be overly task-oriented.
    - Patronize or demean Laura by using incentives or subtlety.
    - Be domineering or demanding.
    - Be impersonal or judgmental.
    - Be rude, abrupt, or too fast-paced in your delivery.
    - Manipulate or bully Laura into agreement.



Janet Gladu &lt;jgladu@laharpeeagles.com&gt;

**(no subject)**

1 message

**Michael Siegfried** <msiegfried@laharpeeagles.com>  
 To: Janet Gladu <jgladu@laharpeeagles.com>

Tue, Aug 16, 2022 at 2:25 PM

Here is a run down of the summer projects and where they stand for you and the board if they have any questions

All the units in classrooms are done, finished and up and running  
 Johnson controls still has to come out and finish up on their end some wiring components for the gym and those units.  
 Gym lights have been replaced and switched over to LED's  
 The hood in the kitchen is being finished up today. The emergency switch can not be moved as it has to be ADA compliant according to Getz fire equipment. All equipment was moved back and hooked back up. This took some time but the kitchen is back in order.  
 We switched over classrooms to LED's this summer except the north rooms as we ran out of light bulbs.  
 Mr. Hoppers office wall was insulated and moved up to the ceiling to knock down the sound from the office.  
 3 new smart boards we installed in the school, 2 in classrooms and 1 in the lobby. 1 other smart board was installed in the Art room  
 The hallway and restrooms were painted in the Johnson building  
 Touchless faucets have been installed in both buildings.  
 The old fence around the playground by administration building was replaced with a new fence.  
 The past few weeks were really busy as construction in the building was scheduled to be completed the first week of July. Due to issues this was not completed until the end of the first week in August.  
 The home run fence was put up at the high school field for the hancock county tournament the weekend of August 27th.  
 We moved the pre-k shed by the dumpsters over to the pre-k playground  
 Weekly mowing and upkeep of the yard took place this summer as well. the trees and shrubs were all trimmed and shaped to give curb appeal.  
 the storage room/old board room was also cleaned out.  
 I'm sure there is some things I am leaving out but this covers the big projects that took place this summer. Michael

↳ wood perimeter  
 by blue slide playground  
 ↳ pile with fence go away  
 ↳ Michael playground equip who  
 can put up

## NAVIGATE360 - ORDER FORM

**Customer:** La Harpe Community Sch Dist 347  
 404 W MAIN ST  
 LA HARPE, IL 61450  
 Janet Gladu  
 jgladu@laharpeeagles.com

**Proposal No:** Q-48422  
**Proposal By:** Steve Augustine  
**Email:** saugustine@navigate360.com  
**Opp Number:** 154718  
**Proposal Expires:** 9/30/2022

**Initial Investment:** \$1,685.00 - Net 30

**Term:** The 36 month term for subscription services begins on **9/30/2022** and ends on **9/29/2025**. Subscription services will be billed according to the following invoice schedule: Annually

**Notes:**

### SUBSCRIPTION SERVICES

#### Emergency Management Suite

| Product   | Description   | Quantity | Annual Price    |
|---|---|----------|-----------------|
| Emergency Management Suite Subscription - per Student | Emergency Management Suite Platform subscription with full unlimited access to all users. - ITEM ID: 5000 | 200      | \$945.00        |
| <b>Emergency Management Suite TOTAL:</b>              |   |          | <b>\$945.00</b> |

#### 911Cellular Integration

| Product  | Description   | Quantity | Annual Price    |
|--|---|----------|-----------------|
| 911Cellular Public Safety Cloud Integration (Standard) | 911Cellular Public Safety Cloud Integration. Includes Computer Panic Button, Mobile Safety Application, Smartwatch Panic Buttons and connection to an instance of the Public Safety Cloud Web-portal. - ITEM ID: EMS05SFT3498RC | 200      | \$240.00        |
| <b>911Cellular Integration TOTAL:</b>                  |   |          | <b>\$240.00</b> |

#### Visitor Management Suite

| Product                                | Description   | Quantity | Annual Price    |
|--|---|----------|-----------------|
| Navigate360 Visitor Management         | Access to the Visitor Management platform. - ITEM ID: 1000-1000-1004-0000 | 1        | \$375.00        |
| SIS Integration                        | SIS (PowerSchool) Writeback Fee - ITEM ID: VMS08SFT3491RC                 | 1        | \$75.00         |
| <b>Visitor Management Suite TOTAL:</b> |   |          | <b>\$450.00</b> |

Proposal No: **Q-48422**

Accurate Sales Tax will be added when applicable.

\* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.



## ONE-TIME SERVICES AND FEES

| Emergency Management Suite               |   |          |                |
|--|---|----------|----------------|
| Product                                  | Description   | Quantity | Price          |
| Imp Fee (EMS Per Student)                | Implementation Fee - Emergency Management Suite - ITEM ID: 5000-1 | 200      | \$50.00        |
| <b>Emergency Management Suite TOTAL:</b> |   |          | <b>\$50.00</b> |

| Site Mapping Option                       |  |          |                   |
|---|--|----------|-------------------|
| Product                                   | Description  | Quantity | Price             |
| Site Mapping - Middle School Per Building | Middle School/Jr. High Onsite Service - Site Mapping - ITEM ID: 8873 | 1        | \$3,500.00        |
| <b>Site Mapping Option TOTAL:</b>         |  |          | <b>\$3,500.00</b> |

**Subscription Amount:** \$1,635.00\*

**One-Time Services & Fees Total:** \$3,550.00

**Initial Investment Total:** \$1,685.00

Proposal No: **Q-48422**

Accurate Sales Tax will be added when applicable.

\* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

## Terms and Conditions

Please see the Master Services Agreement and Addenda thereto for the terms and conditions that govern this Order Form. Customer agrees that Customer's purchases hereunder are neither contingent on the delivery of any future functionality or features of the Services nor dependent on any oral or written public comments made by Company regarding future functionality or features.

× By signing below, Customer agrees to the Master Service Agreement Terms and following addenda:

**Master Service Agreement: La Harpe Community Sch Dist 347 MSA**

**Software Services Addendum A**

IN WITNESS WHEREOF, the parties have caused their respective duly authorized representatives to execute this Agreement in consideration of the promises and mutual covenants contained herein.

