

**INTERMEDIATE SCHOOL DISTRICT 917
IN DAKOTA COUNTY**

REGULAR SCHOOL BOARD MEETING

Tuesday, June 3, 2014

AGENDA:

- I. **Call to Order - Jill Lewis**
- II. **Conduct Pledge of Allegiance - Chair Lewis**
- III. **Visitors opportunity to be heard - Chair Lewis**
- IV. **Additions to the agenda - Chair Lewis**
- V. **Good News Report - Directors**
- VI. **Consent Items - Chair Lewis**
 - A. Minutes, May 6, 2014, School Board Regular Meeting, John Christiansen 2
 - B. Personnel Considerations - John Christiansen 4
- VII. **Donations - Jill Lewis 13**
- VIII. **Business Manager's Report - Nicolle Roush**
 - A. Review and Approve Payment of Bills 15
 - B. Review and Approve Wire Transfers 19
- IX. **Reports**
 - A. Construction Trades Cabin Projects for Fiscal Year 2015 - John Christiansen
 - B. Review and Approve Resolution Regarding Unrequested Leave of Absence - John Christiansen 28
- X. **Policies**
 - A. Review Revised Policy 456, Substitute Instructor Pay Schedule, final reading - John Christiansen 29
- XI. **New Business**
 - A. Approve 2014-2015 Budget - Nicolle Roush 31
 - B. Resolution Terminating Probationary Support Service Staff - John Christiansen 126
 - C. Review Superintendent Evaluation - Board 127
 - D. Review and Approve Superintendent's Salary and Contract Modifications for 2014-2015 - Jill Lewis 128
 - E. Superintendent Contract for 2015-2018 - Discussion 137
 - F. Review and Approve Health and Safety Budget and Levy Distribution Proposal - Nicolle Roush 138
 - G. Review and Approve Lease Levy - Nicolle Roush 140
 - H. Review and Approve Safe Schools Levy - Nicolle Roush 141
 - I. Review and Approve Educator Development and Evaluation Process - John Christiansen 143
- XII. **Adjournment**

SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION

- June 4, 2014 - 1:00 PM, DCALS North Graduation, 150 E. Marie, West St. Paul
- June 4, 2014 - 7:00 PM, DCALS Graduation, DCTC Center Commons
- June 5, 12:30 PM, TESA Graduation, DCTC Center Commons
- June 5, 10:00 AM, Deaf/Hard of Hearing Preschool Graduation, Great Room, Early Learning Services Center, Diamondhead Education Center, 202 W. Burnsville Parkway

INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Tuesday, May 6, 2014, at 1300 145th Street East, Rosemount, MN.

Members Present: Dick Bergstrom, Tom Ryerson, Vanda Pressnall, Deb Clark, Ron Hill, Jill Lewis, Bob Erickson, Melissa Sauser, and ex-officio member Superintendent John Christiansen.

Members Absent: Dan Cater

Also Present: Nicolle Roush, Eric Van Brocklin, Melissa Schaller, and Linda Berg

Prior to the Board Meeting, the members toured the camping cabins built by the Construction Trades students and Instructor Paul Landwehr.

School Board Chair Jill Lewis called the meeting to order at 5:15 PM.

There were no visitors to be heard.

The good news reports were presented.

1. Motion by Vanda Pressnall, seconded by Dick Bergstrom, to approve the consent items, as presented. All present voted aye. Motion carried.
 - **Minutes:** April 1, 2014, Regular School Board Meeting
 - **Minutes:** April 22, 2014, School Board Work Session
 - **Personnel:** *New Hires:* Courtney Olson, Classroom Assistant, effective April 22, 2014. Adrienne Turzynski, Board Certified Behavior Analyst (BCBA), effective July 1, 2014. *Rehires:* Aaron Olson, Long-term substitute teacher-DCALS effective April 15, 2014, through June 5, 2014. *Change in Status:* Elizabeth Anderson, Classroom Assistant, leave of absence beginning August 28, 2014 through December 31, 2014. Angelita Fleming, Speech Language Pathologist, continue at 185 days per year and 8 hours per day (1.0 FTE) effective August 25, 2014, for the 2014-2015 school year only. Ann Hawkins, Long-term Substitute Special Education Teacher, effective April 16, 2014, through June 5, 2014 (from PA to LTS Teacher). Karissa Martin, Classroom Assistant, Military Active Duty leave of absence effective May 31, 2014. Katie Pinnt, Program Assistant, medical leave of absence beginning March 31, 2014, with a return date of May 19, 2014. Joseph Sobottka, Cleaner, increase from 220 to 260 days per year effective July 1, 2014. *Resignations and Terminations:* Amy O'Brien, Program Assistant, effective May 8, 2014. Marissa Vossen, Classroom Assistant, effective April 25, 2014. Jeremy Chlan, Program Assistant, effective May 26, 2014.
2. Board Member Tom Ryerson, introduced the following resolution: Resolution to Accept Donations in the amount of approximately \$3,078.66. Donation of Nimbo tyke-sized reverse four-wheeled walker, value of \$183.33 from Rob Brick and Jolene Johnson-Brick of Farmington and donation of a wheelchair (\$1,433.33), Kaye reverse walkers (\$733.33), Nimbo reverse walker (\$183.33), small gait trainer (\$406.67) and pair of forearms crutches (\$138.67) from the Shriners Hospital for Children – Twin Cities. The motion for the adoption of the foregoing resolution was duly seconded by Deb Clark, and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Deb Clark, Bob Erickson, Jill Lewis, Ron Hill, Melissa Sauser, Tom Ryerson, Vanda Pressnall, and the following voted

against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum A.)

3. Motion by Bob Erickson, seconded by Dick Bergstrom, to approve the payment of bills from April 4, 2014 through May 1, 2014, as presented by the Business Manager. All present voted aye. Motion carried.
4. Motion by Ron Hill, seconded by Deb Clark, to approve the wire transfers and the Investment Report for the month of April, 2014, as presented by the Business Manager. All present voted aye. Motion carried.
5. Board Member Deb Clark introduced the following resolution and waived the reading: Resolution For Teacher Appreciation Week. The motion for the adoption of the foregoing resolution was duly seconded by Dick Bergstrom, and upon vote being taken thereon, the following voted in favor thereof: Deb Clark, Dick Bergstrom, Jill Lewis, Vanda Pressnall, Ron Hill, Melissa Sauser, Tom Ryerson, and voting against the same: none. Whereupon said resolution was declared duly passed and adopted. (Addendum B.)
6. Motion by Melissa Sauser, seconded by Tom Ryerson, to approve the Blood Borne Pathogens Control Plan, as presented. (Addendum C.) All present voted aye. Motion carried.

Policy 456, Substitute Instructor Pay Schedule, was reviewed on a first reading basis.

7. Motion by Tom Ryerson, seconded by Melissa Sauser, to approve the 2014-2015 Mental Health Staff contracts for: Jennifer Peterson – Mental Health Professional Coordinator; Ann Hasching – Mental Health Practitioner; Rhianon Colling – Mental Health Practitioner; Ann Byer-Rajput, Psychologist; Erin Stevens, Mental Health Practitioner; and Patricia Arneson, Mental Health Professional, as presented. (Addendum D.) All present voted aye. Motion carried.
8. Motion by Deb Clark, seconded by Vanda Pressnall, to approve the 2014-2015 Special Education Lead Teachers as follows: Brenda Tollefson, DASH/PACES/TESA and Related Services; Lori Klein, Visually Impaired; Amy Swaney, IDEA/SUN/TEA-Satellites; Meghan Dobson, IDEA/SUN-AEC; and Dawn Epps, JSC, Anthony Louis, Options and Curriculum, and the following lead teachers for DCALS: Dale Engman, DCALS (Tech); Erin Mahnke, DCALS; and Don Williams (North). (Addendum E.) All present voted aye. Motion carried.

Nicolle Roush reviewed with the board adjustments to the budget for 2014-2015.

9. Motion by Tom Ryerson, seconded by Dick Bergstrom, to adjourn the meeting. All present voted aye. Motion carried.

There being no further business the meeting adjourned at 5:46 P.M.

The next regular School Board Meeting will be Tuesday, June 3, 2014, in the 917 Board Room at Dakota County Technical College.

Clerk

To Ed 6/3/2014

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: May 19, 2014	Teaching Licenses Held:
NAME: Stephanie Adix	
Position: MHP	
College: Secondary: Special Education: x District:	Recommended Salary : \$39,000
	Employment Date: 8/21/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Alden High	yes	Generals	Diploma
Technical College				
College	Luther College	Yes	Social Work	BA
	University of St. Thomas	Yes	Social Work	MA
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Luther College	9/09	5/12	Office Assistant
Salvation Army	5/10	8/10	Day Camp Worker
HyVee Foods	5/06	8/08	Cashier

Total Years Business/Industry Work Experience 5

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Stephanie will be a Mental Health Professional in the TEA Program.

To Bd 6/3/14

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: May 14, 2014	Teaching Licenses Held:
NAME: Tim Haneberg	
Position: DAPE Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$39,417
	Employment Date: 8/21/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Marist High	Yes	Generals	Diploma
Technical College				
College	Mankato State	Yes	Physical Education/DAPE	BS
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Business/Industry Work Experience

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 200	8/11	6/14	Phy. Ed, Coaching, DAPE

Total Years Teaching Experience 3

Remarks:

Tim will be a DAPE Teacher working in the JSC/Riverside and DASH Programs replacing Jill Larson.

To Bd 6/3/2014

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: May 15, 2014	Teaching Licenses Held:
NAME: Nathan Laffen	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$15.99 hourly
	Employment Date: 5/9/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	St. Thomas Academy	Yes	Generals	Diploma
Technical College				
College	University of Miami	No	Finance and Economics	In process
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
YMCA	9/2010	12/2012	Lifeguard

Total Years Business/Industry Work Experience 2 yrs

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Nathan will be a classroom assistant in the SUN Program located at Alliance Education Center.

To Bd 6/3/14

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: May 20, 2014	Teaching Licenses Held:
NAME: Amy Riesgraf	
Position: MHP	
College: Secondary: Special Education: x District:	Recommended Salary : \$44,000
	Employment Date: 8/21/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Spoooner High School	Yes	Generals	Diploma
Technical College				
College	University of Eau Claire, WI	Yes	Family Studies/Psychology	BA
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/13	Current	Paraprofessional
Ravey's Hallmark	12/08	Current	Sales Associate
Life Span MN	6/01	12/08	Therapist
Allina Health System	7/99	9/00	CNA
Lutheran Social Services	9/98	6/99	PCA/CNA

Total Years Business/Industry Work Experience 12

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Amy will be a Mental Health Professional in the TEA Program replacing Dan Redman.

To Bd 6/3/14

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: May 5, 2014	Teaching Licenses Held: School Social Worker
NAME: Kaitlin Speedling	
Position: School Social Worker	
College: Secondary: Special Education: x District:	Recommended Salary : \$36,198
	Employment Date: 8/21/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Wabasha/Kellogg High	Yes	Generals	Diploma
Technical College				
College	Mankato State	Yes	Social Work	BA
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Red Wing Public	1/14	6/14	Social Worker
Mary Jo Bussian	7/07	9/13	Personal Care Assistant

Total Years Business/Industry Work Experience 5

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Kaitlin will be a school social worker working in the SUN and IDEA Programs located at Alliance Education Center.

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF JUNE 3, 2014**

NEW HIRES:

Stephanie Adix, Mental Health Practitioner, effective August 21, 2014.

Tim Haneberg, DAPE Teacher, effective August 21, 2014.

Nathan Laffen, Classroom Assistant, effective May 9, 2014.

Amy Riesgraf, Mental Health Practitioner, effective August 21, 2014 (from Classroom Assistant to Mental Health Practitioner).

Kaitlin Speedling, School Social Worker, effective August 21, 2014.

CHANGE IN STATUS:

Terri Welch, Accounts Receivable Clerk, decrease from 1029 hours per year to 949 hours per year (146 days at 6.5 hours per day), effective July 1, 2014, for the 2014-2015 fiscal year only.

RESIGNATIONS & TERMINATIONS:

Joel Anderson, Classroom Assistant, effective May 23, 2014.

Meghan Andryski, Classroom Assistant, effective May 16, 2014.

Amy Bondhus, Classroom Assistant, effective July 31, 2014.

Staci Lee, Classroom Assistant, effective May 22, 2014.

Sarah McLennan, Classroom Assistant, effective May 29, 2014.

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: June 3, 2014	Teaching Licenses Held:
NAME: Aaneesah Amatullah	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$15.99 hourly
	Employment Date: 5/22/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Henry Sibley	Yes	Generals	Diploma
Technical College				
College				
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Teachers on Call	2/13	6/13	Paraprofessional Substitute
GROW Wellness Services	9/11	5/12	Therapeutic Assistant
Primerica	2/11	9/11	Life Insurance Agent

Total Years Business/Industry Work Experience 2

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Aaneesah will be a classroom assistant in the SUN Program located at Cedar School.

To Bd 6/3/14

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: June 3, 2014	Teaching Licenses Held:
NAME: Jenna Kamin	
Position: Classroom Assistant	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$15.99 hourly
	Employment Date: 8/28/14

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Woodbury Sr. High	Yes	Generals	Diploma
Technical College	St. Paul Technical	Yes	Interpreter Transliterator	AA
College				
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/11	Current	Student Assistant
Designer Shoes Warehouse	10/07	12/10	Sales

Total Years Business/Industry Work Experience 7

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Remarks:

Jenna will be a classroom assistant at Gideon Pond replacing Meghan Andryski.

Carry in

ADDENDUM TO
SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF JUNE 3, 2014

NEW HIRES:

Aaneesah Amatullah, Classroom Assistant, effective May 22, 2014.

Jenna Kamin, Classroom Assistant, effective August 28, 2014 (from Student Assistant to Classroom Assistant).

CHANGE IN STATUS:

Matthew Young, Custodial/Maintenance, increase from 205 days per year to 225.6 days per year effective for the 2013-2014 school year. Increase from 205 days per year to 246 days per year effective July 1, 2014.

RESIGNATIONS & TERMINATIONS:

Maria Ardrey, Classroom Assistant, effective June 14, 2014.

Intermediate School District #917 School Board

Resolution to Accept Donations

Board member _____ introduced the following Resolution:

RESOLVED, that the School Board of Intermediate School District 917 accept the following donations, as indicated below, in the amount of \$1813.35.

1. Donation of a Blongoball Throwing Set from Beth Thompson of School Specialty to be used for 917's Staff Recognition. Value: \$60.
2. Donation of office supplies from Josh Froelich of Marco to be used for 917's Staff Recognition. Value: \$25.
3. Donation of office supplies from Brian Bram of Office Depot to be used for 917's Staff Recognition. Value: \$25
4. Donation of \$25 Holiday Gas Card from Mike Callahan of Innovative Office Solutions to be used for 917's Staff Recognition. Value: \$25.
5. Donation of \$34 gift certificate to Andiamo Italian Restaurante from Jim Rogers of Cadan Assistive Technologies to be used for 917's Staff Recognition. Value: \$34.
6. Donation of two \$25 gift certificates to Rudy's Redeye Grill in Rosemount, from Joe Newman of Accelerated Technologies to be used for 917's Staff Recognition. Value: \$50.
7. Donation of \$254.35 for staff recognition table setting decorations, water, and prizes from Valorie Whitmer of Farmington to be used for 917's Staff Recognition. Value: \$254.35.
8. Donation of \$25 gift card from Cub Foods in Rosemount to be used for 917's Staff Recognition. Value: \$25.
9. Donation of \$25 gift card from Target in Apple Valley, to be used for 917's Staff Recognition. Value: \$25.
10. Donation of two gift certificates from Office Depot (rewards from the Toner Recycling Program) to be used for 917's Staff Recognition. Value: \$45.
11. Donation of a \$20 gift certificate from Roasted Pear in Burnsville to be used for 917's Staff Recognition. Value: \$20.
12. Donation of \$20 gift certificate to Abdallah Chocolates in Burnsville to be used for 917's Staff Recognition. Value: \$20.

13. Donation of a free hotel night at Grand Casino Mille Lacs or Hinckley to be used for 917's Staff Recognition. Value: \$100.
14. Donation of miscellaneous items from staff at 917 to be used for 917's Staff Recognition: Value: \$500.
15. Donation of various gift cards from the Health Associates Union, Teachers' Union, Interpreters' Union, and Paraprofessional Union to be used for 917's Staff Recognition. Value: \$355.
16. Donation of \$50 from Nicolle Roush of Farmington, to be used for DCALS graduation. Value: \$50.
17. Donation of \$200 from the Schneider family to be used for the DCALS program. Value: \$200.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same: none.

Whereupon said resolution was declared duly passed and adopted.

Date Board Approved: _____

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
316509	S	\$374.90	05/01/14	0	0	409-PRAXAIR DISTRIBUTION INC	OUTSTANDING
316510	S	\$210.00	05/01/14	0	0	ABLENET INC	OUTSTANDING
316511	S	\$99.65	05/01/14	0	0	AMBER HAVICAN	OUTSTANDING
316512	S	\$1794.67	05/01/14	0	0	AMSAN BRISSMAN-KENNEDY	OUTSTANDING
316513	S	\$440.00	05/01/14	0	0	BRIH DESIGN, LLC	OUTSTANDING
316514	S	\$236.57	05/01/14	1	2	CENTURYLINK	OUTSTANDING
316515	S	\$16.53	05/01/14	2	1	CENTURYLINK	OUTSTANDING
316516	S	\$1050.08	05/01/14	1	1	CURTIS 1000 INC - SOUTHEAST	OUTSTANDING
316517	S	\$14120.21	05/01/14	1	1	DAKOTA COUNTY SHERIFF	OUTSTANDING
316518	S	\$1173.87	05/01/14	0	0	FRONTIER COMMUNICATIONS	OUTSTANDING
316519	S	\$719.50	05/01/14	0	0	GOVCONNECTION	OUTSTANDING
316520	S	\$9.72	05/01/14	0	0	INTERBUM	OUTSTANDING
316521	S	\$1800.00	05/01/14	0	0	KAREN CASS FELLING, M.A., LP	OUTSTANDING
316522	S	\$14.32	05/01/14	0	0	MCKESSON MEDICAL	OUTSTANDING
316523	S	\$311.85	05/01/14	0	0	MEDI-CAR	OUTSTANDING
316524	S	\$76.00	05/01/14	0	0	PEARSON ASSESSMENTS/NC'S PEARSON	OUTSTANDING
316525	S	\$243.75	05/01/14	0	0	PEDIATRIC HOME SERVICE	OUTSTANDING
316526	S	\$535.39	05/01/14	0	0	PHONAK	OUTSTANDING
316527	S	\$232.97	05/01/14	0	0	REMEDIA PUBLICATIONS	OUTSTANDING
316528	S	\$64.60	05/01/14	0	0	RESEARCH PRESS CO, INC	OUTSTANDING
316529	S	\$317.50	05/01/14	0	0	SCHMITTY & SONS	OUTSTANDING
316530	S	\$788.82	05/01/14	0	0	SOUTHPAW ENTERPRISES	OUTSTANDING
316531	S	\$181.95	05/01/14	0	0	SUNBURST DIGITAL, INC	OUTSTANDING
316532	S	\$691.06	05/01/14	0	0	TARGET BANK	OUTSTANDING
316533	S	\$8287.02	05/01/14	0	0	TEACHERS ON CALL	OUTSTANDING
316534	S	\$68.70	05/01/14	0	0	TERI REYNOLDS	OUTSTANDING
316535	S	\$214.90	05/01/14	0	0	THE DECK AND DOOR COMPANY	OUTSTANDING
316536	S	\$17996.92	05/01/14	0	0	TIES	OUTSTANDING
316537	S	\$312.05	05/01/14	0	0	WESTONE	OUTSTANDING
316538	S	\$600.00	05/02/14	0	0	MN FCCIA-HERO	OUTSTANDING
316539	S	\$378.82	05/08/14	0	0	409-PRAXAIR DISTRIBUTION INC	OUTSTANDING
316540	S	\$2392.00	05/08/14	0	0	APPLE COMPUTER, INC	OUTSTANDING
316541	S	\$65.85	05/08/14	0	0	APPOLLO SECURITY INC.	OUTSTANDING
316542	S	\$45.36	05/08/14	0	0	BERGSTROM, RICHARD	OUTSTANDING
316543	S	\$466.50	05/08/14	0	0	CADAN COMPUTERS	OUTSTANDING
316544	S	\$83.83	05/08/14	0	0	CAROLINA BIOLOGICAL SUPPLY	OUTSTANDING
316545	S	\$71.99	05/08/14	1	1	CRUCIAL TECHNOLOGIES	OUTSTANDING
316546	S	\$863.29	05/08/14	3	3	CUB FOODS	OUTSTANDING
316547	S	\$40011.56	05/08/14	0	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
316548	S	\$2204.85	05/08/14	0	0	GOVCONNECTION	OUTSTANDING
316549	S	\$289.96	05/08/14	0	0	GUITAR CENTER	OUTSTANDING
316550	S	\$24.40	05/08/14	0	0	IND SCH DIST 197	OUTSTANDING
316551	S	\$292.54	05/08/14	0	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
316552	S	\$921.60	05/08/14	0	0	INT SCH DIST 287	OUTSTANDING
316553	S	\$21.00	05/08/14	0	0	LIGHTSPEED TECHNOLOGIES	OUTSTANDING
316554	S	\$363.00	05/08/14	0	0	LOFFLER BUSINESS SYSTEMS	OUTSTANDING
316555	S	\$538.13	05/08/14	1	1	MARCO INC	OUTSTANDING
316556	S	\$387.80	05/08/14	0	0	MENARDS	OUTSTANDING
316557	S	\$35.00	05/08/14	3	3	MN DEPT OF HEALTH	OUTSTANDING
316558	S	\$309.11	05/08/14	1	1	OFFICE DEPOT	OUTSTANDING
316559	S	\$1668.14	05/08/14	0	0	OUTDOOR IMAGES, INC	OUTSTANDING
316560	S	\$167.39	05/08/14	0	0	PHONAK	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
316561	S	\$2287.38	05/08/14	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
316562	S	\$560.13	05/08/14	00623	0	REPUBLIC SERVICES	OUTSTANDING
316563	S	\$1030.76	05/08/14	29040	0	SAM'S CLUB	OUTSTANDING
316564	S	\$360.00	05/08/14	00735	0	SCHMITTY & SONS	OUTSTANDING
316565	S	\$3100.00	05/08/14	28814	0	SPRINGSTED, INC.	OUTSTANDING
316566	S	\$9624.53	05/08/14	23942	0	TEACHERS ON CALL	OUTSTANDING
316567	S	\$530.89	05/08/14	24043	0	TEAMWORKS INTERNATIONAL	OUTSTANDING
316568	S	\$60.00	05/08/14	23595	0	THE MCDOWELL AGENCY, INC	OUTSTANDING
316569	S	\$7619.00	05/08/14	07543	0	TIERNY BROS. INC	OUTSTANDING
316570	S	\$9650.01	05/08/14	00643	0	TIES	OUTSTANDING
316571	S	\$27.42	05/08/14	14512	2	USA MOBILITY WIRELESS, INC	OUTSTANDING
316572	S	\$403.21	05/08/14	20330	0	WASTE MANAGEMENT	OUTSTANDING
316573	S	\$3893.77	05/08/14	19389	0	WELLS FARGO	OUTSTANDING
316574	S	\$2630.22	05/08/14	02776	0	XCEL ENERGY	OUTSTANDING
316575	S	\$375.00	05/13/14	24054	0	360TRAINING	OUTSTANDING
316576	S	\$533.61	05/13/14	22788	0	ADAPTI VEMALL.COM, LLC	OUTSTANDING
316577	S	\$47.67	05/13/14	23725	1	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
316578	S	\$493.32	05/13/14	23725	1	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
316579	S	\$23552.00	05/13/14	23997	1	AMERICAN COMPENSATION INSURANCE COMPANY	OUTSTANDING
316580	S	\$21.61	05/13/14	16141	1	CARQUEST AUTO PARTS STORES	OUTSTANDING
316581	S	\$49.67	05/13/14	16244	7	CUB FOODS	OUTSTANDING
316582	S	\$653.56	05/13/14	02866	0	DAKOTA ELECTRIC ASSN	OUTSTANDING
316583	S	\$161.65	05/13/14	00103	1	DELEGARD TOOL CO	OUTSTANDING
316584	S	\$291.00	05/13/14	19401	0	DEX MEDIA EAST, INC.	OUTSTANDING
316585	S	\$92.00	05/13/14	22005	0	ESPESETH, JERI	OUTSTANDING
316586	S	\$960.24	05/13/14	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
316587	S	\$23432.41	05/13/14	09592	0	IND SCH DIST 191	OUTSTANDING
316588	S	\$2625.00	05/13/14	21007	0	INT SCH DIST 287	OUTSTANDING
316589	S	\$372.17	05/13/14	14116	0	MENARDS	OUTSTANDING
316590	S	\$719.76	05/13/14	23258	0	MN ENERGY RESOURCES CORPORATION	OUTSTANDING
316591	S	\$283.32	05/13/14	20568	1	OFFICE DEPOT	OUTSTANDING
316592	S	\$9562.50	05/13/14	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
316593	S	\$1642.30	05/13/14	96806	0	PRO-ED	OUTSTANDING
316594	S	\$342.00	05/13/14	28814	0	SPRINGSTED, INC.	OUTSTANDING
316595	S	\$12124.36	05/13/14	23942	0	TEACHERS ON CALL	OUTSTANDING
316596	S	\$395.74	05/13/14	00643	0	TIES	OUTSTANDING
316597	S	\$2957.85	05/13/14	24048	0	TOTAL TOOL	OUTSTANDING
316598	S	\$240.95	05/13/14	23662	0	WESTONE	OUTSTANDING
316600	S	\$1322.95	05/15/14	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
316601	S	\$6179.11	05/15/14	40016	0	EDUCATION MINNESOTA, LOCAL 3904	OUTSTANDING
316602	S	\$4450.51	05/15/14	29026	0	EDUCATION MN EST BILLING TRUST	OUTSTANDING
316603	S	\$4856.84	05/15/14	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
316604	S	\$1512.57	05/15/14	40021	0	ING LIFE INSURANCE	OUTSTANDING
316605	S	\$306.65	05/15/14	24027	0	MIDLAND CREDIT MANAGEMENT INC	OUTSTANDING
316606	S	\$64.00	05/15/14	21651	0	NCPEPS MINNESOTA	OUTSTANDING
316607	S	\$267.16	05/15/14	23901	0	OFFICE OF THE ATTORNEY GENERAL	OUTSTANDING
316608	S	\$170.15	05/15/14	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
316609	S	\$2244.08	05/15/14	40018	0	S.E.P. LOCAL 4242	OUTSTANDING
316610	S	\$205.00	05/15/14	40012	0	UNITED WAY, GREATER TWIN CITIES	OUTSTANDING
706254	E	\$1295.43	05/07/14	40071	0	WADDELL & REED INC	OUTSTANDING
706255	E	\$39.76	05/07/14	99999	10776	ANNONI, ELIZABETH	OUTSTANDING
706255	E	\$11.76	05/07/14	99999	10802	AVENSON, BROOKE	OUTSTANDING

Intermediate School Dist 917
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
 DATE RANGE: 05/01/14 - 05/28/14

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
706256	E	\$32.66	05/07/14	99999	9573	BEATTIE, JEAN	OUTSTANDING
706257	E	\$54.83	05/07/14	99999	8686	BERG, LINDA JO	OUTSTANDING
706258	E	\$155.68	05/07/14	99999	3063	BRITTAIN, DONNA MAE	OUTSTANDING
706259	E	\$63.17	05/07/14	99999	3063	BRITTAIN, DONNA MAE	OUTSTANDING
706260	E	\$365.55	05/07/14	99999	3063	BRITTAIN, DONNA MAE	OUTSTANDING
706261	E	\$135.52	05/07/14	99999	8873	BUDACH, DON JAMES	OUTSTANDING
706262	E	\$238.00	05/07/14	99999	10762	BYER-RAJPUT, ANNE	OUTSTANDING
706263	E	\$207.44	05/07/14	99999	10762	BYER-RAJPUT, ANNE	OUTSTANDING
706264	E	\$7.00	05/07/14	99999	10517	COLLING, RHIANON	OUTSTANDING
706265	E	\$89.32	05/07/14	99999	7203	CRAMER, CHERRY KEY	OUTSTANDING
706266	E	\$59.92	05/07/14	99999	9028	EPPS, DAWN	OUTSTANDING
706267	E	\$894.32	05/07/14	99999	8456	EVANS, ANDREW D	OUTSTANDING
706268	E	\$161.84	05/07/14	99999	9187	FRIEST, SUSAN NORMA	OUTSTANDING
706269	E	\$335.44	05/07/14	99999	9755	FRISQUE, SHERILYN FAYE	OUTSTANDING
706270	E	\$125.44	05/07/14	99999	9702	GARETSON, PAMELA VICK	OUTSTANDING
706271	E	\$275.52	05/07/14	99999	10365	GAYLORD, TANYA	OUTSTANDING
706272	E	\$1001.28	05/07/14	99999	10767	HOREJSI, CRAIG A.	OUTSTANDING
706273	E	\$29.12	05/07/14	99999	8942	HURT, LYNDA THERESA	OUTSTANDING
706274	E	\$193.76	05/07/14	99999	9566	KOENIGSBERGER, CARRIE LYNN	OUTSTANDING
706275	E	\$9.64	05/07/14	99999	10082	KUSTRICH, KRISTIN	OUTSTANDING
706276	E	\$18.48	05/07/14	99999	10456	LAFFEN, ELIZABETH	OUTSTANDING
706277	E	\$35.28	05/07/14	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
706278	E	\$45.36	05/07/14	99999	10781	LARSON, JILL E.	OUTSTANDING
706279	E	\$74.20	05/07/14	99999	5074	LEDoux, THOMAS	OUTSTANDING
706280	E	\$33.56	05/07/14	99999	5074	LEDoux, THOMAS	OUTSTANDING
706281	E	\$245.28	05/07/14	99999	3472	LENTSCH-MURRAY, ROSEMARY HELEN	OUTSTANDING
706282	E	\$164.64	05/07/14	99999	10055	NICKLEBY, JASON	OUTSTANDING
706283	E	\$4.52	05/07/14	99999	10430	QUAM, LYNN	OUTSTANDING
706284	E	\$98.00	05/07/14	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
706285	E	\$125.33	05/07/14	99999	9915	SCHALLER, MELISSA	OUTSTANDING
706286	E	\$114.80	05/07/14	99999	10042	TENNESSEN, LAURA	OUTSTANDING
706287	E	\$24.64	05/07/14	99999	8020	VELURE, KAY LYNN	OUTSTANDING
706288	E	\$94.31	05/07/14	99999	9927	VILINSKIS, KARI M	OUTSTANDING
706289	E	\$16.48	05/07/14	99999	9482	VRIEZE, JANEL LYNN	OUTSTANDING
706290	E	\$30.91	05/07/14	99999	10280	WEIR, LAURA	OUTSTANDING
706291	E	\$45.00	05/21/14	99999	8787	ASMUS, JOAN SCHAEFER	OUTSTANDING
706292	E	\$90.00	05/21/14	99999	8873	BUDACH, DON JAMES	OUTSTANDING
706293	E	\$90.00	05/21/14	99999	9679	CHRISTIANSEN, JOHN MAXWELL	OUTSTANDING
706294	E	\$90.00	05/21/14	99999	9702	GARETSON, PAMELA VICK	OUTSTANDING
706295	E	\$90.00	05/21/14	99999	8341	HEILAND, JENNIFER AMY	OUTSTANDING
706296	E	\$90.00	05/21/14	99999	6145	KYLLO, KITRI LARSON	OUTSTANDING
706297	E	\$90.00	05/21/14	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
706298	E	\$90.00	05/21/14	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
706299	E	\$90.00	05/21/14	99999	9915	SCHALLER, MELISSA	OUTSTANDING
706300	E	\$90.00	05/21/14	99999	10405	STOLL, DAVID L.	OUTSTANDING
706301	E	\$20.00	05/21/14	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
706302	E	\$90.00	05/21/14	99999	10756	VAN BROCKLIN, ERIC	OUTSTANDING
706303	E	\$20.00	05/21/14	99999	9883	ZEHNDER, SCOTT MICHAEL	OUTSTANDING
706304	E	\$25.20	05/21/14	99999	10804	BORMANN, NATALIE	OUTSTANDING
706305	E	\$43.68	05/21/14	99999	9301	CLARK, DEBORAH MAE	OUTSTANDING
706306	E	\$17.48	05/21/14	99999	5650	COCHRAN, JAMES EDWARD	OUTSTANDING
706307	E	\$210.00	05/21/14	99999	9968	CRISTINGER, BRENDA	OUTSTANDING

Intermediate School Dist 917
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
 DATE RANGE: 05/01/14 - 05/28/14

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
706308	E	\$224.56	05/21/14	99999	9092	DEVENOW PEARL, SUSAN	OUTSTANDING
706309	E	\$49.17	05/21/14	99999	7170	DIVELY, CYNTHIA GARWOOD	OUTSTANDING
706310	E	\$36.08	05/21/14	99999	5230	DOENGES, KAREN STENE	OUTSTANDING
706311	E	\$78.96	05/21/14	99999	10771	FRICKSON, ROBERT	OUTSTANDING
706312	E	\$151.76	05/21/14	99999	10442	FLEMING, ANGELITA	OUTSTANDING
706313	E	\$247.52	05/21/14	99999	9755	FRISQUE, SHERILYN FAYE	OUTSTANDING
706314	E	\$78.20	05/21/14	99999	10365	GAYLORD, TANYA	OUTSTANDING
706315	E	\$252.56	05/21/14	99999	10443	GROFF, CASIE	OUTSTANDING
706316	E	\$47.04	05/21/14	99999	10624	HILL, RON	OUTSTANDING
706317	E	\$226.24	05/21/14	99999	9920	KJERMSTAD, KAREN	OUTSTANDING
706318	E	\$31.71	05/21/14	99999	9920	KJERMSTAD, KAREN	OUTSTANDING
706319	E	\$243.60	05/21/14	99999	8842	JOHNSON, ROXANN RHYN	OUTSTANDING
706320	E	\$42.81	05/21/14	99999	10796	KJECH, ROBERT	OUTSTANDING
706321	E	\$28.00	05/21/14	99999	6356	KLAUSTERMETER, JENNIFER MARIE	OUTSTANDING
706322	E	\$437.92	05/21/14	99999	3722	KLEIN, LORI ANN	OUTSTANDING
706323	E	\$6.16	05/21/14	99999	5957	KLIMEK, LORILEA J.	OUTSTANDING
706324	E	\$76.16	05/21/14	99999	10065	KOEPKE, BETSY	OUTSTANDING
706325	E	\$57.12	05/21/14	99999	2598	LAMPRECHT, CLAUDETTE	OUTSTANDING
706326	E	\$156.24	05/21/14	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
706327	E	\$8.52	05/21/14	99999	10781	LARSON, JILL E.	OUTSTANDING
706328	E	\$36.96	05/21/14	99999	8287	LEWIS, JILL E.	OUTSTANDING
706329	E	\$102.48	05/21/14	99999	9278	MAYES, ANN LOUISE	OUTSTANDING
706330	E	\$19.04	05/21/14	99999	10823	NELSON, MARTA	OUTSTANDING
706331	E	\$179.09	05/21/14	99999	10763	PFISTERER, EMILY	OUTSTANDING
706332	E	\$85.12	05/21/14	99999	9177	PRESSNALL, VANDA JOY	OUTSTANDING
706333	E	\$688.80	05/21/14	99999	10462	PURFERST, MEGAN	OUTSTANDING
706334	E	\$30.74	05/21/14	99999	10710	RADE, SARAH	OUTSTANDING
706335	E	\$28.56	05/21/14	99999	10770	SAUSER, MELISSA	OUTSTANDING
706336	E	\$97.50	05/21/14	99999	10375	THOMAS, TAYLOR	OUTSTANDING
706337	E	\$142.80	05/21/14	99999	10375	THOMAS, TAYLOR	OUTSTANDING
706338	E	\$31.71	05/21/14	99999	10375	THOMAS, TAYLOR	OUTSTANDING
706339	E	\$16.80	05/21/14	99999	9703	TOAY, GRETCHEN ANN	OUTSTANDING
706340	E	\$72.80	05/21/14	99999	10751	TUFTEE, SHANYN	OUTSTANDING
706341	E	\$304.64	05/21/14	99999	9927	VILINSKIS, KARI M.	OUTSTANDING
706342	E	\$17.36	05/21/14	99999	10455	WERNER, AMY	OUTSTANDING
706343	E	\$63.17	05/21/14	99999	10644	WOLF, DANIELLE	OUTSTANDING
92001147	W	\$31959.88	05/01/14	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001149	W	\$143522.19	05/01/14	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001154	W	\$22676.31	05/01/14	40003	0	MN DEPT OF REVENUE	OUTSTANDING

