



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 16, 2016

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 16, 2016 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call
Time: 3 Hours 30 Minutes
- B. Pledge of Allegiance
- C. Celebrating Success
Time: 15 Minutes
- D. Community Participation
- E. Approval of Minutes 3
Time: 5 Minutes
- F. Consent Agenda
Time: 5 Minutes
 - 1. Approval of Bills 13
 - 2. Approval of School Donations 37
 - 3. Approval of Employment 38
 - 4. Approval of Field Trips 45
 - 5. Approval of Transportation Guidelines 50
 - 6. Policy Review - 2nd Reading 56
- G. Action Items
Time: 5 Minutes
 - 1. Approval of Roof Bids 112
- H. Discussion Items
Time: 1 Hour 30 Minutes
 - 1. Early Childhood Presentation 119
Time: 45 Minutes
 - 2. Late Arrival Days 2016-2017 125
Time: 15 Minutes
 - 3. 1:1 Teaching and Learning 153
Time: 30 Minutes

4. Construction Update	161
I. Information	
Time: 30 Minutes	
1. Board Representatives Committee Updates	
2. Written Department Updates	
a. Business Office	162
b. Facilities	258
c. Curriculum and Instruction, Student Services, Technology and Assessment	259
d. Enrollment	262
3. Superintendent's Informational Report	264
J. Old Business/New Business	
K. In The Press	266
L. Community Participation	
M. Executive Session	
Time: 1 Hour	
N. Adjournment	



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BOARD OF EDUCATION REGULAR MEETING MINUTES

Tuesday, January 19, 2016

The Board of Education of Lincolnshire-Prairie View School District 103 held its Regular Meeting on Tuesday, January 19, 2016 in the Learning Center 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
Malathy Dwaraknath
Kate Harper
Sandy Simon
Sherri Thomas
Anne van Gerven

Absent: None

Also present were:

Dr. Scott Warren, Superintendent
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Julie Postma, Director of Student Services
R.J. Bialk, Director of Technology and Assessment
Dr. Christy Adler, Principal of Laura B. Sprague School
Jill Mau, Principal Half Day School
Norma Taylor, Board Secretary

Public: 5

Press: 2

Staff: 11

Call to Order and Roll Call

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

Pledge of Allegiance

"DUDE. Be Nice" Program

Mrs. Simon noted Board members were wearing t-shirts they purchased from the National Junior Honor Society at Daniel Wright Junior High in support of the "DUDE. Be Nice" program. This National program inspires students to build a positive community. The Board supports and appreciates this positive and meaningful program.

Community Participation

There was no community participation at this time.

Celebrating Success - Sprague School

Dr. Adler introduced Mrs. Lenzini's second grade students who organized a presentation for the Board based on the work of author Todd Parr. This fall the students read his books and created their own books based on his work that supports Social Emotional Learning standards. Students shared their writings and what they have learned through this author study.

Approval of Minutes

Motion by Mrs. Harper, seconded by Mrs. van Gerven, to approve the minutes of the December 14, 2015 Regular and Executive Session, and the January 5, 2016 Special Meeting.

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: Curtis for December 14, 2015. Motion carried.

Consent Agenda

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

Approval of Bills

Approval of School Donations

Semi-Annual Review of Executive Session Minutes

Approval of Destruction of Executive Session Recordings

Approval of Employment Actions

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: None. Motion carried.

Discussion

1. School Start/Ending Times Final Report

Dr. Warren provided the final report of the study conducted to determine the feasibility of adjusting the starting and ending times for each school that considers the health and well-being of students. He reviewed components of the study included a review of the national research of student sleep, an analysis of local cohort districts' school times, parents, staff and student surveys, community and staff meetings, the amount of sleep our students receive, busing schedules, impacts to after school activities, various start time options, financial implications, and discussions with doctors in the field of sleep and student health. The study found the financial barriers to adjusting the starting and ending times of the school day include busing and transportation of students, unknown factors related to State funding such as a property tax freeze and pension costs, contract negotiations, and increasing student enrollment within the district. Due to these financial barriers, he did not recommend a change to the starting and ending times for the 2016-2017 school year. However, he noted changing the starting times would improve the opportunity for sleep for the junior high students and therefore will continue

to be reviewed this year, and a recommendation for changing the times will be presented in the future after exploring solutions to the barriers. The goal is to make a change for the 2017-2018 school year.

2. 1:1 Teaching and Learning: Sprague School

Mr. Bialk provided updated financial projections for 1:1 Teaching and Learning recommendation for Sprague School. He noted the Parent Advisory Committee will be meeting later this month. He reviewed financial implications for the next five years of the 1:1 recommendation.

3. School Calendar Discussion 2016-2017

Dr. Warren reviewed details of the proposed school calendar for the 2016-2017 school year.

4. Half Day and Daniel Wright Roof Repair

Dr. Warren reported the roof repairs for these buildings have been pulled from the larger renovation project, and the District will bid the job, providing a cost savings to the District.

Board Representative Committee Updates

Mr. Gordon reported on the Village of Lincolnshire Zoning Board Meeting where a public hearing was held regarding the additions to Half Day and Sprague Schools. The public hearing will continue at another meeting next week.

Mrs. van Gerven attended the PTO meeting where discussion was held on project funding.

Mrs. Harper reported on the ELC Board meeting where they received tours of facilities at Daniel Wright Junior High School and Ivy Hall Elementary School in District 96.

Superintendent's Informational Report

Dr. Warren announced Deerfield School District 109 has generously agreed to open up their Summer School program for District 103 students this upcoming summer.

Community Participation

There was no community participation at this time.

Executive Session

Motion by Mr. Gordon, seconded by Mrs. Dwaraknath, the Board go into Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees.

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: None. Motion carried.

The Board moved into Executive Session at 8:30 p.m.

Open Session

The Board reconvened to Open Session at 8:40 p.m.

Adjournment

Motion by Mrs. Thomas, seconded by Mrs. Simon, to adjourn.

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

The meeting adjourned at 8:44 p.m.

President Board of Education

Secretary Board of Education

DRAFT

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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, January 19, 2016

An Executive Session of the Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, January 19, 2016 in the Learning Center 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

Malathy Dwaraknath

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Absent: None

Also present were:

Dr. Scott Warren, Superintendent

Norma Taylor, Board Secretary

Executive Session convened at 8:35 p.m. to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees.

Dr. Warren discussed the retirement letter of Nancy Fencl that was submitted this week. Currently Mrs. Fencl is .75 FTE, but will be going to 1.0 FTE when 5th grade moves to Half Day School.

Motion by Mrs. Harper, seconded by Mrs. Simon, to return to Open Session.

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

The meeting reconvened to Open Session at 8:40 p.m.

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Secretary Board of Education



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BOARD OF EDUCATION SPECIAL MEETING MINUTES

Tuesday, February 2, 2016

The Board of Education of Lincolnshire-Prairie View School District 103 held a Special Meeting on Tuesday, February 2, 2016, in the Learning Center 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

Malathy Dwaraknath

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Absent: None

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

Anthony Mendoza, Director of Transportation

Scott Gaunky, Director of Facilities

R.J. Bialk, Director of Technology and Assessment

Norma Taylor, Board Secretary

Public: 1

Press: 0

Staff: 7

Call to Order and Roll Call

President Gordon called the meeting to order at 7:05 p.m.

Community Participation

There was no community participation at this time.

Action Item

1. Approval of School Calendar 2016-2017

Motion by Mr. Curtis, seconded by Mrs Harper, the Board approve the 2016-2017 school calendar.

Dr. Warren reviewed details of the school calendar to allow for adequate time for the completion of construction. Discussion was held with respect to religious holidays, Teacher Institute Days, state holidays and conference days.

Motion by Mr. Curtis, seconded by Mrs. Harper, to amend the motion to approve the school calendar for 2016-2017 subject to the amendment of adding back the consortium institute day of March 3, 2017 that would add a day to the end of the calendar.

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: None. Motion carried.

Motion by Mr. Curtis, seconded by Mrs. Thomas, to approve the school calendar for 2016-2017 as amended.

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: None. Motion carried.

Discussion Items

1. School Calendar 2017-2018

Dr. Warren provided a draft of the calendar for the 2017-2018 school year. Discussion was held regarding religious holidays.

2. Half Day and Daniel Wright Roof Repair Update

Mr. Gaunky reviewed the upcoming bid process for the roof repairs.

3. 1:1 Teaching and Learning: Sprague School

Mr. Bialk reported on the discussion of the recent parent advisory committee. Discussion was held regarding some concerns that were raised during the committee meeting. The administration will provide those concerns with viable options to the Board. The Administration will provide an analysis of the overall cost of the program to the district at the next meeting.

4. Policy Review -1st Reading

Dr. Warren reviewed the district policies presented for discussion and review. Discussion was held and proposed changes will be provided at the second reading and submitted for action at the next regular meeting.

5. Transportation Guidelines

Mr. Mendoza provided the Transportation Routing and Planning Guidelines for the Board's review. He noted the final version of the guidelines is a compilation of work of the Transportation Committee during the fall of 2015. Discussion was held toward approval of the guidelines at the next regular meeting.

Community Participation

A community member addressed the Board regarding 1:1 Teaching and Learning, and the School Calendar for 2016-2017.

Executive Session

Motion by Mrs. Harper, seconded by Mrs. Dwaraknath, the Board go into Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and student disciplinary cases.

Roll Call: Ayes: Curtis, Dwaraknath, Harper, Simon, Thomas, van Gerven, Gordon. Nays: None. Abstain: None. Motion carried.

The Board moved into Executive Session at 9:09 p.m.

Open Session

The Board reconvened to Open Session at 9:48 p.m.

Adjournment

Motion by Mrs. Harper, seconded by Mrs. Dwaraknath, to adjourn.

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

The meeting adjourned at 9:49 p.m.

President Board of Education

Secretary Board of Education

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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, February 2, 2016

An Executive Session of the Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, February 2, 2016 in the Learning Center 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

Malathy Dwaraknath

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Absent: None

Also present were:

Dr. Scott Warren, Superintendent

Norma Taylor, Board Secretary

Executive Session convened at 9:15 p.m. to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and student disciplinary cases.

Dr. Warren informed the Board of a half-day in-school suspension of Audrey Disbrow, 4th grader, for pushing a teacher.

Dr. Warren provided the Board a mid-year update of his goals for the semi-annual evaluation of the Superintendent. He reviewed progress on each goal thus far, and reviewed expectations for completion by the end of the year.

Dr. Warren and Norma Taylor left the meeting at 9:41 p.m.

The Board discussed the Superintendent's semi-annual evaluation review.

Dr. Warren and Norma Taylor returned to the meeting at 9:47 p.m.

Motion by Mrs. Simon, 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 9:48 p.m.

President Board of Education

Secretary Board of Education

DRAFT

Paid Accounts Payable by Vendor

Printed: 2/11/2016 8:19 AM
 Lincolnshire-Prairie View SD #103
 Expense on Date: 1/1/2016 to 1/30/2016

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
AASPA								
4675	10-2520-640	ANNUAL DUES - CMURPHY	1601	0	01/29/2016	100460	125.00	10-2520-640
							<u>\$125.00</u>	Payee Vendor Total
ADVANCED APPLIANCE								
4774	20-2540-319	REPAIR QUEST COOLER	1601	0	01/29/2016	100461	60.00	20-2540-319
							<u>\$60.00</u>	Payee Vendor Total
AMAZON								
4683	10-403	KREYNOLDS PURCHASES	1601	0	01/29/2016	100462	20.44	10-403
4683	10-403	KREYNOLDS PURCHASES	1601	0	01/29/2016	100462	54.59	10-403
4683	10-403	KREYNOLDS PURCHASES	1601	0	01/29/2016	100462	23.36	10-403
4683	10-403	KREYNOLDS PURCHASES	1601	0	01/29/2016	100462	93.78	10-403
4741	10-1112-414	CHORUS PENCILS	1601	0	01/29/2016	100462	29.90	10-1112-414
4741	10-1112-414	CHORUS PENCILS	1601	0	01/29/2016	100462	44.85	10-1112-414
4741	10-1112-414	STYLI	1601	0	01/29/2016	100462	23.97	10-1112-414
4733	10-1120-415	SCIENCE BOOK	1601	0	01/29/2016	100462	6.99	10-1120-415
4733	10-2410-410-3	DW OFFICE COFFEE	1601	0	01/29/2016	100462	68.18	10-2410-410
4733	10-2410-410-3	OFFICE SPACE HEATER	1601	0	01/29/2016	100462	69.99	10-2410-410
4733	10-2410-410-3	OFFICE SPACE HEATER	1601	0	01/29/2016	100462	69.99	10-2410-410
4733	10-2410-410-3	OFFICE SPACE HEATER	1601	0	01/29/2016	100462	69.99	10-2410-410
4733	10-2410-410-3	DW OFFICE COFFEE	1601	0	01/29/2016	100462	6.96	10-2410-410
4733	10-2410-410-3	DW OFFICE COFFEE	1601	0	01/29/2016	100462	11.40	10-2410-410
							<u>\$594.39</u>	Payee Vendor Total
ANDERSON PEST SOLUTIONS								
6620	20-2540-329	DISTRICT IPM	1601	0	01/29/2016	100463	148.37	20-2540-329
							<u>\$148.37</u>	Payee Vendor Total
APPLE COMPUTER INC.								
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	39.60	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	747.00	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	99.60	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	249.00	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	63.36	10-2660-410
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1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	161.85	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	63.36	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	63.36	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	226.85	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	199.20	10-2660-410

Paid Accounts Payable by Vendor

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 Lincolnshire-Prairie View SD #103
 Expense on Date: 1/1/2016 to 1/30/2016

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
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1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	249.00	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	217.80	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	495.51	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	698.49	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	298.80	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	49.99	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	24.95	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	12.99	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	9.55	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	4.99	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	124.50	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	124.50	10-2660-410
1418	10-2660-410	IPAD APPS	1601	0	01/29/2016	100464	124.50	10-2660-410
							\$4,838.56	Payee Vendor Total
AT&T BUSINESS SERVICE								
6620	10-2540-341	LONG DISTANCE	1601	0	01/29/2016	100466	35.76	10-2540-341
							\$35.76	Payee Vendor Total
AT&T MOBILITY								
6620	10-2540-341	IPAD DATA	1601	0	01/29/2016	100467	286.71	10-2540-341
							\$286.71	Payee Vendor Total
AT&T								
6620	10-2540-341	TELEPHONE	1601	0	01/29/2016	100465	5,215.02	10-2540-341
6620	10-3500-341	TELEPHONE D103 CLUB	1601	0	01/29/2016	100465	185.58	10-3500-341
							\$5,400.60	Payee Vendor Total
BEST BUY								
4766	40-2550-410	COMP MONITOR CABLE	1601	0	01/29/2016	100468	29.99	40-2550-410
1418	10-2660-410	COMP CABLE	1601	0	01/29/2016	100468	29.99	10-2660-410
							\$59.98	Payee Vendor Total
BLAIR CANDY								
4758	10-1111-419	HOLIDAY CANDY	1601	0	01/29/2016	100469	1,011.94	10-1111-419
							\$1,011.94	Payee Vendor Total
CARBONITE								
1418	10-2660-410	DIST OFFICE BACKUP STORAGE	1601	0	01/29/2016	100470	170.48	10-2660-410
							\$170.48	Payee Vendor Total
CHICAGO TRIBUNE								

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 Expense on Date: 1/1/2016 to 1/30/2016

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
6620	10-2220-440	NEWSPAPER - HD	1601	0	01/29/2016	100471	64.87	10-2220-440
6620	10-2220-440	NEWSPAPER - SP	1601	0	01/29/2016	100471	103.87	10-2220-440
4691	10-2310-410	NEWSPAPER - ADMIN	1601	0	01/29/2016	100471	97.50	10-2310-410
							<u>\$266.24</u>	Payee Vendor Total
COMCAST CABLE								
6620	10-2540-341	INTERNET - RS	1601	0	01/29/2016	100472	82.90	10-2540-341
							<u>\$82.90</u>	Payee Vendor Total
DAILY HERALD								
6620	10-2220-440	NEWSPAPER - SP	1601	0	01/29/2016	100473	25.00	10-2220-440
							<u>\$25.00</u>	Payee Vendor Total
DUNKIN DONUTS								
4691	10-2310-410	PERA MTG BREAKFAST	1601	0	01/29/2016	100474	47.42	10-2310-410
							<u>\$47.42</u>	Payee Vendor Total
EDUCATION WEEK								
6407	10-2220-440	ONLINE MAGAZINE SUBSCR	1601	0	01/29/2016	100475	38.22	10-2220-440
							<u>\$38.22</u>	Payee Vendor Total
EPS LITERACY & INTERVENTI								
4683	10-1120-420	WORDLY WISE CLASS SET (9)	1601	0	01/29/2016	100476	2,511.63	10-1120-420
							<u>\$2,511.63</u>	Payee Vendor Total
FAST SIGNS								
4741	10-2410-410-2	NAMEPLATES	1601	0	01/29/2016	100477	148.00	10-2410-410
							<u>\$148.00</u>	Payee Vendor Total
FEDEX OFFICE								
4766	10-2520-342	POSTAGE	1601	0	01/29/2016	100478	73.75	10-2520-342
							<u>\$73.75</u>	Payee Vendor Total
GLOBAL FAMILY YOGA								
4717	10-1200-410	YOGA DVD	1601	0	01/29/2016	100479	15.00	10-1200-410
							<u>\$15.00</u>	Payee Vendor Total
GRAPHIC 14 INCORPORATED								
4741	10-2410-410-2	COPY PAPER. BINDER COMBS	1601	0	01/29/2016	100480	411.75	10-2410-410
							<u>\$411.75</u>	Payee Vendor Total
HOME DEPOT CREDIT SERVICE								
4774	20-2540-410-2	SHOP SUPPLIES	1601	0	01/29/2016	100481	60.17	20-2540-410
4774	20-2540-410-2	SHOP SUPPLIES	1601	0	01/29/2016	100481	57.92	20-2540-410
4243	20-2540-410-2	SHOP SUPPLIES	1601	0	01/29/2016	100481	17.41	20-2540-410
4243	20-2540-410-2	SHOP SUPPLIES	1601	0	01/29/2016	100481	19.98	20-2540-410

Paid Accounts Payable by Vendor

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Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
4741	10-1112-410	STORAGE BINS	1601	0	01/29/2016	100481	51.76	10-1112-410
							<u>\$207.24</u>	Payee Vendor Total
HYATT HOTELS								
4683	10-2210-312	TRIPLE I CONF FOOD	1601	0	01/29/2016	100482	28.25	10-2210-312
							<u>\$28.25</u>	Payee Vendor Total
ILLINOIS TOLLWAY								
4766	40-2550-390	IPASS AUTOREPLENISH	1601	0	01/29/2016	100483	100.00	40-2550-390
							<u>\$100.00</u>	Payee Vendor Total
JEWEL								
4725	20-2540-410-1	NE FACILITIES MTG FOOD	1601	0	01/29/2016	100484	42.28	20-2540-410
							<u>\$42.28</u>	Payee Vendor Total
JW PEPPER & SON								
4741	10-1190-410-2	SHEET MUSIC	1601	0	01/29/2016	100485	145.73	10-1190-410
							<u>\$145.73</u>	Payee Vendor Total
KOHL'S								
8114	10-403	CHRISTMAS DONATION	1601	0	01/29/2016	100486	1,307.73	10-403
8114	10-403	CHRISTMAS DONATION	1601	0	01/29/2016	100486	1,629.03	10-403
8114	10-403	CHRISTMAS DONATION	1601	0	01/29/2016	100486	886.41	10-403
							<u>\$3,823.17</u>	Payee Vendor Total
LAKE COUNTY HOSE								
4725	20-2540-319	REPAIR F350 SALT SPREADER	1601	0	01/29/2016	100487	803.09	20-2540-319
							<u>\$803.09</u>	Payee Vendor Total
LOVIN OVEN								
4725	20-2540-410-1	NE FACILITIES MTG FOOD	1601	0	01/29/2016	100488	39.57	20-2540-410
							<u>\$39.57</u>	Payee Vendor Total
MARIANOS								
4741	10-1112-414	GR 4 PARTY FOOD	1601	0	01/29/2016	100489	24.96	10-1112-414
4741	10-1112-414	RETURNED SODA	1601	0	01/29/2016	100489	(15.07)	10-1112-414
							<u>\$9.89</u>	Payee Vendor Total
MARRIOTT HOTEL								
4683	10-2210-312	TRIPLE I CONF HOTEL	1601	0	01/29/2016	100490	625.20	10-2210-312
							<u>\$625.20</u>	Payee Vendor Total
MDI PRECISION								
4675	10-1550-410	MICROWINCH - SO	1601	0	01/29/2016	100491	105.50	10-1550-410
							<u>\$105.50</u>	Payee Vendor Total

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NEED PROJECT, THE								
4683	10-2215-410	ENERGY WIND KITS - LTL	1601	0	01/29/2016	100492	1,100.00	10-2215-410
							<u>\$1,100.00</u>	Payee Vendor Total
NIGHTEK								
1648	10-2660-410	TECH SUPPORT TOOLS	1601	0	01/29/2016	100493	72.95	10-2660-410
							<u>\$72.95</u>	Payee Vendor Total
NIHIP								
JANNIHIP	10-2690-220	MEDICAL INSURANCE - ED	116	0	01/12/2016	22178	232,551.98	10-2690-220
JANNIHIP	10-2690-221	LIFE/LTD INSURANCE - ED	116	0	01/12/2016	22178	3,195.01	10-2690-221
JANNIHIP	10-2690-221	VOLUNTARY LIFE - ED	116	0	01/12/2016	22178	798.00	10-2690-221
JANNIHIP	20-2540-220	MEDICAL INSURANCE - O&M	116	0	01/12/2016	22178	14,125.90	20-2540-220
JANNIHIP	20-2540-221	LIFE/LTD INSURANCE - O&M	116	0	01/12/2016	22178	76.95	20-2540-221
JANNIHIP	40-2550-220	MEDICAL INSURANCE - TRANS	116	0	01/12/2016	22178	26,612.82	40-2550-220
JANNIHIP	40-2550-221	LIFE/LTD INSURANCE - TRANS	116	0	01/12/2016	22178	132.44	40-2550-221
JANNIHIP	40-2550-221	VOLUNTARY LIFE - TRANS	116	0	01/12/2016	22178	292.30	40-2550-221
JANNIHIP	10-2330-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	1,881.84	10-2330-225
JANNIHIP	10-2330-225	LIFE/LTD INSURANCE - RETIREE	116	0	01/12/2016	22178	12.60	10-2330-225
JANNIHIP	10-2320-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	1,881.84	10-2320-225
JANNIHIP	10-2210-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	852.12	10-2210-225
JANNIHIP	10-2520-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	852.12	10-2520-225
JANNIHIP	20-2540-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	1,704.24	20-2540-225
JANNIHIP	40-2550-225	MEDICAL INSURANCE - RETIREE	116	0	01/12/2016	22178	852.12	40-2550-225
							<u>\$285,822.28</u>	Payee Vendor Total
PARTYCITY.COM								
4733	10-2410-410-3	STAFF MTG SUPPLIES	1601	0	01/29/2016	100494	21.94	10-2410-410
							<u>\$21.94</u>	Payee Vendor Total
PATTEN INDUSTRIES								
4725	20-2540-410-2	TRACTOR PARTS	1601	0	01/29/2016	100495	159.25	20-2540-410
							<u>\$159.25</u>	Payee Vendor Total
PESI LLC								
4717	10-2211-312	AUTISM CONF REG	1601	0	01/29/2016	100496	949.95	10-2211-312
							<u>\$949.95</u>	Payee Vendor Total
PITNEY BOWES								
6620	10-2520-342	POSTAGE MACHINE LEASE - HD	1601	0	01/29/2016	100497	100.00	10-2520-342
6620	10-2520-342	POSTAGE MACHINE LEASE - HD	1601	0	01/29/2016	100497	118.00	10-2520-342
6620	10-2520-342	POSTAGE MACHINE LEASE - HD	1601	0	01/29/2016	100497	240.00	10-2520-342

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							<u>\$458.00</u>	Payee Vendor Total
PITTSBURGH WATER COOLER								
4243	20-2540-410-2	REPAIR SUPPLIES	1601	0	01/29/2016	100498	27.95	20-2540-410
							<u>\$27.95</u>	Payee Vendor Total
QUILL CORPORATION								
4683	10-2210-410	OFFICE SUPPLIES	1601	0	01/29/2016	100499	42.88	10-2210-410
4741	10-2410-410-2	OFFICE SUPPLIES	1601	0	01/29/2016	100499	13.03	10-2410-410
4741	10-2410-410-2	OFFICE SUPPLIES	1601	0	01/29/2016	100499	12.59	10-2410-410
							<u>\$68.50</u>	Payee Vendor Total
SAMS CLUB								
4243	10-2410-410-1	OFFICE COFFEE	1601	0	01/29/2016	100500	30.20	10-2410-410
4758	10-2410-410-1	STAFF MTG FOOD	1601	0	01/29/2016	100500	57.70	10-2410-410
4741	10-2410-410-2	CAFE SUPPLIES	1601	0	01/29/2016	100500	51.49	10-2410-410
4691	10-2310-410	STAFF HOLIDAY BREAKFAST	1601	0	01/29/2016	100500	280.75	10-2310-410
							<u>\$420.14</u>	Payee Vendor Total
SWISSOTEL								
4675	10-2510-312	TRIPLE I CONF PARKING	1601	0	01/29/2016	100501	70.00	10-2510-312
4675	10-2510-312	TRIPLE I CONF HOTEL	1601	0	01/29/2016	100501	10.69	10-2510-312
							<u>\$80.69</u>	Payee Vendor Total
TARGET								
4733	10-2410-410-3	STAFF MTG FOOD	1601	0	01/29/2016	100502	194.95	10-2410-410
							<u>\$194.95</u>	Payee Vendor Total
TDS METROCOM								
6620	10-2540-341	TELEPHONE	1601	0	01/29/2016	100503	2,068.27	10-2540-341
							<u>\$2,068.27</u>	Payee Vendor Total
TYCO INTEGRATED SECURITY								
6620	20-2540-329	ALARM MONITORING - DW	1601	0	01/29/2016	100504	160.35	20-2540-329
							<u>\$160.35</u>	Payee Vendor Total
ULINE								
4683	10-2210-490	SCIENCE PROJECT SUPPLIES	1601	0	01/29/2016	100505	351.00	10-2210-490
							<u>\$351.00</u>	Payee Vendor Total
VERIZON WIRELESS								
6620	40-2550-341	CELL PHONE - TRANS	1601	0	01/29/2016	100506	40.46	40-2550-341
6620	20-2540-341	CELL PHONE - O&M	1601	0	01/29/2016	100506	221.75	20-2540-341
							<u>\$262.21</u>	Payee Vendor Total
WALL STREET JOURNAL								

Specialized Data Systems, Inc.

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4675	10-2220-440	ANNUAL SUBSCR	1601	0	01/29/2016	100507	347.88	10-2220-440
							<u>\$347.88</u>	Payee Vendor Total
WALMART								
4741	10-1112-414	CLASSROOM PROJECT SUPPLIES	1601	0	01/29/2016	100508	37.52	10-1112-414
							<u>\$37.52</u>	Payee Vendor Total
WASTE MANAGEMENT OF ILLIN								
6620	10-2540-321	SANITATION SERVICES - SP	1601	0	01/29/2016	100509	360.49	10-2540-321
6620	10-2540-321	SANITATION SERVICES - HD	1601	0	01/29/2016	100509	375.49	10-2540-321
6620	10-2540-321	SANITATION SERVICES - DW	1601	0	01/29/2016	100509	540.35	10-2540-321
							<u>\$1,276.33</u>	Payee Vendor Total
WEST MUSIC								
4741	10-2215-700	DRUM - MB	1601	0	01/29/2016	100510	776.95	10-2215-700
							<u>\$776.95</u>	Payee Vendor Total
WONDER WORKSHOP								
4683	10-2215-410	EDUCATOR STARTER PACK - LTL	1601	0	01/29/2016	100511	930.00	10-2215-410
							<u>\$930.00</u>	Payee Vendor Total
XEROX CORPORATION								
6620	30-5370-610	COPIER LEASE PRINCIPAL	1601	0	01/29/2016	100512	145.35	30-5370-610
6620	30-5270-620	COPIER LEASE INTEREST	1601	0	01/29/2016	100512	10.80	30-5270-620
							<u>\$156.15</u>	Payee Vendor Total
Report Total							<u><u>\$318,024.88</u></u>	

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BASBAGILL, PAUL								
012516	10-1500-319	VOLLEYBALL REF 1/25	160125	0	01/25/2016	9558	50.00	10-1500-319
							<u>\$50.00</u>	Payee Vendor Total
BELL, ROBERT								
011416	10-1500-319	Void WRESTLING REF 1/14	160114	0	01/14/2016	9551	65.00	10-1500-319
011416	10-1500-319	Void WRESTLING REF 1/14	9015	0	01/15/2016	9551	(65.00)	10-1500-319
							<u>\$0.00</u>	Payee Vendor Total
BOES, NANCY								
012516	10-1500-319	VOLLEYBALL REF 1/25	160125	0	01/25/2016	9559	50.00	10-1500-319
							<u>\$50.00</u>	Payee Vendor Total
CHRIS ERICKSON PETTY CASH								
012516	10-1200-410	REIMB GUIDED PETTY CASH	160125	0	01/25/2016	9560	373.46	10-1200-410
							<u>\$373.46</u>	Payee Vendor Total
FEIDEN, TIM								
011216	10-1500-319	WRESTLING REF 1/12	160112	0	01/12/2016	9550	65.00	10-1500-319
							<u>\$65.00</u>	Payee Vendor Total
FRONTLINE TECHNOLOGIES								
N/A	10-2520-312	APPLITRACK CERT CLASS - CMURPHY	160122	0	01/22/2016	9556	695.00	10-2520-312
							<u>\$695.00</u>	Payee Vendor Total
IESA								
287-20709	10-1550-640	CHESS TOURNAMENT REG FEES	160126	0	01/26/2016	9561	225.00	10-1550-640
							<u>\$225.00</u>	Payee Vendor Total
JUST FOR FUN ROLLER RINK								
N/A	10-3500-390	103 CLUB MLK DAY FIELD TRIP	160115	0	01/15/2016	9552	384.00	10-3500-390
							<u>\$384.00</u>	Payee Vendor Total
LAKE COUNTY EDUCATIONAL S								
AD79110	10-1100-112	ADMIN ACADEMY REG (11)	160115	0	01/15/2016	9553	165.00	10-1100-112
							<u>\$165.00</u>	Payee Vendor Total
LAKE COUNTY STORMWATER MA								
N/A	20-2540-329	ADDL PRELIM WETLAND JURIS SURVEY	160105	0	01/05/2016	9548	180.00	20-2540-329
							<u>\$180.00</u>	Payee Vendor Total
MILWAUKEE SYMPHONY ORCHES								
2625999	10-1190-414	YOUR HEROES TICKETS	160126	0	01/26/2016	9562	493.00	10-1190-414
							<u>\$493.00</u>	Payee Vendor Total
MOLINARI, KENNETH								

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012616	10-1500-319	VOLLEYBALL REF 1/28	160126	0	01/26/2016	9563	50.00	10-1500-319
							<u>50.00</u>	Payee Vendor Total
NORTHSHORE CONCERT BAND								
N/A	10-1190-640	NORTHWESTERN BAND FEST REG	160115	0	01/15/2016	9554	400.00	10-1190-640
							<u>400.00</u>	Payee Vendor Total
PANAGIOTAROS, CYNTHIA								
012616	10-1500-319	VOLLEYBALL REF 1/28	160126	0	01/26/2016	9564	50.00	10-1500-319
							<u>50.00</u>	Payee Vendor Total
SCHOOL DISTRICT 103 ACTIV								
N/A	10-2520-312	NEIASBO LUNCH - JHERRIN	160122	0	01/22/2016	9557	20.00	10-2520-312
							<u>20.00</u>	Payee Vendor Total
SCHOOL DISTRICT 103 PTO								
012616	10-403	REIMB CHECKS CUT TO DIST	160126	0	01/26/2016	9565	3,580.00	10-403
							<u>3,580.00</u>	Payee Vendor Total
TWIN GROVES MIDDLE SCHOOL								
N/A	10-1500-640	DURLACHER WRESTLING TOURN REG	160119	0	01/19/2016	9555	175.00	10-1500-640
							<u>175.00</u>	Payee Vendor Total
NWIDE, IRVING								
012816	10-1500-319	Void WRESTLING REF 1/28	160126	0	01/26/2016	9566	65.00	10-1500-319
							<u>65.00</u>	Payee Vendor Total
WIESNETH, JOHN								
010716	10-1500-319	WRESTLING REF 1/7	160107	0	01/07/2016	9549	65.00	10-1500-319
							<u>65.00</u>	Payee Vendor Total
							<u><u>\$7,085.46</u></u>	Report Total

Bills Payable (Fund Summary)

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Fund Code	Description	Amount
10	Education Fund	209,402.06
20	Oper, Build, & Maint Fund	49,436.04
30	Debt Service Fund or Fund Group	166.65
40	Transportation Fund	14,270.57
Report Total		<u><u>\$273,275.32</u></u>

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
A PARTS WAREHOUSE					
	0000010257	SPED BUS SEAT ASST DEVICE	2	375.00	10-1200-410
				<u>\$375.00</u>	
ADLAI E STEVENSON HIGH SCHOOL					
		HD CONCERT HOSTING	2	472.50	10-1190-390
				<u>\$472.50</u>	
ADLER, CHRISTINE					
		REIMB STUDENT AWARDS - SP	2	36.67	10-2215-410
				<u>\$36.67</u>	
ADVOCATE OCCUPATIONAL HEALT					
		Driver Physical and Drug Test	2	348.00	40-2550-390
				<u>\$348.00</u>	
AFABLE, ADDIE					
		EXPLORE THE ARTS PERFORMANCE	2	125.00	10-2211-314
				<u>\$125.00</u>	
AGRAWAL, MR & MRS VIVEK					
		EXPLORE THE ARTS PERFORMANCE	2	125.00	10-2211-314
				<u>\$125.00</u>	
AMALGAMATED BANK OF CHICAGC					
		ADMIN FEE BOND SERIES 2005	2	166.65	30-5400-319
				<u>\$166.65</u>	
AMAZON					
		RETURNED MERCHANDISE	2	(299.97)	10-2660-410
		IPAD CABLES	2	146.97	10-2660-410
		TECH TOOL KIT	2	71.98	10-2660-410
		RETURNED CABLES	2	(30.00)	10-2660-410
	0000010213	GREEN ENRGY TCHNG AIDS - LTL	2	125.97	10-2215-410
	0000010213	GREEN ENRGY TCHNG AIDS - LTL	2	335.92	10-2215-410
	0000010213	GRN ENRGY TCHNG AIDS (12) - LTL	2	545.87	10-2215-410
	0000010251	LABELS	2	21.82	10-2210-410
	0000010251	TONER CARTRIDGE	2	68.05	10-2210-410
	0000010252	SPANISH PLAYING CARDS	2	13.94	10-2190-410
	0000010263	1-CHANGE BOOKS	2	179.20	10-2211-490
	0000010263	AA BATTERIES	2	12.95	10-2210-410
	0000010270	I CAN DRAW! BOOKS (2)	2	13.90	10-1111-410
	0000010276	MINECRAFT PRIZES	2	30.00	10-1111-410
				<u>\$1,236.60</u>	
APPLE COMPUTER INC.					
		ADAPTORS (20)	2	580.00	10-2660-410
		RETURNED COMP SUPPLIES	2	(522.00)	10-2660-410
				<u>\$58.00</u>	
BATTERIES PLUS					
		BATTERIES	2	196.56	20-2540-410
				<u>\$196.56</u>	
Beck, Jill					
		REIMB RETIREE INSURANCE	2	671.43	10-1120-225

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				<u>\$671.43</u>	
BERCOS EDUCATIONAL CONSULTII					
		SPED CONSULTING	2	315.86	10-2140-314
				<u>\$315.86</u>	
BIALK, RJ					
		REIMB NWEA CONF TRAVEL	2	153.14	10-2660-312
				<u>\$153.14</u>	
BLACK, CAREY					
		REIMB RETIREE INSURANCE	2	354.45	20-2540-225
				<u>\$354.45</u>	
BOSKELLY, LAURA					
		REIMB TUITION	2	1,680.00	10-1120-230
				<u>\$1,680.00</u>	
BUFFALO GROVE PARK DISTRICT					
		EXPLORE THE ARTS PERFORMANCE	2	125.00	10-2211-314
				<u>\$125.00</u>	
BURANASIRI, VEE					
		EXPLORE THE ARTS PERFORMANCE	2	100.00	10-2211-314
				<u>\$100.00</u>	
CAMCOR					
0000010227		SPEAKER SYSTEM - PE	2	785.00	10-2660-700
				<u>\$785.00</u>	
CASTANS, CAROLE					
		REIMB RETIREE INSURANCE	2	5,605.80	10-1120-225
				<u>\$5,605.80</u>	
CDW GOVERNMENT INC.					
0000010226		PROJECTOR LAMP (4)	2	316.00	10-2660-410
				<u>\$316.00</u>	
CENTER, THE					
		INTERVENTIONS WRKSH REG	2	160.00	10-2211-390
		INTERVENTIONS WRKSH REG	2	160.00	10-2211-390
		INTERVENTIONS WRKSH REG	2	160.00	10-2211-390
				<u>\$480.00</u>	
CERAMIC SUPPLY CHICAGO					
0000010228		WHITE CLAY ART SUPPLIES	2	330.00	10-1120-411
				<u>\$330.00</u>	
CINTAS					
		CUSTODIAL SUPPLIES - SP	2	187.49	20-2540-410
		CUSTODIAL SUPPLIES - SP	2	136.54	20-2540-410
		CUSTODIAL SUPPLIES - SP	2	124.81	20-2540-410
				<u>\$448.84</u>	
CITADEL THEATRE COMPANY					
		EXPLORE THE ARTS PRESENTATION	2	300.00	10-2211-314
				<u>\$300.00</u>	
CITICARE TRANSPORTATION					