### NAVIGATE360 SIGNATORY

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

### CUSTOMER BILLING INFORMATION

A/P Contact Name: \_\_\_\_\_  
A/P Phone: \_\_\_\_\_  
A/P Email: \_\_\_\_\_  
A/P Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State (2 Letter Abbreviation): \_\_\_\_\_  
Zip Code: \_\_\_\_\_  
Federal Tax ID: \_\_\_\_\_  
Purchase Order  
 Attached PO #: \_\_\_\_\_  
 PO in process to be sent separately  
Sales Tax Exempt No. \_\_\_\_\_

### CUSTOMER SIGNATORY

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Sales Tax Exemption Certificate must be attached.**

Proposal No: **Q-48422**

Accurate Sales Tax will be added when applicable

\* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

## NAVIGATE360 - ORDER FORM

**Customer:** La Harpe Community Sch Dist 347  
 404 W MAIN ST  
 LA HARPE, IL 61450  
 Janet Gladu  
 jgladu@laharpeeagles.com

**Proposal No:** Q-48414  
**Proposal By:** Steve Augustine  
**Email:** saugustine@navigate360.com  
**Opp Number:** 154711  
**Proposal Expires:** 8/31/2022

**Initial Investment:** \$1,405.00 - Net 30

**Term:** The 36 month term for subscription services begins on **8/15/2022** and ends on **8/14/2025**. Subscription services will be billed according to the following invoice schedule: Annually

**Notes:**

### ■ BUNDLED SERVICES

| ALICE eLearning                          |   |          |                   |
|--|---|----------|-------------------|
| Product                                  | Description   | Quantity | Price             |
| Navigate360 Training Institute - Schools | Access to all courses included within the following catalogs:<br>-ALICE Training<br>-Personal Safety Skills<br>-Wellness - ITEM ID: 1000-1000-1000-1007 | 200      | Included          |
| Elearning Support & Maintenance - School | Elearning Support & Maintenance - ITEM ID: 1200-1   | 200      | Included          |
| <b>ALICE eLearning TOTAL:</b>            |   |          | <b>\$1,405.00</b> |

**Subscription Amount:** \$1,405.00\*

**Initial Investment Total:** \$1,405.00

Proposal No: **Q-48414**

Accurate Sales Tax will be added when applicable.

\* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

## Terms and Conditions

Please see the Master Services Agreement and Addenda thereto for the terms and conditions that govern this Order Form. Customer agrees that Customer's purchases hereunder are neither contingent on the delivery of any future functionality or features of the Services nor dependent on any oral or written public comments made by Company regarding future functionality or features.

× By signing below, Customer agrees to the Master Service Agreement Terms and following addenda:

**Master Service Agreement: La Harpe Community Sch Dist 347 MSA**

**Software Services Addendum A**

IN WITNESS WHEREOF, the parties have caused their respective duly authorized representatives to execute this Agreement in consideration of the promises and mutual covenants contained herein.

### NAVIGATE360 SIGNATORY

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

### CUSTOMER BILLING INFORMATION

A/P Contact Name: \_\_\_\_\_  
A/P Phone: \_\_\_\_\_  
A/P Email: \_\_\_\_\_  
A/P Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State (2 Letter Abbreviation): \_\_\_\_\_  
Zip Code: \_\_\_\_\_  
Federal Tax ID: \_\_\_\_\_  
Purchase Order  
 Attached PO #: \_\_\_\_\_  
 PO in process to be sent separately  
Sales Tax Exempt No. \_\_\_\_\_

### CUSTOMER SIGNATORY

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Sales Tax Exemption Certificate must be attached.**

Proposal No: **Q-48414**

Accurate Sales Tax will be added when applicable.

\* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.



# Navigate360

*Building safer tomorrows.*



## **Emergency Management Suite**

### **2022 Catalog**



## Emergency Management Suite An Introduction

Navigate360's Emergency Management Suite guides schools and districts in creating, maintaining, and operationalizing safety procedures with customizable emergency management features capable of connecting diverse emergency solutions.

As a single integrated platform, Emergency Management Suite is delivered as a SaaS (Software as a Service) solution, centrally hosted in the Cloud via AWS (Amazon Web Services) to provide administrators, staff and authorized first responders access to the web-based platform anytime via Internet browser. Users can access the service anywhere and on any device connected to the Internet, including desktop, tablets and iOS and Android apps.

Users can coordinate internally and with authorized first responders in real time, integrating local public safety for the transmittal of vital communication and mobile activations. Emergency Management Suite provides access to vital emergency information and emergency procedures and contacts (online and offline) and integrates with your SIS (Student Information System), providing quick access to class rosters and student accountability during a crisis.

Our virtual platform delivers a holistic suite of emergency preparedness tools to empower school districts to develop and execute effective safety programs that prepare staff and students to confidently respond in emergency situations.

Emergency Management Suite is compliant with FERPA data privacy laws and is aligned with and integrates school safety standards in the FEMA National Incident Management System (NIMS). Navigate360 is internationally recognized by A.M. Best 2021 Client Recommended Expert Service Providers, with Emergency Management Suite listed as just one of our solutions recognized under this distinction.

Emergency Management Suite crisis planning and response modules are designed to empower schools and districts to achieve increased coordination and the highest level of preparedness and security.

*Absolutely!  
Keeps all documents  
& plans in one  
place - up-to-date  
Amazing!*

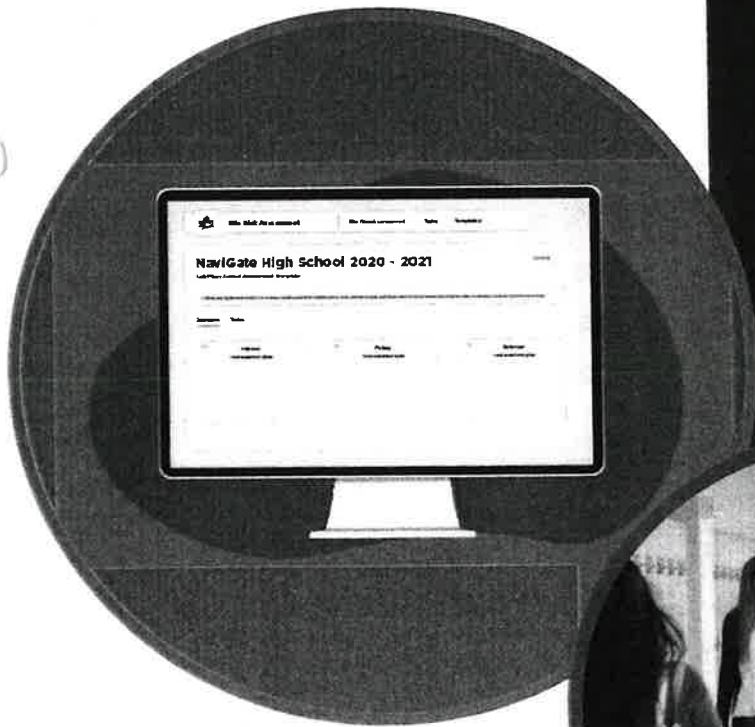
# Keep Safe with Simplified Emergency Preparedness, Response, and Compliance

Navigate360 Emergency Management Suite software operationalizes your safety plans to ensure your entire workforce knows what to do in an emergency and to stay focused on your mission-critical responses knowing your team is prepared.