TOTAL # OF ISSUED CHECKS:	195	TOTAL AMOUNT	460819.53
TOTAL # OF VOIDED CHECKS:	0	TOTAL AMOUNT	0.00
TOTAL # OF UNISSUED CHECKS:	0		

Date: May 23, 2014
To: FOR EFT INPUT

COPI Y

From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement for week of May 19-May 23, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$706.81
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$706.81	
10-215-40	\$0.00	
Total	\$706.81	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/27/2014 \$706.81

Authorized Signature  Date 5-23-14

Date: May 13, 2014

To: FOR EFT INPUT



From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Debit Card Medical Reimbursement Accounts for 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$971.30
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$971.30	
10-215-40	\$0.00	
Total	\$971.30	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/14/2014 \$971.30

Authorized Signature  Date 5-13-14

Date: May 20, 2014
To: FOR EFT INPUT

COPI

From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement Accounts for 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$4,460.62
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$2,311.75	
10-215-40	\$2,148.87	
Total	\$4,460.62	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/22/2014 \$4,460.62

Authorized Signature  Date 5-20-14

COPY

Date: May 16, 2014

To: Accountns Payable

From: Becky Edson
Payroll Clerk

Invoice nbr: 33133372
Date: 5/13/2014
Member ID: 803601310

Subject: RX - Trexler

Issue a Check in the amount of \$ 41.90

Payable to:
Medicare Blue RX
(June 2014)

Vendor #

Charge to:

Amount

20-005-420-000-221-220

\$41.90

Total

\$41.90 proof

\$0.00

Authorized Signature



Date

5-19-14

COPY

Date: May 16, 2014

To: Accountns Payable

Invoice nbr: XZ72029264

Date: 5/10/2014

From: Becky Edson
Payroll Clerk

Group: Y0848-SR3

Subject: Medical Ins - Trexler

Issue a Check in the amount of \$ 648.00

Payable to:
Blue Cross Blue Shield of MN
(June, July Aug))

Vendor # 29932

Charge to:

Amount

20-005-420-000-221-220

\$648.00

Total

\$648.00

proof

\$0.00

Authorized Signature



Date

5-14-14

Vickie:

\$216.00 for June 2014

FY 2013-2014

\$432.00 for July + Aug
(pre paid)

FY 2014-2015

10017

Date: May 16, 2014

To: FOR EFT INPUT

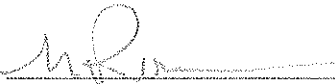
From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Debit Card Medical Reimbursement Accounts for 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$69.37
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$69.37	
10-215-40	\$0.00	
Total	\$69.37	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/16/2014 \$69.37

Authorized Signature  Date 5-19-14


TO: Nicolle Roush DATE: 05/13/2014
Business Manager

FROM: Becky Edson
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending May 15, 2014

Ameriprise Financial Services, Inc. Vendor #40027	\$ 5,941.74
PERA Vendor #40006	\$ 30,863.61
Horace Mann Vendor #40026	\$ 2,352.74
TRA Vendor #40005	\$ 53,373.84
VALIC (Variable Annuity Life) Vendor #40033	\$ 7,400.11
Minnesota Dept. of Revenue Vendor # 40003	\$ 21,852.31
Internal Revenue Service Vendor Nbr 40037	\$ 138,967.55
Payroll Acct #XXXXXX4197 Vendor #40001	\$ 385,664.72
Bancorp Vendor # 23474	\$ 8,457.13
CITISTREETMN (MSRS) Vendor # 28803-2	\$ 2,114.51
MN Child Support Division Vendor #21704	\$ 145.80
MO Child Support Enforcement Division Vendor #23952	\$ -
MN Dept of Revenue - Garnishment Vendor #40058	\$ 235.00

Total Electronic Funds Transfer was made in the amount of \$ 657,369.06

Authorized Signature  Date 5-15-14

Date: May 13, 2014
To: FOR EFT INPUT



From: Becky Edson
Payroll Clerk

Subject: Group Insurance Premium for April 2014
(Employer's Costs and Employees' Withholdings)

Payable to: Delta Dental Vendor # 30132 \$24,581.97

Charge to:	Amount
21-005-110-000-235-250	\$24,581.97

Total	\$24,581.97	proof	\$0.00
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cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/12/2014

Authorized Signature  Date 5-13-14

 COPY

Date: May 13, 2014

To: FOR EFT INPUT

From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Medical Reimbursement and Dependent Care Accounts for 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$2,033.44
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$539.49	
10-215-40	\$1,493.95	
Total	\$2,033.44	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/7/2014 \$2,033.44

Authorized Signature  Date 5-13-14

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PLACING JAMES EBERHARDT ON UNREQUESTED LEAVE OF ABSENCE.

WHEREAS, the School Board of Intermediate School District No. 917 adopted a resolution proposing placement of James Eberhardt on unrequested leave of absence on April 7, 2014, and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by James Eberhardt by certified mail on April 14, 2014, and

WHEREAS, said written notice of proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement as well as a statement that he was entitled to a hearing provided he make a request in writing within fourteen (14) days of receipt of said notice, and that if no hearing was requested within said fourteen (14) day period it constituted acquiescence by James Eberhardt to the School Board's proposed action, and

WHEREAS, no written request for a hearing was received, receipt of notice of proposed placement on unrequested leave constitutes acquiescence by James Eberhardt to his placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Intermediate School District No. 917 that James Eberhardt be and hereby is placed on unrequested leave of absence as a teacher of Intermediate School District No. 917 effective at the end of the 2013-2014 school year on June 30, 2014, pursuant to M.S. 122A.40, Subdivision 11b, as appropriate, without pay or fringe benefits.

BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave together with a copy of this resolution be forwarded to said teacher by registered mail, or personally, and that an affidavit of same be placed in their files, together with a copy of the notice and resolution.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

400 PERSONNEL

456 SUBSTITUTE INSTRUCTOR PAY SCHEDULE

~~The hourly salary will be determined by the director or principal based on the needs of the district.~~

~~NOTE: Long term substitutes may be paid an hourly rate or they may be placed on the salary schedule. Long term substitutes may also be eligible for fringe benefits.~~

~~I. Internal Substitute Instructor~~

~~District 917 instructors assigned by their director/assistant director/principal to teach beyond their normal student contact hours shall be paid the substitute hourly rate for additional student contact hours.~~

~~II. Summer School Substitute Instructor Pay~~

~~Summer school substitute instructors shall be paid the same rate per hour as regular summer school instructors. That rate shall be the rate stated in the applicable Teacher Master Agreement.~~

I. Definition

A daily substitute teacher is a person hired to replace an absent teacher on a daily basis to cover the teacher's regular assignment for that day pursuant to the direction of the building principal or assigned supervisor.

A long-term substitute teacher is a person hired to replace an absent teacher on a long-term basis to cover the teacher's regular assignment performing all duties of the absent teacher pursuant to the direction of the building principal or assigned supervisor. In accordance with Minn. Stat. section 179.03, a licensed long-term substitute shall be considered a long-term substitute when they are in the same position for 31 days or more.

II. Compensation

Daily substitute teachers shall be paid an established hourly rate consistent with the portion of the day actually worked or governed by the payment policies of a contracted service.

Long-term substitute teachers will be paid as determined by the agreed upon placement on the teacher salary schedule.

The Board of Education shall annually approve the daily substitute hourly rate prior to the beginning of each school year.

III. Benefits

Regular daily and long-term teacher substitutes are not entitled to insurance benefits granted to regular or part-time district teachers. Long-term substitute teachers are eligible for pro-rated leave benefits.

IV. Internal Substitute Instructor

District 917 teachers assigned by their principal/supervisor to teach beyond their normal student contact hours shall be paid their hourly rate pro rata to the employee's contract for the additional student contact time.

V. Summer School Substitute Instructor Pay

Summer school substitute instructors shall be paid the daily substitute teacher rate. District 917 contracted teachers who substitute during summer school sessions shall be paid their hourly rate pro rata to the employee's contract.

Board Approved 12/20/94
Revised 9/19/95
Revised 1/20/98
Revised: May 1, 2007
Revised _____

Intermediate School District #917

Adopted Budget

2014 - 2015

3-Jun-14

FY15 ISD 917 ENROLLMENT PROJECTIONS

Special Education Program

Program	Oct 1, 2013 Actual Headcount		Oct 1, 2014 Estimated Projection		Total
	Special Education	General Education	Special Education	General Education	
Anthony Lewis	1	8	1	6	7
DASH	35	0	36	0	36
DCALS/WHALC	35	0	35	0	35
DHH	36	0	42	0	42
IDEA	52	0	61	0	61
JSC	0	37	25	15	40
Options	10	14	8	12	20
PACES	28	0	27	0	27
SUN	79	0	86-96	0	86-96
TEA	30	0	34-42	0	34-42
TESA	79	0	80	0	80
Youth Transition Program	0	0	53	22	75
Total Student Headcount	385	59	488-506	55	543-561

Secondary Vocational Programs

PROGRAM	Oct 1, 13 Actual Headcount	Oct 1, 14 Est. based on school projections
Career Exploration	38	30
Computer Networking	12	10
Computer Repair	6	8
Computer Gaming	35	40
Construction Trades	19	17
Food Industry Careers	18	17
TRIO	0	0
Fundamental Chef	36	40
Graphics	24	20
Heavy Duty Truck	23	17
Medical Careers	41	50
Nanoscience Technology	16	0
Vehicle Service	43	50
Total Student Headcount	311	299

Alternative programs

PROGRAM	2013-14 est. ADM's	2014-15 Est. ADM's
DCALS	154	150
WHALC	54	52
Ext Year On-line	10	10

ISD 917 Hours and Rate Comparison Secondary Education & Special Education Programs

Secondary Technical Center Programs:

	2013-14 Est. Hrly Rates	2014-15 Est. Hrly Rates	% change
* Secondary Career and Technical Programs Average Rate	\$ 13.13	\$ 14.11	7.46%
Career Exploration Program Rate	\$ 13.32	\$ 13.10	-1.65%
Food Industry Careers Program Rate	\$ 19.80	\$ 16.36	-17.37%

* 2013-14 Secondary Career and Technical Program Est. Hrly Rate includes a proposal to spend \$100,000 in Fund Balance

	2013-14 Est. Billable Hours	2014-15 Est. Billable Hours	% change
Secondary Vocational Student Billable Hours	108,228	104,052	-3.86%
DCALS South Student Billable Hours (unweighted)	160,776	156,600	-2.60%
DCALS North Student Billable Hours (unweighted)	56,898	54,288	-4.59%
DCALS Ext. Day Student Billable Hours (unweighted)	10,440	10,440	0.00%
Total Student Billable Hours	336,342	325,380	-3.26%

Special Education Programs:

	2013-14 Est. Hrly Rates	2014-15 Est. Hrly Rates	% change
Special Education Resource Program Average Rate	\$ 41.72	\$ 42.17	1.08%
Purchase of Services Agreements Average Cost per F.T.E.	\$ 96,686.83	\$ 99,457.40	2.87%

	2013-14 Est. Billable Hours	2014-15 Est. Billable Hours	% change
Special Education Resource Student Billable Hours	402,661	452,546	12.39%
Special Education Purchase of Service Billable Hrs	34,166	35,054	2.60%
Total Student Billable Hours	436,828	487,600	11.62%

Intermediate School District 917

2014-2015

Overview of Adopted Budget as of 6/03/14

Fund #	Fund Name	Projected Fund Balance 6/30/2014	Projected Revenues	Projected Expenditures	Projected Fund Balance 6/30/2015
1	Secondary	1,689,734	3,361,761	3,491,867	1,559,628
2	Special Education	2,579,511	23,279,581	23,045,870	2,813,222
5	Gen Capital Exp.	1,269,467	586,401	589,401	1,266,467
10	Institutional Support	0	492,762	492,762	0
13	Secondary Resale	31,597	118,918	116,418	34,097
14	Special Ed Resale	14,414	15,400	15,000	14,814
15	917 Support Services	0	45,000	45,000	0
	Total Operating Fund	5,584,723	27,899,823	27,796,318	5,688,228
3	Food and Nutrition	0	104,250	104,250	0
6	Capital Projects (Bldg)	107,837	0	0	107,837
7	Debt Service	0	0	0	0
8	Trust Fund	2,826	2,965	3,116	2,675
9	Agency Funds	0	0	0	0
*20	Internal Service Fund	-653,928	205,000	149,796	-598,724
21	Self Funded Dental Ins. Plan	245,997	310,000	325,000	230,997
	Total Funds	5,287,455	28,522,038	28,378,480	5,431,013

The general funds projected reserved/unassigned fund balance as of 6/30/15

Preliminary operating fund balance

\$ 5,688,228

Preliminary operating fund balance as a percentage of expenditures

20.46%

Excluding restricted fund balance (fund 5)

16.25%

Intermediate School District 917											5/27/2014			
Balance Sheet - GASB 54 Fund Balances														
Governmental Funds as of June 30, 2015														
	Fund 1	Fund 2	Fund 5	Fund 10	Fund 13	Fund 14	Fund 15	Fund 3	Capitol Projects Fund 6	Debt Service Fund 7	Trust Fund 8	Agency Fund 9	Internal Service Fund 20	Self Funded Dental Fund 21
Nonspendable:														
Inventories														
Prepaid Expenses														
Restricted for:														
health and safety														
basic skills														
compensatory														
deferred maintenance projects														
operating capitol			1,266,467						107,837					
safe schools levy														
self funded dental plan														230,997
OPEB													-598,724	
other fund activities														
Committed for:														
fund balance for next year operations														
Assigned for:														
next year severance pay														
next year retiree health insurance														
school carryover budgets														
Scholarships											2,675			
encumbrances														
Unassigned for:														
unassigned	1,559,628	2,813,222	0	0	34,097	14,814	0							
13-14 Adopted Fund Balance	\$ 1,559,628	2,813,222	1,266,467	0	34,097	14,814	0	0	107,837	0	2,675	0	-598,724	230,997
12-13 Revised Fund Balance	\$ 1,689,734	2,579,511	1,269,467	0	31,597	14,414	0	0	107,837	0	2,826	0	-653,928	245,997
Change	-130,106	233,711	-3,000	0	2,500	400	0	0	0	0	-151	0	55,204	-15,000
														143,558

Intermediate School District 917

Expenditure Comparison

2013-14 Revised Budget and 2014-15 Adopted Budget

Fund #	Description	FY 13-14 Exp. Budget	FY 14-15 Exp. Budget	Difference	Percent Change
1	Secondary	3,579,973	3,491,867	-88,106	-2.46%
2	Special Ed.	20,619,514	23,045,870	2,426,356	11.77%
5	Capital Improvements	703,615	589,401	-114,214	-16.23%
10	Institutional Support	495,854	492,762	-3,092	-0.62%
13	Secondary Resale	69,157	116,418	47,261	68.34%
14	Special Ed Resale	16,600	15,000	-1,600	-9.64%
15	917 Support Services	69,048	45,000	-24,048	-34.83%
	Total Operating Fund	25,553,761	27,796,318	2,242,557	8.78%
3	Food and Nutrition	94,275	104,250	9,975	10.58%
6	Building Fund	198,600	0	-198,600	-100.00%
7	Debt Redemption	0	0	0	0.00%
8	Trust Fund	3,467	3,116	-351	-10.12%
9	Agency Funds	0	0	0	0.00%
20	Internal Service Fund	111,295	149,796	38,501	34.59%
21	Self Funded Dental Ins. Plan	300,000	325,000	25,000	8.33%
	Total Funds	26,261,398	28,378,480	2,117,082	8.06%

Planning assumptions for 2014-2015 adopted budget

- Fund 1 Salary and benefit increases built in for estimated and actual contract settlements, additional budget adjustments enclosed on the 3rd page of this document.
- Fund 2 Salary and benefit increases built in for estimated and actual contract settlements, additional budget adjustments enclosed on the 3rd page of this document.
- Fund 5 Decrease in deferred maintenance expenditures located at Alliance Education Center.
- Fund 13 Increase in supplies due to building a construction trades home.
- Fund 6 In FY14 Cedar School remodeling project occurred.

FY15 Intermediate School District 917 Adopted Budget Assumptions

1.5% increase in General Ed formula

Contracts Unsettled: Assumptions

- Classified Full year costs for salary and benefits
- Classified School year costs for salary and benefits
- Executive Assistant costs for salary and benefits
- Health Assoc. costs for salary and benefits
- Clerical costs for salary and benefits
- Custodians costs for salary and benefits
- Program Assistant cost for salary and benefits
- Interpreters cost for salary and benefits

Average increase 3.5%

Contracts Settled: FY15 Costs

- Administrators cost salary and benefit 3.75 % (includes Superintendent, Bus. Mgmt, Sped Director, Asst Directors and IT)
- Teachers costs for salary and benefits 3.97%

Average increase 3.9%

Enrollment Assumptions: See Detailed attachment

- Secondary vocational Programs Enrollment decrease
- DCALS South Enrollment decrease
- DCALS North Enrollment decrease
- Ext Year On-line Enrollment no change
- Special Education Enrollment increase

-12	ADM's
-4	ADM's
-2	ADM's
0	ADM's
99-117	ADM's

Total ADM Changes

81-99

FY14 vs. FY15 staffing and budget comparison

Fund 1					
DCALS South	Decrease 1.55 FTE's Teachers, on-line courses contract and supply/equipment budgets			FTE's	-\$77,500
Secondary Vocational	Decrease .25 FTE Teacher and supply/equipment budgets	-1.05		FTE	-\$23,000
District Wide	Decrease 1.0 FTE Dean of Students	-0.25		FTE	-\$106,000
		-1			
	Total Changes in Fund 1	-2.3			-\$206,500
Fund 2					
Anthony, Options, JSC	Increase .40 FTE Lead Teacher	0.4		FTE	\$33,500
DASH Program	Decrease 1.0 FTE Classroom Asst. (move to PACES)	-1		FTE	-\$28,000
D/HH Program	Increase 2.0 FTE Classroom Asst.	2		FTE's	\$56,000
IDEA Programs	Increase 1.0 FTE Classroom Assistant	0		FTE	-\$67,000
	Decrease 1.0 FTE Teacher (move to YTP)				
PACES Programs	Increase 1.0 FTE Classroom Asst. (move from DASH)	-4		FTE's	-\$173,100
	Decrease 1.0 FTE Teacher and 4.0 FTE Classroom Asst (move to TESA)				
Sun Programs	Increase 1.0 FTE Teacher and 4.0 FTE Classroom Asst.	5		FTE's	\$207,000
TEA Program	Increase 1.0 FTE Mental Health Practitioner, 1.0 FTE Teacher and 2.0 FTE Classroom Assistants	4		FTE	\$221,000
TESA Program	Increase 1.0 FTE Teacher and 4.0 FTE Classroom Asst. (move from PACES)	5		FTE's	\$201,100
Youth Transition Program (new)	Increase 6.0 FTE Teachers and 6.0 Classroom Asst.	12		FTE's	\$732,000
District Wide	Increase .6 FTE PHD Teacher, .60 FTE PT Teacher, .4 FTE AT Specialist, 1.0 FTE School Nurse, 1.0 FTE Behavior Analyst and .55 Clerical	4.15		FTE's	\$318,000
	Increase in Workers Compensation				\$25,000
	Increase in Teachers on Call sub costs due to increased utilization				\$50,000
		27.55			\$1,575,500
					\$1,369,000

Report Options Print Out

Date: 05/27/2014
Time: 10:19

District : 0917 - Intermediate School Dist 917
 Report : BUDGETWK - BOARD REPORTS - REVENUE BUDGET FY 14-15
 Report Seq : 038 Page Limit : 0 Mix # : 000020264
 Report Desc : 07012013-06302014 AFTER ADOPTED ORDER IT CURRENT YEAR COLUMN
 Requestor : NICOLLE Ordered By : Whitmer, Val
 Destination 1 : LSDK2061319027 LSDK2061319027 Copies : 1
 Email Typ/Addr:
 Destination 2 : Copies : 0
 Email Typ/Addr:
 Paper Form : DLT101 - LINE SPACING = 2

SEQ	ELEMENT NAME	TOTAL	PAGE BREAK	SERIES TOTAL
01	Fund	Y	Y	
02	Organization (Segment 2)	Y		
03	Program (Segment 3)	Y		
04	Course (Segment 6)	Y		
05	Finance (Segment 4)			
06	Object/Source (Segment 5)			

I/E	ELEMENT NAME	FROM VALUE	TO VALUE
I	Acct Nbr	01	21-999

PARAMETERS	FROM VALUE	TO VALUE
Enter Date Range - MMDDYY Format	070113	063014
Accounts : 1-All 2-Act 3-Ina 4-NY 5-A&NY	5	
Print : 1-Detail, 2-Summary	2	
Acct Type: 4-Rev 5-Exp 8-4,5	4	
Separate Rev and Exp ? - Y or N	Y	
Suppress Zero Balances ? - Y or N	N	
To print UFARS segments on totals: "X"		
Primary Sort: blank=none 1-Mngr, 2-FERC		
3-Rev Class,4-Exp Prog,5-Flex A,6-Flex B		
Print Acct Manager ? Y or N		
Download Format ? - Y or N	N	
Print Parameters after page ONE? Y or N	Y	
Download Report Total ? - Y or N		

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

ACCOUNT RANGES: 01 TO 21-999	PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 2013-07	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 PRC OPG FD	65440	65419.60	112887	112867	0.00	112867.00	99438
000 000 000 01	65440	65419.60	112887	112867	0.00	112867.00	99438
*** 000 GENERAL	65440	65419.60	112887	112867	0.00	112867.00	99438
000 GENERAL	1063200	945978.32	988147	1075800	826429.40	249370.60	1070500
*** 000 GENERAL	1063200	945978.32	988147	1075800	826429.40	249370.60	1070500
*** *** 071 DCALS	1063200	945978.32	988147	1075800	826429.40	249370.60	1070500
000 GENERAL	93800	83913.65	85500	37713	0.00	37713.00	36200
050 SOBRIETY HIGH SERVICES	18282	15533.60	0	0	0.00	0.00	36200
*** 000 GENERAL	112082	99446.65	85500	37713	0.00	37713.00	36200
*** *** 078 DCALS EDOP	112082	99446.65	85500	37713	0.00	37713.00	36200
000 GENERAL	27000	46997.55	22100	22100	0.00	22100.00	24000
*** 000 GENERAL	27000	46997.55	22100	22100	0.00	22100.00	24000
*** *** 079 WHAL EXT DAY	27000	46997.55	22100	22100	0.00	22100.00	24000
000 GENERAL	361725	369254.01	350222	381102	309703.73	71398.27	371700
*** 000 GENERAL	361725	369254.01	350222	381102	309703.73	71398.27	371700
*** *** 080 WHAL	361725	369254.01	350222	381102	309703.73	71398.27	371700
100 ISD 197 TARGET SERV	301003	300697.76	0	2225	0.00	2225.00	371700
300 DCALS	0	0.00	0	0	0.00	0.00	371700
700 ISD 192 TARGETED SERVICES	168477	171186.59	0	1660	0.00	1660.00	371700
*** 000 GENERAL	469480	471884.35	0	3885	0.00	3885.00	371700
*** *** 081 TARGETED SERVICES	469480	471884.35	0	3885	0.00	3885.00	371700
000 GENERAL	1700053	1671506.97	1738284	1567441	1293769.87	273671.13	1602310
011 PRIOR YR FED AWARDS	0	0.00	0	0	0.00	0.00	1602310

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	0	0.00	0	0	0.00	0.00	0.00
200 000 300 01	0	0.00	0	0	0.00	0.00	0.00
200 E-BAY/INTERNET SALES	0	0.00	0	0	0.00	0.00	0.00
604 PARENTING	0	0.00	0	0	0.00	0.00	0.00
614 MEDICAL CAREERS	0	2113.00	0	0	1908.00	1908.00-	0.00
873 GRAPHIC COMMUNICATION	0	0.00	0	0	0.00	0.00	0.00
995 FOOD INDUSTRY CAREER	0	0.00	0	0	0.00	0.00	0.00
*** 000 GENERAL	1700053	1673619.97	1738284	1567441	1295677.87	271763.13	1602310
545 COMPUTER	0	0.00	0	0	0.00	0.00	0.00
*** 311 DISTRIBUTIVE ED	0	0.00	0	0	0.00	0.00	0.00
614 MEDICAL CAREERS	0	0.00	0	0	0.00	0.00	0.00
*** 321 HEALTH OCC ED	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
817 AUTO SVC OCCUPATIONS	0	0.00	0	0	0.00	0.00	0.00
833 CONSTR TRADES	0	0.00	0	0	0.00	0.00	0.00
873 GRAPHIC COMMUNICATION	0	0.00	0	0	0.00	0.00	0.00
*** 361 TRADE & INDUSTRIAL	0	0.00	0	0	0.00	0.00	0.00
908 FUND CHEF TRAINING	0	0.00	0	0	0.00	0.00	0.00
*** 365 SERVICES OCCUPATION/OCCUPATI	0	0.00	0	0	0.00	0.00	0.00
800 DAKOTA CTY STW PARTNERSHIP	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS ORG FD	BUDGET	PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
821 371 300 01	0	0	0.00	0	0	0.00	0.00	
821 SCHOOL-TO-WORK PARTNERSHIP GRA								
822 SCHOOL-TO-WORK CAREER PLANNIN	0	0	0.00	0	0	0.00	0.00	
*** 371 RELATED SUBJ/DIVERS & INTERR	0	0	0.00	0	0	0.00	0.00	
000 GENERAL	146087	139354	75	148348	148348	39502.57	168845.43	150001
011 PRIOR YR FED AWARDS	12047	11221.94		0	7612	4016.25	3595.75	7612
967 WORK EXP HANDI. MRC	0	0.00		0	0	0.00	0.00	
995 FOOD INDUSTRY CAREER	0	0.00		0	0	0.00	0.00	
*** 380 SPECIAL NEEDS	158134	150576.69		148348	155960	43518.82	112441.18	157613
000 GENERAL	0	0.00		0	0	0.00	0.00	
*** 397 EXT DAY, EXT YEAR	0	0.00		0	0	0.00	0.00	
000 GENERAL	0	0.00		0	0	0.00	0.00	
*** 398 DCALS	0	0.00		0	0	0.00	0.00	
*** *** 300 SECONDARY EDUCATION	1858187	1824196.66		1886632	1723401	1339196.69	384204.31	1759923
*** *** *** 01 SECONDARY ED	3957114	3823177.14		3445488	3356868	2175329.82	881538.18	3361761

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TC 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14 BUDGET	NEXT YEAR BUDGET
CRS PRG ORG FD						
000 000 000 02	266478	253915	288479	301912.51	13433.51-	258282
000 GENERAL						
011 P. Y. FED AWARD	0	0	0	0.00	0.00	0.00
012 2ND P. Y. FED AWARD	0	0	0	0.00	0.00	0.00
213 EARLY CHILDHOOD-PARENT SUPPORT	0	0	0	0.00	0.00	0.00
421 CTIC	0	0	0	0.00	0.00	0.00
*** 000 GENERAL	266478	253915	288479	301912.51	13433.51-	258282
000 GENERAL	0	0	0	0.00	0.00	0.00
*** 642 PECI GRANT	0	0	0	0.00	0.00	0.00
*** *** 000 GENERAL	266478	253915	288479	301912.51	13433.51-	258282
000 GENERAL	300	0	0	0.00	0.00	0.00
*** 110 BUSINESS SERVICES	300	0	0	0.00	0.00	0.00
*** *** 005 DISTRICT WIDE	300	0	0	0.00	0.00	0.00
000 GENERAL	250	0	250	250.00	0.00	0.00
*** 000 GENERAL	250	0	250	250.00	0.00	0.00
*** *** 030 TESA	250	0	250	250.00	0.00	0.00
000 GENERAL	45	0	42	42.50	0.50-	0.00
803 SATELLITES	0	0	0	0.00	0.00	0.00
*** 000 GENERAL	45	0	42	42.50	0.50-	0.00
000 GENERAL	0	0	0	0.00	0.00	0.00
*** 850 CAPITAL FACILITIES	0	0	0	0.00	0.00	0.00
*** *** 051 IDEA	45	0	42	42.50	0.50-	0.00
000 GENERAL	696	0	61395	18025.00	43370.00	86125
*** 000 GENERAL	696	0	61395	18025.00	43370.00	86125
*** *** 060 DHCH	696	0	61395	18025.00	43370.00	86125

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 000 060 02							
000 GENERAL	0	0.00	0	30	30.00	0.00	0.00
*** 000 GENERAL	0	0.00	0	30	30.00	0.00	0.00
*** *** 061 PACES	0	0.00	0	30	30.00	0.00	0.00
000 GENERAL	18656474	17665426.27	19292658	19827320	16416515.05	3410803.95	22209748
011 P.Y. FED AWARD	0	0.00	0	0	0.00	0.00	0.00
805 WRAP AROUND SERVICES	0	0.00	0	0	0.00	0.00	0.00
806 L.C.T.S.	20255	18774.99	8773	9753	9753.13	0.13	9199
*** 000 GENERAL	18676729	17685201.26	19301431	19837073	16426269.18	3410803.82	22218947
050 THIRD PARTY/MA BILLING	497057	507971.76	562562	563534	610078.20	46544.20	597629
*** 030 LINE ADMINISTRATION	497057	507971.76	562562	563534	610078.20	46544.20	597629
000 GENERAL	415	0.00	415	415	414.62	0.38	198
*** 035 MASE AREA G	415	0.00	415	415	414.62	0.38	198
809 TITLE I PREV & INTVNT DELINQUE	70000	63684.12	55495	86765	46301.61	40463.39	90000
*** 216 TITLE I OF IASA	70000	63684.12	55495	86765	46301.61	40463.39	90000
103 EDUC MN FND GRANT	0	0.00	0	2314	2314.83	0.83	198
*** 400 SPECIAL ED NON REIMB	0	0.00	0	2314	2314.83	0.83	198
203 SCHOOL TO WORK - TESA	0	0.00	0	0	0.00	0.00	0.00
*** 402 MIED MMI	0	0.00	0	0	0.00	0.00	0.00
111 PACES	0	0.00	0	0	0.00	0.00	0.00
*** 411 AUTISTIC	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 413 AUTISTIC CONSULTANT	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	5000	5000.00	0	5000	0.00	5000.00	5000
421 CTIC	16000	17856.15	0	16000	0.00	16000.00	16000
424 ANNUAL PLANNING GRANT	0	0.00	0	0	0.00	0.00	0.00
425 M.O.F.A.S. GRANT	1700	1607.33	0	0	0.00	0.00	0.00
*** 420 INTEGRATION SPECIALIST	22700	19463.48	0	21000	0.00	21000.00	21000
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 640 GRAD STDS - STAFF DEVELOPMEN	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 643 CSPD GRANT	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 643 CIMP GRANT	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	4000	2827.03	0	3000	0.00	3000.00	7400
*** 650 METRO BCSU GRANT	4000	2827.03	0	3000	0.00	3000.00	7400
*** *** 350 SPECIAL EDUCATION	19270901	18279147.65	19919903	20514101	17085378.44	3428722.56	22927774
000 GENERAL	58868	45187.60	10277	15000	0.00	15000.00	7400
*** 000 GENERAL	58868	45187.60	10277	15000	0.00	15000.00	7400
*** *** 352 SP ED SUMMER SCHOOL	58868	45187.60	10277	15000	0.00	15000.00	7400
000 GENERAL	0	0.00	0	42	42.50	0.50	0.50
004 WASHINGTON DC TRIP	0	7885.01	0	0	0.00	0.00	0.00
*** 000 GENERAL	0	7885.01	0	42	42.50	0.50	0.50

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PKG ORG FD	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
101 411 400 02	0	0	0.00	0	0	0.00	0.00	0.00
101 STEPS OF HOPE GRANT								
102 YOUTHPREP GRANT	0	0	0.00	0	5000	0.00	5000.00	5000.00
*** 411 AUTISTIC	0	0	0.00	0	5000	0.00	5000.00	5000.00
*** *** 400 SUN	0	7885.01		0	5042	42.50	4999.50	
000 GENERAL	0	1500.00		0	0	0.00	0.00	0.00
*** 000 GENERAL	0	1500.00		0	0	0.00	0.00	0.00
*** *** 500 DASH	0	1500.00		0	0	0.00	0.00	0.00
*** *** *** 02 SPECIAL ED	19597538	18615958.77	20184095	20884339	17405680.95		3478658.05	23279581

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC

SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

CRS PRG ORG FD 000 770 005 03	BUDGET	PRIOR YEAR ACTUAL	ADOPTED BUDGET	FISCAL YEAR 201307		REMAINING ON 06/30/14	NEXT YEAR BUDGET
				REVISED BUDGET THRU 06/30/14			
000 GENERAL	23750	18629.77	23000	23000	0.00	23000.00	23000
*** 770 FOOD SERVICES	23750	18629.77	23000	23000	0.00	23000.00	23000
*** ** 005 DISTRICT WIDE	23750	18629.77	23000	23000	0.00	23000.00	23000
000 GENERAL	20100	17572.00	17300	17300	16848.27	451.73	20250
*** 770 FOOD SERVICES	20100	17572.00	17300	17300	16848.27	451.73	20250
*** ** 030 TESA	20100	17572.00	17300	17300	16848.27	451.73	20250
000 GENERAL	22975	17730.16	16400	16400	15734.36	665.64	19650
*** 770 FOOD SERVICES	22975	17730.16	16400	16400	15734.36	665.64	19650
*** ** 051 IDEA	22975	17730.16	16400	16400	15734.36	665.64	19650
000 GENERAL	34175	31847.34	23950	23950	20483.19	3466.81	24750
*** 770 FOOD SERVICES	34175	31847.34	23950	23950	20483.19	3466.81	24750
*** ** 400 SUN	34175	31847.34	23950	23950	20483.19	3466.81	24750
000 GENERAL	0	0.00	13625	13625	10008.56	3616.44	16600
*** 770 FOOD SERVICES	0	0.00	13625	13625	10008.56	3616.44	16600
*** ** 700 T.E.A	0	0.00	13625	13625	10008.56	3616.44	16600
*** ** 03 FOOD SERVICE FND	101000	85779.27	94275	94275	63074.38	31200.62	104250

