



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### **BOARD OF EDUCATION AGENDA**

**FEBRUARY 17, 2015**

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 17, 2015 at 7:00 PM in the Library of Half Day School located at 239 Olde Half Day Road, Lincolnshire, Illinois.

Note: This meeting will be held at Half Day School located at 239 Olde Half Day Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call  
Time: 2 Hours 30 Minutes
- B. Pledge of Allegiance
- C. Celebrating Successes  
Time: 15 minutes
- D. Community Participation
- E. Approval of Minutes 3  
Time: 5 minutes
- F. Consent Agenda  
Time: 5 minutes
  - 1. Approval of Bills 12
  - 2. Approval of School Donations 28
  - 3. Approval of Employment 29
- G. Action Items  
Time: 10 minutes
  - 1. Approval of School Calendar 2015-2016 35
  - 2. Approval of Vision 2020 Strategic Plan 38
  - 3. Appointment of Board Member for Exceptional Learning Collaborative
- H. Presentations
  - 1. PMA Financial Presentation  
Time: 30 Minutes
  - 2. 1:1 Teaching and Learning Update 42  
Time: 20 Minutes
- I. Information  
Time: 30 minutes

1. Board Representatives Committee Updates	
2. Written Department Updates	
a. Business Office	96
b. Facilities	114
c. Curriculum, Student Services, and Technology	116
d. Enrollment	119
3. Superintendent's Informational Report	121
a. Rivershire Annual Report	
b. Vision 2020 Statewide Initiative	126
J. Correspondence	
K. Old Business/New Business	
L. In The Press	133
M. Community Participation	
N. Executive Session	
Time: 30 minutes	
O. Action Item	
Time: 5 Minutes	
1. Approval of Settlement Agreement Regarding Student 2015-01	
P. Adjournment	



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**BOARD OF EDUCATION SPECIAL MEETING MINUTES**  
Wednesday, December 17, 2014

The Board of Education of Lincolnshire-Prairie View School District 103 held a special meeting on Wednesday, December 17, 2014 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Absent: Chris Curtis, Vice President

Ben Yomtoob

Also present were:

Dr. Scott Warren, Superintendent

Dr. Bob Madonia, Consultant

Dan Stanley, Assistant Superintendent for Business/CSBO

Katie Reynolds, Assistant Superintendent for Curriculum and Instruction

Julie Postma, Director of Student Services

Scott Gaunky, Director of Facilities

Anthony Mendoza, Director of Transportation

Mark Westhoff, Director of Technology

Kim Sylvan, Communication Coordinator

Dr. Christy Adler, Principal of Laura B. Sprague School

Jill Mau, Principal of Half Day School

Michelle Blackley, Principal of Daniel Wright Junior High School

Julie Bodeen, Assistant Principal of Daniel Wright Junior High School

Melody Littlefair, Assistant Principal of Daniel Wright Junior High School

Norma Taylor, Board Secretary

**Call to Order and Roll Call**

President Gordon called the meeting to order at 6:11 p.m.

**Community Participation**

There was no community participation at this time.

**Strategic Planning**

Robert J. Madonia, Ed.D. of RJM Consulting Services, Inc. opened the meeting. The Board and Administration reviewed materials from the Strategic Planning Meetings in November to provide context around priorities.

**Adjournment**

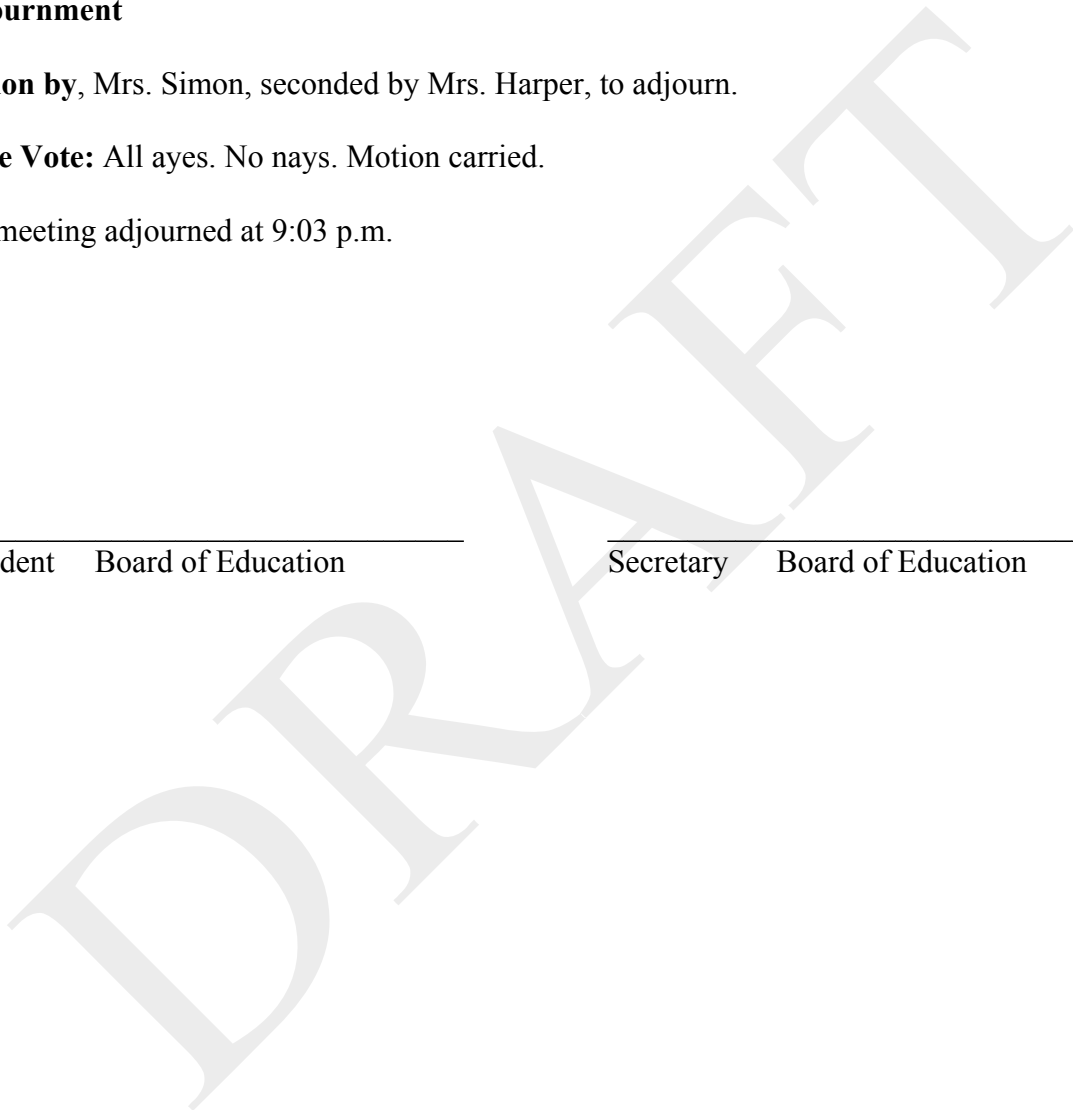
**Motion by**, Mrs. Simon, seconded by Mrs. Harper, to adjourn.

**Voice Vote:** All ayes. No nays. Motion carried.

The meeting adjourned at 9:03 p.m.

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President Board of Education

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Secretary Board of Education





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**BOARD OF EDUCATION REGULAR MEETING MINUTES**

Tuesday, January 20, 2015

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 was held on Tuesday, January 20, 2015 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President  
Chris Curtis, Vice President  
Kate Harper  
Ben Yomtoob

Absent: Sandy Simon  
Sherri Thomas  
Anne van Gerven

Also present:

Dr. Scott Warren, Superintendent  
Norma Taylor, Board Secretary

Public: 1

Press: 0

Staff: 4

**Call to Order and Roll Call**

President Gordon called the meeting to order at 7:03 p.m.

**Pledge of Allegiance**

**Community Participation**

There was no community participation at this time.

President Gordon noted two board members are absent from tonight's meeting to attend the Vernon Hills Village Board Meeting.

**Approval of Minutes**

**Motion by** Mrs. Harper, seconded by Mr. Yomtoob, the Board approve the minutes of the December 16, 2014 regular meeting.

**Roll Call:** Ayes: Harper, Yomtoob, Gordon. Nays: None. Abstain: Curtis. Motion carried.

**Motion by** Mrs. Harper, seconded by Mr. Curtis, the Board approve the minutes of the January 6, 2015 Special meeting and Executive Session.

**Roll Call:** Ayes: Curtis, Harper, Yomtoob, Gordon. Nays: None. Abstain: None. Motion carried.

**Consent Agenda**

**Motion by** Mrs. Harper, seconded by Mr. Yomtoob, the Board approve the following items on the Consent Agenda:

Approval of Bills

Approval of School Donations

Approval of Semi-annual Review of Executive Session Minutes

Approval of Destruction of Executive Session Recordings

Approval of Retirement Agreements

Approval of Field Trips

Approval of Employment Actions

Approval of Amendment to Administrator Contract

Being no further discussion,

**Roll Call:** Ayes: Curtis, Harper, Yomtoob, Gordon. Nays: None. Abstain: None. Motion carried.

**Action Item**

**Motion by** Mrs. Harper, seconded by Mr. Yomtoob, the Board approve payment to the Regional Office of Education for Depke Juvenile Center in the amount of \$25,479.00.

Being no further discussion,

**Roll Call:** Ayes: Curtis, Harper, Yomtoob. Nays: None. Abstain: Gordon. Motion carried.

**Community Participation**

There was no community participation at this time.

**Adjournment**

**Motion by** Mr. Curtis, seconded by Mr. Yomtoob, to adjourn.

**Voice Vote:** All ayes. No nays. Motion carried.

The meeting adjourned at 7:08 p.m.

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President Board of Education

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Secretary Board of Education



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**BOARD OF EDUCATION COW MEETING MINUTES**

Tuesday, February 3, 2015

The Board of Education Committee of the Whole Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, February 3, 2015 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Ben Yomtoob

Absent: Chris Curtis, Vice President

Also present were:

Dr. Scott Warren, Superintendent

Dan Stanley, Assistant Superintendent for Business/CSBO

Katie Reynolds, Assistant Superintendent for Curriculum and Instruction

Julie Postma, Director of Student Services

Mark Westhoff, Director of Technology

Dr. Christy Adler, Principal Laura B. Sprague School

Jill Mau, Principal Half Day School

Norma Taylor, Board Secretary

Public: 1

Press: 0

Staff: 5

**Call to Order and Roll Call**

President Gordon called the meeting to order at 7:06 p.m.

**Pledge of Allegiance**

**Community Participation**

There was no community participation at this time.

**Discussion Items****ECRA Presentation**

Dr. Mary Biniewicz from the ECRA Group provided a general overview of the services they are providing to the district. ECRA is an educational research and analytic firm that is working with the district to provide analytic services regarding student growth.

**ELM Report**

Katie Reynolds reported on the Enrichment Learning Model Review. A board member asked for the procedures teachers will follow for gifted students. Mrs. Reynolds will work on this with staff members.

**2014-2015 School Year Goals Update**

Dr. Warren reported on the progress the staff and administration have made towards accomplishing the 2014-2015 district goals. The goals focused on fourteen areas: Strategic Planning, Facility Master Planning, Next Generation Science Standards, College, Career and Civic Life, 1:1 Teaching and Learning, Digital Citizenship Curriculum, Enrichment Learning Model, Social Emotional Learning, English Language Learners, World Language, Exceptional Learners' Collaborative, Early Childhood Programming, PARCC Assessment, and PERA.

Dr. Warren and the board reviewed the draft of the Strategic Plan. The plan will go out to the community for public comment later this week.

Dr. Warren noted the Facility Master Plan will move forward after the Strategic Plan is adopted.

Mrs. Postma updated the board on the Exceptional Learners' Collaborative. The next presentation will be to the Illinois Advisory Council on the Education of Children with Disabilities on February 18, 2015.

**Community Participation**

There was no community participation at this time.

**Motion by** Mrs. Harper, seconded by Mr. Yomtoob, to move into Executive Session to discuss the appointment, employment, compensation, performance, and dismissal of specific employees, and the placement of individual students in special educational programs and other matters relating to individual students.

**Roll Call:** Ayes: Harper, Simon, Thomas, van Gerven, Yomtoob, Gordon. Nays: None. Motion carried.

The Board moved into Executive Session at 8:33 p.m.

**Open Session**

The meeting reconvened to Open Session at 9:00 p.m.

**Adjournment**

**Motion by** Mrs. van Gerven, seconded by Mrs. Simon, to adjourn.

**Voice Vote:** All ayes. No nays. Motion carried.

The meeting adjourned at 9:01 p.m.

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President Board of Education

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Secretary Board of Education

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**BOARD OF EDUCATION EXECUTIVE SESSION MINUTES**

Tuesday, February 3, 2015

The Board of Education of Lincolnshire-Prairie View School District 103 held an Executive Session on Tuesday, February 3, 2015 in the Administration Offices located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President  
Kate Harper  
Sandy Simon  
Sherri Thomas  
Anne van Gerven  
Ben Yomtoob

Absent: Chris Curtis, Vice President

Also present were:

Dr. Scott Warren, Superintendent  
Dan Stanley, Assistant Superintendent for Business/CSBO  
Mrs. Katie Reynolds, Assistant Superintendent for Curriculum and Instruction  
Julie Postma, Director of Student Services  
Norma Taylor, Board Secretary

Executive Session convened at 8:45 p.m. to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and the placement of individual students in special education programs and other matters relating to individual students.

Mrs. Postma provided an update on a special education student who will be home schooled.

Mr. Stanley, Mrs. Reynolds, Mrs. Postma, and Norma Taylor left the meeting at 8:49 p.m.

The Board and Dr. Warren discussed progress on the Superintendent Goals.

**Motion by** Mr. Yomtoob, seconded by Mrs. van Gerven, to return to Open Session.

**Voice Vote:** All ayes. No nays. Motion carried.

The meeting reconvened to Open Session at 9:00 p.m.

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President Board of Education

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Secretary Board of Education

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# Paid Accounts Payable by Vendor

Printed: 2/13/2015 1:11 PM  
 Lincolnshire-Prairie View SD #103  
 Expense on Date: 1/20/2015 to 2/13/2015

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
<b>MASTERCARD CORPORATE CLIE</b>								
	20-2540-410-2	HOME DEP - PLUMBING SUPPLIES	20415	0	02/04/2015	20472	24.78	20-2540-410
	20-2540-410-2	HOME DEP - SHOP SUPPLIES	20415	0	02/04/2015	20472	34.55	20-2540-410
	20-2540-410-2	HOME DEP - HARDWARE	20415	0	02/04/2015	20472	44.30	20-2540-410
	10-2410-410-2	SAMS - LOUNGE/NURSE SUPPLIES	20415	0	02/04/2015	20472	120.28	10-2410-410
	10-2660-312	JAMF - SOFTWARE TRNG JBERTSOS	20415	0	02/04/2015	20472	2,400.00	10-2660-312
4683	10-2210-410	TARGET - LASER POINTER	20415	0	02/04/2015	20472	37.47	10-2210-410
4691	10-2630-640	NSPRA - KSYLVAN ANNUAL MEMB	20415	0	02/04/2015	20472	260.00	10-2630-640
4691	10-2310-410	JASONS - 1/6 BOE MTG DINNER	20415	0	02/04/2015	20472	129.90	10-2310-410
	10-2320-312	HILTON - MSSA CONF TRAVEL	20415	0	02/04/2015	20472	1,777.05	10-2320-312
	10-2320-312	HILTON - MSSA CONF TRAVEL CREDIT	20415	0	02/04/2015	20472	(313.01)	10-2320-312
	10-2320-312	ALAMO - MSSA CONF TRAVEL	20415	0	02/04/2015	20472	279.37	10-2320-312
4733	10-2410-410-3	USPS - RECORDS MAILING	20415	0	02/04/2015	20472	19.99	10-2410-410
4725	20-2540-312	IASBO - LEADERSHIP TRNG SEMINAR	20415	0	02/04/2015	20472	95.00	20-2540-312
4774	20-2540-410-2	HOME DEP - ELECTRICAL SUPPLIES	20415	0	02/04/2015	20472	16.24	20-2540-410
4675	10-2510-312	RENAISSANCE - IASBO CONF TRAVEL	20415	0	02/04/2015	20472	226.86	10-2510-312
4808	10-1120-411	JOANN FAB - FACS SEWING SUPPLIES	20415	0	02/04/2015	20472	49.63	10-1120-411
	10-403	JMAU PURCHASES	20415	0	02/04/2015	20472	46.15	10-403
							<b>\$5,248.56</b>	<b>Payee Vendor Total</b>
<b>NIHIP</b>								
FEBNIHIP	10-2210-225	MEDICAL INSURANCE - RETIREE	150210		02/10/2015	20473	1,679.06	10-2210-225
FEBNIHIP	10-2210-225	LIFE/LTD INSURANCE - RETIREE	150210		02/10/2015	20473	12.60	10-2210-225
FEBNIHIP	10-2320-225	MEDICAL INSURANCE - RETIREE	150210		02/10/2015	20473	3,268.06	10-2320-225
FEBNIHIP	10-2330-225	MEDICAL INSURANCE - RETIREE	150210		02/10/2015	20473	1,854.03	10-2330-225
FEBNIHIP	10-2330-225	LIFE/LTD INSURANCE - RETIREE	150210		02/10/2015	20473	12.60	10-2330-225
FEBNIHIP	10-2520-225	MEDICAL INSURANCE - RETIREE	150210	0	02/10/2015	20473	839.53	10-2520-225
FEBNIHIP	10-2690-220	MEDICAL INSURANCE - ED	150210	0	02/10/2015	20473	232,019.49	10-2690-220
FEBNIHIP	10-2690-221	LIFE/LTD INSURANCE - ED	150210	0	02/10/2015	20473	3,183.69	10-2690-221
FEBNIHIP	10-2690-221	VOLUNTARY LIFE - ED	150210		02/10/2015	20473	517.70	10-2690-221
FEBNIHIP	20-2540-220	MEDICAL INSURANCE - O&M	150210		02/10/2015	20473	12,502.89	20-2540-220
FEBNIHIP	20-2540-221	LIFE/LTD INSURANCE - O&M	150210		02/10/2015	20473	76.95	20-2540-221
FEBNIHIP	20-2540-225	MEDICAL INSURANCE - RETIREE	150210		02/10/2015	20473	1,679.06	20-2540-225
FEBNIHIP	40-2550-220	MEDICAL INSURANCE - TRANS	150210		02/10/2015	20473	26,219.62	40-2550-220
FEBNIHIP	40-2550-221	VOLUNTARY LIFE - TRANS	150210		02/10/2015	20473	292.30	40-2550-221
FEBNIHIP	40-2550-221	LIFE/LTD INSURANCE - TRANS	150210		02/10/2015	20473	133.65	40-2550-221
FEBNIHIP	40-2550-225	MEDICAL INSURANCE - RETIREE	150210		02/10/2015	20473	839.53	40-2550-225
FEBNIHIP	10-2410-225	RETIREE INSURANCE	150210	0	02/10/2015	20473	839.53	10-2410-225
							<b>\$285,970.29</b>	<b>Payee Vendor Total</b>

# Paid Accounts Payable by Vendor

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Printed: 2/13/2015 1:11 PM  
Lincolnshire-Prairie View SD #103  
Expense on Date: 1/20/2015 to 2/13/2015

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State	Account Number
<b>Report Total</b>							<u>\$291,218.85</u>		

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# Bills Payable (Fund Summary)

Printed: 2/13/2015 11:45 AM  
Lincolnshire-Prairie View SD #103

Fund Code	Description	Amount
10	Education Fund	278,253.79
20	Oper, Build, & Maint Fund	27,193.14
30	Debt Service Fund or Fund Group	156.15
40	Transportation Fund	17,604.39
<b>Report Total</b>		<u><u>\$323,207.47</u></u>

# Bills Payable List

Printed: 2/13/2015 11:47 AM  
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
<b>ACADEMIC ADVANTAGE</b>					
		IPAD REPAIRS	2	110.00	10-2660-319
		IPAD REPAIRS	2	55.00	10-2660-319
		IPAD REPAIRS	2	110.00	10-2660-319
				<u>\$275.00</u>	
<b>AFABLE, ADDIE</b>					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>AGRAWAL, SANGEETA</b>					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>ALEXANDER LEIGH CENTER FOR A</b>					
		PRIVATE SCHOOL TUITION	2	3,448.80	10-1912-670
				<u>\$3,448.80</u>	
<b>ALL BILINGUAL PRESS</b>					
	0000008694	SPANISH BKS, CDS	2	64.15	10-1112-413
				<u>\$64.15</u>	
<b>AMAZON</b>					
	0000009447	SCIENCE SUPPLIES - LTL	2	314.19	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	151.56	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	75.00	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	111.89	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	128.85	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	375.00	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	182.29	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	103.59	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	69.98	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	145.85	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	75.00	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	149.99	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	384.27	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	165.99	10-2215-410
	0000009447	SCIENCE SUPPLIES - LTL	2	18.67	10-2215-410
	0000009451	SCIENCE SUPPLIES - LTL	2	79.99	10-2215-410
	0000009451	SCIENCE SUPPLIES - LTL	2	69.99	10-2215-410
	0000009452	TOUCHSTONES BKS (18)	2	460.98	10-2211-490
	0000009457	LANGUAGE DIVERSITY BK	2	24.19	10-2211-490
	0000009457	LANGUAGE DIVERSITY BK	2	24.19	10-2211-490
	0000009457	LANGUAGE DIVERSITY BKS (5)	2	120.95	10-2211-490
	0000009462	103 CLUB SUPPLIES	2	65.06	10-3500-410
	0000009462	103 CLUB SUPPLIES	2	109.17	10-3500-410
	0000009469	REMOTE CONTROL	2	21.28	10-1111-410
				<u>\$3,427.92</u>	
<b>ANDERSON PEST SOLUTIONS</b>					
		DISTRICT MONTHLY IPM	2	144.05	20-2540-329
				<u>\$144.05</u>	
<b>AT&amp;T BUSINESS SERVICE</b>					

# Bills Payable List

Printed: 2/13/2015 11:47 AM  
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		LONG DISTANCE	2	70.66	10-2540-341
				<u>\$70.66</u>	
<b>AT&amp;T MOBILITY</b>		IPAD DATA SERVICE	2	286.71	10-2540-341
				<u>\$286.71</u>	
<b>AT&amp;T ONENET</b>		LONG DISTANCE	2	101.34	10-2540-341
				<u>\$101.34</u>	
<b>AT&amp;T</b>		TELEPHONE	2	4,121.72	10-2540-341
		TELEPHONE D103 CLUB	2	103.61	10-3500-341
				<u>\$4,225.33</u>	
<b>BE THE GROOVE</b>		BE THE GROOVE PRESENTATION - HD	2	1,575.00	10-2211-314
				<u>\$1,575.00</u>	
<b>BELFORD, AMY</b>		REIMB MOON PROJ SUPPLIES	2	22.17	10-1112-415
				<u>\$22.17</u>	
<b>BERCOS EDUCATIONAL CONSULTII</b>		SPED CONSULTING	2	874.67	10-2140-314
				<u>\$874.67</u>	
<b>BLACK, CAREY</b>		REIMB RETIREE INSURANCE	2	611.38	20-2540-225
				<u>\$611.38</u>	
<b>BRASKICH, JUSTINE</b>		REIMB TUITION	2	350.02	10-1120-230
				<u>\$350.02</u>	
<b>BUCHBERGER, TESS</b>		REIMB TUITION	2	494.00	10-1120-230
				<u>\$494.00</u>	
<b>BURKS, MARY</b>		REIMB OFFICE SUPPLIES	2	114.14	10-2330-410
				<u>\$114.14</u>	
<b>CDW GOVERNMENT INC.</b>		BATTERY BACKUP	2	143.58	10-2660-410
000009414		LARGE FORMAT PRINTER, SUPPLIES	2	2,700.81	20-2540-700
				<u>\$2,844.39</u>	
<b>CHEN, LILI</b>		REIMB SCI OLY SUPPLIES	2	55.77	10-1550-410
				<u>\$55.77</u>	
<b>COCA COLA REFRESHMENTS</b>		SODA/WATER - SP	2	511.68	10-2310-392
				<u>\$511.68</u>	
<b>COIRIER, LAURA</b>		REIMB SCI OLY SUPPLIES	2	28.36	10-1550-410

# Bills Payable List

Printed: 2/13/2015 11:47 AM  
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$28.36</u>	
<b>COMCAST CABLE</b>					
		INTERNET - RIVERSHIRE	2	82.90	10-2540-392
		INTERNET - RIVERSHIRE	2	82.90	10-2540-392
				<u>\$165.80</u>	
<b>COMMITTEE FOR CHILDREN</b>					
0000009445		GR 3 CPU CURRICULUM	2	2,235.00	10-2210-420
				<u>\$2,235.00</u>	
<b>CONSERV FS INC</b>					
		BULK ROAD SALT	2	2,682.16	20-2540-410
				<u>\$2,682.16</u>	
<b>CPM EDUCATIONAL PROGRAM</b>					
0000008871		CORE CONNECTIONS TOOL KITS (2)	2	667.80	10-2210-420
				<u>\$667.80</u>	
<b>CROWN GLOBAL CONSULTING LLC</b>					
		INTERVIEW TRNG - BLACKLEY/LITTLEFAIR	2	2,900.00	10-2410-312
				<u>\$2,900.00</u>	
<b>CUSTOM SOLUTIONS</b>					
		SPED CONSULTANT	2	3,533.25	10-1200-314
				<u>\$3,533.25</u>	
<b>DAILY HERALD</b>					
		ANNUAL DAILY HERALD SUB - HD	2	250.80	10-2220-440
				<u>\$250.80</u>	
<b>DEMCO</b>					
0000009464		LIBRARY SUPPLIES	2	81.94	10-2220-410
				<u>\$81.94</u>	
<b>DETGEN, JANE</b>					
		REIMB RETIREE INSURANCE	2	483.33	10-1120-225
				<u>\$483.33</u>	
<b>DISCOUNT SCHOOL SUPPLY</b>					
0000009463		103 CLUB ART SUPPLIES	2	498.52	10-3500-410
				<u>\$498.52</u>	
<b>ECRA GROUP INCORPORATED</b>					
		FINAL ECRISSE PAYMENT	2	18,198.00	10-2310-392
				<u>\$18,198.00</u>	
<b>ELEMENTAL SOLUTIONS</b>					
		SANITARY PUMP ENZYME - DW	2	543.58	20-2540-410
				<u>\$543.58</u>	
<b>EMPIRE MUSIC</b>					
		UKULELE MUSIC	2	119.92	10-1190-410
		UKULELE MUSIC RETURN	2	(49.98)	10-1190-410
				<u>\$69.94</u>	
<b>ENGLER, BAASTEN &amp; SRAGA</b>					
		LEGAL SERVICES	2	2,121.00	10-2310-318
				<u>\$2,121.00</u>	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
<b>ERNIES WRECKER SERVICE INC</b>					
		FUEL - TRANS	2	207.96	40-2550-464
		TIRE REPAIR - 95 CHEVY	2	37.85	20-2540-319
				<u>\$245.81</u>	
<b>FEINER SUPPLY</b>					
	0000009316	SPED VELCRO	2	141.00	10-1200-410
				<u>\$141.00</u>	
<b>FERGUSON ENTERPRISES</b>					
		WATER HEATER - TRANS	2	266.22	20-2540-410
				<u>\$266.22</u>	
<b>FLATEBO, PETE</b>					
		REF ASSIGNMENT FEE	2	282.00	10-1500-319
				<u>\$282.00</u>	
<b>FOLLETT SCHOOL SOLUTIONS</b>					
		WINDY CITY BOOK	2	15.29	10-2220-430
	0000009328	LIBRARY BOOKS - SP	2	625.22	10-2220-430
	0000009378	LIBRARY BOOKS - SP	2	322.32	10-2220-430
	0000009418	LIBRARY BOOKS - DW	2	374.36	10-2220-430
	0000009424	LIBRARY BOOKS - SP	2	103.06	10-2220-490
	0000009430	LIBRARY BOOKS - HD	2	57.90	10-2220-430
	0000009430	LIBRARY BOOKS - HD	2	1,246.35	10-2220-430
	0000009453	LIBRARY BOOKS - SP	2	320.16	10-2220-430
				<u>\$3,064.66</u>	
<b>FORECAST5 ANALYTICS INC</b>					
		5SIGHT LICENSE AGREEMENT	2	7,000.00	10-2520-392
				<u>\$7,000.00</u>	
<b>FOX RIVER FOODS INC.</b>					
		103 CLUB FOOD	2	1,606.55	10-3500-410
				<u>\$1,606.55</u>	
<b>GAGAMOV, JAMIE</b>					
		REIMB TUITION	2	350.02	10-1120-230
				<u>\$350.02</u>	
<b>GALE/CENGAGE LEARNING</b>					
	0000008688	US HISTORY IN CONTEXT SUBSCR	2	591.00	10-2220-392
				<u>\$591.00</u>	
<b>GENERAL BINDING CORP.</b>					
	0000009499	LAMINATOR WARRANTY SERVICE - DW	2	395.00	10-2540-392
	0000009500	LAMINATOR WARRANTY SERVICE - SP	2	405.00	10-2540-392
				<u>\$800.00</u>	
<b>GENESIS TECHNOLOGIES</b>					
		COPIER MAINT AGREEMENT - JAN	2	1,631.45	10-2410-325
		COPIER MAINT AGREEMENT - FEB	2	2,550.18	10-2410-325
				<u>\$4,181.63</u>	
<b>GORDON, GARY</b>					
		REIMB SCI OLY SUPPLIES	2	205.96	10-1550-410
				<u>\$205.96</u>	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
<b>GRAPHIC 14 INCORPORATED</b>					
	0000009470	COPIER PAPER - SP	2	121.96	10-2520-412
				<u>\$121.96</u>	
<b>GTM SPORTSWEAR</b>					
	0000009385	CHEER SHIRTS, SWEATERS	2	1,652.00	10-1500-414
				<u>\$1,652.00</u>	
<b>HAIKU LEARNING SYSTEMS</b>					
		SOFTWARE LICENSES	2	1,085.91	10-2210-392
				<u>\$1,085.91</u>	
<b>HARDING MECHANICAL</b>					
		REPAIR RTU - SP	2	2,500.00	20-2540-329
		HVAC MAINT - RIVERSHIRE	2	270.50	20-2540-329
		HVAC REPAIR - HD	2	1,809.14	20-2540-329
				<u>\$4,579.64</u>	
<b>HAUSER IZZO</b>					
		LEGAL SERVICES	2	3,570.00	10-2310-318
				<u>\$3,570.00</u>	
<b>HEATH, MICHELLE</b>					
		REIMB HEADPHONE SPLITTERS	2	46.46	10-1111-413
				<u>\$46.46</u>	
<b>HOME DEPOT CREDIT SERVICES</b>					
		PARTS TO REPAIR PYRAMID - RIVERS	2	74.26	10-1112-411
		SHOP SUPPLIES - DW	2	35.88	20-2540-410
		WATER HEATER PARTS - TRANS	2	47.20	20-2540-410
				<u>\$157.34</u>	
<b>HORVATH, CASSIE</b>					
		REIMB NURSES SEM REG, TRAVEL	2	107.30	10-2210-312
				<u>\$107.30</u>	
<b>HOUGHTON MIFFLIN HARCOURT</b>					
	0000009439	COGNITIVE ABILITIES TEST KIT	2	1,845.64	10-2140-410
				<u>\$1,845.64</u>	
<b>IAGC</b>					
	0000009461	CONVENTION REG - WYLIE	2	500.00	10-2211-390
	0000009461	CONVENTION REG - REYNOLDS	2	250.00	10-2211-390
	0000009461	CONVENTION REG - COIRIER	2	220.00	10-2211-390
	0000009461	CONVENTION REG - BRASKICH	2	440.00	10-2211-390
				<u>\$1,410.00</u>	
<b>ICE SNOW REMOVAL &amp; LANDSCAPI</b>					
		SNOW REMOVAL 1/4, 6, 9, 12	2	2,968.00	20-2540-322
		SNOW REMOVAL	2	1,120.00	20-2540-322
				<u>\$4,088.00</u>	
<b>ILLINOIS COMPUTING EDUCATORS</b>					
	0000009460	POWELL ICE CONF REG	2	330.00	10-2211-390
	0000009460	LENZINI ICE CONF REG	2	330.00	10-2211-390
	0000009460	LONG ICE CONF REG	2	330.00	10-2211-390
	0000009460	WARD ICE CONF REG	2	330.00	10-2211-390