## Emergency Management Suite

### Feature Functionality

- School and District Safety Plans
- Continuity of Operations Plan (COOP)
- Drill Management and Reporting
- Staff Safety Training Scenarios
- Maps and Floor Plans
- Virtual Binders
- Digital Flipcharts
- Emergency Call Lists
- Respond (Active Crisis and Drill Communication and Accountability)
- Reunification



## Emergency Management Suite – Feature Functionality

Emergency Management Suite is a comprehensive approach to emergency preparation equipped with multiple feature selections that are categorized for easy location and access. Your team can easily partner with local first responders for better communication in the event of an emergency and during drills, all while improving safety and student accountability and supporting the execution of safety drills and response scenarios using interactive maps and coordinated reunification plans.

### Web and Mobile Capabilities

Emergency Management Suite and district resources are accessible to administrators, staff, teachers and authorized first responders via Internet browser, anywhere on any device connected to the Internet (including Windows desktop, tablets, iOS and Android), and are compatible on all browsers, including Edge, Firefox, Chrome and Safari.



### Offline Functionality

Emergency Management Suite features Digital Flipcharts and Binders modules. Flipcharts and Binders contain your district's emergency information, crisis procedures and emergency contacts for teachers and staff to access and follow in the event of an emergency offline. Your team can access Flipcharts or Binders via desktop, and they can be saved in the mobile application (iOS and Android). This provision was specifically included to ensure your staff and teachers have instant access to vital emergency procedures in the event of a power outage, unstable connectivity or other unforeseen issues.

### Instant Communication with Outside Agencies

The Call List feature allows districts to create a list of emergency contacts, administration teams, custodial or support staff, first responders, utility companies, hospitals, and more. An unlimited number of call lists can be created, each with their own designation for different levels of emergency situations.

Your team can efficiently manage emergency and non-emergency contacts from a single location, providing access to contact information for staff to resolve issues quickly. In the event of an emergency, your K-12 community can easily navigate and access listed emergency contacts from any device including desktop, tablets and mobile phones (iOS and Android).



## Panic & Alert Functionality

In the event an emergency occurs, users are able to activate an alarm with the click of a button from any device, including, desktop, tablets and iOS and Android. Customizable alarm types can be activated in the event of an emergency and are tied to the school location.

Alarms are customizable by nomenclature, icon and sound to identify type of crisis or drill. Upon activation, alarms are pushed to all users, including authorized first responders via email, text, desktop alert and/or mobile application. Emergency Management Suite documents where the activated alarm occurred, who set the alarm, time started and ended, and/or all staff and students involved.



### • Chat Feature

Users are able to communicate internally and with authorized first responders in the event of an emergency, in real-time, from a secure platform. Chat improves immediate support needs and is critical to communication, increasing the speed of response times and resolution to emergencies. All communication is logged and timestamped.

### • Mode

In the event of an emergency, all district users can activate an alarm. Administrators are authorized to activate alarms for emergencies as well as for drills and/or trainings. There are three modes for activating an alarm:

1. **Alarm:** For emergencies where notifications are sent to staff, teachers and first responders
2. **Drill:** For drills where notifications are sent to staff with a notation that the alarm is a drill
3. **Training:** For district administration training, no notification is sent

### • Escalation

In the event of an emergency, authorized users can communicate directly with district-level users and first responders for support. Activated alerts are instantly sent to district administrators and first responders; ongoing alerts can be sent with additional notes and detail capturing any relevant information that is critical through the critical alert feature.

### • Respond Accountability

Once an alarm is activated, staff account for themselves and students via the Respond function. Emergency Management Suite logs and tracks staff and students accounted for and students that are absent or missing. Staff and first responders can view missing students or unaccounted-for staff and communicate to identify their location and provide assistance. Further supporting this effort, administrators and key first responders can be given a comprehensive Incident Command overview, with full access to communications and data on life safety accountability efforts.

## Reunification

This feature is designed to help districts collaboratively organize and execute reunification events with their communities. Upon activation of Reunification, district teachers, staff and authorized users are able to track and facilitate every aspect of reunification so that students can be monitored in a safe environment and reunited quickly and efficiently with their parents/guardians.



Reunification allows teachers and staff to verify parental permission prior to releasing students for an added layer of security and tracking during the process. Emergency Management Suite captures the overall progress with details and history during reunification. Administrators and authorized first responders have access to view an organized Reunification Incident dashboard to track progress and identify emerging issues, such as individuals who may have been moved or are otherwise unable to be reunited with their guardian.

This feature empowers administrators to have a better view of their staff members' and students' overall wellbeing in the event of an emergency. It updates data in real time to reduce stress and expedite the reunification process, allows for faster, more proactive communication with first responders

to help those missing or in distress, and simplifies the reunification process by capturing critical information. Due to its flexible design, Reunification can be leveraged by staff and community partners across the district to respond to situations large or small.

## Drill Management

Navigate360's Emergency Management Suite features Drill Manager, a comprehensive module that allows you to manage district requirements with pre-loaded state-specific drill and log requirements built in.