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		SPED OUT OF DIST 12/19-1/15/16	2	2,411.40	40-2550-319
				<u>\$2,411.40</u>	
Clarín, Ryan		REIMB ILMEA CONF TRAVEL	2	439.89	10-2211-390
		REIMB ILMEA CONF TRAVEL	2	177.12	10-2211-390
				<u>\$617.01</u>	
CLASSROOM CONNECTION		PRIVATE SCHOOL TUITION	2	5,336.66	10-1912-670
		PRIVATE SCHOOL TUITION	2	4,989.30	10-1912-670
				<u>\$10,325.96</u>	
CLAY, REBECCA		REIMB SOCIAL STUDIES SUPL	2	79.07	10-1111-416
				<u>\$79.07</u>	
COIRIER, LAURA		REIMB SUPPLIES - SO	2	18.03	10-1550-410
		REIMB BRIT SCH INVIT TRVL - SO	2	43.21	10-1550-332
		REIMB GR 8 SCIENCE SUPPL	2	24.85	10-1120-415
		REIMB GR 8 SCIENCE SUPPL	2	35.64	10-1120-415
		REIMB ROCKFORD INVIT TRVL - SO	2	78.08	10-1550-332
		REIMB SOUTH MID INVIT TRVL - SO	2	18.58	10-1550-332
				<u>\$218.39</u>	
CONSTELLATION ENERGY SERVICE		ELECTRICITY - HD	2	2,417.22	10-2540-466
		ELECTRICITY - SP	2	3,067.04	10-2540-466
		ELECTRICITY - DW	2	10,697.92	10-2540-466
				<u>\$16,182.18</u>	
CONSTELLATION ENERGY SERVICE		NATURAL GAS - DW	2	2,597.50	10-2540-465
		NATURAL GAS - HD	2	1,883.36	10-2540-465
		NATURAL GAS - SP	2	1,789.95	10-2540-465
				<u>\$6,270.81</u>	
COVE SCHOOL INC., THE		PRIVATE SCHOOL TUITION	2	6,694.24	10-1912-670
				<u>\$6,694.24</u>	
CRC THERMAL IMAGING		ROOF PROJECT - DW	2	2,400.00	20-2540-500
				<u>\$2,400.00</u>	
CREATIVE GRAPHIC ARTS INC	0000010204	MATH PRACTICE POSTERS	2	140.00	10-2210-410
				<u>\$140.00</u>	
CUSTOM SOLUTIONS		SPED ASSISTIVE DEVICE CONSULTING	2	1,755.63	10-1200-314
				<u>\$1,755.63</u>	
DECKER EQUIPMENT		LOCKER PARTS - HD	2	37.55	20-2540-410
				<u>\$37.55</u>	

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DEMCO					
	0000010245	LIBRARY SUPPLIES	2	148.16	10-2220-410
	0000010264	VERTICAL PLASTIC SIGN HOLDERS	2	42.02	10-2220-410
	0000010264	SMALL ALL-PURPOSE EASEL	2	34.53	10-2220-410
	0000010264	TABLETOP BOOK RACK	2	45.03	10-2220-410
				<u>\$269.74</u>	
DORNFELD PIANO TUNING					
		PIANO TUNING, SVC - SP	2	160.00	10-1190-319
				<u>\$160.00</u>	
ECRA GROUP					
		ECRISS AGREEMENT INSTALLMENT	2	18,198.00	10-2620-392
				<u>\$18,198.00</u>	
ECS MIDWEST					
		GEOLOGICAL SURVEY	2	825.00	20-2540-500
		GEOLOGICAL SURVEY	2	2,300.00	20-2540-500
		GEOLOGICAL SURVEY	2	850.00	20-2540-500
		GEOLOGICAL SURVEY	2	2,500.00	20-2540-500
				<u>\$6,475.00</u>	
EDER CASELLA & CO					
		AUDITING SERVICES	2	94.50	10-2310-317
				<u>\$94.50</u>	
Elbaum, Susan					
		REIMB INTRADIST TRAVEL	2	28.41	10-2140-332
				<u>\$28.41</u>	
ENGLER BAASTEN & SRAGA					
		LEGAL SERVICES	2	231.00	10-2310-318
				<u>\$231.00</u>	
EXCEPTIONAL LEARNERS COLLAB					
		LRP CONF REGISTRATION	2	2,290.00	10-2330-312
				<u>\$2,290.00</u>	
FEDEX					
		POSTAGE	2	30.09	10-2520-342
				<u>\$30.09</u>	
FERGUSON ENTERPRISES					
		REPAIR PARTS - SP	2	18.30	20-2540-410
				<u>\$18.30</u>	
FILTER SERVICES INC.					
		REPLACEMENT FILTERS	2	1,549.74	20-2540-410
				<u>\$1,549.74</u>	
FOLLETT SCHOOL SOLUTIONS					
		LIBRARY BOOKS - SP	2	27.95	10-1100-420
	0000010163	LIBRARY BOOKS - SP	2	559.82	10-2220-430
	0000010200	LIBRARY BOOKS - DW	2	643.80	10-2220-430
	0000010224	LIBRARY BOOKS - DW	2	1,218.06	10-2220-430
	0000010224	LIBRARY BOOKS - DW	2	1,026.79	10-2220-430
	0000010240	LIBRARY BOOKS - SP	2	1,335.89	10-2220-430

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	0000010242	LIBRARY BOOKS - HD	2	40.23	10-2220-430
	0000010242	LIBRARY BOOKS - HD	2	2,185.72	10-2220-430
	0000010223	LIBRARY BOOKS - SP/PTO	2	464.63	10-2215-410
	0000010223	LIBRARY BOOKS - SP/PTO	2	668.19	10-2215-410
				<u>\$8,171.08</u>	
FOX RIVER FOODS INC.					
		103 CLUB FOOD	2	737.18	10-3500-410
		103 CLUB FOOD	2	1,186.77	10-3500-410
		103 CLUB FOOD	2	1,244.62	10-3500-410
		RETURNED FOOD	2	(24.82)	10-3500-410
		RETURNED FOOD	2	(60.03)	10-3500-410
		RETURNED FOOD	2	(142.76)	10-3500-410
				<u>\$2,940.96</u>	
Franz, Ashley					
		REIMB IMEC CONF TRAVEL	2	71.89	10-2211-390
		REIMB IMEC CONF TRAVEL	2	197.96	10-2211-390
				<u>\$269.85</u>	
FRECKING, INA					
		REIMB RETIREE INSURANCE	2	1,450.00	10-1112-225
				<u>\$1,450.00</u>	
GABRIEL ENVIRONMENTAL SERVIC					
		TANK REMOVAL PROJECT - HD	2	504.43	20-2540-329
				<u>\$504.43</u>	
Gartside, Geraldine					
		REIMB MAND REPORT WKSHP	2	25.00	10-2211-312
				<u>\$25.00</u>	
GENESIS TECHNOLOGIES					
		COPIER MAINT AGREEMENT	2	3,412.14	10-2410-325
				<u>\$3,412.14</u>	
GEWALT HAMILTON ASSOC INC					
		BOUNDARY SURVEY	2	2,100.00	20-2540-500
				<u>\$2,100.00</u>	
GRAINGER					
		ROOF LEAK DIVERTER - DW	2	311.40	20-2540-410
		CO DETECTORS	2	629.10	20-2540-410
		CO DETECTORS - DW	2	975.60	20-2540-410
				<u>\$1,916.10</u>	
GRAPHIC 14 INCORPORATED					
	0000010234	COPY PAPER	2	83.24	10-2520-412
				<u>\$83.24</u>	
GRAYBAR ELECTRIC COMPANY, IN					
		REPLACEMENT FIXTURES - SP	2	355.59	20-2540-410
		RETURNED MERCHANDISE	2	(81.09)	20-2540-410
				<u>\$274.50</u>	
GREAT LAKES COCA COLA DISTRIE					
		SODA/WATER - DW	2	568.32	10-2310-410

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		SODAWATER - DW	2	270.36	10-2310-410
				<u>\$838.68</u>	
HAFNER, TONY		REIMB SCIENCE SUPPLIES	2	18.99	10-1120-415
				<u>\$18.99</u>	
HEARTLAND		LANGUAGE SERVICES	2	537.45	10-1200-314
				<u>\$537.45</u>	
HJELM, BETH		REIMB RETIREE INSURANCE	2	1,260.00	10-1111-225
				<u>\$1,260.00</u>	
HOLZMAN, RANDY		REIMB MAND REPORT WKSHOP	2	25.00	10-2211-312
				<u>\$25.00</u>	
HOME DEPOT CREDIT SERVICES		SHOP SUPPLIES - DW	2	43.78	20-2540-410
		SHOP SUPPLIES - DW	2	14.36	20-2540-410
				<u>\$58.14</u>	
HURST, HILLARY		REIMB SPANISH TEACHING AIDS	2	14.67	10-1120-413
				<u>\$14.67</u>	
ILLINOIS CONTRACT GLAZING		REPAIR DOORS - DW	2	1,064.00	20-2540-329
				<u>\$1,064.00</u>	
ILLINOIS JUGGLING INSTITUTE INC		ASSEMBLY PRESENTATION	2	2,400.00	10-2211-314
				<u>\$2,400.00</u>	
ILLINOIS OFFICE OF THE STATE FIR		BOILER INSPECTION - DW	2	70.00	20-2540-329
				<u>\$70.00</u>	
IMAGE MARKET	000010218	BAND POLO SHIRTS	2	69.75	10-1190-414
				<u>\$69.75</u>	
IMPROV PLAYHOUSE		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				<u>\$125.00</u>	
INTEGRATED SYSTEMS CORP		SKYWARD HOSTING - MAR	2	400.00	10-2660-392
				<u>\$400.00</u>	
Jerzyk, Michael		REIMB TUITION	2	1,680.00	10-1120-230
				<u>\$1,680.00</u>	
Joneikis, Justin		REIMB TUITION	2	840.00	10-1120-230
				<u>\$840.00</u>	

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JOSTENS					
	0000010174	DIPLOMA COVERS	2	1,593.13	10-1120-490
				\$1,593.13	
JW PEPPER & SON					
	0000010229	BAND MUSIC	2	195.90	10-1190-410
	0000010229	BAND SUPPLIES	2	24.95	10-1190-410
	0000010229	BAND SUPPLIES	2	12.95	10-1190-410
				\$233.80	
KALAPRIYA CENTER FOR INDIAN PI					
		ASSEMBLY PERFORMANCE	2	2,200.00	10-2211-314
				\$2,200.00	
KAPLAN, PAMELA					
		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				\$125.00	
KILDEER-COUNTRYSIDE CCSD 96					
		ENROLLMENT PROJECTIONS	2	4,895.25	10-2310-392
				\$4,895.25	
KOWAL, KRISTINE					
		REIMB RETIREE INSURANCE	2	999.66	10-2130-225
				\$999.66	
KOZLOW, KAREN					
		REIMB RETIREE INSURANCE	2	4,292.08	10-1120-225
				\$4,292.08	
KRAUSE ELECTRICAL CONTRACTO					
		ASBESTOS PROJECT - HD	2	218.00	20-2540-500
		REPAIR STAGE LIGHTING - SP	2	292.03	20-2540-329
		STAGE LIGHT REWIRING - SP	2	2,099.85	20-2540-329
		ROOM LIGHTING REPAIR - HD	2	872.00	20-2540-329
				\$3,481.88	
LAKE COUNTY DIVISION OF TRANSI					
		REPLACEMENT SIGN	2	186.92	20-2540-410
				\$186.92	
LAKE COUNTY EDUCATIONAL SERI					
		MATH IMPLEMENT SEMINAR REG	2	25.00	10-2210-312
				\$25.00	
LAKELAND LARSEN ELEVATOR CO					
		ELEVATOR MAINTENANCE - HD	2	182.00	20-2540-329
		ELEVATOR MAINTENANCE - HD	2	182.00	20-2540-329
				\$364.00	
LAKESHORE LEARNING MATERIAL:					
		ART SUPPLIES	2	299.89	10-1111-411
				\$299.89	
LARSON, SUE					
		REIMB INTRADISTRICT TRAVEL	2	164.64	10-1200-332
				\$164.64	

Lau, Teresa

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		REIMB CLASSROOM PROJ SUPPL	2	52.15	10-1112-414
				<u>\$52.15</u>	
LECHNER & SONS		TOWEL SERVICE	2	120.00	10-1500-392
		TOWEL SERVICE	2	120.00	10-1500-392
		TOWEL SERVICE	2	120.00	10-1500-392
		TOWEL SERVICE	2	120.00	10-1500-392
				<u>\$480.00</u>	
LEE, MARCHELLO		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				<u>\$125.00</u>	
LEONARD, EMILY		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				<u>\$125.00</u>	
LHEUREUX, JOHN		REIMB IAHPERD CONF TRAVEL	2	225.39	10-2211-390
				<u>\$225.39</u>	
LINCOLNSHIRE, VILLAGE OF		WATER/SEWER - SP	2	218.00	10-2540-370
		WATER/SEWER - TRANS	2	43.60	10-2540-370
		WATER/SEWER - DW	2	283.40	10-2540-370
		WATER/SEWER - HD	2	316.10	10-2540-370
				<u>\$861.10</u>	
LINCOLNSHIRE, VILLAGE OF		ELECTRICITY - RS	2	195.37	10-2540-466
				<u>\$195.37</u>	
MARKOS, CHARLES		GLIDER KITS - SO	2	120.00	10-1550-410
				<u>\$120.00</u>	
MATHEMATICALLY MINDED	0000010216	HEARTS SUBITIZING CARDS	2	11.50	10-1111-410
	0000010216	SNOWMEN SUBITIZING CARDS	2	11.50	10-1111-410
	0000010216	SAVVY SUBITIZING CARDS	2	28.75	10-1111-410
				<u>\$51.75</u>	
MIDCO		PHONE REPAIRS	2	145.00	10-2660-319
				<u>\$145.00</u>	
MIDLAND PAPER	0000010278	COPY PAPER	2	4,098.00	10-2520-412
				<u>\$4,098.00</u>	
MIDWEST EDUCATIONAL CONSULT		ASBESTOS INSPECTION	2	1,650.00	20-2540-329
				<u>\$1,650.00</u>	
MIDWEST ENVIRONMENTAL CONSL		ASBESTOS INSPECTION	2	1,650.00	20-2540-329
		LEAD PAINT INSPECTION - HD	2	750.00	20-2540-329

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$2,400.00</u>	
MIDWEST TRANSIT EQUIPMENT					
		B27 LOF, SAFTY LN INSPEC	2	222.90	40-2550-329
		B24 LOF, SAFTY LN INSPC	2	223.63	40-2550-329
		B22 LOF, SFTY LN INSPEC	2	402.63	40-2550-329
		LOCKING LATCH	2	30.99	40-2550-329
		B14 CROSSING GATE RPLCMNT	2	367.46	40-2550-319
		B23 LOF, SFTY LN INSPEC	2	376.13	40-2550-319
		B20 STOP ARM INOP/REPAIRED	2	53.00	40-2550-319
				<u>\$1,676.74</u>	
Muller, Christina					
		REIMB CLASS PROJ SUPPL	2	122.06	10-1111-414
		REIMB CLASSROOM SUPPLIES	2	7.87	10-1111-410
		REIMB CLASSROOM BOOKS	2	175.00	10-1111-417
				<u>\$304.93</u>	
Murphy, Carey					
		REIMB APPLITRACK CONF TRAVEL	2	48.78	10-2520-312
				<u>\$48.78</u>	
MUSIC & ARTS CENTER					
	0000009992	MUSIC - APPALACHIAN HYMN	2	36.00	10-1190-410
	0000010232	BAILA COMIGO MUSIC	2	38.40	10-1190-410
				<u>\$74.40</u>	
NETWORK SERVICES COMPANY					
		CUSTODIAL SUPPLIES	2	3,952.51	20-2540-410
		CUSTODIAL SUPPLIES	2	2,418.12	20-2540-410
		CUSTODIAL SUPPLIES	2	151.21	20-2540-410
		CUSTODIAL SUPPLIES	2	244.12	20-2540-410
		CUSTODIAL SUPPLIES	2	123.06	20-2540-410
		CUSTODIAL SUPPLIES	2	1,004.73	20-2540-410
		CUSTODIAL SUPPLIES	2	244.12	20-2540-410
		REPLACEMENT VACUUM - DW	2	637.67	20-2540-700
		VACUUM BAGS	2	58.30	20-2540-410
				<u>\$8,833.84</u>	
NFHS					
		TRACK & FIELD RULE BOOK	2	35.48	10-1500-410
				<u>\$35.48</u>	
NIZIOLEK, JACKIE					
		REIMB TUITION	2	135.00	10-1111-230
		REIMB CLASSRM PROJ SUPPL	2	237.32	10-1111-414
		REIMB SCIENCE DVD	2	19.95	10-1111-415
				<u>\$392.27</u>	
NORDHAUS, PAUL					
		REIMB SCIENCE FAIR TRAVEL	2	17.17	10-1550-332
				<u>\$17.17</u>	
NORTHWEST SUBURBAN SPECIAL					
		PRIVATE SCHOOL TUITION	2	50,189.02	10-4220-670

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				<u>\$50,189.02</u>	
OHARA, LORI		REIMB MAND REPORT SEMINAR REG	2	25.00	10-2211-312
				<u>\$25.00</u>	
OWENS, RODNEY		REIMB MIDWEST BAND CLINIC	2	217.40	10-2210-312
				<u>\$217.40</u>	
PATTEN INDUSTRIES		LOADER RENTAL	2	3,650.00	20-2540-325
		LOADER RENTAL	2	4,166.00	20-2540-325
				<u>\$7,816.00</u>	
PEAK PLUMBING & MECHANICAL		REPLACE TOILET - ASBESTOS - HD	2	343.94	20-2540-500
		WATER LINE REPAIR - DW	2	462.36	20-2540-329
		LOCATE SEWER - CONSTR PROJ	2	1,578.00	20-2540-500
				<u>\$2,384.30</u>	
PEPSI-COLA		SODAWATER - TRANS	2	251.79	10-2310-410
				<u>\$251.79</u>	
POMPS TIRE SERVICE INC		B28 TIRE REPLCMNT	2	195.00	40-2550-319
				<u>\$195.00</u>	
Powell, Sharyn		REIMB CLASSRM PROJ SUPPL	2	26.04	10-1112-414
				<u>\$26.04</u>	
QIAN, MIN		REIMB MATERIALS - SO	2	182.86	10-1550-410
				<u>\$182.86</u>	
QUEST FOOD MANAGEMENT SERVI		CPR CLASS FOOD	2	69.50	10-2310-410
		103 CLUB MILK	2	391.50	10-3500-410
				<u>\$461.00</u>	
QUILL CORPORATION		TONER CARTRIDGE	2	298.79	10-2660-414
		TONER CARTRIDGE	2	74.42	10-2660-414
		TONER CARTRIDGES (7)	2	1,145.63	10-2660-414
		TONER CARTRIDGE	2	143.99	10-2660-414
		RETURNED MERCHANDISE	2	(350.52)	10-2520-410
				<u>\$1,312.31</u>	
REYNOLDS, KATIE		REIMB OFFICE SHELIVING	2	23.96	10-2210-490
		REIMB ADMIN ACADEMY FOOD	2	66.93	10-2210-490
				<u>\$90.89</u>	
RICH, MATTHEW & HEATHER		REIMB LIBRARY FINES	2	41.98	10-1790
				<u>\$41.98</u>	

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RICKERT, KRISTINE					
		REIMB SPIRIT SHOWCASE SUPPL	2	35.74	10-1500-410
				<u>\$35.74</u>	
RICOH AMERICAS CORP					
		COPIER LEASE - DW	2	119.13	10-2410-325
		COPIER LEASE - HD	2	119.13	10-2410-325
		COPIER LEASE - ADMIN	2	191.74	10-2520-325
		COPIER LEASE - DW	2	119.13	10-2410-325
		COPIER LEASE - HD	2	119.13	10-2410-325
		COPIER LEASE - ADMIN	2	191.74	10-2520-325
				<u>\$860.00</u>	
RICOH USA INC.					
		COLOR COPIES - DW	2	40.03	10-2410-325
		COLOR COPIES - HD	2	15.33	10-2410-325
		COLOR COPIES - ADMIN	2	166.20	10-2520-325
		TONER CARTRIDGE	2	41.00	10-2410-410
				<u>\$262.56</u>	
RIVELLINO, ROSHEL					
		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				<u>\$125.00</u>	
ROTHSCHILD, LAURA					
		EXPLORE THE ARTS PRESENTATION	2	100.00	10-2211-314
				<u>\$100.00</u>	
RUETH, JOHN					
		REIMB IAHPERD CONF TRAVEL	2	217.05	10-2210-312
				<u>\$217.05</u>	
SALLYS NAIL SPA					
		EXPLORE THE ARTS PRESENTATION	2	75.00	10-2211-314
				<u>\$75.00</u>	
Salzman, Audrey					
		REIMB SOC STUD SUPPLIES	2	80.17	10-1111-416
				<u>\$80.17</u>	
SCHOLASTIC BOOK CLUBS					
0000010244		LIBRARY BOOKS	2	50.00	10-2220-430
0000010244		NATL GEO ALMANACS	2	56.00	10-2220-430
				<u>\$106.00</u>	
SCHOLASTIC MAGAZINES					
		CLASSRM MAGAZINE SUBSCR	2	5,942.22	10-1120-420
				<u>\$5,942.22</u>	
SCHOOL DISTRICT 103 ACTIVITY AC					
		DW JAN YEARBOOK CHECKS	2	25.00	10-403
		HD JAN YEARBOOK CHECKS	2	20.00	10-403
		HD JAN YEARBOOK REVTRAK	2	20.00	10-403
		SP YEARBOOK JAN REVTRAK	2	260.00	10-403
				<u>\$325.00</u>	
SCHOOL DISTRICT 103 PTO					

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		REIMB PTO EVENT SUPPLIES	2	2,974.56	10-2211-490
				<u>\$2,974.56</u>	
SCHOOL SPECIALTY					
	0000010217	ART SUPPLIES	2	314.04	10-1111-411
	0000010235	CLASSROOM SUPPLIES	2	125.50	10-1111-410
	0000010253	CLASSROOM SUPPLIES	2	51.18	10-1120-410
	0000010254	CLASSROOM SUPPLIES	2	89.99	10-1120-410
	0000010190	CENTER STAGE FADELESS PAPER	2	25.32	10-1111-410
	0000010190	DRY ERASE MARKERS	2	10.46	10-1111-410
	0000010190	SELF STICK PAGE MARKERS	2	0.72	10-1111-410
	0000010190	MAGNETIC CLIPS	2	6.09	10-1111-410
	0000010248	FIDGET BALL SET	2	24.35	10-1200-410
	0000010248	MEDIUM THERAPUTTY	2	24.16	10-1200-410
	0000010248	FIDGET BRACELETS	2	13.10	10-1200-410
				<u>\$684.91</u>	
Shanley, Kara					
		REIMB CLASSROOM SUPPLIES	2	34.99	10-1111-410
				<u>\$34.99</u>	
SHELL					
		FUEL - O&M	2	405.22	20-2540-464
		FUEL - TRANS	2	9,235.68	40-2550-464
				<u>\$9,640.90</u>	
SHERIDAN AUTO PARTS					
		OIL DRY & WIPER BLADES	2	140.17	40-2550-329
		ANTIFREEZE & FUEL CONDITIONER	2	263.58	40-2550-329
				<u>\$403.75</u>	
SIEMENS INDUSTRY					
		SECURITY SYSTEM ISSUE	2	745.00	20-2540-329
				<u>\$745.00</u>	
SOLESKY, LISA					
		REIMB ADMIN ACADEMY COFFEE	2	17.99	10-2210-410
				<u>\$17.99</u>	
SPECIALIZED DATA SYSTEMS					
		FINANCE SYSTEM WEB HOSTING	2	3,800.00	10-2520-392
				<u>\$3,800.00</u>	
SPEECH PATH SPECIALISTS					
		SPED CONSULTING	2	7,875.00	10-2150-314
				<u>\$7,875.00</u>	
SPORTS 11					
		PEP ASSEMBLY TSHIRTS	2	59.64	10-1500-410
				<u>\$59.64</u>	
STORAGE CONCEPTS INC					
	0000010151	LOCKERS & INSTALLATION (20)	2	3,760.00	10-1111-419
				<u>\$3,760.00</u>	
SUDDATH RELOCATION SYSTEMS					
		STORAGE RENTAL	2	258.00	20-2540-325

Bills Payable List

Printed: 2/11/2016 8:13 AM
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$258.00</u>	
SUNSET FOODS					
		PERA MTG FOOD	2	26.85	10-2310-410
		PERA MTG FOOD	2	120.26	10-2310-410
		BOE MTG FOOD	2	40.79	10-2310-410
		BOE MTG FOOD	2	54.47	10-2310-410
		FACS CLASS FOOD	2	58.97	10-1120-411
		FACS CLASS FOOD	2	210.42	10-1120-411
		FACS CLASS FOOD	2	53.57	10-1120-411
		FACS CLASS FOOD	2	110.31	10-1120-411
		FACS CLASS FOOD	2	131.91	10-1120-411
		FACS CLASS FOOD	2	94.90	10-1120-411
		FACS CLASS FOOD	2	56.93	10-1120-411
		FACS CLASS FOOD	2	24.46	10-1120-411
				<u>\$983.84</u>	
TENNANT, NICOLE					
		REIMB TUITION	2	840.00	10-1120-230
				<u>\$840.00</u>	
Tersina, Lisa					
		THE CENTER CONF REGISTRATION	2	130.00	10-2211-390
				<u>\$130.00</u>	
TRAXLER, SUE					
		REIMB RETIREE INSURANCE	2	791.70	10-1120-225
				<u>\$791.70</u>	
TREMCO					
		ROOF REPAIR - DW	2	1,205.00	20-2540-329
		ROOF REPAIR DW	2	2,238.27	20-2540-329
				<u>\$3,443.27</u>	
UPS					
		POSTAGE	2	26.90	10-2520-342
				<u>\$26.90</u>	
UPSTART					
0000010265		18 SETS OF BOOKMARKS	2	141.31	10-2220-410
				<u>\$141.31</u>	
URBAN GATEWAYS					
		AMAZING SCIENCE OF MAGIC-PTO EVENT	2	450.00	10-2211-314
				<u>\$450.00</u>	
VANDENBOUT, MARILYN					
		EXPLORE THE ARTS PRESENTATION	2	125.00	10-2211-314
				<u>\$125.00</u>	
WAREHOUSE DIRECT					
0000010255		CLASSROOM SUPPLIES	2	209.06	10-1120-410
				<u>\$209.06</u>	
WERTH, NICOLE					
		REIMB INTRADIST TRAVEL	2	53.82	10-2140-332
				<u>\$53.82</u>	

Bills Payable List

Printed: 2/11/2016 8:13 AM
 Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
WILSNACK, MIRIAM					
		REIMB RETIREE INSURANCE	2	1,055.54	10-1120-225
				<u>\$1,055.54</u>	
YE, SHA					
		REFUND IPAD RENTAL	2	150.00	10-403
				<u>\$150.00</u>	
Zibell, Kristina					
		REIMB TUITION	2	645.00	10-1111-230
				<u>\$645.00</u>	
ZUREK, KATIE					
		REIMB SCIENCE SUPPLIES	2	7.98	10-1112-415
		REIMB CLASSRM PROJ SUPPLIES	2	25.74	10-1112-414
		REIMB CLASSRM SUPPLIES	2	13.97	10-1112-410
				<u>\$47.69</u>	
				<u>\$273,275.32</u>	
			Report Total		



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 16, 2016
Re: January 2016 Donations

During January 2016, the District received the following donations:

<u>Donors</u>	<u>Amount</u>	<u>Purpose of Donation</u>
Music Boosters	\$619.10	Guitars

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: Christine Adler
Date: February 4, 2016
Re: Recommendation for Parental Leave Position

It is my pleasure to recommend Mrs. Beverly Flood for the social work parental leave position at Sprague School for the last trimester of the 2015-2016 school year. The leave would commence March 18th, providing five days of overlap with Kara Shanley, current social worker and continue through the end of the school year. As you likely know, Mrs. Flood is a familiar face at Sprague School as she fulfilled the role of social worker for 20 years prior to her retirement in June 2015. Because of the uniqueness of this position, I am confident that Mrs. Flood's familiarity with the school, the staff, the students and their families will contribute to a seamless transition.

Mrs. Flood has an appreciation for the diverse needs of the early elementary students. She has a broad repertoire of strategies to support students both socially and emotionally. Her confidence in utilizing a problem-solving approach and facilitating conflict resolution among and between students is an incredible strength.

Mrs. Flood has excellent communication skills and proved herself to be a strong team member to her colleagues at Sprague. Her maturity, enthusiasm, and professionalism make her a positive addition to the Sprague School community. It is without hesitation that I recommend Mrs. Beverly Flood for the social work parental leave position.



LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT 103
TEACHER CONTRACT

K-2 Social Worker Leave of Absence
FTE: 1.0

<u>TEACHER</u>	<u>DEGREE</u>	<u>LANE</u>	<u>STEP</u>	<u>TRS SALARY</u>
Flood, Beverly	BA	1	1	\$11,642.13*
				<i>(*includes 5 transition days)</i>

AGREEMENT MADE THIS **16th DAY OF February, 2016** between the Board of Education of Lincolnshire-Prairie View School District 103, Lake County, Illinois, hereinafter called the BOARD, and

BEVERLY FLOOD
hereinafter called the TEACHER*
W I T N E S S E T H

A. EMPLOYMENT:

1. The BOARD hereby employs **Beverly Flood** 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 **\$11,642.13** for the term commencing **April 4, 2016**, in equal installments twice a month for a period of **three months (5 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 **16th day of February, 2016.**

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: Christine Adler
Date: February 11, 2016
Re: Letter of Recommendation for Julie Orloff

I am pleased to recommend Mrs. Julie Orloff for the second grade parental leave position at Sprague School in Rachel Chiesa's classroom. Mrs. Orloff is a familiar face to Sprague School as she is completing her student teaching with second grade teacher Lauren Lenzini and has been in Mrs. Lenzini's classroom since the start of the 2015-2016 school year. Mrs. Orloff has a unique background in that she was a College of Journalism major in Advertising, receiving her Bachelor of Arts degree from the University of Maryland. Over the past ten years, Mrs. Orloff has been active in the Deerfield Schools as a parent volunteer, substitute, and special education teacher assistant. Officially returning to graduate school at National Louis University, Mrs. Orloff will have completed the Teacher Preparation Program in mid-March.

Over the course of this school year and during the interview process, Mrs. Orloff has demonstrated strong understanding of teaching techniques developmentally appropriate to the early elementary age students. She appreciates the diversity of learning needs among the students in the classroom and seeks out ways to differentiate so that all students experience success. She has had significant experiences designing learning opportunities that integrate technology and is tireless in her efforts to design learning experiences that result in high levels of student engagement.

It is evident through ongoing observations that Mrs. Orloff establishes herself as a positive role model and communicates her love for learning to her students and their families. Her enthusiasm, confidence, and energetic demeanor encourage risk taking and motivate students to do their best. Mrs. Orloff comes to our district highly recommended. She has excellent communication skills and is committed to creating a home-school partnership. She is described as a strong instructional leader who engages students, giving them the tools to become independent learners.

I am confident that Mrs. Julie Orloff will be nothing but a positive addition to the second grade team. It is my pleasure to recommend her for the parental leave position for the third trimester of the 2015-2016 school year.



LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT 103
TEACHER CONTRACT

2nd Grade Leave of Absence
FTE: 1.0

<u>TEACHER</u> Orloff, Julie	<u>DEGREE</u> BA	<u>LANE</u> 1	<u>STEP</u> 1	<u>TRS SALARY</u> \$11,399.59*Prorated
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AGREEMENT MADE THIS **16th DAY OF February, 2016** between the Board of Education of Lincolnshire-Prairie View School District 103, Lake County, Illinois, hereinafter called the BOARD, and

JULIE ORLOFF
hereinafter called the TEACHER*
W I T N E S S E T H

A. EMPLOYMENT:

1. The BOARD hereby employs **Julie Orloff** 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 **\$11,399.59** for the term commencing **March 21, 2016**, in equal installments twice a month for a period of **three months (5 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 **16th day of February, 2016.**

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 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 16, 2016
Re: Non-Certified Employment

We recommend approval of the following non-certified employment actions:

Last Name	First Name	Hourly Rate	Position	Action
Ciborowski	Amy		Special Ed Associate	Resignation 2/5/16
Korth	Katie		Special Ed Associate	Resignation 2/5/16
Kumar	Sheela	12.00	Special Ed Associate	Fill vacancy

Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval for all Field Trips beyond a 250-mile radius from school.

School: Daniel Wright Jr. High
Student(s)/Grade(s)/Group(s) Participating: 6th, 7th, 8th Science Olympiad List Attached
Dates of Trip (inclusive): February 5-6, 2016
No. of School Days Missed: 1
Destination(s): Wright State University Dayton, Ohio 340 miles
Reason for Trip: Science Olympiad Invitational
Name(s) of Supervisor(s): Mary Ellen Buckley, Laura Coirier, Nan Buckardt, Janet Lyman
Mode of Transportation: Motor Coach Bus / Parents' cars
Transportation Provided by: Van Galder / Coach USA Parents' cars
Participant Costs: Bus \$60 per person Hotel \$102 per night
Costs Paid by: Parents'
District Cost: Reimbursement - Coach's Expenses
Other Pertinent Information: Parents accompany ^{their} child

Signature of Principal: Michelle Blackley Date: 2-1-16

Board of Education Approval:
Date: _____

**Science Olympiad Team
2015 - 2016**

Cagan-Petersen, Jacob
Cai, Anna
Cao, Raymond
Chakravarti, Sachiv
Chen, Cheryl
Ding, Allen
Gan, Eric
Gantt, Hayden
Gordon, J.P.
Han, Jeanette
Harper, Ryan
Hu, Emily
Kim, Aaron
Kim, Michael
Liu, Emily
Liu, Hannah
Lu, Emily
Mohan, Sneha
Ren, Greycen
Simon, Nathan
Tsai, Josh
Vontikommu, Priya
Wang, Anna
Wei, Megan
Xiao, Sophia
Xue, Sabrina
Yang, Chris
Ye, Mia
You, Lillian
Zeng, Alicia
Zhou, Eric
Zhu, William

COACHES

Mary Ellen Buckley
Laura Coirier
Nan Buckardt
Janet Lyman

Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval for all Field Trips beyond a 250-mile radius from school.

School: Daniel Wright Jr. High School
Student(s)/Grade(s)/Group(s) Participating: 6th, 7th, 8th Science Olympiad List Attached
Dates of Trip (inclusive): February 19-20, 2016
No. of School Days Missed: 1
Destination(s): New Albany Middle School; New Albany, Ohio 397 miles
Reason for Trip: Science Olympiad Invitational
Name(s) of Supervisor(s): Mary Ellen Buckley, Laura Coirier, Nan Buckardt, Janet Lynch
Mode of Transportation: Motor Coach Bus / Parent's cars
Transportation Provided by: Van Galder/Coach USA / Parent cars
Participant Costs: Bus \$65 per person Hotel \$124/night
Costs Paid by: Parents
District Cost: Reimbursement for Coach's expenses
Other Pertinent Information: Parents accompany their child

Signature of Principal: Michelle Blackley Date: 2-1-16

Board of Education Approval:
Date: _____

**Science Olympiad Team
2015 - 2016**

Cagan-Petersen, Jacob
Cai, Anna
Cao, Raymond
Chakravarti, Sachiv
Chen, Cheryl
Ding, Allen
Gan, Eric
Gantt, Hayden
Gordon, J.P.
Han, Jeanette
Harper, Ryan
Hu, Emily
Kim, Aaron
Kim, Michael
Liu, Emily
Liu, Hannah
Lu, Emily
Mohan, Sneha
Ren, Greycen
Simon, Nathan
Tsai, Josh
Vontikommu, Priya
Wang, Anna
Wei, Megan
Xiao, Sophia
Xue, Sabrina
Yang, Chris
Ye, Mia
You, Lillian
Zeng, Alicia
Zhou, Eric
Zhu, William

COACHES

Mary Ellen Buckley
Laura Coirier
Nan Buckardt
Janet Lyman

Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval for all Field Trips beyond a 250-mile radius from school.

School: DANIEL WRIGHT JR. HIGH SCHOOL

Student(s)/Grade(s)/Group(s) Participating: ANMOL DASH, PRANEET RATHI, ELLEN MA, HEALEY KOGAN, GEORGE PAOLETTI

Dates of Trip (inclusive): APRIL 28 - MAY 2, 2016

No. of School Days Missed: 3

Destination(s): WASHINGTON DC

Reason for Trip: NATIONAL SCIENCE BOWL

Name(s) of Supervisor(s): SOPHIA CAPELLI, TONY HAFNER

Mode of Transportation: AIRPLANE, BUS TO AIRPORT

Transportation Provided by: DEPT OF ENERGY / DISTRICT 103

Participant Costs: NOMINAL - FOOD DAY 1

Costs Paid by: PARENTS

District Cost: TRANSPORTATION TO AND FROM O'HARE, COACHES; FOOD DAY 1 FOR CAPELLI, FOOD AND HOUSING FOR HAFNER

Other Pertinent Information: _____

Signature of Principal: Michelle Blakey Date: 2-8-16

Board of Education Approval: _____

Date: _____



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, Anthony Mendoza
CC: Dr. Scott Warren
Date: February 16, 2016
Re: Transportation Routing & Planning Guidelines

We are pleased to present to you the final recommended guidelines for the routing and planning of our transportation system. This language has been updated from the February 2, 2016 meeting.