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

ACCOUNT RANGES: 01 TO 21-999

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 000 000 05	0	0.00	0	0	0.00	0.00	0.00
*** 000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** *** 000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	706.54	18000	0	0.00	0.00	0.00
*** 000 GENERAL	0	706.54	18000	0	0.00	0.00	0.00
*** *** 005 DISTRICT WIDE	0	706.54	18000	0	0.00	0.00	0.00
000 GENERAL	18000	27852.58	0	18000	27852.58	9852.58-	27000
*** 000 GENERAL	18000	27852.58	0	18000	27852.58	9852.58-	27000
000 GENERAL	558376	58376.26	559095	559095	559095.00	0.00	559401
*** 850 CAPITOL FACILITIES	558376	58376.26	559095	559095	559095.00	0.00	559401
*** *** 051 IDEA	576376	58228.84	559095	577095	586947.58	9852.58-	586401
*** *** 05 CAP EQ - DISTR-WIDE	576376	586935.38	577095	577095	586947.58	9852.58-	586401

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	500	197.87	0	0	0.00	0.00	
000 000 005 06	500	197.87	0	0	3.00	0.00	
000 GENERAL							
*** 000 GENERAL							
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 870 SEC BLDG CONSTRUCTION	0	0.00	0	0	0.00	0.00	
*** *** 005 DISTRICT WIDE	500	197.87	0	0	0.00	0.00	
*** *** 06 SEED BLDG CONST FD	500	197.87	0	0	0.00	0.00	

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	< - - PRIOR YEAR - - >		< - - FISCAL YEAR 201307 - - >		< - - REMAINING - - >	
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	0	0.00	0	0.00		0.00
000 910 005 07	0	0.00	0	0.00		0.00
000 GENERAL	0	0.00	0	0.00		0.00
*** 910 SEC DEBT REDEMPTION	0	0.00	0	0.00		0.00
*** *** 005 DISTRICT WIDE	0	0.00	0	0.00		0.00
*** *** ** 07 SPED DEBT REDEMPT RD	0	0.00	0	0.00		0.00

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-992

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	< - - PRIOR YEAR - - >	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201397	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG ED	0	0.00	0	0	0.00	0.00	
000 000 000 08	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 000 GENERAL	0	0.00	0	0	0.00	0.00	
*** ** 000 GENERAL	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 960 OTHER NONRECURRING ITEMS	0	0.00	0	0	0.00	0.00	
*** ** 005 DISTRICT WIDE	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.55	353	353	0.00	353.00	
*** 321 HEALTH OCC ED	0	0.55	353	353	0.00	353.00	
300 DCALS	481	425.00	405	405	105.50	299.50	400
*** 398 DCALS	481	425.00	405	405	105.50	299.50	400
399 K OBRLEN STUDENT ORG	0	0.00	456	1115	1115.00	0.00	1000
*** 399 CAREER AND TECH GENERAL	0	0.00	456	1115	1115.00	0.00	1000
*** ** 300 SECONDARY VOCATIONAL	481	425.55	1214	1873	1220.50	652.50	1400
015 HETLAND DONATIONS	0	550.00	515	515	0.00	515.00	515
020 BUDACH DONATIONS	0	1050.00	1050	1050	0.00	1050.00	1050
*** 400 SPECIAL ED NON REIMB	0	1600.00	1565	1565	0.00	1565.00	1565
*** ** 350 SPECIAL EDUCATION	0	1600.00	1565	1565	0.00	1565.00	1565
*** ** ** 08 TRUST FUND	481	2025.55	2779	3438	1220.50	2217.50	2965

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307 THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 850 051 09	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 850 CAPITAL FACILITIES	0	0.00	0	0	0.00	0.00	0.00
*** *** 051 WEEA	0	0.00	0	0	0.00	0.00	0.00
990 MN DEPT OF CORRECTIONS	0	0.00	0	0	0.00	0.00	0.00
*** 030 LINE ADMINISTRATION	0	0.00	0	0	0.00	0.00	0.00
*** *** 350 SPECIAL EDUCATION	0	0.00	0	0	0.00	0.00	0.00
*** *** ** 09 AGENCY FUND	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	PRIOR YEAR		FISCAL YEAR 201307		REMAINING		NEXT YEAR
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ON 06/30/14	BUDGET	
CRS PRG ORG FD							
000 000 000 10	0	0.00	0	0.00	0.00	173948	173948
000 GENERAL	0	0.00	0	0.00	0.00	173948	173948
*** 000 GENERAL	0	0.00	0	0.00	0.00	173948	173948
*** ** 000 GENERAL	0	0.00	0	0.00	0.00	173948	173948
000 GENERAL	482686	471926.00	484574	250291.45	221059.55	299814	299814
*** 000 GENERAL	482686	471926.00	484574	250291.45	221059.55	299814	299814
000 GENERAL	0	0.00	0	0.00	0.00	0.00	0.00
*** 010 SCHOOL BOARD	0	0.00	0	0.00	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0.00	0.00	0.00	0.00
*** 020 OFFICE OF SUPT	0	0.00	0	0.00	0.00	0.00	0.00
000 GENERAL	2500	2020.00	0	1800.00	1100.00	3000	3000
*** 022 PERSONNEL	2500	2020.00	0	1800.00	1100.00	3000	3000
000 GENERAL	0	0.00	0	919.47	919.47-	919.47-	919.47-
*** 111 BUSINESS SERVICES 917 ONLY	0	0.00	0	919.47	919.47-	919.47-	919.47-
000 GENERAL	13957	6454.17	8603	8643.43	40.43-	3000	3000
*** 120 HEALTH & WELLNESS PROG	13957	6454.17	8603	8643.43	40.43-	3000	3000
000 GENERAL	13000	12923.66	13000	0.00	13000.00	13000	13000
*** 140 MGMT INFO SYSTEM	13000	12923.66	13000	0.00	13000.00	13000	13000
000 GENERAL	0	0.00	0	0.00	0.00	0.00	0.00
*** 960 OTHER NONRECURRING ITEMS	0	0.00	0	0.00	0.00	0.00	0.00
000 GENERAL	512143	493323.83	495854	261654.35	234199.65	318814	318814
*** ** 005 DISTRICT WIDE	512143	493323.83	495854	261654.35	234199.65	318814	318814
*** ** 10 INSTIT. SUPPORT	512143	493323.83	495854	261654.35	234199.65	492762	492762

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
300 215 071 13	6000	4549.15	6000	6000		2469.70	6000
300 DCALS SCHOOL STORE	6000	4549.15	6000	6000		2469.70	6000
*** 215 BUSINESS	6000	4549.15	6000	6000		2469.70	6000
*** *** 071 DCALS	6000	4549.15	6000	6000		2469.70	6000
310 DWHALC	3900	3348.18	3900	3900		2132.51	3889
*** 215 BUSINESS	3900	3348.18	3900	3900		2132.51	3889
*** *** 080 WHAL	3900	3348.18	3900	3900		2132.51	3889
505 ANIMAL	0	0.00	0	0		0.00	0.00
*** 301 AGRICULTURE ED	0	0.00	0	0		0.00	0.00
545 COMPUTER	1000	180.69	1000	1000		1000.00	1000
*** 311 DISTRIBUTIVE ED	1000	180.69	1000	1000		1000.00	1000
816 AUTO BODY	0	3950.00	0	0		0.00	0.00
833 CONSTR TRADES	50500	1069.78	4500	4500		39185.41	51000
873 GRAPHIC COMMUNICATION	18000	21475.56	17400	18573		3283.20	21029
*** 361 TRADE & INDUSTRIAL	68500	25495.34	21900	23073		35902.21	72029
908 FUND CHEF TRAINING	20400	30901.71	21300	21300		8293.62	29000
995 FOOD INDUSTRY CAREER	5720	8803.48	5720	7645		64.78	7000
*** 365 SERVICES OCCUPATION/OCCUPATI	26120	39705.19	27020	28985		8228.84	36000
*** *** 300 SECONDARY EDUCATION	95620	66381.22	49920	53018		43131.05	109029
*** *** *** 13 SECONDARY RESALE ACTI	105520	74278.55	59820	62918		38528.84	118918

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
201 215 350 14	10000	8946.31	9600	9600	8486.21	1113.79	10000
201 RED BRICK RESALE	2500	1494.92	2500	2500	0.00	2500.00	
202 LAKEVILLE TESA RESALE	7000	2791.87	500	500	1098.72	598.72-	
203 TESA WORKS RESALE	4000	4320.93	4000	4000	4560.22	560.22-	5000
204 BOOKSTORE RESALES	0	14.00	0	0	0.00	0.00	
205 PD WORKS RESALE	1000	286.89	500	500	415.20	54.80	400
206 SUNNY SIDE MARKET	24500	17854.92	17100	17100	14590.35	2509.65	15400
*** 215 BUSINESS	24500	17854.92	17100	17100	14590.35	2509.65	15400
*** ** 350 SPECIAL EDUCATION	24500	17854.92	17100	17100	14590.35	2509.65	15400
*** ** 14 SPECIAL ED RESALE ACT							

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS BRG ORG FD	0	0	0.00	0	0	0.00	0.00	
000 000 005 15	0	0	0.00	0	0	0.00	0.00	
000 GENERAL								
*** 000 GENERAL								
000 GENERAL	50000	44057.60	44057.60	50000	50000	22855.42	27144.58	45000
*** 113 LEGAL SERVICES	50000	44057.60	44057.60	50000	50000	22855.42	27144.58	45000
700 SUPPLEMENTAL EDU SERV PROV	0	0	0.00	0	0	0.00	0.00	
*** 790 OTHER PUPIL SUPPORT SERVICES	0	0	0.00	0	0	0.00	0.00	
*** *** 005 DISTRICT WIDE	50000	44057.60	44057.60	50000	50000	22855.42	27144.58	45000
*** *** *** 15 917 SUPPORT SERVICES	50000	44057.60	44057.60	50000	50000	22855.42	27144.58	45000

REPORT: BUDGETWK 038 BOARD REPORTS - REVENUE BUDGET FY 14-15
 REVENUE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

	< - - PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	194000	194237.20	205000	205000	205000.00	0.00	205000
000 000 005 20	194000	194237.20	205000	205000	205000.00	0.00	205000
000 GENERAL	194000	194237.20	205000	205000	205000.00	0.00	205000
*** 000 GENERAL	194000	194237.20	205000	205000	205000.00	0.00	205000
*** ** 005 DISTRICT WIDE	194000	194237.20	205000	205000	205000.00	0.00	205000
*** ** 20 INTERNAL SERVICE FUND	194000	194237.20	205000	205000	205000.00	0.00	205000

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN SRC
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

CRS PRG ORG FD	250 110 005 21	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201397	REMAINING ON 06/30/14	NEXT YEAR BUDGET
250 SFI DENTAL PROGRAM		325000	300000	300000	282536.54	17463.46	310000
*** 110 BUSINESS SERVICES		325000	300000	300000	282536.54	17463.46	310000
*** ** 005 DISTRICT WIDE		325000	300000	300000	282536.54	17463.46	310000
*** ** 21 SELF FUNDED INS PROGR		325000	300000	300000	282536.54	17463.46	310000

*** REPORT TOTALS: 25444172 24268975.04 25441326 26046887 21420336.73 4626550.27 28522038

Report Options Print Out

Date: 05/27/2014

Time: 10:41

District : 0917 - Intermediate School Dist 917
 Report : BUDGETWK - BOARD REPORTS - EXP BUDGET FY 14-15
 Report Seq : 039 Page Limit : 0 Mix # : 000009800
 Report Desc : 07012013- 06302014 AFTER ADOPTED ORDER IT CURRENT YEAR COLUMN
 Requestor : NICOLLE Ordered By : Whitmer, Val
 Destination 1 : LSDK2061319027 LSDK2061319027 Copies : 1
 Email Typ/Addr:
 Destination 2 : Copies : 0
 Email Typ/Addr:
 Paper Form : DLTI01 - LINE SPACING = 2

SEQ	ELEMENT NAME	TOTAL	PAGE BREAK	SERIES TOTAL
01	Fund	Y	Y	
02	Organization (Segment 2)	Y		
03	Program (Segment 3)	Y		
04	Course (Segment 6)	Y		
05	Finance (Segment 4)			
06	Object/Source (Segment 5)			

I/E	ELEMENT NAME	FROM VALUE	TO VALUE
I	Acct Nbr	01	21-999

PARAMETERS	FROM VALUE	TO VALUE
Enter Date Range - MMDDYY Format	070113	063014
Accounts : 1-All 2-Act 3-Ina 4-NY 5-A&NY	5	
Print : 1-Detail, 2-Summary	2	
Acct Type: 4-Rev 5-Exp 8-4,5	5	
Separate Rev and Exp ? - Y or N	Y	
Suppress Zero Balances ? - Y or N	N	
To print UFARS segments on totals: "X"		
Primary Sort: blank=none 1-Mngr, 2-FERC		
3-Rev Class,4-Exp Prog,5-Flex A,6-Flex B		
Print Acct Manager ? Y or N		
Download Format ? - Y or N	N	
Print Parameters after page ONE? Y or N	Y	
Download Report Total ? - Y or N		

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999
 ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCOMPASSED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 GENERAL	0	0	29.89	0	0	0.00	0.00	0.00
*** 110 BUSINESS SUPPORT SERVICES	0	0	29.89	0	0	0.00	0.00	0.00
000 GENERAL	0	0	0.00	0	0	0.00	0.00	0.00
*** 920 RETIRE OF NONBONDED OBLIGATI	0	0	0.00	0	0	0.00	0.00	0.00
*** *** 005 DISTR WIDE	0	0	29.89	0	0	0.00	0.00	0.00
000 GENERAL	211280	205891.92	158198	160591	133353.01	302.49	27035.50	165257
*** 050 SCHOOL ADMIN	211280	205891.92	158198	160591	133353.01	302.49	27035.50	165257
000 GENERAL	992596	1038005.31	932971	934183	719452.44	2917.47	211813.09	912059
*** 211 EDUC - SEC GEN	992596	1038005.31	932971	934183	719452.44	2917.47	211813.09	912059
000 GENERAL	2000	592.00	2000	2000	334.98	1665.02	2000	2000
*** 610 CURRICULUM DEVELOPMENT	2000	592.00	2000	2000	334.98	1665.02	2000	2000
*** *** 071 DCALS	1205876	1244889.23	1093169	1096874	853140.43	3219.96	240513.61	1079316
000 GENERAL	77887	59194.03	57343	34819	31067.59	3751.41	33650	33650
050 SOBRIETY HIGH SERV	15281	13533.00	0	0	0.00	0.00	0.00	0.00
*** 211 EDUC - SEC GEN	93168	72727.03	57343	34819	31067.59	3751.41	33650	33650
*** *** 078 DCALS EDOP	93168	72727.03	57343	34819	31067.59	3751.41	33650	33650
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00	0.00
*** 050 SCHOOL ADMIN	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL	6150	6825.31	5541	12741	3117.59	9623.41	14291	14291
*** 211 EDUC - SEC GEN	6150	6825.31	5541	12741	3117.59	9623.41	14291	14291
*** *** 079 WHAL EXT DAY	6150	6825.31	5541	12741	3117.59	9623.41	14291	14291
000 GENERAL	77483	62559.05	58933	50297	38693.92	466.62	11136.46	50261
*** 050 SCHOOL ADMIN	77483	62559.05	58933	50297	38693.92	466.62	11136.46	50261
000 GENERAL	307960	265050.93	201848	274667	205178.44	1073.64	88414.92	228624
*** 211 EDUC - SEC GEN	307960	265050.93	201848	274667	205178.44	1073.64	88414.92	228624

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	PRIOR YEAR		FISCAL YEAR 201307		REVISIED		ENCUMBERED		REMAINING		NEXT YEAR	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	THRU 06/30/14	BUDGET	THRU 06/30/14	ON 06/30/14	BUDGET	500	500
000 GENERAL	500	14.00	500	500	500	80.54	500	419.46	500	500		
*** 610 CURRICULUM DEVELOPMENT	500	14.00	500	500	500	80.54	500	419.46	500	500		
000 GENERAL	51455	46162.22	53301	53301	54652	929.78	50762.00	2960.22	57829	57829		
*** 810 OPERATIONS AND MAINTENANCE	51455	46162.22	53301	53301	54652	929.78	50762.00	2960.22	57829	57829		
*** *** 080 WHAL	437398	373786.20	314582	314582	380116	244882.68	52302.26	82931.06	337214	337214		
100 ISD 197 SERVICES	8490	4538.18	0	1986	2051.72	65.72						
300 271 TARGETED SERVICES	200	63.31	0	0	0.00	0.00						
700 ISD 192 TARGETED SERVICES	11887	8992.16	0	1532	1531.18	0.82						
*** 050 SCHOOL ADMIN	20577	13600.65	0	3518	3582.90	64.90						
100 ISD 197 SERVICES	0	129.54	0	0	0.00	0.00						
101 ISD 197 FRIENDLY HILLS MS	55185	67548.23	0	0	0.00	0.00						
102 ISD 197 HERITAGE MS	45265	62688.26	0	0	0.00	0.00						
103 ISD 917 SOMERSET ES	19943	15735.52	0	0	0.00	0.00						
104 ISD 197 MORELAND ES	65708	61952.53	0	0	172.60	172.60						
105 ISD 197 GARLOUGH ES	55498	54060.92	0	0	0.00	0.00						
106 ISD 197 PILOT KNOB ES	37713	23351.77	0	0	0.00	0.00						
107 ISD 197 MENDOTA ES	13201	10757.47	0	0	0.00	0.00						
701 ISD 192 AKIN RD ES	37849	43294.46	0	0	62.31	62.31						

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307 ENCU MBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
702 211 081 01	23609	24933.40	0	0	0.00	0.00	0.00
702 ISD 192 - FARMINGTON ES							
703 ISD 192 - MEADOWVIEW ES	16196	16636.45	0	0	0.00	0.00	0.00
704 ISD 192 - NORTH TRAIL ES	34944	30993.15	0	0	72.00	72.00-	
705 ISD 192 - RIVERVIEW ES	18510	20248.07	0	0	0.00	0.00	0.00
706 ISD 192 - BOECKMAN MS	12774	13314.04	0	0	0.00	0.00	0.00
707 ISD 192 - DODGE MS	12708	12774.85	0	0	0.00	0.00	0.00
*** 211 EDUC - SEC GEN	449103	458418.66	0	0	307.51	307.51-	
*** *** 081 TARGETED SERVICES	469680	472019.31	0	3518	3890.41	372.41-	
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 002 PRINT PRODUCTION CENTER	0	0.00	0	0	0.00	0.00	0.00
431 OVERHEAD-ADMIN	14388	13501.70	17851	18724	18723.81	0.19	17072
*** 010 SCHOOL BOARD	14388	13501.70	17851	18724	18723.81	0.19	17072
431 OVERHEAD-ADMIN	56277	55597.55	62370	62808	62807.75	0.25	71452
*** 020 OFFICE OF SUPT	56277	55597.55	62370	62808	62807.75	0.25	71452
431 OVERHEAD-ADMIN	12967	13008.00	14762	14811	14810.42	0.58	15299
*** 022 PERSONNEL	12967	13008.00	14762	14811	14810.42	0.58	15299
432 OVERHEAD ALLOC DCTC	1058	915.33	1203	1025	512.30	0.71	1128
433 ADMIN-GEN VOC	137208	134073.46	120491	115642	99591.10	127.91	118593
*** 030 LINE ADMIN	138266	134988.79	121694	116667	100103.40	639.90	119721
310 DWHALC	0	0.00	0	0	0.00	0.00	0.00
*** 050 SCHOOL ADMIN	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ

SUBTOTALS BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
431 110 300 01	112094	113219.66	119716	118792	118791.53	0.47	126754
431 OVERHEAD-ADMIN	112094	113219.66	119716	118792	118791.53	0.47	126754
*** 110 BUSINESS SUPPORT SERVICES	40302	39178.59	45369	46613	46613.08	0.08-	46907
431 OVERHEAD-ADMIN	40302	39178.59	45369	46613	46613.08	0.08-	46907
*** 140 MGMT INFO SYSTEMS	0	0.00	0	0	0.00	0.00	0.00
595 ANIMAL	0	0.00	0	0	0.00	0.00	0.00
*** 301 AGRICULTURE ED	88658	86123.14	88698	94022	68606.75	25415.25	97438
545 COMPUTER	88658	86123.14	88698	94022	68606.75	25415.25	97438
*** 311 DISTR ED	0	0.00	0	0	0.00	0.00	0.00
608 PUBLIC SAFETY	0	0.00	0	0	0.00	0.00	0.00
614 MEDICAL	100706	97087.39	103046	104689	72324.41	32364.59	107064
*** 321 HEALTH OCC ED	100706	97087.39	103046	104689	72324.41	32364.59	107064
604 PARENTING	0	0.00	0	0	0.00	0.00	0.00
*** 331 HOME ECONOMICS ED	0	0.00	0	0	0.00	0.00	0.00
350 NANOSCIENCE TECH	18425	12662.84	25645	30932	15387.44	4730.56	10814.00
*** 351 TECHNICAL ED	18425	12662.84	25645	30932	15387.44	4730.56	10814.00
816 AUTO BODY	0	0.00	0	0	0.00	0.00	0.00
817 VEHICLE SERVICE	90221	89365.66	92364	94000	69616.36	23752.74	96830
833 CONSTR TRADES	101965	103275.88	104018	104820	74717.18	28418.88	104965
851 HVY DUTY TRUCK	96336	93808.41	99976	99882	71916.96	27124.65	101455
873 GRAPHIC	120855	116133.94	122868	124575	86874.72	37306.80	116550

EXPENDITURE BUDGET WORKSHEET

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADAPTED BUDGET		REVISED BUDGET		FISCAL YEAR 201307		REMAINING ON 06/30/14	NEXT YEAR BUDGET
			06/30/13	06/30/14	06/30/13	06/30/14	THRU 06/30/14	THRU 06/30/14		
893 WELDING	0	0.00	0	0	0	0	0.00	0.00		
*** 361 TRADE & IND ED	409378	402583.89	419226	423377	303125.22	3648.71	116603.07	419840		
908 FUND CHEF	114798	116293.60	116978	116889	87138.33	2025.63	27725.04	118126		
*** 365 SERVICE OCCUPATIONS	114798	116293.60	116978	116889	87138.33	2025.63	27725.04	118126		
819 WORK EXP SEC PRG	0	0.00	0	0	89.32		89.32-	35212		
*** 371 GENERAL STUDIES	0	0.00	0	0	89.32		89.32-	35212		
000 GENERAL	146087	139354.75	148348	148348	39877.57	8437.50	100032.93	150001		
011 PRIOR YR PED AWARDS	12047	11221.94	0	7612	4016.25		3595.75	7612		
963 SEC STUDENT SERVICES	70028	51180.55	98303	51823	37977.55		13845.45			
971 CAREER EXPLOR	118024	127456.61	100240	113726	85466.77	234.92	28024.31	116150		
994 TECHNICAL TUTORS	116772	113870.12	146443	119739	86058.64		33680.36	117929		
995 FOOD INDUSTRY	126199	119619.08	106741	118290	86561.20	601.11	31127.69	85111		
*** 380 SPECIAL NEEDS	589157	562703.05	600075	559538	339957.98	9273.53	210306.49	476803		
200 E-BAY/INTERNET SALES	0	0.00	0	0	0.00		0.00			
432 OVERHEAD ALLOC DCTC	16755	15180.13	16569	15526	7762.85	7753.06	10.09	15925		
433 ADMIN-GEN VOC	92188	72236.17	101552	89052	63521.79	648.14	24882.07	113198		
*** 396 GEN'L VOC	108943	87416.30	119121	104578	71284.64	8401.20	24892.16	129123		
310 DMHALC	0	0.00	0	0	0.00		0.00			
*** 398 EDUC-SEC GENERAL	0	0.00	0	0	0.00		0.00			

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ

SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
545 610 300 01	0	0.00	0	0	0	0	0	0.00

545 COMPUTER	0	0.00	0	0	0	0	0.00	0.00
614 MEDICAL	0	0.00	0	0	0	0	0.00	0.00
816 AUTO BODY	0	0.00	0	0	0	0	0.00	0.00
817 VEHICLE SERVICE	0	0.00	0	0	0	0	0.00	0.00
833 CONSTR TRADES	0	0.00	0	0	0	0	0.00	0.00
851 Hvy DUTY TRUCK	0	0.00	0	0	0	0	0.00	0.00
873 GRAPHIC	0	0.00	0	0	0	0	0.00	0.00
908 FUND CHRF	0	0.00	0	0	0	0	0.00	0.00
971 CAREER EXPLOR	0	0.00	0	0	0	0	0.00	0.00

995 FOOD INDUSTRY	0	0.00	0	0	0	0	0.00	0.00
*** 610 CURRICULUM DEVELOPMENT	0	0.00	0	0	0	0	0.00	0.00
000 GENERAL	2000	449.00	2000	2000	319.98	1680.02	2000	2000
*** 640 STAFF DEVELOPMENT	2000	449.00	2000	2000	319.98	1680.02	2000	2000

995 FOOD INDUSTRY	0	0.00	0	0	0	0	0.00	0.00
*** 760 PUPIL TRANSPORTATION	0	0.00	0	0	0	0	0.00	0.00
000 GENERAL	0	0.00	0	0	0	0	0.00	0.00

432 OVERHEAD ALLOC DCTC	232950	227671.16	220863	227851	113925.17	113918.80	7.03	234685
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REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999
 ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCOMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
995 810 300 01	0	227671.16	220863	227851	113925.17	7.03	234685
995 FOOD INDUSTRY							
*** 810 OPERATIONS AND MAINTENANCE	232950	227671.16	220863	227851	113925.17	7.03	234685
000 GENERAL							
*** 940 FIXED CHARGES	9100	8953.22	9100	9614	9459.29	0.38	9900
	9100	8953.22	9100	9614	9459.29	0.38	9900
000 GENERAL							
*** 950 TRANSFERS	0	0.00	0	0	0.00	0.00	0.00
*** *** 300 SECONDARY EDUCATION	2048409	1971437.88	2085514	2051905	1443468.52	459560.38	2027396
000 GENERAL							
*** 310 OPERATIONS AND MAINTENANCE	0	0.00	0	0	0.00	0.00	0.00
*** *** 301 SEC CAREER ACADEMY	0	0.00	0	0	0.00	0.00	0.00
*** *** *** 01 SECONDARY ED	4260681	4141314.85	3556149	3579973	2579567.22	796007.46	3491867

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	PRIOR YEAR		FISCAL YEAR 2013-07		ENCUMBERED	REMAINING	NEXT YEAR
	BUDGET	ACTUAL	ADOPTED	REVISED			
CRS PRG ORG FD							
000 110 005 02	0	0.00	0	0	0.00	0.00	0.00
*** 110 BUSINESS SUPPORT SERVICES	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL							
*** 920 RETIRE OF NONBONDED OBLIGATI	0	0.00	0	0	0.00	0.00	0.00
*** *** 005 DISTR WIDE SVC	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	40360	28911.53	28091	39041	6891.39	32149.61	23653
*** 400 SPECIAL ED NON REIMB	40360	28911.53	28091	39041	6891.39	32149.61	23653
000 GENERAL							
*** 401 SPL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	693019	672919.09	673186	573565	378567.81	194955.22	605088
619 NON REIMB SPED EXP - FED							
*** 402 DCD MILD-MOD	0	0.00	0	0	0.00	0.00	43650
000 GENERAL	693019	672919.09	673186	573565	378567.81	194955.22	648738
619 NON REIMB SPED EXP - FED							
*** 403 DCD/SP	169406	167828.65	189163	203313	97497.90	105815.10	319397
000 GENERAL	169406	167828.65	189163	203313	97497.90	105815.10	319397
000 GENERAL							
*** 404 PL	6887	7481.65	9348	0	484.62	484.62	1000
000 GENERAL	6887	7481.65	9348	0	484.62	484.62	1000
000 GENERAL							
*** 405 DHOH	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	200	0.00	200	0	0.00	0.00	0.00
*** 406 VISUALLY IMPAIRED	200	0.00	200	0	0.00	0.00	0.00
000 GENERAL	0	6599.49	0	0	0.00	0.00	0.00
*** 407 SLD	0	6599.49	0	0	0.00	0.00	0.00

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG	ORG	FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
			< -	- >	< -	- >	- >	- >	< -
			PRIOR YEAR	FISCAL YEAR	201307	06/30/14	THRU 06/30/14	ON 06/30/14	BUDGET
			BUDGET	ACTUAL	BUDGET	BUDGET	THRU 06/30/14	ON 06/30/14	BUDGET
000 GENERAL	*** 408	030 02	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	*** 409	DEAF-BLIND	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	*** 410	ORD	10	3688.97	10	1010	82053.30	81043.30-	1000
000 GENERAL	*** 411	AUTISTIC	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	*** 412	DD/EC	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	*** 414	TBI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	*** 416	SMI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	101508		95279.51	88570	92972	74343.96	433.00	18195.04	43628
619 NON REIMB SPED EXP - FED	*** 420	SPEC ED AGGREGATE	0	0.00	0	0	0.00	0.00	3800
000 GENERAL	*** 640	GRAD STDS - STAFF DEVELOP	0	0.00	0	0	0.00	0.00	47428
000 GENERAL	*** 810	OPERATIONS AND MAINTENANCE	135449	134094.89	137815	67054.27	38198.02	2340.71	77835
000 GENERAL	*** 030	TESA	1708540	1649356.25	1512403	67054.27	38198.02	2340.71	77835
					1400167	1042002.58	44712.00	313452.42	1570709

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Acces
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCUMBERED	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD 000 400 051 02	127930	116777.17	88512	93532	17330.64	51122.61	25078.75 66402
000 GENERAL							
803 SATELLITES *** 400 SPECIAL ED NON REIMB	0	0.00	0	0	0.00	0.00	4.00 66802
000 GENERAL							
803 SATELLITES *** 401 SPL	0	0.00	0	128	127.27	0.73	0.00 0.73
000 GENERAL							
803 SATELLITES *** 402 DCD MILD-MOD	200	1093.58	200	700	506.47	193.53	200 200
000 GENERAL							
803 SATELLITES *** 403 DCD/SP	0	121.03	0	0	0.00	0.00	0.00 0.00
000 GENERAL							
803 SATELLITES *** 404 PT	0	0.00	0	0	0.00	0.00	0.00 0.00
000 GENERAL							
803 SATELLITES *** 405 DHOH	0	0.00	0	0	0.00	0.00	0.00 0.00
000 GENERAL							
803 SATELLITES *** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	0.00 0.00
000 GENERAL							
000 GENERAL	0	887.13	0	3200	155.00	3045.00	

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
803 PRG ORG FD	0	0.00	0	0	0.00	0.00	
803 407 051 02	0	887.13	0	3200	155.00	3045.00	
803 SATELLITES							
*** 407 SLD							
000 GENERAL	1528481	1454045.60	1288924	1335989	946746.70	19826.57	369415.73 1409213
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	8000
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	6940
803 SATELLITES	32240	15621.68	16350	9300	6065.18	1225.76	2609.05 5650
*** 408 FBD	1560721	1469667.28	1305274	1345689	952811.88	21052.33	372024.79 1429803
000 GENERAL	172181	123994.36	180179	105666	132345.74		26679.74- 35817
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
803 SATELLITES	0	1695.09	0	0	0.00	0.00	0.00
*** 410 OHF	172181	125689.45	180179	105666	132345.74		26679.74- 35017
000 GENERAL	0	577.62	0	0	1200.45		1200.45- 1500
803 SATELLITES	1510	0.00	0	0	0.00	0.00	0.00
*** 411 ARTISTIC	1510	577.62	0	0	1200.45		1200.45- 1500
000 GENERAL	0	0.00	0	0	0.00	0.00	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	PRIOR YEAR ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
803 412 051 02	612	530.25	604	0	0.00	0.00	0.00
803 SATELLITES							
*** 414 FBI	612	530.25	604	0	0.00	0.00	0.00
000 GENERAL							
803 SATELLITES							
*** 416 SMI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL							
803 SATELLITES							
*** 416 SMI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL							
618 NON REIMB SPED EXP - FED	197847	169076.25	183374	174311	126959.94	1384.00	45967.06
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	1650
803 SATELLITES							
*** 420 SPEC ED AGGREGATE	16050	12372.77	5300	5300	1995.90	428.05	1850
000 GENERAL	213897	181449.02	188674	179611	128955.84	1812.05	142161
*** 618 CURR-STAFF DEVELOPMENT	0	0.00	0	0	0.00	0.00	19995
000 GENERAL							
*** 640 GRAD STDS - STAFF DEVELOPMEN	0	1100.00	0	0	0.00	0.00	0.00
000 GENERAL							
*** 640 GRAD STDS - STAFF DEVELOPMEN	116437	109231.00	135208	128290	89605.13	17042.42	127162
803 SATELLITES							
*** 810 OPERATIONS AND MAINTENANCE	259974	251864.53	282427	108347	107651.74	201.30	109600
000 GENERAL	376411	361095.53	417635	236437	197256.87	17243.72	236762

DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14 EXPENDITURE BUDGET WORKSHEET

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 850 CAPITAL FACILITIES	0	0.00	0	0	0.00	0.00	0.00
*** ** 051 IDEA	2453162	2258988.06	2181078	1965363	1430690.16	91230.71	443442.13
000 GENERAL	43580	26235.38	49223	75396	30773.58	35715.75	8906.67
*** 400 SPECIAL ED NON REIMB	43580	26235.38	49223	75396	30773.58	35715.75	8906.67
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 401 SPL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	54760	54944.21	55852	250	42685.60	42435.60	42435.60
*** 402 DCD MILD-MOD	54760	54944.21	55852	250	42685.60	42435.60	42435.60
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 403 DCD/SP	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 404 PI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	1112435	1040930.06	1232601	1263972	932204.06	1204.07	330563.87
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	13000
*** 405 DHOH	1112435	1040930.06	1232601	1263972	932204.06	1204.07	330563.87
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 407 SLD	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 408 EBD	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD 000 409 060 02	BUDGET	PREOP YEAR ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307		NEXT YEAR BUDGET
					ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	
000 GENERAL *** 409 DEAF-BLIND	0	917.34 917.34	0	198 198	715.96 715.96	517.96 517.96	
000 GENERAL *** 410 OHD	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	
000 GENERAL *** 411 ARTISTIC	0	159.22 159.22	0	0	0.00 0.00	0.00 0.00	
000 GENERAL *** 412 DD/EC	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	
000 GENERAL *** 414 TBI	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	
000 GENERAL *** 416 SMI	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	
000 GENERAL	40593	35908.06	33886	44281	30388.86	1043.11	12849.03
619 NON REIMB SPEED EXP - FED *** 420 SPEC ED AGGREGATE	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	3270 42063
000 GENERAL *** 640 GRAD STDS - STAFF DEVELOPMEN	0	0.00 0.00	0	0	0.00 0.00	0.00 0.00	0.00 0.00
000 GENERAL *** 810 OPERATIONS AND MAINTENANCE *** *** 960 DHOH	25300 25300 1276668	25215.74 25215.74 1184310.01	23500 23500 1395062	33828 33828 14317925	31746.66 31746.66 3068514.72	2081.34 2081.34 311447.35	28340 28340 1612334
000 GENERAL *** 400 SPECIAL ED NON REIMB	8851 8851	5848.68 5848.68	7594 7594	14792 14792	13599.22 13599.22	1192.78 1192.78	9200 9200