### With Drill Manager you can:

- Manage customizable drill requirements for schools districtwide
- Enable school-based teams to schedule drills
- Manage and automate reminders
- Log drill information from across a district in a single cloud-based location
- Search for specific drills or details
- Keep comprehensive, exportable statistics





- **Dashboard**

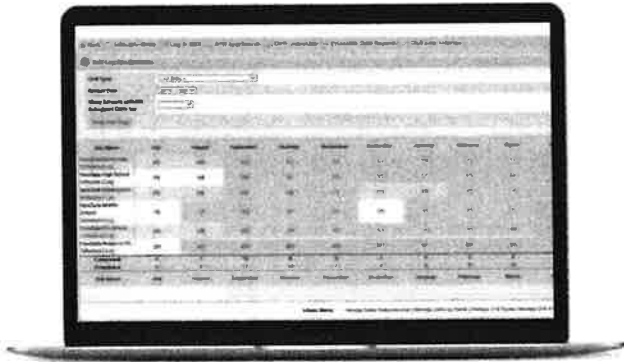
Administrators can select type, quantity and frequency of each drill, ensuring state requirements are met. You can also add customized drills as needed or desired.

- **Scheduling & Reminders**

Drills can be scheduled for the entire school year and changed as needed. You can set automatic reminders to notify staff and teachers via email of upcoming drills.

- **Logging Drills & Statistics**

Once a drill is completed, it can be logged and closed by simply entering drill details. You will have access to each building's drill status, including drills scheduled, drills completed, and drills required to easily identify locations that may be missing requirements. Each site is displayed showing month and totals throughout the year, and data can be exported for reporting and record keeping.



- **Drill Log Scenarios**

Drill Log Scenarios are realistic, real-world scenarios that help to better train and prepare your staff and teachers in the event of an emergency. Drill Log Scenarios can improve the overall effectiveness of your school's safety plan.

Scenarios can be filtered by site and category and have a variety of formats including text, audio and video clips. You can also create and add your own custom scenarios specific to the district, site and/or situation. A history of used scenarios can be logged with dates and information about how they were used for training and validation. Scenarios are accessible via web and mobile app.



### **Drill Log Scenarios provide your district:**

- Access to video, audio and text scenarios
- Information about a wide variety of emergencies
- Ability to validate and improve your safety plans
- Critical thinking scenarios to help build a mental library of responses
- Opportunities to improve staff members' ability to respond effectively

Navigate360's Drill Management includes 68 guided Drill Log Scenarios delivered via video training content and staff discussion prompts to promote increased preparation in the event of an incident.

## Digital Flipcharts

Digital Flip Charts hold and maintain step-by-step procedures and crisis event checklists, making emergency protocols actionable. Flipcharts include emergency information, procedures and contacts for all users in the event of an emergency. Available via web-based portal and mobile app, Flipcharts are accessible both online and offline to ensure your team has critical information at their fingertips in the event of an emergency.

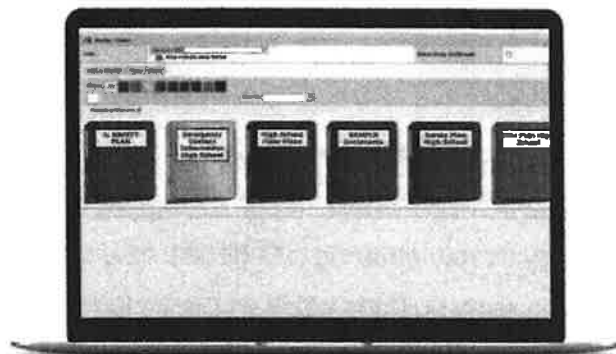
Digital Flip Charts include a COVID-19 Quick Reference Guide for Schools that identifies COVID-19 best practices and mental health and crisis resources.



## Virtual Binders

Virtual Binders manage safety documentation and are categorized to distinguish between floor plans, safety plans, call lists and other emergency documentation or functional records. Data updated in other areas of the Emergency Management Suite automatically updates, in real time, in Virtual Binders.

This feature streamlines your document process, eliminating the need to produce wasteful copies for internal distribution, and ensures document consistency. It is available through our cloud-based platform, ensuring records can be accessed whenever needed by authorized staff. Users can save Binders to access offline as well.



## Safety Plans

Emergency Management Suite features its Safety Plan Wizard for constructing and maintaining Emergency Operations Plans (EOPs) in real time as administrators fill in a series of variables generated by the software. We have developed state-specific templates for high-quality, multi-hazard EOPs based on current federal and state standards and best practices.

Safety Plans procedures can be duplicated across buildings to efficiently disseminate common information; administrators only need enter specific information once to eliminate repetitive data entry. Additionally, plans can be copied from one year to the next. This user-friendly, interactive plan replaces dense documentation with quick access to vital information for stakeholders and ensures easy compliance with state regulations.

## Navigate360 Emergency Operations Plans

Navigate360's Emergency Management Suite streamlines EOP development into one integrated platform, empowering schools and districts to document and implement safety plans and processes digitally. EOPs are available online and offline when stored in Binders, and they can be exported. Navigate360 EOPs provide information on how to respond to emergency incidents by outlining the responsibilities and duties of schools/districts and their employees and serve as a central source of truth in the face of an evolving regulatory and safety space.

Emergency Management Suite's EOP planning module is state-specific; schools and districts have the benefit of pre-developed EOP Program Templates, in digital format, that meet federal, state and local requirements. Our team continuously evaluates federal and state requirements ensuring EOP Program Templates are consistently up-to-date, communicating changes, updates, etc. to each client to be efficiently folded into their existing plans.

Navigate360 EOPs provide guidelines and procedures to manage existing and potential school incidents, with functional and hazard-specific annexes that outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Plans are designed with expectations of staff roles and responsibilities, direction and control systems, internal and external communications, training and sustainability, authority and references as defined by local, state and federal government mandates, common and specialized procedures, and specific hazard vulnerabilities and response/recovery.

We recognize various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement and safety and fire agencies, as well as mental health and other community organizations. Navigate360 EOPs provide advanced planning with various federal, state and/or local agencies and community service providers to aid in timely communication and response to an incident. First responder access to safety plans can be facilitated through a variety of means, ensuring their involvement in planning and access to crisis information as needed.