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				<u>\$1,320.00</u>	
<b>INTEGRATED SYSTEMS CORP</b>					
		SKYWARD HOSTING - MAR	2	400.00	10-2660-392
				<u>\$400.00</u>	
<b>INTEGRYS ENERGY SERVICES INC</b>					
		ELECTRICITY - SP	2	2,973.93	10-2540-466
		ELECTRICITY - HD	2	2,016.86	10-2540-466
		ELECTRICITY - DW	2	8,807.61	10-2540-466
				<u>\$13,798.40</u>	
<b>INTEGRYS ENERGY SERVICES</b>					
		NATURAL GAS - DW	2	6,294.55	10-2540-465
		NATURAL GAS - HD	2	3,902.79	10-2540-465
		NATURAL GAS - SP	2	3,704.73	10-2540-465
				<u>\$13,902.07</u>	
<b>INTERSTATE ALL BATTERY CENTE</b>					
		DISTRICT BATTERY SUPPLY	2	761.20	20-2540-410
				<u>\$761.20</u>	
<b>JC SPORTS</b>					
		WRESTLING TEAM CLOTHING	2	628.20	10-1500-414
				<u>\$628.20</u>	
<b>KATSU, KRISTIN</b>					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>KELLEY LANDSCAPE &amp; PATIO</b>					
		PLAYGROUND WINTER PROT - SP	2	1,200.00	20-2540-329
				<u>\$1,200.00</u>	
<b>KIM, SUEANNE</b>					
		REIMB SCI OLY SUPPLIES	2	142.00	10-1550-410
				<u>\$142.00</u>	
<b>KOCH, WENDY</b>					
		EXLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>KOWAL, KRISTINE</b>					
		REIMB RETIREE INSURANCE	2	166.61	10-2130-225
				<u>\$166.61</u>	
<b>KRAUS, RUTH</b>					
		SPED CONSULTING	2	8,550.00	10-2140-314
				<u>\$8,550.00</u>	
<b>KRAUSE ELECTRICAL CONTRACTO</b>					
		SIGN REPAIR - DW	2	321.00	20-2540-319
		TRANS DATA LINE, FUEL POWER	2	728.50	20-2540-329
		REPAIR DAMAGED LIGHT POLE	2	356.87	20-2540-319
				<u>\$1,406.37</u>	
<b>LAKE COUNTY EDUCATIONAL SERI</b>					
		ENGAGING PARENTS WKSHP	2	205.00	10-2211-390
		CHANGE LEADERSHIP WKSHP	2	240.00	10-2211-390

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	0000009449	INTERPERSONAL COMM WKSH	2	235.00	10-2211-390
	0000009450	PROACTIVE CONVERSATIONS WKSH	2	205.00	10-2210-312
				<u>\$885.00</u>	
<b>LAUREATE DAY SCHOOL</b>					
		PRIVATE SCHOOL TUITION	2	4,557.34	10-1912-670
				<u>\$4,557.34</u>	
<b>LECHNER &amp; SONS</b>					
		TOWEL SERVICE	2	114.00	10-1500-392
		TOWEL SERVICE	2	114.00	10-1500-392
		TOWEL SERVICE	2	114.00	10-1500-392
		TOWEL SERVICE	2	114.00	10-1500-392
				<u>\$456.00</u>	
<b>LINCOLNSHIRE, VILLAGE OF</b>					
		WATER/SEWER - HD	2	468.96	10-2540-370
		WATER/SEWER - DW	2	537.35	10-2540-370
		WATER/SEWER - TRANS	2	58.62	10-2540-370
		WATER/SEWER - SP	2	556.89	10-2540-370
				<u>\$1,621.82</u>	
<b>LINCOLNSHIRE, VILLAGE OF</b>					
		ELECTRICITY - RIVERSHIRE	2	156.03	10-2540-466
				<u>\$156.03</u>	
<b>LONG, KIMBERLY</b>					
		REIMB CLASSROOM BKS	2	57.35	10-1120-420
				<u>\$57.35</u>	
<b>MACKLIN, LAUREN</b>					
		REIMB ART SUPPLIES	2	190.85	10-1120-410
		REIMB TSHIRT SILKSCREENS	2	96.00	10-2192-410
				<u>\$286.85</u>	
<b>MCGRAW-HILL COMPANIES</b>					
	0000009257	WONDERWORKS SUBSCR	2	2,138.28	10-2210-420
	0000009429	WONDERS READING SUBSCR	2	2,664.00	10-2210-420
				<u>\$4,802.28</u>	
<b>METROPOLIS PERFORMING ARTS</b>					
		EXPLORE THE ARTS - IMPROV	2	100.00	10-2211-314
		EXPLORE THE ARTS - ACTING	2	100.00	10-2211-314
				<u>\$200.00</u>	
<b>MIDCO</b>					
		TELEPHONE CIRCUIT REPAIR	2	45.00	10-2660-319
				<u>\$45.00</u>	
<b>MIDLAND PAPER</b>					
	0000009419	COPY PAPER	2	2,468.00	10-2520-412
	0000009482	COPY PAPER	2	2,308.00	10-2520-412
				<u>\$4,776.00</u>	
<b>MIDWEST TRANSIT EQUIPMENT</b>					
		BUS MAINT - 7	2	405.04	40-2550-329
		BUS BATTERIES	2	359.03	40-2550-490

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		REPAIR FLUID LEAK - 22	2	106.00	40-2550-319
		BUS MAINT - 13	2	274.06	40-2550-329
		BUS MAINT - 25	2	185.92	40-2550-329
		REPAIR ACCTUATOR - 11	2	12.50	40-2550-319
		BUS MAINT - 28	2	185.92	40-2550-329
		BUS MAINT - 22	2	882.22	40-2550-329
		BUS MAINT - 24	2	185.92	40-2550-329
		REPLACEMENT LABELS, BULBS	2	45.14	40-2550-490
		BUS MAINT - 23	2	597.72	40-2550-329
				<u>\$3,239.47</u>	
<b>MILLER, LAUREN</b>					
		REIMB TUITION	2	645.00	10-1111-230
				<u>\$645.00</u>	
<b>MULLER, CHRISTINA</b>					
		REIMB CLASSRM BOOKS	2	161.49	10-1111-417
				<u>\$161.49</u>	
<b>MUSIC &amp; ARTS CENTER</b>					
		FR HORN CASE REPAIR	2	30.00	10-1190-319
		TUBA REPAIR	2	170.00	10-1190-319
		TENOR SAX REPAIR	2	148.37	10-1190-319
0000009442		BARI SAX SUPPLIES	2	74.99	10-1190-410
				<u>\$423.36</u>	
<b>NCS PEARSON INC</b>					
0000009436		WISC-V TESTING KIT	2	1,202.25	10-2140-410
0000009437		CELF-5 META TEST KIT	2	386.90	10-2150-410
				<u>\$1,589.15</u>	
<b>NETWORK SERVICES COMPANY</b>					
		CUSTODIAL SUPPLIES - DW	2	2,155.55	20-2540-410
				<u>\$2,155.55</u>	
<b>NIZIOLEK, JACKIE</b>					
		REIMB TUITION	2	645.00	10-1111-230
		REIMB KINDERGARTEN TSHIRTS	2	343.95	10-1111-414
				<u>\$988.95</u>	
<b>NORDHAUS, PAUL</b>					
		REIMB SCIENCE FAIR TRAVEL	2	20.30	10-1550-332
				<u>\$20.30</u>	
<b>NORTH COOK INTERMEDIATE</b>					
		1:1 PROG EVAL SEMINAR - WESTHOFF	2	175.00	10-2660-312
				<u>\$175.00</u>	
<b>NORTHWEST COMMUNITY HEALTH</b>					
		CPR/AED INSTRUCTOR CLASSES	2	165.00	10-2130-390
				<u>\$165.00</u>	
<b>NORTHWEST SUBURBAN SPECIAL</b>					
		2ND SEMESTER TUITION	2	47,954.07	10-4220-670
		SPEC ED TRANS SERVICES	2	3,188.29	40-2550-331
				<u>\$51,142.36</u>	

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<b>PATTEN INDUSTRIES</b>					
		SNOW EQUIPMENT LEASE	2	3,650.00	20-2540-325
				<u>\$3,650.00</u>	
<b>PHONAK LLC</b>					
000009386		PEDIATRIC DAMPED EARHOOKS	2	617.48	10-2150-700
000009391		ASSISTIVE TECHNOLOGY WARRANTY	2	540.00	10-2150-392
000009391		ASSISTIVE TECHNOLOGY WARRANTY	2	900.00	10-2150-392
				<u>\$2,057.48</u>	
<b>PITNEY BOWES</b>					
		POSTAGE MACHINE LEASE - HD	2	100.00	10-2520-342
		POSTAGE MACHINE LEASE - DW	2	240.00	10-2520-342
		POSTAGE MACHINE LEASE - SP	2	118.00	10-2520-342
				<u>\$458.00</u>	
<b>POWELL, DIANE</b>					
		REIMB SPHERO TEACHING AID	2	99.00	10-1120-419
				<u>\$99.00</u>	
<b>POWELL, SHARYN</b>					
		REIMB CLASSRM SUPPLIES	2	31.93	10-1112-410
				<u>\$31.93</u>	
<b>QUEST FOOD MANAGEMENT SERVI</b>					
		CPR CLASS FOOD	2	108.00	10-2130-390
		SALAD BAR CHILLER	2	121.40	10-2560-410
				<u>\$229.40</u>	
<b>QUILL CORPORATION</b>					
		OFFICE SUPPLIES	2	251.18	40-2550-410
		OFFICE SUPPLIES	2	125.99	40-2550-410
		TONER (24)	2	3,734.66	10-2660-414
		TONER (3)	2	395.22	10-2660-414
		TONER	2	28.88	10-2660-414
000009448		DESK CALENDAR, LAMINATE FILM	2	226.51	10-2410-410
000009467		OFFICE SUPPLIES	2	139.21	10-2410-410
000009467		OFFICE SUPPLIES	2	23.38	10-2410-410
000009471		OFFICE SUPPLIES	2	73.94	10-1111-419
000009475		BLUE PENS	2	7.73	10-1112-410
000009475		BLACK PENS	2	8.09	10-1112-410
000009475		PENCIL SHARPENER	2	58.98	10-1112-410
000009483		FOLDERS, FILE WALLETS	2	158.34	10-2520-410
				<u>\$5,232.11</u>	
<b>RAISING DIGITAL NATIVES</b>					
		FOCUS GROUPS PRESENTATION	2	2,800.00	10-2660-392
				<u>\$2,800.00</u>	
<b>READ LEARN ACHIEVE</b>					
		STAFF INSERVICE PRESENTATION	2	2,933.00	10-2211-390
				<u>\$2,933.00</u>	
<b>READ NATURALLY</b>					
000009438		LANGUAGE TEACHING AID	2	99.00	10-1200-410

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				<u>\$99.00</u>	
<b>REALLY GOOD STUFF</b>					
		RETURNED BOOK POUCHES	2	(89.80)	10-1111-417
000008726		MATH TEACHING SUPPLIES	2	389.21	10-1112-418
				<u>\$299.41</u>	
<b>REYNOLDS, KATIE</b>					
		REIMB PROF DEVELOPMENT BKS	2	42.17	10-2210-410
				<u>\$42.17</u>	
<b>RICKERT, KRISTINE</b>					
		REIMB SPIRIT SHOWCASE SUPPLIES	2	25.19	10-1500-410
				<u>\$25.19</u>	
<b>RICOH AMERICAS CORP</b>					
		COPIER LEASE	2	191.74	10-2520-325
		COPIER LEASE - DW	2	119.13	10-2410-325
		COPIER LEASE - HD	2	119.13	10-2410-325
				<u>\$430.00</u>	
<b>RICOH USA INC.</b>					
		COLOR COPIES	2	189.77	10-2520-325
				<u>\$189.77</u>	
<b>RIVELLINO, ROCHEL</b>					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>RJM CONSULTING SERVICES</b>					
		STRATEGIC PLANNING MTGS	2	2,704.45	10-2310-392
				<u>\$2,704.45</u>	
<b>SAMS CLUB</b>					
		103 CLUB FOOD	2	85.83	10-3500-410
				<u>\$85.83</u>	
<b>SCARIANO HIMES &amp; PETRARCA</b>					
		LEGAL SERVICES	2	1,008.00	10-2310-318
				<u>\$1,008.00</u>	
<b>SCHOLASTIC</b>					
000009175		STORIA EBOOK SUBSCR	2	1,250.00	10-2211-490
				<u>\$1,250.00</u>	
<b>SCHOOL DISTRICT 103 ACTIVITY AC</b>					
		TRANS JAN CHECKS - HD YEARBOOK	2	20.00	10-403
		TRANS JAN REVTRAK - SP YEARBOOK	2	270.00	10-403
		TRANS JAN REVTRAK - HD YEARBOOK	2	40.00	10-403
		TRANS JAN REVTRAK - DW YEARBOOK	2	40.50	10-403
				<u>\$370.50</u>	
<b>SCHOOL DISTRICT 103 PTO</b>					
		REIMB AUTHOR VISIT FOOD	2	724.76	10-2211-490
		REIMB AUTHOR VISIT SUPPLIES	2	82.92	10-2211-490
		REIMB GR 5 HEALTH EVENT PRESNT	2	350.00	10-2211-314
		REIMB GR 5 HEALTH EVENT PRESNT	2	365.00	10-2211-314
		REIMB GR 5 HEALTH EVENT SUPPLIES	2	296.56	10-2211-490

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		REIMB GR 5 HEALTH EVENT SUPPLIES	2	98.24	10-2211-490
		REIMB NATIVE AMER PRESNT FOOD	2	388.97	10-2211-490
		REIMB INDOOR RECESS ACTIVITIES	2	1,008.73	10-2211-490
		REIMB DW ART CART	2	193.29	10-2211-490
				<u>\$3,508.47</u>	
<b>SCHOOL OUTFITTERS</b>					
	0000009426	TEACHING AID	2	135.61	10-1111-419
	0000009435	DELUXE CHART STAND	2	198.67	10-1111-419
				<u>\$334.28</u>	
<b>SCHOOL SPECIALTY</b>					
	0000009409	LEGAL PADS	2	51.96	10-2410-410
	0000009443	PAPER	2	849.85	10-1120-419
	0000009474	PENCILS	2	18.70	10-1112-410
				<u>\$920.51</u>	
<b>SHELL FLEET PLUS</b>					
		FUEL - O&M	2	354.52	20-2540-464
		FUEL - TRANS	2	10,379.90	40-2550-464
				<u>\$10,734.42</u>	
<b>SHERIDAN AUTO PARTS</b>					
		COOLANT, BRK FLUID, WNDSHLD DE-ICE	2	175.56	40-2550-490
				<u>\$175.56</u>	
<b>SPECIAL EDUCATION DISTRICT</b>					
		ITINERANT BILLING	2	522.00	10-4120-314
				<u>\$522.00</u>	
<b>SPEECH PATH SPECIALISTS</b>					
		SPEECH/LANG SERVICES	2	7,668.75	10-2150-314
				<u>\$7,668.75</u>	
<b>STAPLES ADVANTAGE</b>					
		INBOX	2	54.99	10-2520-410
	0000009353	DW PRINC OFFICE FURNITURE	2	1,307.41	20-2540-500
				<u>\$1,362.40</u>	
<b>STATE INDUSTRIAL PRODUCTS</b>					
		CUSTODIAL SUPPLIES	2	200.00	20-2540-410
		DRAIN MAINTAINER - DW	2	199.00	20-2540-410
				<u>\$399.00</u>	
<b>TEACHERS DISCOVERY</b>					
	0000009458	TEACHING AID	2	9.50	10-1112-413
	0000009458	TEACHING AID	2	60.00	10-1112-413
				<u>\$69.50</u>	
<b>TIERNEY</b>					
	0000009431	JUNO SYST, LESSON CAPTURE - LTL	2	1,589.00	10-2215-410
	0000009432	JUNO SYST, LESSON CAPTURE - LTL	2	1,589.00	10-2215-410
				<u>\$3,178.00</u>	
<b>US BANK VISA</b>					
		LITTLEBITS - TEACHING AID - LTL	2	338.30	10-2215-410
		SATARII - SWIVL ROBOT - LTL	2	536.00	10-2215-700

# Bills Payable List

Printed: 2/13/2015 11:47 AM  
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		JIMMY J - NEW TCHR SEM FOOD	2	114.89	10-2210-410
		TPCLASSROOM - QUESTION CD - SO	2	25.00	10-1550-410
		TOYSWEBMART - PUZZLE RETURN	2	(7.78)	10-1200-410
		APPLE - IPAD APP	2	2.99	10-2660-410
		APPLE - IPAD APP	2	0.99	10-2660-410
		APPLE - IPAD APP	2	4.99	10-2660-410
		APPLE - IPAD APPS	2	29.80	10-2660-410
		APPLE - IPAD APPS	2	87.15	10-2660-410
		WEEBLY - TCHR WEBSITE HOSTING	2	99.00	10-2660-392
		1AND1 - DOMAIN HOSTING	2	20.97	10-2660-392
				<u>\$1,252.30</u>	
<b>VERIZON WIRELESS</b>					
		CELL PHONE - O&M	2	222.32	20-2540-341
		CELL PHONE - TRANS	2	36.04	40-2550-341
				<u>\$258.36</u>	
<b>VERNON AREA PUBLIC LIBRARY</b>					
		ROSTENSTOCK AUTHOR VISIT	2	500.00	10-2220-314
				<u>\$500.00</u>	
<b>WANG, HUA</b>					
		REIMB SCI OLY SUPPLIES	2	41.75	10-1550-410
				<u>\$41.75</u>	
<b>WAREHOUSE DIRECT</b>					
	0000009374	3 HOLE PUNCH - 11 SHEETS	2	14.23	10-1120-410
	0000009374	3 HOLE PUNCH - 20 SHEETS	2	32.00	10-1120-410
	0000009444	WIRE DESK TRAY	2	62.04	10-1120-410
	0000009444	ELECTRIC PENCIL SHARPENER	2	35.52	10-1120-410
				<u>\$143.79</u>	
<b>WASTE MANAGEMENT OF ILLINOIS</b>					
		SANITATION SERVICES - SP	2	360.49	10-2540-321
		SANITATION SERVICES - HD	2	375.49	10-2540-321
		SANITATION SERVICES - DW	2	54,035.00	10-2540-321
				<u>\$54,770.98</u>	
<b>WILLIAMS, DANIEL</b>					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
<b>WOTAL, SUE</b>					
		REIMB OUTDOOR ED SUPPLIES	2	159.00	10-2192-410
				<u>\$159.00</u>	
<b>WU, XIA</b>					
		REIMB SCI OLY SUPPLIES	2	148.33	10-1550-410
				<u>\$148.33</u>	
<b>XEROX CORPORATION</b>					
		COPIER LEASE	2	156.15	30-5370-610
				<u>\$156.15</u>	
<b>YE, WEI</b>					
		REIMB OVERPAID STUDENT FEES	2	5.00	10-1720

# Bills Payable List

Printed: 2/13/2015 11:47 AM  
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$5.00</u>	
<b>ZUREK, KATIE</b>					
		REIMB SCIENCE SUPPLIES	2	7.98	10-1112-415
		REIMB CLASS PROJ SUPPLIES	2	22.46	10-1112-414
		REIMB CLASS SUPPLIES	2	93.33	10-1112-410
				<u>\$123.77</u>	
			<b>Report Total</b>	<u><u>\$323,207.47</u></u>	



**Lincolnshire-Prairie View School District 103**

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** February 17, 2015  
**Re:** January 2015 Donations

---

During January 2015, the District received the following donations:

<u>Donors</u>	<u>Amount</u>	<u>Purpose of Donation</u>
Symetra	\$1,000.00	Hero in the Classroom (Bears)

**Recommendation:**

We recommend approval by the Board of Education to accept the donations as presented with gratitude for the donor's' generosity.



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

**Memo**

**To:** Dr. Warren and the Board of Education  
**From:** Julie Postma  
**Date:** February 13, 2015  
**Re:** Letter of Recommendation for Denise Logan, School Psychologist  
(Leave of Absence) at Sprague and Half Day Schools

---

We are extremely delighted to recommend Ms. Denise Logan for the position of School Psychologist (Leave of Absence) for the remainder of the 2014-2015 school year. She will be filling in for Mrs. Susan Elbaum who will be starting her maternity leave on March 20<sup>th</sup>, 2015. Ms. Logan comes to us with twenty-six years of experience as a School Psychologist, Autism Spectrum Disorder Specialist/Consultant and Early Childhood Program Facilitator. She previously worked as a School Psychologist for SEDOL for fifteen years, and then in Lemont District 113 for six years, Schaumburg District 54, and East Maine District 63, respectively.

Ms. Logan holds a Bachelor of Arts degree in Psychology from Northeastern Illinois University and a Master of Education degree in Educational Psychology from Loyola University. It is noteworthy that Denise has recently worked in this type of position in both Skokie and Deerfield elementary districts and has received exceptional letters of recommendation for her ability to bring her knowledge and skills as a School Psychologist and quickly learn and adapt to each district's policies and procedures.

Ms. Logan has an extensive testing and assessment background, balanced with equally strong diagnostic and practical knowledge. She possesses an acute understanding of special education strategies and philosophies coupled with a solid foundation of general education and best practices with regard to designing effective interventions for students. She is driven by quality, high standards and efficiency, never losing sight of what is best for students.

References for Ms. Logan highlighted her excellent analytical skills, understanding of assessment and best practices, and ability to effectively work with school teams to support students with diverse needs. It is our belief that Denise Logan will be a valuable addition to Sprague and Half Day Schools and it is our pleasure to recommend her for the position of School Psychologist (Leave of Absence).



**LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT 103**  
**TEACHER CONTRACT**

**School Psychologist Leave of Absence Replacement**  
**FTE: 1.0**

<u>TEACHER</u>	<u>DEGREE</u>	<u>LANE</u>	<u>STEP</u>	<u>TRS SALARY</u>
Logan, Denise	BA	1	1	\$12,980.40

AGREEMENT MADE THIS **17<sup>th</sup> DAY OF February, 2015** between the Board of Education of Lincolnshire-Prairie View School District 103, Lake County, Illinois, hereinafter called the BOARD, and

**DENISE LOGAN**  
hereinafter called the TEACHER\*

**W I T N E S S E T H**

**A. EMPLOYMENT:**

1. The BOARD hereby employs **Denise Logan** as a legally qualified teacher, who holds a valid teaching certificate issued by the Illinois State Teacher Certification Board, with such powers and duties in that connection as may be fixed by the BOARD in this contract and in its policies, rules, and regulations. The employee shall work the days specified in the attached calendar.
2. The BOARD shall pay to the TEACHER a salary of **\$12,980.40** for the term commencing **March 23, 2015**, in equal installments for a period of **four months (6 pay periods)**.
3. The BOARD shall indemnify and protect the TEACHER against civil rights damage claims and suits, constitutional rights damage claims and suits, and death, bodily injury, and property damage claims and suits, including the defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the BOARD.
4. ~~During each school year the principal shall file for non-tenured teachers the District 103 Teacher Evaluation Form on or about December 15 and March 15 with the superintendent and provide the TEACHER with a copy of the completed evaluation.~~
5. Each newly hired TEACHER shall submit evidence of physical examination to the BOARD prior to the beginning of the school year.
6. The TEACHER shall notify the BOARD of any changes in the TEACHER'S certification status, any credit hours that he/she may have earned, and any academic course work that he/she has undertaken and completed.

**B. TEACHER DUTIES:**

1. The TEACHER agrees to devote effort to the development and implementation of the educational program of the BOARD.
2. The TEACHER shall be required to fulfill all requirements as specified in the Board Policy Handbook and the rules and regulations of The School Code of Illinois as from time to time in effect.
3. The TEACHER shall keep an accurate register of the daily attendance for each assigned pupil enrolled in the school, and shall make such other reports and keep records as required by the laws of the State of Illinois, the BOARD, or the administration.
4. The TEACHER shall be responsible for and deemed to have knowledge of all the rules, regulations, and policies established by the BOARD, and shall carry out duties prescribed therein. Copies of the Board Policy Handbook shall be available in each school office and school library.

C. MASTER CONTRACT:

The TEACHER agrees to be bound by the Master Contract and acknowledges receipt of a copy thereof.

D. TERMINATION:

1. In the event the TEACHER violates any of the provisions of this contract, or fails to perform the services and duties required of him/her, or violates the rules and regulations of the BOARD, or otherwise gives cause for his/her discharge, this contract shall be terminated, subject to the provisions of the School Code of Illinois. Rights of due process shall be granted where applicable.
2. In the event the TEACHER shall be dismissed by the BOARD or shall have his/her certificate suspended, revoked, or canceled by the Regional Superintendent of Schools or the State Teachers' Certification Board, the TEACHER shall not be entitled to receive any compensation from and after the date of such dismissal, suspension, revocation, or cancellation.

E. PART-TIME TEACHER ATTENDANCE EXPECTATIONS:

Part-time teachers are required to attend each full-day District institute day; they are responsible to conduct parent-teacher conferences in an amount of time proportionate with their FTE equivalent, although it does not necessarily have to be on the designated days (by mutual agreement with the building principal and/or supervisor). Part-time employees are not required, but are invited, to come to a staff meeting if it falls on a day or time when they are not required to be in attendance. They are, however, responsible for the content of the meetings. Part-time teachers who are not scheduled to work on early-release days are invited to attend these events. This information will be included in the staff assignment letters which are prepared by the Business Office.

F. NOTICE:

All notices under this contract shall be deemed properly served if given in writing and served upon the TEACHER and the President of the BOARD personally or by certified mail, return receipt requested, addressed to the party as set forth in this contract, or at such other address as may be hereinafter furnished by the TEACHER in writing.

Pursuant to an AYE and NAY vote taken and recorded at a lawful meeting of the said BOARD, this contract is executed in duplicate this **17th day of February, 2015**.

\_\_\_\_\_  
President, Board of Education

I accept the contract tendered me in the foregoing and agree to all terms, conditions, and requirements therein set forth.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Street

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Date



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

**Memo**

**To:** Dr. Warren and the Board of Education  
**From:** Michelle Blackley  
**Date:** February 17, 2015  
**Re:** Letter of Recommendation for .5 Math Teacher

---

It is with excitement that I recommend Ms. Susan Smith for the .58 Math Position at Daniel Wright Junior High. This position will have her teaching seventh grade Algebra I to alleviate current class sizes of over thirty students.

Ms. Smith holds a B.S. Degree from University of Illinois in Accountancy, a M.A. degree in Middle School Math and has earned over 18 hours of training in the education of students as English Language Learners from National-Louis University. She has 3 years of experience as a Middle School teacher from both the Barrington and Schaumburg School Districts.

Ms. Smith is an energetic and positive educator that has both the knowledge and passion to provide quality instruction to maximize learning for all students. I am confident she will become a remarkable member of our teaching staff during her temporary position at Daniel Wright.



**LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT 103**  
**TEACHER CONTRACT**

**7<sup>th</sup> Grade Math Teacher**  
**FTE: .58**

<u>TEACHER</u>	<u>DEGREE</u>	<u>LANE</u>	<u>STEP</u>	<u>TRS SALARY</u>
Smith, Susan	MA	5	3	\$167.51 per diem

AGREEMENT MADE THIS **17<sup>th</sup> DAY OF February, 2015** between the Board of Education of Lincolnshire-Prairie View School District 103, Lake County, Illinois, hereinafter called the BOARD, and

**SUSAN SMITH**  
hereinafter called the TEACHER\*

**W I T N E S S E T H**

**A. EMPLOYMENT:**

1. The BOARD hereby employs **Susan Smith** as a legally qualified teacher, who holds a valid teaching certificate issued by the Illinois State Teacher Certification Board, with such powers and duties in that connection as may be fixed by the BOARD in this contract and in its policies, rules, and regulations. The employee shall work the days specified in the attached calendar.
2. The BOARD shall pay to the TEACHER a per diem of \$167.51 for the term commencing **February, 2015**, in equal installments for a period of **four months (8 pay periods)**.
3. The BOARD shall indemnify and protect the TEACHER against civil rights damage claims and suits, constitutional rights damage claims and suits, and death, bodily injury, and property damage claims and suits, including the defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the BOARD.
4. During each school year the principal shall file for non-tenured teachers the District 103 Teacher Evaluation Form on or about December 15 and March 15 with the superintendent and provide the TEACHER with a copy of the completed evaluation.
5. Each newly hired TEACHER shall submit evidence of physical examination to the BOARD prior to the beginning of the school year.
6. The TEACHER shall notify the BOARD of any changes in the TEACHER'S certification status, any credit hours that he/she may have earned, and any academic course work that he/she has undertaken and completed.

**B. TEACHER DUTIES:**

1. The TEACHER agrees to devote effort to the development and implementation of the educational program of the BOARD.
2. The TEACHER shall be required to fulfill all requirements as specified in the Board Policy Handbook and the rules and regulations of The School Code of Illinois as from time to time in effect.
3. The TEACHER shall keep an accurate register of the daily attendance for each assigned pupil enrolled in the school, and shall make such other reports and keep records as required by the laws of the State of Illinois, the BOARD, or the administration.
4. The TEACHER shall be responsible for and deemed to have knowledge of all the rules, regulations, and policies established by the BOARD, and shall carry out duties prescribed therein. Copies of the Board Policy Handbook shall be available in each school office and school library.

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The TEACHER agrees to be bound by the Master Contract and acknowledges receipt of a copy thereof.

D. TERMINATION:

1. In the event the TEACHER violates any of the provisions of this contract, or fails to perform the services and duties required of him/her, or violates the rules and regulations of the BOARD, or otherwise gives cause for his/her discharge, this contract shall be terminated, subject to the provisions of the School Code of Illinois. Rights of due process shall be granted where applicable.
2. In the event the TEACHER shall be dismissed by the BOARD or shall have his/her certificate suspended, revoked, or canceled by the Regional Superintendent of Schools or the State Teachers' Certification Board, the TEACHER shall not be entitled to receive any compensation from and after the date of such dismissal, suspension, revocation, or cancellation.

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Part-time teachers are required to attend each full-day District institute day; they are responsible to conduct parent-teacher conferences in an amount of time proportionate with their FTE equivalent, although it does not necessarily have to be on the designated days (by mutual agreement with the building principal and/or supervisor). Part-time employees are not required, but are invited, to come to a staff meeting if it falls on a day or time when they are not required to be in attendance. They are, however, responsible for the content of the meetings. Part-time teachers who are not scheduled to work on early-release days are invited to attend these events. This information will be included in the staff assignment letters which are prepared by the Business Office.

F. NOTICE:

All notices under this contract shall be deemed properly served if given in writing and served upon the TEACHER and the President of the BOARD personally or by certified mail, return receipt requested, addressed to the party as set forth in this contract, or at such other address as may be hereinafter furnished by the TEACHER in writing.

Pursuant to an AYE and NAY vote taken and recorded at a lawful meeting of the said BOARD, this contract is executed in duplicate this **17th day of February, 2015**.

\_\_\_\_\_  
President, Board of Education

I accept the contract tendered me in the foregoing and agree to all terms, conditions, and requirements therein set forth.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Street

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Date



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: February 12, 2015  
Re: Approval of the 2015-2016 School Calendar

---

The Calendar Committee has proposed the 2015-2016 School Calendar for the Board's action. This schedule follows very closely to the current 2014-2015 calendar. One change will be the parent/teacher conference schedule for November to include additional evening times. The November conferences will be:

Thursday, Nov. 19, 2015 - Full day of school for students, conferences during the evening hours.  
Monday, Nov. 23, 2015 - 1/2 day student attendance, conferences during the evening hours.  
Tuesday, Nov 24 No School

November 24 is listed as a Parent/Teacher Conference day in the calendar to indicate that conferences will be held in that month. It is a compensation day for the two evening conference times, but the actual day will be a day of non-attendance.

It is my recommendation that the Board approve the calendar as presented.