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	FISCAL YEAR 201307	NEXT YEAR BUDGET
000 GENERAL	0	0.00	0	0	0	0.00	0.00	
*** 401 SPL	0	0.00	0	0	0	0.00	0.00	
000 GENERAL	3372	3196.79	5775	850	23.50	826.50		
*** 402 DCD MILD-MOD	3372	3196.79	5775	850	23.50	826.50		
000 GENERAL	323224	294211.62	316732	309300	195835.77	113464.23		272308
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00		1000
*** 403 DCD/SP	323224	294211.62	316732	309300	195835.77	113464.23		273308
000 GENERAL	0	0.00	0	0	0.00	0.00		
*** 404 PI	0	0.00	0	0	0.00	0.00		
000 GENERAL	0	0.00	0	0	0.00	0.00		
*** 405 DHOH	0	0.00	0	0	0.00	0.00		
000 GENERAL	0	0.00	0	0	0.00	0.00		
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00		
000 GENERAL	0	0.00	0	0	347.20	347.20-		600
*** 407 SLD	0	0.00	0	0	347.20	347.20-		600
000 GENERAL	0	0.00	0	0	0.00	0.00		
*** 408 EBD	0	0.00	0	0	0.00	0.00		
000 GENERAL	0	0.00	0	0	0.00	0.00		
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00		
000 GENERAL	865	5.84	0	0	0.00	0.00		64016
*** 410 OHD	865	5.84	0	0	0.00	0.00		64016
000 GENERAL	541299	512127.23	748677	792704	520167.11	932.22		575263

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-993

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CBS PRG ORG FD 619 411 061 02	PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
619 NON REIMB SPED EXP - FED *** 411 AUSTITIC	541399	512137.23	748677	792704	520167.11	932.22	271604.67	7000 582263
000 GENERAL *** 412 DD/EC	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL *** 414 FBI	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL	137016	101537.43	192184	149863	199307.57		49444.57-	299086
619 NON REIMB SPED EXP - FED *** 416 SMI	0	0.00	0	0	0.00	0.00	0.00	299086
000 GENERAL	80769	90705.53	61657	77624	59825.74		17798.26	80431
619 NON REIMB SPED EXP - FED *** 420 SPEC ED AGGREGATE	0	0.00	0	0	0.00	0.00	0.00	80431
000 GENERAL *** 640 GRAD STDS - STAFF DEVELOPMEN	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL *** 810 OPERATIONS AND MAINTENANCE *** *** 061 PAGES	74300 74300 1169696	52359.48 52359.48 1060002.60	23450 23450 1356069	53493 53493 1398626	51138.11 51138.11 1040244.22	1826.81 1826.81 2759.03	528.08 528.08 355622.75	24400 24400 1333304
000 GENERAL *** 400 SPECIAL ED NON REIMB	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL *** 401 SPL	0	0.00	0	0	0.00	0.00	0.00	0.00
000 GENERAL *** 402 DCD MILD-MOD	0	0.00	0	0	0.00	0.00	0.00	0.00

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED	REMAINING	NEXT YEAR
000 403 071 02	0	0.00	0	0	0	0.00	BUDGET
000 GENERAL	0	0.00	0	0	0	0.00	
*** 403 DCD/SP	0	0.00	0	0	0	0.00	
000 GENERAL	0	0.00	0	0	0	0.00	
*** 404 PI	0	0.00	0	0	0	0.00	
000 GENERAL	1034	1089.24	1066	1186	862.70	323.30	1220
*** 405 DHOH	1034	1089.24	1066	1186	862.70	323.30	1220
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	
000 GENERAL	61774	61854.97	56659	17957	11350.83	6606.17	16413
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 407 SID	61774	61854.97	56659	17957	11350.83	6606.17	16413
000 GENERAL	88771	88264.68	77513	20155	14147.30	6007.70	16863
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 408 SID	88771	88264.68	77513	20155	14147.30	6007.70	16863
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00	
000 GENERAL	2101	2216.94	3354	1930	0.00	1930.00	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 410 OHD	2101	2216.94	3354	1930	0.00	1930.00	
000 GENERAL	0	0.00	0	40418	30148.06	10269.94	44241
*** 411 AUTISTIC	0	0.00	0	40418	30148.06	10269.94	44241

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	0	0.00	0	0	0.00	0.00	
000 412 071 02	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 412 ED/EC	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 414 TBI	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 416 SMT	0	0.00	0	0	0.00	0.00	
000 GENERAL	18840	18781.94	19142	28437	21257.25	7179.75	28830
*** 420 SPEC ED AGGREGATE	18840	18781.94	19142	28437	21257.25	7179.75	28830
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 810 OPERATIONS AND MAINTENANCE	0	0.00	0	0	0.00	0.00	
*** *** 071 DCALS	172520	172207.77	157734	110083	77766.14	32316.86	107667
000 GENERAL	0	0.00	0	0	0.00	0.00	690
*** 050 SCHOOL ADMIN	0	0.00	0	0	0.00	0.00	690
000 GENERAL	0	0.00	0	0	0.00	0.00	211326
*** 211 EDUC - SEC. GEN	0	0.00	0	0	0.00	0.00	211326
000 GENERAL	3453	3452.74	0	0	0.00	0.00	0.00
*** 400 SPECIAL ED NON REIMB	3453	3452.74	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 401 SPL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 402 DCD MILD-MOD	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 405 DHOH	0	0.00	0	0	0.00	0.00	0.00

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Acces
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	PRIOR YEAR		FISCAL YEAR 201367		REMAINING		NEXT YEAR
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED	ON 06/30/14	
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 407 STD	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	237310
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	44736
*** 408 HSD	0	0.00	0	0	0.00	0.00	282046
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	225373
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00
*** 410 OHD	0	0.00	0	0	0.00	0.00	225373
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00
*** 411 ARTISTIC	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 414 TBI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	2235
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	1333
*** 420 SPEC ED AGGREGATE	0	0.00	0	0	0.00	0.00	3568
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 810 OPERATIONS AND MAINTENANCE	0	0.00	0	0	0.00	0.00	0.00
*** *** 100 YTP	3453	3452.74	0	0	0.00	0.00	723003

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD 000 050 105 02	BUDGET	PRIOR YEAR ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307		NEXT YEAR BUDGET
					THRU 06/30/14	ENCUMBERED THRU 06/30/14	
000 GENERAL	16202	17266.44	16176	19411	16221.93	306.66	19381
*** 050 SCHOOL ADMIN	16202	17266.44	16176	19411	16231.93	306.66	19381
000 GENERAL	158576	168083.08	144757	145441	107045.29	934.36	154728
*** 211 EDUC - SEC.GEN	158576	168083.08	144757	145441	107045.29	934.36	154728
000 GENERAL	5592	7322.99	18129	29295	7917.37	23377.63	10073
*** 400 SPECIAL ED NON REIMB	5592	7322.99	18129	29295	7917.37	23377.63	10073
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 401 SPL	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 402 DCD MILD-MOD	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 403 DCE/SP	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 404 PI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 405 DHOH	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 407 SID	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	232053	224094.59	252826	264871	200197.12	1150.55	284701
619 NON REIMB SPED EXP - PED	0	0.00	0	0	0.00	0.00	1800
*** 408 EBD	232053	224094.59	252826	264871	200197.12	1150.55	286501

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	PRIOR YEAR BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET		FISCAL YEAR 201307		NEXT YEAR BUDGET
				THRU 06/30/14	THRU 06/30/14	ENCUMBERED	REMAINING	
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00
*** 409 DEAF-BLIND	0	0.00	0	0	0	0.00	0.00	0.00
000 GENERAL	0	441.67	0	0	0	1963.85	1963.85-	2584
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00
*** 410 OHD	0	441.67	0	0	0	1963.85	1963.85-	2584
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00
*** 411 AUTISTIC	0	0.00	0	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00
*** 412 DD/EC	0	0.00	0	0	0	0.00	0.00	0.00
000 GENERAL	612	534.73	604	1	1	0.00	1.00	1.00
*** 414 TBI	612	534.73	604	1	1	0.00	1.00	1.00
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00
*** 416 SMI	0	0.00	0	0	0	0.00	0.00	0.00
000 GENERAL	2435	1563.25	0	1082	0	687.39	376.16	18.45
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00
*** 420 SPEC ED AGGREGATE	2435	1563.25	0	1082	0	687.39	376.16	18.45
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00
*** 640 GRAD STDS - STAFF DEVELOPMEN	0	0.00	0	0	0	0.00	0.00	0.00
000 GENERAL	2700	2711.53	2700	2700	2700	2575.14	374.86	2700
*** 810 OPERATIONS AND MAINTENANCE	2700	2711.53	2700	2700	2700	2575.14	374.86	2700
*** ** 105 JSC	418170	422018.28	435192	462801	462801	336608.09	3142.59	476817
000 GENERAL	9273	7680.98	10546	8554	8554	7287.19	1266.81	8699
*** 050 SCHOOL ADMIN	9273	7680.98	10546	8554	8554	7287.19	1266.81	8699

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	PRIOR YEAR		FISCAL YEAR 201307		REMAINING		NEXT YEAR
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	ON 06/30/14 BUDGET	
CRS PRG ORG FD	96851	108873.89	96425	119441	481.00	31725.32	111871
000 211 300 02	96851	108873.89	96425	119441	481.00	31725.32	111871
000 GENERAL							
*** 211 EDUC - SEC GEN							
000 GENERAL	2672	485.64	10820	14120	2244.40	11875.60	17656
*** 400 SPECIAL ED NON REIMB	2672	485.64	10820	14120	2244.40	11875.60	17656
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 401 SFT	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 402 DCD MILD-MOD	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 403 DCD/SP	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 404 FI	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 405 DHCW	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 407 SLE	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	91380	80531.19	95946	86663	47492.43	38863.61	63737
619 NON REIMB SPED EXP - FED	91380	80531.19	95946	86663	47492.43	38863.61	64237
*** 408 EBD	91380	80531.19	95946	86663	47492.43	38863.61	64237
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 409 DEAF BLIND	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 410 300 02	0	292.14	0.00	0	0	16332.70	16332.70	19564
000 GENERAL								
619 NON REIMB SPED EXP - FED	0	0.00	0.00	0	0	0.00	0.00	19564
*** 410 OHD								
000 GENERAL								
*** 411 APOSTIC								
000 GENERAL								
*** 412 DD/EC								
000 GENERAL								
*** 414 TBI								
000 GENERAL								
*** 416 SWI								
000 GENERAL	5370	6875.26	5031	6452	4821.54	1630.46	6816	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00	550
*** 420 SPEC ED AGGREGATE	5370	6875.26	5031	6452	4821.54	1630.46	7366	
*** *** 300 OPTIONS	205546	204739.10	218768	235830	165715.12	787.96	229893	
000 GENERAL	3399	3814.91	3732	4372	3712.15	659.85	4472	
*** 050 SCHOOL ADMIN	3399	3814.91	3732	4372	3712.15	659.85	4472	
000 GENERAL	46110	48362.29	46399	47736	31785.36	0.01	40600	
*** 211 EDUC - SEC.GEN	46110	48362.29	46399	47736	31785.36	0.01	40600	
000 GENERAL	171	311.94	529	529	0.00	529.00	529.00	
*** 400 SPECIAL ED NON REIMB	171	311.94	529	529	0.00	529.00	529.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00	
*** 401 SPL	0	0.00	0	0	0.00	0.00	0.00	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	< -	PRIOR YEAR	-	-	>	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	0	0	0	0	0	0.00	0	0	0.00	0.00	
000 402 305 02	0	0	0	0	0	0.00	0	0	0.00	0.00	
000 GENERAL											
*** 402 BCD WILD-MOD											
000 GENERAL						714.67	0	0	0.00	0.00	
*** 403 DCD/SP						714.67	0	0	0.00	0.00	
000 GENERAL						0.00	0	0	0.00	0.00	
*** 404 PT						0.00	0	0	0.00	0.00	
000 GENERAL						0.00	0	0	0.00	0.00	
*** 405 DRGH						0.00	0	0	0.00	0.00	
000 GENERAL						0.00	0	0	0.00	0.00	
*** 406 VISUALLY IMPAIRED						0.00	0	0	0.00	0.00	
000 GENERAL						198.86	0	0	8048.85	8048.85-	9580
619 NON REIMB SPED EXP - FED						0.00	0	0	0.00	0.00	
*** 407 SLD						198.86	0	0	8048.85	8048.85-	9580
000 GENERAL						772.75	0	2000	631.46	1368.54	1000
619 NON REIMB SPED EXP - FED						0.00	0	0	0.00	0.00	
*** 408 EBD						772.75	0	2000	631.46	1368.54	1000
000 GENERAL						0.00	0	0	0.00	0.00	
*** 409 DEAF-BLIND						0.00	0	0	0.00	0.00	
000 GENERAL	13205	5251.40	13882	7656	1718.69	5937.30	0.01	5937.30	1400		
619 NON REIMB SPED EXP - FED						0.00	0	0	0.00	0.00	
*** 410 OHD						5251.40	13882	7656	1718.69	5937.30	1700

DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS	ORG	FD	BUDGET	ACTUAL	ADOPTED	REVISED	FISCAL YEAR	ENCUMBERED	REMAINING	NEXT YEAR
000	411	305	02	0	0	0	201307	THRU 06/30/14	ON 06/30/14	BUDGET
000	GENERAL		0	0.00	0	0		0.00	0.00	0.00
***	411	AUTISTIC	0	0.00	0	0		0.00	0.00	0.00
000	GENERAL		0	0.00	0	0		0.00	0.00	0.00
***	412	DD/EC	0	0.00	0	0		0.00	0.00	0.00
000	GENERAL		0	0.00	0	0		0.00	0.00	0.00
***	414	TREI	0	0.00	0	0		0.00	0.00	0.00
000	GENERAL		0	0.00	0	0		0.00	0.00	0.00
***	416	SMT	0	0.00	0	0		0.00	0.00	0.00
000	GENERAL		4880	2427.72	4954	2397	1838.69	558.31	2586	2586
619	NON REIMB	SPEE EXP - FED	0	0.00	0	0	0.00	0.00	0.00	0.00
***	420	SPEC ED AGGREGATE	4880	2427.72	4954	2397	1838.69	558.31	2586	2586
***	305	ANTHONY LOUIS CENTER	67765	61854.54	69496	64690	47735.20	0.02	16954.78	59938
000	GENERAL		67179	63038.53	72811	76371	76369.19	1.81	69631	69631
***	010	SCHOOL BOARD	67179	63038.53	72811	76371	76369.19	1.81	69631	69631
000	GENERAL		262752	259581.32	254388	256175	256175.25	0.25	291432	291432
***	020	OFFICE OF SUPT	262752	259581.32	254388	256175	256175.25	0.25	291432	291432
000	GENERAL		60546	60733.50	60211	60407	60407.58	0.58	62400	62400
***	022	PERSONNEL	60546	60733.50	60211	60407	60407.58	0.58	62400	62400
000	GENERAL		0	0.00	0	0	0.00	0.00	0.00	0.00
050	THIRD PARTY BILLING		73389	74700.93	72263	71939	62166.61	9772.39	73903	73903
432	OVERHEAD PYMT TO DCTC		5260	4548.49	6207	5291	2645.26	12.62	5635	5635
***	030	LENE ADMINISTRATION	78629	79249.42	78470	77230	64811.87	9785.01	79538	79538

DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

EXPENDITURE BUDGET WORKSHEET
 ACCOUNT RANGES: 01 TO 21-999
 ACTIVE AND NEXT YEAR ACCTS
 ZERO BALANCES. PRINT ZERO BALANCES
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	THRU 06/30/14	ENCUMBERED	REMAINING	ON 06/30/14	NEXT YEAR BUDGET
000 035 350 02	415	0.00	415	415	232.31	182.69		198	198
*** 035 MASE AREA G	415	0.00	415	415	232.31	182.69		198	198
000 GENERAL	503129	508183.49	507400	503480	503479.47	0.53		512128	512128
*** 110 BUSINESS SUPPORT SERVICES	503129	508183.49	507400	503480	503479.47	0.53		512128	512128
000 GENERAL	165718	168396.75	162319	166769	166767.92	1.08		172851	172851
*** 140 MGMT INFO SYSTEMS	165718	168396.75	162319	166769	166767.92	1.08		172851	172851
802 YTP	0	0.00	0	0	0.00	0.00		0.00	0.00
804 JSC	0	0.00	0	0	0.00	0.00		0.00	0.00
*** 211 EDUC - SEC.GEN	0	0.00	0	0	0.00	0.00		0.00	0.00
809 TITLE I PREVENTION	70000	63684.12	55495	86765	62698.44	6.90		90000	90000
*** 216 TITLE I OF IASA	70000	63684.12	55495	86765	62698.44	6.90		90000	90000
000 GENERAL	124000	107070.98	124000	85000	70724.90	14275.10		88000	88000
050 THIRD PARTY BILLING	4000	4841.25	2000	5140	3398.90	1741.10		6540	6540
103 EDUC MN FND GRANT	0	0.00	0	2314	0.00	2314.00		0.00	0.00
806 L.C.T.S.	2734	1264.61	2833	16	15.50	0.50		94640	94640
*** 400 SPECIAL ED NON REIMB	130734	113176.84	128834	92470	74139.30	18330.70		94640	94640
420 SP ED AGGR PUR OF SERV	0	0.00	0	0	0.00	0.00		0.00	0.00
502 DHOH PURCH SERV	0	0.00	0	0	0.00	0.00		0.00	0.00
*** 401 SPL	0	0.00	0	0	0.00	0.00		0.00	0.00
908 PSA INDIVIDUAL PROG	102239	62621.70	96511	98165	90465.62	7699.38		139506	139506
*** 402 DCD MILD-MOD	102239	62621.70	96511	98165	90465.62	7699.38		139506	139506

ACCT STATUS: Active and Next Year Accts
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CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
908 403 350 02					THRU 06/30/14	THRU 06/30/14	ON 06/30/14	
908 PSA INDIVIDUAL PROG *** 403 DCB/SP	26024 26024	100424.11 100424.11	28591 28591	53981 53981	42547.96 42547.96		11433.04 11433.04	53265 53265
000 GENERAL	0	0.00	0	0	0.00		0.00	
401 PI PURCH SERV	142645	132405.53	144019	122941	90806.90		32134.10	188421
402 PT PURCH SERV	267810	264187.76	269437	253000	209884.59	0.01	43115.40	296217
906 PSA INDIVIDUAL PROG *** 404 PI	25309 435764	19825.57 416418.86	22340 435796	31120 407061	24716.71 325408.20		6403.29 81652.79	31949 516587
000 GENERAL	0	0.00	0	0	0.00		0.00	
501 DH/M PCC	0	0.00	0	0	0.00		0.00	
502 DHOH PURCH SERV	372272	403958.45	390907	450598	300026.07		150571.93	460944
503 AUDIO PURCH SEFV	317877	315818.27	334254	345118	271963.10	6402.49	66752.41	346393
504 INTERPRETERS	238357	269108.87	247121	244200	181690.71		62509.29	210785
908 PSA INDIVIDUAL PROG *** 405 DHOH	20427 948933	900.65 989786.24	12021 984303	45720 1085636	33147.27 786827.15		12572.73 292406.36	36489 1054611
601 VI PURCH SERV *** 406 VISUALLY IMPAIRED	449918 449918	453267.67 453267.67	522793 522793	511241 511241	379995.83 379995.83	33.95 33.95	131211.22 131211.22	530439 530439
908 PSA INDIVIDUAL PROG *** 407 SLD	0 0	0.00 0.00	0 0	0 0	0.00 0.00		0.00 0.00	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES. 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	P R I O R Y E A R - - - >		A D O P T E D B U D G E T	R E V I S E D B U D G E T T H R U 0 6 / 3 0 / 1 4	F I S C A L Y E A R 2 0 1 3 0 7		R E M A I N I N G O N 0 6 / 3 0 / 1 4	N E X T Y E A R B U D G E T
		A C T U A L	0			0	0		
CRS PRG ORG FD 000 408 350 02	0	0.00	0	0	0	0.00	0.00	0.00	
000 GENERAL									
801 IDEA-T HGHTS	17471	17510.38	5940	9737	9768.66	31.66-	9199		
806 I.C.T.S.									
908 PSA INDIVIDUAL PROG *** 408 EBD	86836 104307	63180.07 80690.45	164547 170487	37333 47130	17758.13 27526.79	19534.87 19603.21	80320 89519		
908 PSA INDIVIDUAL PROG *** 409 DEAF-BLIND	0 0	5376.71 5376.71	16944 16944	42499 42499	29175.06 29175.06	13723.94 13723.94	48198 48198		
908 PSA INDIVIDUAL PROG *** 410 OHD	0 0	0.00 0.00	0 0	21851 21851	17823.12 17823.12	4027.88 4027.88			
908 PSA INDIVIDUAL PROG *** 411 AUTISTIC	25222 25222	22779.56 22779.56	28591 28591	57824 57824	39571.57 39571.57	18252.43 18252.43	63495 63495		
000 GENERAL	0	0.00	0	0	0.00	0.00			
011 P.Y. FED AWARD	0	0.00	0	0	0.00	0.00			
012 2ND P.Y. FED AWARD	0	0.00	0	0	0.00	0.00			
908 PSA INDIVIDUAL PROG *** 412 DD/EC	0 0	1830.06 1830.06	10887 10887	5316 5316	2798.66 2798.66	2517.34 2517.34	3903 3903		
908 PSA INDIVIDUAL PROG *** 416 SMI	87401 87401	51603.80 51603.80	56384 56384	68180 68180	38261.96 38261.96	29918.04 29918.04	86964 86964		
000 GENERAL	1171202	1141629.04	1265699	1497888	1283855.72	114.76	213917.52		1551518

DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

EXPENDITURE BUDGET WORKSHEET
 ACCOUNTING PERIOD 07/01/13 TO 06/30/14
 ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
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CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	ENCUMBERED	REMAINING	NEXT YEAR
050 420 350 02	419668	429045.43	488299	486455	THRU 06/30/14	THRU 06/30/14	ON 06/30/14	BUDGET
050 THIRD PARTY BILLING	419668	429045.43	488299	486455	345482.50	33231.18	107741.32	517086
100 SPECIAL ED ADMIN	399374	355001.26	414762	226119	153473.07	1660.21	70985.72	230223
420 SP ED AGGR PUR OF SERV	105842	108070.73	89318	82386	66545.23		15840.77	84293
421 CTCIC	16000	12856.15	16000	16000	1252.25		14747.75	16000
424 ANNUAL PLANNING GRANT/BLDG	0	0.00	0	0	0.00		0.00	
425 M.O.F.A.S GRANT	1700	1607.33	0	0	0.00		0.00	
617 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00		0.00	23500
619 NON REIMB SPED EXP - FED	0	0.00	0	0	419.06		419.06	125000
*** 420 SPEC ED AGGREGATE	2113786	2048209.94	2274078	2308848	1851027.83	35006.15	422814.02	2547620
000 GENERAL	0	0.00	0	0	0.00		0.00	
*** 493 IDEA-T-HEIGHTS	0	0.00	0	0	0.00		0.00	
401 PI PURCH SERV	10195	10265.20	10551	11534	9546.68	139.30	1848.02	11000
402 PT PURCH SERV	20587	20477.94	20997	22830	18983.20	243.60	3603.20	22136
502 DHOH PURCH SERV	20777	20425.72	21277	23535	19316.35	208.60	4010.05	22296
503 AUDIO PURCH SERV	20542	20425.72	20932	23299	19300.47	208.60	3789.93	22026
601 VI PURCH SERV	31042	30893.44	31803	34720	28752.81	443.12	5524.07	33499

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD 803 605 350 02	BUDGET	PRIOR YEAR ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307		NEXT YEAR BUDGET
					THRU 06/30/14	REMAINING ON 06/30/14	
803 SATELLITES	103143	102488.02	105520	115918	95899.51	1243.22	18775.27
*** 505 GEN INSTRUCTIONAL SUPPORT							110959
000 GENERAL	38582	49594.94	49165	27	7656.52	63.98	7693.50-
*** 610 CURR-STAFF DEVELOPMENT	38682	49594.94	49165	27	7656.52	63.98	7693.50-
000 GENERAL	21983	22827.46	22163	0	240.67		240.67-
619 NON REIMB SPED EXP - FED	0	0.00	0	48382	41021.45		7360.55
*** 640 GRAD STDS - STAFF DEVELOPMENT	21983	22827.46	22163	48382	41262.12		7119.88
000 GENERAL	0	0.00	0	0	0.00		0.00
*** 643 CSPD GRANT	0	0.00	0	0	0.00		0.00
000 GENERAL	0	0.00	0	0	0.00		0.00
*** 645 CIMP GRANT	0	0.00	0	0	0.00		0.00
000 GENERAL	4000	2827.03	0	3000	1610.77		1389.23
*** 650 METRO ECSU GRANT	4000	2827.03	0	3000	1610.77		1389.23
000 GENERAL	4000	2485.72	4000	2500	0.00		2500.00
501 DH/H PCG	0	0.00	0	0	0.00		0.00
800 DCTC	0	0.00	0	0	0.00		0.00
801 IDEA-T.HGHTS	0	0.00	0	0	0.00		0.00
802 YTP	0	0.00	0	0	0.00		0.00
*** 810 OPERATIONS AND MAINTENANCE	4000	2485.72	4000	2500	0.00		2500.00
000 GENERAL	38200	38168.86	38500	43800	43092.40	702.98	4.62
*** 940 INSURANCE	38200	38168.86	38500	43800	43092.40	702.98	4.62

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	FISCAL YEAR 201307		REMAINING	NEXT YEAR
			ENCUMBERED	REMAINING		
000 950 350 02			THRU 06/30/14	ON 06/30/14	BUDGET	BUDGET
000 GENERAL	23750	18629.77	23000	0.00	23000.00	23000
*** 950 TRANSFERS	23750	18629.77	23000	0.00	23000.00	23000
*** ** 350 SPECIAL EDUCATION	5866474	5786674.87	6188955	5086032.40	1132315.80	6749112
802 YTP	0	0.00	0	0.00	0.00	0.00
804 JSC	58140	43173.96	10277	6690.61	8420.39	7199
*** 211 EDUC - SEC.GEN	58140	43173.96	10277	6690.61	8420.39	7199
000 GENERAL	728	2013.38	0	0.00	0.00	200
*** 400 SPECIAL ED NON REIMB	728	2013.38	0	0.00	0.00	200
000 GENERAL	0	0.00	0	0.00	0.00	0.00
*** 401 SPL	0	0.00	0	0.00	0.00	0.00
000 GENERAL	23387	25748.36	24286	27143.07	997.07-	27310
619 NON REIMB SPED EXP - FED	0	0.00	0	0.00	0.00	0.00
*** 402 DCD MILD-MOD	23387	25748.36	24286	27143.07	997.07-	27310
000 GENERAL	31866	31705.73	32242	35355.62	839.62-	36100
*** 403 DCD/SP	31866	31705.73	32242	35355.62	839.62-	36100
000 GENERAL	0	0.00	0	2896.91	59.91-	3300
*** 404 PT	0	0.00	0	2896.91	59.91-	3300
000 GENERAL	12767	9911.03	10825	27242.48	425.48-	27200
*** 405 DHOH	12767	9911.03	10825	27242.48	425.48-	27200
000 GENERAL	0	0.00	0	5239.21	62.21-	6405
619 NON REIMB SPED EXP - FED	0	0.00	0	0.00	0.00	0.00
*** 406 VISUALLY IMPAIRED	0	0.00	0	5239.21	62.21-	6405

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADAPTED BUDGET	REVISED BUDGET	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
	1845	1860.11	2576	0	0.00	0.00	
CRS PRG ORG FD	0	0.00	0	0	0.00	0.00	
000 407 352 02	1845	1860.11	2576	0	0.00	0.00	
000 GENERAL	45974	48791.92	81804	66087	65031.12	1055.88	63690
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 407 SLD	0	0.00	0	0	0.00	0.00	
000 GENERAL	45974	48791.92	81804	66087	65031.12	1055.88	63690
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
908 PSA INDIVIDUAL PROG	0	0.00	0	0	0.00	0.00	
*** 408 ESD	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00	
000 GENERAL	17457	17609.22	21180	12931	12940.11	9.11	13740
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 410 OHD	0	0.00	0	0	0.00	0.00	
000 GENERAL	43830	44216.39	57542	50894	50510.01	383.99	51615
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 411 AUTISTIC	0	0.00	0	0	0.00	0.00	
000 GENERAL	43830	44216.39	57542	50894	50510.01	383.99	51615
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 412 DD/EC	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	254.86	1394	1981	1869.91	111.09	2265
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 414 TBI	0	254.86	1394	1981	1869.91	111.09	2265
000 GENERAL	593	593.11	784	2585	2788.28	203.28	3140
*** 414 TBI	593	593.11	784	2585	2788.28	203.28	3140

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 41-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 GENERAL	20675	20888.40	40765	23678	24234.25	556.25-	25350
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	25350
*** 416 SMI	20675	20888.40	40765	23678	24234.25	556.25-	25350
000 GENERAL	1028	1025.04	40	40	0.00	40.00	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 420 SPEC ED AGGREGATE	1028	1025.04	40	40	0.00	40.00	
*** ** 352 SP ED SUMMER SCHL	258290	247791.51	283715	270666	263827.02	6838.98	269654
000 GENERAL	140856	127834.23	106801	96103	30529.21	20770.74	81191
004 WASHINGTON DC TRIP	0	6931.98	0	0	0.00	0.00	
*** 400 SPECIAL ED NON REIMB	140856	134766.21	106801	96103	30529.21	20770.74	81191
000 GENERAL	0	0.00	0	0	0.00	0.00	
803 SATELLITES	0	0.00	0	0	0.00	0.00	
*** 401 SPL	0	0.00	0	0	0.00	0.00	
000 GENERAL	496281	500523.88	312109	566328	399228.92	167099.08	356705
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
803 SATELLITES	0	5492.07	0	0	0.00	0.00	
*** 402 DCD MILD-MOD	496281	506015.95	312109	566328	399228.92	167099.08	356705
000 GENERAL	357032	332217.76	465074	471791	123968.27	347822.73	41925

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

	PRIOR YEAR		ADAPTED BUDGET		REVISED BUDGET		FISCAL YEAR 2013-07		REMAINING BUDGET		NEXT YEAR BUDGET
	BUDGET	ACTUAL	BUDGET	BUDGET	THRU 06/30/14	THRU 06/30/14	ON 06/30/14	ON 06/30/14	ON 06/30/14		
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00	0.00	0.00	
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00	0.00	0.00	
803 SATELLITES *** 403 DCB/SP	357032	332217.76	465074	471791	0	123968.27	347822.73	0.00	0.00	41925	
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
803 SATELLITES *** 404 PI	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
000 GENERAL *** 405 DHOH	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
000 GENERAL *** 406 VISUALLY IMPAIRED	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
000 GENERAL	0	489.80	0	600	0	155.00	445.00	0.00	0.00		
803 SATELLITES *** 407 SLD	0	0.00	0	600	0	155.00	445.00	0.00	0.00		
000 GENERAL	79052	87311.47	85495	93888	334800.90	240912.90	849551				
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0	0.00	0.00	0.00	0.00		
803 SATELLITES *** 408 EBD	79052	6648.28	85495	93888	334800.90	240912.90	849551				

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 201307 - - - - - >		ENCUMBERED REMAINING		NEXT YEAR
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	THRU 06/30/14	ON 06/30/14	BUDGET
CRS PRG ORG FD	0	167.40	0	0	0.00	0.00	0.00
000 409 400 02	0	167.40	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
*** 409 DEAF-BLIND							
000 GENERAL	1766993	1685414.55	2073048	1889487	1356412.84	1739.84	531334.32
803 SATELLITES	0	0.00	0	0	0.00	0.00	0.00
*** 410 OHD	0	0.00	0	0	0.00	0.00	326960
000 GENERAL	1766993	1685414.55	2073048	1889487	1356412.84	1739.84	531334.32
101 STEPS OF HOPE GRANT	0	0.00	0	0	0.00	0.00	0.00
102 YOUTHPRIZE GRANT	0	0.00	0	5000	0.00	0.00	5000.00
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00
803 SATELLITES	49450	20095.38	56575	47433	24755.93	5556.31	17120.76
*** 411 AURALSTIC	1816443	1785509.93	2129623	1941920	1381168.77	7296.15	553455.08
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
803 SATELLITES	0	0.00	0	0	0.00	0.00	0.00
*** 412 DD/BC	0	0.00	0	0	0.00	0.00	0.00
000 GENERAL	0	0.00	0	0	0.00	0.00	0.00
803 SATELLITES	0	0.00	0	0	0.00	0.00	0.00
*** 414 TBI	0	0.00	0	0	0.00	0.00	0.00

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACT STATUS: Active and Next Year Acces
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED THRU	REMAINING ON	NEXT YEAR BUDGET
	000	000	000	000	06/30/14	06/30/14	06/30/14
CRS PRG ORG FD							
000 416 400 02	3694	2324.30	1975	2344	333.03	2010.97	
000 GENERAL							
803 SATELLITES	0	0.00	0	0	0.00	0.00	
*** 416 SMI	3694	2324.30	1975	2344	333.03	2010.97	
000 GENERAL	280041	256758.32	243080	244281	197467.51	45429.48	206208
618 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	2800
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	2800
803 SATELLITES	3350	3662.81	4450	4250	1259.09	2625.48	1450
*** 420 SPEC ED AGGREGATE	283391	260421.13	247530	248531	198726.60	48054.96	213258
000 GENERAL	0	0.00	0	0	0.00	0.00	19995
*** 610 CURR-STAFF DEVELOPMENT	0	0.00	0	0	0.00	0.00	19995
000 GENERAL	0	1100.00	0	0	0.00	0.00	
*** 610 GRAD STDS / STAFF DEVELOPMEN	0	1100.00	0	0	0.00	0.00	
000 GENERAL	134682	132043.81	167722	153445	115796.38	22027.71	152302
803 SATELLITES	189455	178951.17	2000	204971	196082.67	3127.42	201600
*** 810 OPERATIONS AND MAINTENANCE	324137	310994.98	176722	358416	311879.05	25155.13	356902
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 850 CAPITAL FACILITIES	0	0.00	0	0	0.00	0.00	
*** *** 400 SUN	3500886	3347967.21	3525329	377921	2780789.75	79003.77	4218308
000 GENERAL	16965	14996.91	1491	5595	4179.82	1165.97	5729
*** 400 SPECIAL ED NON REIMB	16965	14996.91	1491	5595	4179.82	1165.97	5729