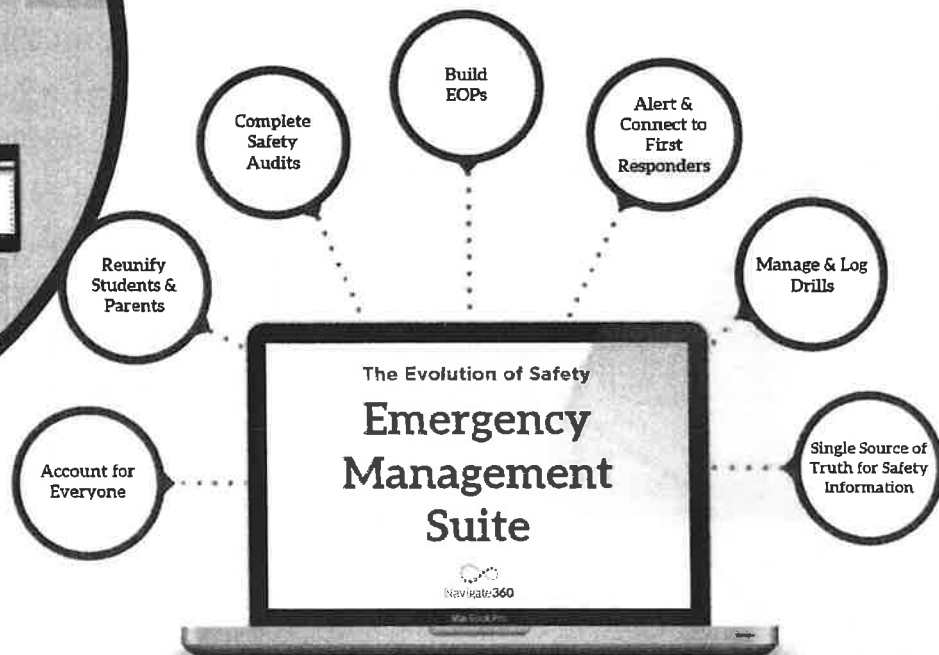
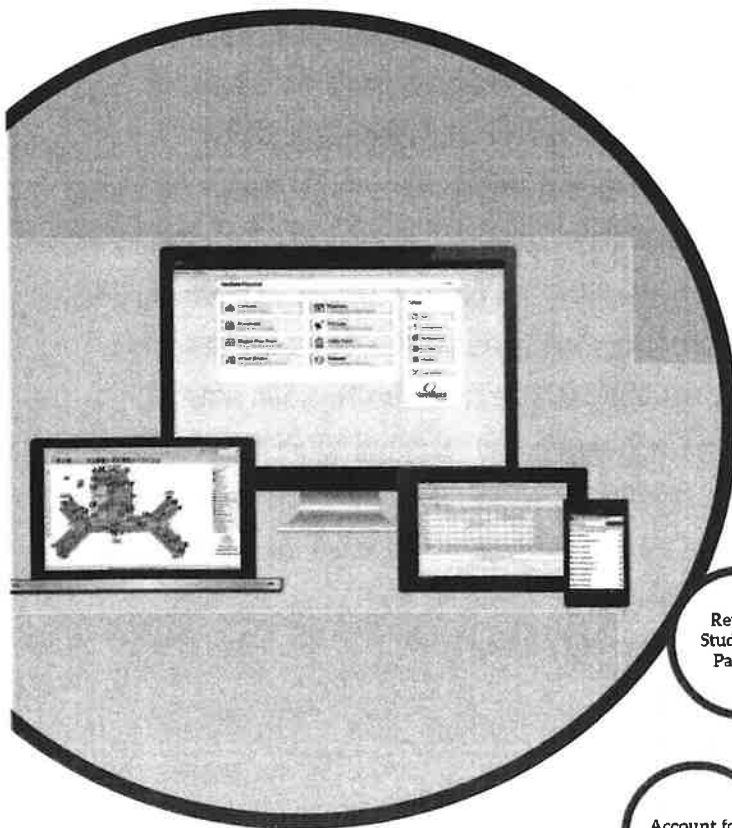
### Workflow Monitoring

Our solution includes the ability to monitor workflow for incident response, processes and procedures. An integral feature to Emergency Management Suite is the Assessment function. Administrators are able to implement ongoing evaluation of district sites and procedures. Checklist templates can easily be created for different workflows that users can complete, illustrating where they are in any given process and ensuring complete historical records for state or local audits. Administrators can assign tasks, monitor execution of each workflow and manage those records all in one.

### Analytics

Navigate360's Emergency Management Suite features several sub-dashboards where administrators can view high-level information on progress, last updated, etc. District administrators can view safety plans, audits and drill logging progress districtwide. Administrators are provided a repository of data entered into the system, allowing them to optimize safety and security process and procedures across the district.

Emergency Management Suite is a web-based platform that automatically creates analytics as features are used. Safety Plans provide quick access to vital information wherein district administrators are able to track each building's progress in completing annual plans and annexes. Similarly, the Drills and Assess features provide district stakeholders with a robust view of progress in complying with state requirements, as well as tools for rich data comparison.



## Site Mapping

Navigate360's Mapping is an interactive and customizable tool that provides administrators and first responders with a 360-degree inside view of room and building layouts, still photos of each room, and location of life-safety equipment. Schools and districts can link Mapping to Navigate360's Emergency Management Suite and the Safety Plans feature, allowing administrators to upload maps and develop specific safety plans for each district/building.

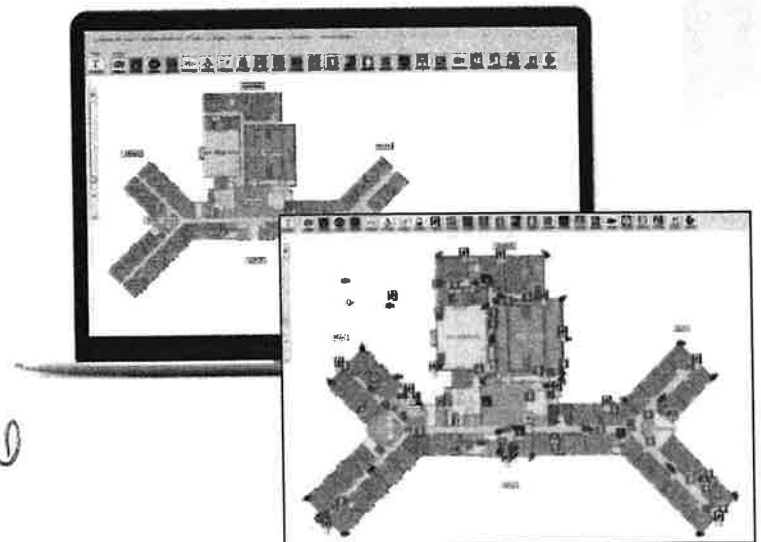
Navigate360's mapping team arrives onsite to capture exact floor plans and building maps, with up-to-date new photography of each aspect of district buildings. Once recorded, images and maps are reprogrammed into interactive maps and floor plans, providing school districts and first responders with critical information including (but not limited to) 360-degree images of every room, entrance, exit, and window placements, location of life-safety equipment, and aerial views of buildings and districts that provide a geographic understanding of campus layout.