**2015-2016 Proposed Public School Calendar for Lincolnshire-Prairieview SD 103, Draft, as of 2/12/2015**

Codes: X = attendance day; XHI, XHPT, XID, XDS, XHS, XHSW, XHIH, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FII = teacher inservice; PI, TI, TII = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

**Total Days of Attendance: 179 Regular Day:** 7:50AM - 2:35PM **Instruct. Day Lgth:** 5 Hrs. 52 Mins.

July 2015							August 2015							September 2015						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>29</u>	<u>30</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> HOL	<u>5</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u>	<u>6</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>7</u> HOL	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u>	<u>13</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>14</u> NIA	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u>	<u>20</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>17</u>	<u>18</u> TI	<u>19</u> TI	<u>20</u> XHI	<u>21</u> X	<u>22</u>	<u>23</u>	<u>21</u> X	<u>22</u> X	<u>23</u> NIA	<u>24</u> X	<u>25</u> X	<u>26</u>	<u>27</u>
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u>	<u>30</u>	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

July Atnd: 0      Accum: 0      Aug Atnd: 8      Accum: 8      Sept Atnd: 19      Accum: 27

October 2015							November 2015							December 2015						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u> X	<u>2</u> X	<u>3</u>	<u>4</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>30</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u>	<u>6</u>
<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> TI	<u>10</u>	<u>11</u>	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u>	<u>8</u>	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u>	<u>13</u>
<u>12</u> HOL	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u>	<u>18</u>	<u>9</u>	<u>10</u> X	<u>11</u> HOL	<u>12</u> X	<u>13</u> X	<u>14</u>	<u>15</u>	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u>	<u>20</u>
<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u>	<u>25</u>	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u>	<u>22</u>	<u>21</u> NIA	<u>22</u> NIA	<u>23</u> NIA	<u>24</u> NIA	<u>25</u> HOL	<u>26</u>	<u>27</u>
<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>31</u>	<u>1</u>	<u>23</u> XHS	<u>24</u> FPT	<u>25</u> NIA	<u>26</u> HOL	<u>27</u> NIA	<u>28</u>	<u>29</u>	<u>28</u> NIA	<u>29</u> NIA	<u>30</u> NIA	<u>31</u> NIA	<u>1</u>	<u>2</u>	<u>3</u>
<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>30</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Oct Atnd: 20      Accum: 47      Nov Atnd: 16      Accum: 63      Dec Atnd: 14      Accum: 77

January 2016							February 2016							March 2016						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> HOL	<u>2</u>	<u>3</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>29</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u>	<u>6</u>
<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u>	<u>10</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u>	<u>7</u>	<u>7</u> HOL	<u>8</u> X	<u>9</u> X	<u>10</u> XHS	<u>11</u> FPT	<u>12</u>	<u>13</u>
<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u>	<u>17</u>	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u>	<u>14</u>	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u>	<u>20</u>
<u>18</u> HOL	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u>	<u>24</u>	<u>15</u> NIA	<u>16</u> TI	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u>	<u>21</u>	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u> X	<u>25</u> NIA	<u>26</u>	<u>27</u>
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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>29</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Jan Atnd: 19      Accum: 96      Feb Atnd: 19      Accum: 115      Mar Atnd: 16      Accum: 131

April 2016							May 2016							June 2016						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> NIA	<u>2</u>	<u>3</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u> XED	<u>4</u>	<u>5</u>
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<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u>	<u>17</u>	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u>	<u>15</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u>	<u>24</u>	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u>	<u>22</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
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Apr Atnd: 20      Accum: 151      May Atnd: 21      Accum: 172      June Atnd: 7      Accum: 179

**2015-2016 Lincolnshire-Prairieview SD 103 as of 2/13/2015**

**Calendar Legend - Totals for the Year**

Calendar Code	Code Description	No. of Days	Totals
X	Pupil Attendance Day	170	
XHI	Half-Day In-service	1	
XHS	Half-Day School Improvement Program	3	
XED	Emergency Day-Proposed	5	
			Total Attendance Days: 179
FPT	Full-Day Parent/Teacher Conference	2	
TI	Teacher Institute/Workshop	4	
			Total Calendar Days: 185
HOL	Holiday	10	
NIA	Not in Attendance	19	

**PT /In-Service/School Improv./Act of God/Interrupted Days/Delayed Start-Explanations**

School Begin Date:  School End Date:

Regular Day:  Instruct. Day Lgth:

Cal. Date	Cal. Code	Code Descr.	Student Attend.	Activity Time	Brief Explanation for Activity or School Closing
08/20/2015	XHI	Half-Day In-service	7:50AM 10:50AM	11:30AM 2:55PM	Training regarding new curriculum will be provided for staff.
11/23/2015	XHS	Half-Day School Improvement Program	7:50AM 10:50AM	2:00PM 8:00PM	Parent Teacher conferences in the afternoon.
11/24/2015	FPT	Full-Day Parent/Teacher Conference		7:50AM 2:55PM	PT conferences will be held in the evenings on November 19 and November 23.
03/10/2016	XHS	Half-Day School Improvement Program	7:50AM 10:50AM	2:00PM 8:00PM	Parent Teacher conferences in the afternoon.
03/11/2016	FPT	Full-Day Parent/Teacher Conference		7:50PM 2:35PM	PT conferences will occur from 2:00-8:00 pm on March 10.
05/27/2016	XHS	Half-Day School Improvement Program	7:50AM 10:50AM	11:30AM 2:55PM	Professional Development for staff members.



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: February 12, 2015  
Re: Approval of the Vision 2020 Strategic Plan

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The Vision 2020 Strategic Plan is presented for review and action. This strategic plan is the result of over a year process, beginning with a Board vision session, community and staff surveys, a Strategic Planning Committee engagement process involving staff, parents and community members, and a public comment period regarding the draft plan. It is my recommendation that the Board approve the Vision 2020 Strategic Plan that will guide the direction of the District for the next five years.

## Strategic Plan – Vision 2020

Final Draft

February 17, 2015

### **I. Curriculum, Instruction and Assessment Vision: District 103 is committed to challenging and supporting all students by providing rigorous and relevant learning opportunities to develop college and career readiness.**

**Goal 1:** Maintain a focus on verbal and written communication skills being integrated throughout the curriculum

- Explore opportunities to increase speaking and listening skills across all content areas
- Explore opportunities to increase writing skills across all content areas

**Goal 2:** Provide differentiated instruction for all students across all disciplines to extend higher order thinking

- Implement new District enrichment model
- Provide professional development for staff on best practices in ELL instruction
- Increase professional learning opportunities to effectively integrate educational technology

**Goal 3** Increase opportunities for critical and analytical thinking, creativity, and collaboration across the curriculum

- Strengthen and expand district STEAM offerings. (Science, Technology, Engineering, Arts, Mathematics)
- Enhance education in SEL, Digital Citizenship, Leadership, Executive Functioning
- Explore offering Junior High Encore choice options

### **II. Culture and Climate Vision: District 103 is committed to providing a positive culture and climate that supports the academic, social, emotional and health needs of all students. The District respects and values academic and non-academic growth.**

**Goal 1:** Determine the feasibility of adjusting the start/end times for each school that considers the health and well-being of students

- Review research regarding optimal school start times for early childhood, elementary and adolescent students
- Determine the impacts and explore options for bus scheduling
- Determine the impacts on afterschool activities and programs
- Create an engagement process to involve the community in possible changes to the school schedules

## Strategic Plan – Vision 2020

### Final Draft

February 17, 2015

#### **Goal 2:** Improve stakeholder satisfaction

- Actively engage students in building positive school environments
- Increase opportunities to involve students, parents, and staff in decisions regarding the students' school experience
- Create opportunities for students, families and staff to build understanding and appreciation between cultures
- Strengthen partnerships within the school community to yield teamwork and collaboration

#### **Goal 3:** Create guidelines for class size that consider developmental needs of students

- Research best practices for class sizes for Early Childhood through 8<sup>th</sup> grade
- Establish ranges for class sizes that consider physical space and effective teaching strategies

### **III. Facilities Vision: District 103 is committed to providing a healthy and safe, secure school environment that is well maintained, optimizes student learning, and is flexible, sustainable, and supportive of 21<sup>st</sup> Century teaching and learning.**

#### **Goal 1:** Evaluate and identify options for additional space.

- Work with an architect to develop capital improvement projects and create a 5-year fiscal plan to fund projects
- Consider and evaluate options for leasing existing community space

#### **Goal 2** Optimize current District spaces to promote creativity, collaboration and analytical thinking

- Work with an architect to optimize student learning spaces
- Work with an architect to optimize staff workspaces
- Explore the reconfiguration of grade levels for district schools

### **IV. Transportation Vision: District 103 is committed to providing safe, reliable and efficient transportation that aligns with student schedules, programming and developmental needs.**

#### **Goal 1:** Increase the efficiency of bus routes

- Develop practices and guidelines of service levels
- Implement guidelines based on best practices for routing

#### **Goal 2:** Conduct an analysis of a district transportation system versus a contractual transportation system

- Develop goals and guidelines for transportation system
- Develop and evaluate options to meet established goals and guidelines, comparing in-house transportation vs. a contractual service

**Strategic Plan – Vision 2020**  
**Final Draft**  
**February 17, 2015**

**Goal 3:** Investigate transportation services that include a fee-based component

- Conduct a study of various models for fee-based services
- Consider options for fee-based services

**V. Financial Sustainability Vision: District 103 is committed to ensuring efficient operations that are transparent, align financial resources with educational priorities and do not create an undue burden on its taxpayers.**

**Goal 1:** Create a long-range plan to fund capital projects identified in Facilities goals

- Determine the costs of necessary capital projects
- Determine options to fund capital projects identified in Facilities goals, including consideration of using existing capacity

**Goal 2:** Maintain the Board policy on fund balances with excess funds diverted to capital projects.

- Formalize an analysis framework for evaluating new programs and existing program expansions that consider financial, facility, staff and other long-term impacts
- Identify and implement strategies where savings can be achieved in the District budget

Lincolnshire-Prairie View

# School District

# 103

## 1:1 TEACHING & LEARNING UPDATE

February 13, 2015



[www.d103.org/11teachingandlearning](http://www.d103.org/11teachingandlearning)



[www.d103.org](http://www.d103.org)

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"Change is constant. Our students are living in a time of unprecedented change. It is our duty to provide our students with the skills to navigate a world that will look vastly different than the one we know today."

~ Scott Warren, Ed.D.

"The educational community is on the edge of a major pedagogy revolution. 1:1 teaching and learning changes the teacher, student, content paradigm. Students are afforded the opportunity to engage, collaborate, and demonstrate what they know in ways we haven't even realized yet."

~ Katie Reynolds

"1:1 teaching and learning is a paradigm shift away from traditional, industrial-based schooling to self-directed learning, which enables students to explore, collaborate, research, and create in ways heretofore unseen in education...all under the guidance and direction of a professional facilitator: the teacher."

~ Mark Westhoff

## VISION

In education there has been a fundamental pedagogical shift; technology devices are increasingly being used as a support to teaching, effectively engaging students with curricular content. Just a few years ago, a smartphone would have been confiscated if a student was found with one; but now, mobile devices are



increasingly embraced as part of the teaching and learning process. The role technology plays in education has changed dramatically. Research shows us that when students are using technology as a learning tool, they are actively engaged with content - making choices about how to generate, obtain, manipulate, or display and collaborate on information. The more students engage and make meaning of content material, the more deeply they comprehend the information. This engagement will ultimately enhance learning, achievement and student growth.

While the use of devices, such as iPads as teaching tools, may be a major shift for those of us in education, or for parents of students growing up in this digital age, for students it is simply "life." Just as we teach students proper nutrition, exercise and sleep habits, we also must teach them how to live in the digital world responsibly and respectfully.

## GOALS

The goals of District 103's 1:1 Teaching & Learning Program are:

- To enhance learning
- To leverage existing and emerging technology for individualizing instruction
- To promote collaboration, increasing student engagement
- To strengthen collaboration, creativity and communication necessary for future success

## LEADERSHIP TEAM

### 1:1 Teaching & Learning 2014-2015

#### Instructional Teachers

Amy Belford, 4<sup>th</sup> Grade  
Cheryl Cheifetz, 6<sup>th</sup> Grade  
Rachel Chiesa, 2<sup>nd</sup> Grade  
Kara Fergus, 4<sup>th</sup> Grade  
Kirsten Frantom, 6<sup>th</sup> Grade  
Justine Gallup, 4<sup>th</sup> Grade  
Tracy Gordon, 4<sup>th</sup> Grade  
Christine Hoover, 4<sup>th</sup> Grade  
Lauren Lenzini, 2<sup>nd</sup> Grade  
Alissa Lyman, 6<sup>th</sup> Grade  
Megan Merchen, 2<sup>nd</sup> Grade  
Christina Muller, 2<sup>nd</sup> Grade  
Chrystie Ortega, 6<sup>th</sup> Grade  
Gloria Petroski, 4<sup>th</sup> Grade  
Sharyn Powell, 3<sup>rd</sup> Grade  
Jami Reed, 4<sup>th</sup> Grade  
Holly Schlan, 1<sup>st</sup> Grade  
Peter Schreurs, 1<sup>st</sup> Grade  
Athena Sotos, 6<sup>th</sup> Grade  
Amy Stenberg, 6<sup>th</sup> Grade  
Amanda Toomey, 7<sup>th</sup> Grade  
Christopher Walsh, 6<sup>th</sup> Grade  
Allyson Ward, 1<sup>st</sup> Grade  
Sue Wotal, 6<sup>th</sup> Grade  
Katherine Zurek, 4<sup>th</sup> Grade

#### Administrative Team

Christine Adler, SP  
Michelle Blackley, DW  
Julie Bodeen, DW  
Gina Finaldi-Schmidt, Admin  
Judy Frank-Gonwa, Admin  
Melody Littlefair, DW  
Jill Mau, HD  
Julie Postma, Admin  
Katie Reynolds, Admin  
Daniel Stanley, Admin  
Scott Warren, Admin  
Mark Westhoff, Admin

#### Instructional Technology Coaches

Laura Best, DW  
Diane Powell, DW  
Rebekka Ristow, HD  
Simon Vasey, SP



## IMPACT

### Student Experiences: Laura B. Sprague School

As an elementary district that hosts early childhood through second grade students, Laura B. Sprague School is particularly sensitive to the developmental needs of three through eight year olds. Thus, the tools selected to place into the hands of students are thoughtfully considered. Just like a tri-write triangular oversized pencil may be selected for those students just beginning fine motor experiences, a seat cushion or rocker-chair may be offered to students to address movement needs. The same is true for technology and device usage. As with all teaching and learning tools, these technologies have a role to play in education insofar as they contribute in meaningful ways to the school's mission:

*To provide innovative learning experiences which empower each student to excel and make a difference in a diverse and interconnected world.*

Interestingly, even in these earliest years of formal education, technology has likely already been part of each entering student's daily life. While students often come to the classrooms navigating devices fairly fluidly, most importantly, students must be taught how to use technology efficiently and responsibly. No technological device used in isolation motivates learning. The ways in which the technologies are integrated and the pedagogical approaches employed by teachers make the greatest impact on student learning.

At Sprague School, teachers are integrating technology in developmentally appropriate ways across grade levels, departments, and content areas. Whether students are using an application to create a book or accessing an online assessment that provides immediate feedback to the teacher (ultimately resulting in differentiated small group instruction), students view technology as another learning tool. They liken technologies to a crayon in art class or a ball in physical education class.

As students are building their digital portfolios, they engage in ongoing reflection. They build meta cognition as they learn about *how they learn* and think about *how they think*. The portfolio becomes a living experience and part of everyday school life. Whether students are

blogging about a new learning activity or adding an artifact from art or social studies, the digital portfolio is a creative means for organizing, summarizing, and sharing information and ideas over time.

When used effectively, this tool builds foundational knowledge, enhances collaboration, personalizes learning, assesses understanding, and fosters worldwide connections. *The goal of device implementation at Sprague School is to allow for the creation of new learning experiences, previously inconceivable without technologies.*



*Pictured: First grade students help each other prepare a short video for their digital portfolios. Their portfolio blogs are being used to house a variety of digital and non-digital artifacts, such as eBooks, posters, reading snapshots, and demonstrations of learning. In addition to using their portfolios as an archive for work samples, students take the opportunity to reflect upon their learning. Reflection, in conjunction with self-directing the content of their portfolios, has greatly increased student engagement, quality of work, and evidence of learning. This level of student engagement and ownership of work is not possible in a classroom where students do not have a personal device.*

## 2<sup>nd</sup> Grade Students Tailor Learning Activities at School & Home



*Pictured: This 2<sup>nd</sup> grade student is watching a differentiated spelling lesson, created by her teacher, to explain a spelling pattern and facilitate a word sort activity. Blended learning like this provides a mix of technology-infused teaching and hands-on practice, while still allowing time to meet with the teacher. The student is able to pause, rewind, and replay the video as needed, and is therefore in control of how the content is delivered. She can review the lesson as often as needed, both at home and school. This exemplifies a powerful use of technology in a 1:1 classroom - supporting needs of individual students and fostering independent learning.*

## 2<sup>nd</sup> Grade Students Use Apps with Immediate Feedback to Support Instruction



*Pictured: A 2<sup>nd</sup> grade student uses the Socrative application, in conjunction with his dry-erase board, to have instant feedback on his progress in math. This picture exemplifies how the iPads in 1:1 classrooms have become an integral part of daily instruction and are used to support tried and tested instructional practices.*

## Student Experiences: Half Day School

At Half Day School, teachers and students are utilizing technology to create learning experiences that would not exist otherwise, building on the concepts of creativity, collaboration, critical thinking and communication, and developing students' skills.

Collaboration abounds when students and teachers use platforms that allow everyone to develop written work and multimedia projects together, without the limitations of time and physical space. Students collaborate with teachers and peers within and outside of the classroom or school walls, as well as beyond the school day hours. Teachers and student peers share ongoing feedback as projects are underway.

Student voices are part of a variety of conversations. Each student has ongoing opportunities to express opinions, share answers, add comments, and ask questions through digital methods. Becoming a larger part of the conversation through increased communication opportunities leads to higher levels of student ownership and engagement.

Teachers and students use a wide variety of digital tools to critically analyze information, evaluate, and create in all areas of the curriculum. Multimedia books are written and student voices are recorded and embedded on every page. Students take pictures and record video files that are used in projects such as "book trailers." Keynote presentations are developed and presented to argue and defend different sides of an issue. As students review their photos, videos, and recordings, they authentically reflect upon the learning experiences and self-evaluate.

Students increase communication skills by using Learning Management Systems (Edmodo or Haiku) with teachers, receiving instant feedback, and publishing blogs that target a larger audience, using ShowMe and Educreations-type applications.

**4<sup>th</sup> Grade Students Use Video & Audio Functions to Record Their Spanish Conversations**



*Pictured Top, Left: In Spanish class, 4<sup>th</sup> grade students used the video and audio function to record their conversations. Students were able to record, self-evaluate by watching the video, and re-record to improve upon their presentation. Video examples are easily shared with classmates, the teacher, and parents.*

*Pictured Bottom, Left: These students researched and wrote books about various animals. Using a book creation app, students published their research and then shared the final results with other classrooms.*

*Pictured Below: These third grade students created videos to demonstrate their knowledge about area and perimeter. Students recorded what they had written along with an audio explanation of the math concepts. Students shared these types of videos with their peers and teacher. These video tutorials proved to be powerful in many ways. During the process of creating the videos, students practiced the explanations of their thinking and also practiced their presentation skills. Teachers were able to see and hear the “thinking” each student used to analyze and solve various math problems. Additionally, students became co-teachers as they shared these tutorials with one another.*

**Half Day School Students Use iPads to Conduct Research and Write Books**



**3<sup>rd</sup> Graders Creat Videos to Demonstrate Math Concepts**



## Student Experiences: Daniel Wright Junior High School

At Daniel Wright Junior High School, 1:1 technology is enhancing student learning and maximizing student growth through development of college and career readiness skills. Academic preparation alone is not enough to ensure postsecondary readiness. The teachers at Daniel Wright Junior High School are successfully using 1:1 technology to develop, and implement, pedagogy that enhances the following college and career readiness outcomes:

- With immediate access to collaborative platforms such as Google Docs, students can **demonstrate independence** by becoming self-directed learners, effectively seeking out and using resources to assist themselves including teachers, peers, print and digital reference materials. Teachers electronically provide students with **real time feedback** on individual work. This **feedback is implemented immediately** by students, and teachers **differentiate instruction** when needed.
- Students are using technology and digital media strategically and capably in ways that **enhance executive functioning skills**. Students use Notability to electronically collect and organize notes, rubrics, and homework in ways that make sense to them as learners. Having an electronic “binder” of work enhances classroom efficiency and decreases the amount of misplaced work and class resources.
- Students appreciate and value a **collaborative environment** by actively seeking to understand perspectives through blogs and active response applications.
- Students **communicate** with peers and teachers through digital means. **Real time differentiation of lessons** occurs, as teachers provide students with remediation and/or extensions as needed.
- Air Drop capabilities allow for real time projection of data, writing samples, resources, projects, etc. This provides students with an opportunity to **evaluate the work of peers** both critically and constructively, thus **deepening their understanding of content, maximizing their learning, and impacting their overall growth**.

Educators are using iPads to facilitate the learning process for students in creative and innovative ways. Results from around the globe are demonstrating positive results.

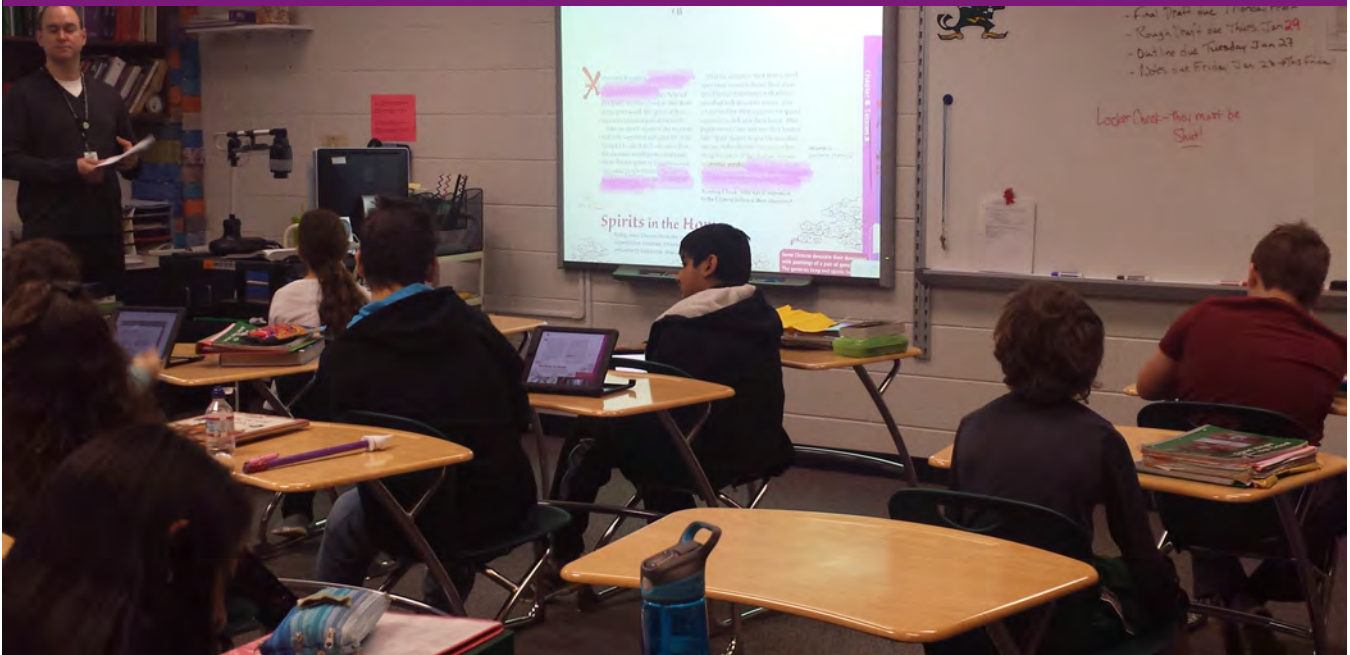
## Students in History Class Create Interactive Timelines



Pictured Above: Students in a history class at Daniel Wright gather information from a variety of resources to create an interactive digital timeline on Chinese Dynasties. The iPad is used along with other tools, such as paper, pencils, and books.

Pictured Below: A 6<sup>th</sup> grade history lesson uses multiple technology integration layers. In this photo, a student models notetaking skills by using Air Server to display her iPad screen on the SMARTBoard. Her screenshots of the textbook are uploaded to Notability (core notetaking app) with her annotations. All of her work is stored in the app and backed up to her Google Drive. Additionally, students can take notes in other formats, such as a Google Doc or paper.

## Students Use Air Server to Display iPad Content to a SMARTBoard





*Pictured: In a STEM class, students designed and built bridges out of toothpicks, string and glue. Students recorded the stress test in progress along with results. Students then analyzed the recordings to improve upon their designs.*

### Teacher Experiences

The integration of educational technology is multifaceted. Research demonstrates students are not impacted by simply placing a device in their hands. Providing every student with a device is the beginning, not the end of the journey. Ultimately, it is teacher practice that impacts a student's academic success. At its essence, the value of the technology depends on the quality of the implementation.

Typical questions about the infusion of technology in instruction often include the following. We address these questions in the examples provided in this section.

- What additional benefit does using a mobile device bring to the equation?
- What do these devices have to offer beyond fact-finding and game-playing?
- How can they make learning personal while keeping the technology embedded, and encouraging students to take ownership of their learning experience?

## Teacher Experiences: Students Personalize Their Own Learning

iPads in District 103 are providing the “one-to-oneness” that allows for what most educators agree is one of the most important building blocks of a well-rounded education: personalized learning, experiences in which students own what they learn.

Students in first grade are learning how to write about their opinions by creating online reviews of a variety of local businesses. The students are using their iPads outside of school to collect photographic evidence that forms part of their final written review. These reviews are published on a class blog and shared via Twitter. The students are highly motivated to publish their best work when they take ownership of the process and know that a real audience will read and appreciate their creations.

As part of science, fourth grade students grow plants each year. They observe and document the growth of the plants in order to learn about the life cycle. Using iPads, students photograph their plants on a daily basis with the camera application. The photographs are used to document, journal, and reflect on the life cycle process. Students then created projects to demonstrate their understanding of plant life cycles, including narrated slide shows.

When students "own" their device, they also own the learning process. Through the use of reflective digital portfolios and screencasts, students take time to evaluate their learning progress and extend their critical thinking.

Students in first and second grade are collecting evidence of learning in their digital portfolios. These portfolio blogs are being used to house a variety of digital and non-digital artifacts, such as eBooks, posters, reading snapshots, and demonstrations of learning. In addition to using their portfolios as an archive for work samples, students take the opportunity to reflect upon their learning. These activities, in conjunction with directing what feeds their portfolios, are greatly increasing student engagement, quality of work, and evidence of learning. This increased level of student engagement and ownership of work is not possible in a classroom where students do not have a personal device.

Students are recording video and audio work samples to demonstrate their thought process. Not only can the students use these recordings for future review, teachers can determine specific interventions sooner than without recordings. Students in all grade levels are creating screencasts to explain their thinking in math. The videos are shared with their teacher and are used to help other students understand the concept as well.

### Teaching Experiences: Ubiquitous Learning

In 1:1 classrooms, students naturally switch from their devices to white boards, notebooks, and other tools, while engaging in conversations with peers and adults in the room. These daily experiences demonstrate how everything fits together. Our 1:1 teachers do not put the devices on a pedestal, nor do they approach instruction using the iPads as a unique event. Instead, their focus is on moving toward the learning goals for the class - using technology as daily, impactful tools along the way.

Blended learning provides a mix of technology-infused teaching and hands-on practice for students, while still allowing them time to meet with the teacher. For example, second grade students are using iPads to watch differentiated spelling lessons (created by their teachers) that explain a spelling pattern and facilitate a word-sort activity. The student is able to pause, rewind, and replay the video as needed, and is therefore in control of how the content is delivered. Each student can review the lessons as often as needed, both at home and at school. This exemplifies a powerful use of technology in a 1:1 classroom - supporting the needs of individual students and fostering independent learning both inside and outside the classroom.

Across grade levels and subject areas, students are taking pretests and check-in assessments by using response applications that are immediately scored. Teachers use the results to make instructional decisions, such as re-teaching or extending the learning. This immediacy also provides valuable insight for the students. Students and teachers often use communication tools, such as discussion boards and live comment feeds, in order for the teacher to instantaneously have a pulse on each individual student's level of understanding.

Another example of blended learning that is taking place with fourth graders involves skill development with the recorder (instrument). As part the assessment process, students are recording multiple performances while at home, self-evaluating them, then sending the best video to the music teacher. Using the iPads for this learning activity accelerates the skill development, allows the music teacher to provide instant feedback to the students, and frees-up class time for further instruction.

### Teacher Experiences: Professional Development

Effective implementation of 1:1 technology begins with teachers possessing a high level of comfort with the technology tools, and consistently utilizing the devices as a means to deliver the curriculum. The comfort and frequency of use are predicated by high quality professional development experiences. According to the *iPad Scotland Final Evaluation Report (2012)*, in order to realize the true potential of 1:1 iPads ongoing, school-based support and training for educators are essential.

The model for teacher training most frequently recommended when expecting teachers to align their practices to a 1:1 environment is a hybrid learning model. Hybrid learning models incorporate facilitated training sessions, communities of practice, and self-exploration. Teachers must have the opportunity to participate in continual, relevant, hands-on experiences.

To foster teaching and learning, a teacher's professional development should be focused on the type of activities that create a collegial learning environment, such as study groups or networks. This professional development should include tasks, questions and problems of teacher practice, so that technology is not laid on top of the curriculum, as in the adoption and adaption process of change. Rather, by providing opportunities for active learning modeling, where teachers interact with colleagues and students, and examine student work providing feedback on teaching, the implementation moves quickly to the appropriation and invention phases of integration. When effectively integrating technology, professional development must engage groups of teachers by school or grade level and be consistent. This method provides for the development of professional communities and the integration of tech tools into lesson

plans. A strong professional community collectively empowers teachers and promotes an environment of sustained learning.

After participating in these experiences, time for reflection with colleagues and self reflection must be provided. This process of participation, shared experiences and reflection transforms personal awareness to personal wisdom.

District 103 employs four technology coaches to guide teachers through the professional learning model. The vision of the technology coaches is to:

*Empower teachers as visionaries, who guide their students to become life-long, globally aware learners by engaging in experiences that promote creativity, communication, collaboration and critical thinking.*

The coaching model of professional development is based on the partnership between an experienced teacher and a less experienced teacher. The model is grounded in inquiry and reflection, a collaborative process that involves the sharing of knowledge amongst teachers. The process creates the culture for a shared learning community to be developed in the school. Objectives for the coaching sessions are connected to teachers' ongoing work with their students. Safe relationships are built between the coach and teacher by sharing questions, demonstrating lessons, and reflecting on the lesson and new learning between the coach and teacher. The core of the new learning for the less experienced teacher occurs during the reflection phase of the coaching model. The coaching model provides the opportunity for teachers to increase their knowledge of content, pedagogy and content pedagogy at the same time.

Teachers in the 1:1 environment during the 2015-2016 school year will attend two summer workshop days. The first workshop will focus on "the basics" of the 1:1 environment, and the second workshop will focus on curriculum writing. Additional summer offerings will be provided to all staff members. Examples of our previous summer workshops include: Blended Learning and iPads: Facilitate Personalized Learning Experiences; Integration of STEM using the 3D Printer; Redesigning the Science Classroom with Metacognition & App-Smashing; Digital Storytelling and the Common Core: A Cross-Curricular Workshop; #Engage103 Sandbox; Explore, Share and Create with Your Students' Apps; Haiku Learning: Build Your Collaborative

and Individualized Online Classroom. Many of these topics will be offered again this summer, in addition to newly created workshops designed after a professional development needs assessment has been distributed to staff members.

In addition to the workshop offerings, technology coaches and committee members will attend curriculum-writing workshops. The purpose of their presence is to integrate technology tools at the start of the curriculum writing and revision process, so that technology tools are not considered as an add-on, but rather as replacement to past practices.

In order to meet the requirements of timeliness and consistency, professional development activities will continue once the school year begins. Teachers who are in 1:1 classrooms will meet throughout the year by grade level with administrators and technology coaches for grade level meetings, and on professional development days to plan technology integration activities.

Teacher support is a high priority, and managing the changing landscape of instruction is an area that principals, other administrators, and leading teachers will help provide. We will have teachers who are leading the way, including teachers implementing 1:1 and other staff members who will function as change agents - helping colleagues to utilize technological tools and become more comfortable with a different instructional workflow model. Our lead change agents at each building are our instructional technology coaches and our principals. These professionals, along with the assistant superintendent of curriculum and instruction and the director of technology, will help manage the change through support structures, such as designated meeting times, professional development offerings, and important times to share meaningful conversations.

### Survey Results & Academic Data

Education Consulting Research Analytics Group (ECRA) completed an evaluation of student assessment data to examine the growth of students in 1:1 classrooms as compared to students in 1 to Some classrooms. Student growth was computed, based on previous year's growth among historical District 103 students on ISAT, MAP, and AIMSweb assessments. Based on the analysis of student assessment data, results suggest that overall, students in 1:1

classrooms achieved expected growth during the 2013-2014 school year. See Appendix A for 2013-2014 1:1 Program Growth Summary.

During the 2014-2015 school year, District 103 is conducting three surveys to monitor the progress of the 1:1 implementation. Teachers, parents and students have been surveyed twice as separate response groups at this point. Data from these surveys were used to make adjustments to the 1:1 implementation, develop professional development plans and inform parent communication.