The reason for this process has several points of origin:

1. We did not have any consistent guidelines for routing and planning our bus routes.
2. The first goal of the Vision 2020 Strategic Plan, under the Transportation & Student Schedules focus, tasked administration with increasing the efficiency of our bus routes through (1) developing practices and guidelines of service levels, and (2) implementing the guidelines based on best practices for routing.
3. The second goal of the Vision 2020 Strategic Plan, under the Transportation & Student Schedules focus, tasked administration to conduct an analysis of a district transportation system versus a contractual transportation system through (1) developing goals and guidelines for the transportation system, and (2) developing and evaluating options to meet the established goals and guidelines, comparing in-house transportation vs. a contractual service.

Due to the above reasons, the routing and planning parameters needed to be established. This included establishing bus stops/routes along with walking distances, ride times, and other relevant parameters according to best practices. To accomplish this, a committee of parents, board members, and administration was established in September and met four (4) times during the fall of 2015. The tasks of the committee were to:

1. Review the background information
2. Create proposed guidelines
3. Post proposed guidelines for community feedback
4. Finalize the guidelines for submittal to the Board

The following values focused the work of the committee:

1. We want effective guidelines
2. We want consistency, fairness, and transparency
3. We want increased efficiencies
4. Overall, we want shorter bus rides

The final version of the guidelines are attached for your review. There are a few general points the committee would like make to provide context to the guidelines:.

- The safest way of getting students to school is by school bus. Efforts were made to not discourage people from riding the bus.
- The district is not required to transport its students.
- Compared with peer districts, these guidelines are generous.
- The numbers seen are generally maximum times or distances. The average would be far less. The maximums account for a few outliers in the system (e.g. a house at the end of a longer cul-de-sac).
- Kindergarten will still generally be house stops, with the additional consideration that a combined stop could be considered if a few houses with Kindergarten stops could be reasonably combined (e.g. if three Kindergarten houses are in a row and in close proximity to one another, perhaps the pickup could be at the middle house for the 3 houses). This is what is meant by “determined by enrollment and geography”.

A few other items are attached for your review:

- **Survey results from the draft report** – both the individual comments and a summary of the comments. Personal identifiable information that was included in the comments has been removed. For some reason, the “L’s” in the document are showing up bold...apologies.
- **Comps from other districts** – that were gathered at the beginning of this process. For Lincolnshire-Prairie View’s information for the comps, the best estimate of what we were doing was included.

Finally, the committee also reviewed several “parking lot” items for additional consideration in future planning.

- GPS: GPS could be an option to consider in the future as there can be many benefits such as ease of bus location (for both staff and potentially parents), and increased efficiencies (are the routes actually driven as prescribed?).
- WIFI on buses: something to consider in the future that may increase student productivity.
- Fee-based component. Based on the comps from other districts, a fee could be an option to consider in the future. The committee is not making any recommendations on whether or not to charge a fee, nor to what that fee should be.
- Start/End times: This will be important as it impacts transportation. These guidelines were established to be able to consider start/end time changes and be able to work transportation around start/end times to the extent possible.
- Charter buses: Investigate if there is an option to charter buses during the summer to increase productivity. There are other considerations, such as mileage restrictions that would need to be reviewed.

Our hope is for the Board to approve guidelines no later than the end of February (the February 16th meeting) in order for the new routing process to begin March 1st.

Additionally, the committee recommended a one-page summary of our transportation system for parents and community members to digest quickly. A few thoughts of what to include were (1) our legal obligation, (2) what we are doing, and (3) how do we compare to other districts. There were additional comp suggestions from the committee including information about fees charged and method of delivery (in-house or outsourced).

We would like to personally thank the members of committee for their hard work throughout this process. This was a wonderful, positive process to experience and we are thankful for their efforts.

SCHOOL TRANSPORTATION ROUTING & PLANNING

WHY IS DISTRICT 103 REVIEWING TRANSPORTATION PROCEDURES & SERVICES?

As part of the [Vision 2020 Strategic Plan](#), the District is reviewing the transportation procedures and service levels to increase the efficiency of our bus routes. To do so, we formed a committee of parent volunteers to represent various grade levels and areas of the district to help develop new practices and guidelines for bus routes. The committee included the Superintendent, Assistant Superintendent for Business, Director of Transportation and two members of the Board of Education. The committee met on three evenings beginning in September 2015, and is making a recommendation to the Board of Education in December. Any changes to the busing routes would occur in the 2016-2017 school year.

ESTABLISHING SCHOOL BUS STOPS/ROUTES

In the case of regular education, neighborhood bus stops are provided in accordance with the Lincolnshire-Prairie View School District 103 policy: 4:110 Transportation. In the case of special education programs, bus service is arranged in accordance with the students' Individualized Education Plans (IEP).

1. School bus stops will be established considering safety, efficiency, economy, and equity and will follow the distances, below. Stops may be made closer for reasons of safety. Every effort will be made to maintain the distances as listed below. However, few exceptions may occur. **Please note that these are maximum walking distances; the average walk distances will be considerably less.**
 - a. Daniel Wright – Community stops not to exceed 0.30 miles
 - b. Half Day School – Corner stops not to exceed 0.20 miles
 - c. Laura Sprague Elementary School
 - First and second grade only - Corner stops not to exceed 0.15 miles
 - Kindergarten bus stops will be determined by enrollment and geography prior to the beginning of the school year
2. Buses will not be routed into dead-ends, culs-de-sac or other streets that require a three-point turn or backing maneuver to exit unless the alternative bus stop would present an unusual safety hazard. For students located in these areas, community or corner stops will be provided.
3. Buses will not be routed on private roadways or on roads not maintained by the local, county or State governments.

OTHER ROUTING CONSIDERATIONS

The order of pick up and drop off of students is designed to be most efficient and within the shortest possible time. Students who are first on in the morning will not necessarily be the first off in the afternoon if it is a less efficient way to run the

SCHOOL TRANSPORTATION ROUTING & PLANNING

route. In general, the farther students live from school, the longer their bus ride will be. The length of the bus ride is not determined by the distance from school, but by the number of stops made. Every effort will be made to keep route times at approximately 30 minutes not to exceed 45 minutes per route.

Bus arrival times may differ due to circumstances beyond the driver's control. Heavy traffic, vehicle accidents and weather can affect the driver's arrival time. Students should be out at their bus stops at least five (5) minutes prior to the scheduled arrival time.

WHY ARE BUS STOPS ESTABLISHED AT CORNERS OR INTERSECTIONS?

Bus stops are located at corners for several reasons:

Safety:

1. Students are taught to cross at corners rather than in the middle of the street.
2. Traffic controls, such as stoplights or signs are located at corners. This slows down motorists at corners and they tend to be more cautious as they approach intersections. The motoring public generally expects school buses to be stopping at corners rather than individual houses. Impatient motorists are also less likely to pass buses at corners than along a street. Cars passing school buses create the greatest risk to students who are getting on or off the bus.
3. In the winter, salting and sanding is usually done at corners, providing safe stopping for buses and cars.
4. Buses use their eight-way lamp system and stop arm when picking up and dropping off students. Corner stops allow ample time for the driver to activate the yellow warning lamps before getting to the stop.
5. The visibility for bus drivers is better at corners. Searching for house numbers can be distracting for drivers.

WHAT IS NOT CONSIDERED FOR ADDING OR CHANGING A STOP?

1. It is not possible to provide bus stops that are within sight of all student homes or daycares. Most families that live one house from the corner cannot see the corner bus stop without coming out of their homes. Parents are encouraged to be out at bus stops to promote proper pedestrian and bus stop behavior.

SCHOOL TRANSPORTATION ROUTING & PLANNING

2. Routes travel past many students' houses; stopping at all houses would be inefficient. Other students may be assigned to the stop, but ride infrequently. Stops at corners accommodate other students who may move into the neighborhood.

REQUESTING A CHANGE

Change requests will not be processed for the first 4 weeks of school. This will allow ridership levels to normalize and will also keep the department from constantly changing routes on a daily basis causing confusion and frustration for both students and parents during the first few weeks of school. Please note: requests that increase route time will be denied. Requests are submitted online at:

www.d103.org/transportation



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 11, 2016
Re: Press Policy Issue 88 & 89 – 2nd Reading

Press Policy is an Illinois Association of School Board (IASB) service that provides quarterly updates to policies regarding changes in state and federal law and as a regular review to keep the district's policies current. The Board reviews the policies in two readings: the first to discuss the policies and make changes as necessary, and the second to finalize any changes and adopt new policies. Press Issue 88 and 89 are presented for the Board's second reading.

Policy clarifications from the 1st Reading are highlighted below:

Issue 88

2:250	Access to District Public Records
3:40	Superintendent
3:50	Administrative Personnel Other than the Superintendent
3:60	Administrative Responsibility of the Building Principal
4:45	Insufficient Fund Checks and Debt Recovery
5:40	Communicable and Chronic Infectious Disease
5:120	Ethics and Conduct
5:180	Temporary Illness or Temporary Incapacity - See Note (Note: In paragraph 3 the word "work" was changed to "calendar" in Issue 87. PRESS did not include the correction in Issue 88. They have now provided the correct Policy 5:180 that is included in this 2nd reading)
5:270	Employment At-Will, Compensation, and Assignment
5:290	Employment Termination and Suspensions - See Note (Note: Removed. Will follow 5:290 in Update 89)
5:330	Sick Days, Vacation, Holidays, and Leaves
6:15	School Accountability
6:40	Curriculum Development

Issue 89

2:160	Board Attorney
2:160-E	Exhibit - Checklist for Selecting a Board Attorney

- 2:260 Uniform Grievance Procedure
- 4:50 Payment Procedures
- 5:50 Drug and Alcohol-Free Workplace: Tobacco Prohibition - See Note
(Note: A question during the 1st reading regarding vapor cigarettes. Policy 5:50 references Policy 8:30 *Visitors to and Conduct on School Property* stating Tobacco shall have the meaning provided in section 10-20.5b. of the School Code. That section is attached for the Board's review.)
- 5:170 Copyright
- 5:270 Employment At-Will, Compensation, and Assignment
- 5:290 Employment Termination and Suspensions
- 6:140 Education of Homeless Children
- 7:10 Equal Educational Opportunities
- 7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students
- 7:260 Exemption fro Physical Activity
- 7:310 Restrictions on Publications
- 7:325 Student Fundraising Activities
- 8:10 Connection with the Community - See Note
(Note: Superintendent has added clarifying language. See 8:10)
- 8:80 Gifts to the District

Policies on Hold for D103:

- 2:140-E Exhibit - Guidance for Board Member Communications, Including Email - See Note
(Note: Superintendent has added clarifying language. See 2:140-E)
- 5:330 Educational Support Personnel - Sick Days, Vacation, Holidays, and Leaves

Policy to Add:

- 4:80 Accounting and Audits

REWRITTEN

2:250

Board of Education

Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

yes
SHW

yes

Comment [AP1]: This sentence allows a board to monitor the district's compliance with FOIA, which FOIA calls a *fundamental obligation* of the board.

Issue 88, May 2015

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

no

Comment [AP2]: OPTION 1: A board may alter this paragraph in one of three ways:
A. Insert another job title in place of Superintendent. If so, please indicate on your Response Form or include district edits.
B. Replace paragraph with: "The Board will appoint an employee to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy."
C. Replace paragraph with: "The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy."

Issue 88, May 2015

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Comment [AP3]: OPTION 2: Districts may, but are not required to, accept oral requests. The response to an oral request should be documented.
Add this option after the first sentence if the district wants to accept oral requests: "Oral requests may be accepted provided personnel are available to handle them."

Issue 88, May 2015

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

no

Comment [AP4]: This sentence is changed to help prevent inadvertent FOIA violations caused by staff members who informally respond to record requests.

Issue 88, May 2015

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

yes

2:250

Page 1 of 3

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

yes

Comment [AP5]: Time periods are now extended for *voluminous requests*.

Issue 88, May 2015

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

yes

Comment [AP6]: This section is amended to increase efficiency and avoid paraphrasing a complex law. The first paragraph authorizes the FOIA Officer to establish a fee schedule without needing the board's prior approval. Section 6(a) states: "If a request is not a request for a commercial purpose or a voluminous request, a public body may not charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a *commercial request*. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged.

The FOIA Officer will need to consult the board attorney concerning fees.

Issue 88, May 2015

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

yes

Comment [AP7]: This sentence is added to increase efficiency. To see the FOIA fee schedule, refer to 2:250-AP1, *Access to and Copying of District Public Records*.

Issue 88, May 2015

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

yes

Comment [AP8]: 5 ILCS 140/6(c) makes it mandatory to furnish records "without charge or at a reduced charge" if the request is in the *public interest* as defined by FOIA.

No

OPTION 3: If a board wants to indicate when a reduction is available by paraphrasing the statute, it may substitute the following alternative for the default paragraph:
"A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the preservation of the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. The Freedom of Information Officer shall set the amount of the reduction, taking into consideration the amount of material requested and the cost of copying it."

Issue 88, May 2015

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.
105 ILCS 5/10-16 and 5/24A-7.1.
820 ILCS 40/11.
820 ILCS 130/5.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records),
7:340 (Student Records)

ADOPTED:

Compare to current policy 2:250, or consider adding to your manual if not currently included.

yes
AP9
Comment [AP9]: OPTION 4: Public bodies may adopt rules for the times and places where records will be made available (5 ILCS 140/3(h)). A board may amend this sentence to reflect other times and/or places where records will be made available. If so, please indicate on your Response Form or include district edits.
No alternate wording
Issue 88, May 2015

yes
AP10
No
Comment [AP10]: OPTION 5: A district may reduce FOIA requests by posting records on its website. Many records are required to be web-posted, see 2:250-E3, *Immediately Available District Public Records and Web-Posted Reports and Records*. If the district does not have a website, change this sentence as follows: "Some public records are available for immediate access including a description of the process for requesting a public record, and a list of all types or categories of records under its control."
Issue 88, May 2015

yes
AP11
Comment [AP11]: The last two sentences in this paragraph are added in response to 5 ILCS 140/8.5, added by P.A. 98-1129.
Issue 88, May 2015

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

3:40

General School Administration

Superintendent

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with Board of Education policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures to implement Board of Education policy.

The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board of Education policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent ~~shall~~ **must** have **and maintain** a ~~valid administrative certificate~~ **Professional Educator License with thea** superintendent endorsement issued by the Illinois State Educator Preparation and Licensure Board.

Evaluation

The Board of Education will evaluate the Superintendent's performance and effectiveness according to the terms contained in the Superintendent's employment agreement. A specific time should be designated for a formal evaluation session with all Board of Education members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, additional schooling, and in-service training.

Compensation and Benefits

The Board of Education and the Superintendent shall enter into a contract that conforms to this policy and State law. This contract shall govern the employment relationship between the Board of Education and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.47, 5/10-21.4, 5/10-23.8, ~~24-7.1~~, 5/21B-20, 5/21B-25, 5/24-11, and 5/24A-3.
23 Ill.Admin.Code §§1.310, 1.705, and 29.130.

CROSS REF: 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

ADOPTED: ~~September 18, 2012~~

Comment [AP1]: Policy language was edited in response to amendments that the Ill. State Board of Education (ISBE) made to 23 Ill. Admin. Code Part 25. Part 25 continues to incorporate P.A. 97-607, which changed teacher certification to educator licensure as of July 1, 2013.

Issue 88, May 2015

3:40

Page 1 of 1

General School Administration

Administrative Personnel Other Than the Superintendent 1

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. ² In the event of a conflict, State law and/or the administrator's employment agreement shall control.

yes
AHW

Qualifications

All administrative personnel shall be appropriately licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rules. ³

Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board. ⁴

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. 105 ILCS 5/10-23.8a requires each principal, assistant principal, and other school administrator to be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

² Job descriptions are advisable, but optional. See policy 5:30, *Hiring Process and Criteria*, for a discussion of job descriptions. An ISBE rule (23 Ill.Admin.Code §1.310) allows *divided service*, meaning that a superintendent or principal may be employed by two school districts or serve in 2 professional capacities provided that full-time equivalency results in a maximum of one full-time position. In districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach up to ½ day.

³ 105 ILCS 5/21B-20 and 5/21B-25 govern Professional Educator Licenses and administrative, principal, and chief school business official endorsements. The requirements for supervisory or administrative staff are in 23 Ill.Admin.Code §1.705; the requirements for endorsements are in 23 Ill.Admin.Code Part 25, Subpart E. Standards for Administrative Endorsements are in 23 Ill.Admin.Code Part 29.

The following option may be added at the end of this paragraph:

Administrative personnel must reside in the District within a specified period as provided in their initial employment agreement.

State law (105 ILCS 5/24-4.1) prohibiting residency requirements for teachers does not apply to non-instructional personnel, e.g., assistant principals. *Owen v. Kankakee School Dist.*, 632 N.E.2d 1073 (Ill.App.3, 1994). A board may impose residency requirements on a principal or assistant principal only if the individual's initial contract with the district made residency an express condition of employment or continued employment as a principal (105 ILCS 5/10-21.4a). Residency within a district may not be considered in determining a principal's compensation, assignment, or transfer (Id.).

⁴ All licensed school district employees must be evaluated (105 ILCS 5/24A-1, 23 Ill.Admin.Code §1.320). Each district must implement a performance evaluation plan for its principals and assistant principals (105 ILCS 5/24A-15, 23 Ill.Admin.Code §50.300). The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year (105 ILCS 5/24A-15). Individual contracts may require an earlier deadline. 105 ILCS 5/24A-3 requires that an individual who conducts an evaluation of a teacher, principal, or assistant principal, (1) be prequalified before undertaking any evaluation, and (2) participate in a regularly scheduled retraining program.

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent. 5

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. In addition to legal holidays, administrators shall have vacation periods as approved by the Superintendent. All administrators shall be available for work when their services are necessary. 6

Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. 7 The terms of an individual employment contract, when in conflict with this policy, will control.

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. 8

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

5 The professional growth reporting requirements in this paragraph are optional. However, professional development activities are required for license renewal. 105 ILCS 5/21B-45 contains the license renewal process.

A school board must require the administrators who evaluate employees to complete training on the evaluation of licensed personnel that is provided or approved by ISBE (105 ILCS 5/24A-3 and 5/24A-20(a)(4)). Any prequalification process or retraining program developed and used by a school district must, at a minimum, meet the requirements of 23 Ill.Admin.Code Part 50, Subpart E. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle (*Id.*).

6 Legal holidays are provided by 105 ILCS 5/24-2.

7 According to 105 ILCS 5/10-23.8a, a principal, assistant principal, and any other school administrator must be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

The employment contract should be *in writing* even though the School Code does not require it to be written. Contact the board attorney for assistance. An administrator who is not working under a written contract is presumed to have a contract of one year's duration. Schaumburg Community Consolidated School Dist. v. TRS, 985 N.E.2d 305 (Ill.App.4, 2013)(interpreting 105 ILCS 5/10-23.8a). The Ill. Statute of Frauds may make it impossible to execute an *oral* multi-year administrator contract or to *orally* extend a multi-year written contract (740 ILCS 80/1).

The Open Meetings Act requires all Ill. Municipal Retirement Fund (IMRF) employers, which includes school boards, to: (1) within 6 business days after approving a budget, web-post each employee's total compensation package if it exceeds \$75,000 per year; and (2) at least 6 days before approval, web-post an employee's total compensation package if it is \$150,000 or more (5 ILCS 120/7.3). Conflicting opinions concern whether school districts must comply with these posting requirements for their employees who do not participate in IMRF. Contact the board attorney for advice.

Annually by Oct. 1, each school board must report to ISBE the base salary and benefits of the superintendent, administrators, and teachers it employs (105 ILCS 5/10-20.47). Before this annual reporting to ISBE, the information must be presented at a regular school board meeting and then posted on the district's website, if any.

8 State law does not address when the board should consider salary issues. The March deadline was chosen because the statutory notice deadline for reclassification is April 1 of the year in which a principal or assistant principal's contract expires unless the contract provides for an earlier deadline (105 ILCS 5/10-23.8b). Alternatively, the policy could require that recommendations be presented "in a timely manner."

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. ⁹

LEGAL REF: 105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A.
23 Ill.Admin.Code §§1.310, 1.705, and 50.300; and Parts 25 and 29.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

ADOPTED:

Consider adding this policy to the district's manual.
The footnotes are for information only and will not appear in the adopted version.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁹ State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all certificated personnel.

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

3:60

General School Administration

Administrative Responsibility of the Building Principal

Duties and Authority

The Board of Education, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction. Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in the Building Principal's contract or as the Superintendent may assign, that are consistent with the Building Principal's education and training.

~~The Board and each Building Principal and Assistant Principal shall enter into an employment agreement that conforms to Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.~~

Each Building Principal and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal.

Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of Education rules. Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal. The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

Qualifications and other terms and conditions of employment are found in Board policy 3:50, Administrative Personnel Other Than the Superintendent.

LEGAL REF.: 10 ILCS 5/4-6.2.
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.
105 ILCS 127/.
23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leave of Absence)

ADOPTED: ~~December 17, 2013~~

Comment [AP1]: Subheads were added to enhance readability and to refer to policy 3:50, *Administrative Personnel Other Than the Superintendent*.

Issue 88, May 2015

Comment [AP2]: This paragraph was relocated to policy 3:50, *Administrative Personnel Other Than the Superintendent*.

Issue 88, May 2015

yes
ANW

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:45

Operational Services

Insufficient Fund Checks and Debt Recovery

YLA
AHW

The Assistant Superintendent for Business or designee is responsible for collecting the maximum fee authorized by State law for returned checks written to the District which are not honored upon presentation to the respective bank or other depository institution for any reason. The Assistant Superintendent of Business or designee is authorized to contact the ~~District's Board~~ Attorney whenever necessary to collect the returned check amount, fee, collection costs and expenses, and interest.

Comment [AP1]: Edited for clarity.

Issue 88, May 2015

Delinquent Debt Recovery

The Superintendent is authorized to seek collection of delinquent debt owed the District to the fullest extent of the law.

To participate in the ~~A~~ Local Debt Recovery Program may be available through the Illinois Office of the Comptroller (IOC) in the future. To participate in it, an intergovernmental agreement (IGA) between the District and the IOC must be in existence. The IGA establishes the terms under which the District may refer a delinquent debt owed it over to the IOC for an offset (deduction). Then IOC may execute an offset of in the amount of the delinquent debt owed to the District, from a future payment that the State makes to an individual or entity responsible for paying the delinquent debt.

Comment [AP2]: This paragraph is edited to further clarify that an intergovernmental agreement with the Illinois Office of the Comptroller (IOC) is currently unavailable.

Issue 88, May 2015

The Superintendent or designee shall execute the requirements of the IGA. While executing the requirements of the IGA, the Superintendent or designee is responsible, without limitation, for each of the following:

1. Providing a District-wide, uniform, method of notice and due process to the individual or entity against whom a claim for delinquent debt payment (*claim*) is made. Written notice and an opportunity to be heard must be given to the individual or entity responsible for paying a delinquent debt before the claim is certified to the IOC for offset. The notice must state the claim's amount, the reason for the amount due, the claim's date or time period, and a description of the process to challenge the claim. An individual or entity challenging a claim shall be provided an informal proceeding to refute the claim's existence, amount, or current collectability; the decision following this proceeding shall be reviewable. If a waiver of student fees is requested as a challenge to paying the claim, and the waiver of student fees is denied, an appeal of the denial of a fee waiver request shall be handled according to 4:140, *Waiver of Student Fees*. If no waiver of student fees is requested, reviews regarding payment of the claim shall be handled according to this policy before certification to the IOC for offset.
2. Certifying to the IOC that the debt is past due and legally enforceable, and notifying the IOC of any change in the status of an offset claim for delinquent debt.
3. Responding to requests for information from the IOC to facilitate the prompt resolution of any administrative review requests received by the IOC.

LEGAL REF.: 15 ILCS 405/10.05 and 10.05d.
810 ILCS 5/3-806.

ADOPTED: April 21, 2015

4:45

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DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:40

General Personnel

Communicable and Chronic Infectious Disease

yes
DHW

The Superintendent or designee shall develop and implement procedures for dealing with known or suspected cases of a communicable and chronic infectious disease involving a District employee consistent with State and federal law, rules of the Illinois Department of Public Health, and Board of Education policies.

Employees with a communicable or chronic infectious disease will be permitted to retain their positions whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

Comment [AP1]: The policy and Legal References are updated.

Issue 88, May 2015

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq., amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325.

Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.

Department of Public Health Act, 20 ILCS 2305/6.

105 ILCS 5/24-5.

Personnel Record Review Act, 820 ILCS 40/.

Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

CROSS REF.: 2:150 (Committees), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

ADOPTED: June 13, 2014

5:40

Page 1 of 1

DRAFT UPDATE

General Personnel

Ethics and Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

yes
AJW

The following employees must file a "Statement of Economic Interests" as required by the Illinois Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Comment [AP1]: Edited to enhance clarity.
Issue 88, May 2015

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. District students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests, Limitation of Authority, and Outside Employment and Conflict of Interest

~~No District employee~~ In accordance with Section 22-5 of the School Code, "no school officer or teacher shall be directly or indirectly interested in any contract, work, or business of the District, or in the sale, proceeds, or profits of any article bybook, apparatus, or furniture used or to the District, be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with the Illinois State Board of Education and adopted for use by the SchoolBoard. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District.

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Comment [AP2]: This section is changed to quote the statute because the statute does not define important terms, making it difficult to paraphrase. No appellate decision defines school officer or apparatus, or what is meant by connected. The statute was enacted in 1961, but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.
Issue 88, May 2015

DRAFT UPDATE

Incorporated
by reference: 5:120-E (Exhibit - Code of Ethics for Illinois Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
5 ILCS 420/4A-101 and 430/
50 ILCS 135/
105 ILCS 5/10-22.39; and 5/22-5, and 5/24-22.
775 ILCS 5/5A-102.
23 Ill.Admin.Code Part 22, Code of Ethics for Illinois Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban); 5:100 (Staff Development Program)

ADOPTED: ~~December 17, 2013~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:180

General Personnel

Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board of Education's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervisor to perform health examinations if the examination is job-related and consistent with business necessity.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §12102.
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.
Elder v. School Dist. No. 127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).
School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: October 21, 2014

No change needed
DNW

Comment [AP1]: Despite the statute's limitation to licensed employees, many boards apply this language to educational support personnel. Consult the board attorney about whether to apply this language to educational support personnel. This change may trigger a bargaining requirement with a bargaining unit for educational support personnel.

OPTION: To apply this language to both licensed and educational support personnel, strike teacher or other licensed, replacing the first two sentences with: "If illness, incapacity, or any other condition causes an employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the employee returned to work intermittently in order to avoid this paragraph's application."

Issue 88, May 2015

Comment [AP2]: See option, above.

Issue 88, May 2015

DRAFT UPDATE

General Personnel

Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board of Education's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive calendar days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervisor to perform health examinations if the examination is job-related and consistent with business necessity.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §12102.
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.
Elder v. School Dist. No.127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).
School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: October 21, 2014

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:270

Educational Support Personnel

Employment At-Will, Compensation, and Assignment

Employment At-Will

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing ~~non-certificated~~ ~~nonlicensed~~ employees at-will but shall maintain a record of positions or employees who are not at-will, ~~and the reason for the exception.~~

Compensation and Assignment

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

For employees not covered by this handbook:

The Board of Education will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work overtime without the prior authorization from the employee's immediate supervisor. Educational support personnel are paid twice a month. The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-23.5.
Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).
Cook v. Eldorado Community Unit School District, No. 03-MR-32 (Ill.App.5, 2004).
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E. 2d 956 (Ill.App.1, 1985),
aff'd in part and remanded, 505 N.E.2d 314 (Ill. 1987).
Kaiser v. Dixon, 468 N.E. 2d 822 (Ill.App.2, 1984).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment) 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Educational Support Personnel - Employment Termination and Suspensions), 5:310 (Educational Support Personnel - Compensatory Time-Off)

ADOPTED: July 10, 2006

Comment [AP1]: The policy and Legal References are edited to delete ~~certificated~~ and for efficiency reasons.

Issue 88, May 2015

yes
AHW

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:330

Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves

Sick Leaves, Vacation, Holidays, Personal Leave/Emergencies, Bereavement Leave, Maternity Leave and Adoption Leave

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

Leaves for Service in the Military and General Assembly

Educational support personnel receive military and General Assembly leaves on the same terms and conditions granted professional staff.

School Visitation Leave

Educational support personnel receive school visitation leave on the same terms and conditions granted professional staff.

Leaves for Victims of Domestic or Sexual Violence

Educational support personnel receive a leave for victims of domestic or sexual violence on the same terms and conditions granted professional staff.

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Illinois Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3.

Leave to Serve as an Election Judge

Educational support personnel receive leave to serve as an election judge on the same terms and conditions granted professional staff.

LEGAL REF.: 20 ILCS 1805/30.1 et seq.
105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.
820 ILCS 147 and 180/1 et seq./
School Dist 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987); Elder v. School Dist. No.127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Professional Personnel - Leaves of Absence)

ADOPTED: ~~December 14, 2009~~

Comment [AP1]:

OPTION: The Illinois Municipal Retirement Fund requires that public bodies have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon retirement (40 ILCS 5/7-139(a)(8)). If the CBA referred to in this section contains this written plan, the subhead can be amended to add: IMRF Service Credit Plan

If this option is selected, 40 ILCS 5/7-139 will be added to the Legal References

Issue 86, August 2014

Comment [AP2]: A new type of leave is added pursuant to 105 ILCS 5/13-2.5, amended by P.A. 98-691.

Issue 88, May 2015

yes
DHW

No

DRAFT UPDATE

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board of Education continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. If needed, submit School Improvement Plans for Board approval that comply with State law and contain:
 - District student learning objectives;
 - Assessment systems for measuring students' progress in the fundamental learning areas; and
 - Reporting systems for informing the community and the State of assessment results.
3. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the District and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the Board of Education's approval where necessary or advisable.
4. Publishing a school report card in accordance with State law.
5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

Yes
AHW

The Superintendent or designee shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

Comment [AP1]: A new directive to the superintendent is required by 105 ILCS 5/2-3.153. The State Superintendent must publicly report on selected indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels
Issue 88, May 2015

DRAFT UPDATE

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.
105 ILCS 5/2-3.25d, 5/2-3.63, ~~5/2-3.64~~, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: ~~July 10, 2006~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:40

Instruction

Curriculum Development

Adoption

The Superintendent or designee shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals.
2. Student needs as identified by research, demographics, and student achievement and other data.
3. The knowledge, skills, and abilities required for students to become life-long learners.
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements.
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available.
6. The Illinois State Learning Standards and any District learning standards.
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The curriculum review program shall:

1. Ensure regular evaluations of the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, and administrators, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Innovative Educational Programs and Pilot Projects

The Superintendent may recommend innovative educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Curriculum Guides and Course Outlines

The Superintendent or designee shall develop and provide subject area curriculum guides to appropriate staff members.

Comment [AP1]: This policy is unchanged. A cross-reference is added.

Issue 88, May 2015

yes
AHW

6:40

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DRAFT UPDATE

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:100 (Using Animals in the Educational Program), 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

ADOPTED: ~~July 10, 2006~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:160

Board of Education

Board Attorney

yes
The Board of Education may enter into ~~an agreement~~ agreements for legal services with ~~a specific attorney or law firm~~ one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The attorney will:

1. Serve as counselor to the Board ~~at all regular meetings and at special and attend Board~~ meetings when requested by the Superintendent or Board President;
2. Represent the District in any matter as requested by the Board of Education;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the Board of Education may request; and
5. Be available for telephone consultation.

The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, or Board President, are authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The Board of Education retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.: Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSSS REF.: 4:60 (Purchases and Contracts)

ADOPTED: July 10, 2006

Comment [AKL1]: The changes clarify that: (1) the school board may select one or more attorneys or law firms as *Board Attorneys*; (2) the *Board Attorney* represents the school board as the governing body for the district; and (3) the *Board Attorney* must not represent another client if the representation would create a conflict of interest

The new text is a restatement of the Ill. Supreme Court's rules governing the professional conduct of attorneys.

Issue 89, August 2015

NEW

August 2015

2:160-E

Board of Education

Exhibit - Checklist for Selecting a Board Attorney

The Board of Education selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms, but it can be adapted for an application process, if the Board seeks an in-house attorney. For more information, call the IASB Office of General Counsel; see its current phone numbers at www.iasb.com/whatis/staff.cfm.

Comment [A1]: The exhibit is a checklist designed to assist school boards in selecting and retaining legal counsel.

Issue 89, August 2015

yes
ALW

Determine what type of legal services the District needs.

1. Review Board policy 2:160, *Board Attorney*. **Note:** Critically analyze whether the District's legal needs are best served by in-house attorney(s) or outside attorney(s)/law firms. Many districts use a combination of these services. Many districts also use multiple attorney(s)/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorney(s)/law firms, but it can be adapted for an application process, which would better fit if the Board seeks an in-house attorney.
2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:
 - District's size;
 - Any past and current experiences with legal matters;
 - Complexity of the District's legal needs;
 - Availability of expertise; and
 - Cost of outside fees compared to internal staff expenses for an in-house arrangement.

Develop a list of qualifications necessary for providing quality legal services to the District.

1. Review policy 4:60, Purchases and Contracts. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align contracts for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.
2. Develop the list of qualifications. The major qualifications include, but are not limited to:
 - Licensed to practice law in Illinois and in good standing with the Illinois Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)
 - Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals
 - Substantive knowledge and experience in the legal areas matching District's needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District's identified needs and may change from time to time.
 - Experience in all aspects of contract, employment, and school law

2:160-E

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NEW

- Experience that meets the District’s needs, including litigation experience in State and federal courts
 - Membership in professional associations, such as, the Illinois Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
 - Demonstrated knowledge of and ability to apply professional responsibility rules
 - Accessibility for the District’s identified needs, e.g., evening Board meetings, phone calls, etc.
 - Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District’s interests
 - When additional qualifications apply, those list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.
- Develop the RFP.**
1. Insert the list of qualifications that the Board developed.
 2. Include the following information:
 - The deadline for responses to be submitted
 - The location (address or email) where responses should be sent
 - A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
 - Significant information about the District. See Board policy 1:30, *School District Philosophy*, for the District’s mission statement that is specific to the community’s goals.
 - The scope of work, e.g., “The Board Attorney will provide legal advice concerning [typical duties, specific duties, excluded duties].”
 - Qualifications
 - Details about interviews and presentations
 3. Specify what responders must include in their responses, such as the following:
 - Cover letter, complete name, address, and legal structure (if the responder is a law firm)
 - The individuals who prepared the response, including their titles
 - If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
 - A proposed fee schedule, e.g., “Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options.”
 - A summary of the responder’s relevant experience representing public schools
 - A writing sample
 - An assurance that the responder meets the RFP’s qualifications
 - References including current or past clients
- Announce the RFP.**
1. Title the announcement. **Note:** How and where the RFP is announced are at the Board’s sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District’s website, mail it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the Council of School Attorneys

NEW

(ICSA) is on the IASB website, www.iasb.com. A printed copy is available upon request. Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Illinois State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement "The [Insert District's name] Board of Education Requests Proposals to Provide Legal Services."

2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.
3. Inform the reader that the attorney or law firm selected will serve from the date of appointment to [date]. The length of the appointment is at the Board's discretion.
4. State the School District's philosophy or mission statement.
5. Insert the RFP location and contact information with the beginning date and time.
6. Tell prospective responders that completed RFPs must be returned [by certain time and date] to [name and title of person receiving applications].

Receive and manage responses to the RFP.

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts applications is at the Board's sole discretion and should be decided by the Board prior to posting the RFP announcement
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

Develop interview questions.

1. Interview questions are at the Board's discretion.
2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.
3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:
 - What do you see as your role as Board Attorney?
 - How many other school districts do you currently represent?
 - What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.
 - How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?
 - What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - How would you manage a situation in which the Board feels strongly about its position but you believe that position is not legally supportable? The *Ill. Rules of Professional Conduct*, at www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp, require

NEW

attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, **PRESS** policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Will you try to shape Board decisions or do you have a *whatever the Board decides philosophy*? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Do you provide your Board of Education clients with any updating services gratis?
 - How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?
 - Will you be handling this business personally (i.e., will you delegate to your associates or partners)?
 - Can anyone else in your firm handle our inquiries when you are unavailable?
 - How do you keep current on school law?
 - When do you tell your school clients to contact you regarding a matter with possible legal repercussions?
 - Have you represented a school district in a matter involving the rights of disabled students? ...involving disabled employees? ... involving a student expulsion? ... involving a teacher dismissal? ... involving an employee's contract or dismissal? ... involving a building contract or bidding matter? ... Can you tell us about that case?
 - How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.
 - Did you bring a written agreement for legal services or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services.
- Develop an interview protocol.** Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).
1. The Board President will lead the Board as it interviews responders to its RFP (see 105 ILCS 5/10-13 stating that the Board President presides at all meetings and Board policy 2:110, Qualifications, Term, and Duties of Board Officers.

NEW

2. The Board may also want to consider allowing an equal amount of time for each interview.
 3. Discuss the following items with each responder during the interview:
 - Introduce Board members to the responder.
 - Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney.
 - Describe the District's philosophy or mission statement.
 - Describe the Board Attorney position by reviewing the RFP.
 - Begin asking the interview questions. (See *Develop interview questions*, above).
 - Ask the responder whether he or she has any questions for the Board.
 - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision.
- Conduct a reference check and other background investigation(s).**
1. The Board President may perform this check or direct the Superintendent to:
 - Check the ARDC's master roll of attorneys as "Authorized to Practice Law." To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: www.iardc.org/lawyersearch.asp.
 - Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen.
 - If disciplinary actions are listed, ask the attorney or law firm for more information.
 2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
 3. Call references provided by the responder.
- Enter into a written contract with the selected attorney or law firm.**
1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements from the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAC-14-002).
 2. Discuss the fee arrangements with the responder and decide:
 - Whether to enter into a fee arrangement or a retainer agreement. Note: Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.
 - The appropriate scope of services.
 3. Review the written contract (*Agreement for Legal Services*) for these provisions:
 - Fee arrangement.
 - Scope of services.