An unlimited number of floor plans can be uploaded and named for each district site. Uploaded floor plans can be customized by adding icons to identify emergency equipment, with color coding and text labels for easy location of room types. Navigate360 Mapping allows school districts and first responders a more effective, collaborative and coordinated experience in the event of an emergency.

Furthermore, schools and districts are better able to manage and maintain regular maintenance of critical functions through the identification of both standard and life-safety equipment locations. This includes identification of HVAC systems and air ventilation locations to ensure proper air flow, an especially critical feature during the current pandemic.

Navigate360 is recognized by A.M. Best Client Recommended Expert Service Providers for Security Consultants; Navigate360 Mapping is one of the many services we provide that is listed under this recognition. With Navigate360 Mapping, school districts have access to:

- Room Layouts
- Room Exit and Entrance
- Window Placement
- Location of Life-Safety Equipment
- Location of Standard Equipment
- Still Images for an Inside Look at Each Building/Room



*One time fee*



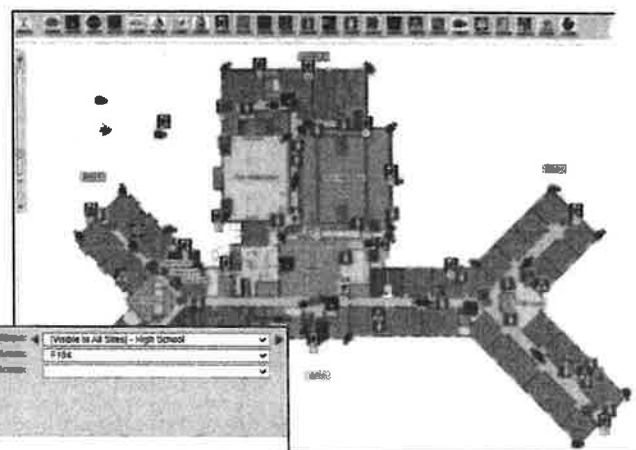
### Complete Visibility

360-degree and still images can be uploaded and attached to rooms and locations on each map, providing first responders with a visual aide in the event of an emergency.



### Upload Documents & Videos

Feature functionality includes the ability to upload documents and videos of each room, allowing schools to document and store vital information and details related to specific rooms in the event of an emergency or for regular maintenance





# Navigate360

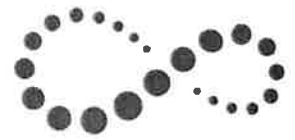
*Building safer tomorrows.*

## **Sole Source Justification**

Navigate360, LLC is the inventor and sole source for the Emergency Management Suite, a comprehensive safety preparedness software that helps schools and districts operationalize safety planning. With customizable feature selections, Emergency Management Suite is capable of connecting diverse emergency service solutions to allow users to coordinate internally and with authorized first responders in real time.

### **No other provider provides the following packaged services:**

- **Safety Plans – EOPs:** Constructs EOPs in real time as administrators fill in local variables in state-specific safety templates generated by the software.
- **Drill Management:** Allows schools and districts to manage drill requirements with pre-loaded, state-specific drill and log requirements built in.
- **Staff Safety Training Scenarios:** Realistic, real-world scenarios that help to better train and prepare your staff and teachers in the event of an emergency.
- **Maps and Floor Plans:** An interactive and customizable tool that provides administrators and first responders with a 360-degree inside view of school and district buildings.
- **Virtual Binders:** Manage safety documentation categorized to distinguish between floor plans, safety plans, call lists and other emergency documentation.
- **Digital Flipcharts:** Hold and maintain step-by-step procedures and crisis event checklists, making emergency protocols actionable. Available online and offline.
- **Emergency Call Lists:** Create a list of emergency contacts, administration teams, first responders, utility companies, hospitals and more.
- **Alarm and Respond (Active Incident Management):** In the event an emergency occurs, users are able to activate an alarm with the click of a button from any device
- **Reunification:** Helps districts identify reunification sites prior to an emergency and captures the overall progress with details and history during reunification



# Navigate360

*Building safer tomorrows.*

Navigate360's Emergency Management Suite is compliant with FERPA data privacy laws and is internationally recognized by A.M. Best 2021 Client Recommended Expert Service Providers, with Emergency Management Suite listed as just one of our solutions recognized under this distinction.

We have created a portfolio of intellectual property rights that include U.S. trademarks and copyrights. Our team continues to lead the way with cutting-edge research, updated materials and an ever-increasing body of knowledge and experience. To our knowledge, no other software solution exists in the marketplace that mirrors what our Emergency Management Suite solution offers.

Navigate360, LLC will provide as much support as we can to further your endeavors toward school safety and security.

Respectfully,

Brian Carter

Chief Revenue Officer



# Navigate**360**

*Building safer tomorrows.*

*The Path to Safety*

330.661.0106

[www.navigate360.com](http://www.navigate360.com)

3900 Kinross Lakes Parkway, Suite 200, Richfield, OH 44286





# Navigate360 Visitor Management



**The smartest way to welcome those who belong  
and vet those who don't.**

*Give your front office team everything they need  
to keep your students and staff safe.*



Increase safety by keeping  
persons of concern out



Smarter technology evolving to  
stay ahead of safety needs



Seamless integration across  
safety platforms

**Built from the ground up, Navigate360's Visitor Management enables school staff to welcome your community in while seamlessly keeping people of concern out.**

- Reduce data entry tasks for front office staff
- Streamline front office processes for staff and parents
- Better response time for concerning situations
- Improve communications within the school and with parents
- Schedule and track excused, late arrivals and early



# Discover a better, smarter visitor management experience with Navigate360 Visitor Management.

Navigate360 Visitor Management calms the chaos around managing visitors in your school. Take the guesswork out of allowing people into your building by giving your team the information they need to control the complexities of the front office, quickly and efficiently.