**Key findings from teacher surveys follow:**

- The majority of the 1:1 classroom teachers self reported that they were mainly using the iPads for substitution activities at Daniel Wright and beginning to use them for substitution/augmentation or augmentation.
- Half Day School's 1:1 classroom teachers self reported that they are using iPads for substitution/augmentation and modification.

These findings are congruent with the district's expectations. The teachers had only been using the iPads for approximately six weeks and had yet to participate in a 1:1 curriculum planning workshop day since using the iPads. This information provided input for our development of 1:1 iPad workshop agendas.

**Key findings from student surveys follow:**

- 84% of students from Half Day School and 91% of students from Daniel Wright report that having the iPad helps to keep them more organized.
- 77% of students from Daniel Wright report that school work is more interesting since 1:1 implementation.
- 64% of students from both Half Day School and Daniel Wright report they are more involved in school work when using their iPad.
- 92% of students from Half Day School and 88% of students from Daniel Wright report that using the iPad at school has been a positive experience.

- 81% of students from Half Day School and 76% of students from Daniel Wright report that collaborating with classmates is easier.
- 72% of students from Half Day School and 80% of students from Daniel Wright report that they are more creative when using an iPad.
- 70% of students from Half Day School and 73% of students from Daniel Wright report that using the iPad has helped them complete work on time.

Several Daniel Wright student comments focused on the positive effects of staying connected, being able to access information quickly, to use numerous online resources and websites, and to easily connect with teachers and classmates. One response specifically mentioned that the iPad kept the student “connected to the world.”

Many students felt they could do homework more quickly because of access to apps and websites. Information was “at their fingertips.” The same theme was repeated when talking about research projects. The portability of the iPad was also viewed as a plus, enabling the student to easily carry it and use it almost anywhere. Favorite websites and programs, such as Notability and Haiku, were mentioned several times. One student shared that he/she would like to use the iPad in more classes but is not provided the opportunity to use it as much as the student would like. A few comments reflected that students did not like the iPad or that there were too many restrictions on their use. One student commented that sometimes the app doesn’t work on the iPad, so he needs to use a computer.

The majority of responses from Half Day School’s students were positive and focused on their ability to review concepts, be creative, play educational games and work with classmates. Websites and apps, such as Haiku, Notability, Edmodo, Spelling City, Sumdog, and Brainpop, were specifically mentioned as fun sources to use on the iPad. Students recognized that they were learning to use a variety of apps. Students have used their iPads to search for information and to complete extra credit activities. They became familiar with Google Drive and with using the iPad in conjunction with the SMARTBoard. One student specifically mentioned he enjoys creating QR codes on his iPad and using Padlet to write sentences.

Almost all of the comments mentioned a learning tool or app that students can use on the iPad. There was excitement in the responses, and it appeared that while these children were

reviewing and/or learning new things, they were also very much enjoying what they were doing! A few students mentioned that the site restrictions were not something they liked, and several children shared that they would like to have fewer technical difficulties. The resounding request centered around having more time on the computer, being able to use it at lunch and free time, and having more games on the iPad.

**Key findings from the parent surveys follow:**

- 61% of parents from Half Day School and 47% of parents from Daniel Wright reported that their children were more engaged with school work.
- 48% of parents from Half Day School reported that their child's learning experience appears to be more individualized.
- 81% of parents from Half Day School reported that their child has increased opportunities to create more varied work.
- 63% of parents from Daniel Wright reported that their child is more organized.
- 85% of parents at Half Day School reported that their child uses the iPad at home to deepen or expand upon the learning at school.

Parent comments from Daniel Wright pointed out that collaboration with friends about homework is easier and that creativity has increased. Parents noted their children are being exposed to new apps and programs, which has increased their knowledge and use of technology. This knowledge has led to a better understanding of how to produce a creative product related to the assignment.

Additionally, some parents pointed out that the technology piece of using the iPad (navigating and organizing the iPad) slowed down the homework process and obviously created some frustration and confusion between the students and their parents. With these comments, there were also suggestions, such as providing more guided practice on using the iPad and assuring that all apps and on line materials are ready to go at the beginning of the school year.

The majority of parent comments from Half Day School reflected a positive feeling about the iPad as a good tool for their child. Many parents felt that using the iPad enhanced their child's motivation to do homework independently, to take accountability for the work, and to be

creative in his/her efforts. Reviewing concepts was more fun on the iPad. The mobility of the iPad (able to use it anywhere in the house and, in some cases, outside) was also noted as a plus. Using the iPad allowed for finding assignments and websites/apps more quickly, thus saving time.

Several parents shared that they saw little if any difference with using the iPad for homework. A few noted that, although it is a great tool, it did not make homework easier for their child. There had been moments of frustration when apps didn't work or when the task took longer than if it had been completed on paper. Some children had been distracted by the ease of visiting another site to work/play instead of completing the homework assignment. And, one parent noted a lack of retention of practicing math facts on the iPad vs. actually making flash cards and practicing with them.

A few parents mentioned they had difficulty understanding what was expected in homework assignments because of less "visibility" into the work required. However, a theme in the responses was clear: the iPad was a motivating tool that can allow for individualized learning, better tracking of progress and completed assignments, and opportunities for creativity.

## RESEARCH

**The International Society for Technology Education (ISTE)** conducted a study of:

- 997 schools in the United States,
- using 11 diverse educational measures, and
- 22 categories of independent variables.

This research was conducted to determine the impact technology and specifically 1:1 implementation had on student success. Project RED (**R**evolutionizing **E**ducation) data demonstrated that schools with 1-1 student to device ratio outperform non-1-1 schools on both academic and financial measures. Another significant finding from the research was that 2-1 schools perform similar to 3-1 schools, both under performing 1-1 schools.

The research study concluded:

- Educational technology substantially increases student achievement.
- Educational technology saves money for local, state and national education agencies.

- Continued access to a device in a 1:1 environment for every student leads to further increased student achievement.

Collaboration and interactions among students have long been viewed as important factors in improving student achievement. Research supports that a student's participation in study groups is a good predictor of success in college. In the past, study groups have been typically limited to meeting face to face, which presents numerous scheduling and transportation problems for younger students. In 1:1 classrooms, technology allows collaboration to take place anytime, anywhere. Through the use of Google Docs, district supported blogs and chat rooms on Haiku, students have the ability to collaborate and learn from one another even when schedules conflict. Using Facetime, Skype, and Google Hangout, students interact face to face, from miles apart.

The behavior of teachers and students in 1:1 classrooms is considerably different from the behaviors in higher ratio environments. Cognitive engagement increases when students are able to personalize the learning experience. Students who have continuous access to a technology device take a greater level of interest and control over their own learning. These results are attributed to students' abilities to store and link material and explore additional content. The average reported increase in student achievement is 35%.

The need for each student to have his/her own device is present in research as well. In classrooms where technology use is an afterthought, or when students are in an environment of constantly starting, stopping and reacquainting themselves with the technology, the benefits realized of the technology are not as strong.

### **Specific School Studies**

Auburn, Maine. Study 2011-12 school year, eight kindergarten classrooms used iPads compared to eight that did not.

- Students using iPads outperformed the non-iPad students in every literacy measure on which they were tested.

- By the end of the 2012-2013 school year, kindergartners had a 40 percent increase in their overall reading proficiency rate on top of an increase of 38 percent for the 2011-2012 school year when compared to the prior year.

Prince George's Country Public Schools, Landover, Maryland. The number of students at "advanced" level math is 175 percent higher at four iPad 1:1 middle schools than at similar schools without iPads. The number of students at "advanced" level of reading is 35 percent higher, based on state assessments.

Thierry Karsenti & Aurelien Fievez, Quebec, Canada. A study of 302 teachers and 6057 students in grades 6 through 10 showed an increase in literacy skills and differentiation with the use of iPad. In addition, they experienced an increase in student creativity (as reported by 97.2 percent of students and 96.9 percent of teachers).

## **BACKGROUND**

### 2012-2013 Pilots

The impetus for exploring the integration of iPads came from teachers and administrators as they observed devices beginning to be used in other school districts. During the 2012-13 school year, the district was able to purchase iPads to be used in classrooms in groups and to be checked-out via rolling carts. The Learning Fund Foundation's donations enabled District 103 to expand its pilot programs.

iPads were used for a variety of subjects with different purposes, which include: reading annotation, filming skits, fine arts day use (art and stop-motion videos), math games, political election analysis, drama, measuring, literary extensions, and exploring the Constitution online. iPads were used to explore, to create and to collaborate.

The iPads at all our schools were in demand by our teachers, as they saw the power technology has to engage students. Around this time teachers and administrators also read about and observed some schools using Google Chromebooks. The district purchased and began using some Chromebooks, too.

The iPads and Chromebooks enabled students to take control of instructional content in a form in which the students regularly engaged during their everyday lives away from school. One of the lessons we learned from this year was that integrating devices was difficult at times, and that if each student had his/her own device, individualized learning would be improved. We also learned having experts in technology integration present in each building would be key to successfully expanding 1:1 teaching and learning. The District 103 Board of Education approved the hiring of instructional technology coaches for each school for the 2013-2014 school year.

Additional background is available:

- April 2013 issue of *The 103 Monthly*, article on our iPad pilots (page 4)  
<http://www.d103.org/uploaded/documents/Curriculum/11tl/103MonthlyApr2013final.pdf>
- May 2013 issue of *The 103 Monthly*, article on personalized learning  
<http://www.d103.org/uploaded/documents/Curriculum/11tl/103artlearningpersonal.pdf>

### 2013-2014 Pilots

With the success of the previous year's pilots and the growth of personalized learning in the world as a whole (primarily via the use of students having their own iPad or Chromebook), the District decided to run pilots where devices could be used in a true 1:1 environment. Chromebooks were piloted in a classroom at Half Day School and with two teachers (who were part of the same team) at Daniel Wright. We also ran a pilot with a 1<sup>st</sup> grade teacher (strict-parameter BYOiPad). Additional iPad pilots were run in a 4<sup>th</sup> grade classroom and with a 7<sup>th</sup> grade language arts teacher. It is worth noting the two teachers who were on the same team reported some instructional practices were impractical, because the students participating were, in effect, in a modified 1:1 environment (since only two of the students' teachers were participants).

Teachers continued to report increased student engagement and collaboration. One pilot teacher commented that she couldn't see herself teaching the "old way" again. The district also began to pilot the use of Haiku, a Learning Management System, which would help organize information for

students. Instructional technology coaches began discussing how to incorporate Google Drive and Haiku (LMS) to create an efficient information-sharing workflow.

It was also this school year during communications with parents, that parents voiced concern about digital citizenship, especially with the device being brought home by some students. With potential 24/7 access to the Internet, “Internet Safety” became an area of concern for parents. The Board of Education, administration, teachers, and parents came together to develop a new and rigorous Digital Citizenship curriculum for students at all three of our schools. This curriculum was implemented in the 2014-2015 school year. We learned during this school year that in addition to developing a new digital citizenship curriculum, consistent communication with parents was essential. Consequently, the district engaged an outside expert to help facilitate a number of interactive workshops for parents.

We also recognized professional development as critical to help teachers adjust instruction to the greatly-enhanced integration opportunities a 1:1 teaching and learning environment affords. The 1:1 teachers met during the school year (2013-2014), but not for extended periods of time and not consistently enough to provide staff with the comfort and knowledge necessary to develop confidence as pilot teachers. Teachers and administrators met and discussed, and it was agreed that teachers needed additional professional development time in larger chunks. It was further agreed that teachers outside of 1:1 classrooms should be able to observe 1:1 classroom experiences in action.

Many teachers continued to show increased interest in the 1:1 teaching and learning program. The pilots were a success, and the district recommended to the Board a phase I implementation to begin in the 2014-2015 school year. The Board approved phase I for the 2014-2015 school year.

### 2014-2015 Phase I and Pilots

#### **Grades 1, 2, 3, 7**

Some students in these grades are participating in 1:1 iPad pilots. Several of the teachers involved with these Phase I pilots were also involved the year before, and we have seen increased comfort

on the part of the teachers with integrating devices into instruction. Grade 1 included the same teacher who was previously involved in the BYOiPad classroom. The grade 3 pilot teacher was the same teacher who also piloted Chromebooks the year before. The grade 7 pilot teacher also participated last year as part of the pilot program. We experienced no major issues in preparing or distributing iPads to all four grade levels.

## **Grades 4 and Grades 6**

Every student in these grades used an iPad as part of the initiative. The ownership models we offered included: rent, rent-to-own, and BYOiPad. The ownership model distribution for grades 4 and 6 as of January 2015 is provided below.

- Daniel Wright, Grade 6:
  - RTO (Rent to Own) = 20%
  - BYO (Bring Your Own) = 18%
  - RENT = 61%
- Half Day, Grade 4:
  - RTO (Rent to Own) = 16%
  - BYO (Bring Your Own) = 23%
  - RENT = 60%

Apple IDs are integral in helping the distribution and maintenance of apps on the iPads. Helping parents of fourth and sixth graders acquire Apple IDs proved to be a challenge. The complicated process was confusing for some parents. Additionally, Apple's services to complete the process would sometimes malfunction. As a result, not all parents had working student Apple IDs on the first day of school. By the time we were into the school year a couple of weeks, however, all the students had working Apple IDs. Other school districts reported similar results. In order to mitigate Apple ID-creation issues for possible phase II in 2015-2016, we made a plan to begin helping parents create Apple IDs. This plan was originally to be implemented in January 2015. Since phase II is not to be approved until early March, we will implement the plan directly after phase II approval by the Board.

Pilot and phase I teachers report increased student collaboration, creativity, communication, and engagement in students. These are consistent with experiences of our previous pilots and schools across the state and country.

### **Increased Professional Development**

One of the lessons we learned from the previous year's pilots was the need for additional professional development for teachers. In addition to summer workshops, 1:1 teachers participated in day-long 1:1 professional development days. These were days used to develop curricula and projects, discuss successes and failures with colleagues, and to present questions to instructional technology coaches and tech support personnel. Teachers reported that the all-day development time was valuable to them.

### **Implementation of our New Digital Citizenship Curriculum**

2014-2015 marked the first year of our newly-developed digital citizenship curriculum. In discussions with teachers during meetings, the curriculum seems to be serving its purposes well. Teachers have customized parts of the curriculum to fit their students' needs. We are keeping track of how successful lessons were, so we are able to modify as needed.

There have been fewer concerns voiced by parents, and our Parent Advisory Committee on Digital Citizenship has met this school year to give a parent voice to the curriculum and its efficacy.

Note: many additional background materials may be found here:

<http://www.d103.org/11teachingandlearning>

## RECOMMENDATION

The administrative team has discussed at length the best options for continuing the 1:1 Teaching and Learning Initiative in District 103. We have consulted the instructional technology coaches as well as other teachers. Our guiding question is this: *What is best for District 103 students?* Understanding that financial implications must be considered, we are providing an option that we believe would serve the students at District 103 well.

### Recommended Option

- Grades 3-8
- Finance model: annual fee
  - Current students in grades 4 and 6 with BYOiPads may use them for one more year only.
- Grade 1: continue pilot classrooms for 2015-2016
- Grade 2: continue pilot classrooms for 2015-2016

### What about BYOiPad?

Bring your own iPad looks and functions differently depending on the teacher, grade level, and device being brought in by the student. We have been successful for a couple years in a first grade classroom and think a strict-parameter BYOiPad model may be a potentially viable option for some grade levels. Consequently, we are continuing to explore BYOiPad as a viable option at the first grade level at Sprague School. Below are specific reasons--much to do with management--why we are not including BYOiPad in our recommendations for grades 3-8.

### Why is BYOiPad not part of the grades 3-8 recommendations?

- Restrictions
  - Restrictions are required to be completed manually and locally (on the specific BYOiPads), and the following issues arise: set-up takes longer. Restrictions must be

- keyed in for all media individually rather than globally through Casper. When a restriction needs to be tweaked, every BYOiPad must be touched accordingly.
- App push out must be completed manually. Although the new app is globally distributed to all Apple IDs through Casper, the ability to install the app is local on BYOiPads. Allowing the installation of apps on rentals can be turned on and off as needed, which allows new apps to download from Casper. BYOiPads simply cannot be modified as quickly. The app may be in a student's iTunes' purchased cloud, but it does not install successfully without the app store being turned on locally after entering a code.
  - Because restrictions are enabled locally with a 4-digit code, the security of that code is vulnerable. Teachers need to type in the code (which is for ALL restrictions), and the code can "get out" very easily. We have experienced one instance already. When a student learns the 4-digit code, then he/she has the ability to change all web content privileges and restrictions - essentially negating any restrictions. With restrictions set in Casper, the iPads' Restriction area is completely locked, and no student can make any changes or learn/share any secret codes.
- Whitelisting
    - Whitelisting has to be completed locally and manually on the BYOiPad. When a teacher asks for a URL to be whitelisted, we can copy/paste that URL into our profile's "allowed websites" on Casper, and all students will have instant access to the site. On BYOiPads, whitelisting has to be individually completed for each address.
    - With 40-60 URLs right now and the list being dynamic, the BYOiPads tend to be "behind." The classroom flow may be interrupted, because after a teacher has vetted a website and requested it to be whitelisted, the teacher still may have a portion of the class that cannot access it for a period of time. A teacher can manually access the settings function, enter the security code (students tend to try to watch and thus it is a security risk), and manually type in the full URL. This process is cumbersome, time-consuming, and inefficient – resulting in lost instructional time.
  - Original Set-up
    - D103 Device Management. The initial set up with BYOiPads takes longer. Our staff explains why/how we will essentially manage the device that the student feels is his/hers, which requires time to clarify. There is resistance to allowing/not allowing

- apps, and there is not a full understanding that the iPad is now shared between home and school (for learning).
- Account iTunes/Passcodes. All accounts must be logged out and disassociated with the device, which involves staff time to reach parents who forgot to log out or follow directions.
  - Original restrictions placed upon set up must be entered individually for all media and access to features.
  - Additional Considerations
    - Social-Emotional Aspect. Protective cases and external keyboards on many BYOiPads clearly set certain students' iPads apart with bells and whistles that are not available to all.
    - Development Aspect. Even as technology updates may make it simpler to manage BYOiPads, the likelihood of mobile device management software controlling and managing devices outside of an organization's own devices, as well as the ones inside, is minimal.
    - Summer Decisions. Any decisions regarding apps or security would be streamlined without having the BYOiPad option. This will allow for smoother end-of-year and beginning-of-year processes.

## **EVALUATION PLAN**

Continuous feedback and assessing data will be important during the implementation stages to ensure we are meeting the goals and objectives of the initiative. Students, teachers and parents will be adjusting to this new way of learning, and frequent monitoring will be imperative to the success of the program.

Multiple methods of assessment will be used for monitoring the program's success.

Those methods include:

1. Teacher Surveys
2. Student Surveys
3. Parent Surveys
4. Student Growth Data

### **Teacher Surveys**

The Education Technology Profile Apple Survey for Teachers is a tool to help the district and teachers understand the levels at which the faculty are using technology in the classrooms. The profile will inform the district as to the types of professional development that may best assist teachers in enhancing their technology-based practices based on the SAMR Model (Substitution, Augmentation, Modification Redefinition). This assessment will be given two times per year, once in the fall and once in the spring.

Additional feedback will be collected from teachers during grade level, school and district level meetings.

### **Student Check-In Survey**

This locally-designed survey captures students' overall impressions of their level of use and engagement. The survey asks students to give feedback regarding students' perceptions on their level of engagement, organization, creativity, quality of school work, and collaboration with peers. This assessment will be given one time per year in January.

### **Student Snapshot Survey**

This survey will capture students' impression of a specific learning activity. It will be administered to students immediately after they have engaged in a learning activity involving the iPad. The survey seeks to measure students' engagement levels. It will be administered in January.

### **Parent Check-In Survey**

This survey will capture parents' overall impressions of their student's level of use and engagement in school with the use of the iPad in class and at home. Parents' perceptions on their children's levels of organization, creativity, collaboration, and academic success will be gathered. The survey will be provided to parents in January of each year.

### **Student Growth Data**

The District will use ECRA to assist in the measuring student growth, including the monitoring of the 1:1 teaching and learning initiative. MAP, PARCC, and AIMSWeb assessment data will be used. The goal of student assessment data will be to endure students are growing at or

above expected target rates. If data shows students performing below the target, the district will conduct an analysis of those identified areas and implement appropriate modifications, which could include changes to curriculum, instructional methods, and/or instructional materials.

The above assessment methods will provide the district with a quality profile of the 1:1 initiative. Sample student and parent assessment questions are provided below. Due to copyright laws, the Education Technology Profile questions from Apple cannot be published in this report. The Board Report for January 20, 2015 of the 1:1 Program Study results from ECRA are included as Appendix A.

### **Student Check-In Survey – Sample Questions**

1. How often do you use your 1:1 iPad in school to do each of the following things: [Work on a project with a friend]
2. How often do you use your 1:1 iPad in school to do each of the following things: [Do research or search online for something]
3. Do you agree or disagree with the following statements: [Having an iPad helps keep me organized.]
4. Do you agree or disagree with the following statements: [Schoolwork has been more interesting since we started using our 1:1 iPads.]
5. Do you agree or disagree with the following statements: [I am more involved in school when I use my iPad.]
6. Do you agree or disagree with the following statements: [The quality of my school work has improved since I started using my 1:1 iPad.]

7. Do you agree or disagree with the following statements: [I can be more creative in school when I use an iPad.]
8. Do you agree or disagree with the following statements: [Working with friends in school is easier and more fun with an iPad.]

### **Student Snapshot Survey – Sample Questions**

1. How engaged were you in the activity?
2. Rate your engagement on a scale of 1 to 5 (5=extremely engaged, 1=not engaged at all).
3. Did you enjoy the activity?
4. Rate your enjoyment on a scale of 1 to 5 (5=extremely enjoyed, 1=did not enjoy at all).
5. How challenging was the class activity?
6. Rate the level of challenge on a scale of 1 to 5 (5=extremely challenging, 1=not challenging at all).

### **Parent Check-In Survey – Sample Questions**

1. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child is more engaged with school work because of the iPad.]
2. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child's learning experiences seem to be more individualized.]
3. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child is more involved in collaborative activities with fellow classmates because of the iPad.]

4. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child has had greater opportunities to create more varied work products.]
5. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child is learning to be more organized because of the iPad.]
6. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child has been more excited to attend school.]
7. Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program. [My child has experienced greater academic success in relation to the work assigned.]
8. Thinking about your child's work overall, what effect has the iPad had on making homework easier or harder? Provide examples.

## FINANCIALS (Preliminary Financial Considerations, Executive Summary)

### Introduction

Included for your review is a relatively comprehensive financial analysis of the 1:1 Teaching and Learning Initiative for the 2016 budget year (2015-2016 school year) and beyond. This section of the report is organized in a top-down manner; the summary pages are set first followed by increasingly detailed pages, which are provided in the Appendix. Ultimately, this analysis was performed to answer the questions of (1) what the budget would look like with the 1:1 initiative and (2) how it would change over the next 5 years.

As this is a long-term forecast, there are different scenarios that may play out in the 2016 years and beyond. In order to provide a range of potential costs, multiple scenarios need to be calculated. The first consideration is related to what will happen in 2016. The two options calculated are a grades 3-8 rollout and a grades 4-7 rollout assuming a \$100 fee. The 4-7 rollout calculation assumes a 4-7 rollout in the 2015-2016 year and an expanded rollout to 3-8 in the 2016-2017 year. The second consideration is in regards to what will happen to grades Kindergarten through 2nd grade in 2017 and beyond. The range for K-2 is, at the low end, no 1:1 rollout at all up to, on the high end, a full K-2 rollout beginning in the 2016-17 year. Therefore, these options require at least 4 scenarios: (1) 3-8 w/No K-2; (2) 3-8 w/ Full K-2; (3) 4-7 w/No K-2; and (4) 4-7 w/Full K-2.

### The Process (Step-by-Step)

In order to explain the process, the reports in the Appendix will need to be reviewed in reverse order, starting with the last report.

**The driving force behind nearly all of the expenditures is the amount of iPads the district has and will need.** The “iPad Needs” page at the end of this report details the current iPad distribution and the planned redistribution/acquisition needs. As the 1:1 Teaching and Learning Initiative plays itself out, there will be rhythm to the iPad needs. However, it will take a number of years for that rhythm to fully develop. Each scenario is independently “played out” to 2020 in order to grasp the

long-term anticipated needs. Please note that BYOD was not included in the calculations beyond the 2015 year.

The iPad needs are then placed on the “iPad Replacement Schedule” report with visual cues as to the life expectancy of the iPads in each given year. Green indicates newly acquired with 3 years left, Yellow is 2 years left, and Red is the last year. The iPad schedule is then calculated into lease costs on the “iPad Lease Costs” report that also will list existing and future lease costs. The lease costs are then fed into the “Scenario Costs” report that adds the various additional components of the 1:1 initiative (cases, apps, management software, infrastructure, Internet use, repairs, professional development, consultants, and staffing). Almost each calculation is dependent on either the amount of new iPads, the total amount of iPads, the amount of student iPads, or the amount of iPads used. For example, it is anticipated that only new iPads in a given year will need a case. **Please note that the amounts in the scenario costs, while related, are not the same as the amounts that will impact the budget, nor are they the amounts of what the budget will be.**

The “Tech Expenditures Budget” report is the bridge between the conceptual scenario costs into the actual budget lines. The base budget begins the report to show the 5-year forecast of what those technology budget lines could look like if 1:1 would not have happened/stop immediately. The budget lines for each scenario and their totals are calculated. In order to simplify from last year’s report, the budget change from year to year is calculated. For example, in the 3-8; No K-2 scenario, the 2016 budgeted expenditure accounts would need to increase by \$59,300 over the 2015 budget. Provisions for additional staff are included in these amounts.

The “Expenditure Budget Summary” report condenses the totals from the “Tech Expenditures Budget” report to provide a higher-level of summary. Also included are the budget changes from year to year. I have also included and highlighted ‘Estimated “Likely” Scenarios’ that take the midpoint between No K-2 and Full K-2 implementation in the 2017 and beyond years. This is needed for the long-term District budget projections that are calculated with PMA.

The “Fee Projections” report estimates the fees generated from the 1:1 Teaching and Learning Initiative with full considerations of grades involved, enrollment projections, and collectability. For

example, the 3-8; No K-2 scenario will generate an anticipated \$105,260, which is an increase of \$67,560 over the 2015 year. The calculations only use a \$100 fee. Again, the 'Estimated "Likely"' Scenarios are provided that, again, show a midpoint between No K-2 and Full K-2 implementation.

The "Net Tech Budget w/ 1:1" report shows the total of the budget expenditure lines associated with the 1:1 initiative, less the anticipated revenues for to calculate a net expenditure amount for each scenario.

Finally, the "Net Tech Budget w/1:1 Summary" report summarizes the net expenditure amounts for each scenario. The high and low cost of the scenarios are summarized as well as the estimated "likely" scenarios that find a midpoint between No K-2 and Full K-2. Most importantly, the report also calculates the net budget changes from one year to the next. For example, a 3-8 rollout in the 2015-16 year will next effect of reducing the budget by \$8,260.

## Financial Summary

This analysis was performed to ultimately answer the questions of (1) what the budget would look like and (2) how it would change over the next 5 years.

**In short, the 3-8 plan will require an increase in expenditures of just under \$60,000 next year, but will also generate an additional \$67,000 in fees.** The main reason for this is that there were approximately \$150,000 spent on infrastructure in the 2014-15 year that is not needed in the 2015-16 year. Additionally, the other expenditure increases are offset by similar increases in revenues. Beyond 2016, the net budget can decrease by over \$160,000 due to an end to the 3-year lease payments for the Apple computers (iMacs and MacBooks). We are not anticipating to enter into another lease for such machines until FY2019 (pay for it for 3 years, use it for 5). 2020 will again require an additional investment in tech infrastructure. At this point, we are estimating \$150,000 for that. The changes in each year for the 2018, 2019, and 2020 years are due to the previously mentioned Apple computer leases and infrastructure needs.

**The 4-7 plan would result in a decrease in expenditures of \$27,500 next year and also an increase in fees of just under \$29,000 for a net effect of \$56,500 favorable.** Beyond 2016, the expenditures will decrease by \$45,000 as opposed to the \$160,000 in the 3-8 due to needed to

acquire more iPads that year for 3rd and 8th grade. However, the net effect inclusive of fees would be an over \$100,000 favorable. The changes in 2019 and 2020 the exactly related to the Apple computers and infrastructure mentioned above.

## APPENDIX A – 2013-2014 1:1 PROGRAM GROWTH SUMMARY



### Lincolnshire-Prairie View School District 103

Memo  
To: Board of Education  
From: Scott Warren  
Date: January 15, 2015  
Re: 2013-2014 1:1 Program Growth Summary

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#### 2013-2014 1:1 Program Growth Summary

##### **Purpose**

The District asked ECRA Group to examine the growth of students enrolled in the 1:1 Teaching and Learning pilot classes compared with students in the same grades not enrolled in the 1:1 classrooms during the 2013-2014 school year. Students' growth was computed based on previous years' growth among historical District 103 students on ISAT, MAP, and AIMSweb assessments.

##### **Methods**

ISAT, MAP, and AIMSweb data between 2010 and 2014 were used to build a local growth model to reflect typical student growth in the district. ECRA used this model to compare the students who were in 1:1 classrooms with students who were not in 1:1 classroom.

##### **Summary of Findings**

Based on the analysis of student assessment data, results suggest that ***students enrolled in the 1:1 Program achieved expected growth during the 2013-2014 school year.*** These results are consistent with the research regarding 1:1 programs in relation to student achievement and growth.

ECRA reminds the District that the results are based on one year's worth of data regarding 1:1 implementation. Additional years worth of implementation data will provide a richer picture of any relationships between 1:1 programming and student achievement and growth.