NEW

- Who will be providing legal services?
 - A statement that the Board controls all legal decisions.
 - A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it.
 - Board's right to terminate the services of the attorney and law firm at any time for any reason.
4. Approve the *Agreement for Legal Services* during an open Board meeting.
- Announce the appointment to District staff and community.**
1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.
 2. The Board may want to consider announcing during an open meeting. See Board policy 8:10, *Connection with the Community*.
 3. The Board may want to include the following information in its announcement:
 - The Board appointed [attorney's name or law firm name] as the Board Attorney.
 - The appointment will begin on [date] for [length of time].
 - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner. [Attorney or law firm's name] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [Attorney or law firm's name] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge.

DATED: _____

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:260

Board of Education

Uniform Grievance Procedure

Students, parents/guardians, employees, or community members should notify any District Complaint Manager if they believe that the Board of Education, its employees, or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Bullying, 105 ILCS 5/27-23.7
8. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, programs;
10. Victims' Economic Security and Safety Act, 820 ILCS 180;
11. Illinois Equal Pay Act of 2003, 820 ILCS 112;
12. Provision of services to homeless students; or
13. Illinois Whistleblower Act, 740 ILCS 174/.
14. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed, to under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be

Comment [AKL1]: Text throughout the policy is updated to clarify the rights of a complainant, an accused, and the school district when investigations pursuant to this policy occur. These clarifications were made in response to the uptick of investigations by the Dept. of Education's Office for Civil Rights (OCR) in Illinois involving Title VI (discrimination on the basis of race, color, and national origin) and Title IX (discrimination on the basis of sex). While the changes reflect what OCR has requested in past investigations, OCR investigations are a moving target - meaning these changes do not guarantee that OCR would not request your district to make different changes during an OCR investigation.

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DRAFT UPDATE

required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same sex. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager shall assist the Complainant as needed.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by U.S. mail, first class, U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school business days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information for the Board. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Complaint Managers

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator, if any, may be appointed a Complaint Manager. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of current Complaint Managers.

Comment [AKL2]:

Preponderance of evidence is a standard of proof in civil cases. It means "evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact sought to be proved is more probable than not."

Issue 89, August 2015

Comment [AKL3]: Title IX regulations require districts to identify the name, address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. OCR prefers that school districts make Title IX information and coordinators visible to the community, and it has provided materials designed to remind schools of their obligation to designate a Title IX coordinator.

Issue 89, August 2015

DRAFT UPDATE

Complaint Managers

Name	<u>Dan Stanley</u>	<u>Julie Postma</u>
Address	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>
Email	<u>dstanley@d103.org</u>	<u>jpostma@d103.org</u>
Telephone	<u>847/295-4030</u>	<u>847/295-4030</u>

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
Illinois Genetic Information Privacy Act, 410 ILCS 513/.
Illinois Whistleblower Act, 740 ILCS 174/.
Illinois Human Rights Act, 775 ILCS 5/.
Victims' Economic Security and Safety Act, 820 ILCS 180, 56 Ill.Admin.Code Part 280.
Equal Pay Act of 2003, 820 ILCS 112.
Employee Credit Privacy Act, 820 ILCS 70/.
23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 6:140 (Education of Homeless Children), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

ADOPTED: ~~February 14, 2011~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:50

Operational Services

Payment Procedures

The Treasurer shall prepare a list of all due and payable bills, indicating vendor name and amount, and shall present it to the Board of Education in advance of the Board's first regular monthly meeting or, if necessary, a special meeting. These bills shall be reviewed by the Board of Education, after which they may be approved for payment by Board of Education order. Approval of all bills shall be given by a roll call vote and the votes shall be recorded in the minutes. The Treasurer shall pay the bills after receiving a Board of Education order or pertinent portions of the Board minutes, even if the minutes are unapproved, provided the order or minutes are signed by the Board President and Secretary, or a majority of the Board.

The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills. These disbursements shall be included in the listing of bills presented to the Board of Education.

Revolving funds for school cafeterias, athletics, petty cash, or similar purposes may be used, provided such funds are in the custody of an employee who is properly bonded according to State law and who is responsible to the Superintendent and the Board. Payments from these funds shall be included in the listing of bills presented to the Board of Education. The Superintendent shall submit a monthly report and an annual summary of all receipts to and expenditures of the funds to the Board and Treasurer and shall otherwise manage the funds in accordance with State law.

LEGAL REF.: 105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.

CROSS REF.: 4:60 (Purchases and Contracts)

ADOPTED: ~~November 8, 2010~~

Comment [APowell1]:

Following its 5-year review, the policy is updated in response to subscriber feedback

Issue 89, August 2015

yes
AHW

DRAFT UPDATE

General Personnel

Drug- and Alcohol-Free Workplace; Tobacco Prohibition

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from engaging in any of the following activities while on District premises or while performing work for the District:

yes
ANW

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectable, regardless of when and/or where the use occurred.
3. Possession or use of medical cannabis.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

As a condition of employment, each employee shall:

1. Abide by the terms of the Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.

Comment [AKL1]: These actions are prohibited by both federal and State statute. These laws do not address *under the influence*. The board may add the following optional language at the end of this sentence.

yes
OPTION - , or being under the influence of any illegal substance or any detectable use of any illegal substance regardless of when or where the use occurred.

Contact the board attorney for advice concerning this optional provision and whenever the district wants to discipline or dismiss an employee using it. (See the following comment box and the Update Memo for more information.)

Issue 89, August 2015

yes
Comment [AKL2]: Optional; alcohol is not addressed in either the federal or State Drug-Free Workplace Acts. Contact the board attorney for advice concerning this provision and whenever the district wants to discipline or dismiss an employee using it. If a hearing is required before the district may discipline or discharge an employee under this provision, the district must put forth evidence that the employee violated it. A district would also have this burden if a grievance is filed under a *just cause* provision in a collective bargaining agreement.

Issue 89, August 2015

DRAFT UPDATE

Tobacco Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of tobacco products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location. *Tobacco* shall have the meaning provided in section 10-20.5b of the School Code.

Attached

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the School Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.
Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et seq.
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.
Drug-Free Workplace Act, 30 ILCS 580/
105 ILCS 5/10-20.5b.

CROSS REF.: 8:30 (Visitors to and Conduct on School Property)

ADOPTED: ~~December 17, 2013~~

(105 ILCS 5/10-20.5b) (from Ch. 122, par. 10-20.5b)

Sec. 10-20.5b. Tobacco prohibition. Each school board shall prohibit the use of tobacco on school property by any school personnel, student, or other person when such property is being used for any school purposes. The school board may not authorize or permit any exception to or exemption from the prohibition at any place or at any time, including without limitation outside of school buildings or before or after the regular school day or on days when school is not in session. "School purposes" include but are not limited to all events or activities or other use of school property that the school board or school officials authorize or permit on school property, including without limitation all interscholastic or extracurricular athletic, academic, or other events sponsored by the school board or in which pupils of the district participate. For purposes of this Section "tobacco" shall mean cigarette, cigar, or tobacco in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

(Source: P.A. 89-181, eff. 7-19-95.)

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:170

General Personnel

Copyright

Works Made for Hire

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assumed the District shall be the owner of the copyright.

Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

Copyright Infringement: Designation of District Digital Millennium Copyright Act (DMCA) Agent

The employee listed below receives complaints about copyright infringement within the use of the District's online services. The Superintendent or designee will register this information with the federal Copyright Office as required by federal law.

District DMCA Agent:

Dan Stanley

1370 N. Riverwood S Rd. Lincolnshire, IL 60069

Dstanley@d103.org

847-295-4030

Telephone

LEGAL REF.: Federal Copyright Law of 1976, 17 U.S.C. §101 et seq.
105 ILCS 5/10-23.10.

CROSS REF.: 6:235 (Access to Electronic Networks)

ADOPTED: December 10, 2007

Comment [APowell1]:

Option: An optional subhead is added for districts that are *online service providers* (OSP) under the DMCA. The DMCA is an amendment to 17 U.S.C. §101 et seq. that provides limitations on OSP liability for storage of copyrighted material residing on a system or network controlled or operated by or for the OSP. This liability limitation is called the *Safe Harbor Provision* (SHP).

If a district is an OSP, the SHP provision will not apply if the district does not designate, publicize, and register a DMCA agent with the federal Copyright Office (at publication time, registration was \$105).

Districts that may benefit from the SHP are those that operate or contract to operate the following types of websites: file and information sharing sites; blogs that allow guests to post content; social media sites; and other sites that accept, publish or host content created and submitted by other parties. For further steps to designate a DMCA agent, see 5:170-AP4, *Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process.*

Before adopting this section, consult the board attorney to first identify whether the District is an *online service provider* (OSP) under the DMCA.

MS
AHW

yes

~~TH. Stanley~~
~~1370 N. Riverwood S Rd.~~
~~Lincolnshire, IL 60069~~

to

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:270

Educational Support Personnel

Employment At-Will, Compensation, and Assignment

Employment At-Will

yes
AW

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing ~~non-certificated nonlicensed~~ employees at-will but shall maintain a record of positions or employees who are not at-will, ~~and the reason for the exception.~~

Compensation and Assignment

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

For employees not covered by this handbook:

The Board of Education will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work overtime without the prior authorization from the employee's immediate supervisor. Educational support personnel are paid twice a month. The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-23.5.
~~Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).~~
~~Cook v. Eldorado Community Unit School District, No. 03 MR 32 (Ill.App.5, 2004).~~
~~Duldulao v. St. Mary of Nazareth Hospital, 483 N.E. 2d 956 (Ill.App.1, 1985);~~
~~aff'd in part and remanded, 505 N.E.2d 314 (Ill. 1987).~~
~~Kaiser v. Dixon, 468 N.E. 2d 822 (Ill.App.2, 1984).~~

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment) 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Educational Support Personnel - Employment Termination and Suspensions), 5:310 (Educational Support Personnel - Compensatory Time-Off)

ADOPTED: July 10, 2006

Comment [AP1]: The policy and Legal References are edited to delete ~~certificated~~ and for efficiency reasons
Issue 88, May 2015

Comment [APowell2]: The Legal References are updated to delete case law that has been overturned or refers to lower court decisions. The reference to ~~Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd.~~ was added with PRESS Issue 88. At this time, your district has not yet responded to Issue 88; this change to the Legal References reverses the change offered in that issue.
Issue 89, August 2015

DRAFT UPDATE

Educational Support Personnel

Employment Termination and Suspensions

Resignation and Retirement

An employee is requested to provide 2 weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least 2 months before the retirement date.

Non-RIF Dismissal

The District may terminate an at-will employee at any time for any reason, subject to State and federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Reduction in Force and Recall

~~This section is applicable whenever~~ The Board ~~decides~~ may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, ~~an educational support employee is removed, dismissed, or his or her hours are reduced~~ dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow Sections 10-22.34c (outsourcing non-instructional services) and 10-23.5 (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

~~The Board shall use a seniority list to determine the order of dismissal or removal. The seniority list, categorized by positions, shows the length of continuing service of each full-time educational support employee. The employee with the shorter length of continuing service within the respective category of position shall be dismissed first.~~

~~Except as provided below, written notice will be given the employee by certified mail, return receipt requested, at least 30 days before the employee is removed or dismissed, or his or her hours are reduced, together with a statement of honorable dismissal and the reason therefore if applicable. The prior written notice will be extended to at least 90 days if the lay-off is due to the District entering into a contract with a third party for non-instructional services. The prior written notice will be shortened to at least 5 days before an employee's hours are reduced as a result of an unforeseen reduction in the student population.~~

~~Any vacancies for the following school term or within one calendar year from the beginning of the following school term, shall be offered to the employees so removed or dismissed from that category or any other category of position provided they are qualified to hold such positions.~~

Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a

Comment [AKL1]: This section is updated, and the paragraphs paraphrasing the RIF statute (for nonlicensed employees) are omitted because it is unnecessary in a governance policy and is frequently superseded by collectively bargained provisions.
Issue 88, May 2015

yes
SHW

DRAFT UPDATE

reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430 et seq.
105 ILCS 5/10-22.34c and 5/10-23.5.
820 ILCS 105/4a.
~~Griggsville-Perry Community Unit School Dist. No. 5 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).~~

CROSS REF.: 5:240 (Professional Personnel - Suspension), 5:270 (Educational Support Personnel - Employment At-Will, Compensation, and Assignment)

ADOPTED: November 8, 2010

Comment [APowell2]: The Legal References are updated to delete case law that has been overturned. The reference to Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., was added with PRESS Issue 88. At this time, your district has not yet responded to Issue 88; this change to the Legal References reverses the change offered in that issue.

Issue 89, August 2015

DRAFT UPDATE

Instruction

Education of Homeless Children

yes
AHW

A "homeless child" is defined as provided in ~~State and federal law~~ the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

Transportation shall be provided in accordance with State law. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Ill. Education for Homeless Children Act, 105 ILCS 45/1-1 et seq./.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 45/1-1 et seq.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye and Dental Examinations, Immunizations, and Exclusion of Students)

ADOPTED: ~~July 10, 2006~~

DRAFT UPDATE

Students

Equal Educational Opportunities

yes
DHW

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Comment [AKL1]: The list of protected classifications now includes immigration status. The change is for clarification purposes. *Nationality* was and continues to be listed as a protected classification; it was intended to protect children from discrimination based on their immigration status. ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982))."
Issue 89, August 2015

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of the School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School Code).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.
20 U.S.C. §1681 et seq., ~~34 C.F.R. Part 106~~; Title IX of the ~~Educational~~ Education Amendments implemented by 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
775 ILCS 35/5, Religious Freedom Restoration Act.
Ill. Constitution, Art. I, §18.
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).
105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:20 (Community Use of School Facilities)

ADOPTED: ~~March 8, 2010~~

DRAFT UPDATE

Students

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts, within legal requirements, nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

Students accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. A private school student may attend any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for part-time attendance is responsible for all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided to non-public school students on regular bus routes to or from a point on the route nearest or most easily accessible to the non-public school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes shall be the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District ~~may accept~~ accepts, for special education services, to the extent required by law, for part-time attendance ~~those students with disabilities who live within the District and children for whom it has been determined that special education services are needed, are enrolled in non-public schools, and otherwise qualify for enrollment in the District.~~ Requests must be submitted by the student's parent(s)/guardian(s). Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Comment [AKL1]: This paragraph restates State law (105 ILCS 5/14-6.01). Federal law requires districts to develop and implement a system to locate, identify, and evaluate children with disabilities who attend private schools (including religiously affiliated schools and home-schools) located within the district. Moreover, the district must conduct child find activities for private school children with disabilities that are similar to those for children with disabilities in public schools.

Issue 89, August 2015

Co-curricular Activities

A nonpublic school student is eligible to participate: (1) in interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic co-curricular activities, provided the student attends a District school. A nonpublic student who participates in an co-curricular activities are subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

yes
STW

DRAFT UPDATE

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:190 (Co-Curricular Activities), 7:30 (Student Assignment), 7:300 (Co-Curricular Athletics)

ADOPTED: ~~July 10, 2006~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:260

Students

Exemption from Physical Activity

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. State law prohibits a board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

Comment [APowell1]: This policy is updated for elementary districts to include information that currently appears only in sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*. Sample policy 6:310 is not included in elementary district policy manuals.

Issue 89, August 2015

LEGAL REF.: 105 ILCS 5/27-6.
225 ILCS 60/, Medical Practice Act.
23 Ill.Admin.Code §1.420(p).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: ~~June 13, 2011~~

yes
AHW

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:310

Students

Restrictions on Publications

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, and (2) audio-visual material, on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or ~~on-line~~ online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be

Comment [APowell1]: The sample definition of publication is edited to keep the policy current with rapid technology changes. The definition uses broad and generally understood terms, and it may be amended by the district.

Issue 89, August 2015

7:310

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DRAFT UPDATE

disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is bullying and/or cyberbullying according to Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

Comment [APowell2]: A section regarding Bullying and Cyberbullying was added in response to 105 ILCS 5/27-23.7

Issue 89, August 2015

LEGAL REF.: 105 ILCS 5/27-23.7

Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).

Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:25 (Advertising and Distributing Materials in School Provided by Non-School Related Entities)

ADOPTED: ~~February 14, 2011~~

REWRITTEN

7:325

Students

Student Fundraising Activities

yes
AHW

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount.
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fundraising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement by the District of any message's content."

Comment [AKL1]: The policy is RENAMED to align with the State and national lunch programs' use of *fundraising* without a hyphen.

105 ILCS 5/10-20.19(3) requires districts to have rules governing: (1) "conditions under which school classes, clubs, and associations may collect or acquire funds," and (2) "the safekeeping of such funds for the educational, recreational, or cultural purposes they are designed to serve." Except for #2, all directives are optional and may be deleted or amended.

Issue 89, August 2015

Comment [AKL2]: Selling popular food items to raise funds is restricted by federal and State rules if the items meet ISBE's definition of *competitive foods*.

Issue 89, August 2015

Comment [AKL3]: In response to subscriber feedback, we amended this directive. Alternatively, the board may select one version of the following option:

Option
A - , and door-to-door solicitations are prohibited.
OR
B - , and door-to-door solicitations are discouraged.

Issue 89, August 2015

LEGAL REF.: 105 ILCS 5/10-20.19(3).
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:90 (Activity Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED:

Compare to current policy 7:325, or consider adding to your manual if not currently included.

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

8:10

Community Relations

Connection with the Community

Public Relations

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson and, The Superintendent or designee shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Secure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's good will, respect, and confidence.
6. Promote a genuine spirit of cooperation between the school and the community.

1. Keep the news media ~~provided with accurate information~~ accurately informed.
2. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

The public relations program may include:

1. Regular news releases concerning District programs, policies, and activities, that will be sent activities, and special event management for distribution by, for example, posting on the District website or sending to the news media.
2. News conferences and interviews, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. Individuals may speak for the District only with prior approval from the Superintendent.
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date, and
4. Other efforts that highlight the District's programs and activities.

Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools.

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative. For each community engagement initiative, the Board will commit to the determined purpose(s) and objective(s), and provide information about the expected nature of the public's involvement; the Superintendent or designee will identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s).

The Superintendent will: (1) at least annually, prepare a report of each community engagement initiative, and/or (2) prepare a final report of each community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiatives are achieving the identified purpose(s) and objective(s), (2) consider what, if any, modifications would improve effectiveness, and (3) determine whether to continue individual initiatives.

Comment [A1]: These objectives are examples and should be customized for each district.
OPTION 1 - The board may choose to replace the Public Relations section with the following:
The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Superintendent or designee shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; emergency communications in coordination with the District Safety Coordinator; the District website and social media channels; and other efforts to reach all audiences using suitable mediums.
Issue 89, August 2015

Comment [A2]: The Community Engagement subhead is a new option for boards that complete the work necessary to develop and implement a community engagement initiative. IASB has extensively researched and prepared a new report titled *Connecting with the Community: the Purpose and Process of Community Engagement as part of Effective School Board Governance*. It is now available to help school boards and superintendents understand what community engagement is, why it is critical, what they can expect to accomplish, and how to evaluate the results. Contact an IASB Field Services Director if your board is interested in Community Engagement work.

OPTION 2 - Choose this option to delete the section.
Issue 89, August 2015

8:10

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The Superintendent will provide information regarding the community engagement activities through written reports or the District webpage.

DRAFT UPDATE

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

ADOPTED: ~~December 10, 2007~~

REWRITTEN

8:80

Community Relations

Gifts to the District

yes
AHW

The Board of Education appreciates gifts from any education foundation, other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$500.00 in value, the Superintendent or ~~designee~~. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programing, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
4. Permit the District to maintain resource equity among it learning centers.
5. Be viewpoint neutral. The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school ~~property~~.
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.
105 ILCS 5/16-1.
23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

ADOPTED:

Compare to current policy 8:80, or consider adding to your manual if not currently included.

Comment [AKL1]: The policy is rewritten to specify the criteria for gifts.

105 ILCS 5/16-1 grants authority to school boards to accept and manage gifts. Specifying the criteria for gifts in the board policy provides important information to potential donors and promotes a common understanding, uniform treatment, and adherence to legal requirements.

Issue 89, August 2015

Comment [AKL2]: The board may remove or amend in any way the value of a gift that the superintendent or designee is permitted to accept. Please provide any edits the board wishes to make.

Issue 89, August 2015

Comment [AKL3]: The U.S. Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered when a donation comes with a message. Contact the board attorney for assistance.

Issue 89, August 2015



Lincolnshire-Prairie View School District 103

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Policy Updates

Policies on Hold for D103:

2:140-E Exhibit - Guidance for Board Member Communications, Including Email

5:330 Educational Support Personnel - Sick Days, Vacation, Holidays, and Leaves

Policy to Add:

4:80 Accounting and Audits (see attachment)

Board of Education

Exhibit - Guidance for Board Member Communications, Including Email Use

The Board of Education is authorized to discuss District business only at a properly noticed Board meeting (Open Meetings Act, 5 ILCS 120/). Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*.

Communications Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. ~~When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply/forward alert to the group, such as: "BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."~~ ^{non-}
2. Board members are permitted to discuss any matter ~~except~~ District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a *do not reply/forward* alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."
6. Board members should not forward email received from another Board member.

yes
PHW

among other Board members.

Anna K. Lovern 10/1/2012 4:14 PM

Comment [1]: This board exhibit is rewritten in response to a binding opinion from the Ill. Public Access Counselor, No. 11-6. The question presented was whether electronic communications to or from members of a public body using personal email addresses or Twitter accounts and/or personal equipment are public records subject to FOIA. The answer is yes, if the electronic communications pertained to public business.

If the board does not currently include this board exhibit in their manual, they might consider adding it as it addresses a number of questions that arise often in districts.

Issue 80, October 2012

to rewrite 

When Must Email Be Retained?

According to the Freedom of Information Act, a *public record* is any recorded information, regardless of physical form, "having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body," (5 ILCS 140/2). Email sent or received by Board members may be, depending on the content, subject to disclosure as a *public record*. Accordingly, Board members must be able to distinguish between official record and non-record messages. **Important:** According to the binding Ill. Public Access Opinion No. 11-6, electronic communications concerning the transaction of public business are public records subject to disclosure under FOIA even if they were sent from or received by an electronic device owned by a member of a public body, rather than the public body itself.

When responding to a single Board member's request, the Superintendent will determine whether to send a copy to all the other Board members to keep the Board informed. The Superintendent will include a do not reply/forward alter to the group as needed.

Non-Record Messages

Email messages are *non-record messages* when individual Board members are acting in their individual or personal capacities. Examples of non-record messages include:

1. Personal correspondence, such as, "Do you want to ride with me to the IASB workshop?"
2. Publications or promotional material from vendors or IASB.
3. Political messages or ones containing campaign strategy.
4. Messages mentioning public business in passing or in a nonsubstantive way.
5. Personal correspondence concerning community activities or children.

Non-record messages are not *public records* under the Freedom of Information Act and do not need to be stored.

Official Record Messages

Email that qualifies under FOIA as a *public record* will need to be stored only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation (Local Records Act, 50 ILCS 205). An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email, herein called *official record messages*, to the appropriate District office where it will be stored on the Board member's behalf. If made available, Board members should use their email accounts provided by the District and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved retention schedule.

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

DATED:

Please Compare to Current Board Exhibit 2:140-E

or

Consider adding the exhibit to your manual if it is not now included

DRAFT UPDATE

Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves

Sick Leaves, Vacation, Holidays, Personal Leave/Emergencies, Bereavement Leave, Maternity Leave and Adoption Leave

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

Leaves for Service in the Military and General Assembly

Educational support personnel receive military and General Assembly leaves on the same terms and conditions granted professional staff.

School Visitation Leave

Educational support personnel receive school visitation leave on the same terms and conditions granted professional staff.

Leaves for Victims of Domestic or Sexual Violence

Educational support personnel receive a leave for victims of domestic or sexual violence on the same terms and conditions granted professional staff.

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Illinois Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3.

LEGAL REF.: 20 ILCS 1805/30.1 et seq.
105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.
820 ILCS 147 and 180/1 et seq.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Professional Personnel - Leaves of Absence)

ADOPTED:

Angie Powell 8/11/2014 1 17 PM
Comment [1]:
~~OPTION:~~ The Illinois Municipal Retirement Fund requires that public bodies have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon retirement (40 ILCS 5/7-139(a)(8)). If the CBA referred to in this section contains this written plan, the subhead can be amended to add: IMRF Service Credit Plan

If this option is selected, 40 ILCS 5/7-139 will be added to the Legal References

Issue 86, August 2014

Julie Niewinski 8/11/2014 10:31 AM
Deleted: December 14, 2009

yes
AHW

No

Operational Services

Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Illinois State Board of Education, State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board.

At the close of each fiscal year, the Assistant Superintendent for Business or designee shall arrange to have the District books and accounts audited by an independent certified public accountant designated by the Board of Education in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board of Education member and to the Superintendent.

The Assistant Superintendent for Business or designee shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Inventories

The Superintendent or designee is responsible for developing and maintaining an inventory of District buildings and capital equipment. The inventory record of equipment shall include such items as a description of each item, the quantity, the location, the date of purchase, and the cost or the estimated replacement cost.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of any: (1) District personal property no longer needed for school purposes, and (2) school sites, buildings, or other real estate that is unnecessary, unsuitable, or inconvenient, so that the Board may consider its disposition. *Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal*

LEGAL REF.: 105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-22.8 and
5/17-1 et seq.
23 Ill.Admin.Code, ch.110 and 125.

CROSS REF.: 4:90 (Activity Funds)

ADOPTED: February 13, 2012

*property
of a
diminutive
value.*

BID RESULTS

Owner: Lincolnshire Prairie View School District 103

Owner Address: 1370 Riverwoods Road, Lincolnshire, IL

Project Name: Daniel Wright and Half Day Schools Roof Restoration and Replacement Project 16-LPV103

	Contractor 1 GE Riddiford	Contractor 2 DCG	Contractor 3 Preservation Serv.	Contractor 4 Malcor	Contractor 5 L Marshall	Contractor 6 National	Notes
Base Bid 1 - Roof Replacement	\$702,664.00	\$1,200,000.00	\$1,219,850.00	\$1,160,000.00	\$953,000.00	\$1,085,000.00	
Half Day Shingle Replacement	\$64,900.00	\$55,000.00	\$36,215.00	\$125,000.00	\$73,000.00	\$50,000.00	
Work Days	35	70	45	45	48	60	
Total	\$767,564.00	\$1,255,000.00	\$1,256,065.00	\$1,285,000.00	\$1,026,000.00	\$1,135,000.00	
BUR Roofing Removal/Replacement	\$12.00	\$30.00	\$6.50	\$8.75	\$15.00	\$20.00	Per Sq. Ft.
Single Ply Roofing Removal/Replacement	\$12.00	\$25.00	\$4.50	\$7.75	\$13.00	\$8.00	Per Sq. Ft.
Deck Repair - Concrete Gypsum	\$29.00	\$30.00	\$9.25	\$43.52	\$30.00	\$10.00	Per Sq. Ft.
Deck Replacement - Gypsum	\$43.00	\$50.00	\$45.00	\$47.52	\$40.00	\$25.00	Per Sq. Ft.
Deck Repair - Metal	\$5.00	\$7.00	\$6.00	\$2.75	\$7.50	\$4.00	Per Sq. Ft.
Deck Replacement - Metal	\$11.00	\$11.00	\$8.50	\$7.25	\$10.00	\$8.00	Per Sq. Ft.
Rust Inhibitive Coating Application	\$4.00	\$4.00	\$3.25	\$2.00	\$5.50	\$10.00	Per Sq. Ft.
Wood Block Replacement - 2x6	\$6.00	\$6.50	\$3.15	\$2.60	\$7.50	\$4.00	Per Ln. Ft.
Drain Replacement w/Service Connection	\$2,400.00	\$3,000.00	\$2,100.00	\$1,800.00	\$3,000.00	\$3,000.00	Each
New Drain Installation w/o Connection	\$2,800.00	\$3,000.00	\$1,650.00	\$2,500.00	\$2,000.00	\$1,500.00	Each
Time and Material Cost	\$118.00	\$130.00	\$105.00	\$112.00	\$149.00	\$100.00	Per Man Hour
Coating Application DW Areas A, C, F, & G	\$31,629.00	\$90,000.00	\$49,250.00	\$108,000.00	\$47,000.00	\$29,000.00	Total Cost



Garland/DBS, Inc.
3800 East 91st Street
Cleveland, OH 44105
Phone: (800) 762-8225
Fax: (216) 883-2055



ROOFING MATERIAL AND SERVICES PROPOSAL

Lincolnshire-Prairie View School District 103
Daniel Wright Junior High School
Roof Replacement & Roof Restoration
Date Submitted: 02/12/2016
Proposal #: 25-IL-160147
MICPA # 14-5903
Illinois Roofing License #: 104.015673

Please Note: The following estimate is being provided according to the pricing established under the Master Intergovernmental Cooperative Purchasing Agreement (MICPA) with Cobb County, GA and U.S. Communities. This estimate should be viewed as the maximum price an agency will be charged under the agreement. Garland/DBS, Inc. administered a competitive bid process for the project with the hopes of providing a lower market adjusted price whenever possible.

Scope of Work: Roof Replacement & Roof Restoration

Torch Applied 2-Ply Asphalt Roofing (StressPly IV)

- 1 Remove existing roof membrane down to the structural deck(core information listed on drawings).
- 2 Nail 1xPly of Versiply 40 directly to gypsum decks using the pattern in the wind uplift calculations.
- 3 Install ¼:12 tapered polyisocyanurate insulation on all sections with an average R-value of 20 in insulation adhesive.
- 4 Install 0.5" Densdeck in insulation adhesive to all sections.
- 5 Install 1xPly HPR Torch base to as a base flashing at all penetrations and perimeter and in field of roof.
- 6 Install 1xPly Stressply IV UV Mineral cap sheet in the field of all sections and as a flashing cap at all penetrations and perimeter.
- 7 Coat all sections with Pyramic Energy-Star roof coating at a rate of 2.0 gallons/square in two coats(1 gallon/square each).
- 8 Install new 24-ga. Kynar coated steel coping and flashing at all penetrations and perimeters in a color selected by building owner.
- 9 Clean up and haul away all debris.

Built-Up, Gravel Surface Roof Restoration

- 1 Tear out and replace all saturated roofing areas as marked on roof and IR Scan drawing. Replace with Polyiso insulation to match existing roof insulation height. Install ½" Dens Deck prime in Insulock HR insulation adhesive. Install HPR Torch base and Stressply IV Mineral cap sheet and tie into existing roof.

- 2 Make any necessary repairs to splits, cracks, open seams, and blisters. Use Flashing bond and/or Stressply IV mineral.
- 3 Power broom and remove all loose mineral granules and debris to prepare roof for restoration coating.
- 4 Apply Garla Prime to entire roof at a rate of ½ gal per 100sf.
- 5 Install 1 ply of Stressply IV Mineral to all flashing with termination bar and slip metal counterflashing.
- 6 Apply Energizer BK to entire roof surface at a rate of 4.5 gal per 100sf and immediately embed Grip Polyester Firm reinforcement. Roll in reinforcement until saturated and without wrinkles or fishmouths.
- 7 Apply 2nd layer of Energizer BK at a rate of 4.5 gal per 100sf.
- 8 Paint drain baskets with Oil Based Enamel in Bright Red. Replace any drain rings and baskets that are broken, missing, or plastic with cast iron.
- 9 Paint all gas lines with Oil Based Enamel in Safety Yellow.

Single Ply Roof Restoration

- 1 Clean roof surface using Simple Green/water using power washer.
- 2 Powerwash roof surface (two (2) passes) to ensure cleaner is removed from roof surface.
- 3 Reinforce all seams with Unibond ST seam tape.
- 4 Apply a base coat of liquid waterproofing membrane (White Knight Plus Base Coat) over entire roof membrane at seams and flashing at a rate of 2.0 Gal./Sq.
- 5 Apply a top coat of liquid waterproofing membrane (White Knight Plus Top Coat) over entire roof surface at a rate of 2.0 Gal./Sq.
- 6 Clean & Haul away debris.

Roof Replacement & Roof Restoration:

Proposal Price Based Upon Market Experience:	\$ 726,235
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Competitive Bid Results:

CIC Corporation	\$ 726,235
Affinity Services	\$ 1,010,108
National Roofing Corporation	\$ 1,151,969

Unforeseen Site Conditions:

Installation of New Drains (w/ Plumbing Connection)	\$ 3,192.00	Each
Wood Blocking (Nailer) Replacement	\$ 14.54	per Linear Foot

Potential issues that could arise during the construction phase of the project will be addressed via unit pricing for additional work beyond the scope of the specifications. This could range anywhere from wet insulation, to the replacement of deteriorated wood nailers. Proposal pricing valid through 12/31/2016.

If you have any questions regarding this proposal, please do not hesitate to call me at my number listed below.

Respectfully Submitted,

Matt Egan

Matt Egan
Garland/DBS, Inc.
(216) 430-3662



Garland/DBS, Inc.
3800 East 91st Street
Cleveland, OH 44105
Phone: (800) 762-8225
Fax: (216) 883-2055



ROOFING MATERIAL AND SERVICES PROPOSAL

Lincolnshire-Prairie View School District 103
Half Day School
Shingle Roof Replacement & Built-Up Gravel Roof Restoration
Date Submitted: 02/12/2016
Proposal #: 25-IL-160151
MICPA # 14-5903
Illinois Roofing License #: 104.015673

Please Note: The following estimate is being provided according to the pricing established under the Master Intergovernmental Cooperative Purchasing Agreement (MICPA) with Cobb County, GA and U.S. Communities. This estimate should be viewed as the maximum price an agency will be charged under the agreement. Garland/DBS, Inc. administered a competitive bid process for the project with the hopes of providing a lower market adjusted price whenever possible.

Scope of Work: Shingle Roof Replacement & Built-Up Gravel Roof Restoration

Torch Applied 2-Ply Asphalt Roofing (StressPly IV)

- 1 Remove all existing shingles and underlayment.
- 2 Replace all damaged wood decking with like materials at unit cost.
- 3 Install HPR Aqua Shield ice/water shield on entire roof.
- 4 Install architectural shingles in color selected by owner with manufacturer's 50-year warranty.
- 5 Install new leads over all soil stacks.
- 6 Install new drip edge at all gable ends.
- 7 Install new 6" box gutter of 24-ga. Kynar coated steel in a color selected by the owner with matching open faced downspouts.
- 8 Install new gutter flashing at all drip edges.
- 9 Install new ridge vent along entire ridge.
- 10 Demo chimney on south roof edge below soffit level. Cap with 24-ga. Kynar coated steel cap in color selected by owner.
- 11 Clean up and haul away all debris.

Built-Up, Gravel Surface Roof Restoration

- 1 Tear out and replace all saturated roofing areas as marked on roof and IR Scan drawing. Replace with Polyiso insulation to match existing roof insulation height. Install ½" Dens Deck prime in Insulock HR insulation adhesive. Install HPR Torch base and Stressply IV Mineral cap sheet and tie into existing roof.
- 2 Make any necessary repairs to splits, cracks, open seams, and blisters. Use Flashing bond and/or Stressply IV mineral.

- 3 Power broom and remove all loose mineral granules and debris to prepare roof for restoration coating.
- 4 Apply Garla Prime to entire roof at a rate of ½ gal per 100sf.
- 5 Install 1 ply of Stressply IV Mineral to all flashing with termination bar and slip metal counterflashing.
- 6 Apply Energizer BK to entire roof surface at a rate of 4.5 gal per 100sf and immediately embed Grip Polyester Firm reinforcement. Roll in reinforcement until saturated and without wrinkles or fishmouths.
- 7 Apply 2nd layer of Energizer BK at a rate of 4.5 gal per 100sf.
- 8 Paint drain baskets with Oil Based Enamel in Bright Red. Replace any drain rings and baskets that are broken, missing, or plastic with cast iron.
- 9 Paint all gas lines with Oil Based Enamel in Safety Yellow.

Shingle Roof Replacement & Built-Up Gravel Roof Restoration:

Proposal Price Based Upon Market Experience: \$ 214,732

Competitive Bid Results:

G.E. Riddiford Company	\$ 214,732
All American Exterior Solutions	\$ 235,312
DCG Roofing Solutions, Inc.	\$ 287,280

Unforeseen Site Conditions:

Decking Replacement	\$ 12.54 per Square Foot
Installation of New Drains (w/ Plumbing Connection)	\$ 2,964.00 Each
Wood Blocking (Nailer) Replacement	\$ 7.98 per Linear Foot

Potential issues that could arise during the construction phase of the project will be addressed via unit pricing for additional work beyond the scope of the specifications. This could range anywhere from wet insulation, to the replacement of deteriorated wood nailers. Proposal pricing valid through 12/31/2016.

If you have any questions regarding this proposal, please do not hesitate to call me at my number listed below.

Respectfully Submitted,

Matt Egan

Matt Egan
Garland/DBS, Inc.
(216) 430-3662

Tremco Incorporated

842 Western Avenue • Northbrook, IL 60062



A Subsidiary of Tremco Incorporated

John McCafferty, CSI, CDT
Senior Field Advisor

Mobile: 847-514-4140
Fax: 847-509-1532
jmccafferty@tremcoinc.com

February 11, 2016

Scott Gaunky
Director of Facilities
Lincolnshire-Prairie View School District 103
1370 Riverwoods Road
Lincolnshire, IL 60069

RE: Roofing Project Contractor Recommendation

Mr. Gaunky:

A review of the bid submitted by GE Riddiford roofing was conducted with the Vice President, Joe Riddiford. The scope was reviewed in detail and he felt there were no errors and has asked for the weekend to review further. I have worked with Riddiford Roofing on numerous projects throughout my 22 years in the industry and recommend them for this project provided they conclude the bid is accurate.

Please call with questions.