## Evolving Visitor Experience

- Reduce the spread of illness with no-contact check-in for all vetted individuals.
- Open communication between safety systems; enables transparency and captures needed information regarding unwanted visitors.
- Highly intuitive interface to keep staff focused on visitors and not the technology.

## Welcome and Protect

- A 1-click process in a modern user interface allows for seamless check-in and check-out process for all permitted visitors.
- Manage early dismissal and tardiness.
- Proactively monitor who is in your building and why.



## Smart Integrated Technology

- Configure the system to conform to your existing policies and integrate with your student information system.
- Instantly send security alerts and notification of unwanted visitors to staff, students and guardians.
- Manage and direct resources with critical insights in real time, through integration with Navigate360's Emergency Management Suite and Behavioral Threat Assessment Manager.

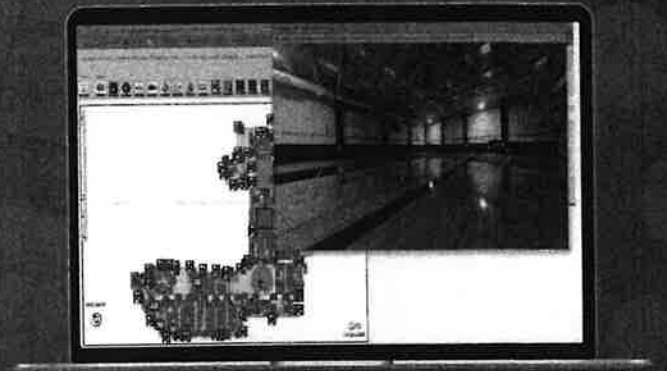


Let's talk about how we can help increase the safety and efficiency in your school.



# Navigate360

## Site Mapping Services



**The smartest way to get help to those who need it – including first responders.**

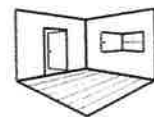
*Provide first responders with a detailed map and imagery to get them to where they need to be with speed and efficiency.*



Clearly identify critical areas, key points and rooms



Quickly locate crucial infrastructure and equipment



Easily view the layout of each room with accuracy

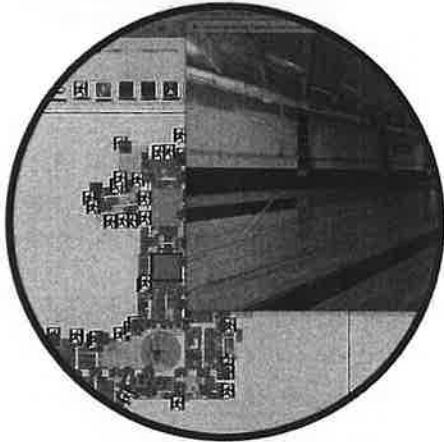
**Navigate360 Site Mapping is an onsite service that provides you and first responders with a detailed facility map, including 360° views of each room that are easily accessible and editable in your Emergency Management Suite.**

- Easily accessible in the Navigate360 EMS platform
- 360° view of every room
- Identify crucial infrastructure locations
- Save lives with an expedited response
- Get help to those who need it first
- Improve first responders' response time
- Reduce recovery time

**Maps are customizable and easy to edit as you make improvements.**

# Expedite the resolution of emergency incidents with critical infrastructure information in the Emergency Management Suite.

Make sure first responders have the information they need when they need it. Our team comes onsite to gather images of every room and every common area, identifying lifesaving equipment and critical infrastructure areas such as shut-off valves, AEDs, cameras and so much more.

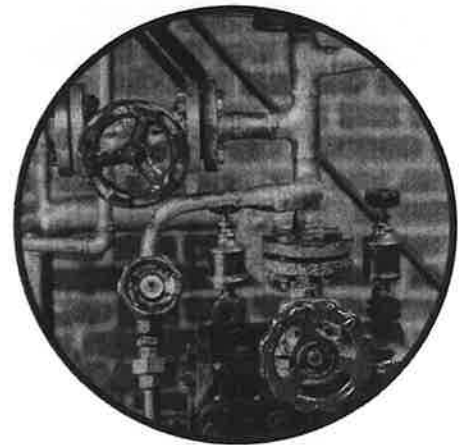


## Improve Response Time with 360° Views

- Full-view images of each room in the building, including custodial and common areas
- Easily accessible to first responders on any device in the EMS platform
- Help your first responders understand where they are going and how to get there quickly

## Identify Crucial Emergency Areas

- Ensure first responders and your team know where key infrastructure points exist — electrical, fire, mechanical and life-saving equipment
- Remove uncertainty for your organization by offering visual verification of each area and critical point



## End Critical Events Quickly

- Ensure your first responders get help to those who need it
- Resolve emergency incidents quickly with visual guidance to critical infrastructure points
- Provide clear images of room layouts to improve the safety of participants in critical incidents

**Let's talk about how we can help you ensure your team and first responders are set up for success.**



Dallas Elementary School District #327 / La Harpe Community School District #347  
Special Board Meeting  
Agenda  
July 25, 2022 – 6:00 p.m.  
Dallas City Room 5

I. Call to Order *603*

II. Roll Call  
Bill Collins \_\_\_\_, Lacey Covert *abs*, Dustin Detherage  
Sarah Schaefer \_\_\_\_, Lee Wibbell \_\_\_\_, Shasta Heidbreder *panning*

III. Moment of Silence

IV. Public Comment *Card* Baseball tryouts - young men cut

V. Approval of Agenda  
Moved by *bc* *6/0*, seconded by *SS* to approve the agenda.  
(roll call)

Bill Collins \_\_\_\_, Lacey Covert *abs*, Dustin Detherage \_\_\_\_,  
Sarah Schaefer \_\_\_\_, Lee Wibbell \_\_\_\_, Shasta Heidbreder \_\_\_\_,

VI. Discussion of the DC/LH Sports Cooperative Agreement

VII. ADJOURN *659* *bc*, seconded by *AD* to adjourn at \_\_\_\_\_ p.m. (voice).

*concern about cutting kids in area - none of the other schools do tryouts*  
*worried about being 8th graders - mental health important*  
*tryouts cause anxiety -*  
*not the most current copy*





Dallas Elementary School District#327 / La Harpe Community School District #347  
Special Board Meeting  
Agenda  
July 25, 2022 – 6:00 p.m.  
Dallas City Room 5

- I. Call to Order
- II Roll Call
- III Moment of Silence
- IV. Public Comment
- V. Approval of Agenda
- VI. Discussion of the DC/LH Sports Cooperative Agreement
- VII. Adjourn



**ATHLETIC AGREEMENT  
BETWEEN  
DALLAS ELEMENTARY SCHOOL DISTRICT #327  
LAHARPE COMMUNITY SCHOOL DISTRICT #347**

*Add to August agenda for Board approval*

**1. INTRODUCTION**

A. This agreement is made by and between the Boards of Education of the Dallas and La Harpe Elementary School Districts for the 2021-2022, 2022-2023, 2023-2024 school years.