**Results****Subject: Mathematics**

Evaluation Year: 2013-2014

Criterion: 2014 ISAT, Spring MAP, Spring MCAP, Spring MCOMP, Spring NWF and Spring RCBM – Assessments used universally throughout the district

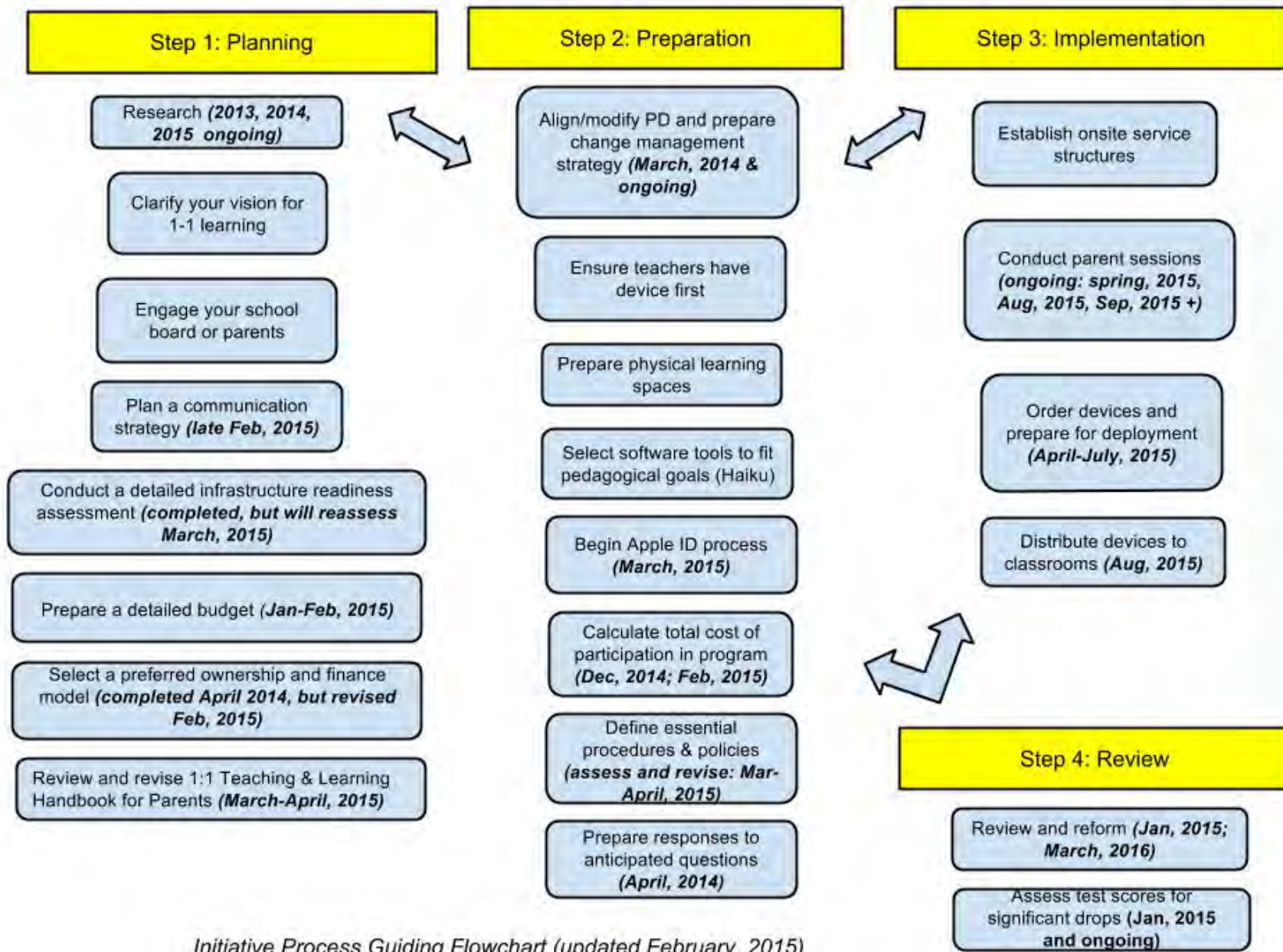
Group	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
1:1 Program	197	96%	15%	71%	14%	+0.02
Not 1:1	757	93%	13%	71%	15%	-0.02
Expected Growth			16%	68%	16%	0.00

**Subject: Reading**

Evaluation Year: 2013-2014

Criterion: 2014 ISAT, Spring MAP, Spring MCAP, Spring MCOMP, Spring NWF and Spring RCBM – Assessments used universally throughout the district

Group	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
1:1 Program	196	94%	17%	65%	18%	-0.03
Not 1:1	757	91%	14%	68%	17%	-0.05
Expected Growth			16%	68%	16%	0.00



Initiative Process Guiding Flowchart (updated February, 2015)

## APPENDIX C – IMPLEMENTATION TIMELINE for KEY PROCESSES

Jan-Feb-Mar, 2015 ..	Prepare a detailed budget
February .....	Select (revise) ownership model
Feb 23 (week of) .....	Finalize communication plan for parents
March 3 (week of) ....	Communicate with parents regarding 1:1 teaching and learning initiative
March 4.....	Begin Apple ID process
March.....	Reassess infrastructure
Feb-March 10 .....	Assess and revise, if necessary, procedures for damage, loss, or destruction of iPad (also to be included in 1:1 Teaching and Learning Handbook for Parents)
March 16-April 17.....	Survey parents for chosen ownership model
March 30-April 2.....	MDM (mobile device management) training for technical staff
March-April .....	Revise Digital Citizenship section of 1:1 Teaching and Learning Handbook for Parents
March-April .....	Revise other procedures and processes, as necessary
April.....	Finalize any additional changes to 1:1 Teaching and Learning Handbook for Parents
April 20-24 .....	Conduct parent sessions for interested parents and parents having issues with Apple ID creation
May (early).....	Order devices (and prepare for deployment)
May-June.....	Parents pay for iPad during registration process
June 1 .....	Target completion date for parent creation of Apple IDs for currently enrolled students
June .....	Configure new iPads
June 8 .....	Order iPad cases
June 15-19.....	Redundancy (and other assessed needs) infrastructure added
Jun-Jul-Aug .....	Professional development for teachers
August.....	Distribute devices to classrooms
August.....	Conduct parent sessions
September .....	Conduct parent sessions
January, 2016.....	Recommendation to Board for Sprague School for 2017 school year and Beyond

**APPENDIX D – BUDGET ANALYSIS REPORTS**

# Net Tech Budget w/1:1 Summary

Scenarios	2015	2016	2017	2018	2019	2020
3-8; No K-2	611,200.00	602,940.00	413,425.00	456,830.00	631,130.00	772,130.00
3-8; Full K-2	611,200.00	602,940.00	462,590.00	487,540.00	660,650.00	822,370.00
4-7; No K-2	611,200.00	554,710.00	430,725.00	456,130.00	612,030.00	790,930.00
4-7; Full K-2	611,200.00	554,710.00	463,690.00	471,040.00	627,250.00	823,670.00
<b>High</b>	611,200.00	602,940.00	463,690.00	487,540.00	660,650.00	823,670.00
<b>Low</b>	611,200.00	554,710.00	413,425.00	456,130.00	612,030.00	772,130.00

Estimated "Likely"						
3-8	611,200.00	602,940.00	438,007.50	472,185.00	645,890.00	797,250.00
4-7	611,200.00	554,710.00	447,207.50	463,585.00	619,640.00	807,300.00
Change over Prior						
3-8		(8,260.00)	(164,932.50)	34,177.50	173,705.00	151,360.00
4-7		(56,490.00)	(107,502.50)	16,377.50	156,055.00	187,660.00

## Net Tech Budget w/ 1:1

<b>3-8; No K-2</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	708,200.00	518,400.00	571,400.00	745,700.00	888,600.00
Less: Revenues	37,700.00	105,260.00	104,975.00	114,570.00	114,570.00	116,470.00
Net Expenditures	611,200.00	602,940.00	413,425.00	456,830.00	631,130.00	772,130.00

<b>3-8; Full K-2</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	708,200.00	614,400.00	647,900.00	821,200.00	985,200.00
Less: Revenues	37,700.00	105,260.00	151,810.00	160,360.00	160,550.00	162,830.00
Net Expenditures	611,200.00	602,940.00	462,590.00	487,540.00	660,650.00	822,370.00

<b>4-7; No K-2</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	621,400.00	535,700.00	570,700.00	726,600.00	907,400.00
Less: Revenues	37,700.00	66,690.00	104,975.00	114,570.00	114,570.00	116,470.00
Net Expenditures	611,200.00	554,710.00	430,725.00	456,130.00	612,030.00	790,930.00

<b>4-7; Full K-2</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	621,400.00	615,500.00	631,400.00	787,800.00	986,500.00
Less: Revenues	37,700.00	66,690.00	151,810.00	160,360.00	160,550.00	162,830.00
Net Expenditures	611,200.00	554,710.00	463,690.00	471,040.00	627,250.00	823,670.00

<b>Estimated "Likely" 3-8</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	708,200.00	566,400.00	609,650.00	783,450.00	936,900.00
Less: Revenues	37,700.00	105,260.00	128,392.50	137,465.00	137,560.00	139,650.00
Net Expenditures	611,200.00	602,940.00	438,007.50	472,185.00	645,890.00	797,250.00
<b>Estimated "Likely" 4-7</b>	2015	2016	2017	2018	2019	2020
Expenditures	648,900.00	621,400.00	575,600.00	601,050.00	757,200.00	946,950.00
Less: Revenues	37,700.00	66,690.00	128,392.50	137,465.00	137,560.00	139,650.00
Net Expenditures	611,200.00	554,710.00	447,207.50	463,585.00	619,640.00	807,300.00

# Fee Projections     \$100 Fee

	Collection Rate	2015	2016	2017	2018	2019	2020
3-8; No K-2	95%	37,700.00	105,260.00	104,975.00	114,570.00	114,570.00	116,470.00
3-8; Full K-2	95%	37,700.00	105,260.00	151,810.00	160,360.00	160,550.00	162,830.00
4-7; No K-2	95%	37,700.00	66,690.00	104,975.00	114,570.00	114,570.00	116,470.00
4-7; Full K-2	95%	37,700.00	66,690.00	151,810.00	160,360.00	160,550.00	162,830.00

<b>Estimated "Likely"</b>							
3-8		37,700.00	105,260.00	128,392.50	137,465.00	137,560.00	139,650.00
4-7		37,700.00	66,690.00	128,392.50	137,465.00	137,560.00	139,650.00
<b>Change over Prior</b>							
3-8			67,560.00	23,132.50	9,072.50	95.00	2,090.00
4-7			28,990.00	61,702.50	9,072.50	95.00	2,090.00

# Expenditure Budget Summary

## Budget Totals

	2015	2016	2017	2018	2019	2020
3-8; No K-2	648,900.00	708,200.00	518,400.00	571,400.00	745,700.00	888,600.00
3-8; Full K-2	648,900.00	708,200.00	614,400.00	647,900.00	821,200.00	985,200.00
4-7; No K-2	648,900.00	621,400.00	535,700.00	570,700.00	726,600.00	907,400.00
4-7; Full K-2	648,900.00	621,400.00	615,500.00	631,400.00	787,800.00	986,500.00

## Change from Prior Year

	2015	2016	2017	2018	2019	2020
3-8; No K-2		59,300.00	(189,800.00)	53,000.00	174,300.00	142,900.00
3-8; Full K-2		59,300.00	(93,800.00)	33,500.00	173,300.00	164,000.00
4-7; No K-2		(27,500.00)	(85,700.00)	35,000.00	155,900.00	180,800.00
4-7; Full K-2		(27,500.00)	(5,900.00)	15,900.00	156,400.00	198,700.00

## Estimated "Likely" Scenario

	2015	2016	2017	2018	2019	2020
3-8	648,900.00	708,200.00	566,400.00	609,650.00	783,450.00	936,900.00
4-7	648,900.00	621,400.00	575,600.00	601,050.00	757,200.00	946,950.00
<b>Change over Prior</b>						
3-8		59,300.00	(141,800.00)	43,250.00	173,800.00	153,450.00
4-7		(27,500.00)	(45,800.00)	25,450.00	156,150.00	189,750.00

## Tech Expenditures Budget

<b>Base Budget</b>	Acct	2015	2016	2017	2018	2019	2020
Repair Services	10-2660-319	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00
Leases	10-2660-325	265,000.00	265,000.00	-	-	166,000.00	166,000.00
Service Agreements	10-2660-392	54,000.00	74,000.00	74,000.00	75,000.00	76,000.00	76,000.00
Supplies - General	10-2660-410	47,600.00	47,600.00	47,600.00	4,760.00	47,600.00	47,600.00
Capital Outlay	10-2660-500	157,000.00	5,000.00	-	-	-	150,000.00
Non-Capitalized Equipment	10-2660-700	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
<b>Total</b>		<b>546,600.00</b>	<b>414,600.00</b>	<b>144,600.00</b>	<b>102,760.00</b>	<b>312,600.00</b>	<b>462,600.00</b>
Change from Prior Year			(132,000.00)	(270,000.00)	(41,840.00)	209,840.00	150,000.00

<b>3-8; No K-2</b>	Acct	2015	2016	2017	2018	2019	2020
Additional Staff (w/ben)	10-2660-100		54,300.00	55,700.00	57,000.00	58,500.00	60,000.00
Repair Services	10-2660-319	25,500.00	38,000.00	38,000.00	38,000.00	38,000.00	38,000.00
Leases	10-2660-325	265,000.00	372,000.00	244,000.00	271,000.00	438,000.00	450,000.00
Service Agreements	10-2660-392	74,400.00	90,200.00	98,000.00	99,200.00	100,600.00	100,600.00
Supplies - General	10-2660-410	84,000.00	100,700.00	75,700.00	99,200.00	103,600.00	83,000.00
Capital Outlay	10-2660-500	193,000.00	46,000.00	-	-	-	150,000.00
Non-Capitalized Equipment	10-2660-700	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
<b>Total</b>		<b>648,900.00</b>	<b>708,200.00</b>	<b>518,400.00</b>	<b>571,400.00</b>	<b>745,700.00</b>	<b>888,600.00</b>
Change from Prior Year			59,300.00	(189,800.00)	53,000.00	174,300.00	142,900.00

<b>3-8; Full K-2</b>	Acct	2015	2016	2017	2018	2019	2020
Additional Staff (w/ben)	10-2660-100		54,300.00	55,700.00	57,000.00	58,500.00	60,000.00
Repair Services	10-2660-319	25,500.00	38,000.00	43,000.00	43,000.00	43,000.00	43,000.00
Leases	10-2660-325	265,000.00	372,000.00	308,000.00	335,000.00	501,000.00	514,000.00
Service Agreements	10-2660-392	74,400.00	90,200.00	100,500.00	101,700.00	103,100.00	103,100.00
Supplies - General	10-2660-410	84,000.00	100,700.00	100,200.00	104,200.00	108,600.00	108,100.00
Capital Outlay	10-2660-500	193,000.00	46,000.00	-	-	-	150,000.00
Non-Capitalized Equipment	10-2660-700	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
<b>Total</b>		<b>648,900.00</b>	<b>708,200.00</b>	<b>614,400.00</b>	<b>647,900.00</b>	<b>821,200.00</b>	<b>985,200.00</b>
Change from Prior Year			59,300.00	(93,800.00)	33,500.00	173,300.00	164,000.00

<b>4-7; No K-2</b>	Acct	2015	2016	2017	2018	2019	2020
Additional Staff (w/ben)	10-2660-100		54,300.00	55,700.00	57,000.00	58,500.00	60,000.00
Repair Services	10-2660-319	25,500.00	33,700.00	37,500.00	37,600.00	37,700.00	38,000.00
Leases	10-2660-325	265,000.00	314,000.00	244,000.00	271,000.00	437,000.00	450,000.00
Service Agreements	10-2660-392	74,400.00	87,700.00	97,500.00	98,900.00	100,400.00	100,600.00
Supplies - General	10-2660-410	84,000.00	78,700.00	94,000.00	99,200.00	86,000.00	101,800.00
Capital Outlay	10-2660-500	193,000.00	46,000.00	-	-	-	150,000.00
Non-Capitalized Equipment	10-2660-700	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
<b>Total</b>		<b>648,900.00</b>	<b>621,400.00</b>	<b>535,700.00</b>	<b>570,700.00</b>	<b>726,600.00</b>	<b>907,400.00</b>
Change from Prior Year			(27,500.00)	(85,700.00)	35,000.00	155,900.00	180,800.00
Diff from 3-8; No K-2			(86,800.00)	17,300.00	(700.00)	(19,100.00)	18,800.00

<b>4-7; Full K-2</b>	Acct	2015	2016	2017	2018	2019	2020
Additional Staff (w/ben)	10-2660-100		54,300.00	55,700.00	57,000.00	58,500.00	60,000.00
Repair Services	10-2660-319	25,500.00	33,700.00	38,500.00	38,700.00	38,800.00	39,000.00
Leases	10-2660-325	265,000.00	314,000.00	308,000.00	335,000.00	502,000.00	514,000.00
Service Agreements	10-2660-392	74,400.00	87,700.00	88,300.00	89,500.00	90,500.00	90,700.00
Supplies - General	10-2660-410	84,000.00	78,700.00	118,000.00	104,200.00	91,000.00	125,800.00
Capital Outlay	10-2660-500	193,000.00	46,000.00	-	-	-	150,000.00
Non-Capitalized Equipment	10-2660-700	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
<b>Total</b>		<b>648,900.00</b>	<b>621,400.00</b>	<b>615,500.00</b>	<b>631,400.00</b>	<b>787,800.00</b>	<b>986,500.00</b>
Change from Prior Year			(27,500.00)	(5,900.00)	15,900.00	156,400.00	198,700.00
Diff from 3-8; Full K-2			(86,800.00)	1,100.00	(16,500.00)	(33,400.00)	1,300.00

## Scenario Costs

<b>3-8; No K-2</b>		2015	2016	2017	2018	2019	2020	Totals
iPad Lease costs	Per Lease Schedule	88,617.77	205,433.34	243,717.43	270,279.15	271,915.22	284,022.16	1,363,985.07
Cases	50 Per new iPads	53,550.00	35,700.00	11,700.00	35,200.00	36,200.00	15,400.00	187,750.00
Apps	12 Per total iPads	11,868.00	21,000.00	20,112.00	20,352.00	20,472.00	20,832.00	114,636.00
MDM (Casper)	7 Per student iPads	6,748.00	12,075.00	11,557.00	11,697.00	11,767.00	11,977.00	65,821.00
Infrastructure	Per 1:1 Capital Plan	35,923.31	49,779.80	11,639.21	12,104.78	12,588.97	12,588.97	134,625.04
Internet Data Increase		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Repairs	13 Per iPads used	11,869.00	22,308.00	21,359.00	21,619.00	21,749.00	22,139.00	121,043.00
Professional Development		20,640.00	42,240.00					62,880.00
Digital Citizenship Consultant		13,000.00						13,000.00
Additional Staff			54,301.50	55,659.04	57,050.51	58,476.62	59,938.60	285,426.27
	Subtotal	252,216.08	452,837.64	385,743.68	438,302.45	443,168.82	436,897.73	2,409,166.38

<b>3-8; Full K-2</b>		2015	2016	2017	2018	2019	2019	Totals
iPad Lease costs	Per Lease Schedule	88,617.77	205,433.34	307,524.25	334,085.97	335,722.05	347,828.98	1,619,212.36
Cases	50 Per new iPads	53,550.00	35,700.00	31,200.00	35,200.00	36,200.00	34,900.00	226,750.00
Apps	12 Per total iPads	11,868.00	21,000.00	24,792.00	25,032.00	25,152.00	25,512.00	133,356.00
MDM (Casper)	7 Per student iPads	6,748.00	12,075.00	14,287.00	14,427.00	14,497.00	14,707.00	76,741.00
Infrastructure	Per 1:1 Capital Plan	35,923.31	50,000.00	11,639.21	12,104.78	12,588.97	12,588.97	134,845.24
Internet Data Increase		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Repairs	13 Per iPads used	11,869.00	22,308.00	26,429.00	26,689.00	26,819.00	27,209.00	141,323.00
Professional Development		20,640.00	42,240.00					62,880.00
Digital Citizenship Consultant		13,000.00						13,000.00
Additional Staff			54,301.50	55,659.04	57,050.51	58,476.62	59,938.60	285,426.27
	Subtotal	252,216.08	453,057.84	481,530.50	514,589.27	519,455.64	532,684.55	2,753,533.87

## Scenario Costs

		2015	2016	2017	2018	2019	2019	Totals
<b>4-7; No K-2</b>								
iPad Lease costs	Per Lease Schedule	88,617.77	147,189.16	243,717.43	270,279.15	271,915.22	284,022.16	1,305,740.90
Cases	50 Per new iPads	53,550.00	17,900.00	29,500.00	35,200.00	18,400.00	33,200.00	187,750.00
Apps	12 Per total iPads	11,868.00	16,728.00	20,112.00	20,352.00	20,472.00	20,832.00	110,364.00
MDM (Casper)	7 Per student iPads	6,748.00	9,583.00	11,557.00	11,697.00	11,767.00	11,977.00	63,329.00
Infrastructure	Per 1:1 Capital Plan	35,923.31	49,779.80	11,639.21	12,104.78	12,588.97	12,588.97	134,625.04
Internet Data Increase		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Repairs	13 Per iPads used	11,869.00	17,680.00	21,359.00	21,619.00	21,749.00	22,139.00	116,415.00
Professional Development		20,640.00	42,240.00					62,880.00
Digital Citizenship Consultant		13,000.00						13,000.00
Additional Staff			54,301.50	55,659.04	57,050.51	58,476.62	59,938.60	285,426.27
	Subtotal	252,216.08	365,401.46	403,543.68	438,302.45	425,368.82	454,697.73	2,339,530.21

		2015	2016	2017	2018	2019	2019	Totals
<b>4-7; Full K-2</b>								
iPad Lease costs	Per Lease Schedule	88,617.77	147,189.16	307,524.25	334,085.97	335,722.05	347,828.98	1,560,968.18
Cases	50 Per new iPads	53,550.00	17,900.00	49,000.00	35,200.00	18,400.00	52,700.00	226,750.00
Apps	12 Per total iPads	11,868.00	16,728.00	24,792.00	25,032.00	25,152.00	25,512.00	129,084.00
MDM (Casper)	7 Per student iPads	6,748.00	9,583.00	14,287.00	14,427.00	14,497.00	14,707.00	74,249.00
Infrastructure	Per 1:1 Capital Plan	35,923.31	49,779.80	11,639.21	12,104.78	12,588.97	12,588.97	134,625.04
Internet Data Increase		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Repairs	13 Per iPads used	11,869.00	17,680.00	26,429.00	26,689.00	26,819.00	27,209.00	136,695.00
Professional Development		20,640.00	42,240.00					62,880.00
Digital Citizenship Consultant		13,000.00						13,000.00
Additional Staff			54,301.50	55,659.04	57,050.51	58,476.62	59,938.60	285,426.27
	Subtotal	252,216.08	365,401.46	499,330.50	514,589.27	501,655.64	550,484.55	2,683,677.50

## iPad Replacement Schedule

### 3-8; No K-2

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Most existing iPads	308	308						
Existing iPads	96	96	96					
3rd grade iPads	35							
BYOD 4th	44	44	44	44	44			
BYOD 6th	38	38	38					
Phase 1 w/BYOD	550	550	550					
Phase 2		714	714	714				
Phase 3			234	234	234			
Replace Phase 1				704	704	704		
Replace Phase 2					724	724	724	
Replace Phase 3						308	308	308
Subtotal	1071	1750	1676	1696	1706	1736	1032	308

### 3-8; Full K-2

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21
Most existing iPads	308	308						
Existing iPads	96	96	96					
3rd grade iPads	35							
BYOD 4th	44	44	44	44	44			
BYOD 6th	38	38	38					
Phase 1 w/BYOD	550	550	550					
Phase 2		714	714	714				
Phase 3			624	624	624			
Replace Phase 1				704	704	704		
Replace Phase 2					724	724	724	
Replace Phase 3						698	698	698
Subtotal	1071	1750	2066	2086	2096	2126	1422	698

### 4-7; No K-2

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21
Most existing iPads	308	308						
Existing iPads	96	96	96					
3rd grade iPads	35							
BYOD 4th	44	44	44	44	44			
BYOD 6th	38	38	38					
Phase 1 w/BYOD	550	550	550					
Phase 2		358	358	358				
Phase 3			590	590	590			
Replace Phase 1				704	704	704		
Replace Phase 2					368	368	368	
Replace Phase 3						664	664	664
Subtotal	1071	1394	1676	1696	1706	1736	1032	664

### 4-7; Full K-2

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21
Most existing iPads	308	308						
Existing iPads	96	96	96					
3rd grade iPads	35							
BYOD 4th	44	44	44	44	44			
BYOD 6th	38	38	38					
Phase 1 w/BYOD	550	550	550					
Phase 2		358	358	358				
Phase 3			980	980	980			
Replace Phase 1				704	704	704		
Replace Phase 2					368	368	368	
Replace Phase 3						1054	1054	1054
Subtotal	1071	1394	2066	2086	2096	2126	1422	1054

## iPad Lease Costs

	2015	2016	2017	2018	2019	2020	2021	2022
<b>3-8; No K-2</b>								
Most existing iPads								
Existing iPads								
3rd grade iPads								
BYOD 4th								
BYOD 6th								
Phase 1 w/BYOD	88,617.77	88,617.77	88,617.77					
Phase 2		116,815.57	116,815.57	116,815.57				
Phase 3			38,284.09	38,284.09	38,284.09			
Replace Phase 1				115,179.49	115,179.49	115,179.49		
Replace Phase 2					118,451.64	118,451.64	118,451.64	
Replace Phase 3					-	50,391.03	50,391.03	50,391.03
Subtotal	88,617.77	205,433.34	243,717.43	270,279.15	271,915.22	284,022.16	168,842.67	50,391.03

	2015	2016	2017	2018	2019	2020	2020	2021
<b>3-8; Full K-2</b>								
Most existing iPads								
Existing iPads								
3rd grade iPads								
BYOD 4th								
BYOD 6th								
Phase 1 w/BYOD	88,617.77	88,617.77	88,617.77					
Phase 2		116,815.57	116,815.57	116,815.57				
Phase 3			102,090.91	102,090.91	102,090.91			
Replace Phase 1				115,179.49	115,179.49	115,179.49		
Replace Phase 2					118,451.64	118,451.64	118,451.64	
Replace Phase 3					-	114,197.85	114,197.85	114,197.85
Subtotal	88,617.77	205,433.34	307,524.25	334,085.97	335,722.05	347,828.98	232,649.49	114,197.85

	2015	2016	2017	2018	2019	2020	2020	2021
<b>4-7; No K-2</b>								
Most existing iPads								
Existing iPads								
3rd grade iPads								
BYOD 4th								
BYOD 6th								
Phase 1 w/BYOD	88,617.77	88,617.77	88,617.77					
Phase 2		58,571.39	58,571.39	58,571.39				
Phase 3			96,528.27	96,528.27	96,528.27			
Replace Phase 1				115,179.49	115,179.49	115,179.49		
Replace Phase 2					60,207.46	60,207.46	60,207.46	
Replace Phase 3					-	108,635.20	108,635.20	108,635.20
Subtotal	88,617.77	147,189.16	243,717.43	270,279.15	271,915.22	284,022.16	168,842.67	108,635.20

	2015	2016	2017	2018	2019	2020	2020	2021
<b>4-7; Full K-2</b>								
Most existing iPads								
Existing iPads								
3rd grade iPads								
BYOD 4th								
BYOD 6th								
Phase 1 w/BYOD	88,617.77	88,617.77	88,617.77					
Phase 2		58,571.39	58,571.39	58,571.39				
Phase 3			160,335.09	160,335.09	160,335.09			
Replace Phase 1				115,179.49	115,179.49	115,179.49		
Replace Phase 2					60,207.46	60,207.46	60,207.46	
Replace Phase 3					-	172,442.03	172,442.03	172,442.03
Subtotal	88,617.77	147,189.16	307,524.25	334,085.97	335,722.05	347,828.98	232,649.49	172,442.03

**iPad Needs Breakout**

3-8; No K-2		2014-15			2015-16			
Grade	iPads	BYO	TOTAL	Total iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	
K	35		35	35	35		0	
1	78		78	78	78		0	
2	110		110	110	110	0	0	
3	64		64	200	35	35	200	
4	140	44	184	190	0		190	
5	0		0	190	184		6	
6	169	38	207	210	0		210	
7	68		68	210	207		3	
8	0		0	220	97		123	
Subtotal	664	82	746	1443	746	35	732	
Teachers	175		175	175	175	0	0	
Carts	74		74	98	98	0	0	
Total	913	82	995	1716	1019	35	732	
Extras	76		76	34	52	0	-18	
Total iPads	989	82	1071	1750	1071	35	714	
BYOD			0				0	
District iPads	989		1071	1750			714	

2016-17			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	80	40	0
200	110		90
200	200		0
200	190		10
210	190		20
220	210		10
220	210	97	107
1370	1270	137	237
175	245	73	3
98	201	98	-5
1643	1716	308	235
33	34	0	-1
1676	1750	308	234
			0
1676			234

2017-18			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40	40	40
40	40	40	40
40	40	0	0
200	220	0	-20
210	200		10
210	200		10
210	200		10
210	210		0
220	210	200	210
220	210	190	200
230	220	245	255
1390	1370	509	529
175	175	151	151
98	98	24	24
1663	1643	684	704
33	33	0	0
1696	1676	684	704
0	0		0
1696			704

2018-19			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	230		-30
210	200		10
210	210		0
220	210	200	210
220	210	190	200
220	210	324	334
1400	1390	714	724
175	175	0	0
98	98	0	0
1673	1663	714	724
33	33	0	0
1706	1696	714	724
0	0		0
1706			724

2019-2020			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40	40	40
200	220		-20
210	200		10
220	210		10
220	210		10
230	220		10
230	220	117	127
1430	1400	157	187
175	175	50	50
98	98	38	38
1703	1673	245	275
33	33	33	33
1736	1706	278	308
0	0		0
1736			308

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3-8; Full K-2		2014-15			2015-16			
Grade	iPads	BYO	TOTAL	Total iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	
K	35		35	35	35		0	
1	78		78	78	78		0	
2	110		110	110	110	0	0	
3	64		64	200	35	35	200	
4	140	44	184	190	0		190	
5	0		0	190	184		6	
6	169	38	207	210	0		210	
7	68		68	210	207		3	
8	0		0	220	97		123	
Subtotal	664	82	746	1443	746	35	732	
Teachers	175		175	175	175	0	0	
Carts	74		74	98	98	0	0	
Total	913	82	995	1716	1019	35	732	
Extras	76		76	34	52	0	-18	
Total iPads	989	82	1071	1750	1071	35	714	
BYOD			0				0	
District iPads	989		1071	1750			714	

2016-17			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	40		110
170	40		130
190	80	40	150
200	110		90
200	200		0
200	190		10
210	190		20
220	210		10
220	210	97	107
1760	1270	137	627
175	245	73	3
98	201	98	-5
2033	1716	308	625
33	34	0	-1
2066	1750	308	624
			0
2066			624

2017-18			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150	40	40
170	170	40	40
190	190	0	0
200	220	0	-20
210	200		10
210	200		10
210	200		10
210	210		0
220	210	200	210
220	210	190	200
230	220	245	255
1780	1760	509	529
175	175	151	151
98	98	24	24
2053	2033	684	704
33	33	0	0
2086	2066	684	704
0	0		0
2086			704

2018-19			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150		0
170	170		0
190	190		0
200	230		-30
210	200		10
210	210		0
220	210	200	210
220	210	190	200
220	210	324	334
1790	1780	714	724
175	175	0	0
98	98	0	0
2063	2053	714	724
33	33	0	0
2096	2086	714	724
0	0		0
2096			724

2019-2020			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150	110	110
170	170	130	130
190	190	190	190
200	220		-20
210	200		10
220	210		10
220	210		10
230	220		10
230	220	117	127
1820	1790	547	577
175	175	50	50
98	98	38	38
2093	2063	635	665
33	33	33	33
2126	2096	668	698
0	0		0
2126			698

**iPad Needs Breakout**

4-7; No K-2		2014-15			2015-16			
Grade	iPads	BYO	TOTAL	Total iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	
K	35		35	35	35		0	
1	78		78	78	78		0	
2	110		110	110	110	0	0	
3	64		64	64	64	35	35	
4	140	44	184	190	0		190	
5	0		0	190	184		6	
6	169	38	207	210	0		210	
7	68		68	210	207		3	
8	0		0	0	68		-68	
Subtotal	664	82	746	1087	746	35	376	
Teachers	175		175	175	175	0	0	
Carts	74		74	98	98	0	0	
Total	913	82	995	1360	1019	35	376	
Extras	76		76	34	52	0	-18	
Total iPads	989	82	1071	1394	1071	35	358	
BYOD			0				0	
District iPads	989		1071	1394			358	

2016-17			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	80	40	0
200	0		200
200	0		200
200	190		10
210	190		20
220	210		10
220	210	97	107
1370	960	137	547
175	199	73	49
98	201	98	-5
1643	1360	308	591
33	34	0	-1
1676	1394	308	590
			0
1676			590

2017-18			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40	40	40
40	40	40	40
40	40	0	0
200	220	0	-20
210	200		10
210	200		10
210	200		10
210	210	184	184
230	220	245	255
1390	1370	509	529
175	175	151	151
98	98	24	24
1663	1643	684	704
33	33	0	0
1696	1676	684	704
0	0		0
1696			704

2018-19			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40		0
200	230		-30
210	200		10
210	210		0
220	210		10
220	210	190	200
220	210	168	178
1400	1390	358	368
175	175	0	0
98	98	0	0
1673	1663	358	368
33	33	0	0
1706	1696	358	368
0	0		0
1706			368

2019-2020			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
40	40		0
40	40		0
40	40	40	40
200	220		-20
210	200		10
220	210	200	210
220	210	200	210
230	220		10
230	220	117	127
1430	1400	557	587
175	175	28	28
98	98	16	16
1703	1673	601	631
33	33	33	33
1736	1706	634	664
0	0		0
1736			664

95

4-7; Full K-2		2014-15			2015-16			
Grade	iPads	BYO	TOTAL	Total iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	
K	35		35	35	35		0	
1	78		78	78	78		0	
2	110		110	110	110	0	0	
3	64		64	64	64	35	35	
4	140	44	184	190	0		190	
5	0		0	190	184		6	
6	169	38	207	210	0		210	
7	68		68	210	207		3	
8	0		0	0	68		-68	
Subtotal	664	82	746	1087	746	35	376	
Teachers	175		175	175	175	0	0	
Carts	74		74	98	98	0	0	
Total	913	82	995	1360	1019	35	376	
Extras	76		76	34	52	0	-18	
Total iPads	989	82	1071	1394	1071	35	358	
BYOD			0				0	
District iPads	989		1071	1394			358	

2016-17			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	40		110
170	40		130
190	80	40	150
200			200
200			200
200	190		10
210	190		20
220	210		10
220	210	97	107
1760	960	137	937
175	199	73	49
98	201	98	-5
2033	1360	308	981
33	34	0	-1
2066	1394	308	980
			0
2066			980

2017-18			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150	40	40
170	170	40	40
190	190	0	0
200	220	0	-20
210	200		10
210	200		10
210	200		10
210	210	184	184
230	220	245	255
1780	1760	509	529
175	175	151	151
98	98	24	24
2053	2033	684	704
33	33	0	0
2086	2066	684	704
0	0		0
2086			704

2018-19			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150		0
170	170		0
190	190		0
200	230		-30
210	200		10
210	210		0
220	210		10
220	210	190	200
220	210	168	178
1790	1780	358	368
175	175	0	0
98	98	0	0
2063	2053	358	368
33	33	0	0
2096	2086	358	368
0	0		0
2096			368

2019-2020			
iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire
150	150	110	110
170	170	130	130
190	190	190	190
200	220		-20
210	200		10
220	210	200	210
220	210	200	210
230	220		10
230	220	117	127
1820	1790	947	977
175	175	28	28
98	98	16	16
2093	2063	991	1021
33	33	33	33
2126	2096	1024	1054
0	0		0
2126			1054



## Lincolnshire-Prairie View School District 103

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** February 17, 2015  
**Re:** Business Office Update

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### January 2015 Financial Reports

January revenues totaled \$279,202.26, bringing year-to-date revenues to \$14,551,007.04 or 47.4% of budget. This is normal in the flow of revenues. January of 2014 we were 47.6% received. Notable revenues include \$15,911.49 in CPPRT, \$132,848.39 in Full Day Kindergarten payments, \$58,984.70 in 103 Club fees, and \$15,467.12 in Impact Fees.