Thank you,

A handwritten signature in black ink, appearing to read "John McCafferty", with a stylized flourish at the end.

John McCafferty, CSI, CDT
Tremco Roofing & Building Maintenance
(847)514-4140



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
Cc: Scott Warren
From: Julie Postma and Gina Finaldi
Date: 2/11/16
Re: Next Steps in Early Childhood

Next Steps in Early Childhood

When we think about the next steps for the D103 Early Childhood program, first we must understand the District's legal obligation to provide special education services for children ages 3-5, with the ultimate goal of meeting their individual needs and preparing them for kindergarten. We must also be cognizant of the ongoing need to evaluate the District program model for compliance with the federal and state rules and regulations governing early childhood special education, such as Least Restrictive Environment (LRE).

What is Least Restrictive Environment (LRE)?

While special education is a service (or a set of services), LRE is legally defined as the environment where those services take place. The law specifies that: "...to the maximum extent appropriate, children with disabilities are educated with children who are not disabled...with the use of supplemental aids and services." (IDEA 2007.)

What is LRE in Preschool?

Establishing LRE for a preschool student with a disability begins with the consideration that a child with a disability is a general education student first, and determining the appropriate supplementary aides and specialized services that are necessary to meet their individual needs. This means that the first placement consideration must be a preschool classroom that includes peers who are not disabled or has access to peers who are not disabled. We currently offer two EC blended classrooms at Sprague in the afternoon. The blended classrooms have a mix of children with and without IEPs (community peers who pay tuition to attend). The PM blended classrooms provide some of our students with disabilities access to peers without disabilities, while meeting their IEP requirements. In our preschool blended classrooms we refer to the peers without disabilities as "community peers."

Given recent guidance (summarized below), along with the data on our current population of students with disabilities, it is necessary to adjust the District Early Childhood programming.

In September 2015, the US Department of Education and the Department of Health and Human Services issued its **Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs**. In it, they reviewed the research on the benefits of educating preschool children with disabilities in inclusive settings, as well as the legal foundation for doing so. Inclusion is not only supported by a research base, it is also supported by a robust legal foundation with applicable statutes including the IDEA, Section 504 of the Rehabilitation Act, the ADA (Americans with Disabilities Education Act), and the Child Care and

Development Block Grant Act (CCDBG). <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

A summary of each of these is provided below with references.

- IDEA (which includes children birth through 21), Part B (for ages 3-21) and specifically Part C (infants and toddlers), requires that appropriate early intervention services are made available to all eligible children with disabilities in natural environments/regular classrooms, to the maximum extent appropriate, and in the least restrictive environment (LRE). What does this mean? Before a child with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the regular classroom setting must be considered. <http://idea.ed.gov>
- The U.S. Department of Education issued a Dear Colleague Letter in February 2012 for the purpose of clarifying the applicability of LRE requirements to preschool children with disabilities who receive special education and related services under Part B of IDEA. It states, "Many LEA's do not offer, or only offer a limited range of public preschool programs. LEA's that do not have a public preschool program that can provide all the appropriate services and supports for a particular child must explore alternative methods to ensure the LRE requirements are met for that child." <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschoollre22912.pdf>
- Section 504 prohibits discrimination on the basis of disability in public and private programs or activities that receive federal funds. <http://www.ecfr.gov>
- ADA protects individuals with disabilities from discrimination based on disability (requires equal opportunity). <http://www.ada.gov/childqanda.htm>
- Child Care and Development Block Grant (CCDBG) - requires States to develop strategies for increasing the supply and quality of childcare services for children with disabilities. <http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization>
- In Illinois, the ISBE has developed an inclusion brochure for families and professionals to explain and highlight the need for the inclusion of preschool age children. The ISBE has embedded Inclusion as a Performance Indicator of Quality in its Tiered Quality Rating and Improvement System. Providing LRE for the youngest children is a state priority. The State Performance Plan for special education includes a goal of increasing the percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. Monitoring occurs through district reporting of Educational Environment - EE Codes for every IEP.

In addition to the legal reasons for providing LRE in preschool, we also know it is simply good for kids. Educating children in the LRE is supported by extensive research and positive outcomes.

- Higher academic performance
- Growth in social cognition
- Lower dropout rates
- Higher employment rates
- Higher self-esteem and self-concept
- Improved ability to form warm and caring friendships

(Rea, et al, 2002; Grenot-Scheyer, Staub, Peck & Schwartz, 1998; Baker, Wang & Walberg, 1994-95) as summarized by the U.S. Department of Education.

Changes in EC Special Education Students in D103

Since 2009, we have seen an increase in the number of children with special needs in early childhood. In the school years between Fall, 2009 and Spring 2013 the total number of IEP students at the end of each school year was between fifteen and twenty. In the school years since the Fall, 2013 the total number of IEP students at the end of each school year has risen to the mid-twenties and now has stabilized for two years (including this year's projection) at approximately thirty.

Not only have the numbers of Early Childhood students with special education needs increased, but so has the severity of their disabilities. We are seeing an increase in presence of children with the following needs/conditions:

- Medically Fragile (e.g. micro-preemies, health anomalies)
- Physically Handicapped (e.g. cerebral palsy)
- Hearing Impaired
- Autism
- Multiple Disabilities

With medical advances and earlier identification, more of the District's youngest learners are coming to us not only in need of special education services, but also with more complex special needs that require more intense and varied specialized services. Given this trend, the District must address how to provide a continuum of services for all of our students while meeting the requirements of LRE in preschool.

Review of Current EC Model

We currently have the following sections of EC at Sprague School:

3 Morning Self-Contained Classrooms (primarily 3-4 year olds)

- 3 Teachers/3 Associates
- 30 IEP spots maximum
- 9:15-11:45 M-F

2 Afternoon Blended Classrooms (primarily 4-5 year olds)

- 2 Teachers/2 Associates
- 14 IEP spots maximum (7 per class)
- 14 Community Peer spots maximum (7 per class)
- 12:15-3:30 M-F

= 5 sections total (three classroom spaces)

= 44 IEP slots available

With the current model, the District has limited flexibility to offer placements in a blended classroom for all of the students who might require services in a setting with general education peers. Therefore, the morning sections tend to be where our youngest children are placed as new students in the EC program. These AM sections do not meet the LRE criteria related to educating preschoolers with peers without disabilities. The option that allows the District to provide more access to general education peers for the additional three/four year old children who require this placement option is an increase in the number of blended classroom sections.

EC Model for the 2016-2017 school year:

2 Morning Blended Classrooms (3-5 year olds)

- 2 Teachers/2 Associates
- 14 IEP spots maximum (7 per class)
- 14 Community Peer spots maximum (7 per class)
- 9:15 - 11:45 M-F*

2 Afternoon Blended Classrooms (3-5 year olds)

- 2 Teachers/2 Associates
- 14 IEP spots maximum (7 per class)
- 14 Community Peer spots maximum (7 per class)
- 1:00 - 3:30 M-F*

1 Self-Contained Classroom (3 - 5 year olds)

- 1 Teacher/1 Associate
- 10 IEP spots maximum
- 9:15 - 11:45 M-F*
- 9:15 - 2:15 M-F*

= 5 sections total (three classroom spaces)

= 38 IEP slots available

*Approximate time frames

By increasing the number of blended classrooms and allowing 3-5 year olds to be placed in any of the sections, the above model allows us to keep the same number of Pre-K sections and increases our ability to offer the LRE for the majority of our children whose needs should be met in an inclusive setting.

In order to meet the needs of our most impacted children, and to provide a full continuum of services, continuing to offer a self-contained EC special education classroom is a necessity. There are students whose needs require more intensive programming in order to benefit from their services. Even within this group of students how their needs are met differs. This model would allow us to continue offering a regular half-day program for students needing a more structured and intensified setting, but would also allow us to provide a longer day for the children who also need additional time in this setting. For example, students with Autism Spectrum Disorder need a highly structured environment with a small student-teacher ratio. It is both common and best practice for districts to provide, or have access to, an extended day option for these children. This is something District 103 does not currently have or have access to.

The following information is a snapshot of how District 103 compares to the ten cohort districts.

Survey of 10 Cohort Districts

Districts with EC Classrooms that include peers without disabilities (70/30 General Education Preschool Classrooms and/or 50-50 EC Blended Classrooms for all ages)	5
Number of districts with District-provided extended day EC Classrooms or access to extended day EC Classrooms through a special education cooperative	10

There are five districts that only have access to, or only provide, self-contained settings for their preschoolers. Three of these districts depend entirely on their special education cooperative to provide services to their preschool age children; special education cooperatives rarely offer settings that include non-disabled peers.

D103 is the only district that does not currently provide, nor have access to provide via a special education cooperative, an extended day early childhood special education classroom. All the other districts either run their own EC self-contained extended day program, or they belong to a special education cooperative that provides a self-contained extended day program.

By expanding the District’s blended programming and offering a self-contained classroom option, with either half- day or extended-day attendance, District 103 will be offering a full continuum of services that

meets the LRE obligation and thereby meets the special education needs of all of our preschool age students.

Implications

With any changes come implications. A summary and analysis of the implications of reconfiguring the EC program for next year follows.

1. Benefits to All Students

Studies have shown that children with disabilities, including those with significant disabilities and the highest needs, benefit more from inclusive settings than separate settings. They have been found to:

- Make significant developmental and learning progress
- Experience greater cognitive and communication development
- Practice newly acquired skills more often
- Demonstrate stronger social emotional skills

There are also benefits from inclusive early childhood programs for the community peers including:

- Positive developmental, social, and attitudinal outcomes
- Greater compassion and empathy
- Access to specialists and programming addressing individual strengths and personal challenges
- Benefits of multi-age classroom
- Introduction to Sprague School and integration into the “Sprague community”
- Participation in Sprague specials (currently Library, Art, Music and P.E.)

2. Early Intervention Dollars are Strong Investments

Over 20 years of research has shown the benefits of educating all students together, and the strong economic investment that occurs when children are given the opportunity to participate in early childhood programming.

Specifically, for every dollar spent on a quality preschool program, there is a return on investment of 16 percent (yielding more than \$8 for every \$1 invested), with 80 percent of the benefits going to the general public. <http://www.ncsl.org/research/human-services/new-research-early-education-as-economic-investme.aspx>

3. Meet LRE Mandate with Full Continuum of Services

The reconfiguring of the EC program will meet the LRE mandate and provide a true continuum of services, and also benefit our “community peers.”

- Blended Classroom options for ages 3 – 5 in multi-age classrooms for both preschoolers who require specialized instruction and their community peers
- Community peer participation potentially increases from 14 to 28 preschoolers
- Community peer involvement at age three
- Continued AM self-contained programming for students who require specialized instruction in a more structured environment
- Extended day options for students with the most significant needs who require specialized instruction in a more structured environment across more hours of the day
- Opportunities for students in the self-contained classrooms to integrate, as appropriate, with peers in the blended classrooms
- Opportunities for “teaming” across sections of EC to meet student needs

4. Staffing and Cost Implications

In order to implement this continuum of services, there would inherently be staffing and cost implications. Currently the FTE for Early Childhood Teachers is 2.5. An increase of .5 FTE Early Childhood Teacher and .5 FTE Associate is necessary. The estimated cost related to increasing these two positions is \$12,000 related to the associate and \$37,500 related to the licensed EC teacher, a total of \$49,500. There would be a nominal additional costs related to supplies.

Related service personnel would also increase. This increase would occur with any model (current or new). The increase in related service personnel is the result of the overall increase of EC students with IEPs and the intensity of their needs. As our population of EC students with IEPs has increased and the intensity of their needs has increased, our related service personnel adjustments have not been sufficient to meet student needs.

It is rare that special education has the ability to generate revenue for the District, yet with the reconfiguration and increase in the number of blended classroom sections, the District would have the potential to increase revenue by approximately \$31,800.

Currently up to 14 community peers can enroll (@ \$2,200 each = \$30,800). With the change in the model, up to 28 community peer spots can enroll (@ \$2,210 for 2016-17 = \$61,880) – a net difference of +\$31,800.

Summary

There have been both longstanding, as well as recent guidance, at the state and federal level regarding the provision of Least Restrictive Environment for preschool children. This, as well as the increases in EC enrollment and the severity of the disabilities some of our EC students experience, triggered a review of our EC program model.

The following EC Program model is recommended for the 2016-2017 school year:

- 2 AM Multi-age Blended classes—a total of 14 Students with IEPs / 14 Community Peers
- 2 PM Multi-age Blended classes—a total of 14 Students with IEPs / 14 Community Peers
- 1 Self-Contained class w/ extended day option – Maximum 10 Students with IEPs
- Continues to utilize three classrooms and include 5 sections

This recommendation meets the LRE obligation by providing additional placement options and a full continuum of services for early childhood. It provides educational settings for preschoolers with their nondisabled community peers. It meets the needs of the students with the most significant disabilities.



Lincolnshire – Prairie View School District 103

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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: February 11, 2016
Re: Late Arrival Memo

During the 2014-2015 school year Dr. Warren and I conducted a listening tour. We met with staff members, either individually or in small groups, to hear concerns and answer questions about district initiatives. A common sentiment heard in every meeting was that there was never enough time for collaborative meetings. Either while creating curriculum, discussing assessment results and/or pacing lessons, an increased focus has been placed on consistency and continuity across and between grade levels. Teachers are asked to increase the amount of time they spend collaborating with one another, but until this school year, schedules had not changed to accommodate for the extra meetings.

This school year, the district incorporated two late arrival days into the calendar. These two days were used as a pilot to understand if the additional meeting time was effective in meeting the need for collaborative work time. Professional development activities or administrator-led meetings were not planned for the late arrival mornings. Instead, the purpose of the change was to provide dedicated time for certified staff members to meet in collaborative teams. In November 2015, the Board of Education was provided with a summary of meeting topics from the first late arrival day on October 22, 2015. A summary of the meeting topics for the January 28, 2016 late arrival day can be found at the end of this report.

After each late arrival morning, a survey was distributed to certified staff members. Following is a chart comparing the questions asked on the surveys. As the chart depicts,

there was an increase of 10.3% of staff members who indicated they felt prepared for the meeting agenda topics, and an increase of 11.5% of staff members who reported the time as being “very useful” between the October and January survey administration.

Survey Summary:

Question	October Responses	January Responses
1. Please indicate your assigned building.	Sprague: 22	Sprague: 22
	Half Day: 16	Half Day: 13
	Daniel Wright: 25	Daniel Wright: 49
	Total Responses: 63	Total Responses: 84
2. I felt prepared for the meeting	Yes: 87.3%	Yes: 97.6%
	No: 12.7%	No: 2.4%
3. How useful was the collaboration?	Very Useful: 82.5%	Very Useful: 94%
	Somewhat Useful: 7.9%	Somewhat Useful: 6%
	Not Useful: 9.5%	Not Useful: 0%
4. If late arrivals were being considered for next year how many should be incorporated into the school calendar?		Zero- 3.6%
		Two- 14.2%
		Three- 22.6%
		Four- 48.8%
		Other *- 10.7 %

* Other Comments (question #4) examples:

- 1 per quarter would be my idea
- 3-4
- I have no opinion on the matter. If we have them, I use them as they are intended to be used. If we don't have them. No loss.
- I think it depends on the number and depth of the district and building level goals for the year as well as any other planned professional development days. Whatever is needed to meet those needs should be considered.
- I would prefer early-dismissal instead of late-arrival. Also I think at least once a trimester would be beneficial.
- It seems that the major benefit is to have a late arrival option on snow days. The collaboration element could be accomplished with staff meeting time and creating a common bell schedule throughout the building.
- Weekly.

Having a substantial amount of time set aside strictly for collaboration was the most common response to, “How have the late-arrival days been beneficial?” The general

consensus was that the daily schedule leaves the majority of our teaching staff with little time to meet effectively with each other. Teachers expressed that when they are able to meet, it tends to be during short meetings (in the 30 minute range) and often without all key parties in attendance. Connecting with each other without interruption gave them the opportunity to get substantially more work accomplished than they would have otherwise. There was an overall appreciation for being able to learn about what others were doing and to collaborate. The general sense was that teachers accomplished more during the late-arrival day meeting than they typically would have accomplished during multiple shorter meetings before, during or after school.

The majority of the “other comments” on the January survey were very positive. Many staff members made suggestions about how to make the time even more beneficial. Below is a sample of these comments. All comments have been included in the attached survey results document.

“We as teachers were able to ‘complete’ our ‘own’ agenda and accomplish what we were hoping for in the allotted time. There is never enough time during the school day to collaborate with specialists. I’m hopeful, we as a district can continue late arrival days.”

“This time was invaluable. We were hoping for a day to continue to develop our curriculum since it is so new, but subs have been a challenge. This day came at the perfect time.”

“I would prefer an early dismissal for students (same amount of time) so that we could work until we were done, or even just a staff meeting each month where we are assigned to work in our curricular teams instead of meeting as a whole.”

“One late start per quarter would be ideal.”

Recommendation:

Based on the survey results, and the fact that the teacher institute days are outside of the calendar school year in 2016-2017, it is recommended that we incorporate 4 late start days next school year. The dates selected will again align with Stevenson High School’s late arrival days. Unfortunately, Stevenson High School has not established their late start dates for 2016-2017. Once the dates have been published, we will select our date accordingly and publish an updated calendar.

Summary of January Late Arrival Meeting Topics

In general, there was discussion regarding the pros and cons on the development of a common bell schedule at Daniel Wright, the new construction and configurations at Sprague and Half Day Schools, and how both would be affecting student curriculum. Regardless of the department, there was a common thread of discussions about lesson

planning, curriculum planning, alignment with CCSS, and overall preparation for the upcoming months and school years. Overall, our teaching staff focused their energy on what will be best for the students next year, taking all of the current and future changes that are happening into consideration.

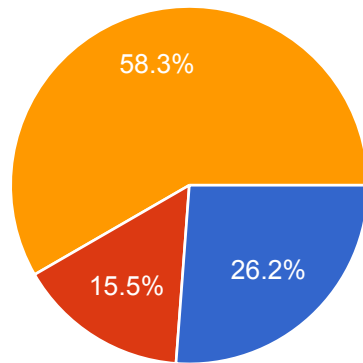
84 responses

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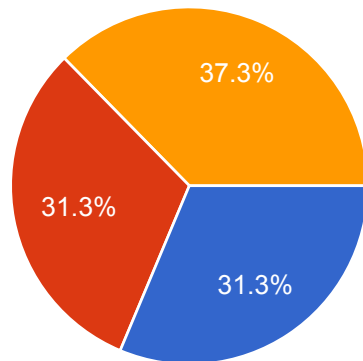
Summary

Please indicate your assigned building.



Sprague	22	26.2%
Half Day	13	15.5%
Daniel Wright	49	58.3%
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Daniel Wright	49	58.3%

During the collaborative meeting time on January 28, 2016, I met with....



Grade Level Team	26	31.3%
Content Team	26	31.3%
Other	31	37.3%
Grade Level Team	26	31.3%
Content Team	26	31.3%
Other	31	37.3%

The primary purpose of my collaborative meeting on the morning of January 28, 2016 was.....

- Discussed LAMPS nights. - World Read Aloud Day - Each teacher shared highlights from their own lessons/ curriculum

1. 5th grade level - poetry unit planning 2. 6th grade ELA planning

Curriculum mapping Social studies organization

Develop a recommendation on moving to a common bell schedule, determining whether grade level classrooms should move for this coming school year or next, addressing other BLT issues.

Help the associate teachers set up their iPad. We covered app availability and expectations for use of the device.

To discuss our upcoming trip to Outdoor Ed. and finalize our schedule. Also to discuss the proposed bell schedules.

Our primary purpose was curriculum planning.

As 7th/8th grade Spanish teachers, we met to discuss our 8th grade video project and collaborated with Laura Best to find a new way to have kids submit videos to us. We also finalized our upcoming 7th grade exam and started to work on the next 8th grade exam.

Meet to discuss LAMPS night. Upcoming events at school, concerns with classes

Science planning

Fifth grade collaborated on ELA for our poetry unit.

Science curriculum discussion Math curriculum discussion

To discuss the pros and cons of a common bell schedule, the use of facilities for the 2016/2017 school year, and to gather feedback for BLT representatives to share at the BLT meeting on Friday, January 29th.

This morning allowed us to meet to order writing books for ACCESS, discuss some of the challenges with the online ACCESS test this year and begin to brainstorm some ways we can make the process smoother for next year. We appreciated the time to meet!!

Plan the Transmath DI curriculum

Decide building agenda questions for next year-if any more ELL ACCESS testing progress

Planning for Diabetes event and planning for equipment storage due to addition at Sprague

Science Goals/Standards

-Planning new science Unit -re-organizing our pacing guide to fit instructional material in for the remainder of the school year -planning with our grade level team on various topics revolving around student instruction and needs

Meeting with building and district level administrators.

We met to work on assessment for the novel unit we are starting next week.

grade level articulation- scheduling, dates, etc. Brief discussion of new science curriculum we will be implementing at the end of this year.

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1) Providing support to one of the 5th grade teams who are trying to build a poetry unit.

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- Discuss Transmath assessments and outcomes - Alignment of alternate curriculum with grade level standards - review skill levels and how to vary instruction to suit needs

To begin our ordering for next year & continue placing orders for our new units this year. We also are still cleaning up, organizing and inventorying our science supplies and materials in our classrooms, prep and storage rooms.

science lessons/journals Community Project Book Clubs

To discuss the schedule, room assignments, CAPE scheduling etc.

We discussed ACCESS testing and determined tiers for the writing component. We spent looking at ways we can improve the testing for next year on our end.

I had access to meet with a various groups with a common work time.

The purpose of our meeting was to discuss the future bell schedule and configuration of the building and the possible effects these changes may have on the CAPE department.

Part of the time was spent collaborating with my grade level team to review upcoming curriculum and pacing. Another part of this time was spent collaborating with the Spanish teacher, especially on the topic of digital portfolios.

Prepare and discuss T3 Math assesments!

-Mapped our more of our curriculum. -Formed new groups for Team Literacy, spelling and Math with my "partner". -Had an opportunity to meet with Spanish Teacher.

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Catalyst student from SHS facilitated a leadership program for WWC students.

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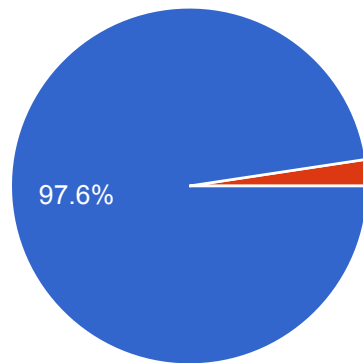
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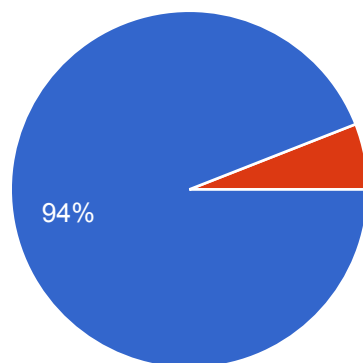
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Yes	82	97.6%
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How useful was the collaboration?



Very Useful	79	94%
Somewhat Useful	5	6%
Not Useful	0	0%
Very Useful	79	94%
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Not Useful	0	0%

What do you feel is the most important benefit of collaborative time for certified staff?

As I said last survey the most important benefit of collaborative time is that we have common time together (and more than one period) working our own agenda. It allows us to to share, to create, and to collaborate without interruption. Normally there is no time when SPED schedules don't align between teachers who teach different grade levels

To have uninterrupted, unstructured time to collaboratively problem solve building issues, curriculum ties, and student concerns.

being able to have the time to talk with our team and not have it be during a 25 minute lunch period. just having the time was wonderful.

Having time to collaborate with staff that I usually don't get time to meet with.

The time with the content area colleagues. We do not have any time in our school day to meet, collaborate and/or do any of the work we did today.

Usually at CAPE meetings not everyone can attend due to the schedule. This gave us a time to meet as a complete group for a long period of time so that we could fully discuss all the issues in front of us and give well considered recommendations.

It provides an extended period of time for teams and groups to collaborate.

Communication. TIME! :)

It provides us with uninterrupted time to plan and develop curriculum.

Having time to plan/prepare for special events or issues regarding our instruction of students

It gave us time to be together as a whole team which is rare.

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It is wonderful to have a moment to discuss cross-curricular connections. Our classes do have common threads and it is only through these discussion that we can make the connections and find the impact it has on our children. Learning is strengthened when we can do this.

As I said last survey the most important benefit of collaborative time is that we have common

time together (and more than one period) working our own agenda. It allows us to to share, to create, and to collaborate without interruption. Normally there is no time when SPED schedules don't align between teachers who teach different grade levels

To have uninterrupted, unstructured time to collaboratively problem solve building issues, curriculum ties, and student concerns.

being able to have the time to talk with our team and not have it be during a 25 minute lunch period. just having the time was wonderful.

Having time to collaborate with staff that I usually don't get time to meet with.

The time with the content area colleagues. We do not have any time in our school day to meet, collaborate and/or do any of the work we did today.

Usually at CAPE meetings not everyone can attend due to the schedule. This gave us a time to meet as a complete group for a long period of time so that we could fully discuss all the issues in front of us and give well considered recommendations.

It provides an extended period of time for teams and groups to collaborate.

Communication. TIME! :)

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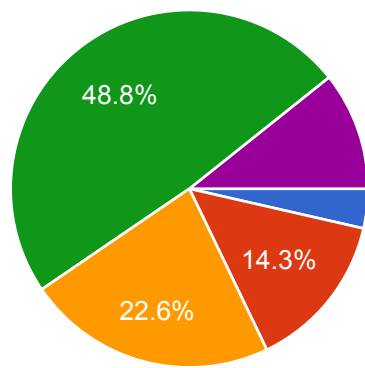
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If late arrivals were being considered for next year....



		3.6%
I think we should have two late arrival mornings	12	14.3%
I think we should have three late arrival mornings	19	22.6%
I think we should have four late arrival mornings	41	48.8%
Other	9	10.7%
I do not think we should have late arrival mornings	3	3.6%
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Please share any additional comments that will be useful to administrators as they evaluate the usefulness of collaboration time on late start days.

I found my collaboration time very effective and if it happens again can definitely plan to use it wisely. It only strengthens our teaching to work together.

none

We as teachers were able to "complete" our "own" agenda and accomplish what we were hoping for in the allotted time. There is never enough time during the school day to : collaborate with specialist. I'm hopeful, we as a district can continue late arrival days.

One late arrival day per quarter would be extremely beneficial.

Thank you for the opportunity to collaborate.

1 meeting per trimester would be helpful

I wish we had even more time!

Please leave the time open to grade levels. This time was used wisely and it was valuable for our team.

PLEASE KEEP THEM!!!!

Can we find a way to hold people accountable but at the same time that won't over burden, or suck away too much time from the folks who have used it appropriately?

Perhaps the late arrivals should be on different days (not always on a Thursday). This will allow parents a variety as well as teachers who just miss their plan time in the mornings of late arrival.

This morning was very much needed and very valuable! Thank you!

I really appreciate the flexibility that allows teachers to determine the best use of their time.

We got so much accomplished!

This time was invaluable. We were hoping for a day to continue to develop our curriculum since it is so new, but subs have been a challenge. This day came at the perfect time.

With all of the changes taking place next year with curriculum, PERA & SLO piloting, etc, I would highly recommend the continuation of such days.

I don't know how other departments used their time, but we used every minute and would love to have more opportunities like these in the future.

One late start per trimester would be perfect.

We had way too many questions without answers because there are too many things in flux at this time. Some final decisions would enable other variables to be addressed in a productive way.

Time with our colleagues is especially helpful for those teachers who have a split schedule. Among us we cannot meet for any minutes during any week to discuss anything except lunch. This is very important for our students and for us. Thank you for your attention to this.

None

As much as I appreciate the time, it makes for a very hectic short day with students afterward. I would prefer an early dismissal for students (same amount of time) so that we could work until we were done. Or even just a staff meeting each month where we are assigned to work in our curricular teams instead of meeting as a whole.

I think that the late starts are also beneficial for collaborative review/planning with teachers for upcoming units.

One late arrival per quarter IF guided by staff (like this year).

Having the two late-arrival days was very helpful, but felt sporadic and rushed. If we could have more days, it would be a more natural part of our schedule and allow for more ongoing teaming and collaboration.

All the staff has varying schedules outside of school. Some arrive early and leave right after work and vice versa. These late start days really give us the time to work together, brainstorm, plan etc.

Provides opportunity for vertical articulation in departments and also provides time for some programming that cannot take place during the regular school day.

This time is so beneficial! We do not often have this length of time in the day to sit down and work together.

Could late arrival days possibly be moved to Fridays? These days/times are extremely valuable. Thank you for any days/times that work!

I have felt this was extremely useful time for the kindergarten team!!

Though I did not meet with someone outside my team, I saw others meeting special teachers (reading spec, math spec, etc) and those are often the people who can attend our team meetings or small content meeting because of their commitments.

The extra time to collaborate on curriculum planning is very useful. With the shortage of subs,

we were unable to get a much needed day for working on our units. This late arrival time was extremely valuable and much appreciated.

It's very difficult to meet during the regular school day because of time spent with students, PLC meetings, lack of common planning time, etc. Before school and after school times are difficult because they're already booked with curriculum meetings, grade level meetings, staff development and/or communication committee meetings, staff meetings, and after school activities classes. So much can be accomplished during student late arrival mornings without having to take a full day off.

Consider at least one per trimester?

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Thanks!

I am not sure academic assist is necessary on late arrivals because the classes are already very short. A common schedule on these days would be nice so that each class period could be same length and avoid the disturbances of multiple schedules.

It was an excellent use of time for teacher collaboration, thank you for the opportunity to meet as a group of respected professionals.

What do the parents think about this? Is this a major pain for them as far as their work schedule? The best part about our late arrival days is the fact that it is the ONLY day that our buses are actually here on time. It is so nice to have ALL of our students here on time. Our days starts off so much better. The kids are not stressed because they are late and have to rush around to catch up with the rest of their classmates. Something must be done about our transportation issues. This is having a major impact on student learning. How would you feel if you were late to work EVERY SINGLE DAY. It's time to make a change.

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Please indicate your assigned building.

During the collaborative meeting time on January 28, 2016, I met with....

The primary purpose of my collaborative meeting on the morning of January 28, 2016 was.....

I felt prepared for the meeting.

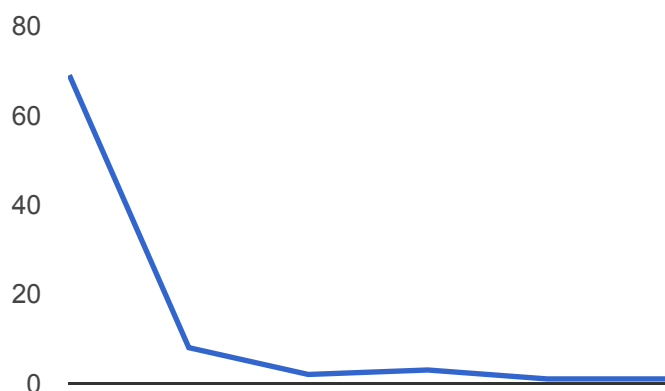
How useful was the collaboration?

What do you feel is the most important benefit of collaborative time for certified staff?

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Number of daily responses



Number of daily responses

[View all responses](#)

[Publish analytics](#)

Summary



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 16, 2016
Re: 1:1 Teaching & Learning 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 2017 budget year (2016-17 school year) and beyond.

As this is a long-term forecast, there is a set of assumptions in order to process a scenario.

In summary, for the 2016-17 school year, the costs of the 1:1 program will go from \$357,630.44 to \$265,907.25, a decrease of \$91,723.19. The 2017-18 year decreases another \$33,395.80. After that, the annual cost of the program hovers between \$285,000 and \$305,000. I have also included previous projections for reference. In general, we are quite a bit lower than previous projections.

For the 2016-17 school year, the net costs (which takes fees into account and corresponds to budget impact) of the 1:1 program will decrease \$120,568.19, from \$250,530.44 to \$129,962.25. The 2017-18 year will again decrease another \$50,780.80. After that, the annual net cost is between \$130,000 and \$150,000. Again, previous projections are included for reference.

Assumptions*

2016-17 School Year

- 4-year life cycle for iPads (major change from previous 3-year assumption)
- Enrollments based on current projections
- Grades 1-8 participate in the 1:1 (no Kindergarten).
- Kindergarten: roughly 5 iPads per class
- Assumes 40% BYO for grades 3-8, down from current 46% BYO due to increased burden on BYO'ers (management, apps, etc.)
- 1 less cart at Sprague because of 1:1 at 1st and 2nd grades. One cart of 24 iPads will remain for Kindergarten
- Out of the current 141 BYO iPads in 1st grade, 110 will go to 2nd grade (just a conservative guess). We would not expect all of the 141 to transition due to the requirement of "surrender" as some iPads may be more used by the family than used by the student only.
- Very minor continuous purchasing of apps (major change)

- Slight increase in staffing (~\$10,000)

2017-18 School Year

- No change in programming; only account for enrollment differences
 - Exception: no BYO in 2nd grade (no iPads bought in 1st grade to carry over)
- Losing some Rent-To-Own iPads in 8th grade graduates
- Losing lots of iPad 2's

2018-19

- iPad 4's and iPad Air's need to be replaced

2019-20

- iPad Air 2's need to be replaced

*One outstanding assumption to be worked out is internet data (how much bandwidth).

iPad Needs Breakout

1-8; No K		2015-16				2016-17				2017-18				2018-19				2019-2020				2020-2021			
Grade	Total iPads	iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire	iPads	Already have/Redistribute	iPads Lost due to age out	Need to Acquire				
K	36	36	36	0	0	36	36	36	36	36	0	0	36	36	36	0	0	36	36	36	0	0			
1	37	160	160	0	0	170	160	0	10	170	170	160	160	170	10		160	170	10		160				
2	40	200	200	0	200	170	90	0	80	180	90	0	90	180	90		90	180	90	90	180				
3	87	180	72	0	108	210	72	0	138	180	72	0	108	190	72	72	190	190	0		190				
4	83	210	80	0	130	190	65	0	125	230	65	26	191	200	39	39	200	200	0		200				
5	110	200	98	0	102	220	95	0	125	200	80	80	200	230	0		230	200	0		200				
6	88	200	106	0	94	210	94	0	116	230	91	0	139	210	76	76	210	250	0		250				
7	128	220	108	0	112	200	126	0	74	220	114	89	195	240	22	7	225	220	0		220				
8	143	230	175	0	55	230	187	32	75	220	185	124	159	220	79	61	202	250	33	18	235				
Subtotal	752	1636	835	0	801	1636	925	68	779	1666	867	479	1278	1676	424	255	1507	1696	169	108	1635				
Teachers	149	150	149	0	1	150	150	43	43	150	150	106	106	150	1		149	150	1	1	150				
Carts	44	24	23	0	1	24	24	0	0	24	24	24	24	24	24		24	24	24		24				
Total	945	1810	1007	0	803	1810	1099	111	822	1840	1041	609	1408	1850	425	255	1680	1870	170	109	1809				
Extras	228	37	166	40	-89	37	142	115	10	37	302	35	-230	37	940	15	-888	38	1201		-1163				
Total iPads	1173	1847	1173	40	714	1847	1241	226	832	1877	1343	644	1178	1887	1365	270	792	1908	1371	109	646				
BYOD	811	606			606	504			504	512			512	516			516	524			524				
District iPads	1984	1241	1173	108		1343	1241	328		1365	1343	666		1371	1365	276		1384	1371	122					

iPad Replacement Schedule

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1-8; No K						
Most existing iPads	187	187				
Some existing iPads	40					
Existing iPads	39	39				
Existing iPads	57	57	57			
Phase 1 w/BYOD	550	550	550			
Phase 2	300	300	300	300		
2016-17		108	108	108	108	
2017-18			328	328	328	328
2018-19				666	666	666
2019-20					276	276
2020-21						122
Subtotal	1173	1241	1343	1402	1378	1392

iPad Lease Costs

	2016	2017	2018	2019	2020	2021
1-8; No K						
Most existing iPads						
Some existing iPads						
Existing iPads						
Existing iPads						
Phase 1 w/BYOD	88,617.77	88,617.77				
Phase 2	49,082.17	49,082.17	49,082.17			
2016-17		13,736.06	13,736.06	13,736.06	13,736.06	
2017-18			41,716.92	41,716.92	41,716.92	41,716.92
2018-19				84,705.70	84,705.70	84,705.70
2019-20					35,103.26	35,103.26
2020-21						15,516.66
Subtotal	137,699.94	151,436.00	104,535.15	140,158.68	175,261.94	177,042.54

Scenario Costs

		2016	2017	2018	2019	2020	2021	2017-2021 Totals
1-8; No K								
iPad Lease costs	Per Lease Schedule	137,699.94	151,436.00	104,535.15	140,158.68	175,261.94	177,042.54	748,434.32
Cases	43 Per new district iPads, one-time	15,400.00	4,644.00	14,104.00	28,638.00	11,868.00	5,246.00	64,500.00
Apps	2 Per total District iPads, annual	21,000.00	2,482.00	2,686.00	2,730.00	2,742.00	2,768.00	13,408.00
MDM (Casper)	7 Per district student iPads, annual	11,025.00	7,637.00	8,351.00	8,505.00	8,547.00	8,638.00	41,678.00
Infrastructure	Per 1:1 Capital Plan	50,000.00	11,639.21	12,104.78	12,588.97	12,588.97	12,588.97	61,510.90
Internet Data Increase		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	50,000.00
Repairs	10 Per district iPads, annual	15,964.00	12,410.00	13,430.00	13,650.00	13,710.00	13,840.00	67,040.00
Professional Development		42,240.00						-
Additional Staff		54,301.50	65,659.04	67,300.51	68,983.03	70,707.60	72,475.29	345,125.47
	Subtotal	357,630.44	265,907.25	232,511.44	285,253.68	305,425.52	302,598.81	1,391,696.69
Change from Prior Year		110,315.22	(91,723.19)	(33,395.80)	52,742.23	20,171.84	(2,826.71)	(55,031.63)

REFERENCE Prior Year Projections						
	Low	358,939.30	309,805.85	352,834.69	338,594.63	340,505.54
	High	358,939.30	369,564.80	393,093.63	378,853.58	390,064.48
Difference from Pr Yr Proj.						
	Low	(1,308.86)	(43,898.60)	(120,323.24)	(53,340.95)	(35,080.02)
	High	(1,308.86)	(103,657.55)	(160,582.19)	(93,599.90)	(84,638.97)

Fee Projections \$150 Fee

	Collection Rate	2016	2017	2018	2019	2020	2021
1-8; No K	95%	107,100.00	135,945.00	153,330.00	154,612.50	158,602.50	161,167.50
Change from Prior		69,400.00	28,845.00	17,385.00	1,282.50	3,990.00	2,565.00

REFRENCE Prior Year Projections						
	Low	107,100.00	106,830.00	108,540.00	108,540.00	110,340.00
	High	107,100.00	151,200.00	151,920.00	152,100.00	154,260.00
Difference from Pr Yr Proj.						
	Low	-	29,115.00	44,790.00	46,072.50	48,262.50
	High	-	(15,255.00)	1,410.00	2,512.50	4,342.50

Net Cost

1-8; No K	2016	2017	2018	2019	2020	2021
Costs	357,630.44	265,907.25	232,511.44	285,253.68	305,425.52	302,598.81
Less: Revenues	107,100.00	135,945.00	153,330.00	154,612.50	158,602.50	161,167.50
Net Expenditures	250,530.44	129,962.25	79,181.44	130,641.18	146,823.02	141,431.31

Change over Prior YR	(120,568.19)	(50,780.80)	51,459.73	16,181.84	(5,391.71)
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REFERENCE Prior Year Projections					
Low					
Costs	358,939.30	309,805.85	352,834.69	338,594.63	340,505.54
Less: Revenues	107,100.00	106,830.00	108,540.00	108,540.00	110,340.00
Net Expenditures	251,839.30	202,975.85	244,294.69	230,054.63	230,165.54
High					
Costs	358,939.30	369,564.80	393,093.63	378,853.58	390,064.48
Less: Revenues	107,100.00	151,200.00	151,920.00	152,100.00	154,260.00
Net Expenditures	251,839.30	218,364.80	241,173.63	226,753.58	235,804.48
Difference from Pr Yr Proj.					
Low Net Exp	(1,308.86)	(73,013.60)	(165,113.24)	(99,413.45)	(83,342.52)
High Net Exp	(1,308.86)	(88,402.55)	(161,992.19)	(96,112.40)	(88,981.47)



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: Dr. Scott Warren
Date: February 11, 2016
Re: Construction Update

A verbal update of the construction process will be provided at the meeting.