**2. HOSTED SPORTS**

A. Dallas City will host:

- 5th and 6th-grade Girls' Basketball
- 5th and 6th-grade Boys' Basketball
- 5th and 6th-grade Girls' Volleyball
- 5th, 6th, 7th, and 8th-grade Track and Field
- 5th, 6th, 7th, and 8th-grade Scholastic Bowl
- 5th, 6th, 7th, and 8th-grade Cross Country

B. LaHarpe will host:

- 7th and 8th-grade Boys' Baseball
- 7th and 8th-grade Girls' Basketball
- 7th and 8th-grade Boys' Basketball
- 7th and 8th-grade Girls' Volleyball

*- open -*

C. Recommendations on the hiring of coaches will be made from a pool of candidates from both school districts. Final selections will be made from recommendations from the administration and candidates. 5th and 6th grade coaches will be hired by Dallas City and 7th and 8th grade coaches will be hired by La Harpe.

D. Coaches will follow the administering district's coaching guidelines and Handbook policies.

E. Current coaches will submit a letter of interest for next year's coaching position by April 1<sup>st</sup> of the current year if they wish to be considered for continued coaching of their particular sport. Letters are submitted to the administering district's administration.

*OK*  
*Alise & Sarah worked on them*  
*→ A.D. will work on coaching handbook*

**3. TRANSPORTATION**

A. Transportation to away games will be determined by the proximity of the game site. Postseason transportation opportunities will be offered equally among both districts.

B. Practice transportation will be shared by both districts.

*D.C. said they have issues both districts left + students*

*→ 7th/8th stu. staying for game after practice*

**4. FINANCIAL ARRANGEMENTS**

- A. Host schools will provide payment to the coaches for the sports they host.
- B. All season expenses will be divided evenly between all schools (i.e. coaches stipends, tournament fees, awards, team equipment, transportation to games, etc.). Postseason expenses for IESA state-level competitions will be divided evenly between both districts.

**5. SUPERVISION**

- A. Scheduling and organization for the athletic contests and officials will be the responsibility of host school.
- B. Payment of supervision for tournament events will be divided equally among both schools.

**6. ELIGIBILITY AND CODE OF CONDUCT**

- A. Academic eligibility will be determined by the school in which the student-athlete attends.
- B. It is the responsibility of the sending school to inform the host school of any ineligible students by Wednesday noon of each week of the season.
- C. The student-athlete will abide by the policies of the host school as listed in the host school's Athletic Handbook.

**7. PHYSICALS**

All student-athletes must have a current physical on file with the respective School prior to the first practice for the sport. Copies will be furnished to each school upon request. No athlete may practice or participate until the physical is turned in to the respective office and the head coach is notified.

**8. LIABILITY INSURANCE WILL BE AS FOLLOWS:**

- A. Liability for all students utilizing transportation shall be the transporting schools responsibility.
- B. Each district will assume the insurance liability for their athlete on the team as for any other athlete of that district.

**9. TEAM NAME**

- A. The team name shall be the LaHarpe / Dallas City Eagles in the sports that

*Handwritten notes:*  
 - one day for all students BB tryouts  
 - possible on-site  
 - begins physicals on F904?  
 - Complete by  
 - before  
 - 2023  
 - BB tryouts



LaHarpe hosts and shall be the Dallas City/LaHarpe Bulldogs in the sports that Dallas City hosts. All programs, announcements, media communications, and other such items will include the names of both communities; e.g. LaHarpe/Dallas City Eagles, or Dallas City/LaHarpe Bulldogs.

44  
 7/23  
 - athletic letter  
 - sports banquet  
 - awards banquet  
 - districts with spirit costs

**10. AWARDS**

- A. The coaches will determine the criteria for postseason awards. The host schools is responsible for ordering awards.
- B. IESA state level trophies will be duplicated for both schools and considered a shared district expense.

**11. PARTICIPATION**

A. In sports with 5/6 grade and 7/8 grade teams that are administered separately (basketball and volleyball) any player may only "move up" from the 5th and 6th grade team with approval from the Principal of the hosting district in consultation with the cooperating district Principal, and if needed in consultation with the Athletic Directors. If it is determined that players will "move up", all of the grade level will moved. If there is any exception to this, it must be agreed upon by both principals and athletic directors. Requests by coaches to "move up" a player is made to the Principal of the hosting school for the particular sport.

"Moving up" will occur with a tryout only if needed for numbers to make a team.  
 • A.D. present tryouts @ closed to spectators

LC sending max 8 stu.

B. Baseball will be made up of 7/8 grade boys. 6th grade will be added only with prior approval by the Principal. The team will consist of 18 players. If 7/8 has more or less than 18, there will be tryouts. If less than 18, 6th graders may try out. All 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade boys may try out for the baseball team. Tryouts will be held during the first week of August. All boys must attend tryouts to be considered for the team. An alternative date will be arranged with any boy who cannot attend the regular tryouts. Prior arrangements must be made with the coach.

Max 20 students by one tryout

C. 4th grade will be included in the 5th-grade programs when participation numbers are low.  
 Max 8 roster will be capped @ 21  
 6<sup>th</sup> - 7<sup>th</sup> - 8<sup>th</sup> tryout →

12. Each respective school board in the cooperative has the option to consider the renewal or dissolution of the Cooperative Athletic Agreement. This agreement will be reviewed on an annual basis but will be re-negotiated every two years.

Dr. Michelle R. Lee  
 Dr. Michelle R. Lee, Superintendent, LCSD #347/DESD #327

7/15/21  
 Date

[Signature]  
 Board President, LCSD #347

7/20/21,  
 Date

Bob Cotes  
 Board President, DESO #327

7-25-21  
 Date