January expenditures totaled \$2,190,542.00, bringing year-to-date expenditures to \$17,294,648.40 or 57.8% of budget. At 58.3% through the fiscal year, salaries and benefits (79% of our budget) are 55.8% spent.

January fund balances decreased \$1.9 million to \$18.4 million.

### Investment Reports

Included are the January 2015 investment reports. Overall, our weighted yield again increased. At 1.100% (up from 1.016% in December), we are at the highest yield since July 2009. Due to anticipated investment maturities over the next few months, our weighted yield will likely climb to over 1.200 by the end of March.

### Preliminary Renewal for Medical Insurance

Our preliminary renewal for medical insurance is at 2.7%! We are very excited to hear this very recent news. The renewals will be finalized in April.

### Fiscal Year 2016 Budget – Staffing Plans

Included for you are draft staffing plans based on information I have received to date. This is a draft and will likely change. The two drafts are for certified staff and administration. For the certified plan, I think we have done the best job yet of summarizing the positions. The 0.5 FTE is a reduction in the Kindergarten program for 1 0.5 FTE position. For administration, there are no changes. To read the reports, think Blue + Yellow = Green. I will have a classified staff plan to you at the next meeting.

**Similar to last year, I am requesting that staffing plans, salary changes, and employment contracts be completed by the end of March in order to prepare the budget properly.**

# Revenue Report

1/31/2015

% of Fiscal Year Completed **58.3%**

	MTD Jan	YTD Actual	Fiscal Year 2015 Adopted Budget	Budget Balance	% Budget Received
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## Education Fund

Local Revenue	227,482.29	11,521,415.22	24,196,000	12,674,584.78	47.6%
State Revenue	-	256,363.62	673,500	417,136.38	38.1%
Federal Revenue	-	9,413.61	165,500	156,086.39	5.7%
<b>Subtotal Education Fund</b>	<b>227,482.29</b>	<b>11,787,192.45</b>	<b>25,035,000</b>	<b>13,247,807.55</b>	<b>47.1%</b>
Total Education Fund	227,482.29	11,787,192.45	25,035,000	13,247,807.55	47.1%

## Operations & Maintenance Fund

Local Revenue	15,528.40	1,314,165.05	2,410,600	1,096,434.95	54.5%
State Revenue	31,105.98	238,651.72	370,000	131,348.28	64.5%
<b>Subtotal O &amp; M Fund</b>	<b>46,634.38</b>	<b>1,552,816.77</b>	<b>2,780,600</b>	<b>1,227,783.23</b>	<b>55.8%</b>
Transfers	-	-	-	-	No Bud
Total O&M Fund	46,634.38	1,552,816.77	2,780,600	1,227,783.23	55.8%

## Debt Service Fund

Local Revenue	-	-	170,000	170,000.00	0.0%
<b>Subtotal Debt Service Fund</b>	<b>-</b>	<b>-</b>	<b>170,000</b>	<b>170,000.00</b>	<b>0.0%</b>
Transfers	-	-	413,435	413,435.00	0.0%
Total Debt Service Fund	-	-	583,435	583,435.00	0.0%

## Transportation Fund

Local Revenue	5,070.10	748,393.36	1,430,800	682,406.64	52.3%
State Revenue	-	165,043.81	384,000	218,956.19	43.0%
<b>Subtotal Transportation Fund</b>	<b>5,070.10</b>	<b>913,437.17</b>	<b>1,814,800</b>	<b>901,362.83</b>	<b>50.3%</b>
Total Transportation Fund	5,070.10	913,437.17	1,814,800	901,362.83	50.3%

## Retirement Fund

Local Revenue	15.49	297,552.04	833,600	536,047.96	35.7%
<b>Subtotal Retirement Fund</b>	<b>15.49</b>	<b>297,552.04</b>	<b>833,600</b>	<b>536,047.96</b>	<b>35.7%</b>
Total Retirement Fund	15.49	297,552.04	833,600	536,047.96	35.7%

## Capital Projects Fund

Local Revenue	-	-	50,000	50,000.00	0.0%
<b>Subtotal Cap. Projects Fund</b>	<b>-</b>	<b>-</b>	<b>50,000</b>	<b>50,000.00</b>	<b>0.0%</b>
Transfers	-	-	-	-	No Bud
Total Cap. Projects Fund	-	-	50,000	50,000.00	0.0%

## Working Cash Fund

Local Revenue	-	8.61	-	(8.61)	No Bud
<b>Subtotal Working Cash Fund</b>	<b>-</b>	<b>8.61</b>	<b>-</b>	<b>(8.61)</b>	<b>No Bud</b>
Total Working Cash Fund	-	8.61	-	(8.61)	No Bud

## All Funds

Local Revenue	248,096.28	13,881,534.28	29,091,000	15,209,465.72	47.7%
State Revenue	31,105.98	660,059.15	1,427,500	767,440.85	46.2%
Federal Revenue	-	9,413.61	165,500	156,086.39	5.7%
<b>Subtotal All Funds</b>	<b>279,202.26</b>	<b>14,551,007.04</b>	<b>30,684,000</b>	<b>16,132,992.96</b>	<b>47.4%</b>
"On Behalf"/Transfers	-	-	413,435	413,435.00	0.0%
Total All Funds	279,202.26	14,551,007.04	31,097,435	16,546,427.96	46.8%

# Expenditure Report

% of Fiscal Year Complete: **58.3%**

1/31/2015

	MTD Jan	YTD Actual	Fiscal Year 2015 Adopted Budget	Budget Balance	% Budget Expensed
<b>Education Fund</b>					
Salaries	1,373,883.93	9,396,506.88	16,908,850.00	7,512,343.12	55.6%
Benefits	275,934.52	1,811,047.25	3,285,200.00	1,474,152.75	55.1%
Purchased Services	110,984.56	1,331,459.46	1,847,591.00	516,131.54	72.1%
Supplies	81,275.38	710,055.58	1,259,108.00	549,052.42	56.4%
Capital Outlay	-	203,682.74	193,000.00	(10,682.74)	105.5%
Other	35,555.35	291,786.93	859,050.00	567,263.07	34.0%
Non-Capitalized Equipment	626.25	31,368.54	26,000.00	(5,368.54)	120.6%
Termination Benefits	-	77,629.45	77,300.00	(329.45)	100.4%
<b>Subtotal Education Fund</b>	<b>1,878,259.99</b>	<b>13,853,536.83</b>	<b>24,456,099.00</b>	<b>10,602,562.17</b>	<b>56.6%</b>
Transfers	-	-	186,010.00	186,010.00	0.0%
Total Education Fund	1,878,259.99	13,853,536.83	24,642,109.00	10,788,572.17	56.2%
<b>Operations and Maintenance Fund</b>					
Salaries	67,696.09	495,109.01	875,600.00	380,490.99	56.5%
Benefits	13,844.21	96,464.60	165,700.00	69,235.40	58.2%
Purchased Services	(764.38)	162,132.18	235,600.00	73,467.82	68.8%
Supplies	10,162.66	88,202.76	127,000.00	38,797.24	69.5%
Capital Outlay	867.00	367,992.86	500,000.00	132,007.14	73.6%
Other	390.00	500.00	500.00	-	100.0%
Non-Capitalized Equipment	-	2,629.25	2,000.00	(629.25)	131.5%
<b>Subtotal O&amp;M Fund</b>	<b>91,805.58</b>	<b>1,213,030.66</b>	<b>1,905,900.00</b>	<b>692,869.34</b>	<b>63.6%</b>
Transfers	-	-	227,425.00	227,425.00	0.0%
Total O&M Fund	91,805.58	1,213,030.66	2,133,325.00	920,294.34	56.9%
<b>Debt Service Fund</b>					
Purchased Services	400.00	1,315.00	1,200.00	(115.00)	109.6%
Other	156.15	485,403.79	582,235.00	96,831.21	83.4%
<b>Subtotal Debt Service Fund</b>	<b>556.15</b>	<b>486,718.79</b>	<b>583,435.00</b>	<b>96,716.21</b>	<b>83.4%</b>
Transfers	-	-	-	-	No Bud
Total Debt Service Fund	556.15	486,718.79	583,435.00	96,716.21	83.4%
<b>Transportation Fund</b>					
Salaries	86,419.03	538,282.74	908,000.00	369,717.26	59.3%
Benefits	27,410.00	194,153.42	338,500.00	144,346.58	57.4%
Purchased Services	9,277.98	293,135.49	387,300.00	94,164.51	75.7%
Supplies	8,938.38	71,269.82	160,000.00	88,730.18	44.5%
Other	95.00	427.00	700.00	273.00	61.0%
Non-Capitalized Equipment	-	3,000.00	5,000.00	2,000.00	60.0%
<b>Subtotal Trans. Fund</b>	<b>132,140.39</b>	<b>1,100,268.47</b>	<b>1,799,500.00</b>	<b>699,231.53</b>	<b>61.1%</b>
Transfers	-	-	-	-	No Bud
Total Trans. Fund	132,140.39	1,100,268.47	1,799,500.00	699,231.53	61.1%
<b>Retirement Fund</b>					
Benefits	87,389.89	641,093.65	1,141,165.00	500,071.35	56.2%
<b>Subtotal Retirement Fund</b>	<b>87,389.89</b>	<b>641,093.65</b>	<b>1,141,165.00</b>	<b>500,071.35</b>	<b>56.2%</b>
Total Retirement Fund	87,389.89	641,093.65	1,141,165.00	500,071.35	56.2%
<b>Capital Projects Fund</b>					
Capital Outlay	-	-	50,000.00	50,000.00	0.0%
<b>Subtotal Cap. Projects Fund</b>	<b>-</b>	<b>-</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>0.0%</b>
Total Cap. Projects Fund	-	-	50,000.00	50,000.00	0.0%
<b>All Funds</b>					
Salaries	1,527,999.05	10,429,898.63	18,692,450.00	8,262,551.37	55.8%
Benefits	404,578.62	2,742,758.92	4,930,565.00	2,187,806.08	55.6%
Purchased Services	119,898.16	1,788,042.13	2,471,691.00	683,648.87	72.3%
Supplies	100,376.42	869,528.16	1,546,108.00	676,579.84	56.2%
Capital Outlay	867.00	571,675.60	743,000.00	171,324.40	76.9%
Other	36,196.50	778,117.72	1,442,485.00	664,367.28	53.9%
Non-Capitalized Equipment	626.25	36,997.79	33,000.00	(3,997.79)	112.1%
Termination Benefits	-	77,629.45	77,300.00	(329.45)	100.4%
<b>Subtotal All Funds</b>	<b>2,190,542.00</b>	<b>17,294,648.40</b>	<b>29,936,599.00</b>	<b>12,641,950.60</b>	<b>57.8%</b>
Transfers	-	-	413,435.00	413,435.00	0.0%
Total All Funds	2,190,542.00	17,294,648.40	30,350,034.00	13,055,385.60	57.0%

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
ALL FUNDS  
MONTH ENDED JANUARY 31, 2015

	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	10+20+40+50+70 Total Operating	Total All Funds
<b>REVENUES</b>									
Local Sources	227,482.29	15,528.40	-	5,070.10	15.49	-	-	248,096.28	248,096.28
State Sources	-	31,105.98	-	-	-	-	-	31,105.98	31,105.98
Federal Sources	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>227,482.29</b>	<b>46,634.38</b>	<b>-</b>	<b>5,070.10</b>	<b>15.49</b>	<b>-</b>	<b>-</b>	<b>279,202.26</b>	<b>279,202.26</b>
<b>EXPENDITURES</b>									
Salaries	1,373,883.93	67,696.09	-	86,419.03	-	-	-	1,527,999.05	1,527,999.05
Benefits	275,934.52	13,844.21	-	27,410.00	87,389.89	-	-	404,578.62	404,578.62
Purchased Services	110,984.56	(764.38)	400.00	9,277.98	-	-	-	119,498.16	119,898.16
Supplies	81,275.38	10,162.66	-	8,938.38	-	-	-	100,376.42	100,376.42
Capital Outlay	-	867.00	-	-	-	-	-	867.00	867.00
Other	35,555.35	390.00	156.15	95.00	-	-	-	36,040.35	36,196.50
Non-Capitalized Equip.	626.25	-	-	-	-	-	-	626.25	626.25
Termination Benefits	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>1,878,259.99</b>	<b>92,195.58</b>	<b>556.15</b>	<b>132,140.39</b>	<b>87,389.89</b>	<b>-</b>	<b>-</b>	<b>2,189,985.85</b>	<b>2,190,542.00</b>
Excess (deficiency) of revenues over expenditures	(1,650,777.70)	(45,561.20)	(556.15)	(127,070.29)	(87,374.40)	-	-	(1,910,783.59)	(1,911,339.74)
<b>OTHER FINANCING SOURCES (USES)</b>									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Net changes in fund balances	(1,650,777.70)	(45,561.20)	(556.15)	(127,070.29)	(87,374.40)	-	-	(1,910,783.59)	(1,911,339.74)
Fund Balance: 12/31/2014	16,464,004.77	1,712,890.07	(264,989.11)	1,359,420.55	551,384.25	-	520,342.88	20,608,042.52	20,343,053.41
Fund Balance: 01/31/2015	\$ 14,813,227.07	\$ 1,667,328.87	\$ (265,545.26)	\$ 1,232,350.26	\$ 464,009.85	\$ -	\$ 520,342.88	\$ 18,697,258.93	\$ 18,431,713.67

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**ALL FUNDS**  
**MONTH ENDED JANUARY 31, 2015**

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
<b>REVENUES</b>									
Local Sources									
Property Tax Receipts	560.05	61.28	-	38.38	15.49	-	-	675.20	675.20
CPPRT	15,911.49	-	-	-	-	-	-	15,911.49	15,911.49
Tuition - Full Day Kindergarten	132,848.39	-	-	-	-	-	-	132,848.39	132,848.39
Tuition - Summer School	-	-	-	-	-	-	-	-	-
Paid Student Trips	-	-	-	-	-	-	-	-	-
Summer School Trans Fees	-	-	-	-	-	-	-	-	-
SPED Trans Fees Other LEAs	-	-	-	-	-	-	-	-	-
Interest	283.73	-	-	-	-	-	-	283.73	283.73
Admissions - Athletic	-	-	-	-	-	-	-	-	-
Admissions - Other	-	-	-	-	-	-	-	-	-
After School Activities	2,377.00	-	-	-	-	-	-	2,377.00	2,377.00
Technology Fee	604.00	-	-	-	-	-	-	604.00	604.00
PE Uniform/Lock Fee	64.00	-	-	-	-	-	-	64.00	64.00
Fine Arts Fee	65.00	-	-	-	-	-	-	65.00	65.00
Graduation Fee	-	-	-	-	-	-	-	-	-
Sprague Class Project Fee	56.00	-	-	-	-	-	-	56.00	56.00
Half Day Class Project Fee	48.00	-	-	-	-	-	-	48.00	48.00
Field Trips	1,319.00	-	-	-	-	-	-	1,319.00	1,319.00
Sale of Athletic Wear	-	-	-	-	-	-	-	-	-
103 Club Fees	58,984.70	-	-	-	-	-	-	58,984.70	58,984.70
Student ID Fees/Fines	150.00	-	-	-	-	-	-	150.00	150.00
Library Fees/Fines	52.07	-	-	-	-	-	-	52.07	52.07
Textbook Fees	5,118.78	-	-	-	-	-	-	5,118.78	5,118.78
PTO/Foundation Donations	-	-	-	-	-	-	-	-	-
Other Donations	1,000.00	-	-	-	-	-	-	1,000.00	1,000.00
Misc. Donations	-	-	-	-	-	-	-	-	-
Facility Rental	-	-	-	-	-	-	-	-	-
Impact Fees	-	15,467.12	-	-	-	-	-	15,467.12	15,467.12
Refunds from Prior Yr. Expenses	22.08	-	-	-	-	-	-	22.08	22.08
Payment from other LEA's	-	-	-	-	-	-	-	-	-
Camp Revenue	-	-	-	-	-	-	-	-	-
Loredo Taft Revenue	1,504.00	-	-	-	-	-	-	1,504.00	1,504.00
Other Local Revenue	6,514.00	-	-	5,031.72	-	-	-	11,545.72	11,545.72
<b>Total Local Sources</b>	<b>227,482.29</b>	<b>15,528.40</b>	<b>-</b>	<b>5,070.10</b>	<b>15.49</b>	<b>-</b>	<b>-</b>	<b>248,096.28</b>	<b>248,096.28</b>
State Sources									
General State Aid	-	31,105.98	-	-	-	-	-	31,105.98	31,105.98
Spec. Ed. Private Facility	-	-	-	-	-	-	-	-	-
Spec. Ed. Extraordinary	-	-	-	-	-	-	-	-	-
Spec. Ed. Personnel	-	-	-	-	-	-	-	-	-
Spec. Ed. Summer School	-	-	-	-	-	-	-	-	-

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**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**ALL FUNDS**  
**MONTH ENDED JANUARY 31, 2015**

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
Bilingual	-	-	-	-	-	-	-	-	-
Transportation - Regular	-	-	-	-	-	-	-	-	-
Transportation - Spec. Ed.	-	-	-	-	-	-	-	-	-
Orphanage Tuition	-	-	-	-	-	-	-	-	-
Library Per Capital Grant	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	-	-	-
<b>Total State Sources</b>	-	31,105.98	-	-	-	-	-	31,105.98	31,105.98
<b>Federal Sources</b>									
Special Milk Program	-	-	-	-	-	-	-	-	-
Title I - Low Income	-	-	-	-	-	-	-	-	-
IDEA Preschool	-	-	-	-	-	-	-	-	-
IDEA Flow Through	-	-	-	-	-	-	-	-	-
IDEA Room & Board	-	-	-	-	-	-	-	-	-
Title II - Teacher Quality	-	-	-	-	-	-	-	-	-
Medicaid Reimbursement	-	-	-	-	-	-	-	-	-
<b>Total Federal Sources</b>	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	227,482.29	46,634.38	-	5,070.10	15.49	-	-	279,202.26	279,202.26
<b>EXPENDITURES</b>									
<b>Salaries</b>									
Admin Salaries	127,585.23	8,962.12	-	7,570.45	-	-	-	144,117.80	144,117.80
Teacher Salaries	977,098.24	-	-	-	-	-	-	977,098.24	977,098.24
Extra Duty Stipends	51,170.24	-	-	-	-	-	-	51,170.24	51,170.24
Classified Salaries	196,774.12	58,733.97	-	78,848.58	-	-	-	334,356.67	334,356.67
Substitutes	21,256.10	-	-	-	-	-	-	21,256.10	21,256.10
<b>Total Salaries</b>	1,373,883.93	67,696.09	-	86,419.03	-	-	-	1,527,999.05	1,527,999.05
<b>Benefits</b>									
Transp. IMRF/SS/Medicare	-	-	-	2,013.84	-	-	-	2,013.84	2,013.84
TRS	29,433.95	-	-	-	-	-	-	29,433.95	29,433.95
IMRF	-	-	-	-	45,383.12	-	-	45,383.12	45,383.12
Social Security	-	-	-	-	25,478.90	-	-	25,478.90	25,478.90
Medicare	-	-	-	-	16,527.87	-	-	16,527.87	16,527.87
Medical Insurance	220,533.27	12,017.19	-	24,451.70	-	-	-	257,002.16	257,002.16
Life Insurance	3,504.96	147.96	-	104.93	-	-	-	3,757.85	3,757.85
Retiree Insurance	8,940.41	1,679.06	-	839.53	-	-	-	11,459.00	11,459.00
Tuition Reimbursement	13,521.93	-	-	-	-	-	-	13,521.93	13,521.93
<b>Total Benefits</b>	275,934.52	13,844.21	-	27,410.00	87,389.89	-	-	404,578.62	404,578.62
<b>Purchased Services</b>									
Professional Development	6,085.38	595.00	-	80.00	-	-	-	6,760.38	6,760.38
Consultation/Workshops	12,142.61	-	-	-	-	-	-	12,142.61	12,142.61
Data Processing	1,447.41	-	-	-	-	-	-	1,447.41	1,447.41

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**ALL FUNDS**  
**MONTH ENDED JANUARY 31, 2015**

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
Auditing Services	-	-	-	-	-	-	-	-	-
Legal Services	1,582.00	-	-	-	-	-	-	1,582.00	1,582.00
Other Professional Services	4,714.07	528.79	400.00	648.93	-	-	-	5,891.79	6,291.79
Sanitation Services	1,276.33	-	-	-	-	-	-	1,276.33	1,276.33
Snow Removal	-	-	-	-	-	-	-	-	-
Rentals	12,716.29	5,024.25	-	-	-	-	-	17,740.54	17,740.54
Property Upkeep Services	-	(7,134.38)	-	3,584.47	-	-	-	(3,549.91)	(3,549.91)
Pupil Transportation Services	-	-	-	4,163.60	-	-	-	4,163.60	4,163.60
Travel	383.07	-	-	-	-	-	-	383.07	383.07
Student-Paid Trips	-	-	-	-	-	-	-	-	-
Telephone	5,271.18	221.96	-	35.98	-	-	-	5,529.12	5,529.12
Postage	483.96	-	-	-	-	-	-	483.96	483.96
Printing Services	1,589.48	-	-	-	-	-	-	1,589.48	1,589.48
Water/Sewer Services	1,592.51	-	-	-	-	-	-	1,592.51	1,592.51
Other Insurance	381.00	-	-	-	-	-	-	381.00	381.00
Other Purchased Services	5,679.23	-	-	120.00	-	-	-	5,799.23	5,799.23
Service Agreements	55,640.04	-	-	645.00	-	-	-	56,285.04	56,285.04
Total Purchased Services	110,984.56	(764.38)	400.00	9,277.98	-	-	-	119,498.16	119,898.16
Supplies									
General Supplies	19,021.55	9,913.06	-	367.69	-	-	-	29,302.30	29,302.30
Art Supplies	2,625.09	-	-	-	-	-	-	2,625.09	2,625.09
Paper Supplies	-	-	-	-	-	-	-	-	-
Spanish Supplies	87.61	-	-	-	-	-	-	87.61	87.61
Student-Paid Supplies	2,765.53	-	-	-	-	-	-	2,765.53	2,765.53
Science Supplies	509.30	-	-	-	-	-	-	509.30	509.30
Social Studies Supplies	-	-	-	-	-	-	-	-	-
English Language Arts Supplies	536.05	-	-	-	-	-	-	536.05	536.05
Math Supplies	1,099.31	-	-	-	-	-	-	1,099.31	1,099.31
Supplies - Other	20,034.63	-	-	-	-	-	-	20,034.63	20,034.63
Textbooks	1,836.59	-	-	-	-	-	-	1,836.59	1,836.59
Library Books	1,629.73	-	-	-	-	-	-	1,629.73	1,629.73
Periodicals	1,693.01	-	-	-	-	-	-	1,693.01	1,693.01
Fuel	-	249.60	-	7,992.61	-	-	-	8,242.21	8,242.21
Natural Gas	10,071.25	-	-	-	-	-	-	10,071.25	10,071.25
Electricity	17,440.17	-	-	-	-	-	-	17,440.17	17,440.17
Other Supplies	1,925.56	-	-	578.08	-	-	-	2,503.64	2,503.64
Total Supplies	81,275.38	10,162.66	-	8,938.38	-	-	-	100,376.42	100,376.42
Capital Outlay									
Capital Outlay	-	867.00	-	-	-	-	-	867.00	867.00
Building Improvements	-	-	-	-	-	-	-	-	-
Site Improvements	-	-	-	-	-	-	-	-	-
Total Capital Outlay	-	867.00	-	-	-	-	-	867.00	867.00

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE**  
**ALL FUNDS**  
**MONTH ENDED JANUARY 31, 2015**

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
<b>Other</b>									
Principal	-	-	156.15	-	-	-	-	-	156.15
Interest	-	-	-	-	-	-	-	-	-
Dues and Fees	2,760.00	390.00	-	95.00	-	-	-	3,245.00	3,245.00
Tuition	7,131.30	-	-	-	-	-	-	7,131.30	7,131.30
Miscellaneous Objects	25,664.05	-	-	-	-	-	-	25,664.05	25,664.05
<b>Total Other</b>	<b>35,555.35</b>	<b>390.00</b>	<b>156.15</b>	<b>95.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>36,040.35</b>	<b>36,196.50</b>
Total Non-Capitalized Equipment	626.25	-	-	-	-	-	-	626.25	626.25
Total Termination Benefits	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>1,878,259.99</b>	<b>92,195.58</b>	<b>556.15</b>	<b>132,140.39</b>	<b>87,389.89</b>	<b>-</b>	<b>-</b>	<b>2,189,985.85</b>	<b>2,190,542.00</b>
Excess (deficiency) of revenues over expenditures	(1,650,777.70)	(45,561.20)	(556.15)	(127,070.29)	(87,374.40)	-	-	(1,910,783.59)	(1,911,339.74)
<b>OTHER FINANCING SOURCES (USES)</b>									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Net changes in fund balances	(1,650,777.70)	(45,561.20)	(556.15)	(127,070.29)	(87,374.40)	-	-	(1,910,783.59)	(1,911,339.74)
Fund Balance: 12/31/2014	16,464,004.77	1,712,890.07	(264,989.11)	1,359,420.55	551,384.25	-	520,342.88	20,608,042.52	20,343,053.41
Fund Balance: 01/31/2015	\$ 14,813,227.07	\$ 1,667,328.87	\$ (265,545.26)	\$ 1,232,350.26	\$ 464,009.85	\$ -	\$ 520,342.88	\$ 18,697,258.93	\$ 18,431,713.67

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
 STATEMENT OF FINANCIAL POSITION  
 ALL FUNDS  
 JANUARY 31, 2015

	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	Total Operating	Total All Funds
<b>ASSETS</b>									
US Bank - AP	783,258.39	2,076.04	(265,545.26)	16,096.71	294.87	-	-	801,726.01	536,180.75
US Bank - Payroll	10,150.63	61.66	-	530.50	-	-	-	10,742.79	10,742.79
US Bank - RevTrak	116,442.67	-	-	-	-	-	-	116,442.67	116,442.67
PMA - LIQ	-	-	-	-	-	-	-	-	-
PMA - MAX	-	-	-	-	-	-	-	-	-
PMA - Fixed Rate Investments	13,751,476.58	1,664,578.70	-	1,215,723.05	463,714.98	-	520,342.88	17,615,836.19	17,615,836.19
IIIT	19,356.39	-	-	-	-	-	-	19,356.39	19,356.39
Bank Financial	89,026.74	-	-	-	-	-	-	89,026.74	89,026.74
Imprest Fund	31,978.25	-	-	-	-	-	-	31,978.25	31,978.25
Petty Cash	500.00	-	-	-	-	-	-	500.00	500.00
<b>TOTAL ASSETS</b>	<b>14,802,189.65</b>	<b>1,666,716.40</b>	<b>(265,545.26)</b>	<b>1,232,350.26</b>	<b>464,009.85</b>	<b>-</b>	<b>520,342.88</b>	<b>18,685,609.04</b>	<b>18,420,063.78</b>
<b>LIABILITIES &amp; FUND BALANCE</b>									
<b>LIABILITIES</b>									
Accounts Payable	189.65	-	-	-	-	-	-	189.65	189.65
Dental Insurance Payable	(8,032.66)	-	-	-	-	-	-	(8,032.66)	(8,032.66)
Flex Spending Account Payable	(1,609.41)	-	-	-	-	-	-	(1,609.41)	(1,609.41)
Tech Program Receivable	(1,585.00)	(612.47)	-	-	-	-	-	(2,197.47)	(2,197.47)
Total Liabilities	(11,037.42)	(612.47)	-	-	-	-	-	(11,649.89)	(11,649.89)
<b>FUND BALANCE</b>									
Fund Balance	14,813,227.07	1,667,328.87	(265,545.26)	1,232,350.26	464,009.85	-	520,342.88	18,697,258.93	18,431,713.67
Total Fund Balance	14,813,227.07	1,667,328.87	(265,545.26)	1,232,350.26	464,009.85	-	520,342.88	18,697,258.93	18,431,713.67
<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>14,802,189.65</b>	<b>1,666,716.40</b>	<b>(265,545.26)</b>	<b>1,232,350.26</b>	<b>464,009.85</b>	<b>-</b>	<b>520,342.88</b>	<b>18,685,609.04</b>	<b>18,420,063.78</b>

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**TREASURER'S REPORT**  
**ALL FUNDS**  
**JANUARY 31, 2015**

**CASH BALANCE PER BOOKS**

Educational Fund	14,802,189.65
Operations and Maintenance	1,666,716.40
Debt Service Fund	(265,545.26)
Transportation Fund	1,232,350.26
Retirement Fund	464,009.85
Capital Projects Fund	-
Working Cash Fund	520,342.88
<b>TOTALS:</b>	<b><u>\$ 18,420,063.78</u></b>

**BANK BALANCES & INVESTMENTS**

<b>US Bank - AP</b>	
Statement Balance	704,235.76
Less: Outstanding Checks	168,055.01
	<u>\$ 536,180.75</u>
<b>US Bank - Payroll</b>	
Statement Balance	18,355.48
Less: Outstanding Checks	7,612.69
	<u>\$ 10,742.79</u>
<b>US Bank - Other</b>	
RevTrak Account Balance	\$ 116,442.67
Imprest	33,219.25
Petty Cash	500.00
Less: Outstanding Imprest Checks	1,241.00
	148,920.92
<b>PMA Financial Network</b>	
ISDLAF - LIQ	(0.00)
ISDLAF - MAX	(0.00)
Fixed Rate Investments	17,615,836.19
	<u>\$ 17,615,836.19</u>
<b>Illinois Inst Investors Trust</b>	
CMF	19,356.39
<b>Bank Financial</b>	
Money Market	89,026.74
<b>TOTALS:</b>	<b><u>\$ 18,420,063.78</u></b>

Certified by:



Dan Stanley, Treasurer

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**  
**STATEMENT OF FINANCIAL ACTIVITY**  
**ACTIVITY FUNDS**  
**MONTH ENDED JAN 31, 2015**

Account	Beginning Balance	Deposits	Withdrawals	Ending Balance
Bank Interest	158.26	6.70	(12.95)	152.01
District Convenience	124.63			124.63
DW - Convenience	1,303.27	48.36	(416.00)	935.63
DW - NJHS	1,443.93			1,443.93
DW - Scholarship	836.63		(245.00)	591.63
DW - Student Council	3,963.19	1,633.00		5,596.19
DW - Toys for Tots	506.58		(362.07)	144.51
DW - Wright Track Club	38.33			38.33
DW - Yearbook	31,936.58	108.00		32,044.58
HD - Convenience	707.26			707.26
HD - Student Council	2,877.86			2,877.86
HD - Yearbook	20,897.86	20.00		20,917.86
SP - Convenience	1,394.25		(189.35)	1,204.90
SP - Yearbook	12,578.19	160.00		12,738.19
<b>Total Accounts</b>	<b>78,766.82</b>	<b>1,976.06</b>	<b>(1,225.37)</b>	<b>79,517.51</b>