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 16, 2016
Re: Business Office Update

January 2016 Financial Reports

January 2016 revenues totaled \$239,280.90, bringing fiscal year-to-date revenues to \$15,177,420.01 or 48.5% of budget. This is normal in the flow of revenues. This time last year we were at 47.4% of budget. Notable revenues include \$15,040.79 in CPPRT, \$121,195.07 in FDK fees, and \$54,400.65 in 103 Club fees.

January expenditures totaled \$2,372,759.69, bringing year-to-date expenditures to \$17,835,982.71 or 58.1% of budget. At 58.3% of the way through the fiscal year, salaries and benefits (79% of our budget) are 57.1% spent. Salaries are at 56.7% spent. This time last year, we were at 55.8% spent.

January fund balances decreased \$2.1 million to \$24.9 million. This time last year, fund balances were at \$18.4 million.

January 2016 Investment Reports

The weighted yield increased to 1.365%. This is due to some low-interest maturities that occurred. No investments were purchased, but we are looking at a longer-term CD later February or early March.

Budget Amendment Required

Just a reminding place-holder that the budget will need to be amended due to the facilities expansion project and the debt issuance. The amendment is not required until June, so I will propose this to the Board in the spring.

Transfers required

The funds from the working cash bonds are sitting in the working cash fund and need to be transferred to the capital projects fund to pay for the facilities expansion project. I am working on getting those transfers prepared and should have those ready at the next board meeting.

Preliminary Health Insurance Renewal

Our preliminary renewal for health insurance is 2.3%, which is fantastic news. Our experience continues to perform well.

Construction Project Cost Update

Below is an updated project budget and cash requirements. Included with the report is the recent itemized estimate.

Construction Total	13,313,974.00
<i>DD Estimate Rev 2 from 2/10/16</i>	
Roofing Restoration & Repair Estimate	<u>1,200,000.00</u>
Project Total	14,513,974.00
Less: Working Cash Bonds Issued	4,400,000.00
Less: Anticipated Debt Certificate Issuance	5,900,000.00
Less: Portion of FY 17 Annual Capital Budget	<u>300,000.00</u>
Cash/Fund Balance Needed	<u><u>3,913,974.00</u></u>

Financial Projections Updated

I have updated the financial projections that take the factors below into account. The first scenario is the base. Salary increase assumptions have not changed. I've highlighted areas to pay particular attention to.

- 0.7 CPI for 2016
- 1.9 CPI beyond rather than 2% as the 10-year average is now 1.9%
- Retirements occurring through 2020, including estimated ERO and post-retirement costs
- 1:1 projected costs based on February 16, 2016 scenario
- Staffing plans as presented
- 2.3% insurance renewal

The second projection is included that adds in the \$4 million in fund balance payment for the construction project. The third projection shows a 2-year tax freeze. The 4th projection shows a 2-year tax freeze with the \$4 million fund balance payment for capital projects.

QSCBs Update & Debt Certificates Issuance

I received word the week of February 5th that we would not be on the list for the allocations for the Quality School Construction Bonds. We knew this was a strong possibility. Now we have confirmation. Of the 178 districts that applied, we were #169 ranked according to their parameters (local wealth, etc.).

Now, we are ready to revisit the Debt Certificate transaction. We are looking to go into market the third week of March. Rates have come down a bit since the end of the year. We are working on updating numbers with PMA. Essentially, we may be able to have a lower annual payment.

Enrollment Projections with Decision Insite

Included are the final Enrollment projection reports from Decision Insite. I've been working with Decision Insite to finalize the reports for a few months now. As with anything new, there are have been some bugs to work out. There is a great deal of information and analysis to digest. Overall, the projections are not far off from our existing projections. There are 4 reports.

- **Student Plots** – An interesting view (not really a report) I was able to get from the system plotting where our students are coming from.
- **Annual Enrollment Projection Report** – This report provides the findings and analysis of the district enrollment projections.

- **Fullinsite Report** – A fairly comprehensive report about the demographics of the school district area.
- **Impressions Report** – A report again about the community's mood and values, and inclinations.

Revenue Report

1/31/2016

% of Fiscal Year Completed **58.3%**

	MTD January	YTD Actual	Fiscal Year 2015 Adopted Budget	Budget Balance	% Budget Received
Education Fund					
Local Revenue	202,316.90	11,984,975.61	24,677,900	12,692,924.39	48.6%
State Revenue	1,016.09	308,678.04	624,400	315,721.96	49.4%
Federal Revenue	1,442.40	15,902.45	316,000	300,097.55	5.0%
Subtotal Education Fund	204,775.39	12,309,556.10	25,618,300	13,308,743.90	48.0%
Total Education Fund	204,775.39	12,309,556.10	25,618,300	13,308,743.90	48.0%
Operations & Maintenance Fund					
Local Revenue	1,569.02	1,125,334.95	2,290,600	1,165,265.05	49.1%
State Revenue	32,223.10	193,345.02	320,000	126,654.98	60.4%
Subtotal O & M Fund	33,792.12	1,318,679.97	2,610,600	1,291,920.03	50.5%
Transfers	-	-	-	-	No Bud
Total O&M Fund	33,792.12	1,318,679.97	2,610,600	1,291,920.03	50.5%
Debt Service Fund					
Local Revenue	21.42	162,373.50	328,100	165,726.50	49.5%
Subtotal Debt Service Fund	21.42	162,373.50	328,100	165,726.50	49.5%
Transfers	-	-	533,425	533,425.00	0.0%
Total Debt Service Fund	21.42	162,373.50	861,525	699,151.50	18.8%
Transportation Fund					
Local Revenue	184.63	630,003.29	1,416,800	786,796.71	44.5%
State Revenue	-	231,932.49	292,000	60,067.51	79.4%
Subtotal Transportation Fund	184.63	861,935.78	1,708,800	846,864.22	50.4%
Total Transportation Fund	184.63	861,935.78	1,708,800	846,864.22	50.4%
Retirement Fund					
Local Revenue	66.57	523,631.12	1,002,100	478,468.88	52.3%
Subtotal Retirement Fund	66.57	523,631.12	1,002,100	478,468.88	52.3%
Total Retirement Fund	66.57	523,631.12	1,002,100	478,468.88	52.3%
Capital Projects Fund					
Local Revenue	-	-	-	-	0.0%
Subtotal Cap. Projects Fund	-	-	-	-	0.0%
Transfers	-	-	-	-	No Bud
Total Cap. Projects Fund	-	-	-	-	0.0%
Working Cash Fund					
Local Revenue	440.77	1,243.54	100	(1,143.54)	No Bud
Subtotal Working Cash Fund	440.77	1,243.54	100	(1,143.54)	No Bud
Other Sources	-	4,401,205.70	-	(4,401,205.70)	No Bud
Total Working Cash Fund	440.77	4,402,449.24	100.00	(1,143.54)	No Bud
All Funds					
Local Revenue	204,599.31	14,427,562.01	29,715,600	15,288,037.99	48.6%
State Revenue	33,239.19	733,955.55	1,236,400	502,444.45	59.4%
Federal Revenue	1,442.40	15,902.45	316,000	300,097.55	5.0%
Subtotal All Funds	239,280.90	15,177,420.01	31,268,000	16,090,579.99	48.5%
"On Behalf"/Transfers	-	4,401,205.70	533,425.00	(3,867,780.70)	825.1%
Total All Funds	239,280.90	19,578,625.71	31,801,425	12,222,799.29	61.6%

Expenditure Report

1/31/2016

% of Fiscal Year Complete: 58.3%

	MTD January	YTD Actual	Fiscal Year 2015 Adopted Budget	Budget Balance	% Budget Expensed
Education Fund					
Salaries	1,422,174.16	9,691,046.58	17,082,020.00	7,390,973.42	56.7%
Benefits	291,814.72	2,266,660.78	3,770,090.00	1,503,429.22	60.1%
Purchased Services	91,818.76	1,009,301.74	1,974,800.00	965,498.26	51.1%
Supplies	85,248.53	604,105.74	1,161,840.00	557,734.26	52.0%
Capital Outlay	-	42,995.70	53,000.00	10,004.30	81.1%
Other	43,681.75	366,018.81	852,950.00	486,931.19	42.9%
Non-Capitalized Equipment	5,372.95	56,881.13	19,000.00	(37,881.13)	299.4%
Termination Benefits	-	-	-	-	No Bud
Subtotal Education Fund	1,940,110.87	14,037,010.48	24,913,700.00	10,876,689.52	56.3%
Transfers	-	-	306,000.00	306,000.00	0.0%
Total Education Fund	1,940,110.87	14,037,010.48	25,219,700.00	11,182,689.52	55.7%
Operations and Maintenance Fund					
Salaries	68,415.58	496,125.82	871,100.00	374,974.18	57.0%
Benefits	16,680.91	106,036.68	166,060.00	60,023.32	63.9%
Purchased Services	43,869.06	204,483.01	245,700.00	41,216.99	83.2%
Supplies	9,601.37	67,407.36	144,000.00	76,592.64	46.8%
Capital Outlay	29,443.60	342,373.47	500,000.00	157,626.53	68.5%
Other	-	60.00	500.00	440.00	12.0%
Non-Capitalized Equipment	1,670.00	3,190.70	3,500.00	309.30	91.2%
Subtotal O&M Fund	169,680.52	1,219,677.04	1,930,360.00	710,682.96	63.2%
Transfers	-	-	227,425.00	227,425.00	0.0%
Total O&M Fund	169,680.52	1,219,677.04	2,157,785.00	938,107.96	56.5%
Debt Service Fund					
Purchased Services	-	875.00	1,400.00	525.00	62.5%
Other	156.15	781,994.02	863,625.00	81,630.98	90.5%
Subtotal Debt Service Fund	156.15	782,869.02	865,025.00	82,155.98	90.5%
Transfers	-	-	-	-	No Bud
Total Debt Service Fund	156.15	782,869.02	865,025.00	82,155.98	90.5%
Transportation Fund					
Salaries	87,149.37	544,004.05	977,800.00	433,795.95	55.6%
Benefits	29,976.18	199,668.97	339,780.00	140,111.03	58.8%
Purchased Services	5,951.95	361,695.57	384,156.00	22,460.43	94.2%
Supplies	5,075.09	45,742.41	150,000.00	104,257.59	30.5%
Other	-	2,061.00	700.00	(1,361.00)	294.4%
Non-Capitalized Equipment	-	4,849.02	5,000.00	150.98	97.0%
Subtotal Trans. Fund	128,152.59	1,158,021.02	1,857,436.00	699,414.98	62.3%
Transfers	-	-	-	-	No Bud
Total Trans. Fund	128,152.59	1,158,021.02	1,857,436.00	699,414.98	62.3%
Retirement Fund					
Benefits	90,526.16	594,271.75	1,123,100.00	528,828.25	52.9%
Subtotal Retirement Fund	90,526.16	594,271.75	1,123,100.00	528,828.25	52.9%
Total Retirement Fund	90,526.16	594,271.75	1,123,100.00	528,828.25	52.9%
Capital Projects Fund					
Capital Outlay	44,133.40	44,133.40	-	(44,133.40)	No Bud
Subtotal Cap. Projects Fund	44,133.40	44,133.40	-	(44,133.40)	No Bud
Total Cap. Projects Fund	44,133.40	44,133.40	-	(44,133.40)	No Bud
All Funds					
Salaries	1,577,739.11	10,731,176.45	18,930,920.00	8,199,743.55	56.7%
Benefits	428,997.97	3,166,638.18	5,399,030.00	2,232,391.82	58.7%
Purchased Services	141,639.77	1,576,355.32	2,606,056.00	1,029,700.68	60.5%
Supplies	99,924.99	717,255.51	1,455,840.00	738,584.49	49.3%
Capital Outlay	73,577.00	429,502.57	553,000.00	123,497.43	77.7%
Other	43,837.90	1,150,133.83	1,717,775.00	567,641.17	67.0%
Non-Capitalized Equipment	7,042.95	64,920.85	27,500.00	(37,420.85)	236.1%
Termination Benefits	-	-	-	-	No Bud
Subtotal All Funds	2,372,759.69	17,835,982.71	30,690,121.00	12,854,138.29	58.1%
Transfers	-	-	533,425.00	533,425.00	0.0%
Total All Funds	2,372,759.69	17,835,982.71	31,223,546.00	13,387,563.29	57.1%

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED JANUARY 31, 2016

	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
REVENUES									
Local Sources	202,316.90	1,569.02	21.42	184.63	66.57	-	440.77	204,577.89	204,599.31
State Sources	1,016.09	32,223.10	-	-	-	-	-	33,239.19	33,239.19
Federal Sources	1,442.40	-	-	-	-	-	-	1,442.40	1,442.40
Total Revenues	204,775.39	33,792.12	21.42	184.63	66.57	-	440.77	239,259.48	239,280.90
EXPENDITURES									
Salaries	1,422,174.16	68,415.58	-	87,149.37	-	-	-	1,577,739.11	1,577,739.11
Benefits	291,814.72	16,680.91	-	29,976.18	90,526.16	-	-	428,997.97	428,997.97
Purchased Services	91,818.76	43,869.06	-	5,951.95	-	-	-	141,639.77	141,639.77
Supplies	85,248.53	9,601.37	-	5,075.09	-	-	-	99,924.99	99,924.99
Capital Outlay	-	29,443.60	-	-	-	44,133.40	-	29,443.60	73,577.00
Other	43,681.75	-	156.15	-	-	-	-	43,681.75	43,837.90
Non-Capitalized Equip. Termination Benefits	5,372.95	1,670.00	-	-	-	-	-	7,042.95	7,042.95
	-	-	-	-	-	-	-	-	-
Total Expenditures	1,940,110.87	169,680.52	156.15	128,152.59	90,526.16	44,133.40	-	2,328,470.14	2,372,759.69
Excess (deficiency) of revenues over expenditures	(1,735,335.48)	(135,888.40)	(134.73)	(127,967.96)	(90,459.59)	(44,133.40)	440.77	(2,089,210.66)	(2,133,478.79)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,735,335.48)	(135,888.40)	(134.73)	(127,967.96)	(90,459.59)	(44,133.40)	440.77	(2,089,210.66)	(2,133,478.79)
Fund Balance: 12/31/2015	18,326,669.63	2,309,904.76	(394,068.97)	1,262,233.75	589,156.16	-	4,922,342.74	27,410,307.04	27,016,238.07
Fund Balance: 01/31/2016	\$ 16,591,334.15	\$ 2,174,016.36	\$ (394,203.70)	\$ 1,134,265.79	\$ 498,696.57	\$ (44,133.40)	\$ 4,922,783.51	\$ 25,321,096.38	\$ 24,882,759.28

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED JANUARY 31, 2016

	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
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REVENUES

Local Sources									
Property Tax Receipts	571.36	57.19	8.40	32.33	27.03	-	-	687.91	696.31
CPPRT	15,040.79	-	-	-	-	-	-	15,040.79	15,040.79
Tuition - Full Day Kindergarten	121,195.07	-	-	-	-	-	-	121,195.07	121,195.07
Tuition - Summer School	-	-	-	-	-	-	-	-	-
Paid Student Trips	-	-	-	-	-	-	-	-	-
Summer School Trans Fees	-	-	-	-	-	-	-	-	-
SPED Trans Fees Other LEAs	-	-	-	-	-	-	-	-	-
Interest	3,931.74	154.58	13.02	81.30	39.54	-	440.77	4,647.93	4,660.95
Admissions - Athletic	643.00	-	-	-	-	-	-	643.00	643.00
Admissions - Other	-	-	-	-	-	-	-	-	-
After School Activities	780.00	-	-	-	-	-	-	780.00	780.00
Technology Fee	1,276.63	-	-	-	-	-	-	1,276.63	1,276.63
PE Uniform/Lock Fee	23.00	-	-	-	-	-	-	23.00	23.00
Fine Arts Fee	78.70	-	-	-	-	-	-	78.70	78.70
Graduation Fee	58.50	-	-	-	-	-	-	58.50	58.50
Sprague Class Project Fee	112.00	-	-	-	-	-	-	112.00	112.00
Half Day Class Project Fee	48.00	-	-	-	-	-	-	48.00	48.00
Field Trips	514.00	-	-	-	-	-	-	514.00	514.00
Sale of Athletic Wear	-	-	-	-	-	-	-	-	-
103 Club Fees	54,400.65	-	-	-	-	-	-	54,400.65	54,400.65
Student ID Fees/Fines	105.00	-	-	-	-	-	-	105.00	105.00
Library Fees/Fines	85.36	-	-	-	-	-	-	85.36	85.36
Textbook Fees	1,393.42	-	-	-	-	-	-	1,393.42	1,393.42
PTO/Foundation Donations	619.10	-	-	-	-	-	-	619.10	619.10
Other Donations	-	-	-	-	-	-	-	-	-
Misc. Donations	-	-	-	-	-	-	-	-	-
Facility Rental	-	1,357.25	-	-	-	-	-	1,357.25	1,357.25
Impact Fees	-	-	-	-	-	-	-	-	-
Refunds from Prior Yr. Expenses	-	-	-	-	-	-	-	-	-
Payment from other LEA's	-	-	-	-	-	-	-	-	-
Camp Revenue	-	-	-	-	-	-	-	-	-
Loredo Taft Revenue	(126.67)	-	-	-	-	-	-	(126.67)	(126.67)
Other Local Revenue	1,567.25	-	-	71.00	-	-	-	1,638.25	1,638.25
Total Local Sources	202,316.90	1,569.02	21.42	184.63	66.57	-	440.77	204,577.89	204,599.31
State Sources									
General State Aid	-	32,223.10	-	-	-	-	-	32,223.10	32,223.10
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, 2016

	10	20	30	40	50	60	70	10+20+40+50+70	
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	Total All Funds
Bilingual	-	-	-	-	-	-	-	-	-
Transportation - Regular	-	-	-	-	-	-	-	-	-
Transportation - Spec. Ed.	-	-	-	-	-	-	-	-	-
Orphanage Tuition	-	-	-	-	-	-	-	-	-
Library Per Capital Grant	1,016.09	-	-	-	-	-	-	1,016.09	1,016.09
Other State Revenue	-	-	-	-	-	-	-	-	-
Total State Sources	1,016.09	32,223.10	-	-	-	-	-	33,239.19	33,239.19
Federal Sources									
Special Milk Program	1,442.40	-	-	-	-	-	-	1,442.40	1,442.40
Title I - Low Income	-	-	-	-	-	-	-	-	-
IDEA Preschool	-	-	-	-	-	-	-	-	-
IDEA Flow Through	-	-	-	-	-	-	-	-	-
IDEA Room & Board	-	-	-	-	-	-	-	-	-
Title II - Teacher Quality	-	-	-	-	-	-	-	-	-
Medicaid Reimbursement	-	-	-	-	-	-	-	-	-
Total Federal Sources	1,442.40	-	-	-	-	-	-	1,442.40	1,442.40
Total Revenues	204,775.39	33,792.12	21.42	184.63	66.57	-	440.77	239,259.48	239,280.90
EXPENDITURES									
Salaries									
Admin Salaries	128,007.25	9,173.65	-	7,746.08	-	-	-	144,926.98	144,926.98
Teacher Salaries	992,867.26	-	-	-	-	-	-	992,867.26	992,867.26
Extra Duty Stipends	56,322.50	-	-	-	-	-	-	56,322.50	56,322.50
Classified Salaries	201,263.14	59,241.93	-	79,403.29	-	-	-	339,908.36	339,908.36
Substitutes	43,714.01	-	-	-	-	-	-	43,714.01	43,714.01
Total Salaries	1,422,174.16	68,415.58	-	87,149.37	-	-	-	1,577,739.11	1,577,739.11
Benefits									
Transp. IMRF/SS/Medicare	-	-	-	2,071.50	-	-	-	2,071.50	2,071.50
TRS	30,448.39	-	-	-	-	-	-	30,448.39	30,448.39
IMRF	-	-	-	-	46,890.98	-	-	46,890.98	46,890.98
Social Security	-	-	-	-	26,720.57	-	-	26,720.57	26,720.57
Medicare	-	-	-	-	16,914.61	-	-	16,914.61	16,914.61
TRS ERO Payments	-	-	-	-	-	-	-	-	-
Medical Insurance	231,126.30	14,125.90	-	26,612.82	-	-	-	271,865.02	271,865.02
Life Insurance	4,269.01	141.87	-	439.74	-	-	-	4,850.62	4,850.62
Retiree Insurance	11,298.52	2,413.14	-	852.12	-	-	-	14,563.78	14,563.78
Tuition Reimbursement	14,672.50	-	-	-	-	-	-	14,672.50	14,672.50
Post-Retirement Benefits	-	-	-	-	-	-	-	-	-
Total Benefits	291,814.72	16,680.91	-	29,976.18	90,526.16	-	-	428,997.97	428,997.97
Purchased Services									
Professional Development	3,876.99	-	-	-	-	-	-	3,876.99	3,876.99
Consultation/Workshops	21,743.43	-	-	-	-	-	-	21,743.43	21,743.43

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED JANUARY 31, 2016

	10	20	30	40	50	60	70	10+20+40+50+70	
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	Total All Funds
Data Processing	748.27	-	-	-	-	-	-	748.27	748.27
Auditing Services	-	-	-	-	-	-	-	-	-
Legal Services	-	-	-	-	-	-	-	-	-
Other Professional Services	1,797.62	1,012.09	-	37.26	-	-	-	2,846.97	2,846.97
Sanitation Services	1,276.33	-	-	-	-	-	-	1,276.33	1,276.33
Snow Removal	-	-	-	-	-	-	-	-	-
Rentals	2,769.45	258.00	-	-	-	-	-	3,027.45	3,027.45
Property Upkeep Services	-	42,377.22	-	287.43	-	-	-	42,664.65	42,664.65
Pupil Transportation Services	-	-	-	3,724.20	-	-	-	3,724.20	3,724.20
Travel	2,739.21	-	-	-	-	-	-	2,739.21	2,739.21
Student-Paid Trips	-	-	-	-	-	-	-	-	-
Telephone	8,014.99	221.75	-	40.46	-	-	-	8,277.20	8,277.20
Postage	547.07	-	-	-	-	-	-	547.07	547.07
Printing Services	-	-	-	-	-	-	-	-	-
Water/Sewer Services	1,640.07	-	-	-	-	-	-	1,640.07	1,640.07
Other Insurance	359.60	-	-	-	-	-	-	359.60	359.60
Other Purchased Services	434.00	-	-	1,862.60	-	-	-	2,296.60	2,296.60
Service Agreements	45,871.73	-	-	-	-	-	-	45,871.73	45,871.73
Total Purchased Services	91,818.76	43,869.06	-	5,951.95	-	-	-	141,639.77	141,639.77
Supplies									
General Supplies	18,052.15	9,301.06	-	34.48	-	-	-	27,387.69	27,387.69
Art Supplies	984.62	-	-	-	-	-	-	984.62	984.62
Paper Supplies	2,468.00	-	-	-	-	-	-	2,468.00	2,468.00
Spanish Supplies	66.21	-	-	-	-	-	-	66.21	66.21
Student-Paid Supplies	1,247.45	-	-	-	-	-	-	1,247.45	1,247.45
Science Supplies	1,816.19	-	-	-	-	-	-	1,816.19	1,816.19
Social Studies Supplies	-	-	-	-	-	-	-	-	-
English Language Arts Supplies	344.63	-	-	-	-	-	-	344.63	344.63
Math Supplies	-	-	-	-	-	-	-	-	-
Supplies - Other	31,118.09	-	-	-	-	-	-	31,118.09	31,118.09
Textbooks	2,511.63	-	-	-	-	-	-	2,511.63	2,511.63
Library Books	1,877.15	-	-	-	-	-	-	1,877.15	1,877.15
Periodicals	815.84	-	-	-	-	-	-	815.84	815.84
Fuel	-	300.31	-	5,040.61	-	-	-	5,340.92	5,340.92
Natural Gas	5,394.05	-	-	-	-	-	-	5,394.05	5,394.05
Electricity	17,985.52	-	-	-	-	-	-	17,985.52	17,985.52
Other Supplies	567.00	-	-	-	-	-	-	567.00	567.00
Total Supplies	85,248.53	9,601.37	-	5,075.09	-	-	-	99,924.99	99,924.99
Capital Outlay									
Capital Outlay	-	29,443.60	-	-	-	-	-	29,443.60	29,443.60
Building Improvements	-	-	-	-	-	44,133.40	-	-	44,133.40
Site Improvements	-	-	-	-	-	-	-	-	-
Total Capital Outlay	-	29,443.60	-	-	-	44,133.40	-	29,443.60	73,577.00

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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, 2016

	10	20	30	40	50	60	70	10+20+40+50+70	
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	Total All Funds
Other									
Principal	-	-	145.35	-	-	-	-	-	145.35
Interest	-	-	10.80	-	-	-	-	-	10.80
Dues and Fees	990.00	-	-	-	-	-	-	990.00	990.00
Tuition	42,691.75	-	-	-	-	-	-	42,691.75	42,691.75
Miscellaneous Objects	-	-	-	-	-	-	-	-	-
Total Other	43,681.75	-	156.15	-	-	-	-	43,681.75	43,837.90
Total Non-Capitalized Equipment	5,372.95	1,670.00	-	-	-	-	-	7,042.95	7,042.95
Total Termination Benefits	-	-	-	-	-	-	-	-	-
Total Expenditures	1,940,110.87	169,680.52	156.15	128,152.59	90,526.16	44,133.40	-	2,328,470.14	2,372,759.69
Excess (deficiency) of revenues over expenditures	(1,735,335.48)	(135,888.40)	(134.73)	(127,967.96)	(90,459.59)	(44,133.40)	440.77	(2,089,210.66)	(2,133,478.79)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,735,335.48)	(135,888.40)	(134.73)	(127,967.96)	(90,459.59)	(44,133.40)	440.77	(2,089,210.66)	(2,133,478.79)
Fund Balance: 12/31/2015	18,326,669.63	2,309,904.76	(394,068.97)	1,262,233.75	589,156.16	-	4,922,342.74	27,410,307.04	27,016,238.07
Fund Balance: 01/31/2016	\$ 16,591,334.15	\$ 2,174,016.36	\$ (394,203.70)	\$ 1,134,265.79	\$ 498,696.57	\$ (44,133.40)	\$ 4,922,783.51	\$ 25,321,096.38	\$ 24,882,759.28

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LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
STATEMENT OF FINANCIAL POSITION
ALL FUNDS
JANUARY 31, 2016

	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	Total Operating	Total All Funds
ASSETS									
US Bank - AP	1,600,803.73	101.77	(394,203.70)	294.94	958.32	(44,133.40)	-	1,602,158.76	1,163,821.66
US Bank - Payroll	11,090.15	87.97	-	673.11	-	-	-	11,851.23	11,851.23
US Bank - RevTrak	13,693.34	-	-	-	-	-	-	13,693.34	13,693.34
PMA - LIQ	2.66	-	-	-	-	-	-	2.66	2.66
PMA - MAX	959,768.82	50,314.05	-	28,419.63	23,779.17	-	-	1,062,281.67	1,062,281.67
PMA - Fixed Rate Investments	13,102,641.22	2,123,512.57	-	1,104,140.28	473,959.08	-	521,105.66	17,325,358.81	17,325,358.81
IIIT	19,365.82	-	-	-	-	-	-	19,365.82	19,365.82
Bank Financial	89,204.44	-	-	-	-	-	-	89,204.44	89,204.44
Fifth Third Securities	746,814.14	-	-	-	-	-	-	746,814.14	746,814.14
PMA Bonds	-	-	-	-	-	-	4,401,677.85	4,401,677.85	4,401,677.85
Imprest Fund	37,131.27	-	-	-	-	-	-	37,131.27	37,131.27
Petty Cash	500.00	-	-	-	-	-	-	500.00	500.00
TOTAL ASSETS	16,581,015.59	2,174,016.36	(394,203.70)	1,133,527.96	498,696.57	(44,133.40)	4,922,783.51	25,310,039.99	24,871,702.89
LIABILITIES & FUND BALANCE									
LIABILITIES									
Accounts Payable	462.31	-	-	-	-	-	-	462.31	462.31
Dental Insurance Payable	(1,098.51)	-	-	-	-	-	-	(1,098.51)	(1,098.51)
Flex Spending Account Payable	(7,669.36)	-	-	-	-	-	-	(7,669.36)	(7,669.36)
Tech Program Receivable	(2,013.00)	-	-	(737.83)	-	-	-	(2,750.83)	(2,750.83)
Total Liabilities	(10,318.56)	-	-	(737.83)	-	-	-	(11,056.39)	(11,056.39)
FUND BALANCE									
Fund Balance	16,591,334.15	2,174,016.36	(394,203.70)	1,134,265.79	498,696.57	(44,133.40)	4,922,783.51	25,321,096.38	24,882,759.28
Total Fund Balance	16,591,334.15	2,174,016.36	(394,203.70)	1,134,265.79	498,696.57	(44,133.40)	4,922,783.51	25,321,096.38	24,882,759.28
TOTAL LIABILITIES & FUND BALANCE	16,581,015.59	2,174,016.36	(394,203.70)	1,133,527.96	498,696.57	(44,133.40)	4,922,783.51	25,310,039.99	24,871,702.89

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

TREASURER'S REPORT

ALL FUNDS

JANUARY 31, 2016

CASH BALANCE PER BOOKS

Educational Fund	16,581,015.59
Operations and Maintenance	2,174,016.36
Debt Service Fund	(394,203.70)
Transportation Fund	1,133,527.96
Retirement Fund	498,696.57
Capital Projects Fund	(44,133.40)
Working Cash Fund	<u>4,922,783.51</u>
TOTALS:	<u><u>\$ 24,871,702.89</u></u>

BANK BALANCES & INVESTMENTS

US Bank - AP	
Statement Balance	1,246,351.40
Less: Outstanding Checks	<u>82,529.74</u>
	\$ 1,163,821.66
US Bank - Payroll	
Statement Balance	18,221.61
Less: Outstanding Checks	<u>6,370.38</u>
	\$ 11,851.23
US Bank - Other	
RevTrak Account Balance	\$ 13,693.34
Imprest	41,541.27
Petty Cash	500.00
Less: Outstanding Imprest Checks	<u>4,410.00</u>
	51,324.61
PMA Financial Network	
ISDLAF - LIQ	2.66
ISDLAF - MAX	1,062,281.67
Fixed Rate Investments	17,325,358.81
Bonds	<u>4,401,677.85</u>
	\$ 22,789,320.99
Other	
Illinois Inst Investors Trust - CMF	19,365.82
Bank Financial - Money Market	89,204.44
Fifth Third Securities	\$ 746,814.14

Certified by:



Dan Stanley, Treasurer

TOTALS: **\$ 24,871,702.89**

Student Activity Report

Printed: 02/04/2016 9:06:40PM

Lincolnshire-Prairie View - Activity Accounting

Academic Clubs 1							
Account Number	Description	Balance Forward	Cash In (Receipts)	Cash Out (Payments)	Adjustments	Balance	
Academic Clubs							
25	DW - Minecraft Lab	0.00	0.00	0.00	0.00	0.00	
30	DW - NJHS	1,914.55	2,261.96	(1,863.96)	0.00	2,312.55	
35	DW - Scholarship	591.78	0.05	0.00	0.00	591.83	
40	DW - Student Council	8,975.07	0.74	(4,663.22)	0.00	4,312.59	
45	DW - Toys for Tots	0.00	0.00	0.00	0.00	0.00	
50	DW - Wright Track Club	320.05	0.00	(320.00)	0.00	0.05	
55	DW - Yearbook	31,966.22	52.65	0.00	0.00	32,018.87	
65	HD - Student Council	2,819.44	12.33	0.00	0.00	2,831.77	
70	HD - Yearbook	27,902.95	42.32	0.00	0.00	27,945.27	
85	SP - Yearbook	12,284.04	181.01	0.00	0.00	12,465.05	
1	Academic Clubs	86,774.10	2,551.06	(6,847.18)	0.00	82,477.98	Activity Group
Miscellaneous							
10	Bank Interest	161.73	0.01	0.00	0.00	161.74	
15	District Convenience	124.66	0.01	0.00	0.00	124.67	
20	DW - Convenience	1,326.77	230.11	(417.00)	0.00	1,139.88	
60	HD - Convenience	864.30	0.07	(193.31)	0.00	671.06	
75	NEIASBO	30,368.22	327.52	(1,308.00)	0.00	29,387.74	
80	SP - Convenience	923.10	0.08	0.00	0.00	923.18	
9	Miscellaneous	33,768.78	557.80	(1,918.31)	0.00	32,408.27	Activity Group
Report Total:		120,542.88	3,108.86	(8,765.49)	0.00	114,886.25	

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
INVESTMENT PORTFOLIO
JANUARY 31, 2016