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS ERG ORG FD	0	0.00	0	0	0.00	0.00	
000 401 500 02	0	0.00	0	0	0.00	0.00	
*** 401 SPL							
000 GENERAL	0	533.20	3000	1600	533.20	1066.80	
*** 402 DCD MILD-MOD	0	533.20	3000	1600	533.20	1066.80	
000 GENERAL	624614	562025.03	524095	544574	509617.73	34956.27	572024
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 403 DCD/SP	624614	562025.03	524095	544574	509617.73	34956.27	572024
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 404 PI	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 405 BHOH	0	0.00	0	0	0.00	0.00	
000 GENERAL	24990	187.42	25804	25804	0.00	25804.00	
*** 406 VISUALLY IMPAIRED	24990	187.42	25804	25804	0.00	25804.00	
000 GENERAL	0	167.40	0	0	0.00	0.00	
*** 407 SLD	0	167.40	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 408 BBD	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 410 OHD	0	0.00	0	0	0.00	0.00	
000 GENERAL	39145	1126.31	1050	1280	1250.43	29.57	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	THRU 06/30/14	ENCUMBERED	REMAINING	ON 06/30/14	NEXT YEAR BUDGET
619 411 500 02	39145	0	1126.31	1050	1280	1250.43	0.00	29.57		0.00
619 NON REIMB SPED EXP - FED	0	0	0.00	0	0	0.00	0.00	4.60-		4.60-
*** 411 AUTISTIC	0	0	0.00	0	50	54.60	0.00	4.60-		4.60-
000 GENERAL	0	0	0.00	0	50	54.60	0.00	4.60-		4.60-
*** 412 DD/EC	0	0	0.00	0	50	54.60	0.00	4.60-		4.60-
000 GENERAL	0	0	0.00	0	0	0.00	0.00	0.00		0.00
*** 414 TBI	0	0	0.00	0	0	0.00	0.00	0.00		0.00
000 GENERAL	711298	684488.12	835656	861317	523225.78	3489.02	334602.20	865188		
619 NON REIMB SPED EXP - FED	0	0	0.00	0	0	0.00	0.00	12000		12000
*** 416 SMI	711298	684488.12	835656	861317	523225.78	3489.02	334602.20	877188		
000 GENERAL	88566	91924.30	79763	96277	66413.48	200.00	29663.52	99396		
619 NON REIMB SPED EXP - FED	0	0	0.00	0	0	0.00	0.00	100		100
*** 420 SPEC ED AGGREGATE	88566	91924.30	79763	96277	66413.48	200.00	29663.52	99396		
000 GENERAL	0	0	0.00	0	0	0.00	0.00	0.00		0.00
*** 640 GRAD STDS - STAFF DEVELOPMEN	0	0	0.00	0	0	0.00	0.00	0.00		0.00
000 GENERAL	28505	27605.03	28500	32794	31709.73	1084.27	28350	28350		
*** 810 OPERATIONS AND MAINTENANCE	28505	27605.03	28500	32794	31709.73	1084.27	28350	28350		
*** *** 500 DASH	1534083	1383053.72	1499369	1589291	1136984.77	3938.23	428268.00	1582687		
000 GENERAL	5069	11711.44	26326	35015	10046.81	14037.41	38808	38808		
*** 400 SPECIAL ED NON REIMB	5069	11711.44	26326	35015	10046.81	14037.41	38808	38808		
000 GENERAL	0	0	0.00	0	0	0.00	0.00	0.00		0.00
*** 401 SPL	0	0	0.00	0	0	0.00	0.00	0.00		0.00
000 GENERAL	0	2630.24	0	0	0	0.00	0.00	0.00		0.00
*** 402 DCD MILD-MOD	0	2630.24	0	0	0	0.00	0.00	0.00		0.00

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ

SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR ENCOMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS 619 ORG FD	0	0.00	0	0	0.00	0.00	
000 403 700 02	0	0.00	0	0	0.00	0.00	
000 GENERAL							
*** 403 DCD/SP							
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 404 PI	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	3331.99	0	100	2505.40	2405.40	
*** 405 DHOH	0	3331.99	0	100	2505.40	2405.40	
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 406 VISUALLY IMPAIRED	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	167.40	0	0	421.60	421.60	
*** 407 SLD	0	167.40	0	0	421.60	421.60	
000 GENERAL	250387	341637.41	291687	290236	211011.60	79224.40	750911
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 408 EBD	250387	341637.41	291687	290236	211011.60	79224.40	750911
000 GENERAL	0	0.00	0	0	0.00	0.00	
*** 409 DEAF-BLIND	0	0.00	0	0	0.00	0.00	
000 GENERAL	0	2040.11	0	0	0.00	0.00	137568
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 410 OHD	0	2040.11	0	0	0.00	0.00	137568
000 GENERAL	618076	528771.06	740617	987267	722201.89	264185.57	648072
619 NON REIMB SPED EXP - FED	0	0.00	0	0	0.00	0.00	
*** 411 AUTISTIC	618076	528771.06	740617	987267	722201.89	264185.57	658272

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: PERT Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	PRIOR YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307		REMAINING	NEXT YEAR BUDGET
						THRU 06/30/14	THRU 06/30/14		
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00	
*** 412 DD/FC	0	0.00	0	0	0	0.00	0.00	0.00	
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00	
*** 414 TBI	0	0.00	0	0	0	0.00	0.00	0.00	
000 GENERAL	0	0.00	0	0	0	0.00	0.00	0.00	
*** 416 SWI	0	0.00	0	0	0	0.00	0.00	0.00	
000 GENERAL	101432	112609.96	97955	154257	134595.16	680.66	18981.18	340990	
619 NON REVENUE SPED EXP - FED	0	0.00	0	0	0.00	0.00	0.00	1800	
*** 420 SPEC ED AGGREGATE	101432	112609.96	97955	154257	134595.16	680.66	18981.18	342790	
000 GENERAL	110425	110056.04	195140	223149	204793.11	15902.43	2453.46	260055	
*** 810 OPERATIONS AND MAINTENANCE	110425	110056.04	195140	223149	204793.11	15902.43	2453.46	260055	
*** *** 700 T.R.A.	1085389	1112955.65	1351725	1690024	1285575.57	31500.04	372948.39	2188494	
*** *** *** 02 SPECIAL ED	19720942	18895372.31	20173985	20623828	15762485.74	341130.08	4526212.18	23045870	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS	ORG	FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET		ENCUMBERED	REMAINING	NEXT YEAR BUDGET
						THRU 06/30/14	THRU 06/30/14			
000	GENERAL		25200	21594.15	22350	22350	17482.06	4867.94	23800	
***	770	FOOD SERVICES	25200	21594.15	22350	22350	17482.06	4867.94	23800	
***	***	030 TESSA	25200	21594.15	22350	22350	17482.06	4867.94	23800	
000	GENERAL		34500	24817.44	26325	26325	21649.57	4675.43	28750	
***	770	FOOD SERVICES	34500	24817.44	26325	26325	21649.57	4675.43	28750	
***	***	051 IDEA	34500	24817.44	26325	26325	21649.57	4675.43	28750	
000	GENERAL		0	0.00	0	0	0.00	0.00	0.00	
***	770	FOOD SERVICES	0	0.00	0	0	0.00	0.00	0.00	
***	***	100 YTP	0	0.00	0	0	0.00	0.00	0.00	
000	GENERAL		41300	39367.68	28950	28950	26247.92	2702.08	35300	
***	770	FOOD SERVICES	41300	39367.68	28950	28950	26247.92	2702.08	35300	
***	***	400 SUN	41300	39367.68	28950	28950	26247.92	2702.08	35300	
000	GENERAL		0	0.00	16650	16650	11529.57	5120.43	16400	
***	770	FOOD SERVICES	0	0.00	16650	16650	11529.57	5120.43	16400	
***	***	700 T.E.A.	0	0.00	16650	16650	11529.57	5120.43	16400	
***	***	*** 03 FOOD SERVICE FND	101000	85779.27	94275	94275	76909.12	17365.88	104250	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ

SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

CRS PRG ORG FD	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	ENCUMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
000 850 005 05	0	0	0	0	0	0
000 GENERAL	0	0	0	0	0	0
*** 850 CAPITOL FACILITIES	0	0	0	0	0	0
*** ** 005 DISTRICT-WIDE BUS	0	0	0	0	0	0
000 GENERAL	648958.06	669095	703615	68307.40	6755.08	589401
*** 850 CAPITOL FACILITIES	648958.06	669095	703615	68307.40	6755.08	589401
*** ** 051 IDEA	648958.06	669095	703615	68307.40	6755.08	589401
*** ** 05 CAP SQ - DISTR-WIDE	648958.06	669095	703615	68307.40	6755.08	589401

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

ACCOUNT RANGES: 04 TO 21-999

CRS PRG ORG FD	000 850 005 06	000 GENERAL	** 850 CAPITOL FACILITIES	000 GENERAL	** 870 BUILDING CONSTRUCTION	** 005 DISTRICT WIDE	** 06 SPEED BLDG CONST FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/14	FISCAL YEAR 201307 ENCOMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
				0	0.00	0	0	0	0.00	0	0.00		0.00	
				0	0.00	0	0	0	0.00	0	0.00		0.00	
				110115	164381.56	232879	198600	198600	195304.81	198600	195304.81	3295.19	3295.19	
				110115	164381.56	232879	198600	198600	195304.81	198600	195304.81	3295.19	3295.19	
				110115	164381.56	232879	198600	198600	195304.81	198600	195304.81	3295.19	3295.19	
				110115	164381.56	232879	198600	198600	195304.81	198600	195304.81	3295.19	3295.19	

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts

ZERO BALANCES: Print Zero Balances

SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ

SUBTOTALS BY: ACCOUNT FD ORG PRG CRS

SERIES TOTALS: <None Selected>

PAGE BREAK ON: FUND

CRS PRG ORG FD 000 960 005 08

	BUDGET	PREVIOUS YEAR	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
000 GENERAL	0	0	0.00	0	0	0.00	0.00	0.00	
*** 960 FLEX BENEFIT	0	0	0.00	0	0	0.00	0.00	0.00	
*** *** 005 DISTRICT WIDE	0	0	0.00	0	0	0.00	0.00	0.00	

000 GENERAL	355	0.00	0.00	354	354	0.00	354.00	354	354
*** 321 HEALTH OCC ED	355	0.00	0.00	354	354	0.00	354.00	354	354

300 DCALS	886	350.00	350.00	405	405	350.00-	755.00	830	830
*** 398 EDUC-SEC GENERAL	886	350.00	350.00	405	405	350.00-	755.00	830	830

399 K OBRIEN STUDENT ORG	455	0.00	0.00	455	1143	1143.02	0.02-	427	427
*** 399 CAREER AND TECH GENERAL	455	0.00	0.00	455	1143	1143.02	0.02-	427	427
*** *** 300 SECONDARY VOCATIONAL	1696	350.00	350.00	1214	1902	793.02	1108.98	1611	1611

015 HETLAND DONATIONS	0	35.00	35.00	515	515	0.00	515.00	515	515
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020 BUDACH DONATIONS	0	0.00	0.00	1050	1050	59.92	990.08	390	390
*** 400 SPECIAL ED NON REIMB	0	35.00	35.00	1565	1565	59.92	1505.08	1505	1505
*** *** 350 SPECIAL EDUCATION	0	35.00	35.00	1565	1565	59.92	1505.08	1505	1505
*** *** 08 TRUST FUND	1696	385.00	385.00	2779	3467	852.94	2614.06	3116	3116

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FP	000 850 051 09	000 GENERAL	000 \$50 CAPITAL FACILITIES	000 *** 051 IDEA	000 *** 09 AGENCY FUND	ACTUAL	ADOPTE	REVISED	FISCAL YEAR	ENCOMBERED	REMAINING	NEXT YEAR
						BUDGET	BUDGET	BUDGET	201307	THRU 06/30/14	ON 06/30/14	BUDGET
						0	0	0	0	0.00	0	0.00
						0	0	0	0	0.00	0	0.00
						0	0	0	0	0.00	0	0.00
						0	0	0	0	0.00	0	0.00

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
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CRS	PRG	ORG	FD	000	010	005	10	FISCAL YEAR 201307				NEXT YEAR	
								ACTUAL	ADPTED	REVISED	ENCUMBERED		REMAINING
								BUDGET	BUDGET	BUDGET	THRU	ON	BUDGET
								06/30/14	06/30/14	06/30/14	06/30/14	06/30/14	06/30/14
000	GENERAL			0	0	0	0	0	0	0	23484.47-	2201.10	21283.37
***	010	SCHOOL BOARD		0	0	0	0	0	0	0	23484.47-	2201.10	21283.37
000	GENERAL			0	0	0	0	0	0	0	38907.88-	85.00	38822.88
***	020	OFFICE OF SUPT		0	0	0	0	0	0	0	38907.88-	85.00	38822.88
000	GENERAL			2500	2020	00	2900	2900	2900	2900	6617.60-	820.50	8697.10
***	022	PERSONNEL		2500	2020	00	2900	2900	2900	2900	6617.60-	820.50	8697.10
000	GENERAL			0	0	0	0	0	0	0	0.00	0.00	0.00
***	110	BJSINESS SERVICES SHARED		0	0	0	0	0	0	0	0.00	0.00	0.00
000	GENERAL			0	0	0	0	0	0	0	84143.96-	20788.16	63355.80
***	111	BJSINESS SERVICES 917 ONLY		0	0	0	0	0	0	0	84143.96-	20788.16	63355.80
000	GENERAL			13957	6454	17	8100	8603	8603	8603	3276.47	5326.53	3000
***	120	RESEARCH SPECIALIST		13957	6454	17	8100	8603	8603	8603	3276.47	5326.53	3000
000	GENERAL			13000	12923	66	13000	13000	13000	13000	19603.97-	11445.37	13000
***	140	MGMT INFO SYSTEMS		13000	12923	66	13000	13000	13000	13000	19603.97-	11445.37	13000
000	GENERAL			48000	48000	00	57224	56474	56474	56474	27982.92	28491.08	56474
***	730	PSYCH & MENTAL HEALTH SERVIC		48000	48000	00	57224	56474	56474	56474	27982.92	28491.08	56474
000	GENERAL			412714	401954	00	401954	392381	392381	392381	375991.48	16389.52	392381
***	740	SOCIAL WORK SERVICES		412714	401954	00	401954	392381	392381	392381	375991.48	16389.52	392381
000	GENERAL			21972	21972	00	22496	22496	22496	22496	20792.79	140.20	24907
***	850	CAPITAL FACILITIES		21972	21972	00	22496	22496	22496	22496	20792.79	140.20	24907
000	GENERAL			0	0	0	0	0	0	0	20.83	20.83	20.83
***	920	RETIRE OF NONBONDED OBLIGATI		0	0	0	0	0	0	0	20.83	20.83	20.83

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES. Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON FUND

	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 2013-07 ENCOMBERED THRU 06/30/14	REMAINING ON 06/30/14	NEXT YEAR BUDGET
CRS PRG ORG FD	0	0.00	0	0	0.00	0.00	
000 930 005 10	0	0.00	0	0	0.00	0.00	
*** 930 EMPLOYEE BENEFITS							
000 GENERAL							
*** 960 FLEX BENEFIT	0	0.00	0	0	0.00	0.00	
*** ** 005 DISTRICT WIDE	512143	493323.83	0	0	0.00	0.00	
*** ** 10 INSTTT SUPPORT	512143	493323.83	505674	495854	255306.61	203644.25	492762
			505674	495854	255306.61	203644.25	492762

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCRUAL RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD 300 215 071 13	PRIOR YEAR - - ->		FISCAL YEAR 201307		REMAINING		NEXT YEAR BUDGET
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	ENCUMBERED THRU 06/30/14	ON 06/30/14	
300 DCALS SCHOOL STORE	6000	4096.47	6000	6000	1620.25	1503.60	6000
*** 215 BUSINESS	6000	4096.47	6000	6000	1620.25	1503.60	6000
*** *** 071 DCALS	6000	4096.47	6000	6000	1620.25	1503.60	6000
310 DWHALC	3900	2800.33	3900	3900	187.31	2176.94	3889
*** 215 BUSINESS	3900	2800.33	3900	3900	187.31	2176.94	3889
*** *** 080 WHAL	3900	2800.33	3900	3900	187.31	2176.94	3889
505 ANIMAL	0	0.00	0	0	0.00	0.00	0.00
*** 301 AGRICULTURE ED	0	0.00	0	0	0.00	0.00	0.00
545 COMPUTER	1000	0.00	1000	1000	0.00	1000.00	1000
*** 111 DISTR ED	1000	0.00	1000	1000	0.00	1000.00	1000
816 AUTO BODY	0	174.93	0	325	1081.37	2596.39-	1000
833 CONSTR TRADES	50500	1200.00	2500	2500	48505.73	46747.84-	51000
873 GRAPHIC	17400	25720.24	17400	21029	3211.29	4592.28-	21029
*** 361 TRADE & IND ED	67900	27095.17	19900	23854	5793.42	53936.51-	73029
908 FUND CHEF	20400	23383.16	21300	24324	3772.94	8420.67-	26500
995 FOOD INDUSTRY	5720	8223.51	5720	10079	4721.58	1450.42-	6000
*** 365 SERVICE OCCUPATIONS	26120	31806.67	27020	34403	8494.52	9871.09-	32500
*** *** 300 SECONDARY VOCATIONAL	95020	58701.84	47920	59257	1287.94	62807.60-	106529
*** *** *** 13 SECONDARY RESALE ACTI	104920	65598.64	57820	69157	16095.51	59127.06-	116418

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 21-999

ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	FISCAL YEAR 201307	ENCUMBERED	REMAINING	NEXT YEAR BUDGET
201 215 350 14	9600	11790.91	9600	9600	THRU 06/30/14	THRU 06/30/14	ON 06/30/14	BUDGET
201 RED BRICK RESALE	9600	11790.91	9600	9600	7784.43	1520.74	294.83	9600
202 LAKEVILLE TESSA RESALE	2500	901.10	2500	2500	0.00	100.00	2400.00	
203 TESA WORKS RESALE	500	2429.03	500	0	60.00		60.00	
204 BOOKSTORE RESALE	4000	4026.18	4000	4000	6066.09	1107.07	3173.16	5000
205 PD WORKS RESALE	0	0.00	0	0	0.00		0.00	
206 SUNNY SIDE MARKET	1000	99.76	500	500	195.13	4.87	300.00	400
*** 215 BUSINESS	17600	19246.98	17100	16600	14105.65	2732.68	238.33	15000
*** ** 350 SPECIAL EDUCATION	17600	19246.98	17100	16600	14105.65	2732.68	238.33	15000
*** ** 14 SPECIAL ED RESALE ACT	17600	19246.98	17100	16600	14105.65	2732.68	238.33	15000

EXPENDITURE BUDGET WORKSHEET

ACT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD 220 020 005 20	BUDGET	ACTUAL	FISCAL YEAR 201307		REMAINING ON 06/30/14	NEXT YEAR BUDGET
			ENCUMBERED THRU 06/30/14	REVISSED BUDGET THRU 06/30/14		
220 OPEB/ SEV RESERVES *** 020 OFFICE OF SUPT	0 0	0.00 0.00	0 0	0.00 0.00	0.00 0.00	0.00 0.00
220 OPEB/ SEV RESERVES *** 030 LINE ADMINISTRATION	0 0	0.00 0.00	0 0	0.00 0.00	0.00 0.00	0.00 0.00
220 OPEB/ SEV RESERVES *** 110 BUSINESS SERVICES SHARED	125000 125000	176673.56 176673.56	51695 51695	131695.00 131695.00	80000.00- 80000.00-	110496 110496
220 OPEB/ SEV RESERVES *** 211 EDUC - SEC.GEN	15500 15500	5252.98 5252.98	15500 15500	0.00 0.00	15500.00 15500.00	15500 15500
220 OPEB/ SEV RESERVES *** 420 SPEC ED AGGREGATE *** *** 005 DISTR WIDE SVC	47218 47218 187718	44514.40 44514.40 226440.94	44100 44100 111295	2856.70 2856.70 134551.70	41243.30 41243.30 23256.70-	23800 23800 149796
000 GENERAL *** 001 CENTRAL OFFICE *** *** 500 DASH - DO NOT USE *** *** *** 20 INTERNAL SERVICE FUND	0 0 0 187718	0.00 0.00 0.00 226440.94	0 0 0 182300	0.00 0.00 0.00 134551.70	0.00 0.00 0.00 23256.70-	0.00 0.00 0.00 149796

REPORT: BUDGETWK 039 BOARD REPORTS - EXP BUDGET FY 14-15
 EXPENDITURE BUDGET WORKSHEET
 DIST 0917 Intermediate School Dist 917 ACCOUNTING PERIOD 07/01/13 TO 06/30/14

ACCOUNT RANGES: 01 TO 21-999

ACCT STATUS: Active and Next Year Accts
 ZERO BALANCES: Print Zero Balances
 SORTED BY: ACCOUNT FD ORG PRG CRS FIN OBJ
 SUBTOTALLED BY: ACCOUNT FD ORG PRG CRS
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: FUND

CRS PRG ORG FD	250 110 005 21	PRIOR YEAR		ACTUAL		ADOPTED BUDGET		REVISED BUDGET		FISCAL YEAR 201307		NEXT YEAR BUDGET
		BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	THRU 06/30/14	THRU 06/30/14	THRU 06/30/14	ON 06/30/14	REMAINING	
250	SFI DENTAL PROGRAM	300000	293463.34	300000	300000	300000	269213.34	300000	269213.34	30786.66	325000	
***	110 BUSINESS SERVICES SHARED	300000	293463.34	300000	300000	300000	269213.34	300000	269213.34	30786.66	325000	
***	005 DISTR WIDE SVC	300000	293463.34	300000	300000	300000	269213.34	300000	269213.34	30786.66	325000	
***	21 SELF FUNDED INS PROGR	300000	293463.34	300000	300000	300000	269213.34	300000	269213.34	30786.66	325000	
*** REPORT TOTALS:		26033791	25078324.28	25842056	26271712	20070260.13	669567.13	5531884.74	28378480			

Board Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PERTAINING TO THE TERMINATION OF EMPLOYMENT OF
SUPPORT SERVICE EMPLOYEES

WHEREAS, the School Board of Intermediate School District 917 had received on June 3, 2014, from the administration, recommendations on termination of support service employees,

BE IT RESOLVED, by the School Board of Intermediate School District 917, as follows:

That the following listed employees be terminated from their position/employment with Intermediate School District 917 effective at the end of the 2013-2014 school year.

Natalie Bormann, Health Associate

Ashley Janecky, Classroom Assistant

Laura Spandel, Interpreter

The motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____ and the following voted against the same: none.

Whereupon said resolution was declared duly passed and adopted.

TO: Board Members
FROM: John Christiansen
DATE: May 29, 2014
RE: Superintendent Evaluation

Chair Lewis will provide an overview of the composite results of the superintendent evaluation feedback that each board member provided. The board will also consider approval of the performance incentive compensation as per the contract.

JC:ljb

TO: Board Members

FROM: John Christiansen

DATE: May 29, 2014

RE: Superintendent 's Salary and Proposed Contract Modifications to the 2012-2015 Contract

The superintendent contract calls for the salary after the first year (2012-2013) to be set in June for the next year. The 2013-2014 salary is \$161,253. Chair Lewis and I have met and I have requested consideration of a 2% increase for 2014-2015.

In our meeting I also requested two other contract modifications for consideration. One is to change the medical insurance district contribution beginning January 2015 to a fixed dollar amount of \$535 for single and \$1300 for family to be consistent with the changes we made with the other administrator contracts due to new regulations with the Affordable Care Act. The reduction in district contribution is \$4710 and this would be added to the 2014-2015 salary to off set the impact of the change.

The second request was to add language to the sick leave and vacation leave section to begin to pay off the accumulated leave in annual increments. This would help avoid a large pay off for the district at the time of my retirement. This change would also be a benefit to me as I could use a tax shelter option over time rather than in one fiscal year.

A copy of the contract with proposed changes is attached for board member review.

JC:ljb

SUPERINTENDENT'S CONTRACT

The School Board of Intermediate School District No. 917, Rosemount, Minnesota (School District) enters into this contract with John M. Christiansen (Superintendent), a legally qualified and licensed superintendent, who agrees to perform the duties of superintendent of schools of the School District. The School District and the Superintendent agree as follows:

I. **Applicable Statute:**

This contract is entered into between the School District and the Superintendent in conformance with Minn. Stat. § 123B.143, Subd. 1.

II. **Licensure:**

The Superintendent shall furnish throughout the life of this contract a valid and appropriate license to act as Superintendent in the State of Minnesota as provided by applicable state laws, rules and regulations.

III. **Duration, Expiration, Termination and Mutual Consent:**

1. **Duration.**

This contract is for a term of three years commencing July 1, 2012, and ending June 30, 2015. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent, or unless terminated as provided herein.

2. **Subsequent Contract.**

- a. **Final Notice:** The School Board will take action to determine whether to offer the Superintendent a subsequent contract no later than 12 months prior to the expiration of this contract and shall give the Superintendent written notice of its action.
- b. **Preliminary Notice:** At least thirty (30) days before taking action not to offer the Superintendent a subsequent contract, the School Board shall give preliminary written notice of its intent not to offer a subsequent contract.
- c. **Request for Meeting:** Within ten (10) days thereafter the Superintendent may request a meeting with the School Board to discuss its intentions, the reasons therefore, and ways in which any concerns of the School Board might be addressed by the parties.
- d. **Meeting Between the Parties:** Upon receipt of such request, the School Board shall hold a meeting with the Superintendent.
- e. **Final Action:** The School Board shall not take action not to offer a subsequent contract until at least seven (7) days after such meeting, which action of the School Board shall be final.

3. Expiration.

This contract shall expire at the end of the term specified in Section 1 hereof. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent contract is entered into in accordance with Minn. Stat. § 123B.143, Subd. 1, notwithstanding the provisions of Paragraph 2 hereof.

4. Termination During the Term.

The Superintendent's employment may be terminated during the term of this contract only for cause as defined in Minn. Stat. § 122A.40, Subds. 9 or 13. Except for purposes of describing grounds for discharge, the provisions of Minn. Stat. § 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the contract term for cause as described in Minn. Stat. § 122A.40, Subds. 9 or 13, it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided herein within the fifteen (15) calendar day period, it shall be deemed acquiescence by the Superintendent to the School Board's proposed action and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse.

5. Mutual Consent: This contract may be terminated or amended at any time by the parties by mutual consent.

IV. Duties:

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other employees of the schools under the Superintendent's supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall from time to time suggest policies, regulations, rules and procedures deemed necessary for the School District, and in general perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules and procedures established by the School Board and the State Board of Education. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees and provide administrative recommendations on each item of business considered by each of these groups.

V. **Duty Year and Leaves:**

1. **Basic Work Year.**

The Superintendent's duty year shall be for the entire 12-month contract year as provided herein and the Superintendent shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

2. **Vacation.**

For each contract year the Superintendent shall earn 28 working days of annual paid vacation. Unused vacation may accumulate to a maximum of 90 days. **Upon the close of each contract year, the School District shall pay to the Superintendent the cash value of the lesser of 20 days of accumulated vacation or the balance of the Superintendent's accumulated vacation. Such payment shall be made on July 15th following the close of the contract year. Notwithstanding the foregoing, the total number of accumulated vacation days cashed out hereunder shall not exceed 90.** Upon termination of employment, the Superintendent shall be entitled to payment for any unused vacation days accrued and earned pursuant to the provisions of this paragraph. **The amount of accumulated vacation days that will be paid to the Superintendent upon termination of employment will be equal to the lesser of the number of accumulated vacation days at the time of termination, or the difference between 90 days and the number of days that have been cashed out and paid to the Superintendent during his employment. For purposes of converting accumulated vacation into cash in order to make a payment to the Superintendent hereunder, the value of a day of vacation shall be determined by pro rating the Superintendent's applicable annual base salary by the number of work days during the year. Applicable annual base salary shall be the Superintendent's base salary for the contract year that just closed for purposes of the payments made while employed and the Superintendent's base salary at the time his employment terminates for purposes of the payment made upon termination.**

3. **Holidays.**

The Superintendent shall be entitled to 10 paid holidays each contract year as designated by the School Board.

4. Sick Leave.

The Superintendent shall earn paid sick leave at the rate of one day for each working month, which may be accumulated to a maximum of 130 days. **Upon the close of each contract year, the School District shall pay to the Superintendent the cash value of the lesser of 20 days of accumulated sick leave or the balance of the Superintendent's accumulated sick leave. Such payment shall be made on July 15th following the close of the contract year. Notwithstanding the foregoing, the total number of accumulated sick leave days cashed out hereunder shall not exceed 130.** Upon termination of employment, the Superintendent shall receive a cash payment for a portion of his accumulated unused sick leave. ~~in an amount not to exceed one-half year's salary.~~ **The amount of accumulated sick leave days that will be paid to the Superintendent upon termination of employment will be equal to the lesser of the number of accumulated sick leave days at the time of termination, or the difference between 130 days and the number of days that have been cashed out and paid to the Superintendent during his employment. For purposes of converting accumulated sick leave into cash in order to make a payment to the Superintendent hereunder, the value of a day of sick leave shall be determined by pro rating the Superintendent's applicable annual base salary by the number of work days during the year. Applicable annual base salary shall be the Superintendent's base salary for the contract year that just closed for purposes of payments made while employed and the Superintendent's base salary at the time his employment terminates for purposes of the payment made upon termination.**

5. Bereavement and Family Illness Leave:

An absence due to a severe illness or death of a spouse, child, brother, sister, parent, grandparent or spouse's parent, will be granted up to five (5) days per year, and pursuant to the Family and Medical Leave Act ("FMLA"). Absence due to severe illness of a family member shall be deducted from sick leave and administered in accordance with the FMLA. Absence due to the death of a family member shall not be deducted from sick leave.

6. Personal Leave:

The Superintendent may be granted leave of no more than two (2) days per year, non-accumulative, for situations that arise requiring his personal attention and which cannot be attended to when school is not in session, and which are not covered under other provisions. Court appearances and estate settlements are examples of situations where this leave may be granted. The Superintendent may be granted additional personal leave at the discretion of the School Board.

7. Jury Duty:

The Superintendent serving on jury duty shall receive regular salary but shall remit to the School District any jury duty fees received. He will retain any expenses or mileage allowances paid by the court.

8. Medical Leave:

The Superintendent if unable to perform his duties because of illness or disability shall, upon request, be granted a medical leave of absence up to one (1) year in duration. Any portion of this leave extending beyond the period of allowable sick leave shall be unpaid, save for any income insurance benefits provided pursuant to Article VI, section 2. Benefits during the leave shall be afforded according to the Family and Medical Leave

Act and this section. School District may in its discretion extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a doctor's written statement outlining the condition of health and estimated time at which the Superintendent is expected to be able to assume his normal responsibilities. The School Board shall provide a waiver of premium clause for the life insurance and long term disability insurance provided in this agreement in the event of disability on the part of the Superintendent.

VI. **Benefits:**

1. **Medical/Health Insurance:**
During the Superintendent's employment, the Superintendent shall receive single or family health insurance for the lowest priced plan excluding the HSA with the full premium paid by the School District. **Beginning January 1, 2015, the School District shall contribute \$535 monthly toward single premium or \$1300 monthly toward the family.**
2. **Dental:**
Effective July 1, 2011, the School District shall contribute \$61 to cover the cost of the premium for single or \$150 to cover the cost of family coverage as applicable, for each eligible employee employed by the School District who qualifies for and is enrolled in such School District dental insurance plan. Effective July 1, 2012, the School District shall contribute a sum not to exceed \$60 per month for single or \$124 per month to cover the cost of family coverage as applicable, for each eligible employee employed by the School District who qualifies for and is enrolled in such School District dental insurance plan.
3. **Group Income Protection:**
During the Superintendent's employment, the School District shall provide coverage in the group income protection insurance plan for the Superintendent. The premium for such coverage shall be paid by the Superintendent through payroll deduction. The income protection plan shall include the following:
 - a. benefits begin after ninety (90) days of total disability.
 - b. the monthly income benefit shall be 66 2/3% of basic monthly earnings.
4. **Life Insurance:**
During the Superintendent's employment, the School District will pay each month the cost of the life insurance premium for a \$350,000 term-life insurance policy. **The value of this benefit will be included in the employee's taxable income as required by the Internal Revenue Code Section 79.** The beneficiary or beneficiaries shall be designated by the Superintendent. Upon retirement, the Superintendent may continue to participate in the district's policy at the Superintendent's own expense, subject to the terms of the contractual agreement between the School district and the insurance carrier. The amounts of the insurance shall be progressively reduced from the initial \$350,000 coverage amount, according to the policy.
5. **Liability Insurance:**

The School District shall provide general Liability and errors and omissions insurance coverage for the Superintendent in the amount of present policy, which amount shall not be less than required by law.

6. Medical Exam:

The Superintendent does hereby agree to have a comprehensive medical examination every year, by a physician mutually agreeable to the parties. A medical statement or report prepared and signed by the physician and certifying to the physical and mental competency of the Superintendent shall be filed upon each examination with the Chairperson of the Board and treated as confidential information by the Board. If the medical exam is not provided by the health plan that the Superintendent participates in, the School District shall pay for such exam.

7. Claims Against the School District:

The parties agree that any description of insurance benefits contained in this section are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

VII. Other Benefits:

1. Tax Sheltered Annuities:

The Superintendent shall be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code, Minnesota Statutes, Section 123.35, Subd. 12, and School District policy. Effective January 1, 2013, the School District shall contribute a matching sum of up to \$4,000 each contract year toward a 403(b) tax-sheltered program as selected by the Superintendent, payable on a dollar for dollar basis as the Superintendent's salary reduction contributions are made to the program.

2. Mileage:

The Superintendent shall be required to use his personal vehicle in the performance of his duties and will be reimbursed for such travel pursuant to School District Policy.

3. Conferences, Meetings and Professional Dues:

The School District agrees to assume the cost of reasonable national, state, regional and local association dues for educational professional organizations that are incurred by the Superintendent. The Superintendent may attend appropriate professional meetings at the local, state, regional and national levels, the expenses of said attendance to be incurred by the School District. The School District agrees to pay all reasonable and necessary expenses of the Superintendent incurred in the performance of his duties with the School District not to exceed the annually budgeted expenses for the Superintendent's travel. The Superintendent shall file an itemized claim statement for such expenses in accordance with the established procedures of the School District.

VIII. **Miscellaneous:**

1. **Defense and Indemnification:**

The School District agrees, subject to the provisions of this section, as a condition of this employment contract, that it shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his individual capacity, or in his official capacity as agent and employee of the School District, provided the incident arose while the Superintendent was acting within the scope of his employment and acting in good faith.

2. **Calculation:**

When necessary to compute a per diem salary, the per diem shall be arrived at by dividing the Superintendent's base salary by 220.

IX. **Salary:**

1. **2012-2013 Contract Year:**

The Superintendent shall be paid an annual salary of \$159,656.

2. **Subsequent Years:**

The salary for the Superintendent during the second and third year of the contract shall be set by June 30, 2013 and June 30 of 2014. The parties will meet and confer in advance of such date regarding the salary for the next year. The salary may be modified as agreed by the parties but shall not be reduced during the term of this agreement.

3. **Incentive Compensation:**

In addition to the base salary as provided in Subd. 1 of this Section, the Superintendent shall be eligible for performance incentive compensation of up to 4% of his annual contract salary. The actual amount of Incentive Compensation awarded shall be determined annually by the School Board and shall be based on an evaluation of the Superintendent's performance in meeting goals and objectives as established by the Board. Performance incentive compensation shall be paid in July. In the event the School Board fails to complete an evaluation as scheduled in Subd. 4 of this Section, the Superintendent will receive the maximum amount of incentive compensation.