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

INVESTMENT PORTFOLIO

JANUARY 31, 2015

Investment Type	Settle Date	Maturity Date	# of Days	Institution	Cost	Rate
Money Market	1/31/2015	1/31/2015		ISDLAF+ LIQ Account	-	0.010%
Money Market	1/31/2015	1/31/2015		Illinois Portfolio, IIIT Class	19,356.39	0.020%
Money Market	1/31/2015	1/31/2015		ISDLAF+ MAX Account	-	0.040%
Money Market	1/31/2015	1/31/2015		Bank Financial Public Funds	89,026.74	0.200%
Money Market	1/31/2015	1/31/2015		Savings Deposit Account - RBS Citizens Bank	2,308,861.61	0.090%
Certificate of Deposit	9/5/2014	2/2/2015	150	CITIBANK - IMMA TERM - L (2015)	\$1,100,000.00	0.100%
DTC CD	8/13/2014	2/11/2015	182	Bank of India Certificate of Deposit	\$249,060.62	0.301%
DTC CD	8/13/2014	2/17/2015	188	Investors Bank (mhc) Certificate of Deposit	\$249,253.65	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	LANDMARK COMMUNITY BANK	\$249,800.00	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	BAR HARBOR BANK & TRUST	\$149,680.00	0.101%
Certificate of Deposit	9/11/2014	2/18/2015	160	STATE BANK OF NEW RICHLAND	\$200,920.00	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	TALMER BANK AND TRUST	\$249,800.00	0.101%
Certificate of Deposit	9/11/2014	2/18/2015	160	ASSOCIATED BANK, NA (N)	\$249,800.00	0.100%
Certificate of Deposit	7/31/2014	3/10/2015	222	BOFI FEDERAL BANK	\$249,800.00	0.110%
DTC CD	9/10/2014	3/10/2015	181	SANTANDER BANK, N.A. / SOVEREIGN BANK	\$249,246.06	0.201%
Certificate of Deposit	9/11/2014	3/10/2015	180	TEXAS CAPITAL BANK	\$249,800.00	0.110%
DTC CD	9/17/2014	3/17/2015	181	CITIZENS BANK, NA CD	\$249,246.13	0.151%
Certificate of Deposit	9/26/2014	3/25/2015	180	STERNS BANK NA (N)	\$249,800.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	IDB BANK- NY	\$249,700.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	AFFILIATED BANK	\$249,700.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	ENERBANK USA	\$249,600.00	0.150%
Certificate of Deposit	6/5/2014	3/26/2015	294	BANK OF THE OZARKS	\$249,600.00	0.156%
Certificate of Deposit	9/30/2014	3/30/2015	181	CITIZENS BANK OF PENNSYLVANIA CD	\$249,246.13	0.151%
Certificate of Deposit	2/26/2014	4/10/2015	408	SONABANK	\$249,300.00	0.250%
Certificate of Deposit	2/26/2014	4/10/2015	408	REPUBLIC BANK OF CHICAGO	\$248,700.00	0.250%
Certificate of Deposit	9/4/2014	4/10/2015	218	WESTERN ALLIANCE BANK / TORREY PINE	\$149,000.00	0.100%
Certificate of Deposit	9/4/2014	4/10/2015	218	THE FIRST, NA	\$249,800.00	0.101%
Certificate of Deposit	6/5/2014	4/22/2015	321	ORRSTOWN BANK	\$201,900.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$82,600.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$83,000.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$84,000.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANK OF CHINA	\$249,600.00	0.157%
Certificate of Deposit	6/5/2014	4/22/2015	321	FAR EAST NATIONAL BANK	\$249,500.00	0.200%
Certificate of Deposit	6/5/2014	4/22/2015	321	ONEWEST BANK, NA	\$249,400.00	0.270%
Certificate of Deposit	9/4/2014	4/22/2015	230	BAR HARBOR BANK & TRUST	\$100,000.00	0.100%
Certificate of Deposit	9/4/2014	4/22/2015	230	WESTERN ALLIANCE BANK / TORREY PINE	\$100,000.00	0.100%
Term Series	9/26/2014	4/29/2015	215	ISDLAF+ TERM SERIES	\$1,500,000.00	0.110%
Term Series	6/13/2014	5/11/2015	332	ISDLAF+ TERM SERIES	\$800,000.00	0.160%
Certificate of Deposit	6/6/2013	6/8/2015	732	FIRST CAPITAL BANK	\$248,500.00	0.300%
Certificate of Deposit	6/6/2013	6/8/2015	732	FIFTH THIRD BANK	\$248,100.00	0.368%
Certificate of Deposit	6/10/2013	6/10/2015	730	VIRGINIA HERITAGE BANK	\$248,000.00	0.398%
Certificate of Deposit	6/12/2014	6/12/2015	365	UNITY NATIONAL BANK OF HOUSTON	\$249,400.00	0.212%
Certificate of Deposit	6/12/2014	6/12/2015	365	KANSAS STATE BANK OF MANHATTAN	\$249,300.00	0.243%
DTC CD	6/24/2014	6/24/2015	365	Bank Of Baroda Certificate of Deposit	\$249,496.45	0.200%
DTC CD	6/24/2013	6/24/2015	730	State Bank Of India NY Certificate of Deposit	\$249,237.36	0.552%
Certificate of Deposit	9/26/2014	7/10/2015	287	BANK OF EAST ASIA	\$249,600.00	0.200%
Certificate of Deposit	9/26/2014	7/10/2015	287	SAFRA NATIONAL BANK OF NEW YORK	\$249,700.00	0.143%
Certificate of Deposit	9/26/2014	7/10/2015	287	PLAINSCAPITAL BANK	\$249,700.00	0.150%
DTC CD	10/17/2014	7/22/2015	278	BREMER BANK, NA	\$249,700.00	0.150%
Certificate of Deposit	6/12/2014	12/9/2015	545	MIDLAND STATES BANK	\$51,300.00	0.205%
Certificate of Deposit	6/12/2014	12/9/2015	545	ROCKFORD B&TC	\$248,700.00	0.343%
DTC CD	9/17/2014	3/17/2016	547	CAPITAL ONE BANK (USA), na	\$249,492.18	0.418%
DTC CD	9/19/2014	9/19/2016	731	BMW BANK OF NORTH AMERICA CD	\$248,232.71	0.903%
DTC CD	6/11/2014	6/12/2017	1097	Discover Bank Certificate of Deposit	\$248,710.21	1.003%
DTC CD	6/11/2014	6/12/2017	1097	Goldman Sachs Bank USA Certificate of Deposit	\$248,710.21	1.003%
Certificate of Deposit	9/26/2014	9/26/2017	1096	BANK OF THE WEST	\$241,800.00	1.119%
Security	9/26/2014	6/13/2018	1356	Federal Home Loan Mortgage Corporation Note	\$243,109.87	1.260%
DTC CD	10/1/2014	10/1/2018	1461	Sallie Mae Bank Certificate of Deposit	\$247,883.90	1.807%
Security	6/5/2014	5/30/2019	1820	Federal Home Loan Mortgage Corporation Note	\$499,392.93	1.564%
DTC CD	10/17/2014	10/2/2019	1811	American Express Bank Certificate of Deposit	\$248,056.17	2.060%

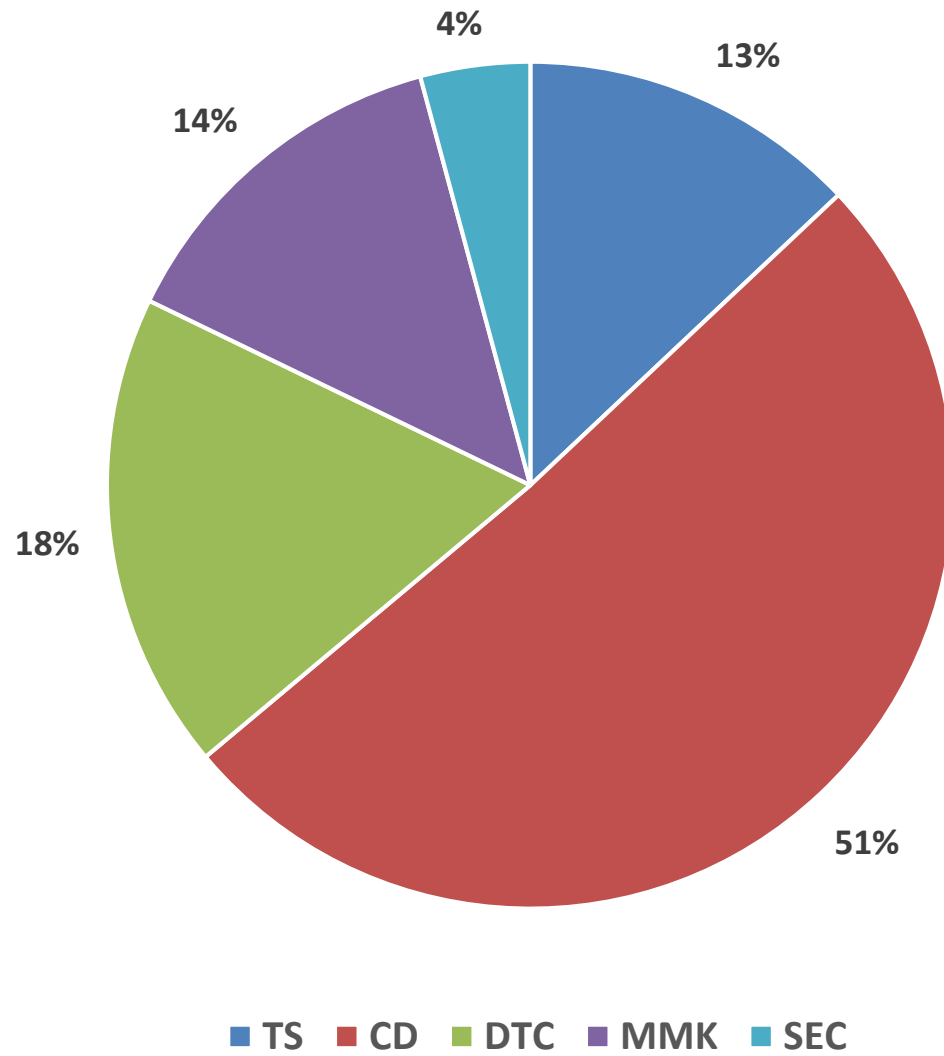
17,724,219.32

**Weighted Yield** 1.100%  
**Weighted Maturity** 247.23

**LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103**

**INVESTMENT TYPE**

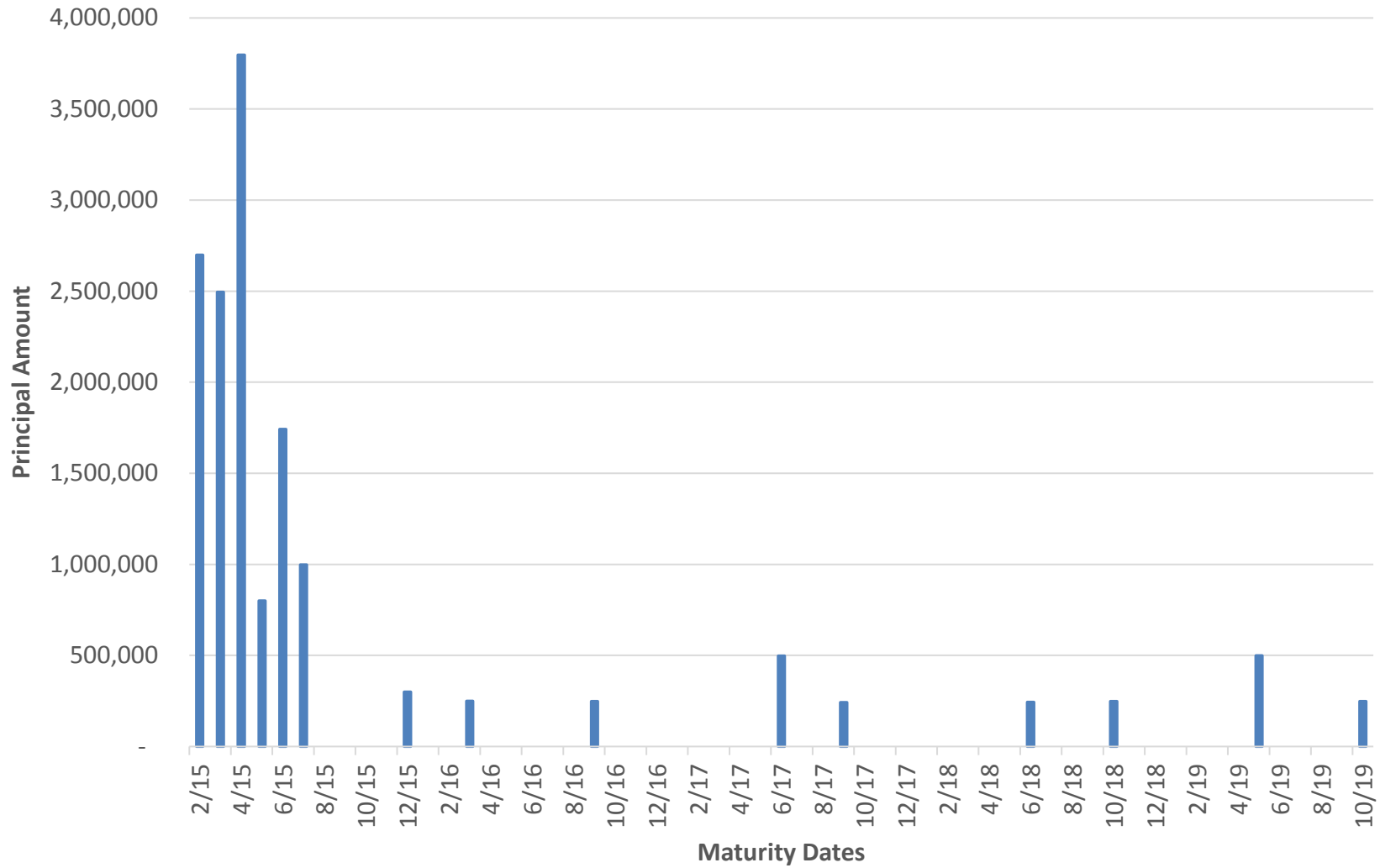
**JANUARY 31, 2015**



# LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

## MATURITY DATES

JANUARY 31, 2015

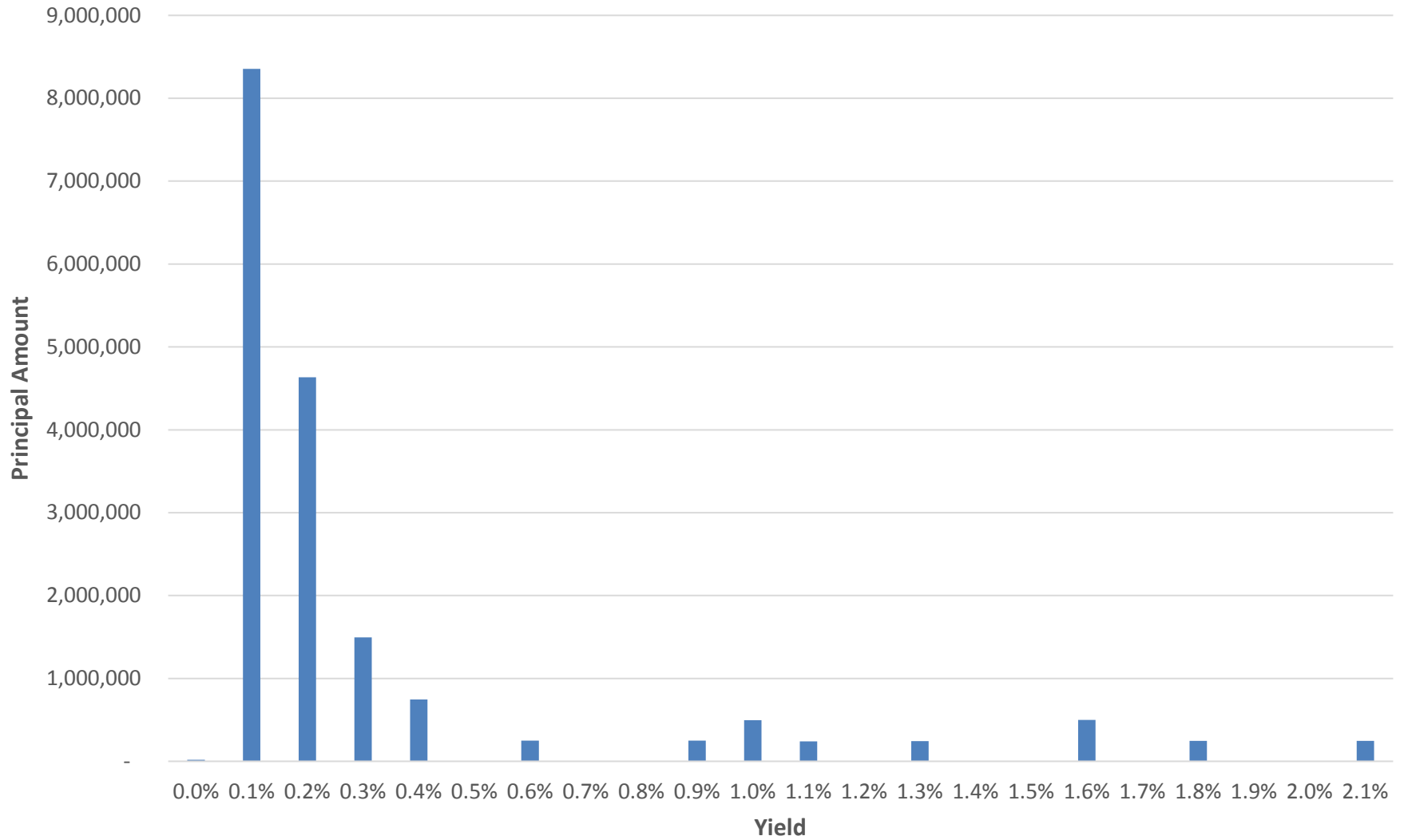


# LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

## INTEREST RATES

JANUARY 31, 2015

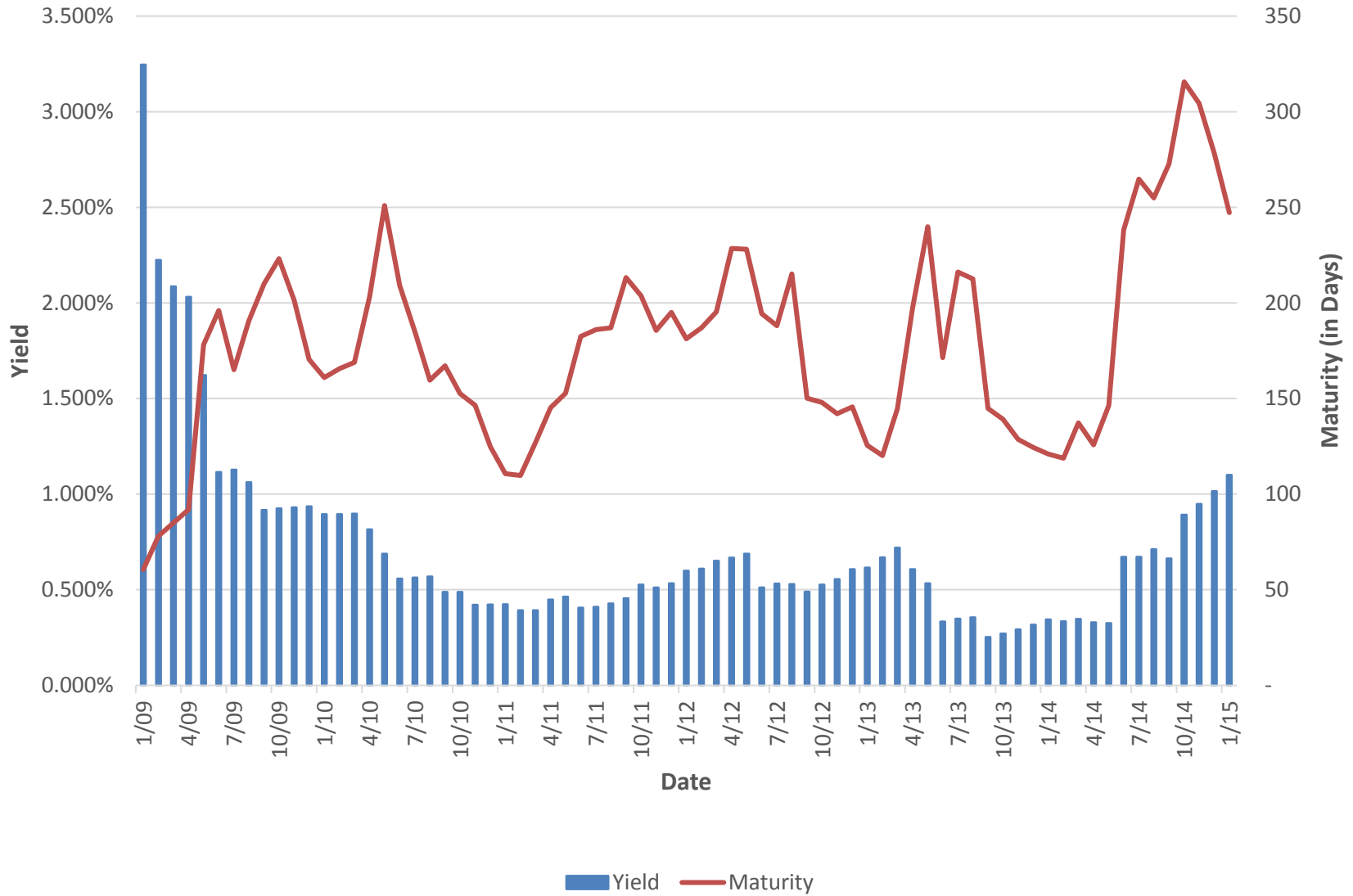
110



# LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

## YIELD VS. MATURITY HISTORY

111



■ Yield    — Maturity

## DRAFT 2015-16 Certified Staffing Plan

Title	Actual		Changes for		Proposed	
	2014-15		2015-16		2015-16	
	FTE	Positions	FTE	Positions	FTE	Positions
Adaptive P.E. Teacher	1.00	1			1.00	1
Art Teacher	3.00	3			3.00	3
Early Childhood Teacher	2.00	2			2.00	2
ELL Teacher	4.00	4			4.00	4
ELM Coordinator	4.00	4			4.00	4
English Language Arts Teacher	8.00	8			8.00	8
Family And Consumer Science Teacher	1.00	1			1.00	1
Guided Teacher	1.00	1			1.00	1
Health Teacher	1.30	2			1.30	2
Learning Behavior Specialist	14.50	15			14.50	15
Librarian	3.00	3			3.00	3
Math Teacher	6.00	6			6.00	6
Music Teacher	6.75	7			6.75	7
Nurse	1.00	1			1.00	1
P.E. Teacher	6.00	6			6.00	6
Performing Arts Teacher	1.00	1			1.00	1
Psychologist	2.00	2			2.00	2
RTI Teacher	8.00	9			8.00	9
Science Teacher	5.00	5			5.00	5
Self-Contained Teacher	47.00	48	-0.50	-1	46.50	47
Social Studies Teacher	5.00	5			5.00	5
Social Worker	5.00	5			5.00	5
Spanish Teacher	9.00	9			9.00	9
Speech Language Pathologist	4.00	4			4.00	4
Tech Resource Teacher	1.00	1			1.00	1
Technology Integration Specialist	4.00	4			4.00	4
<b>Grand Total</b>	<b>153.55</b>	<b>157</b>	<b>-0.50</b>	<b>-1.00</b>	<b>153.05</b>	<b>156</b>

## Proposed 2015-16 Administration Staffing Plan

Title	Actual		Changes for		Proposed	
	2014-15		2015-16		2015-16	
	FTE	Positions	FTE	Positions	FTE	Positions
Superintendent	1.00	1			1.00	1
Principal	3.00	3			3.00	3
Asst. Principal	2.00	2			2.00	2
Director of Student Services	1.00	1			1.00	1
Asst. Director of Stuent Services	1.00	1			1.00	1
Asst. Supt. for Business	1.00	1			1.00	1
Asst. Supt. for Curriculum & Instruction	1.00	1			1.00	1
Curriculum Coordinator	0.50	1			0.50	1
Director of Technology	1.00	1			1.00	1
Director of Transportation	1.00	1			1.00	1
Director of Facilities	1.00	1			1.00	1
<b>Grand Total</b>	<b>13.50</b>	<b>14.00</b>	<b>0.00</b>	<b>0.00</b>	<b>13.50</b>	<b>14.00</b>



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

## **Memo**

**To:** Board of Education  
**From:** Scott Gaunky  
**CC:** Dr. Scott Warren  
**Date:** February 13, 2015  
**Re:** Facilities Update

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### **DISTRICT 103**

The Blizzard of 2015 was well handled by facilities staff. There was no immediate building damage from snow load, but there are now roof issues at both Half Day and Daniel Wright.

Midwest Environmental completed the Districts required six month asbestos survey on February 12<sup>th</sup>. The Districts Three Year survey will be due in 2016.

On Monday the 16<sup>th</sup>, Peak plumbing will be performing the annual RPZ (backflow preventer) test at all facilities.

We have received proposals from our architect of record for the State required 10 Year Life Safety Survey and the ADA bathroom renovations at Sprague and Half Day.

10 Year Life Safety \$24,500.00

ADA Renovations Project total cost (including fees) is estimated at \$330,000.00.

### **DANIEL WRIGHT**

This month, only general maintenance was performed at his facility, no major projects.

### **HALF DAY**

An indoor air quality study has been completed at this facility and the District is waiting to review the report with Midwest Environmental.

On February 16<sup>th</sup>, Simplex will be installing a required smoke detector in the vestibule area. A smoke detector is required in the same location as the main fire panel.

## **LAURA SPRAGUE**

The District met with Gewalt Hamilton Civil Engineering to review preliminary plans for the ADA entry ramps at Sprague. The cost of this project will be under \$25,000, with engineer fees at \$7,400.



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

Memo

**To:** Board of Education  
**From:** Katie Reynolds, Assistant Superintendent for Instruction  
Julie Postma, Director of Student Services  
Mark Westhoff, Director of Technology  
**CC:** Dr. Scott Warren  
**Date:** February 13, 2015  
**Re:** Executive Summary

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### **Curriculum & Instruction**

- The building administrators, tech teams, Julie Postma, Mark Westhoff and I are meeting every other week to discuss PARCC. At these meetings we discuss device readiness, schedules, materials purchase, and teacher and student preparedness. In addition, staff receives a weekly email providing them with updated information regarding D103's PARCC preparedness. On February 3, 2015, the state offered districts the opportunity to switch to paper testing. After gathering information it was determined that we could continue to test online.
- A New Teacher Touchback Day was held on February 5, 2015, at the Village Hall. Topics for the day were revisiting Domain II (Classroom Environment), Domain III (Instruction) and Understanding by Design. The teachers will also participate in a book discussion using 12 Touchstones to Good Teaching.
- February 17, 2015, is a teacher institute day. Building agendas will focus on differentiated learning using Webb's Depth of Knowledge, content standards and assessment alignment across grade levels, PARCC training (testing procedures), SEL integration and Erin's Law.
- Half Day and Sprague 1:1 teachers each participated in their own grade or building level workshop in January. The building administrators and building technology coaches facilitated the workshops. The release days have been very successful in providing time for teachers to explore and create with the iPads. Sixth grade teachers will participate in a workshop in February 23, 2015.
- Teachers at Sprague School participated in Lucy Calkins Workshops the week of January 19, 2015. Each grade level spent one day meeting with the Lucy Calkins

trainer and then jigsawed teaching a lesson. This was a new professional development model for the teachers, and we received a lot of positive feedback from the teachers.

- Sprague and Half Day teachers met on February 11, 2015 to create Social Emotional Learning report card language. This language will begin to appear on report cards in the 2015-2016 school year.

### **Student Services**

- This week Districts 96, 102 and 103 present the withdrawal information to ISAC. We hope to hear their decision before the end of week. We will undergo a compliance review next year before a final decision is made.
- Preschool screening occurred this week. There were only three families who requested a screening. The team is referring one student for a full and individual evaluation by the SEDOL Early Childhood Assessment Team (ECAT).
- The preschool time held another parent involvement opportunity on February 12 in the evening. This session focused on facilitating and fostering play skill with preschoolers. The session included make-and-take visual strategy cards for games and routines. The session was well attended.

### **Technology**

- The Parent Advisory Committee on Digital Citizenship met in late January. Topics discussed included the cell phone policy at Daniel Wright, information available on Haiku, and parent feedback from focus groups. The group plans to meet again in March with the intention of updating the digital citizenship section of the 1:1 Teaching and Learning Handbook for Parents.
- Mark Westhoff will be presenting at a Wisconsin educational media and technology conference in March. The presentation will focus on the concept of “digital natives” and include ways in which communities, boards, teachers, and administrators can come together to create and implement a digital citizenship program.
- Mark Westhoff attended an Administrator’s Academy on evaluating 1:1 programs. Items mentioned in the workshop included taking surveys and collecting anecdotal evidence. Most of the workshop, actually, covered items other than evaluation.
- The technology support staff has been working every day preparing computers and other devices to Pearson’s specifications for PARCC testing. Technical specifications are somewhat fluid as Pearson has been “late to the game” in preparing for all the iterations involved with ensuring a large breadth of technology be reliable in taking an online assessment. We communicate with

Pearson almost on a daily basis as new information is released by the State and Pearson. We have been repeatedly told by Pearson that our schools' technical infrastructure surpasses the requirements for their online assessments.

- We have been meeting in preparation for school registration for next school year. We are analyzing a few different items including consolidating the custom signature form and billing methods for possible 1:1 iPads. We are also attempting to streamline school secretaries' abilities to follow-up with parents on registration items.
- We held Haiku training at Daniel Wright Junior High School. Teachers were split into groups to coincide with interest, and instructional technology coaches and volunteer teachers facilitated the sessions.

**LINCOLNSHIRE - PRAIRIE VIEW SCHOOL DISTRICT 103**

**ENROLLMENT REPORT**

**January 30, 2015**

<b>Grade</b>	<b>June 2014 Enrollment</b>	<b>Current Enrollment</b>	<b>No. Core Academic Teachers/ FTE</b>	<b>Average Class Size</b>	<b>Lowest Class Size</b>	<b>Highest Class Size</b>	<b>Kasarda Report 2014-2015 "B" Projection</b>	<b>Kasarda Report 2014-2015 "C" Projection</b>
Early Childhood	28	26	2 am/2 pm		4	11		
K (AM)	20	18	1	18.0	18	18		
K (PM)	20	19	1	18.0	18	18		
K (Full Day)	100	120	6	20.0	20	20	137	143
1	167	154	8	19.4	19	20	161	165
2	169	184	8	22.8	22	23	172	176
3	167	171	8	21.3	20	22	174	178
4	189	174	8	21.8	20	22	176	180
5	192	205	8	25.7	24	26	196	200
6	202	202	8	25.4	19	28	193	197
7	212	214	8.4	25.7	17	32	204	208
8	218	222	8.4	26.4	17	28	219	223
Sprague Total	504	521						
Half Day Total	356	345						
Daniel Wright Total	824	843						
SUBTOTAL	1,684	1,709					1,632	1,670
Special Ed Out of District:								
SEDOL/Public	2	2						
Consortium Placements	3	4						
Private Placements	2	2						
IAES								
<b>CURRENT TOTAL</b>	<b>1,691</b>	<b>1,717</b>						

**2014-2015  
LINCOLNSHIRE - PRAIRIE VIEW  
SCHOOL DISTRICT 103**

**MONTHLY ENROLLMENT 2014-2015**

<u>GRADE</u>	<u>6th Day</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY/JUNE</u>
Early Childhood	24	27	27	27	28	26				
K - AM	16	17	17	17	18	18				
K - PM	16	17	17	18	18	19				
K- Full Day	120	120	120	120	120	120				
1	152	154	154	153	155	154				
2	177	178	180	181	182	184				
3	172	171	171	169	170	171				
4	172	173	173	176	176	174				
5	203	203	204	204	205	205				
6	204	204	204	203	203	202				
7	209	209	209	211	213	214				
8	222	221	222	222	223	222				
Sprague	505	513	516	516	521	521				
Half Day	344	344	344	345	346	345				
Daniel Wright	838	837	839	840	844	843				
<b>SUBTOTAL</b>	<b>1687</b>	<b>1,694</b>	<b>1,699</b>	<b>1,701</b>	<b>1,711</b>	<b>1,709</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Special Ed.	9	9	9	9	9	8				
<b>TOTAL</b>	<b>1696</b>	<b>1,703</b>	<b>1,708</b>	<b>1,710</b>	<b>1,720</b>	<b>1,717</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: February 13, 2015  
Re: Superintendent Informational Report

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### FOIA requests

The District did not receive any FOIA requests this month.

### Special Education Cooperative

The District will present to the Illinois State Advisory Council (ISAC) for the creation of the Exceptional Learner's Collaborative (ELC) on February 18, 2015 in Springfield. The district will be notified by ISAC by the end of the week. Districts 103, 96 and 125 have reviewed the applications for the Director and will begin interviews in March.

### Vision 20/20 – Statewide Initiative

The professional educational organizations in Illinois have created Vision 20/20 for the state to challenge the legislature, Governor and all stakeholders to take action in supporting public education. IASB, the Illinois Association of School Boards is one of the co-creators of the Vision. Many school districts are passing resolutions in support of Vision 20/20. The Executive Summary of Vision 20/20 is included for your review. I would encourage a discussion regarding Vision 20/20 at the March 3 meeting.