Investment Type	Settle Date	Maturity Date	# of Days	Institution	Cost	Rate
Money Market	1/31/2016	1/31/2016		ISDLAF+ LIQ Account	\$2.66	0.010%
Money Market	1/31/2016	1/31/2016		Illinois Portfolio, IIIT Class	\$19,365.82	0.020%
Money Market	1/31/2016	1/31/2016		ISDLAF+ MAX Account	\$1,062,281.67	0.040%
Money Market	1/31/2016	1/31/2016		Bank Financial Public Funds	\$89,204.44	0.200%
Money Market	1/31/2016	1/31/2016		Savings Deposit Account	\$1,023,624.60	0.090%
Term Series	7/2/2015	2/3/2016	216	ISDLAF+ TERM SERIES - 20160203AB02	\$600,000.00	0.130%
Term Series	9/11/2015	2/17/2016	159	ISDLAF+ TERM SERIES - 20160217AA02	\$1,500,000.00	0.130%
Certificate of Deposit	9/10/2015	2/25/2016	168	HOME FEDERAL BANK	\$249,700.00	0.226%
Term Series	7/2/2015	3/3/2016	245	ISDLAF+ TERM SERIES - 20160303AA02	\$500,000.00	0.140%
Certificate of Deposit	8/13/2015	3/10/2016	210	CENTRAL BANK OF OKLAHOMA /ONB BANK	\$249,600.00	0.210%
Certificate of Deposit	8/13/2015	3/10/2016	210	LANDMARK COMMUNITY BANK	\$249,700.00	0.152%
Certificate of Deposit	8/13/2015	3/10/2016	210	ENTERPRISE BANK & TRUST	\$249,700.00	0.150%
DTC CD	9/17/2014	3/17/2016	547	CAPITAL ONE BANK (USA), na	\$249,492.18	0.418%
Certificate of Deposit	6/11/2015	3/24/2016	287	MAINSTREET BANK	\$248,900.00	0.301%
Certificate of Deposit	6/11/2015	3/24/2016	287	FINANCIAL FEDERAL BANK	\$249,300.00	0.300%
Certificate of Deposit	6/29/2015	3/24/2016	269	BANK OF VIRGINIA	\$249,600.00	0.180%
Certificate of Deposit	6/11/2015	4/12/2016	306	ENERBANK USA	\$249,200.00	0.300%
Certificate of Deposit	6/11/2015	4/12/2016	306	AFFILIATED BANK	\$99,200.00	0.301%
Certificate of Deposit	6/12/2015	4/12/2016	305	BANCO POPULAR NORTH AMERICA	\$84,000.00	0.230%
Certificate of Deposit	6/12/2015	4/12/2016	305	BANCO POPULAR NORTH AMERICA	\$83,000.00	0.230%
Certificate of Deposit	6/12/2015	4/12/2016	305	BANCO POPULAR NORTH AMERICA	\$82,000.00	0.230%
Certificate of Deposit	6/29/2015	4/12/2016	288	ADIRONDACK BANK	\$249,400.00	0.255%
Certificate of Deposit	6/29/2015	4/12/2016	288	TALMER BANK AND TRUST	\$249,500.00	0.248%
Security	12/11/2015	4/8/2016	119	Federal Home Loan Mortgage Corporation Discount Note	\$749,174.80	0.339%
Certificate of Deposit	6/4/2015	4/20/2016	321	AFFILIATED BANK	\$150,000.00	0.192%
Certificate of Deposit	6/4/2015	4/20/2016	321	PACIFIC WESTERN BANK	\$249,500.00	0.200%
Certificate of Deposit	6/4/2015	4/20/2016	321	PRIVATE BANK - MI	\$249,500.00	0.206%
Certificate of Deposit	6/4/2015	4/20/2016	321	BANK 7	\$249,500.00	0.206%
Certificate of Deposit	5/21/2015	4/20/2016	335	FIRST COMMONS BANK NA	\$249,300.00	0.304%
Certificate of Deposit	4/23/2015	4/22/2016	365	ONEWEST BANK, NA	\$248,300.00	0.351%
Certificate of Deposit	6/4/2015	5/10/2016	341	IDB BANK - NY	\$249,300.00	0.292%
Certificate of Deposit	6/4/2015	5/10/2016	341	CFG COMMUNITY BANK	\$249,400.00	0.243%
Certificate of Deposit	6/4/2015	5/10/2016	341	BANK OF THE OZARKS	\$249,500.00	0.211%
Certificate of Deposit	6/4/2015	5/10/2016	341	EAST BOSTON SAVINGS BANK	\$150,000.00	0.209%
Certificate of Deposit	4/23/2015	5/10/2016	383	BOFI FEDERAL BANK	\$249,100.00	0.633%
Certificate of Deposit	5/21/2015	5/10/2016	355	MODERN BANK, NATIONAL ASSOCIATION	\$249,100.00	0.352%
Certificate of Deposit	9/24/2015	7/20/2016	300	SNB BANK, NA	\$249,700.00	0.142%
Certificate of Deposit	9/24/2015	7/20/2016	300	COMMUNITY WEST BANK	\$249,700.00	0.102%
Certificate of Deposit	11/13/2015	7/20/2016	250	BANK OF KREMLIN	\$249,400.00	0.299%
Certificate of Deposit	11/13/2015	8/10/2016	271	INDUSTRIAL & COMMERCIAL BANK OF CHINA	\$249,000.00	0.450%
Certificate of Deposit	9/24/2015	8/10/2016	321	SECURITY BANK & TRUST CO	\$249,500.00	0.189%
Certificate of Deposit	9/24/2015	8/10/2016	321	TEXAS CAPITAL BANK	\$249,500.00	0.200%
Certificate of Deposit	9/24/2015	8/10/2016	321	ASSOCIATED BANK, NA (N)	\$201,000.00	0.149%
Certificate of Deposit	11/18/2015	8/18/2016	274	MIZUHO BANK (USA) CERTIFICATE OF DEPOSIT	\$51,069.90	0.367%
Certificate of Deposit	9/3/2015	8/25/2016	357	GRANDPOINT BANK	\$249,000.00	0.402%
Certificate of Deposit	9/3/2015	8/25/2016	357	FLAGLER BANK	\$249,000.00	0.393%
Certificate of Deposit	9/24/2015	8/25/2016	336	COMMUNITY BANK	\$249,500.00	0.211%
Certificate of Deposit	9/24/2015	8/25/2016	336	SAFRA NATIONAL BANK OF NEW YORK	\$107,400.00	0.191%
DTC CD	8/26/2015	8/26/2016	366	Santander Bank, N.A. / Sovereign Bank	\$248,494.90	0.400%
DTC CD	9/15/2015	9/15/2016	366	Everbank Certificate of Deposit	\$248,494.60	0.450%
DTC CD	9/19/2014	9/19/2016	731	BMW BANK OF NORTH AMERICA CD	\$248,232.71	0.903%
Certificate of Deposit	9/24/2015	9/23/2016	365	CAPITAL COMMUNITY BANK	\$248,600.00	0.553%
Certificate of Deposit	9/24/2015	9/23/2016	365	STATE BANK OF INDIA (NY)	\$248,800.00	0.462%
DTC CD	9/30/2015	9/28/2016	364	BANK OF INDIA CERTIFICATE OF DEPOSIT	\$248,491.23	0.450%
DTC CD	9/30/2015	9/30/2016	366	BANK OF BARODA CERTIFICATE OF DEPOSIT	\$248,494.60	0.450%
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%
DTC CD	5/28/2015	5/29/2018	1097	American Express Centurion Bank Cert of Dep.	\$248,700.69	1.304%
Security	9/26/2014	6/13/2018	1356	Federal Home Loan Mortgage Corporation Note	\$243,109.87	1.260%
DTC CD	6/18/2015	6/18/2018	1096	Ally Bank Certificate of Deposit	\$248,694.35	1.454%
DTC CD	6/22/2015	6/22/2018	1096	Comenity Capital Bank / World Financial Capita	\$249,330.96	1.355%
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%
Certificate of Deposit	7/17/2015	7/17/2020	1827	Synchrony Bank Retail CD	\$248,000.00	2.250%
Certificate of Deposit	8/19/2015	8/19/2020	1827	CAPITAL ONE NATL ASSN VA	\$248,000.00	2.400%
Certificate of Deposit	9/16/2015	9/16/2020	1827	BARCLAYS BK DEL	\$248,000.00	2.200%

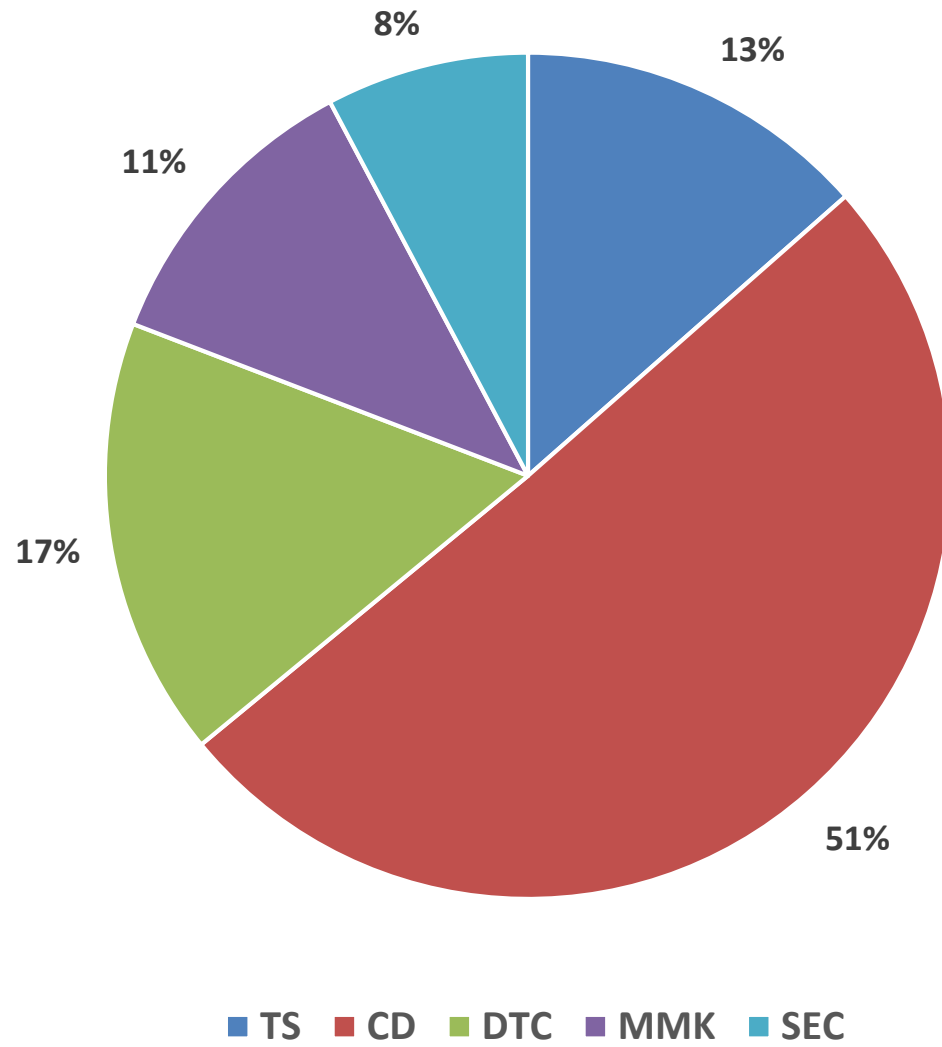
19,240,213.40

Weighted Yield 1.365%
Weighted Maturity 297.86

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

INVESTMENT TYPE

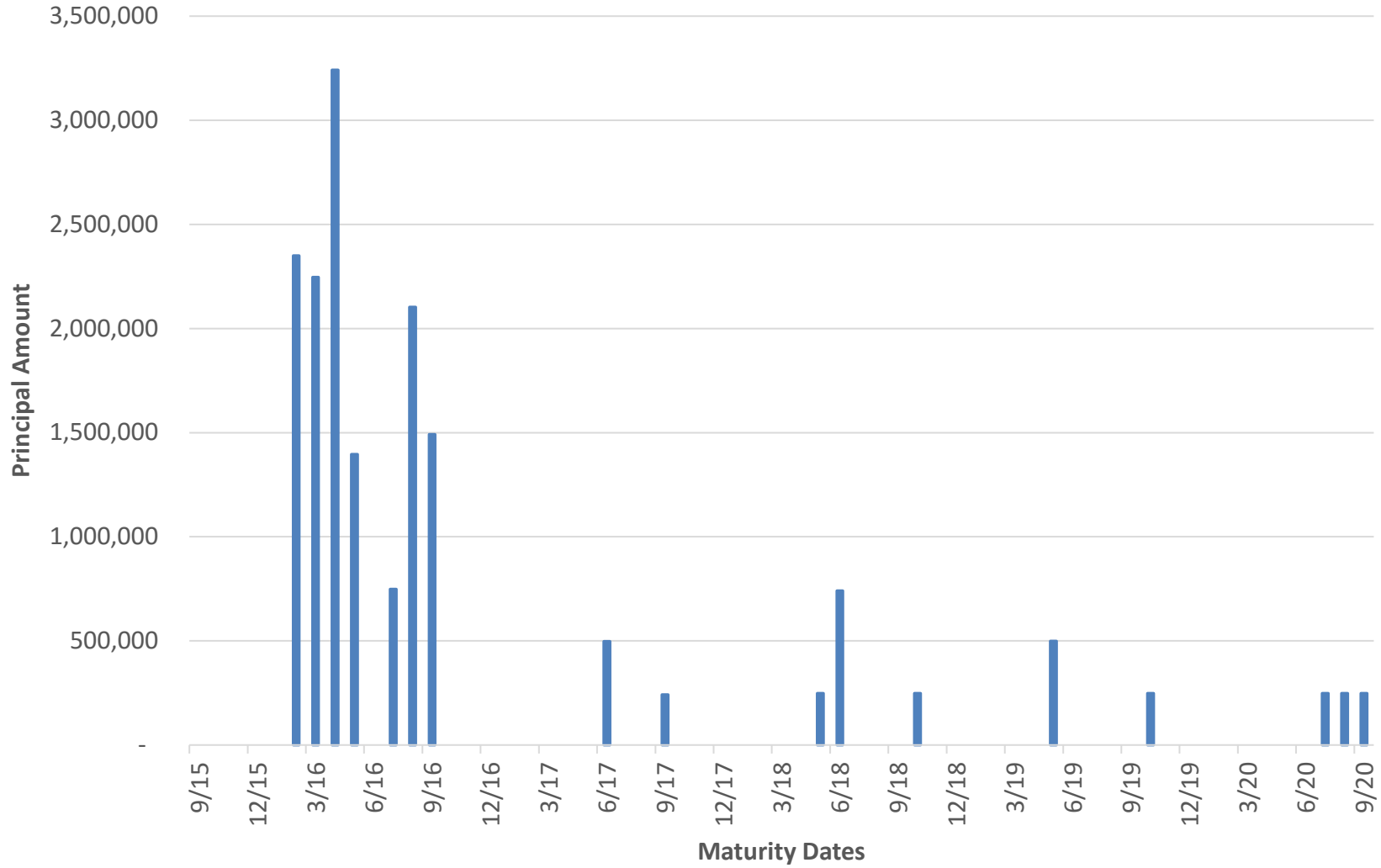
JANUARY 31, 2016



LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

MATURITY DATES

JANUARY 31, 2016

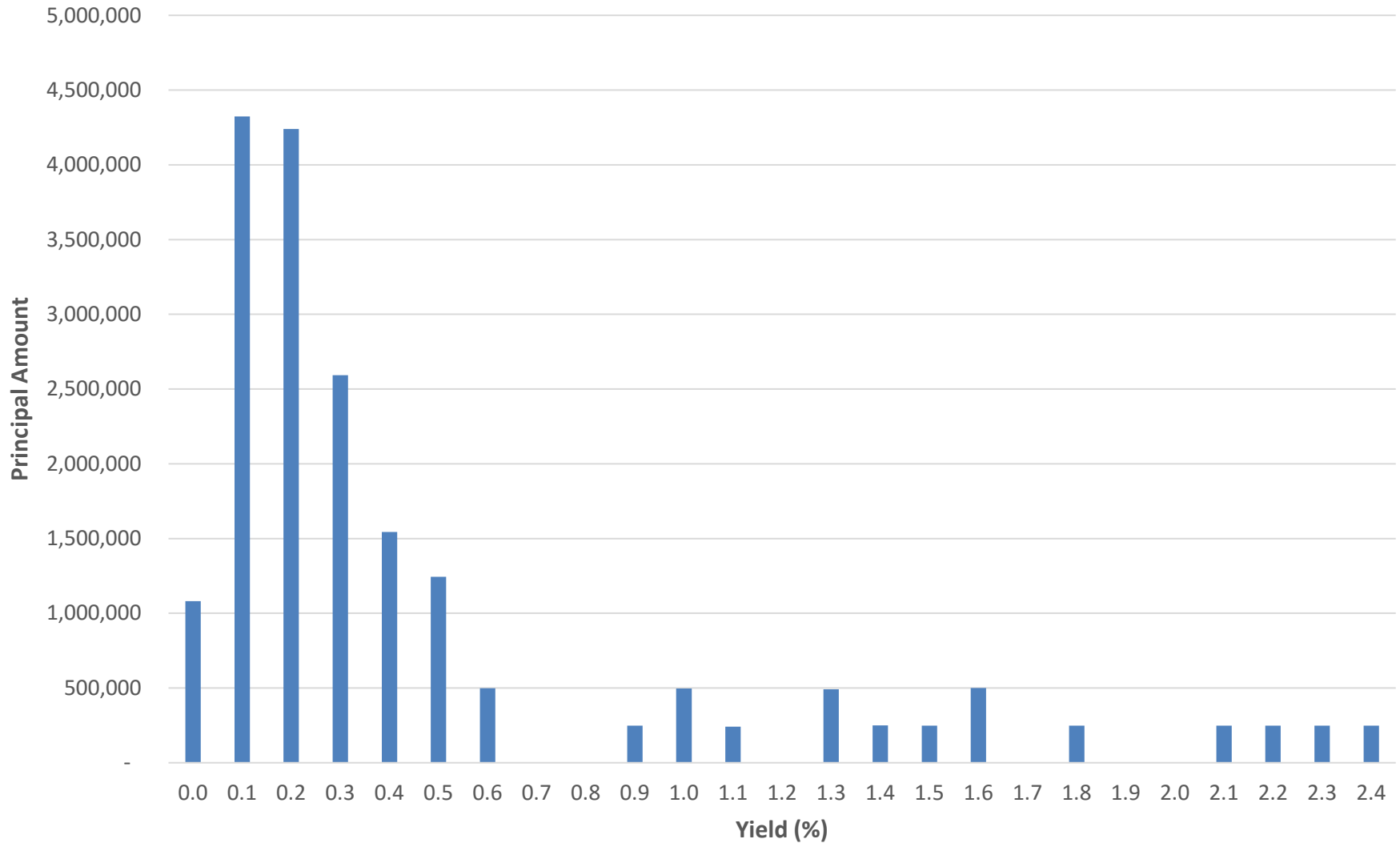


LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

INTEREST RATES

JANUAR 31, 2016

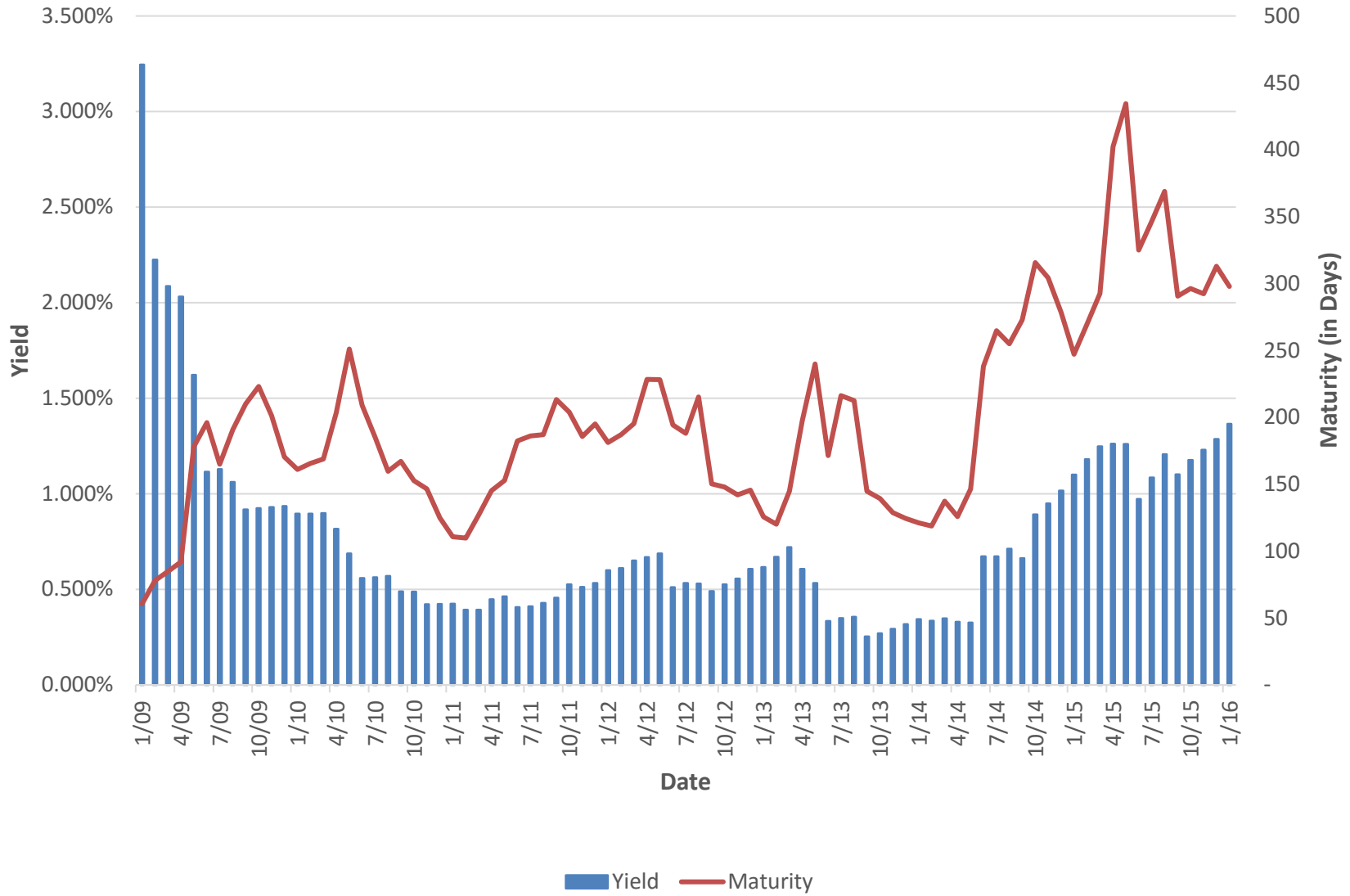
178



LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

WEIGHTED YIELD VS. MATURITY HISTORY

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ESTIMATE TRACKING

February 11, 2016

DESCRIPTION	DD Estimate 2/11/16 R02 (\$)	DD Estimate 2/2/16 R01 (\$)	SD Estimate 12/21/15 R5 (\$)	VARIANCE (R02 to R01) (\$)
Laura B. Sprague				
1.1 Addition	3,058,971	3,221,319	2,993,317	(162,348)
1.2 Site improvements	121,630	121,630	91,808	-
1.3a Renovations - A - Social Services	139,475	139,475	127,939	-
1.4a Life Safety - Priority A	60,000	60,000	60,000	-
Construction Subtotal - LBS	3,380,076	3,542,424	3,273,064	(162,348)
Half Day School				
2.1 Addition	4,298,335	4,375,706	4,080,947	(77,371)
2.2 Site Improvements	424,076	424,076	378,896	-
2.3a Renovations - Newer	224,115	226,049	125,529	(1,934)
2.3b Renovations - Older	1,326,597	1,362,619	1,191,370	(36,022)
2.4a Life Safety - Priority A	50,000	50,000	50,000	-
2.5 2nd floor Addition	488,006	517,584	381,491	(29,578)
Construction Subtotal - HDS	6,811,129	6,956,034	6,208,233	(144,905)
Escalation (Start Spring 2016)	-	-	142,219	-
Contingency (Est/Design)	305,736	314,954	962,352	(9,218)
Contingency (Construction)	419,878	432,369	422,915	(12,491)
CM Staffing	488,200	488,200	968,773	-
CM Reimbursables (Est)	50,620	50,620	included	-
CM Insurance - Liability	103,800	103,800	included	-
CM Fee	300,000	300,000	included	-
CONSTRUCTION TOTAL	11,859,438.80	12,188,400.84	11,977,556.33	(328,962)
Owner's Soft Costs (Per Wight)	1,454,535	1,387,079	1,387,079	-
PROTECT TOTAL	13,313,974	13,575,480	13,364,635	(261,506)
			DD R02 to SD Variance	(50,662)

Lincolnshire-Prairieview SD 103 Aggregate - Projection Summary

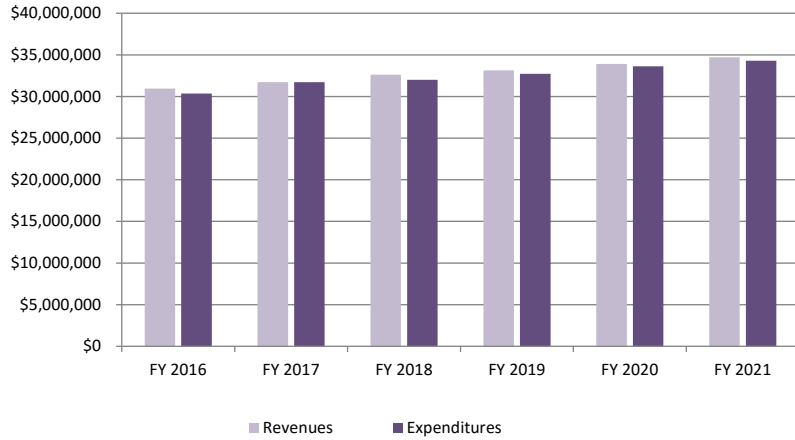
	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2016	FY 2017	% chg	FY 2018	% chg	FY 2019	% chg	FY 2020	% chg	FY 2021	% chg
REVENUE											
Local	\$29,387,500	\$30,070,231	2.32%	\$30,967,726	2.98%	\$31,484,082	1.67%	\$32,266,680	2.49%	\$33,061,776	2.46%
State	\$1,236,400	\$1,336,400	8.09%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%
Federal	\$316,000	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$30,939,900	\$31,722,631	2.53%	\$32,620,126	2.83%	\$33,136,482	1.58%	\$33,919,080	2.36%	\$34,714,176	2.34%
EXPENDITURES											
Salary and Benefit Costs	\$24,329,950	\$24,976,182	2.66%	\$25,268,054	1.17%	\$25,848,255	2.30%	\$26,649,536	3.10%	\$27,237,202	2.21%
Other	\$5,495,146	\$5,774,860	5.09%	\$5,872,674	1.69%	\$5,979,392	1.82%	\$6,051,349	1.20%	\$6,135,379	1.39%
TOTAL EXPENDITURES	\$29,825,096	\$30,751,042	3.10%	\$31,140,728	1.27%	\$31,827,647	2.21%	\$32,700,885	2.74%	\$33,372,581	2.05%
SURPLUS / DEFICIT	\$1,114,804	\$971,589		\$1,479,398		\$1,308,835		\$1,218,195		\$1,341,595	A
OTHER FINANCING SOURCES/USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$533,425)	(\$964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	
TOTAL OTHER FIN. SOURCES/USES	(\$533,425)	(\$964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	B
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$581,379	\$7,164		\$606,973		\$402,410		\$284,770		\$409,170	A+B
BEGINNING FUND BALANCE	\$9,522,596	\$10,103,975		\$10,111,139		\$10,718,112		\$11,120,522		\$11,405,291	
PROJECTED YEAR END BALANCE	\$10,103,975	\$10,111,139		\$10,718,112		\$11,120,522		\$11,405,291		\$11,814,462	
FUND BALANCE AS % OF EXPENDITURES	33.88%	32.88%		34.42%		34.94%		34.88%		35.40%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.07	3.95		4.13		4.19		4.19		4.25	

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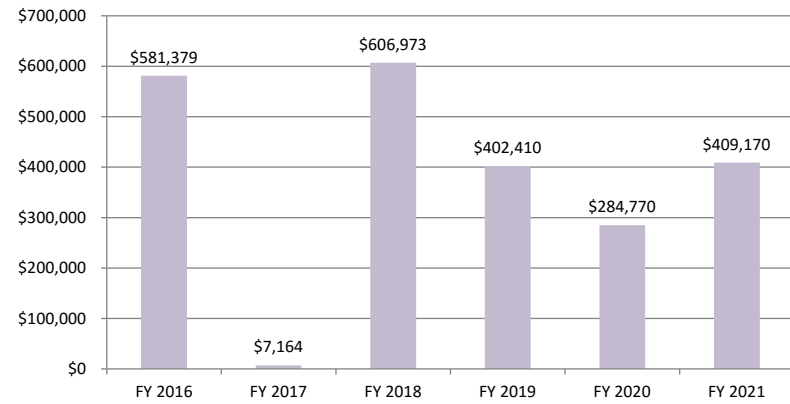
Lincolnshire-Prairieview SD 103 Aggregate - Projection Analysis

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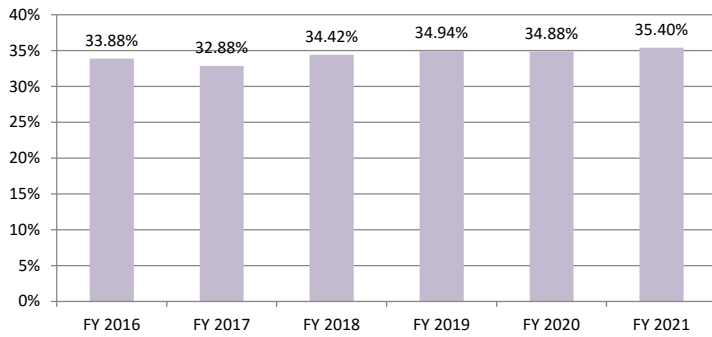
REVENUES VS. EXPENDITURES



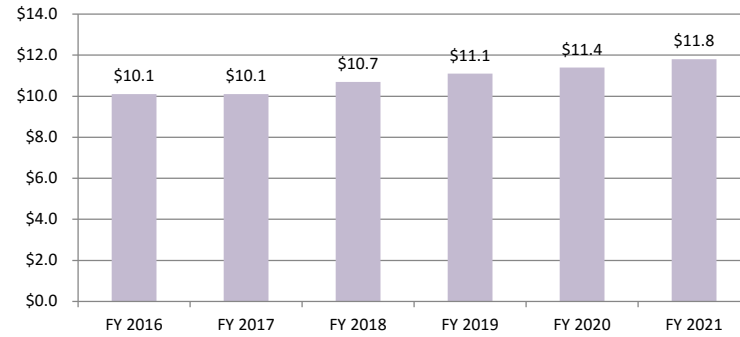
FY SURPLUS / DEFICIT



YEAR END FUND BALANCE PERCENTAGE



YEAR END FUND BALANCE (MILLIONS)



Lincolnshire-Prairieview SD 103 Aggregate - Projection Summary

	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2016	FY 2017	% chg	FY 2018	% chg	FY 2019	% chg	FY 2020	% chg	FY 2021	% chg
REVENUE											
Local	\$29,387,500	\$30,070,231	2.32%	\$30,967,726	2.98%	\$31,484,082	1.67%	\$32,266,680	2.49%	\$33,061,776	2.46%
State	\$1,236,400	\$1,336,400	8.09%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%
Federal	\$316,000	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$30,939,900	\$31,722,631	2.53%	\$32,620,126	2.83%	\$33,136,482	1.58%	\$33,919,080	2.36%	\$34,714,176	2.34%
EXPENDITURES											
Salary and Benefit Costs	\$24,329,950	\$24,976,182	2.66%	\$25,268,054	1.17%	\$25,848,255	2.30%	\$26,649,536	3.10%	\$27,237,202	2.21%
Other	\$5,495,146	\$5,774,860	5.09%	\$5,872,674	1.69%	\$5,979,392	1.82%	\$6,051,349	1.20%	\$6,135,379	1.39%
TOTAL EXPENDITURES	\$29,825,096	\$30,751,042	3.10%	\$31,140,728	1.27%	\$31,827,647	2.21%	\$32,700,885	2.74%	\$33,372,581	2.05%
SURPLUS / DEFICIT	\$1,114,804	\$971,589		\$1,479,398		\$1,308,835		\$1,218,195		\$1,341,595	A
OTHER FINANCING SOURCES/USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$533,425)	(\$4,964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	
TOTAL OTHER FIN. SOURCES/USES	(\$533,425)	(\$4,964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	B
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$581,379	(\$3,992,836)		\$606,973		\$402,410		\$284,770		\$409,170	A+B
BEGINNING FUND BALANCE	\$9,522,596	\$10,103,975		\$6,111,139		\$6,718,112		\$7,120,522		\$7,405,291	
PROJECTED YEAR END BALANCE	\$10,103,975	\$6,111,139		\$6,718,112		\$7,120,522		\$7,405,291		\$7,814,462	
FUND BALANCE AS % OF EXPENDITURES	33.88%	19.87%		21.57%		22.37%		22.65%		23.42%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.07	2.38		2.59		2.68		2.72		2.81	

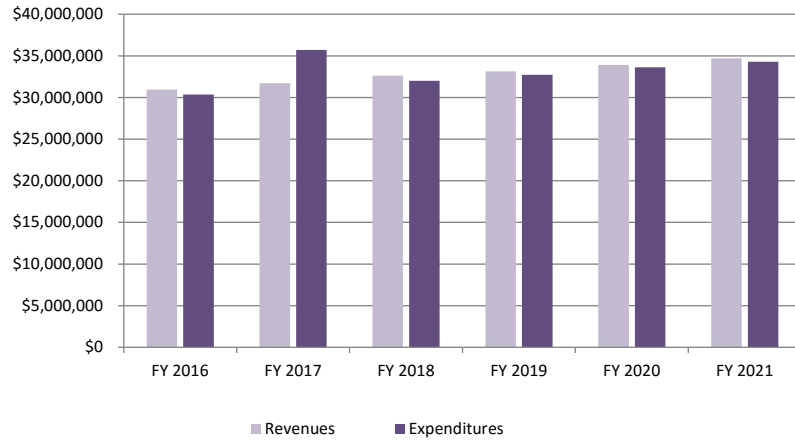
183

Lincolnshire-Prairieview SD 103

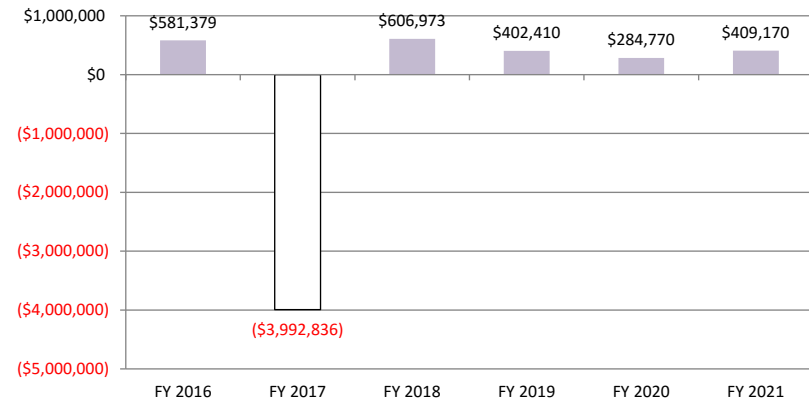
Aggregate - Projection Analysis

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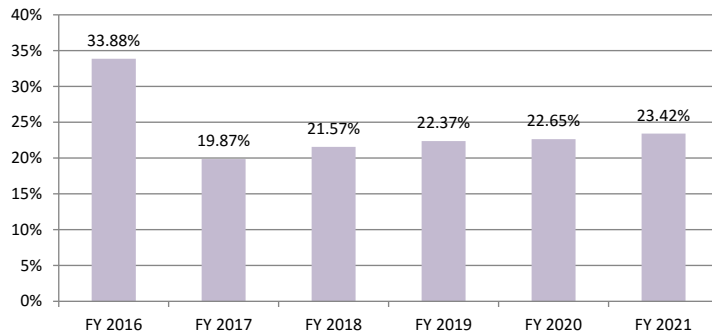
REVENUES VS. EXPENDITURES



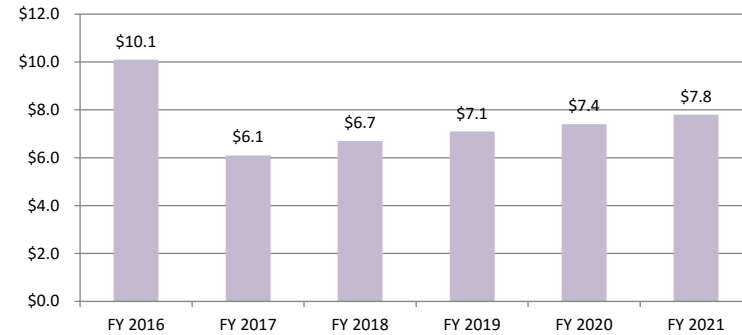
FY SURPLUS / DEFICIT



YEAR END FUND BALANCE PERCENTAGES



YEAR END FUND BALANCE (MILLIONS)



Lincolnshire-Prairieview SD 103 Aggregate - Projection Summary

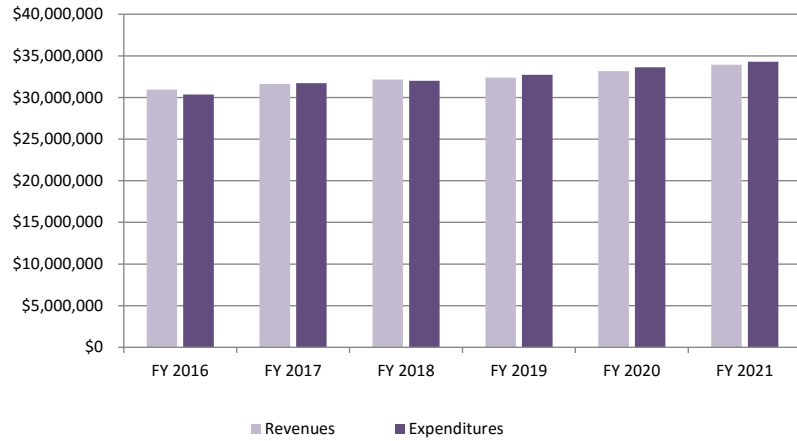
	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2016	FY 2017	% chg	FY 2018	% chg	FY 2019	% chg	FY 2020	% chg	FY 2021	% chg
REVENUE											
Local	\$29,387,500	\$29,973,508	1.99%	\$30,507,118	1.78%	\$30,746,610	0.79%	\$31,509,738	2.48%	\$32,285,054	2.46%
State	\$1,236,400	\$1,336,400	8.09%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%
Federal	\$316,000	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$30,939,900	\$31,625,908	2.22%	\$32,159,518	1.69%	\$32,399,010	0.74%	\$33,162,138	2.36%	\$33,937,454	2.34%
EXPENDITURES											
Salary and Benefit Costs	\$24,329,950	\$24,976,182	2.66%	\$25,268,054	1.17%	\$25,848,255	2.30%	\$26,649,536	3.10%	\$27,237,202	2.21%
Other	\$5,495,146	\$5,774,860	5.09%	\$5,872,674	1.69%	\$5,979,392	1.82%	\$6,051,349	1.20%	\$6,135,379	1.39%
TOTAL EXPENDITURES	\$29,825,096	\$30,751,042	3.10%	\$31,140,728	1.27%	\$31,827,647	2.21%	\$32,700,885	2.74%	\$33,372,581	2.05%
SURPLUS / DEFICIT	\$1,114,804	\$874,866		\$1,018,790		\$571,363		\$461,253		\$564,873	A
OTHER FINANCING SOURCES/USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$533,425)	(\$964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	
TOTAL OTHER FIN. SOURCES/USES	(\$533,425)	(\$964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	B
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$581,379	(\$89,559)		\$146,365		(\$335,062)		(\$472,172)		(\$367,552)	A+B
BEGINNING FUND BALANCE	\$9,522,596	\$10,103,975		\$10,014,415		\$10,160,781		\$9,825,719		\$9,353,547	
PROJECTED YEAR END BALANCE	\$10,103,975	\$10,014,415		\$10,160,781		\$9,825,719		\$9,353,547		\$8,985,995	
FUND BALANCE AS % OF EXPENDITURES	33.88%	32.57%		32.63%		30.87%		28.60%		26.93%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.07	3.91		3.92		3.70		3.43		3.23	