4. **Performance Evaluation:**

Two times each year, in January and June, the Board will review the Superintendent's performance based on the job description and the individual objectives previously developed and agreed upon. After the completion of the evaluation in June, the Board shall provide a written evaluation report to the Superintendent by the first day of the month following the evaluation. After consultation with the Superintendent, the Board may alter the procedures and frequency for evaluation.

5. **Payment:**

The Superintendent's salary shall be paid over the contract year as provided by School District policy.

6. Exclusive Employment:

The Superintendent agrees to devote his full working time, attention, knowledge, and skills solely to the business and interest of the School District, and to be employed in no other capacity or for any other employer or person, provided, however, that the Superintendent, by agreement with the Board, may undertake consultative work.

X. Severability:

If any provision of this contract is held to be invalid by operation of law, the remainder of the contract shall not be affected thereby and shall remain in full force and effect.

This contract shall be effective only upon signatures of the officers of the School Board after authorization for such signatures is given by the School Board in appropriate action and recorded in its minutes.

Date of School Board action: December 6, 2011

IN WITNESS THEREOF I have
subscribed my signature this
_____ day of _____, 2011

Superintendent

IN WITNESS THEREOF I have
subscribed our signatures this
_____ day of _____, 2011

Chair

Clerk

TO: Board Members
FROM: John Christiansen
DATE: May 29, 2014
RE: Superintendent Contract for 2015-2018

The language in the superintendent contract calls for the School Board to take action to offer a subsequent contract no later than twelve months prior to the expiration of the current contract. There is also a "Preliminary Notice requirement of 30 days which means the topic needs to be discussed at the June Board meeting.

If you have questions about this topic, please contact Jill Lewis or myself.

Intermediate School District #917
Proposed Health and Safety Plan FY15
Due for June, 2014 Board meeting

Environmental Health and Safety - Finance Code 352			
Numerous expenditures covered in this area please see attachment # 3 page 12-14 for details on allowable expenditures			
Project #	Object Code	Description	Expenditures
	305	Fees For Services (Hepatitis A & B, Metro service fee, pest control, Clariynet tr	\$4,000.00
	366	CPR training and mileage reimbursements	\$0.00
	401	Supplies (personal protective equipment disposable gloves,cloths,pads, masks, pest control, chemical storage (20% Secondary & 80% Special ed)	\$7,500.00
	170	IAQ Coordinator	\$4,140.00
	200	benefits	\$617.00
	820	Mgmt asst. prog. And Metro ECSU H&S Memb	\$3,150.00
			\$19,407.00
- Finance Code 358- Asbestos Removal and Encapsulation			
Includes costs related to asbestos removal. (see attachment #3 page 16-18 for details on allowable expenditures)			
Project #	Object Code	Description **Not approved by state	Expenditures
	305	Estimated Costs of Asbestos Removal per GES (Groundwater & Environmental Services) during Thompson Heights Demolition in FY09	\$0.00
		****total project cost is est at \$240,000 will submitt full amount for approval but will levy over two fiscal years(FY08 & FY09)	\$0.00
			\$0.00
- Finance Code 366- Indoor Air Quality			
Includes costs related to the development and implementation of the IAQ plan including thoses associated with IAQ coordinator activities. (see attachment #3 page 16-18 for details on allowable expenditures)			
Project #	Object Code	Description: **Not approved by state	Expenditures
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Physical Hazard Control - Finance Code 347			
Includes playground safety,swimming pools, bleachers,mechanical & power equipment safety OSHA standards for physical & electrical Hazard (ergonomics not allowed),Food Code Safety (training of staff runs thru Finance Code 352), elevator & lift inspections, Personal protective equipment in industrial, fine arts & science areas and machine guard safety. See enclosed attachment #3 page 10-11 for detailed description of allowable expenditures.			
Project #	Object Code	Description	Expenditures
	305	Elevator inspection	\$0.00
	401	PPE for shop areas (harness, boots, safety glasses etc)	\$4,500.00
	401	Eye wash stations at AEC	\$0.00
			\$4,500.00
Hazardous Substances - Finance Code 349			
Includes wood boilers, fuel tank removal, Hazardous waste management, Lead or copper in water testing, Local exhaust ventilation, & radon detection. See enclosed attachment #3 pages 11-12 for detail on expenditures			
Project #	Object Code	Description	Expenditures
	305	Radon and water testing	\$1,000.00
			\$1,000.00
Grand Total			\$24,907.00

**Intermediate School District No. 917, MN
Levy by Member District FY14 payable FY15**

Participating Districts (9):

ISD #	Name	2013/2014 Taxable Net Tax Capacity					Combined Total	District %
		Dakota Co. (19)	Scott Co. (70)	Goodhue Co. (25)	Washington Co. (82)	Hennepin (27)		
6	South St. Paul	10,245,341	13,375,620				10,245,341	3.0700%
191	Burnsville	42,985,631					56,361,251	16.8500%
192	Farmington	22,943,468					22,943,468	6.8600%
194	Lakeville	44,598,373	10,593,704				55,192,077	16.5000%
195	Randolph	3,639,196				538,871	4,178,067	1.2500%
197	West St. Paul	46,693,462					46,693,462	13.9600%
199	Inver Grove Heights	22,328,194					22,328,194	6.6800%
200	Hastings	23,373,431		34,948	3,496,250		26,904,629	8.0400%
271	Bloomington		100,062				89,517,487	26.7900%
		216,807,096	24,069,386	573,819	3,496,250	89,517,487	334,464,038	100.00%

Note: The Taxable Net Tax Capacity (TNTC) consists of net tax capacity, less captured tax increment and fiscal disparities contribution.

FY15 Health and Safety \$ 24,907.00

ISD #	Name	AMC/PUs est 2014		Combined		50/50 Blended %		District's Portion of the Health and Safety Levy
		3/25/14	15 as reported on	District %	Total TNTC	District %	Distribution	
6	South St. Paul	3922.52	6.30%	10,245,341	3.0700%	4.68%	\$1,165	
191	Burnsville	10884.37	17.48%	56,361,251	16.8500%	17.16%	\$4,274	
192	Farmington	7455.09	11.97%	22,943,468	6.8600%	9.42%	\$2,346	
194	Lakeville	12337.71	19.81%	55,192,077	16.5000%	18.16%	\$4,523	
195	Randolph	676.94	1.09%	4,178,067	1.2500%	1.17%	\$291	
197	West St. Paul	5472.08	8.78%	46,693,462	13.9600%	11.37%	\$2,832	
199	Inver Grove Heights	4396.82	7.06%	22,328,194	6.6800%	6.87%	\$1,712	
200	Hastings	5267.41	8.46%	26,904,629	8.0400%	8.25%	\$2,055	
271	Bloomington	11865.09	19.05%	89,617,549	26.7900%	22.92%	\$5,709	
		62278.03	100.00%	334464038.00	100.00%	100.00%	\$24,907	

To: School Board Members
 Superintendent John Christiansen

From: Nicolle Roush

Date: June 3, 2014

Subject: 2014-2015 Lease Levy Allocation

Pertinent Facts:

1. Intermediate School District #917 will be leasing space at two locations for Special Education Apple Valley TEA and Cedar School. The total requested lease-levy amount for inclusion in fiscal year 2015 is \$307,186.35. With the closing of TESA Works and expansion at the Apple Valley TEA location the net result will be a decrease in lease levy by (\$26,265.73).
2. In addition to the two leases we will occupy in fiscal year 2015, Intermediate School District 917 will be requesting the annual building levy cost for Alliance Education Center in Rosemount. The total lease-levy amount for inclusion in fiscal year 2016 is \$554,907.50. This is a (\$4,493.50) decrease over fiscal year 2015.
3. June of each year, Intermediate School District #917 provides notice to each of the member districts the amount of their lease-levy allocation to include in the school districts proposed payable 2015 levies. This approved lease-levy distribution will be entered on MDE levy system for inclusion in the payable 2015 levy limitations on behalf of each of the member districts.
4. The basis of the distribution for the lease-levy is a formula that weights four components equally between the member school districts as follows; Total Net Tax Capacity (TNTC), Adjusted Cost Pupil Units (ACPU's), 5 year average tuition and student F.T.E.'s by building.
5. The chart below provides a detailed breakdown of each member school districts lease-levy amount for 2014 payable 2015.

District #	FY 15 Operating Levy Amounts 2014 payable 2015	FY16 Building Levy Amount (25 yrs) 2014 payable 2015	Proposed Total Levy Amounts Payable 2015
6	\$ 19,885.96	\$ 36,152.22	\$ 56,038.18
191	\$ 16,691.34	\$ 83,424.79	\$ 100,116.13
192	\$ 47,418.67	\$ 69,674.19	\$ 117,092.86
194	\$ 54,204.16	\$ 99,711.32	\$ 153,915.48
195	\$ 3,295.62	\$ 3,950.94	\$ 7,246.56
197	\$ 32,355.90	\$ 62,105.25	\$ 94,461.15
199	\$ 30,732.24	\$ 55,257.69	\$ 85,989.93
200	\$ 39,742.70	\$ 62,338.31	\$ 102,081.01
271	\$ 62,859.76	\$ 82,292.79	\$ 145,152.55
	\$ 307,186.35	\$ 554,907.50	\$ 862,093.85

INTERMEDIATE SCHOOL DISTRICT 917 SAFE SCHOOLS LEVY 14 PAYABLE 15**Safe Schools Levy request for ISD 917 FY15 expenditures**

School District #	2015-16 EST. APU's as reported on 5/22/14 by MDE	Maximum levy authority based on \$10 per AMCPU's	\$ Amount per AMCPU's	Levy Payable 2014 on behalf of ISD 917 FY14 for Expenditures
6	3736.40	\$ 37,364.00	\$ 9.75	\$ 36,429.90
191	10337.00	\$ 103,370.00	\$ 5.75	\$ 59,437.75
192	7149.40	\$ 71,494.00	\$ 9.75	\$ 69,706.65
194	11382.20	\$ 113,822.00	\$ 9.75	\$ 110,976.45
195	651.20	\$ 6,512.00	\$ 5.75	\$ 3,744.40
197	5165.40	\$ 51,654.00	\$ 9.75	\$ 50,362.65
199	4200.20	\$ 42,002.00	\$ 5.75	\$ 24,151.15
200	4896.00	\$ 48,960.00	\$ 9.75	\$ 47,736.00
271	11157.80	\$ 111,578.00	\$ 9.75	\$ 108,788.55
TOTAL	58675.6	\$ 586,756.00		\$ 511,333.50

*Estimated amount we would need to meet FY15 expenditures would be \$5.75.

\$4.00 will be added in addition to the \$5.75 for addt'l family support social worker needs based on member district requests. ISD 917 will bill for the full levy and set any money in reserve over levy.

This would be a \$1.33 increase per APU's over last years request based on AMCPU's

Intermediate School district #917
Safe Schools Levy Estimate for FY15 Expenditure Budget
2014 payable 2015
Draft as of 5-22-14

1.0 Guidance Counselor 01-071-211-342-165-000	\$	68,200.00	S Furhman
360 community contract 01-080-211-342-311-000	\$	18,010.00	
.8 Family Support Social Worker 02-350-420-342-156-000	\$	61,600.00	S Nutting-Veliz
.87 Mental Health Professional 02-350-420-342-158-000	\$	91,600.00	J Peterson
0.375 FTE School Liaison Office DCTC 01-071-211-342-311-000	\$	40,000.00	
.75 FTE School Liaison Officer Alliance Education Center 02-051-408-342-305-000	\$	62,000.00	\$ 341,410.00

Family Support Social Worker Note: only covering a portion of contract under Safe Schools Levy

Contract Amounts need Updates

ISD 6	\$	14,945.60	{Total contract cost is 54031}
ISD 192	\$	28,597.60	{Total contract cost is 108060}
ISD 194	\$	45,528.80	{Total contract cost is 106102}
ISD 197	\$	20,661.60	{Total contract cost is 88167}
ISD 200	\$	19,584.00	{Total contract cost is 36021.0}
ISD 271	\$	44,631.20	{Total contract cost is 56,474}
10-005-740-342-305-000 OR 10-005-730-342-362-000	\$	-	
Total FY15 Safe Schools Levy request	\$	515,358.80	\$ 448,855.00

School District #	2015-16 EST. APU's as reported on 5/ 22/14 by MDE	Maximum levy authority based on \$15 per APU's	\$ Amount per APU's	Levy payable 2015 on behalf of ISD 917 for FY15 Expenditures	ADDT'L \$4.00 LEVY FOR FAMILY SUPPORT CONTRACTS
6	3736.40	\$ 56,046.00	\$ 9.75	\$ 36,429.90	\$ 14,945.60
191	10337.00	\$ 155,055.00	\$ 5.75	\$ 59,437.75	
192	7149.40	\$ 107,241.00	\$ 9.75	\$ 69,706.65	\$ 28,597.60
194	11382.20	\$ 170,733.00	\$ 9.75	\$ 110,976.45	\$ 45,528.80
195	651.20	\$ 9,768.00	\$ 5.75	\$ 3,744.40	
197	5165.40	\$ 77,481.00	\$ 9.75	\$ 50,362.65	\$ 20,661.60
199	4200.20	\$ 63,003.00	\$ 5.75	\$ 24,151.15	
200	4896.00	\$ 73,440.00	\$ 9.75	\$ 47,736.00	\$ 19,584.00
271	11157.8	\$ 167,367.00	\$ 9.75	\$ 108,788.55	\$ 44,631.20
TOTAL	58675.6	\$ 880,134.00		\$ 511,333.50	\$ 173,948.80
			plus 11-12 adj	\$ 4,332.24	
				\$ 515,665.74	

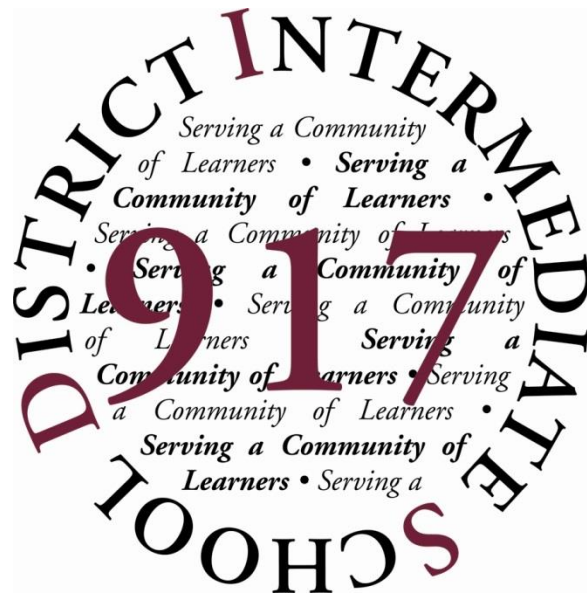
*Estimated amount we would need to meet FY15 expenditures would be \$5.75.
\$4.00 will be added in addition to the \$5.75 for addt'l family support social worker needs based on member district requests. ISD 917 will bill for the full levy and set any money in reserve over levy.
This would be a \$1.33 increase per APU's over last years request based on AMCPU's

TO: Board Members
FROM: John Christiansen
DATE: May 29, 2014
RE: Educator Development and Evaluation Process

The Educator Development and Evaluation Process has been approved by the teachers through a member voting process completed this week. Attached is the full document. We had a committee of administrators and teachers develop the process and documents and Board member Clark was also able to attend some of our meetings.

We are pleased with the system developed but understand that it will need to be reviewed in an ongoing process as we begin implementation in August. I recommend approval of the Process document.

JC:ljb



Intermediate School District 917

Educator Development and Evaluation Process

Overview of the Educator Development and Evaluation Process

During a special session in the summer of 2011, the Minnesota Legislature passed new statewide educator development and evaluation requirements. Under the requirements, all public school districts in Minnesota must have an educator development and evaluation plan that meets statutory requirements in place by the 2014-2015 school year. The plan could be locally developed by school boards and educators or it could be the state plan or a hybrid of the state plan with locally determined elements. The school board and the educators' union through a memorandum of understanding must agree and document the components and implementation of the plan.

The plan needs to include:

- a three-year professional review cycle with a summative evaluation in the third year, an individual growth and development plan, a peer review process and the opportunity to participate in a professional learning community;
- support and evaluation of all probationary educators;
- professional teaching standards;
- an option for educators to develop and present a portfolio demonstrating evidence of reflection and professional growth;
- state or local measures of student growth as a component of the educator evaluation, as well as longitudinal data on student engagement and other student outcome measures aligned with the curriculum for which educators are responsible, and
- an educator improvement process for educators not meeting professional standards that includes established goals and timelines with appropriate discipline for educators not meeting adequate progress.

A team including the superintendent, the director of special education, an assistant special education director/principal, and an officer of the educators' union attended state sponsored meetings to clarify the requirements of the legislation and design a process for developing the plan for ISD 917. An educator evaluation committee was formed made up of five educators and four administrators to review those requirements and to create the educator development and evaluation plan for our district. The good news is that we already had several components that met the requirements put forth in the legislation. We have:

- a component of mentoring and support for new educators;
- administrative observations and evaluation for probationary educators and tenured educators based on Charlotte Danielson's "A Framework for Teaching" identified by the state as a positive model;
- professional learning communities or learning teams at many levels; and
- professional development support.

Using these components and the requirements of the legislation, the committee began meeting in June 2013 and has developed a comprehensive process to present to our educators and school board. The Educator Evaluation Process developed by the Committee is posted on the Intermediate School District website for interested persons to review.

Questions and Answers

- **Who created our district's plan and what was the process?**
The district's plan was created by district administrators and members of the educators' union. The group met from June 2013 through May 2014 to work through and agree upon the plan's basic structure and elements.
- **Why do educators' vote on the plan?**
If the school district and the union successfully collaborate and create a plan, as our district and educators' union have, educators are given the opportunity to vote to approve the plan created by the district and the union.
- **What would have happened if our district and the educators' union could not agree on a plan?**
If the district and the educators' union had not been able to work collaboratively and create a plan, the district would be required to use the plan created by MDE.
- **What happens if educators' do not vote for the district plan?**
If a plan is created by the district and the educators union, but the educators do not vote in favor of it, the district must implement the MDE plan.
- **If educators approve the plan, when would it take effect?**
Once a plan is approved, all educators would be a part of the plan beginning with the 2014-2015 school year.
- **If educators don't approve the plan, the plan created by MDE would take effect in the 2014-2015 school year.**
- **Who will evaluate educators?**
Only an individual who is employed as a licensed administrator in the district can evaluate educators. In most cases, this individual is the program administrator or a member of the administrative team.
- **How often will tenured educators be evaluated?**
Once every three years educators will be observed and evaluated by a licensed administrator.
- **After three years of evaluations as a probationary educator, an educator becomes non-probationary (tenured). Does that educator have to be evaluated again?**
Although the educator will move into the Educator Development and Evaluation process for non-probationary (tenured) educators, the educator will not be evaluated again until the third year out from the final probationary year. For example: If the educator became a non-probationary (tenured) educator in the fall of 2015, the educator would be evaluated again by an administrator during the 2017-18 school year. An administrator may adjust the schedule to help maintain a balance in the number of educators evaluated in each year.

Educator Evaluation Process

According to statute, the educator evaluation process applies to classroom teachers and any other professional employee required to hold a teaching license from the MDE. This includes: teachers, school counselors, licensed school nurses, school social workers, school psychologists, speech/language pathologists and career and technology teachers. It does not include: occupational therapists, physical therapists and audiologists.

Probationary Educators (one year)

Element	Forms	Description
<ul style="list-style-type: none"> 1 summative evaluation performed by a trained, qualified evaluator (administrator) 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form – Appendix A-1 The Council for Exceptional Children’s Position on Special Education Teacher Evaluation – Appendix D-1 Inclusive Design: Building Educator Evaluation Systems That Support Students with Disabilities – Appendix D-1 Intermediate School District 917 Summative Evaluation-Non-Tenured (one year probationary period) – Appendix A-2 	<ul style="list-style-type: none"> The summative evaluation contains three sections, educator practice, student learning and achievement, and student engagement. This document summarizes many elements detailed below and is completed in steps by a qualified evaluator. Educators with a one year probationary period will have a summative evaluation completed during their first year and will begin a new three year summative evaluation during their second year of employment.
<ul style="list-style-type: none"> 3 evaluations annually; the first occurring within the first 90 days of employment 	<ul style="list-style-type: none"> Intermediate School District 917 Evaluation Report – Appendix B-1-B-7 	<ul style="list-style-type: none"> The evaluation documents are contained in Appendix A. The district has adopted an evaluation model consistent with Charlotte Danielson’s work titled Enhancing Professional Practice.
<ul style="list-style-type: none"> Individual growth and development plan 	<ul style="list-style-type: none"> Intermediate School District 917 Educator Induction and Mentor Program Guide Personal Professional 	<ul style="list-style-type: none"> As part of the Intermediate School District 917 Educator Induction and Mentor Program, probationary

	Development Plan – Appendix C-1	staff (one year) complete the <i>Personal Professional Development Plan</i> contained in the guide to comply with this element of the plan.
<ul style="list-style-type: none"> The opportunity to participate in a professional learning community 		<ul style="list-style-type: none"> Each supervisor is responsible for developing and implementing a professional learning community structure that addresses the unique needs of the staff with whom they work.
<ul style="list-style-type: none"> Staff development activities coordinated with the evaluation process and educator evaluation outcomes 		<ul style="list-style-type: none"> <i>Personal Professional Development Plans</i> as well as <i>Summative Evaluations</i> will be considered in the coordination of staff development.
<ul style="list-style-type: none"> Mentoring and induction program 	<ul style="list-style-type: none"> Intermediate School District 917 Educator Induction and Mentor Program Guide – Appendix C-1 	<ul style="list-style-type: none"> All probationary staff will follow the <i>Intermediate School District 917 Educator Induction and Mentor Program Guide</i>. This includes a work year extended by 2 days in the first year of employment and 1 day in the second year of employment.
<ul style="list-style-type: none"> Data from valid and reliable assessments aligned to state and local academic standards and using state and local measures of student growth that may include value-added models or student learning goals determine 35 percent of educator evaluation 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period) – Appendix A-1 The Council for Exceptional Children’s Position on Special Education Teacher Evaluation – Appendix D-1 Inclusive Design: 	<ul style="list-style-type: none"> Educators will define the data to be utilized for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. Sources to assist in the

results	Building Educator Evaluation Systems That Support Students with Disabilities – Appendix D-1	definition of data that meets statutory requirement are included in Appendix E.
<ul style="list-style-type: none"> Longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which Educators are responsible 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period) – Appendix A-1 	<ul style="list-style-type: none"> Educators will define the data to be utilized for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. As more definition becomes available through the Minnesota Department of Education, which could include a survey tool, it will be provided.
<ul style="list-style-type: none"> Portfolio option for demonstrating evidence of reflection and professional growth and including Educator’s own performance assessment based on student work samples and examples of Educator’s work, which may include video among other activities for the summative evaluation 	<ul style="list-style-type: none"> Intermediate School District 917 Portfolio Requirements for Summative Evaluation – E-1 	<ul style="list-style-type: none"> Educators have the option of demonstrating reflection, professional growth and a performance assessment through the utilization of the portfolio option. This would be planned and reviewed with the educator’s supervisor.
<ul style="list-style-type: none"> Educator improvement process that includes goals and timelines 	<ul style="list-style-type: none"> Intermediate School District 917 Performance Improvement Plan – F-1 	<ul style="list-style-type: none"> Educators not meeting professional teaching standards are provided support to improve through an improvement process that includes goals and timelines. This process is articulated

		in the <i>Intermediate School District 917 Performance Improvement Plan</i> .
<ul style="list-style-type: none"> Discipline an educator for not making adequate progress in the Educator improvement process 		<ul style="list-style-type: none"> Article XII of the Agreement between Intermediate School District 917 and Education Minnesota Intermediate School District 917 Local 3904 representing the educators of the School District articulates the employee supervision process including employee improvement plans and employee discipline.

Probationary Educators (three year)

Element	Forms	Description
<ul style="list-style-type: none"> 1 summative evaluation in a three-year professional review cycle performed by a trained, qualified evaluator (administrator) 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form – Appendix A-1 The Council for Exceptional Children’s Position on Special Education Teacher Evaluation – Appendix D-1 Inclusive Design: Building Educator Evaluation Systems That Support Students with Disabilities – Appendix D-1 Intermediate School District 917 Summative Evaluation-Non-Tenured (three year probationary period) – Appendix A-3 	<ul style="list-style-type: none"> The summative evaluation contains three sections, educator practice, student learning and achievement, and student engagement. This document summarizes many elements detailed below and is completed in steps over a three year period by a qualified evaluator.
<ul style="list-style-type: none"> 3 evaluations annually; the first occurring within the 	<ul style="list-style-type: none"> Intermediate School District 917 Evaluation Report – Appendix B- 	<ul style="list-style-type: none"> The evaluation documents are contained in Appendix

first 90 days of employment	1-B-7	A. The district has adopted an evaluation model consistent with Charlotte Danielson's work titled Enhancing Professional Practice.
<ul style="list-style-type: none"> Individual growth and development plan 	<ul style="list-style-type: none"> Intermediate School District 917 Educator Induction and Mentor Program Guide Personal Professional Development Plan – Appendix C-1 	<ul style="list-style-type: none"> As part of the Intermediate School District 917 Educator Induction and Mentor Program, probationary staff (three year) complete the <i>Personal Professional Development Plan</i> contained in the guide to comply with this element of the plan.
<ul style="list-style-type: none"> The opportunity to participate in a professional learning community 		<ul style="list-style-type: none"> Each supervisor is responsible for developing and implementing a professional learning community structure that addresses the unique needs of the staff with whom they work.
<ul style="list-style-type: none"> Staff development activities coordinated with the evaluation process and educator evaluation outcomes 		<ul style="list-style-type: none"> <i>Personal Professional Development Plans</i> as well as <i>Summative Evaluations</i> will be considered in the coordination of staff development.
<ul style="list-style-type: none"> Mentoring and induction program 	<ul style="list-style-type: none"> Intermediate School District 917 Educator Induction and Mentor Program Guide – Appendix C-1 	<ul style="list-style-type: none"> All probationary staff will follow the <i>Intermediate School District 917 Educator Induction and Mentor Program Guide</i>. This includes a work year extended by 2 days in the first year of employment and 1 day in the second year of employment.
<ul style="list-style-type: none"> Data from valid and reliable assessments 	<ul style="list-style-type: none"> Intermediate School District 917 Summative 	<ul style="list-style-type: none"> Educators will define the data to be utilized

<p>aligned to state and local academic standards and using state and local measures of student growth that may include value-added models or student learning goals determine 35 percent of educator evaluation results</p>	<p>Evaluation Planning Form-Non-Tenured (three year probationary period) – Appendix A-1</p> <ul style="list-style-type: none"> • The Council for Exceptional Children’s Position on Special Education Teacher Evaluation – Appendix D-1 • Inclusive Design: Building Educator Evaluation Systems That Support Students with Disabilities – Appendix D-1 	<p>for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. Sources to assist in the definition of data that meets statutory requirement are included in Appendix E.</p>
<ul style="list-style-type: none"> • Longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which educators are responsible 	<ul style="list-style-type: none"> • Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (three year probationary period) – Appendix A-2 	<ul style="list-style-type: none"> • Educators will define the data to be utilized for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. As more definition becomes available through the Minnesota Department of Education, which could include a survey tool, it will be provided.
<ul style="list-style-type: none"> • Portfolio option for demonstrating evidence of reflection and professional growth and including educator’s own performance assessment based on student work samples and examples of educator’s work, which may include 	<ul style="list-style-type: none"> • Intermediate School District 917 Portfolio Requirements for Summative Evaluation – E-1 	<ul style="list-style-type: none"> • Educators have the option of demonstrating reflection, professional growth and a performance assessment through the utilization of the portfolio option. This would be planned and reviewed with the educator’s supervisor.

video among other activities for the summative evaluation		
<ul style="list-style-type: none"> • Educator improvement process that includes goals and timelines 	<ul style="list-style-type: none"> • Intermediate School District 917 Performance Improvement Plan – F-1 	<ul style="list-style-type: none"> • Educators not meeting professional teaching standards are provided support to improve through an improvement process that includes goals and timelines. This process is articulated in the <i>Intermediate School District 917 Performance Improvement Plan</i>.
<ul style="list-style-type: none"> • Discipline an educator for not making adequate progress in the Educator improvement process 		<ul style="list-style-type: none"> • Article XII of the Agreement between Intermediate School District 917 and Education Minnesota Intermediate School District 917 Local 3904 representing the educators of the School District articulates the employee supervision process including employee improvement plans and employee discipline.

Tenured Educators

Element	Forms	Description
<ul style="list-style-type: none"> • 1 summative evaluation in a three-year professional review cycle performed by a trained, qualified evaluator (administrator) 	<ul style="list-style-type: none"> • Intermediate School District 917 Summative Evaluation Planning Form – Appendix A-1 • The Council for Exceptional Children's Position on Special Education Teacher Evaluation – Appendix D-1 • Inclusive Design: Building Educator Evaluation Systems 	<ul style="list-style-type: none"> • The summative evaluation contains three sections, educator practice, student learning and achievement, and student engagement. This document summarizes many elements detailed below and is completed in steps over a three year

	<p>That Support Students with Disabilities – Appendix D-1</p> <ul style="list-style-type: none"> Intermediate School District Summative Evaluation – Tenured – Appendix A-4 	<p>period by a qualified evaluator.</p>
<ul style="list-style-type: none"> 1 evaluation performed by a qualified and trained evaluator every three years and when not evaluated by a qualified and trained evaluator, evaluated by peer review 	<ul style="list-style-type: none"> Intermediate School District 917 Evaluation Report – Appendix B-1-B-7 Intermediate School District 917 Self-Assessment and Peer Review Annual Summary – Appendix B-8 	<ul style="list-style-type: none"> The evaluation documents are contained in Appendix A. The district has adopted an evaluation model consistent with Charlotte Danielson’s work titled <i>Enhancing Professional Practice</i>. Additionally, the <i>Intermediate School District 917 Self-Assessment and Peer Review Annual Summary</i> is utilized with the peer review process. This form is meant to be printed on two pages. The first page is to be retained by the educator undergoing peer review while the second page verifying the date of review with signatures is to be submitted to the educator’s supervisor.
<ul style="list-style-type: none"> Individual growth and development plan 	<ul style="list-style-type: none"> Intermediate School District 917 Personal Professional Development Plan – Appendix C-2 	<ul style="list-style-type: none"> Educators complete the <i>Personal Professional Development Plan</i> in Appendix C-2 annually to comply with this element of the plan.
<ul style="list-style-type: none"> The opportunity to participate in a professional learning community 		<ul style="list-style-type: none"> Each supervisor is responsible for developing and implementing a professional learning community structure

		that addresses the unique needs of the staff with whom they work.
<ul style="list-style-type: none"> Staff development activities coordinated with the evaluation process and educator evaluation outcomes 		<ul style="list-style-type: none"> <i>Personal Professional Development Plans</i> as well as <i>Summative Evaluations</i> will be considered in the coordination of staff development.
<ul style="list-style-type: none"> Data from valid and reliable assessments aligned to state and local academic standards and using state and local measures of student growth that may include value-added models or student learning goals determine 35 percent of educator evaluation results 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form- Tenured – Appendix A-3 The Council for Exceptional Children’s Position on Special Education Teacher Evaluation – Appendix D-1 Inclusive Design: Building Educator Evaluation Systems That Support Students with Disabilities – Appendix D-1 	<ul style="list-style-type: none"> Educators will define the data to be utilized for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. Sources to assist in the definition of data that meets statutory requirement are included in Appendix E.
<ul style="list-style-type: none"> Longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which educators are responsible 	<ul style="list-style-type: none"> Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period) – Appendix A-1 	<ul style="list-style-type: none"> Educators will define the data to be utilized for this element of the evaluation process with their supervisor. This will be recorded in the <i>Intermediate School District 917 Summative Evaluation Planning Form-Non-Tenured (one year probationary period)</i>. As more definition becomes available through the Minnesota Department of Education, which could include a survey tool, it will be provided.
<ul style="list-style-type: none"> Portfolio option for 	<ul style="list-style-type: none"> Intermediate School 	<ul style="list-style-type: none"> Educators have the

<p>demonstrating evidence of reflection and professional growth and including educator’s own performance assessment based on student work samples and examples of educator’s work, which may include video among other activities for the summative evaluation</p>	<p>District 917 Portfolio Requirements for Summative Evaluation – E-1</p>	<p>option of demonstrating reflection, professional growth and a performance assessment through the utilization of the portfolio option. This would be planned and reviewed with the educator’s supervisor.</p>
<ul style="list-style-type: none"> • Educator improvement process that includes goals and timelines 	<ul style="list-style-type: none"> • Intermediate School District 917 Performance Improvement Plan – F-1 	<ul style="list-style-type: none"> • Educators not meeting professional teaching standards are provided support to improve through an improvement process that includes goals and timelines. This process is articulated in the <i>Intermediate School District 917 Performance Improvement Plan</i>.
<ul style="list-style-type: none"> • Discipline an educator for not making adequate progress in the educator improvement process 		<ul style="list-style-type: none"> • Article XII of the Agreement between Intermediate School District 917 and Education Minnesota Intermediate School District 917 Local 3904 representing the educators of the School District articulates the employee supervision process including employee improvement plans and employee discipline.

Intermediate School District 917 Summative Evaluation Planning Form

Educator: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Peer Reviewer: [Click here to enter text.](#)

Site: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component One – Educator Practice		
Year One	Year Two	Year Three
<input type="checkbox"/> Professional Review	<input type="checkbox"/> Professional Review	<input type="checkbox"/> Professional Review
<input type="checkbox"/> Peer Review	<input type="checkbox"/> Peer Review	<input type="checkbox"/> Peer Review

Component Two – Student Learning and Achievement
What do students need to know and be able to do?
How will you know when they learn it?
What will you do when they haven't?
What will you do when they already know it?

Evidence Source	Data Source	Performance Level	Weight
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Component Three – Student Engagement

Student engagement and connection must be measured using longitudinal data as well as other student outcome measures that are explicitly aligned with the elements of curriculum for which Educators are responsible.

Evidence Type	Product	Performance Level	Weight
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

Portfolio Option

A portfolio for demonstrating evidence of reflection and professional growth including educator's own performance will be submitted following the Intermediate School District 917 Educator Evaluation Process outline.

Summative Evaluation-Non-Tenured (one year probationary)

Educator: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date of Summative Evaluation: Click here to enter text.

Component One—Educator Practice

Year One Results

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.

Comments: Click here to enter text.

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.

Comments: Click here to enter text.

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.

Comments: Click here to enter text.

AVERAGE of the year's ratings: Click here to enter text.

Educator Practice: Click here to enter text.

Comments: Click here to enter text.

See Appendix A for evaluation tools.

Component Two—Student Learning and Achievement

Year One Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

*Weight must total .35

Performance Level—Year One: Click here to enter text.

Component Three—Student Engagement

Year One Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): Click here to enter text.

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: Click here to enter text.

Comments: Click here to enter text.

Portfolio Option

A portfolio for demonstrating evidence of reflection and professional growth including educator's own performance will be submitted following the Intermediate School District 917 Educator Evaluation Process outline.

FINAL PERFORMANCE RATING

Model Components	Performance Level <i>Column 1</i>	Component Weight <i>Column 2</i>	Product <i>Column 3</i>
Educator Practice Component	Click here to enter text.	.45	Click here to enter text.
Student Engagement Component	Click here to enter text.	.20	Click here to enter text.
Student Learning and Achievement Component	Click here to enter text.	.35	Click here to enter text.