### 5Essentials Survey

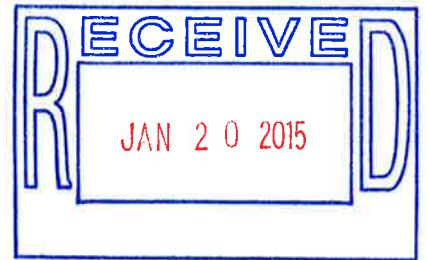
The 5Essentials survey, which measures school's effectiveness in five areas, is open for certified teachers, parents and students in grades 6-8. The survey will remain open until March 13, 2015. The results of the survey will be available this fall and will be used for school improvement.

### Annual Rivershire Report

Each year, District 103 sends a report to the Village of Lincolnshire to provide an update regarding the District's use of the property. We are very fortunate to have a partnership with the Village to use Rivershire as an integral part of our students' education. The annual report is provided for your review.

### Personnel Requests

The District received three personnel letters this month: one retirement and two leaves of absence. All requests were submitted according to the Master Contract. The specific letters are included for your review. We would like to congratulate our employees for their accomplishments and success in their endeavors!



To: Dr. Warren  
Superintendent  
Lincolnshire Prairie View District 103

Dr. Warren,

Please accept this letter as notification of my intent to retire from District 103 in June of 2015. After working for over forty-five years in junior high school classrooms high school classrooms, graduate classrooms and administrative offices, it is time for lots more golf and winters in warm weather.

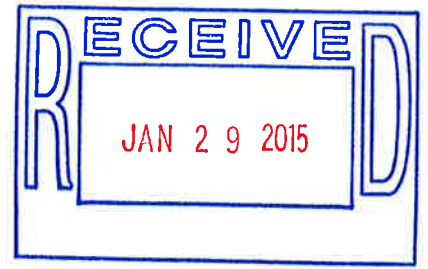
Over the years in 103 I have tried to earn my pay. Working on construction projects, grant applications, curriculum reviews and meeting associate responsibilities have always been both stimulating and rewarding.

During the past decade here at DW, I have had the good fortune to work with five different principals and two superintendents. All talented and dedicated educators. There are many fine teachers and support staff here at Daniel Wright. I would especially like to recognize: Mr. John Rueth, Mrs. Rhonda Walz, Mr. Mike Jerzyk and Mr. Luke Jones, in Physical Education; Assistant Principal Ms. Julie Bodeen; Mr. Doug Steffens in Special Education; 5<sup>th</sup>. grade teacher Ms. Amy Bahcall and lead custodial Mr. Ken Carlson. These staff members have always valued my work and have made me feel at home on campus. They are special people and Daniel Wright is lucky to have them. I will miss them all. God bless.

Respectfully,

Joseph Scarpino, Ed.D.

cc: Rueth, Walz, Jerzyk, Jones, Bodeen, Steffens, Bahcall, Carlson, Blackley, Postma



January 29, 2015

Dr. Scott Warren and  
School District 103 Board Members

Ladies and Gentlemen:

Please accept this letter as my formal request for maternity leave of absence, to occur during the next academic year.

I expect to complete this school year and deliver my child shortly after its conclusion. Since the calendar for next year has not yet been released, I am unable to provide specific dates. However, I request that my leave commence with the first mandatory attendance day of the 2015-16 academic year and continue for 59 consecutive school days thereafter, for a total of 60 days. Upon completion of the leave period, I shall resume my regular duties as an educator for School District 103.

It is my specific intent to apply earned, accrued sick days toward the period of my absence, thereby avoiding any interruption to my service credit, seniority, pay or insurance coverage benefits, pursuant to the terms of the current collective bargaining agreement.

Your cooperation in this matter shall be greatly appreciated.

Sincerely,

Jami Reed

15 Tower Court  
Suite 300  
Gurnee, IL 60031

757 Park Avenue West  
Highland Park, IL 60053  
847-926-6500

190 Waukegan Road  
Deerfield, IL 60015  
847-945-4575

225 N. Milwaukee Avenue  
Vernon Hills, IL 60061  
847-941-7600  
Fax 847-941-7697

Carl Buccellato, MD  
Susan Kramer, MD  
Edward T. Lee, MD  
Erica Smith, MD  
Mary Faith Terkildsen, MD  
Lamarr B. Tyler, DO

### DOCTOR'S NOTE

Date 1/22/2015

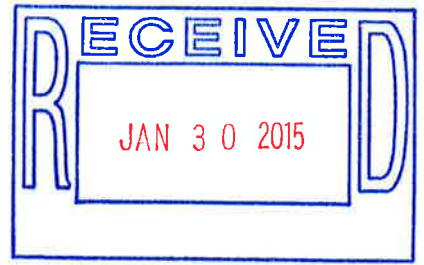
To Whom It May Concern:

Janis Reed is under my care. She

- Was seen in my office today.
- Is released to return to work on \_\_\_\_\_
- Is unable to return to work at this time because \_\_\_\_\_
- Is able to return to school on \_\_\_\_\_
- Is pregnant and estimated due date is 6/9/2015
- Is in good physical health \_\_\_\_\_
- Surgery is scheduled for \_\_\_\_\_ and patient may return to work after \_\_\_\_\_ weeks
- Medications: \_\_\_\_\_
- Restrictions: \_\_\_\_\_
- Other \_\_\_\_\_

Sincerely,





February 2, 2015

Dr. Scott Warren  
Lincolnshire-Prairie View School District 103  
1370 Riverwoods Road  
Lincolnshire, IL 60069

Dear Dr. Scott Warren and District 103 School Board Members,

It is with great excitement that I write this letter to inform you of the anticipated birth of my second child. The expected due date is July 19, 2015.

I am requesting to work the first two weeks of school (including in-service days) and then begin the parental leave Monday August 31, 2015. I plan to return back to school approximately 60 school workdays after the start date of the leave.

I intend on working a minimum of 93 workdays during the 2015-2016 school year in order to maintain my advancement on the salary schedule and get full award of my sick and personal time for the 2015-2016 school year. I plan on applying 60 of my paid accrued sick days during my absence under the Family Medical Leave Act.

I enjoy working at Sprague very much and I look forward to continuing to teach first grade when I return in December. I truly appreciate your support during this exciting time in my life.

Thank you for your support and consideration of my request.

Sincerely,

Heather Lapin  
First Grade Teacher-Sprague School

Cc: Dr. Christine Adler  
CC: Carey Murphy



# VISION 20/20

Fulfilling the Promise of Public Education

## Executive Summary

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# VISION 20/20

## LETTER FROM THE VISION 20/20 PARTNERS

Education is an investment in our children's future, our state's future, and our nation's future. It is our responsibility as educators to reflect upon the current state of education in Illinois and take action to create an education system that meets the needs of all students.

Many times statewide organizations are better known for what they oppose rather than those things for which they stand. In November 2012, the Illinois Association of School Administrators (IASA) initiated a visioning process in partnership with the Illinois Principals Association (IPA), the Illinois Association of School Business Officials (IASBO), the Illinois Association of School Boards (IASB), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), and the Illinois Association of Regional Superintendents of Schools (IARSS) to unite the education community and to develop a long-range blueprint for improving public education in Illinois. Together we stand for excellence in education for all Illinois children.

Education reform policies have created a divisive relationship between educators and policymakers. Blaming teachers and education leaders is not a solution to the challenges that education faces in our state. We are all part of the system and need to work in partnership to conquer these challenges to create meaningful and lasting change.

Vision 20/20's policy platform reflects educators from across the state and is representative of opinions from the southern tip of Illinois through the northern Chicago suburbs. Although the City of Chicago operates under a separate school code, they face many similar challenges. This vision is the result of input from over 3,000 key stakeholders, discussions with field experts, and a review of current literature on best practices.

Conscious that no single legislative attempt at school improvement can be developed, implemented, or find success without the support, devotion, and hard work of all stakeholders, Vision 20/20 asks not just for state action, but also for local action and the support of educators across the state to **fulfill the promise of public education**. On behalf of the over two million schoolchildren in Illinois, we challenge the State Legislature, the Governor, and all stakeholders to take action.

Our organizations contributed their time, insight, and advocacy to the Vision 20/20 process. Together, we are committed to supporting and promoting the priorities of this vision.



**Brent Clark, Ph.D.**  
Executive Director  
Illinois Association of School  
Administrators (IASA)



**Michael A. Jacoby, Ed.D.**  
Executive Director  
Illinois Association of School  
Business Officials (IASBO)



**Jason Leahy**  
Executive Director  
Illinois Principals Association (IPA)



**Patricia Dal Santo**  
President  
Illinois Association of Regional  
Superintendents of Schools (IARSS)



**Roger L. Eddy**  
Executive Director  
Illinois Association of School Boards  
(IASB)



**Creg Williams, Ed.D.**  
President  
Superintendents' Commission for the  
Study of Demographics and Diversity  
(SCSDD)

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# OUR VISION

The uniting purpose shared across zip codes and political party lines in Illinois is the overwhelming belief that public education plays a defining role in ensuring equal opportunity. It is our collective duty to do all we can to guarantee every student, no matter his or her demographic or geographic identity, has equal access to a quality education.

“We believe public education works”  
(Vision 20/20)

As public educators, we believe public education works. We reject the premise that education in Illinois has failed but recognize its impact has not been equitably delivered to all student populations and that there are opportunities for continuous improvement. Now is the time to act. Our vision forward is clear.

We believe the key to continuous improvement in public education relies on the wisdom and innovation of public educators who work with students every day. This is a continuous process.

Through the Vision 20/20 process, four areas for prioritization emerged: highly effective educators, 21<sup>st</sup> century learning, shared accountability, and equitable and adequate funding.



## Highly Effective Educators

The quality of teachers and school leaders is the greatest predictor of student achievement schools can influence. By attracting, developing, and retaining our state’s best educators, we can have a profound impact on student learning.



## 21<sup>st</sup> Century Learning

For success in life, students need more than knowledge of math and reading. It is time to expand the definition of student learning, commit to the development of the “whole child,” and invest in policies proven to link all schools to 21<sup>st</sup> century learning tools.



## Shared Accountability

A quality education for all Illinois students cannot be ensured without the collaboration, compromise, and hard work of both educators and legislators. With that in mind, it is necessary to expand educator responsibility in the legislative process, create a shared accountability model, and restructure mandates to allow more local district flexibility.



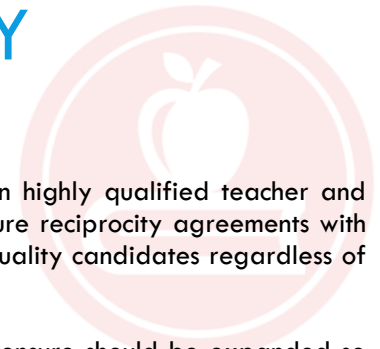
## Equitable and Adequate Funding

All students in Illinois are entitled to a quality education. It is our duty to ensure our students have access to all necessary resources by improving equity in the funding model, appropriating adequate dollars for education, and allowing local school districts the autonomy needed to increase efficiency.

Vision 20/20 shapes a vision for public education in Illinois to guide educators, legislators, labor, businesses, parents, and community members as we work together toward the common goal of fulfilling the promise of public education in Illinois.

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# RECOMMENDED STATE POLICY



## Highly Effective Educators

**Create Education Licensure Reciprocity Agreements** In order to recruit and retain highly qualified teacher and administrator candidates, the state should allow and streamline education licensure reciprocity agreements with states across the United States to ensure Illinois districts have access to the best quality candidates regardless of the state in which they received their initial license.

**Expand Alternative Teaching Licensure Programs** Similarly, alternative teaching licensure should be expanded so desirable teacher candidates without licensure can participate in professional development programs and, with adequate and high quality training, be allowed to teach at any school throughout the state with appropriate induction and mentoring. To have the most immediate, positive impact alternative teaching programs should recruit well-educated individuals, incorporate tailored coursework, and provide mentorship.<sup>1</sup> Sufficient, high quality professional development prior to teaching and a long-term commitment beyond two years is necessary.

**Provide Teacher Student Loan Forgiveness** Similar to the Illinois Student Assistance Commission (ISAC), and in order to ensure a more diverse teaching population, the state should continue to support and appropriate funds to expand teacher student loan forgiveness so minority teachers at all districts, not just low-income districts, can benefit. The support and expansion of loan forgiveness for teachers in underserved content areas (i.e., math, science, and special education) and those willing to teach in underserved parts of the state (i.e., high poverty and rural) should also be considered.

**Establish Partnerships with Higher Education.** ISBE and local districts should partner with higher education institutions to establish consistent admission and program criteria, as well as classroom experience requirements for colleges and universities offering teacher and administrator licensures in Illinois. Each institution should involve an advisory council made up of active superintendents, principals, teachers, and business officials in the design of preparatory programs.

**Fully Fund Mentoring for New Educators** ISBE currently requires mentoring for new teachers, principals, and superintendents. The development of new educators is a high-priority. As such, the state should fully fund mentoring for new educators.

**Expand Educator Collaboration Opportunities** To create a culture of professional development, inclusive of teachers, staff, administrators, and Board members, sufficient time for collaboration must be allocated during each educator's workday. Time for collaboration provides the time to observe, discuss best practices, and develop effective instructional materials and strategies.

**Enhance ROE/ISCs' Ability to Function as Regional Centers for Professional Learning and Innovation.** Learning does not stop when an educator earns his or her degree; learning is a life-long process for educators. ISBE and the Regional Offices of Education/Intermediate Service Centers (ROE/ISCs), the Statewide School Management Alliance (IASA, IASB, IASBO, and IPA), and teachers unions (IEA and IFT) should collaborate to create consistent resources for professional development, starting with identifying what professional development is necessary. Across all forms of professional development, a focus on content, opportunities for active participation and learning, and alignment with other professional development leads to more successful learning experiences.<sup>2</sup>

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# RECOMMENDED STATE POLICY

## 21<sup>st</sup> Century Learning

**Align Social and Emotional Standards** As student outcomes expand from a pure academic focus to the “whole child,” the measures by which we evaluate school effectiveness should also change. Current social and emotional standards should be clarified and aligned with the new Illinois Learning Standards. Appropriate instructional resources should be made available to support districts interested in incorporating social and emotional learning best practices.

**Support Student Creativity and Innovation.** Every effort should be made to maintain and enhance educational opportunities that encourage student creativity and innovation. Students should be provided the flexibility to follow their own pursuits and passions that will motivate them to be life-long learners.

**Promote Individualized Learning.** Children learn in different ways and at different speeds. Attention should be paid to each student’s learning through individualized learning plans, student goal setting, and differentiated instruction. Additional time and resources are necessary to support teachers in providing individualized instruction and experiences to support each individual student’s learning.

**Engage Parents, Family, and Community.** In order for students to achieve at high levels, families must be involved in the learning process. To encourage effective family-school partnerships, districts should welcome all families into the school community, communicate effectively, and support student learning both at home and at school.<sup>3</sup>

**Develop a Balanced State Assessment System.** Educators need the state assessment to produce real data that can effectively inform instruction and support innovative instructional practices. A robust state testing program that meets the needs of local districts would allow districts to forgo local assessments, decreasing the overall time spent administering standardized assessments during the school year. This, in turn, would decrease costs associated with testing. A balanced state assessment system should be aligned, consistent, flexible, fully funded by the state, based on realistic and effectively communicated timelines, and offer relevant professional development.

**Offer Incentives for Expanding Preschool and Full Day Kindergarten Education.** In order to capitalize on the benefits of early childhood education, the state should continue to increase funding for the Early Childhood Block Grant and create better incentives for districts to invest in early learning. Additional incentives to support full-day kindergarten, parent education, and support services should also be explored.

**Promote Partnerships with Post-Secondary Institutions** Promoting district and student participation would increase the number of students, particularly low-income and minority students, reaping the long-term benefits of programs offered in conjunction with post-secondary institutions. Greater strides should be made to offer a wide range of quality dual-credit and technical education programs consistently throughout the state, so all students can benefit.

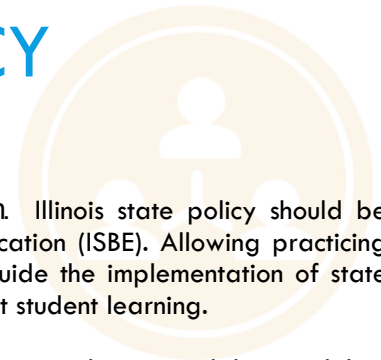
**Encourage Career Exploration.** To encourage local partnerships with businesses, the state should increase graduation requirement flexibility for students who participate in internships or apprenticeships. To increase outcomes, districts should focus on business-sponsored experiences, which are more likely to provide meaningful learning opportunities, limit options to only those companies with a plan to integrate students in a manner that enhances their education experience, and require the assignment of a mentor at the worksite.<sup>4</sup>

**Provide High Speed Internet Connectivity to Every School and Community.** Large investments in technology infrastructure to meet SETDA internet connection recommendations are needed to ensure adequacy and equity. Infrastructure investments should be pursued through funding partnerships for both school and community internet access to ensure learning continues beyond the school building and can enhance local economic opportunities.

**Incorporate Technology in State Learning Standards** The Illinois State Board of Education (ISBE) should consolidate the state technology standards in a meaningful manner with the new Illinois Learning Standards.

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# RECOMMENDED STATE POLICY



## Shared Accountability

**Allow Current Educators Representation on the Illinois State Board of Education.** Illinois state policy should be revised to allow current educators to serve on the Illinois State Board of Education (ISBE). Allowing practicing educators to serve on ISBE provides professional expertise that would help guide the implementation of state initiatives and help ensure that oversight and regulatory efforts positively impact student learning.

**Adopt a Differentiated Accountability Model.** The state should adopt a differentiated accountability model to focus on continuous improvement, recognize the diversity of struggling schools, and eliminate achievement gaps across the state. A differentiated accountability model would allow local flexibility, promote shared accountability, and be sensitive to local district improvements.

Multiple measures should be used to develop a dashboard for each district inclusive of student performance, adherence to best practices, and contextual evidence of continuous improvement at the local district level. The dashboard should provide the data necessary to determine the process by which schools and districts are reviewed in an effort to improve student outcomes, close achievement gaps, increase equity, and improve instructional quality. The model should include a series of incentives and disincentives at the district-level based on a district's initial results and subsequent performance.

**Distinguish Between Essential and Discretionary Regulations.** Schools are required to abide by numerous funded and unfunded mandates and regulations. To promote flexibility and local decision-making, as well as address financial and operational hardships, legislative and ISBE regulations should be the subject of renewed discussion to assign mandates into one of two compliance categories:

- Essential (focused primarily on fully funded, federal, student safety, and civil rights related mandates)
- Discretionary (focused primarily on unfunded, non-federal, educational process related mandates)

A task force of broad representation would be assembled to determine the categorization. School districts would be required to conduct board hearings and request input from the public and local bargaining units prior to approving decisions related to discretionary regulations. This process provides transparency and allows local public input and opportunity to respond to any proposed changes in compliance with discretionary regulations. The ISBE/Regional Offices of Education/Intermediate Service Centers Compliance Probe would serve as a tool to review applicable regulations to measure school district accountability and distinguish between essential and discretionary mandates.

**Allow Districts to Opt Out of Mandates and Regulations.** Legislation should be passed to allow school districts that forego state funding or demonstrate high performance to operate with greater flexibility from state-level regulations, consistent with existing policies and the original intent of charter schools. Legislation should be passed to allow districts that meet the criteria described above to submit a flexibility request. If approved, the district would be granted a four-year opt out from identified mandates consistent with the statutory freedoms afforded to Illinois charter schools. By allowing districts operating without state funds, or exceeding desired student outcomes, to opt out of process-specific mandates, the state can focus on supporting and improving the districts that need assistance the most while reducing state education costs.

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# RECOMMENDED STATE POLICY



## Equitable and Adequate Funding

**Adopt an Evidence-Based Funding Model.** An evidence-based funding model, such as the model developed as part of the Illinois School Finance Adequacy Study, takes into account the cost associated with delivering quality, research-based programming, including allotments for teacher salaries and small class sizes. An evidence-based model should be used to assign the appropriate foundation level for each district individually, taking into account geographic conditions and student needs. Fully funding districts based on the model would ensure adequate funding for districts to locally determine and deliver appropriate and effective educational experiences to every student. For greatest efficiency, districts should be allowed flexibility to allocate state funds throughout their local district allowing them to better align resources to student needs. Resource accountability and transparency are also achievable with this model, especially for districts that have high student needs and do not produce adequate student outcomes or maintain financial stability.

**Enhance State Spending.** Enhanced state funding should be identified and secured to meet the needs of students and the continually expanding services that public schools are counted on to deliver. Educational leaders understand school finances can only be healthy with state assistance and that providing adequate and equitable school funding for children is a primary responsibility of state government. At the same time, districts should continue to pursue efficiencies, including but not limited to shared service agreements and other cooperative arrangements.

**Restructure State Revenues to Match the 21<sup>st</sup> Century Economy.** Revisions to the current state revenue structure are necessary to match our 21<sup>st</sup> century economy, better serve all Illinois taxpayers, and ensure sufficient funding for education. Legislation should be passed to both eliminate the Illinois state deficit and provide necessary funds for essential services, including education.

**Create a Two-Year Funding Cycle with Year Ahead Budgeting.** In the spirit of shared interest and to support long-range planning, Illinois school districts support a two-year budget cycle. Public schools desire the ability to function according to sound business practices. Education has been forced by the state budgeting process to make expenditure decisions before state funding decisions are final. State budgeting has to support local decision-making, especially in regards to personnel decisions, which account for 80 percent of district budgets.

The origin of the budget should begin with an adequate funding level. Creating a two-year funding cycle increases fund stability from year-to-year while reducing state bureaucracy. Once solvency and appropriate budgeting are achieved, the state should provide “year ahead budgeting,” so districts can plan two years into the future when budgeting and allocating funds for programs and personnel.

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<sup>1</sup> Humphrey, D. C., Wechsler, M. E., & Hough, H. J. (2008). Characteristics of effective alternative teacher certification programs. *Teacher College Record*, 110(1), 1-63.

<sup>2</sup> Garet, M. S., Porter, A. C., Desimone, L., Birman B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(5), 915-945.

<sup>3</sup> Parent-Teacher Association. (2009). *PTA national standards for family-school partnerships: An implementation guide*. Retrieved from [http://www.pta.org/files/National\\_Standards\\_Implementation\\_Guide\\_2009.pdf](http://www.pta.org/files/National_Standards_Implementation_Guide_2009.pdf)

<sup>4</sup> Better, J. V. (2007). Work-based learning and social support: Relative influence on high school seniors' occupational engagement orientations. *Career and Technical Education Research*, 32(3), 187-214.

# LINCOLNSHIRE REVIEW



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## Get your dancing shoes

PTO program teaches sixth-graders steps for Valentine's Day, **Page 4**



KARIE ANGELL LUC/PIONEER PRESS

Sixth-graders are hoping to be selected for the free dance round. Social dance lessons took place Jan. 30 at Daniel Wright Junior High School in Lincolnshire.

### COMMUNITY EVENTS



KARIE ANGELL LUC/PIONEER PRESS

### Winning big at the dog show

Louise, once troubled dog, finds her way to success, **Page 10**

### SPORTS



### Stevenson spirit

Patriots follow team motto to first NSC championship, **Page 69**

### FOOD

## THE HEALING POWER OF TORTILLA SOUP

Leah Eskin on the strong medicine of a great bowl of soup. Bill St. John on Portugal's world of wines and Mario Batali adds pancetta to a magical celery salad.



BILL HOGAN/TRIBUNE PHOTOS

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# PTO teaches sixth-graders moves

## PTO program has 82 participants

By **KARIE ANGELL LUC**  
For the Pioneer Press

Sixth-grade dance lessons are underway, ending in time for Valentine's Day at Daniel Wright Junior High School.

The optional District 103 PTO program includes 82 students who are participating weekly on Friday evenings through Feb. 13. Middle schoolers are encouraged to extend a courteous arm or hand as dancers pursue classics such as the fox trot.

"I think the most important thing is it builds social confidence for the students," said Vera Schmidt of Lake Forest, a professional dance instructor who is renowned on the middle school North Shore circuit for leading social dance assemblies.

One goal is to get students "to feel comfortable with their peers," Schmidt added.

On Jan. 30, students sat on cafeteria benches which were assembled in a large square. To the sounds of Henry Mancini's "Peter Gunn" theme, girls and boys, at the top of the evening, marched single file to a spot where they were paired up. No one chose dance partners. The music and chance did it for them.

At other times during the session, girls or boys were asked to find a dance partner who could not turn down the request. Etiquette and social grace are reinforced.

"I hope that (my daughter) learns how to dance and how to say yes to anyone who asks her to dance because they are not allowed to say no and I like that," said Sharon Chick of Lincolnshire, the parent of Chloe, 11.

"She gets to dance with people maybe she wouldn't necessarily hang out with at school so it's just nice to broaden the horizons.

"It's exciting, they talk it about it all week at school and it's something they look forward to on Friday nights," Chloe's mother added.

Ingrid Michael of Lake Forest is the parent of Isabella, 12.

"I hope the lesson is social etiquette as well as socialization," Michael said.

"What I like about it, it's showing them the right way to act in a social setting with their peers, I think that's bigger than just the dancing part," said Linda Pinsel, PTO social dance chairperson and the parent of Kate, 12.

Basic dance steps were reinforced. A favorite portion of the 75-minute is the free



PHOTOS BY KARIE ANGELL LUC/FORPIONEER PRESS

Social dance lessons took place Jan. 30, 2015 at Daniel Wright Junior High School in Lincolnshire.

dance at the end of the evening.

Sara Schwartz, 12, of Vernon Hills, is learning "to dance nicely," she said with a giggle.

Schwartz said she was "a little bit" nervous at first but feels comfortable now, especially doing the fox trot because "it's just simple and not hard."

Sara's favorite performer is Taylor Swift and like other kids here, enjoyed dancing to some of the latest tunes during free dance.

Owen Hancock, 12, of Lincolnshire smiled at the suggestion of twinkle toes. Owen agreed social dance lessons help prepare one for the future.

"Well, when you get (to) later in life, you have to know what you're doing with a woman, you have to know the right dance moves."

Owen was "a little (nervous) at first but then after it goes on, you kind of get into it," he said.

There is a dress code which helps to prepare student for social dances ahead in advanced grades.

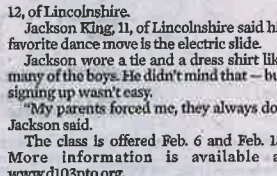
"I think it's a good idea because my sister did it and she's a freshman this year and she has a bunch of dances and then you kind of know what to do," said Christina Alexakos,



Parker Sorenson (right) of Lincolnshire leads the dance with Aubrey Tomo-check.



Professional dance instructor Vera Schmidt of Lake Forest helped put Daniel Wright's sixth graders through the paces.



Karie Angel Luc is a freelance reporter



Sixth-graders are hoping to be selected for the free dance round.

# Lincolnshire uses online surveys to gain public's insight

**RONNIE WACHTER**

rwachter@pioneerlocal.com | @RonnieWachter

The question everyone wants answered: What does my city government need to do to lower my taxes, improve traffic and reduce crime?

Lincolnshire Village Hall believes it has an answer, which Lincolnshire residents may have a hard time believing. Their solution begins by telling a story.

"We want to modernize our brand, and make sure we're telling our story in the best way," said Tonya Zozulya, Village Hall's economic development coordinator.

Zozulya is helping organize an online citizen survey that officials hope will give them new insight regarding what Lincolnshire's residents, businesses and students need and want.

With the correct interpretation of those answers and some vision, Village Hall could begin to make the moves the populace would like to see most — which will attract new businesses, pump the coffers full of fresh revenue, and put a higher level of possibilities into reach.

Yes, that is a long journey for a survey to begin.

"This can help us see what we can do differently to be a more attractive destination to businesses and residents," Zozulya said.

There are actually three separate surveys, all anonymous:

— The most detailed is for Lincolnshire's residents, and is found on the village web site—just surf to [lincolnshireil.gov](http://lincolnshireil.gov), type "survey" into the search bar, and click on "2015 Resident Survey".

— The second is meant for Lincolnshire business owners, and is found on private questionnaire-generating site Survey-Monkey.com. Zozulya said access to that is more limited—proprietors should have received invitations to their specific site

by now.

— The smallest is the student survey, being circulated around Stevenson High School and Lincolnshire-Prairie View Elementary District 103's buildings.

The results will be studied by TeamWorks Media, a downtown Chicago marketing firm that Village Hall hired to develop a new "Lincolnshire brand." The group will also conduct a series of interviews with residents this winter and spring.

The village is paying TeamWorks \$49,655, and the Village Board discussed the idea at several meetings in 2014 before signing the contract. TeamWorks is in charge of bringing Lincolnshire a new village logo — "It needs to be updated," Zozulya said of the current, tree-looking L — and a whole new brand.

As the trustees discussed in past meetings, the outside world knows Lincolnshire for one thing, albeit a good thing: the Lincolnshire Marriott Resort. Zozulya said Village Hall wants more ammo to use on firms looking for a new headquarters.

"It's designed to assess all of our services," she said of the surveys. "This is, hopefully, something that the business community will rally behind."

Since the most detailed of the three versions is open to anyone in the world, the results might include entries from non-residents. If, that is, there are people who seek out and fill out municipal surveys for recreation. The main worry is attracting too few responses.

"We cannot protect that 100 percent, but the hope is that people will be honest," she said.

The residents' survey will be available until early February, Zozulya said, but the business survey expires on Jan. 31. TeamWorks hopes to present their findings this summer.



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# Vernon Hills may annex undeveloped parcel for home development

By **Rick Kambic**

Pioneer Press

FEBRUARY 10, 2015, 3:51 PM

**V**ernon Hills may annex a 32-acre piece of land for a 56-house development at Buffalo Grove Road and Route 45 — but Lincolnshire-Prairie View School District 103 officials are concerned the project will overload the district.

Developer SA Vernon Land Partners has its eyes on a property at the southwest corner of the intersection, which is currently a wooded area that's owned by three different people. Vernon Hills already has long term plans to annex the land and zone it for residential homes.

Trustees gave the 56-home project an informal, nonbinding vote of encouragement on Jan. 20. SA Vernon Land Partners will now create more detailed plans and submit them for review by the village's building department and plan commission.

Architect Rick Swanson, who is working with SA Vernon Land Partners, presented the project to trustees during the Jan. 20 meeting.

Swanson said he plans to build mostly two-story homes that have a lot of trees on each property. The average home would be 3,400 square feet with three to four bedrooms and a three-car garage. The subdivision would be named "Woodland Chase" because all of the proposed homes would have a view of Sullivan Woods and Prairie View Park, which are both protected natural land.

Estimated price per house could range between \$700,000 and \$800,000.

While Swanson and his team did save extra open land along Route 45 in case the road gets widened, he said county and state road officials have not yet granted permission to create a roadway entrance from the property.

So far, Woodland Chase has approval for a right turn into the subdivision off southbound Buffalo Grove Road and a right turn out of the subdivision onto southbound Buffalo Grove Road.

Swanson said he's still looking into what standards need to be met before the entrance can include left turns in and out.

That traffic impact is one of two reasons why officials at School District 103 are opposed to the development. The other is capacity.

Superintendent Scott Warren was on hand Jan. 20 and told Vernon Hills officials that the school district cannot handle any new students. He said the schools are at max capacity and the district is opposed to adding onto their buildings.

Mayor Roger Byrne took exception to the statement, however. He pointed out the fact that less than 100 Vernon Hills children go to School District 103, yet the school boundaries encompass a large portion of the Corporate Woods executive park.

"You've got a pretty sweet deal. You get a lot of property tax money from this town and educate a small number of kids," Byrne told Warren. "I don't feel sorry for you."

Sherri Thomas, a Vernon Hills resident and member of the school board, said her children already take a 40-minute bus ride to go a few miles. She said adding more traffic to Route 45 and adding more kids to the bus routes could make that ride even longer.

Village Trustee Barbara Williams, who works for a busing company, told Thomas that state law allows for up to 90-minute school bus rides.

If Vernon Hills approves Swanson's final plans, officials must also vote to annex the land at some point before giving final approval on construction. Village Manager John Kalmar said that property is the last undeveloped area along the village's border.

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## Border battle

New Vernon Hills homes could overcrowd Lincolnshire schools. **Page 7**



RICK KAMBIC/PIONEER PRESS  
This 13-acre piece of land near Route 45 and Buffalo Grove Road is part of a possible 32-acre housing development. Vernon Hills officials gave a preliminary, nonbinding OK to the project.

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# Vernon Hills may annex undeveloped parcel for home development

RICK KAMBIC  
Pioneer Press

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