Summative Score (sum of column 3): Click here to enter text.

Final Performance Rating	Click here to enter text.
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Key Strengths: Click here to enter text.
Priority Areas for Development: Click here to enter text.
Additional Comments: Click here to enter text.

The educator and assigned summative evaluator sign and date in the space below.

Educator: _____ Date: _____

Evaluator: _____ Date: _____

Summative Evaluation-Non-Tenured (three year probationary)

Educator: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date of Summative Evaluation: [Click here to enter text.](#)

Component One—Educator Practice

Year One Results

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Year Two Results

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Year Three Results

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

See Appendix A for evaluation tools.

Component Two—Student Learning and Achievement

Year One Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

*Weight must total .35

Performance Level—Year One: Click here to enter text.

Year Two Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

*Weight must total .35

Performance Level—Year One: Click here to enter text.

Year Three Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: Click here to enter text.

*Weight must total .35.

Performance Level—Year One: [Click here to enter text.](#)

AVERAGE of three years' ratings: [Click here to enter text.](#)

Student Learning and Achievement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Component Three—Student Engagement

Year One Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Year Two Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Year Three Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

AVERAGE of three years' ratings: [Click here to enter text.](#)

Student Engagement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Portfolio Option

A portfolio for demonstrating evidence of reflection and professional growth including educator's own performance will be submitted following the Intermediate School District 917 Educator Evaluation Process outline.

FINAL PERFORMANCE RATING

Model Components	Performance Level <i>Column 1</i>	Component Weight <i>Column 2</i>	Product <i>Column 3</i>
Educator Practice Component	Click here to enter text.	.45	Click here to enter text.
Student Engagement Component	Click here to enter text.	.20	Click here to enter text.
Student Learning and Achievement Component	Click here to enter text.	.35	Click here to enter text.

Summative Score (sum of column 3): [Click here to enter text.](#)

Final Performance Rating

[Click here to enter text.](#)

Key Strengths: [Click here to enter text.](#)

Priority Areas for Development: [Click here to enter text.](#)

Additional Comments: [Click here to enter text.](#)

The Educator and assigned summative evaluator sign and date in the space below.

Educator: _____ Date: _____

Evaluator: _____ Date: _____

Summative Evaluation-Tenured

Educator: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date of Summative Evaluation: [Click here to enter text.](#)

Component One—Educator Practice

Year One Results

Domain	Performance Level	Domain	Performance Level
Planning	Click here to enter text.	Environment	Click here to enter text.
Instruction	Click here to enter text.	Professionalism	Click here to enter text.

Educator Practice Component Rating: Click here to enter text.
Comments: Click here to enter text.

Year Two Results

Peer Review Completed By: Click here to enter text.
Date: Click here to enter text.

Year Three Results

Peer Review Completed By: Click here to enter text.
Date: Click here to enter text.

See Appendix A for evaluation tools.

Component Two—Student Learning and Achievement

Year One Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: [Click here to enter text.](#)

*Weight must total .35

Performance Level—Year One: [Click here to enter text.](#)

Year Two Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: [Click here to enter text.](#)

*Weight must total .35

Performance Level—Year One: [Click here to enter text.](#)

Year Three Results

Evidence Source	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	<i>Column 3</i>
Data (valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Value Added (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.
Student Learning Goal (option)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Score: [Click here to enter text.](#)

*Weight must total .35.

Performance Level—Year One: [Click here to enter text.](#)

AVERAGE of three years' ratings: [Click here to enter text.](#)

Student Learning and Achievement Component Rating: [Click here to enter text.](#)

Comments: [Click here to enter text.](#)

Year One Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: Click here to enter text.
Comments: Click here to enter text.

Year Two Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: Click here to enter text.
Comments: Click here to enter text.

Year Three Results

Evidence Type	Performance Level <i>Column 1</i>	Weight <i>Column 2</i>	Product <i>Column 3</i>
Student Engagement Aligned with Curriculum	Click here to enter text.	Click here to enter text.	Click here to enter text.

SCORE (sum of column 3): [Click here to enter text.](#)

*May have more than one source and must determine the weight of each source.

Student Engagement Component Rating: Click here to enter text.
Comments: Click here to enter text.

AVERAGE of three years' ratings: [Click here to enter text.](#)

Student Engagement Component Rating: Click here to enter text.
Comments: Click here to enter text.

Portfolio Option

A portfolio for demonstrating evidence of reflection and professional growth including educator's own performance will be submitted following the Intermediate School District 917 Educator Evaluation Process outline.

FINAL PERFORMANCE RATING

Model Components	Performance Level <i>Column 1</i>	Component Weight <i>Column 2</i>	Product <i>Column 3</i>
Educator Practice Component	Click here to enter text.	.45	Click here to enter text.
Student Engagement Component	Click here to enter text.	.20	Click here to enter text.
Student Learning and Achievement Component	Click here to enter text.	.35	Click here to enter text.

Summative Score (sum of column 3): Click here to enter text.

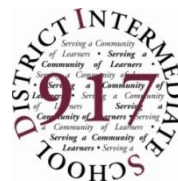
Final Performance Rating	Click here to enter text.
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Key Strengths: Click here to enter text.
Priority Areas for Development: Click here to enter text.
Additional Comments: Click here to enter text.

The Educator and assigned summative evaluator sign and date in the space below.

Educator: _____ Date: _____

Evaluator: _____ Date: _____



**Intermediate School District 917
Special Education
Educator Evaluation Report**

Educator Name:

Site/Program:

Situation (check all that apply):

Nontenured

Classroom

Tenured

Team Meeting

Date of Observation:

Time:

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Educator's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	The educator's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them, and the instructional practices specific to that discipline.	The educator's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts, and the instructional practices specific to that discipline.	The educator's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The educator actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	The educator demonstrates little or no knowledge of students' backgrounds, culture, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The educator demonstrates basic knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and is inconsistent in the application of this knowledge.	The educator actively seeks and applies knowledge of students' background, culture, skills, language proficiency, interests, and special needs.	The educator actively seeks and applies knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and serves as a model for others.
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but educator makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources and Technology	The educator demonstrates little or no familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Educator does not seek such knowledge.	The educator demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The educator does not seek to extend such knowledge.	The educator is aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The educator seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The educator coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The educator coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing Student Assessments	The educator's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The educator's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. The educator intends to use assessment results to plan for future instruction for the class as a whole.	The educator's plan for student assessment is aligned with the instructional goals, uses clear criteria, and is appropriate to the needs of students. The educator intends to use assessment results to plan for future instruction for groups of students.	The educator's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the educator intends to use assessment results to plan future instruction for individual students.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the educator and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the educator and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between educator and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the educator and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low educator commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work.	Educator's attempt to create a culture for learning are partially successful, with little Educator commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both educator and students, with students demonstrating pride in their work.	High levels of student energy and educator passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no educator monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the educator has made an effort to establish standards of conduct for students. Educator tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the Educator monitors student behavior against those standards. The educator response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Educator's monitoring of student behavior is subtle and preventive, and educator's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the Educator's use of physical resources, including computer technology, is moderately effective. The educator may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the Educator ensures that the physical arrangement supports the learning activities. The educator makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Comments:	
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Service Delivery

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The educator's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the educator's use of language and communicating appropriate to students' cultures and levels of development is partially appropriate.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The educator's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipates possible student misconceptions.
3b: Using Questioning and Discussion Techniques	The educator's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the educator's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The educator's attempts to engage all students in the discussion are only partially successful.	Most of the educator's questions elicit a thoughtful response, and the Educator allows sufficient time for students to answer. All students participate in the discussion, with the educator stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson and make meaningful contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by educator or students, or through feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by educator and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by educator and/or students, and high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the educator, and high-quality feedback to students from a variety of sources.
3e: Demonstrating Flexibility and Responsiveness	The educator adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest. The educator brushes aside student questions; when students experience difficulty, the educator blames the students or external factors.	The educator attempts to modify the lesson when needed and to respond to student questions, with moderate success. The educator accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The educator promotes the successful learning of all students, making adjustments as needed to instructional plans and accommodating student questions, needs, and interests.	The educator seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The educator ensures the success of all students, using an extensive repertoire of instructional strategies.
Comments:				

Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The educator does not accurately assess the effectiveness of lessons and has no ideas about how the lesson could be improved.	The educator provides a partially accurate and objective description of lessons but does not cite specific evidence. The educator makes only general suggestions as to how lessons might be improved.	The educator provides an accurate and objective description of lessons, citing specific evidence. The educator makes some specific suggestions as to how lessons might be improved.	The educator's reflection on lessons is thoughtful and accurate, citing specific evidence. The educator draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
4b: Maintaining Accurate Records	The educator's system for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	The educator's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	The educator's system for maintaining both instructional and non-instructional records are accurate, efficient and effective.	The educator's system for maintaining both instructional and non-instructional records are accurate, efficient, effective and multi-faceted.
4c: Communicating with Families	The educator's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The educator makes no attempt to engage families in the instructional program.	The educator adheres to school procedures for communicating with families and makes modest attempt to engage families in the instructional program, and/or communications are partially appropriate to the cultures of those families.	The educator communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The educator's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The educator successfully engages families in the instructional program, as appropriate.
4d: Participating in a Professional Community	The educator avoids participating in the professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The educator becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The educator participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The educator makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role with colleagues.
4e: Growing and Developing Professionally	The educator does not participate in professional development activities and makes no effort to share knowledge with colleagues. The educator is resistant to feedback from supervisors or colleagues.	The educator participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The educator accepts feedback from supervisors and colleagues.	The educator seeks out opportunities for professional development based on an individual assessment of need and appropriately shares expertise with others. The educator welcomes feedback from supervisors and colleagues.	The educator actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the educator seeks feedback from supervisors and colleagues.
4f: Demonstrating Professionalism	The educator has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Educator fails to comply with school and district regulations and timelines.	The educator is honest and well-intentioned in serving students and contributing to decisions in the school, but the Educator's attempts to serve students are limited. The educator complies minimally with school and district regulations.	The educator displays a high level of ethics and professionalism in interactions with both students and colleagues and complies fully with school and district regulations.	The educator is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in the school. The educator displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Comments:				

Due Process Requirements

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures	The educator demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The educator demonstrates basic knowledge, skills and inconsistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The educator demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b: Demonstrates Effective Skills in Conducting and Writing Evaluations	The educator demonstrates little or no knowledge, skill and/or adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The educator demonstrates basic knowledge, skills and inconsistent adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The educator demonstrates thorough knowledge, skills and consistent adherence to evaluation planning and administration procedures, tools, accommodations, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.
5c: Demonstrates Effective Skills in Conducting and Writing IFSP/IEP/IIIPs	The educator demonstrates little or no knowledge, skill and/or adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The educator demonstrates basic knowledge, skills and inconsistent adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/ objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The educator demonstrates thorough knowledge, skills and consistent adherence to IFSP/IEP/IIIPs requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/ objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5d: Collaborates Effectively With Team Members	The educator demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The educator demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The educator demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The educator demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.
5e: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	The educator demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student's behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The educator demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student's behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The educator demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student's behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The educator demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

Educator Signature:

Date:

Administrator Signature:

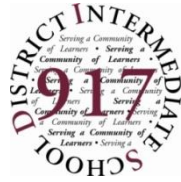
Date:

Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

Educator Copy

Administrator Copy



**Intermediate School District 917
Special Education
Lead Educator Evaluation Report**

School Psychologist Name:
Site/Program:

Date of Observation:
Time:

Situation (check all that apply):
Nontenured

Classroom
Tenured

Team Meeting

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	Lead educator demonstrates little or no familiarity with specialty area or trends in professional development.	Lead educator demonstrates basic familiarity with specialty area and trends in professional development.	Lead educator demonstrates thorough knowledge of specialty area and trends in professional development.	Lead educator’s knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating Knowledge of the District’s Programs and Levels of Lead Educator Skill in Delivering the Program	Lead educator demonstrates little or no knowledge of the school’s program or of lead Educator skill in delivering that program.	Lead educator demonstrates basic knowledge of the school’s program and of lead Educator skill in delivering that program.	Lead educator demonstrates thorough knowledge of the school’s program and of lead Educator skill in delivering that program.	Lead educator is deeply familiar with the school’s program and works to shape its future direction and actively seeks information as to lead Educator skill in that program.
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Educators Served	Lead educator has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Lead educator’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Lead educator’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Lead educator’s goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources, Both Within and Beyond the School and Intermediate School District 917	Lead educator demonstrates little or no knowledge of resources available in the school or district for Educators to advance their skills.	Lead educator demonstrates basic knowledge of resources available in the school and district for Educators to advance their skills.	Lead educator is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills.	Lead educator actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's program.
1e: Planning the Instructional Support Program, Integrated with the Overall School Program	Lead educator's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Lead educator's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Lead educator's plan is well designed to support educators in the improvement of their instructional skills.	Lead educator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and Educators.
1f: Develop a Plan to Evaluate the Instructional Support Program	Lead educator has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Lead educator has a rudimentary plan to evaluate the instructional support program.	Lead educator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Lead educator's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Trust and Respect	Educators are reluctant to request assistance from the lead educator, fearing that such a request will be treated as a sign of deficiency.	Relationships with the lead educator are cordial; Educators don't resist initiatives established by the instructional specialist.	Relationships with lead educator are respectful, with some contacts initiated by Educators.	Relationships with lead educator are highly respectful and trusting, with many contacts initiated by Educators.
2b: Establishing a Culture for Ongoing Instructional Improvement	Lead educator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Educators do not resist the offerings of support from the lead educator.	Lead educator promotes a culture of professional inquiry in which educators seek assistance in improving their instructional skills.	Lead educator has established a culture of professional inquiry in which educators initiate projects to be undertaken with the support of the specialist.
2c: Establishing Clear Procedures for Educators to Gain Access to Instructional Support	When educators want to access assistance from the lead educator, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not.	Lead educator has established clear procedures for educators to use in gaining access to support.	Procedures for access to lead educator's instructional support are clear to all educators and have been developed following consultation with administrators and educators.
2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another.	Lead educator's efforts to establish norms of professional conduct are - partially successful.	Lead educator has established clear norms of mutual respect for professional interaction.	Lead educator has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
2e: Organizing Physical Space for Workshops or Training	Lead educator makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Lead educator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities	Lead educator makes highly effective use of the physical environment, with educators contributing to the physical arrangement.
Comments:				

Service Delivery

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborating with Educators in the Design of Instructional Units and Lessons	Lead educator declines to collaborate with classroom educators in the design of instructional lessons and units.	Lead educator collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so.	Lead educator initiates collaboration with classroom educators in the design of instructional lessons and units.	Lead educator initiates collaboration with classroom educators in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging Educators in Learning New Instructional Skills	Educators decline opportunities to engage in professional learning.	Lead educator's efforts to engage Educators in professional learning are partially successful, with some participating.	All educators are engaged in acquiring new instructional skills.	Educators are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing Expertise with Staff	Lead educator's model lessons and workshops are of poor quality or are not appropriate to the needs of the educators being served.	The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the educators being served.	The quality of the lead educator's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served.	The quality of lead educator's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served. The lead educator conducts extensive follow-up work with educators.
3d: Locating Resources for Educators to Support Instructional Improvement	Lead educator fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	Lead educator's efforts to locate resources for instructional improvement for educators are partially successful; reflecting incomplete knowledge of what is available.	Lead educator locates resources for instructional improvement for educators when asked to do so.	Lead educator is highly proactive in locating resources for instructional improvement for educators, anticipating their needs.
3e: Demonstrating Flexibility and Responsiveness	Lead educator adheres to his plan, in spite of evidence of its inadequacy.	Lead educator makes modest changes in the support program when confronted with evidence of the need for change.	Lead educator makes revisions to the support program when it is needed.	Lead educator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or educator input.
Comments:				

Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a: Reflecting On Practice	Lead educator does not reflect on practice, or the reflections are inaccurate or self-serving.	Lead educator's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Lead educator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Lead educator's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and Submitting Budgets and Reports	Lead educator does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Lead educator's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Lead educator's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Lead educator anticipates and responds to Educator needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating Work with Other Instructional Specialists	Lead educator makes no effort to collaborate with other instructional specialists within the district.	Lead educator responds positively to the efforts of other instructional specialists within the district to collaborate.	Lead educator initiates efforts to collaborate with other instructional specialists within the district.	Lead educator takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a Professional Community	Lead educator's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Lead educator's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Lead educator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Lead educator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in Professional Development	Lead educator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Lead educator's participation in professional development activities is limited to those that are convenient or are required.	Lead educator seeks out opportunities for professional development based on an individual assessment of need.	Lead educator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing Professionalism, including Integrity and Confidentiality	Lead educator displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Lead educator is honest in interactions with colleagues and respects norms of confidentiality.	Lead educator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Lead educator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Comments:				

Due Process Requirements

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures	The lead educator demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The lead educator demonstrates basic knowledge, skills and inconsistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The lead educator demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The lead educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b: Demonstrates Effective Skills in Conducting and Writing Evaluations	The lead educator demonstrates little or no knowledge, skill and/or adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The lead educator demonstrates basic knowledge, skills and inconsistent adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The lead educator demonstrates thorough knowledge, skills and consistent adherence to evaluation planning and administration procedures, tools, accommodations, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The lead educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.
5c: Demonstrates Effective Skills in Conducting and Writing IFSP/IEP/IIIPs	The lead educator demonstrates little or no knowledge, skill and/or adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The lead educator demonstrates basic knowledge, skills and inconsistent adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The lead educator demonstrates thorough knowledge, skills and consistent adherence to IFSP/IEP/IIIPs requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	The lead educator demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5d: Collaborates Effectively With Team Members	The lead educator demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The lead educator demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The lead educator demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, related service providers, and/or outside agencies in gathering information and/or the decision-making process.	The lead educator demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.
5e: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	The lead educator demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The lead educator demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The lead educator demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The lead educator demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

Lead Educator Signature:

Date:

Administrator Signature:

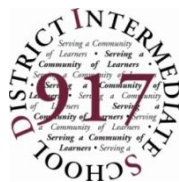
Date:

Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

Lead Educator Copy

Administrator Copy



**Intermediate School District 917
Special Education
Related Service Provider Evaluation Report**

Related Service Provider Name:
Site/Program:
Situation (check all that apply):
Nontenured

Classroom
Tenured

Team Meeting

Date of Observation:
Time:

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge and Skill in the Related Service Area.	Related service provider demonstrates little or no knowledge and skill in the service area.	Related service provider demonstrates basic knowledge and skill in the service area.	Related service provider demonstrates thorough knowledge and skill in the service area.	Related service provider demonstrates extensive knowledge and skill in the service area.
1b: Demonstrating Knowledge of Resources, Both Within and Beyond the School and District	Related service provider demonstrates little or no knowledge of resources for students available through the school or district.	Related service provider demonstrates basic knowledge of resources for students available through the school or district.	Related service provider demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Related service provider demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1c: Plans Appropriate Activities to Meet the Individual Needs of Students.	Related service provider's service plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Related service provider's service plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader student goals.	Related service provider has developed a service plan that includes activities relevant to the setting in which the student is being served.	Related service provider's service plan is highly coherent and provides activities which support students individually, within the broader educational program.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing Rapport with Students	Related service provider's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Related service provider's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Related service provider's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Related service provider interactions with students and educators are highly positive. Students seek out the provider, reflecting a high degree of comfort and trust.
2b: Organizing Time Effectively	Related service provider exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Related service provider's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Related service provider exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Related service provider demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; Educators and students and administrators understand their schedules.
2c: Establishing Standards of Conduct in the Service and Testing Area	Related service provider has not developed standards of conduct, and disregards or fails to address negative student behavior during evaluation or services	Related service provider has standards of conduct which appear to have been established for the service and testing area. Service Provider attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Related service provider has standards of conduct which have been established for the service and testing area. Service Provider monitors student behavior against those standards; response to students is appropriate and respectful.	Related service provider has standards of conduct which have been established for the service and testing area. Service Provider's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2d: Organizing Physical Area for Service and Testing of Students	Related service provider's service and testing area is disorganized and poorly suited to working with students. Materials are usually available.	Related service provider's service and testing area is moderately well organized and moderately suited to working with students. However, materials are difficult to find when needed.	Related service provider's service and testing area is well organized; materials are available and organized when needed.	Related service provider's service and testing area is highly organized and is inviting to students. Materials are convenient and well organized.
Comments:				

Service Delivery

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to Referrals and Evaluating Student Needs	Related service provider fails to respond to referrals or makes hasty assessments of student needs.	Related service provider responds to referrals when and makes adequate assessments of student needs.	Related service provider responds to referrals and makes thorough assessments of student needs in conjunction with team members	Related service provider is proactive in responding to referrals and makes highly competent assessments of student needs in conjunction with team members.
3b: Developing and Implementing Individualized Plans to Maximize Students' Success	Related service provider fails to develop individualized plans suitable for students, or plans are mismatched with the findings of assessments.	Related service provider's individualized plans for students are partially suitable for them or sporadically aligned with identified needs.	Related service provider's individualized plans for students are suitable for them and are aligned with identified needs.	Related service provider develops comprehensive individualized plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with Families	Related service provider fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Related service provider's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Related service provider communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Related service provider secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Demonstrating Flexibility and Responsiveness	Related service provider adheres to the individualized plan, in spite of evidence of its inadequacy.	Related service provider makes modest changes in the individualized plan when confronted with evidence of the need for change.	Related service provider makes revisions in the individualized plan when they are needed and in conjunction with the team.	Related service provider is continually seeking ways to improve the individualized plan and makes changes as needed in conjunction with the team.
Comments:				

Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice	Related service provider does not reflect on practice, or the reflections are inaccurate or self-serving.	Related service provider's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Related service provider's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Related service provider's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating With Educators and Administrators	Related service provider is not available to staff for questions and planning and declines to provide background material when requested.	Related service provider is available to staff for questions and planning and provides background material when requested.	Related service provider initiates contact with Educators and administrators to confer regarding individual cases.	Related service provider seeks out Educators and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining Accurate Records	Related service provider's record keeping system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Related service provider has developed a rudimentary record keeping system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Related service provider has developed an effective record keeping system for monitoring student progress and uses it to adjust treatment when needed.	Related service provider has developed a highly effective record keeping system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with Educators and parents.
4d: Participating in a Professional Community	Related service provider's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Related service provider's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Related service provider participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Related service provider makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Growing and Developing Professionally	Related service provider does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Related service provider's participation in professional development activities is limited to those that are convenient or are required.	Related service provider seeks out opportunities for professional development based on an individual assessment of need.	Related service provider actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Demonstrating Professionalism	Related service provider displays dishonesty in interactions with colleagues, students, and the public and violates confidentiality.	Related service provider is honest in interactions with colleagues and students. Is a moderate advocate for students, maintains confidentiality.	Related service provider displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and advocates for students when needed.	Related service provider holds high standards of honesty, integrity and confidentiality, advocated for students and takes a leadership role with colleagues.
Comments:				

Due Process Requirements

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures	Related service provider demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	Related service provider demonstrates basic knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	Related service provider demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	Related service provider demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b: Demonstrates Effective Skills in Conducting and Writing Evaluations	Related service provider demonstrates little or no knowledge, skill and/or adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	Related service provider demonstrates basic knowledge, skills and consistent adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	Related service provider demonstrates thorough knowledge, skills and consistent adherence to evaluation planning and administration procedures, tools, accommodations, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	Related service provider demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.
5c: Demonstrates Effective Skills in Conducting and Writing IFSP/IEP/IIIPs	Related service provider demonstrates little or no knowledge, skill and/or adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	Related service provider demonstrates basic knowledge, skills and consistent adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	Related service provider demonstrates thorough knowledge, skills and consistent adherence to IFSP/IEP/IIIPs requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	Related service provider demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5d: Collaborates Effectively With Team Members	The related service provider demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The related service provider demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The related service provider demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The related service provider demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.
5e: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	The related service provider demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The related service provider demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The related service provider demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The related service provider demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

Related Service Provider Signature:

Date:

Administrator Signature:

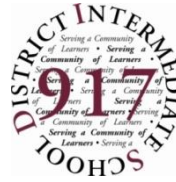
Date:

Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

Related Service Provider Copy

Administrator Copy



**Intermediate School District 917
Special Education
School Psychologist Evaluation Report**

School Psychologist Name:

Site/Program:

Situation (check all that apply):
Nontenured

Classroom
Tenured

Team Meeting

Date of Observation:

Time:

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge and Skill in Using Assessment Tools to Evaluate Students	Psychologist demonstrates little or no knowledge and skill in using assessment tools to evaluate students.	Psychologist uses a limited number of assessment tools to evaluate students.	Psychologist uses multiple assessment tools to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of assessment tools to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating Knowledge of Child and Adolescent Development	Psychologist demonstrates little or no knowledge of child and adolescent development.	Psychologist demonstrates basic knowledge of child and adolescent development.	Psychologist demonstrates thorough knowledge of child and adolescent development.	Psychologist demonstrates extensive knowledge of child and adolescent development, and knows variations of typical patterns.
1c: Demonstrating Knowledge of State and Federal Requirements and of Resources Both Within and Beyond the District	Psychologist demonstrates little or no knowledge of state and federal standards or of resources for students available through the district.	Psychologist displays awareness of state and federal standards and of resources for students available through the district, but no knowledge of resources available more broadly.	Psychologist displays awareness of state and federal standards and of resources for students available through the district and some familiarity with resources external to the district.	Psychologist's knowledge of state and federal standards and of resources for students is extensive, including those available through the district and in the community.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishes Rapport with Students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in testing sessions.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts for developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in testing sessions.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing and Maintaining Clear Procedures for Evaluation	Procedures for evaluations, meetings and consultations with parents and administrators are unclear or absent.	Psychologist has established procedures for evaluations, meetings and consultations with parents and administrators, but the details are not always clear.	Procedures for evaluations, meetings and consultations with parents and administrators are clear.	Procedures for all aspects of evaluations, meetings and consultation with parents and administrators are clear, and have been developed in consultation with Educators and administrators.
2c: Establishing Standards of Conduct for Testing Sessions	No standards of conduct for testing sessions have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established for testing sessions. Psychologist's attempts to monitor and correct negative student behavior during and evaluation are partially successful.	Standards of conduct have been established for testing sessions. Psychologist monitors student behavior; response to students is appropriate and respectful.	Standards of conduct have been established for testing sessions. Psychologist's monitoring of the students is subtle and preventive and students engage in self-monitoring of behavior.
2d: Organizing Physical Space for Testing of Students and Storage of Materials	Testing area is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Secure material storage, organized testing area, easily accessible testing materials occurs on an inconsistent basis.	Testing area is well organized, and materials are stored in a secure location and available when needed on a consistent basis.	Testing area is highly organized and is inviting to students. Materials are stored in a secure location and are accessible when needed.
Comments:				

Service Delivery

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to Referrals; Consulting with Educators and Administrators	Psychologist fails to consult with colleagues or to tailor evaluations to questions raised during referrals and evaluation planning.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to questions raised during referrals and evaluation planning.	Psychologist consults frequently with colleagues, tailoring evaluations to questions raised during referrals and evaluation planning.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to questions raised during referrals and evaluation planning.
3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and nondiscriminatory safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures, timelines and nondiscriminatory safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and ensures that all procedures are fully compliant with procedural timelines and nondiscriminatory safeguards.
3c: Evaluation Team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so.	Psychologist consistently assumes leadership of the evaluation team as a standard expectation, managing the evaluation process and facilitating meetings in conjunction with IEP managers.	Psychologist assumes leadership of the evaluation team with competency and expertise, and takes initiative in managing the evaluation process and facilitating meetings in conjunction with IEP managers. The psychologist serves as a resource and model for other staff in this area.
Comments:				

Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how services might improve.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with Families	Psychologist fails to communicate with families and communicates in an insensitive manner.	Psychologist's communication with families is partially successful; occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions.
4c: Maintaining Accurate Records	Psychologist's records are in disarray; they may be missing, illegible, or not stored in a secure location.	Psychologist's records are not consistently accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. The psychologist serves as a resource and model for other staff in this area.
4d: Participating in a Professional Community	Psychologist's relationships with colleagues are negative or self-serving and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in Professional Development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the district and profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Psychologist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students and the public. Plays a moderate advocacy role for students and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues.
Comments:				

Due Process Requirements

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures	The psychologist demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The psychologist demonstrates basic knowledge, skills and inconsistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The psychologist demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The psychologist demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b: Demonstrates Effective Skills in Conducting and Writing Evaluations	The psychologist demonstrates little or no knowledge, skill and/or adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The psychologist demonstrates basic knowledge, skills and inconsistent adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The psychologist demonstrates thorough knowledge, skills and consistent adherence to evaluation planning and administration procedures, tools, accommodations, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	The psychologist demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.
5c: Collaborates Effectively With Team Members	The psychologist demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The psychologist demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The psychologist demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The psychologist demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5d: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	The psychologist demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The psychologist demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The psychologist demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The psychologist demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

School Psychologist Signature:

Date:

Administrator Signature:

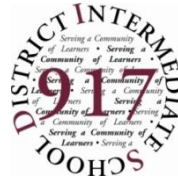
Date:

Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

School Psychologist Copy

Administrator Copy



**Intermediate School District 917
Special Education
Social Worker Evaluation Report**

Social Worker Name:

Site/Program:

Situation (check all that apply):

Nontenured

Classroom

Tenured

Team Meeting

Date of Observation:

Time:

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge and Skill in the Social Worker Area	Social worker demonstrates little or no knowledge and skill in the social work area.	Social worker demonstrates basic knowledge and skill in the social work area.	Social worker demonstrates thorough knowledge and skill in the social work area.	Social worker demonstrates extensive knowledge and skill in the social work area.
1b: Establishing Social Work Goals Appropriate to the Students Served	Social worker has no clear social work goals for the students, or they are inappropriate to either the situation or the age of the students.	Social worker's social work goals for the students are rudimentary and are partially suitable to the situation and to the age of the students.	Social worker's social work goals for the students are clear and appropriate to the situation in the school and to the age of the students.	Social worker's social work goals for the student are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and Social Workers.
1d: Demonstrating Knowledge of Resources, Both Within and Beyond the School and District	Social worker demonstrates little or no knowledge of resources for students available through the school or district.	Social worker demonstrates basic knowledge of resources for students available through the school or district.	Social worker demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside of the district.	Social worker demonstrates extensive knowledge of resources for students available through the school or district and in the larger community

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1e: Planning the Social Work Program, Integrated With the Regular School Program, to Meet the Needs of Individual Students	Social work program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social worker's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Social worker has developed a plan that includes the important aspects of work in the setting.	Social worker's plan is highly coherent and preventive and serves to support students individually, with the broader educational program.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing Rapport With Students	Social worker's interactions with students are negative or inappropriate; students appear uncomfortable.	Social worker's interactions are a mix of positive and negative; the Social Worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing Time Effectively	Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Social worker's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Social worker exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Social worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; social workers and students understand their schedules.
2c: Following Procedures for Referrals	Social worker does not follow procedures for referrals	Social worker follows procedures for referrals but does not always communicate with staff and parents.	Social worker follows procedures for referrals and communicates clearly with staff and parents.	Procedures for all aspects of referral are followed and have been developed in consultation with social workers and administrators.
2d: Establishing Standards of Student Conduct	No standards of conduct have been established and social worker disregards or fails to address negative student behavior.	Standards of conduct appear to have been established. Social worker's attempts to monitor and correct negative student behavior are partially successful	Standards of conduct have been established. Social worker monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established. Social worker's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior.
2e: Organizing Physical Space	The physical environment is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The physical environment is moderately well organized and moderately well suited to work with students. Materials are usually available.	The physical environment is well organized; materials are available when needed.	The physical environment is highly organized and is inviting to students. Materials are convenient when needed.
Comments:				

Delivery of Service

	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to Referrals and Evaluating Student Needs	Social worker fails to respond to referrals or makes hasty assessments of student needs.	Social worker responds to referrals when pressed, and makes adequate assessments of student needs.	Social worker responds to referrals and makes thorough assessments of student needs.	Social worker is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Communicating With Families	Social worker fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Social worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social worker communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Social worker secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Social Worker reaches out to families of students to enhance trust.
3c: Collecting Information	Social worker neglects to collect important information on which to base intervention; communication and interventions are inaccurate or not appropriate to the audience.	Social worker collects most of the important information on which to base interventions; interventions and communications are accurate but lacking in clarity and not always appropriate to the audience.	Social worker collects all the important information on which to base interventions; communication and interventions are accurate and appropriate to the audience.	Social worker is proactive in collecting important information, interviewing Educators and parents if necessary. Reports are accurate and clearly communicated, and are tailored for the audience.
3d: Demonstrating Flexibility and Responsiveness	Social worker adheres to a plan or program, in spite of evidence of its inadequacy.	Social worker makes modest changes in the intervention strategy when confronted with evidence of the need for change.	Social worker makes revisions in the intervention strategy when they are needed.	Social worker is continually seeking ways to improve the interventions strategy and makes changes as needed in response to student, parent, or Educator input.
Comments:				

Component: Professional Responsibility	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Social worker does not reflect on practice, or the reflection is inaccurate or self-serving.	Social worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the social work program might be improved.	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social worker draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with Educators and administrators	Social worker is not available to staff for questions and planning and declines to provide background material when requested.	Social worker is available to staff for questions and planning and provides background material when requested.	Social worker initiates contact with Educators and administrators to confer regarding individual cases.	Social worker seeks out educators and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Social worker's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Social worker has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Social worker has developed an effective data-management system for monitoring student progress and uses it to adjust interventions when needed.	Social worker has developed a highly effective data-management system for monitoring student progress and uses it to adjust interventions when needed. Social worker uses the system to communicate with educators and parents.
4d: Participating in a Professional community	Social worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in school and district events and projects.	Social worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically asked to do so.	Social worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social worker makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Social worker does not participate in social worker development activities, even when such activities are clearly needed for the development of skills.	Social worker's participation in social worker development activities is limited to those that are convenient or are required.	Social worker seeks out opportunities for social worker development based on an individual assessment of need.	Social worker actively pursues social worker development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Social worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students, and the public, plays moderate advocacy role for students, and does not violate norms of confidentiality	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Comments:				

Due Process Requirements

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates compliance with special education due process requirements and ISD 917 policies and procedures	The social worker demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The social worker demonstrates basic knowledge, skills and inconsistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The social worker demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	The social worker demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b Collaborates Effectively With Team Members	The social worker demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education social workers, related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The social worker demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education social workers, related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The social worker demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education social workers, related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	The social worker demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.
5c: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	The social worker demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The social worker demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The social worker demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	The social worker demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

Social Worker Signature:

Date:

Administrator Signature:

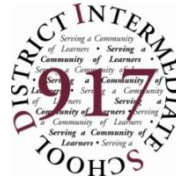
Date:

Signature indicates that the Social Worker has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

Social Worker Copy

Administrator Copy



**Intermediate School District 917
Special Education
Licensed School Nurse Evaluation Report**

Licensed School Nurse Name:

Site/Program:

Situation (check all that apply):
Nontenured

Classroom
Tenured

Team Meeting

Date of Observation:

Time:

Individual

Group

Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Medical Knowledge and Skill in Nursing Techniques	LSN demonstrates little understanding of medical knowledge and nursing techniques.	LSN demonstrates basic understanding of medical knowledge and nursing techniques.	LSN demonstrates understanding of medical knowledge and nursing techniques.	LSN demonstrates extensive and thorough understanding of medical knowledge and nursing techniques.
1b: Demonstrating Knowledge of Child and Adolescent Development	LSN displays little or no knowledge of child and adolescent development.	LSN displays some knowledge of child and adolescent development.	LSN displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing Goals for the Health Services Program Appropriate to the Setting and the Students Served	LSN has no clear goals for the health services program, or they are inappropriate to either the situation or the age of the students.	LSN's goals for the health services program are rudimentary and are partially suitable to the situation and the age of the students.	LSN's goals for the health services program are clear and appropriate to the situation in the school and to the age of the students.	LSN's goals for the health services program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with colleagues and administration.
1d: Demonstrating Knowledge of State, Community, and District Regulations and Resources	LSN demonstrates little or no knowledge of government regulations and resources for students available through the school or district.	LSN displays awareness of regulations and resources for students available through the school or district, limited knowledge of resources available more broadly.	LSN displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	LSN's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1e: Planning the Health Services Program for Both Individuals and Groups of Students, Integrated with District Programs	LSN's health services program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	LSN's health service plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	LSN has developed a health service plan that includes the important aspects of work in the setting.	LSN's health services plan is highly coherent and serves to support not only the students individually and in groups, but also the districts broader educational program.
Comments:				

The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	LSN's interactions with at least some students are negative or inappropriate.	LSN's interactions with students are a mix of positive and negative.	LSN's interactions with students are positive and maintains respectful.	Students seek out the LSN, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a Culture for Health and Wellness	LSN makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among staff.	LSN's attempts to promote a culture throughout the school for health and wellness are partially successful.	LSN promotes and maintains a culture throughout the school for health and wellness.	LSN initiates and maintains a positive culture in the school for health and wellness.
2c: Following Health Protocols and Procedures	LSN's health services procedures are nonexistent or in disarray.	LSN has rudimentary and partially successful procedures for the nursing services.	LSN's procedures work effectively.	LSN's procedures are seamless, anticipating unexpected situations.
2d: Supervising Health Associates and Delegates	No guidelines for delegated duties have been established, or the guidelines are unclear. LSN does not monitor associates' or delegates activities.	LSN's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' or delegates activities sporadically.	LSN has established guidelines for delegated duties and monitors associates' or delegates activities.	LSN promotes an environment in which associates or delegates work independently, indicating clear guidelines for their work. LSN's supervision is subtle and professional.
2e: Organizing Physical Space	LSN's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	LSN's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	LSN's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	LSN's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
Comments:				

Service Delivery

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing Student Needs	LSN does not assess student needs, or the assessments result in inaccurate conclusions.	LSN's assessments of student needs are perfunctory.	LSN assesses student needs and knows the range of student needs in the school.	LSN conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Administering Medication to Students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
3c: Promoting Wellness Through Classes or Classroom Presentations	LSN's work with students in classes fails to promote wellness.	LSN's efforts to promote wellness through classroom presentations are partially effective.	LSN's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	LSN's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing Emergency Situations	LSN has no contingency plans for emergency situations.	LSN's plans for emergency situations have been developed for the most frequently occurring situations but not others.	LSN's plans for emergency situations have been developed for many situations.	LSN's plans for emergency situations have been developed for many situations. Students and staff have learned their responsibilities in case of emergencies.
3e: Demonstrating Flexibility and Responsiveness	LSN adheres to the plan or program, in spite of evidence of its inadequacy.	LSN makes modest changes in the health services program when confronted with evidence of the need for change.	LSN makes revisions in the health services program when they are needed.	LSN is continually seeking ways to improve the health service program and makes changes as needed in response to student, parent, or Educator input.
Comments:				

Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice	LSN does not reflect on practice, or the reflections are inaccurate or self-serving.	LSN's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	LSN's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	LSN's reflection is highly accurate and perceptive, citing specific examples. L.S.N. draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Health Records in Accordance with Policy and Submitting Reports in a Timely Fashion	LSN's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	LSN's reports, records, and documentation are generally accurate, but are occasionally late.	LSN's reports, records, and documentation are accurate and are submitted in a timely manner.	LSN's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the district.
4c: Communicating with Families	LSN provides no information to families, either about the health service program as a whole or about individual students.	LSN provides limited though accurate information to families about the health service program as a whole and about individual students.	LSN provides thorough and accurate information to families about the health service program as a whole and about individual students.	LSN is proactive in providing information to families about the health service program and about individual students through a variety of means.
4d: Participating in a Professional Community	LSN's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	LSN's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	LSN participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	LSN makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
4e: Engaging in Professional Development	LSN does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	LSN's participation in professional development activities is limited to those that are convenient or are required.	LSN seeks out opportunities for professional development based on an individual assessment of need.	LSN actively pursues professional development opportunities and makes a substantial contribution to the district and profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	LSN displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	LSN's honest in interactions with colleagues, students, and the public; does not violate confidentiality.	LSN displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	LSN can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Comments:				

Due Process Requirements

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures	LSN demonstrates little or no knowledge, skill and/or adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	LSN demonstrates basic knowledge, skills and inconsistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	LSN demonstrates thorough knowledge, skills and consistent adherence to federal and state special education laws and district procedures, district referral and intake process, student and/or family cultural, gender and/or disability needs, timelines and appropriate notices being on file, and/or data privacy requirements.	LSN demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience. Oversees and promotes systems to ensure data privacy, compliance, and organization.
5b: Demonstrates Effective Skills in Conducting and Writing Evaluations	LSN demonstrates little or no knowledge, skill and/or adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	LSN demonstrates basic knowledge, skills and inconsistent adherence to evaluation planning and administration procedures, accommodations, tools, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	LSN demonstrates thorough knowledge, skills and consistent adherence to evaluation planning and administration procedures, tools, accommodations, results, the impact of results on educational performance and planning, disability eligibility criteria, report writing requirements, i.e. inclusion of all required components, good written English, and timelines.	LSN demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.
5c: Demonstrates Effective Skills in Conducting and Writing IFSP/IEP/IIIPs	LSN demonstrates little or no knowledge, skill and/or adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	LSN demonstrates basic knowledge, skills and inconsistent adherence to IFSP/IEP/IIIP requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	LSN demonstrates thorough knowledge, skills and consistent adherence to IFSP/IEP/IIIPs requirements, including basing plan on sufficient evaluation data collection, ensuring present levels flow to needs to goals/objectives, addressing all required components appropriately, using good written English, and meeting timelines.	LSN demonstrates extensive knowledge, skills, expertise and adherence at the proficient level. Serves as a resource and role model for others. Ensures quality and compliance through individual testing and district compliance committee experience.

Components	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5d: Collaborates Effectively With Team Members	LSN demonstrates little or no effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	LSN demonstrates basic and moderately effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	LSN demonstrates consistently effective collaboration, conflict-resolution and advocacy skills with parents, general and/or special education Educators, Related service provider s, and/or outside agencies in gathering information and/or the decision-making process.	LSN demonstrates skill and expertise at the proficient level. Provides training and support to others on effective collaboration. Models ability to access outside resources for students and families. Provides leadership at the district and/or state level.
5e: Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students With Special Needs	LSN demonstrates little or no skills in effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	LSN demonstrates basic knowledge, skills and moderate adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	LSN demonstrates thorough knowledge, skills and consistent adherence to effectively setting up a learning environment conducive to meeting student’s behavioral needs, following a classroom behavior management system, employing a systematic method for crisis intervention (NCI or PCM), utilizing a range of behavior management, PBIS, and/or sensory support strategies, participating in the FBA and/or BIP process and/or incorporating social skills support and instruction.	LSN demonstrates skill and expertise at the proficient level. The environment is developmentally and uniquely appropriate. Provides training/consultation and/or modeling/mentoring for others in effective behavior and classroom management strategies.
Comments:				

Summary:	
Goals:	

Licensed School Nurse Signature:

Date:

Administrator Signature:

Date:

Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.

Personnel Copy

Licensed School Nurse Copy

Administrator Copy

**Intermediate School District 917
Educator Evaluation Report**

Educator name:

Date(s) of observation:

Site(s) visited:

Time(s):

Situation (check as many that apply): Classroom _____ Staffing _____ Team Meeting _____

Educator status:

DOMAIN 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrates knowledge of content and pedagogy	1	2	3	4
1b: Demonstrates knowledge of students	1	2	3	4
1c: Selects appropriate instructional goals	1	2	3	4
1d: Demonstrates knowledge of resources	1	2	3	4
1e: Designs coherent instruction	1	2	3	4
1f: Assesses student learning effectively	1	2	3	4

Comments

DOMAIN 2: The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
--	----------------	-------	------------	---------------

2a: Creates an environment of respect and rapport	1	2	3	4
2b: Establishes a dynamic culture for learning	1	2	3	4
2c: Effectively manages classroom procedures	1	2	3	4
2d: Effectively manages student behavior	1	2	3	4
2e: Optimally organizes physical space	1	2	3	4

Comments

DOMAIN 3: Instruction

Unsatisfactory Basic Proficient Distinguished

3a: Communicates clearly and accurately	1	2	3	4
3b: Uses questioning and discussion techniques effectively	1	2	3	4
3c: Effectively engages students in learning	1	2	3	4
3d: Provides meaningful feedback to students	1	2	3	4
3e: Demonstrates a high degree of flexibility and responsiveness	1	2	3	4

Comments

DOMAIN 4: Professional Responsibilities

Unsatisfactory Basic Proficient Distinguished

4a: Actively reflects on teaching	1	2	3	4
4b: Maintains accurate records	1	2	3	4
4c: Communicates effectively with families/caregivers	1	2	3	4
4d: Contributes to the school and district	1	2	3	4

4e: Demonstrates professional growth and development	1	2	3	4
4f: Demonstrates professionalism	1	2	3	4

Comments

Comments/Summary of Observation:

Date of conference with Educator _____

Director signature _____

Educator signature _____ Date _____

(Signature indicates that the Educator has seen and reviewed this report. It does not imply that s/he agrees with what is written.)

Personnel copy _____ Educator copy__ Supervisor/assistant director copy _____

Self-Assessment and Peer Review Annual Summary

Educator: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Peer Reviewer(s): [Click here to enter text.](#)

Date of Self-Assessment: [Click here to enter text.](#)

Date of Peer Review: [Click here to enter text.](#)

Educator Practice

AREAS OF STRENGTH FROM EVIDENCE	AREAS OF GROWTH FROM EVIDENCE
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Student Impact

REFLECTIONS SPECIFIC TO STUDENT LEARNING	REFLECTIONS SPECIFIC TO STUDENT ENGAGEMENT
Self-Assessment: Click here to enter text.	Self-Assessment: Click here to enter text.
Peer Review: Click here to enter text.	Peer Review: Click here to enter text.

Continuous Growth, Development, and Collaboration

SUMMARY OF IMPLEMENTATION OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN <i>(Tied to activities in the plan)</i>
Self-Assessment: Click here to enter text.

SUMMARY OF IMPLEMENTATION OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN
(Tied to activities in the plan)

Peer Review:

[Click here to enter text.](#)

REFLECTIONS ON RESULTS OF THE INDIVIDUAL GROWTH AND DEVELOPMENT PLAN
(Tied to evidence of growth in Educator practice and of student impact from the plan)

Self-Assessment:

[Click here to enter text.](#)

Peer Review:

[Click here to enter text.](#)

This page is retained by the Educator only.

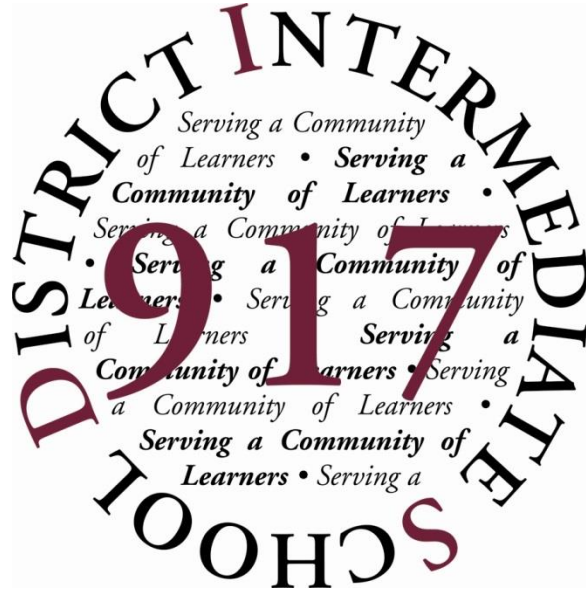
Date of Meeting: _____

The educator and a peer reviewer(s) will sign the Self-Assessment and Peer Review Annual Summary to indicate that the evidence and feedback have been discussed, and accurately and completely summarized.

Educator: _____ Date: _____

Peer Reviewer(s): _____ Date: _____

This page is submitted to your supervisor as evidence of peer review.



Intermediate School District 917

Educator Induction and Mentor Program Guide

Intermediate School District 917 Educator Induction and Mentor Program

Mission Statement

Intermediate School District 917 recognizes the need to attract and retain qualified professionals in order to provide the best possible education for its students.

The mission of the Intermediate School District 917 Induction and Mentor program is to provide professional assistance and emotional support for Educators resulting in improved student success.

The district believes mentoring provides:

- Reflection that improves teaching practice,
- Collaboration promoting professional growth,
- The opportunity for professional collegial relationships to develop that enhance job satisfaction,
- The emphasis on core values and competencies necessary to retain effective Educators,
- The reinforcement of the idea that how we work together as adults is as important as our competence as Educators,
- The opportunity to develop leaders in the teaching profession,
- Strategies to develop self-management, and
- The opportunity to build trust among all staff.

Induction and Mentor Program Goals

The Induction and Mentor Program Subcommittee of the Staff Development Committee reviewed and analyzed program feedback from the previous years, as well as the literature about induction and mentoring. This review resulted in the recommendation to develop a program that focuses on the following goals:

- A comprehensive induction program with mentors and instructional coaches,
- Required and full participation,
- Differentiated training and support, and
- A comprehensive and coherent approach to training and support.

Program Features

Program, Site or Department Mentors

All licensed staff in their first and second year in the district are paired with an experienced staff member that closely matches their assignment.

Cognitive Coaches

All licensed staff in their first and second year in the District will work with a cognitive coach in two coaching sessions each year, including conferencing and reflection.

Orientation

All new first- and second-year licensed staff in the district will participate in a one-day orientation to help better prepare for the school year.

Needs Assessment

To assess the skills and needs of first- and second-year licensed staff members each year, the mentees will complete a 917 needs assessment on a district provided assessment tool. (Appendix I)

Joint Planning Sessions

Throughout the year mentors meet regularly with mentees to provide support and assistance with understanding the curriculum materials available and the day-to-day concerns of the job.

Professional Evaluation

Information sessions are provided to first-year-in-the-district licensed staff with an overview of the evaluation process used during their three-year probationary period.

Classroom Observations

All first-year-in-the-district licensed staff will observe other professionals in their area of assignment two times during the school year. Subs will be provided for release time.

Mentors

Definition

A mentor is a licensed, experienced staff member on a continuing contract who provides support and guidance to a new staff member.

Role

Mentors assume all or some of the following roles:

- Advisor: provide information and materials on classroom organization and management
- Counselor: provide emotional support
- Role Model: consistently demonstrate professionalism

Responsibilities

Mentors for the first- and second-year licensed staff are expected to fulfill the following responsibilities:

- Attend one-half of the one-day orientation session,
- Implement the tools provided in the Mentor Handbook,
- Facilitate weekly, bi-weekly and monthly **joint planning sessions** with their mentee,
- Turn in a **monthly report** by the first of each month,
- Assist their mentee in setting up three classroom coaching sessions throughout the year with their assigned instructional coach,
- Assist their mentee in setting up two opportunities to observe in another classroom, and

- Schedule informal meetings with their mentee to provide on-going support and assistance with the day-to-day concerns of the position.

Characteristics of Effective Mentors

The mentor/mentee match is a critical element of a successful induction and mentor program. Common characteristics of effective mentors include:

- The belief that mentoring is a mutually enhancing professional development opportunity,
- A willingness to invest time and energy in the professional development of a mentee,
- Excellent communication skills,
- Knowledge, skills, and expertise in a particular field of practice, and
- Active listening skills.

Mentees

Definition

A mentee is a first- or second-year licensed staff member. All licensed staff in their first and second year at Intermediate School District 917 are required to participate in the Induction and Mentor Program.

Role

As a new licensed staff member, the mentee will assume all or some of the following roles:

- Student: elicit and accept encouragement, moral support, guidance and mediation their your mentor,
- Observer: visit other classrooms or other instructional settings and professional meetings,
- Educator: share knowledge, skills, and ideas with colleagues, and/or
- Philosopher: self-assess and reflect on one's work

Responsibilities

Mentees in their first and second year in the District are expected to fulfill the following responsibilities:

- Actively participate in the weekly, bi-weekly and monthly **joint planning sessions** with their mentor,
- Observation in two instructional settings and turn in an **observation summary** for each observation,
- Participate in three instructional setting coaching sessions throughout the year with an instructional coach, and/or
- Ask questions!

Characteristics of Effective Mentees

A successful mentor and mentee relationship requires both parties involved to actively participate. Common characteristics of effective mentees include:

- The willingness to communicate with their mentor on a regular basis,

- The ability to recognize and request assistance when needed,
- Participation in all Induction and Mentor Program activities, and
- Openness to feedback and suggestions from their mentor and instructional coach.

Cognitive Coaches

Definition

A cognitive coach is an experienced, skilled and licensed staff member who supports mentees in planning, reflecting, problem solving, and decision-making with regard to professional development.

Role

Cognitive coaches assume all or some of the following roles:

- Advisor: provide information and materials on curriculum and instruction,
- Coach: guide thinking through reflective conversation.

Responsibilities

Cognitive coaches for first- and second-year licensed staff are expected to fulfill the following responsibilities:

- Set up two coaching sessions throughout the year with assigned mentees, and
- Attend Cognitive Coaching training.

Characteristics of Effective Cognitive Coaches

Cognitive coaches are a critical element of a successful induction and mentor program. Common characteristics of effective cognitive coaches include:

- The belief that coaching is a mutually enhancing professional development opportunity,
- A willingness to invest time and energy in the professional development of a mentee,
- Excellent communication skills, and
- Knowledge, skills, and expertise in curriculum and instruction.

Intermediate School District 917 Educator Induction and Mentor Program Mentee Needs Assessment

Complete this form and submit a copy to your administrator by September 30.
Keep a copy for review with your mentor.

Name: _____
Position: _____
Date: _____

Please rate yourself on each item below using the following key:

- 5 – Great area of strength
- 4 – Strength
- 3 – Awareness level
- 2 – Area of need
- 1 – Strong need for assistance

Planning	5	4	3	2	1
1. When planning, I'm clear about the objectives and goals in a lesson.					
2. When planning, I think about specific teaching strategies for a lesson.					
3. When planning, I accurately estimate how long a lesson will take.					
4. When planning, I think about the sequence and pacing of a lesson.					
5. When planning, I think about how I will assess students' attainment of goals and objectives in a lesson.					
6. When planning, I think about my students' prior knowledge and capabilities.					
7. When planning, I think about how each individual lesson fits into the entire curriculum.					
Teaching	5	4	3	2	1
1. While teaching, I informally assess whether the students are achieving the goals or objectives of a lesson.					
2. While teaching, I am aware of the instructional decisions I make.					
3. While teaching, if things do not go as planned, I am able to easily adjust.					
4. While teaching, I am cognizant of all that is going on in my classroom.					
5. While teaching, I remain focused on the outcomes of the lesson.					

Reflecting	5	4	3	2	1
1. After teaching, I can recall specific events from a lesson.					
2. After teaching, I think about how a lesson went.					
3. After teaching, I think about how to improve a lesson.					
Attitude and Beliefs	5	4	3	2	1
1. I believe my teaching decisions affect student learning.					
2. I believe my efforts make a difference for students.					
3. I believe student behavior affects the success of a lesson.					
4. I believe my actions affect the success of a lesson.					
5. I feel confident in my ability to help students meet the goals and objectives of a lesson.					
6. I am comfortable thinking about or doing several things at once.					
7. I believe it is important to address different learning styles in my classroom.					
Professional Development	5	4	3	2	1
1. I am willing to learn about alternative instructional strategies and assessment methods.					
2. I capitalize on my strengths as a Educator.					
3. I look for strategies to compensate for my weaknesses as a Educator.					
4. I participate willingly in activities to further my professional development.					
Relationships	5	4	3	2	1
1. When working in a group, I am an active and contributing member.					
2. I am comfortable talking to colleagues about my teaching.					
3. I am comfortable talking to my administrator about my teaching.					
4. I solicit and accept help or advice from my colleagues or administrator.					

Comments about your needs as a beginning teache/practitioner: _____

Intermediate School District 917 Educator Induction and Mentor Program Sample Time Line

August

- First-year licensed staff mentors and mentees meet staff orientation day.
- Second-year licensed staff mentors and mentees meet at a mutually convenient time.

September

- Mentor and mentee meet informally, i.e. by telephone call, at lunch, on a weekly basis.
- Mentor and mentee work together to complete Needs Assessment form. The mentee must submit to his/her district administrator by the end of September.
- Mentor informally observes the mentee in an instructional setting, using the needs assessment as a guide.

October – November

- Mentor and mentee meet informally on a weekly basis.

December – January

- Mentor and mentee plan for coaching/observation sessions.

February – April

- Mentor and mentee meet informally.

May

- Mentor and mentee meet informally.
- Mentor and mentee complete and submit Program Evaluation forms.

**Intermediate School District 917 Educator Induction and Mentor Program
Personal Professional Development Plan**

Mentee _____ School Year _____

Mentor _____

Describe a goal you would like to focus on for the year:

Explain your rationale for the goal:

Quarter One

Date:

Activities/Course Name	Timeline	Resources	Outcome

Quarter Two

Date:

Activities/Course Name	Timeline	Resources	Outcome

Intermediate School District 917 Educator Induction and Mentor Program Year-Long Checklist for Mentor/Mentee Meetings

Please date and initial items discussed.

Topics	Date	Mentor Initials	Mentee Initials
Absences, tardiness, truancy			
Mod/trimester/quarter grading			
Credit counts			
Suspension format and forms			
District forms (on website) – expense sheets, mileage, absence forms, etc.			
Make-up work (generic)			
Advisor role and responsibilities			
DCALS/DCALS North– handbook and sexual harassment			
CLP process			
District approved on-line training			
I-CUE training			
Business office staff			
Purchase order process/open purchase orders			
Reporting abusive behavior			
Role of police Liaison			
School crisis plan			
School safety procedures, i.e. tornado drill/fire drill, lockdowns, etc.			
Testing procedures			
Parent communications			
Contract/professionalism			
Grading procedure			
Pacing of the curriculum/thematic approach/three-week units			
Field trips/bus requests			
Open houses			
Assist with curricular planning and timeline			
Prepare for formal observations			
Grade-level/department meetings			
Prescheduling/Scheduling process			
Testing procedures			
Special education role, referral procedures, terminology (IEP procedures)			
Calendar/In-service days			
“New” student procedures			
Professional development opportunities			
Prepare for parent/Educator conferences and open house			
Student of the Quarter/Student of Distinction			
Classroom holiday activities/district policies			
Working with children with special language needs			
Snow-day procedures (Superintendent Note)			
Budget requests			
Teaching culturally diverse students			
Observation and feedback			
End of the semester procedures			
Graduation celebration planning			
Retention policies			
Spring program/trips			

Intermediate School District 917 Personal Professional Development Plan

Educator _____ School Year _____

Supervisor _____

Describe a goal you would like to focus on for the year:

Explain your rationale for the goal:

Quarter One

Date:

Activities/Course Name	Timeline	Resources	Outcome

Quarter Two

Date:

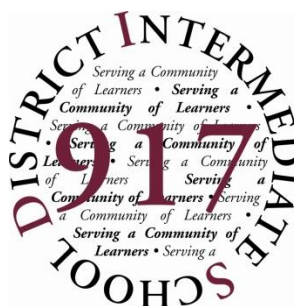
Activities/Course Name	Timeline	Resources	Outcome

The Council for Exceptional Children's Position on Special Education Teacher Evaluation:

https://www.cec.sped.org/~media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/Position_on_Special_Education_Teacher_Evaluation_Background.pdf

Inclusive Design: Building Educator Evaluation Systems That Support Students With Disabilities:

http://www.gtlcenter.org/sites/default/files/GTL_Inclusive_Design.pdf



Portfolio Requirements for Summative Evaluation

Name:
 Position:
 Supervisor:
 Date:

Definition: A professional portfolio is a collection of an educator’s work that documents professional growth and includes the educator’s own reflections on and assessment of his or her work. If the portfolio is used as an evaluation tool, there must be clearly defined criteria for the portfolio’s content and how it will be assessed and used to make judgments about student learning.

Statutory language: The annual evaluation process for educators must include an option for educators to develop and present a portfolio demonstrating evidence of reflection and professional growth, and include educators’ own performance assessment based on student work samples and examples of educators’ work, which may include video among other activities for the summative evaluation. Under Minnesota’s new statutory requirements, educators have the right to elect the portfolio option for all or part of their summative evaluation.

More generally, a professional portfolio allows educators to take an active role in the valuation process. A portfolio also provides the opportunity to articulate a vision, develop goals and document progress toward them, interacts with peers, reflect on the learning experience and share insights with others. The portfolio protocols used by the National Board for Professional Teaching Standards (NBPTS) have been modified in these requirements. Paper and video is used to document educator practices, along with samples of student work. The mandatory requirements for Minnesota licensure renewal are included in the standards in italics. Educators are assessed not only on the evidence itself, but also on their reflection and analysis, and portfolios are scored by trained reviewers.

Your submission will be evaluated on the extent to which it provides sufficient evidence of your continued professional growth in ways that demonstrate that you:

- Identify and address significant needs of students, the professional community, parents, and/or self;
- Have acquired and/or deepened current certificate-specific content knowledge and/or pedagogical practice and have demonstrated it in your classroom practice;
- Have acquired knowledge of current technology and/or effectively utilized appropriate technology in a way that is directly connected to teaching and learning;
- Involve the wider community of colleagues, parents, and/or community in your professional growth experiences;
- Practice Standards-based, relevant, and meaningful instruction;
- Ensure equity of access and promote appreciation of diversity in your classroom;
- Have a meaningful impact on student learning.

Degree of Attainment

- 0 No evidence exists
- 1 Evidence of learning does not meet standards
- 2 Limited evidence of knowledge and skills exists
- 3 Evidence of knowledge and skills meets or exceeds standards

If a 0 or 1 is attained, this area must be addressed

The examples provided are designed to guide you through the portfolio. You are not limited by these examples.

Standard	Evidence	Degree of Attainment	Comments
A. Know students and subject areas. Set learning goals. Educators are committed to students and their learning. Provide 3-5 examples. <ul style="list-style-type: none"> • A personal statement describing your teaching goals for the next three years • Syllabi or course descriptions with 			

<p>details of content, objectives, methods, and procedures for evaluating student learning</p> <ul style="list-style-type: none"> • <i>Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents</i> 			
<p>B. Implement instruction to achieve goals. Educators know the subjects they teach and how to teach those subjects to students. Provide 3-5 examples.</p> <ul style="list-style-type: none"> • Use of new methods of teaching, assessing learning, grading, licensure, advanced degrees • Preparation of a textbook, lab manual, courseware, and lesson plans, etc. • Work on curriculum revision or development • <i>Accommodation, Modification and Adaptation of Curriculum, Materials and Instruction</i> • <i>Positive Behavioral Intervention Strategies</i> • <i>Reading Preparation and Technology</i> 			
<p>C. Evaluate student learning. Educators are responsible for managing and monitoring student learning. Provide 3-5 examples.</p> <ul style="list-style-type: none"> • Scores on standardized or other tests, before and after instruction • Students' lab books or other 			

<p>workbooks</p> <ul style="list-style-type: none"> • Students' papers, essays, or creative works • Graded work from low, medium, and high students, with Educator's feedback to students • Instructor's written feedback on student work • Videotapes of your teaching 			
<p>D. Reflect on teaching practice. Educators think systematically about their practice and learn from experience. Provide 3-5 examples.</p> <ul style="list-style-type: none"> • A reflective "teaching statement" describing your personal teaching philosophy, strategies, and objectives • Description of instructional improvement projects developed or carried out • <i>A reflective statement of professional accomplishment and assessment of professional growth</i> 			
<p>E. Educators are members of learning communities. Provide 3-5 examples.</p> <ul style="list-style-type: none"> • Participation in seminars or professional meetings on teaching • Publications in teaching journals • Papers delivered on teaching • Service on teaching committees 			

<ul style="list-style-type: none"> • Assistance to colleagues on teaching matters • Invitations based on teaching reputation to consult, give workshops, write articles, etc. • Requests for advice on teaching by committees or other organized groups 			
<p>F. Set new learning goals. Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students? Provide 3-5 examples.</p> <ul style="list-style-type: none"> • Design of new courses • Design of interdisciplinary or collaborative courses or teaching projects • Use of new methods of teaching, assessing learning, grading 			

Evaluator's Summative Comments:

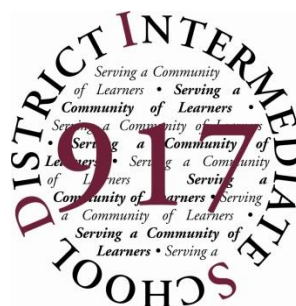
Principal/Assistant Director Signature: _____ Date: _____

Educator Signature: _____ Date: _____

Personnel Copy: _____

Educator Copy: _____

Principal/Assistant Director Copy: _____



Performance Improvement Plan-Educator

Name:
Position:
Supervisor:
Date:

Mission Statement:
Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success for all learners.

- Strategic Directives:
1. Heighten the trust and confidence of all school districts served by Intermediate School District 917.
 2. Increase achievement of all learners served.
 3. Improve staff leadership skills and the culture of collaboration throughout the intermediate district.
 4. Use resources strategically to advance our mission.
 5. Structure ourselves so that we can adapt to our changing environment.
-

Instructions:

The competency (or competencies) checked reflect the identified deficiency (or deficiencies) in employee performance. Statements define existing problem(s), required action, and timeline.

Domain 1: Planning and Preparation

Performance areas which require improvement are checked.

	Demonstrating Knowledge of Content and Pedagogy		Demonstrating Knowledge of Resources and Technology
	Demonstrating Knowledge of Students		Designing Coherent Instruction
	Setting Instructional Outcomes		Designing Student Assessments

Deficiency (or deficiencies) is identified, including a description of the impact to Intermediate School District 917, expected course of action, and timeline.

Deficiency	Impact	Required Action	Timeline	Progress

Domain 2: The Environment

Performance areas which require improvement are checked.

	Creating an Environment of Respect and Rapport		Managing Student Behavior
	Establishing a Culture for Learning		Organizing Physical Space
	Managing Classroom Procedures		

Deficiency (or deficiencies) is identified, including a description of the impact to Intermediate School District 917, expected course of action, and timeline.

Deficiency	Impact	Required Action	Timeline	Progress

Domain 3: Service Delivery

Performance areas which require improvement are checked.

	Communicating with Students		Using Assessment in Instruction
	Using Questioning and Discussion Techniques		Demonstrating Flexibility and Responsiveness
	Engaging Students in Learning		

Deficiency (or deficiencies) is identified, including a description of the impact to Intermediate School District 917, expected course of action, and timeline.

Deficiency	Impact	Required Action	Timeline	Progress

Domain 4: Professional Responsibilities

Performance areas which require improvement are checked.

	Reflecting on Teaching		Participating in a Professional Learning Community
	Maintaining Accurate Records		Growing and Developing Professionally
	Communicating with Families		Demonstrating Professionalism

Deficiency (or deficiencies) is identified, including a description of the impact to Intermediate School District 917, expected course of action, and timeline.

Deficiency	Impact	Required Action	Timeline	Progress

Domain 5: Due Process Requirements

Performance areas which require improvement are checked.

	Demonstrates Compliance With Special Education Due Process Requirements and ISD 917 Policies and Procedures		Collaborates Effectively With Team Members
	Demonstrates Effective Skills in Conducting and Writing Evaluations		Demonstrates Knowledge and Skills in Effectively Addressing Needs and Behaviors of Students with Special Needs
	Demonstrates Effective Skills in Conducting and Writing IFSPs/IEPs/IIIPs		

Deficiency (or deficiencies) is identified, including a description of the impact to Intermediate School District 917, expected course of action, and timeline.

Deficiency	Impact	Required Action	Timeline	Progress

It is expected that you develop the skills essential to effectively perform your job as an educator in Intermediate School District 917 in order to continue your employment. You are encouraged to seek assistance from your supervisor and lead Educator to assist you in meeting the competencies.

In order to improve your performance, a course of action has been outlined in this *Performance Improvement Plan*. You are encouraged to provide input and suggestions that you believe may help you develop the competencies. Please submit your input not later than [date]. You need to be conscientious and professional while performing your job. We will meet monthly to review your progress related to the required action outlined. If other issues arise during the time frame this plan is in place, you will be notified and they will be addressed through the *Performance Improvement Plan* process.

Our first review is scheduled for [date] at [time] in [room] at [building]. Please mark your calendar accordingly. We will use this time to review your progress, answer questions, address any needs you may have and provide clarification on required actions relative to this plan. Your performance will be evaluated relative to this plan.

[Name], you have a number of areas requiring immediate attention and effort to bring your performance to an acceptable level. You are expected to achieve and maintain an acceptable level of performance. If your future performance does not satisfy the requirements of the *Performance Improvement Plan* further action, up to and including termination, will result.

The *Performance Improvement Plan* has been reviewed with the employee.

Supervisor Name: _____ Date: _____

Supervisor Title: _____

I acknowledge receipt of this document:

Employee Name: _____ Date: _____

Performance Improvement Plan-Progress Report [this section should be added for signature each time progress is reviewed]

It is expected that you develop the skills essential to effectively perform your job as a Educator in Intermediate School District 917 in order to continue your employment. You are encouraged to seek assistance from your supervisor and lead Educator to assist you in meeting the competencies.

Your progress is detailed in this *Performance Improvement Plan-Progress Report*. We will meet monthly to review your progress related to the required action outlined. If other issues arise during the time frame this plan is in place, you will be notified and they will be addressed through the *Performance Improvement Plan* process.

Our next review is scheduled for [date] at [time] in [room] at [building]. Please mark your calendar accordingly. We will use this time to review your progress, answer questions, address any needs you may have and provide clarification on required actions relative to this plan. Your performance will be evaluated relative to this plan.

[Name], you have a number of areas requiring immediate attention and effort to bring your performance to an acceptable level. You are expected to achieve and maintain an acceptable level of performance. If your future performance does not satisfy the requirements of the *Performance Improvement Plan* further action, up to and including termination, will result.

The *Performance Improvement Plan-Progress Report* has been reviewed with the employee.

Supervisor Name: _____ Date: _____

Supervisor Title: _____

I acknowledge receipt of this document:

Employee Name: _____ Date: _____

Cc: Personnel File
[Other pertinent supervisor]