185

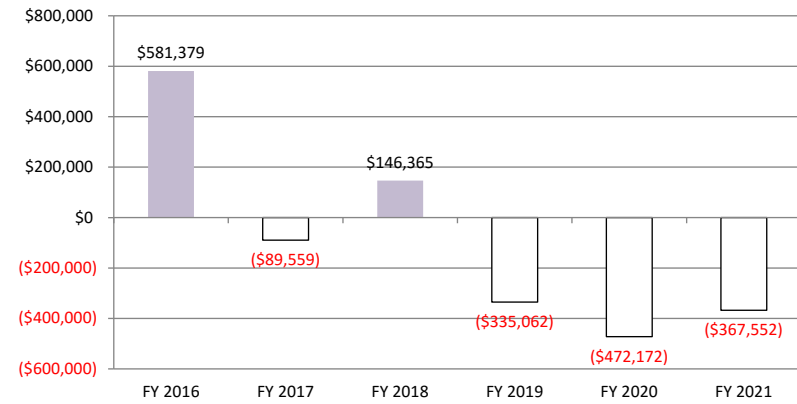
Lincolnshire-Prairieview SD 103 Aggregate - Projection Analysis

186

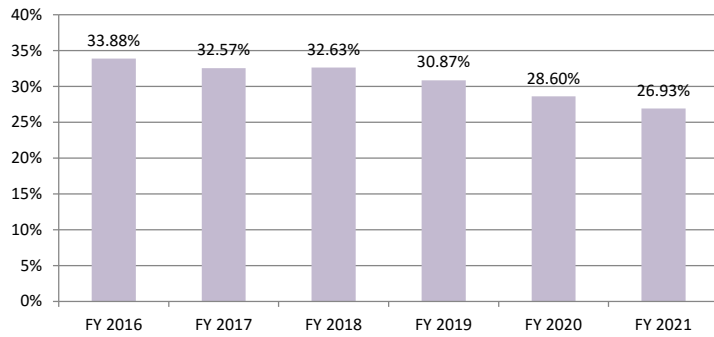
REVENUES VS. EXPENDITURES



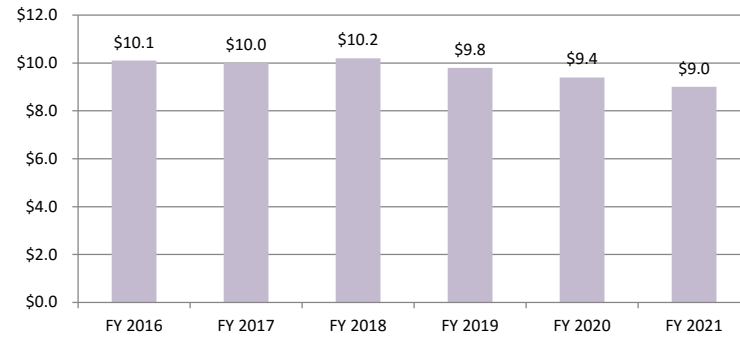
FY SURPLUS / DEFICIT



YEAR END FUND BALANCE PERCENTAGES



YEAR END FUND BALANCE (MILLIONS)



Lincolnshire-Prairieview SD 103 Aggregate - Projection Summary

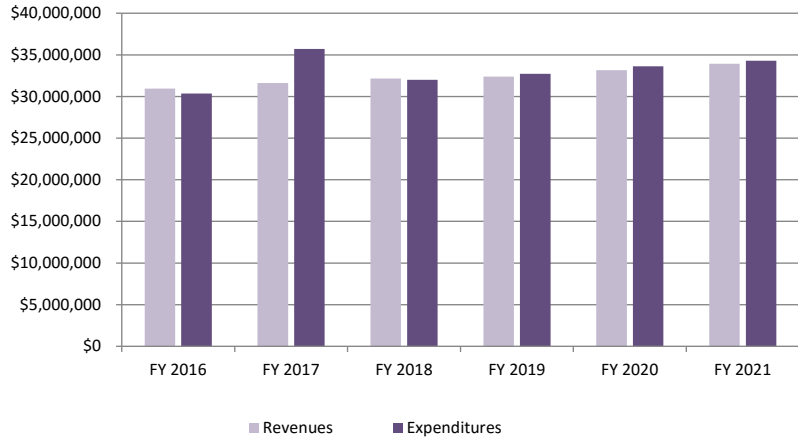
	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2016	FY 2017	% chg	FY 2018	% chg	FY 2019	% chg	FY 2020	% chg	FY 2021	% chg
REVENUE											
Local	\$29,387,500	\$29,973,508	1.99%	\$30,507,118	1.78%	\$30,746,610	0.79%	\$31,509,738	2.48%	\$32,285,054	2.46%
State	\$1,236,400	\$1,336,400	8.09%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%	\$1,336,400	0.00%
Federal	\$316,000	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%	\$316,000	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$30,939,900	\$31,625,908	2.22%	\$32,159,518	1.69%	\$32,399,010	0.74%	\$33,162,138	2.36%	\$33,937,454	2.34%
EXPENDITURES											
Salary and Benefit Costs	\$24,329,950	\$24,976,182	2.66%	\$25,268,054	1.17%	\$25,848,255	2.30%	\$26,649,536	3.10%	\$27,237,202	2.21%
Other	\$5,495,146	\$5,774,860	5.09%	\$5,872,674	1.69%	\$5,979,392	1.82%	\$6,051,349	1.20%	\$6,135,379	1.39%
TOTAL EXPENDITURES	\$29,825,096	\$30,751,042	3.10%	\$31,140,728	1.27%	\$31,827,647	2.21%	\$32,700,885	2.74%	\$33,372,581	2.05%
SURPLUS / DEFICIT	\$1,114,804	\$874,866		\$1,018,790		\$571,363		\$461,253		\$564,873	A
OTHER FINANCING SOURCES/USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$533,425)	(\$4,964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	
TOTAL OTHER FIN. SOURCES/USES	(\$533,425)	(\$4,964,425)		(\$872,425)		(\$906,425)		(\$933,425)		(\$932,425)	B
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$581,379	(\$4,089,559)		\$146,365		(\$335,062)		(\$472,172)		(\$367,552)	A+B
BEGINNING FUND BALANCE	\$9,522,596	\$10,103,975		\$6,014,415		\$6,160,781		\$5,825,719		\$5,353,547	
PROJECTED YEAR END BALANCE	\$10,103,975	\$6,014,415		\$6,160,781		\$5,825,719		\$5,353,547		\$4,985,995	
FUND BALANCE AS % OF EXPENDITURES	33.88%	19.56%		19.78%		18.30%		16.37%		14.94%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.07	2.35		2.37		2.20		1.96		1.79	

187

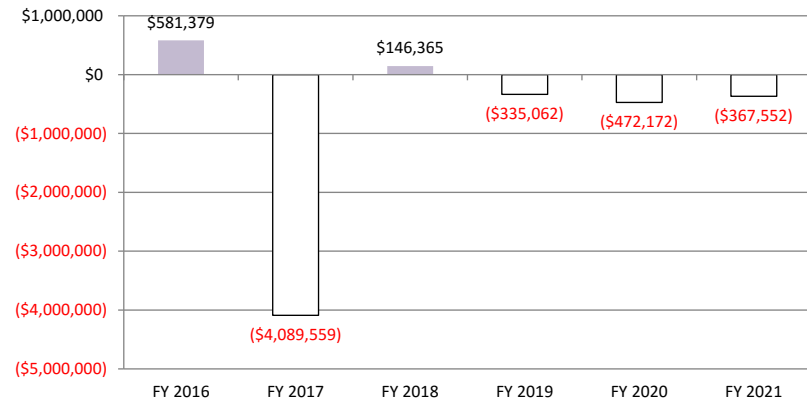
Lincolnshire-Prairieview SD 103 Aggregate - Projection Analysis

188

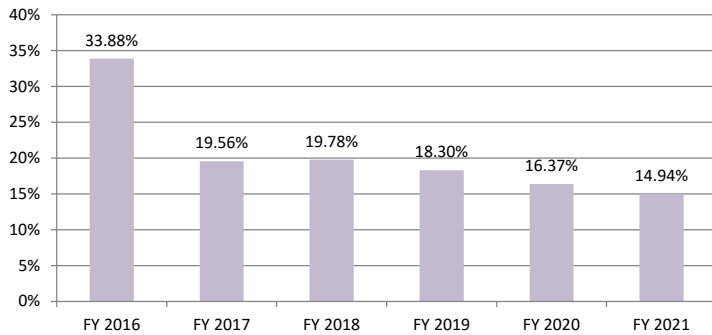
REVENUES VS. EXPENDITURES



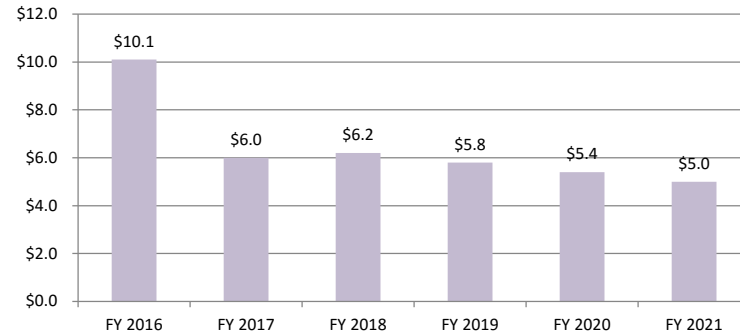
FY SURPLUS / DEFICIT

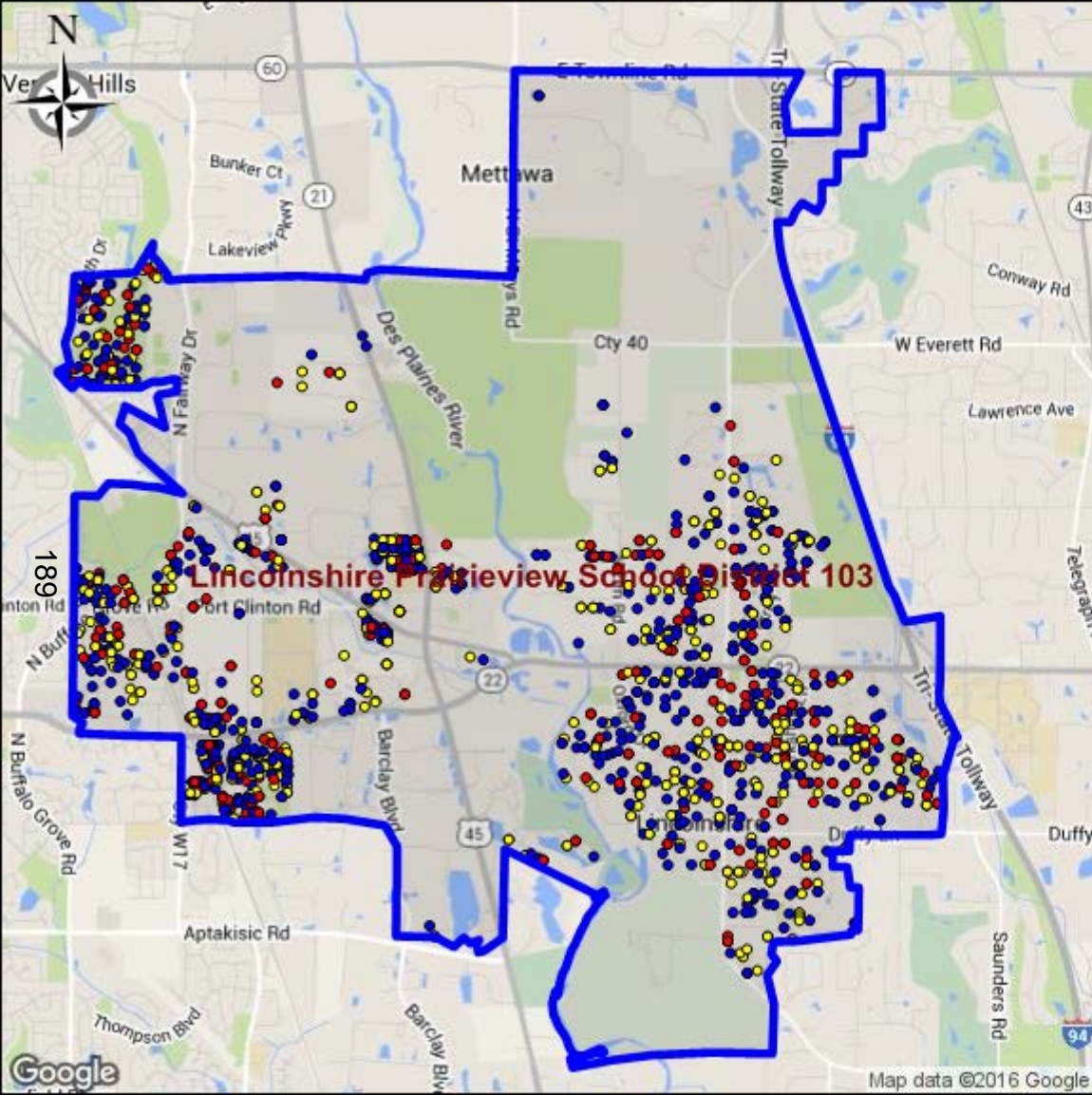


YEAR END FUND BALANCE PERCENTAGES



YEAR END FUND BALANCE (MILLIONS)





Student Plot 2015 Multiple Schools Grades K - 8

1681 students plotted.
1675 students contained (99.6%).

- Half Day School: 375 (22.3%)
- Daniel Wright Junior High School: 827 (49.2%)
- Laura B. Sprague School: 479 (28.5%)

Source: DecisionInSite



**Annual Enrollment
Projection Report**

**Strategic
Decision
Support
for School
Districts**

ANALYSIS OF ENROLLMENT PROJECTIONS

Fall 2016

Prepared for:

Lincolnshire Prairieview School District 103

Prepared by:



101 Pacifica, Suite 380
Irvine, CA

Submitted: January 21, 2016

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Lincolnshire Prairieview School District 103

Executive Summary

Enrollment Projections - Fall 2016

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Lincolnshire Prairieview School District 103.

Both a Moderate and a Conservative projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projections are more suitable for budget planning purposes; the Moderate projections more suitable for facilities planning purposes.

Kindergarten Enrollment

In general, Kindergarten enrollment over the past three years has been somewhat erratic. The data also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic.

Note that both studies project an increase at the Kindergarten level in the ten year future.

Cohort Patterns

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 8 cohorts show more than a 5% annual change.

New Housing Development

Approximately 250 new residential units are projected to be occupied over the next 10 years.

Over the period of years during which these units will be occupied, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 40 students.

District-wide Enrollment Projection

Both projections forecast a slight increase across the 10 year period based upon the historical enrollment trends and projected new residential development.

More Information

A richer and more comprehensive review of these two studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding these two studies is quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The DecisionInsite Team

January 21, 2016

Lincolnshire Prairieview School District 103

District Enrollment Projections

Recent Changes in Enrollment

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment.

Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	96%
Gr K-5	106%
Gr 6-8	105%
District	105%

Figure: 1

Kindergarten Impact

Kindergarten enrollment is often the most significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count.

In general, Kindergarten enrollment over the past three years has been somewhat erratic. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic.

[More details: Reports > History > District-wide > History Years Enrollment]

Percent Change of Previous Year			
	2013	2014	2015
Kindergarten	99%	114%	85%
Grade 8 to K'tn	67%	72%	59%
Total K-8	103%	101%	101%

Figure: 2

Live Birth Trends

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment.

Cohort Impact

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school Kindergarten.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	107%	++++	SSSS
1 > 2	108%	++++	SSSS
2 > 3	106%	++++	SSSS
3 > 4	107%	++++	SSSS
4 > 5	105%	++++	SSSS
5 > 6	107%	++++	SSSS
6 > 7	104%	++++	SSSS
7 > 8	104%	++++	

Figure: 3

Incoming Out-of-District Transfer Impact

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 5, and has been increasing.

[More details: Reports > History > District-wide > Out of District]

Key Variables in Projecting District Enrollment

Both a Moderate and a Conservative projection have been generated for the district. The Conservative projections are more suitable for budget planning purposes; the Moderate projections more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include in the Enrollment Projections specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projection Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history.
K Enrollment Change Floor	Restricts the effect of anomalous dips in Kindergarten history.
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

Figure: 4

Impact of Projected New Dwelling Units

Projected Occupancy

Approximately 250 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers. The most recent residential research was completed in September 2015 by Hayley Rigali. The Conservative table estimates a more likely scenario based on anticipated market conditions.

[More details: Residential > Reports > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Multi-family	30		66							
Attached		38	70							
Detached			18	20						
Totals:	30	38	154	20	0	0	0	0	0	0

Figure: 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Multi-family	21	9	46	20						
Attached		27	53	28						
Detached			13	14	11					
Totals:	21	36	112	62	11					

Figure: 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.

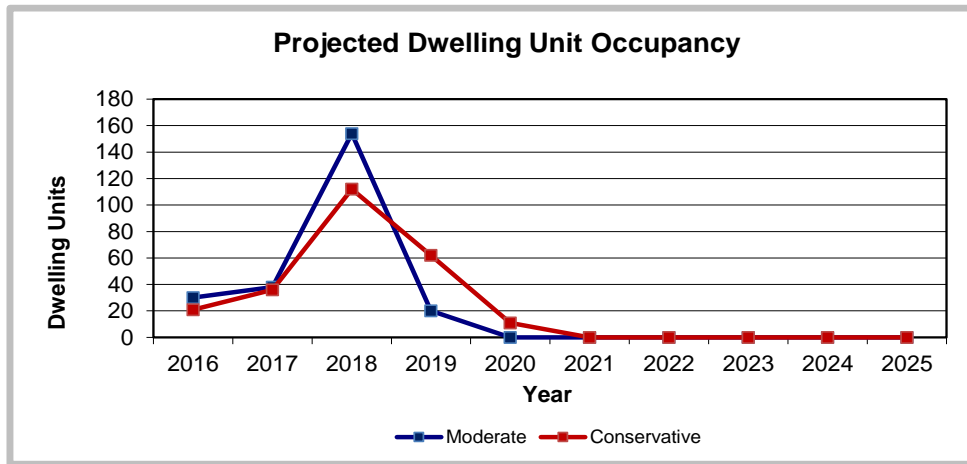


Figure: 7

Students Generated

Over the period of years during which these units will be occupied, the impact, based on the Moderate Study, is shown in the table below. The "Annual" row projects the number of students new to the district from these units, in a given year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated. The table in Figure 10 reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Moderate)										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aggregate	0	14	49	65	71	76	80	81	81	81
Annual	5	9	36	19	9	9	9	9	9	9

Figure: 8

Conservative Students Generated as a Percent of Moderate										
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Aggregate	0%	100%	71%	88%	90%	89%	89%	89%	89%	89%

Figure: 9

Student Generation Rates

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Residential > Reports > Student Generation Rates]

A complete set of reports regarding new residential development is available online in the DI System under the 'Reports > District Documents > xxxx Residential Research Summary'. The summary includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. In each case the reports compare the Conservative and Moderate versions.

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions....", or "Based on these historical trends...." Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Projected Enrollment Changes by Level

The tables below display the five year district-wide projections by grade level, and allow a comparison to enrollment in the current year.

Conservative 5 Year District-wide Projection by Grade Level

Grade	2015	2016	2017	2018	2019	2020
K	132	136	134	137	139	139
1	183	155	160	160	161	162
2	164	193	164	172	171	170
3	193	173	203	176	182	180
4	182	203	182	217	186	192
5	184	191	214	193	229	196
6	212	192	200	224	202	238
7	216	221	201	210	234	211
8	215	225	231	210	219	244
Subtotals:	1681	1689	1689	1699	1723	1732
Pct Chg:	0.5%	0.5%	0.0%	0.6%	1.4%	0.5%

Figure: 10

Moderate 5 Year District-wide Projection by Grade Level

Grade	2015	2016	2017	2018	2019	2020
K	132	141	142	147	148	147
1	183	155	166	171	173	173
2	164	196	167	183	184	184
3	193	175	210	183	195	195
4	182	207	188	229	196	208
5	184	193	220	201	243	207
6	212	197	206	236	215	258
7	216	222	206	218	248	225
8	215	226	232	217	228	258
Subtotals:	1681	1712	1737	1785	1830	1855
Pct Chg:	0.5%	1.8%	1.5%	2.8%	2.5%	1.4%

Figure: 11

As the following graph illustrates, both projections forecast a slight increase across the 10 year period based upon the historical enrollment trends and projected new residential development.

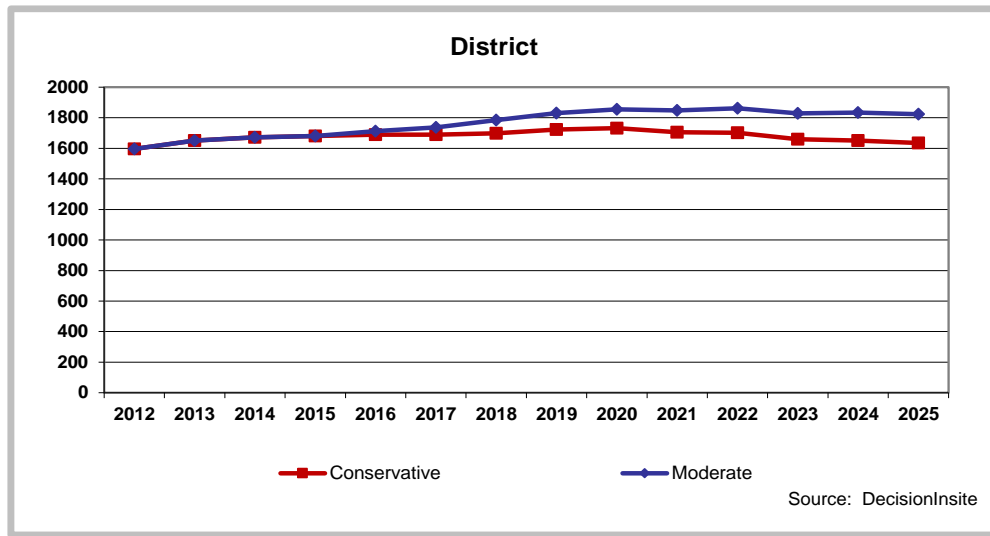


Figure: 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings.

Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Conservative	Moderate
Kindergarten Only	139	147
Change	105%	111%
Gr K-5	1039	1114
Change	100%	107%
Gr 6-8	693	741
Change	108%	115%
District	1732	1855
Change	103%	110%

Figure: 13

Note that considered together; both studies project an increase at the Kindergarten level.

The table below compares the ten year projections. In the ten year future at Kindergarten, both studies, viewed together, project a slight increase.

10 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Conservative	Moderate
Kindergarten Only	132	140
Change	100%	106%
Gr K-5	999	1092
Change	96%	105%
Gr 6-8	635	731
Change	99%	114%
District	1634	1823
Change	97%	108%

Figure: 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

Elementary School Level

The change projected by both studies over the ten year period represents a relatively stable trend.

[More details: Reports > Projections > Individual Schools > Projections > All Elementary Schools]

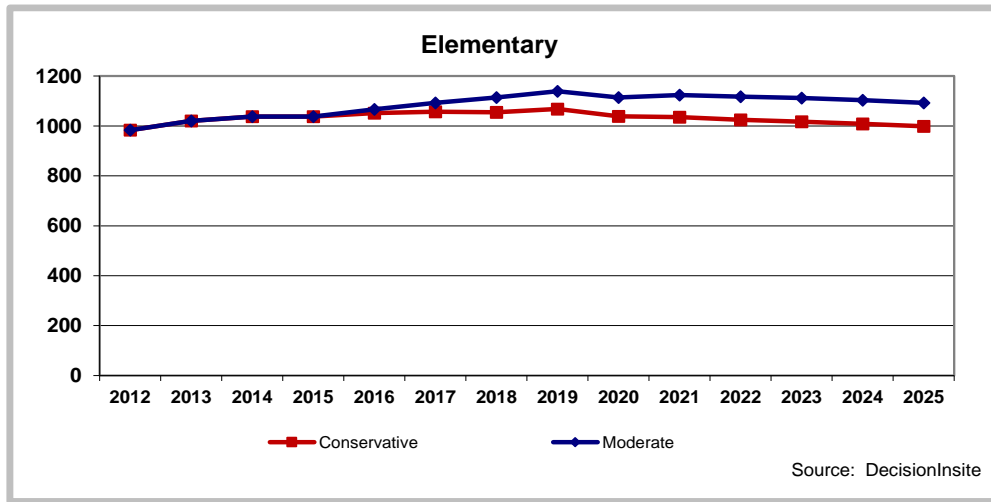


Figure: 15

Middle School Level

Over the ten year period, projected middle school enrollment shows an increase.

[More details: Reports > Projections > Selected Schools > All Middle Schools]

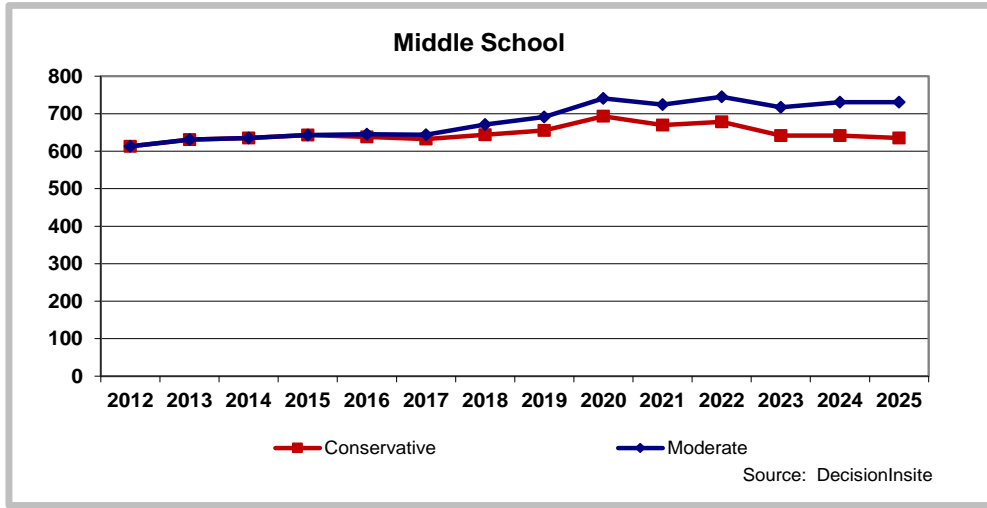


Figure: 16

Summary of District Projections by Year

The complete district-wide projection table for each study is available online. Click on the Client Login tab at: <http://www.decisioninsite.com>. Each district-wide projection has its corresponding set of individual School Projections.

The tables below present a more detailed annual view of projected changes by grade level clusters for both the Moderate and Conservative Projections.

The “Pct Previous Year” row represents the percent of the previous year’s enrollment in each grade cluster that is projected in the subsequent year.

The “Five Year Change” row represents the percent change projected over the enrollment five years prior.

Conservative Projection

Change by Level	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	132	136	134	137	139	139	137	136	135	133	132
Pct Previous Year	85%	103%	99%	102%	101%	100%	99%	99%	99%	99%	99%
Five Year Change						105%					95%
Gr K-5	1038	1051	1057	1055	1068	1039	1035	1024	1017	1008	999
Pct Previous Year	100%	101%	101%	100%	101%	97%	100%	99%	99%	99%	99%
Five Year Change						100%					96%
Gr 6-8	643	638	632	644	655	693	670	678	642	642	635
Pct Previous Year	101%	99%	99%	102%	102%	106%	97%	101%	95%	100%	99%
Five Year Change						108%					92%
District	1681	1689	1689	1699	1723	1732	1705	1702	1659	1650	1634
Pct Previous Year	101%	100%	100%	101%	101%	101%	98%	100%	97%	99%	99%
Five Year Change						103%					94%

NOTE: Gray column most recent history year.

Figure: 17

Moderate Projection

Change by Level	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	132	141	142	147	148	147	146	144	143	142	140
Pct Previous Year	85%	107%	101%	104%	101%	99%	99%	99%	99%	99%	99%
Five Year Change						111%					95%
Gr K-5	1038	1067	1093	1114	1139	1114	1124	1117	1112	1103	1092
Pct Previous Year	100%	103%	102%	102%	102%	98%	101%	99%	100%	99%	99%
Five Year Change						107%					98%
Gr 6-8	643	645	644	671	691	741	724	745	717	731	731
Pct Previous Year	101%	100%	100%	104%	103%	107%	98%	103%	96%	102%	100%
Five Year Change						115%					99%
District	1681	1712	1737	1785	1830	1855	1848	1862	1829	1834	1823
Pct Previous Year	101%	102%	101%	103%	103%	101%	100%	101%	98%	100%	99%
Five Year Change						110%					98%

NOTE: Gray column most recent history year.

Figure: 18

Grade Level Profile Comparison

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten year future.

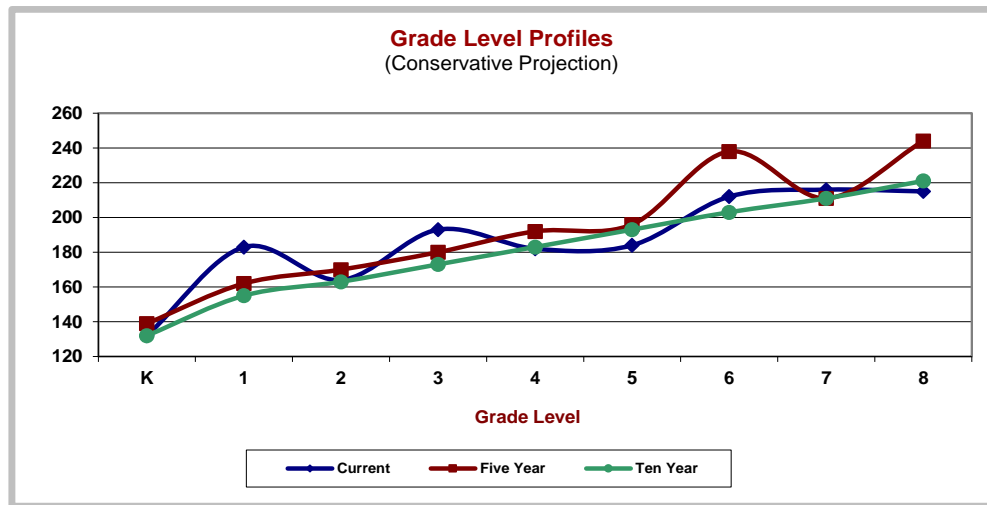


Figure: 19

Projecting School Enrollment

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

School Draw Impact

A draw rate is the percentage of students who enroll at a particular grade level in a given school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

Intra-district Transfers

Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > All Schools > Open Enrollment]

Inter-district Transfers

Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > District-wide > Out of District]

Individual School Projection Tables

The complete set of individual school projection tables for each study is available online.

[More details: Reports > Projections > All Schools > Projections]

MySchoolLocator

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address, and find out which district schools are assigned to serve them. Access is by the District's web site.

The URL for integration into your district's website can be found by selecting the appropriate Locator study. Once open, select Locator from the District Admin menu. Locator will open, and the link can be copied from the browser.

Specialized district users have access to customize the messages seen by those accessing the MySchoolLocator.

NOTE: All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions....", or "Based on these historical trends...." Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Impact of the Projections on School Capacity

Facility challenges, if any, may manifest differently in the Moderate or Conservative projections. Because school capacity data has not yet been entered into the system, all schools are shown as exceeding capacity.

[More details: Reports > Projections > All Schools > Over Capacity]

Analyzing/Studying/Reviewing the Enrollment Projections

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader. Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The DecisionInsite Team

January 21, 2016

Appendix

Assumptions and Methodology

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

District Projections

Studyblocks

For demographic analysis and enrollment projections, the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsight for the purpose of generating reliable projections. They are based either upon Census Bureau blockgroups or census tracts or some combination thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment

The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities

School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment, and enter them into the DI System.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections

Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Pre-Kindergarten, Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries

Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools

Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment

Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten, grades 1-3, and the initial grade at each level, are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change

Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in elementary grade enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact

The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

1. Dwelling Units

New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

2. Student Generation

Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

3. Grade Level Distribution

For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

School Projections

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers

Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

Caveats on Projections and Methodology

On Projections

Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data

DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.



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The FullInsite Report

Prepared for: Lincolnshire Prairieview School District 103
Study area: Lincolnshire Prairieview School District 103

Base State: IL
Current Year Estimate: 2015
5 Year Projection: 2020
10 Year Forecast: 2025
Date: 2/9/2016
Semi-Annual Projection: Fall

About the NEW FullInsite Report

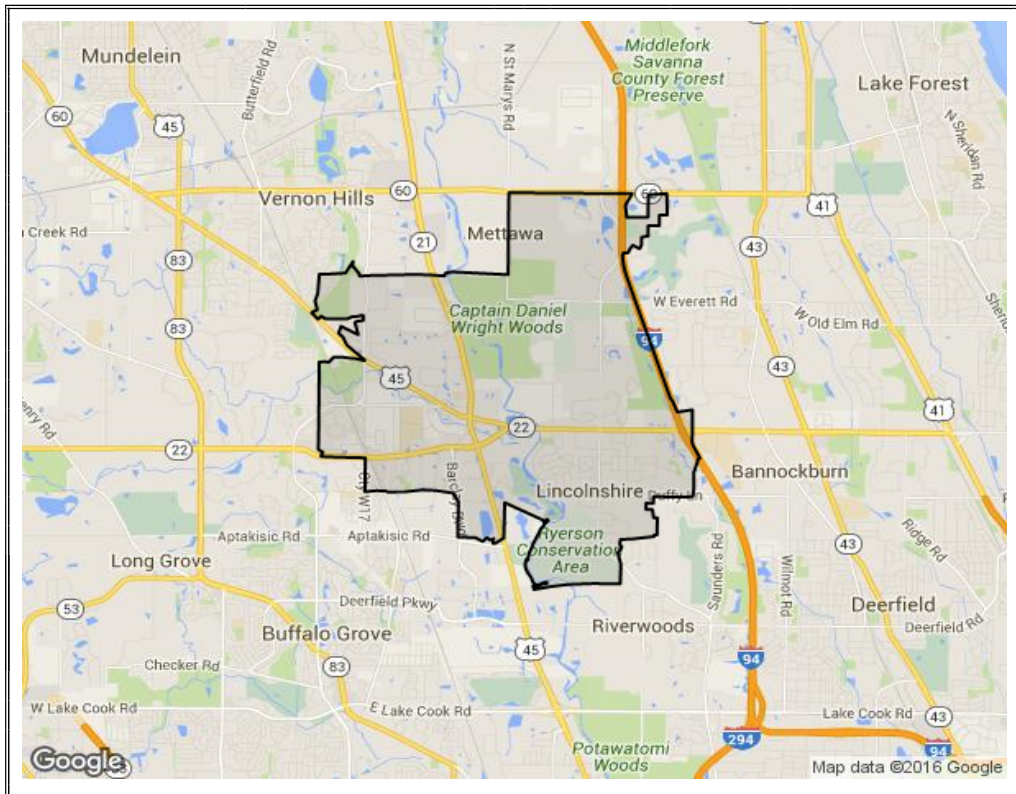
The NEW FullInsite report is designed to provide an extensive demographic portrait of a user defined geographic area. The New FullInsite integrates the full array of 2010 Census Data, the latest American Community Survey data and the new Experian Mosaic cluster system!

The NEW FullInsite report is divided into three sections, each providing a different approach to the data. The report has been redesigned from the "ground up." Careful consideration has been given to readability and graphic treatment. The hope is that the information it presents will be more accessible to the reader.

Three Sections

- The **Story View** Report presents 10 demographic indicators of your study area.
- The **TrendView** provides four graphs that reflect the more significant demographic trends that will shape the study area in the 5 to 10 year future.
- The **ThemeView** Report provides a wealth of demographic detail across six themes: People, Households, Families, Diversity, Housing and Work.

THE STUDY AREA



More Information

Please refer to the last page of the report for additional notes and interpretation aides in reading the report.

StoryView

Significant Demographic Indicators of the Study Area's Story

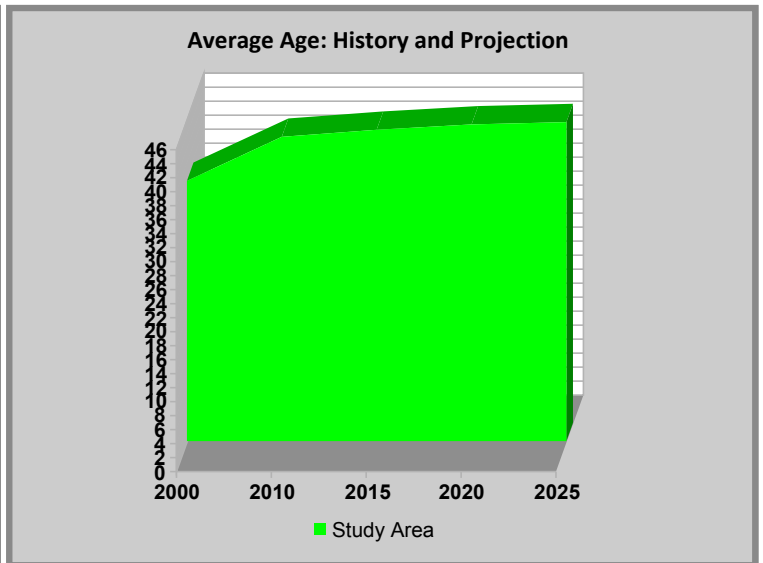
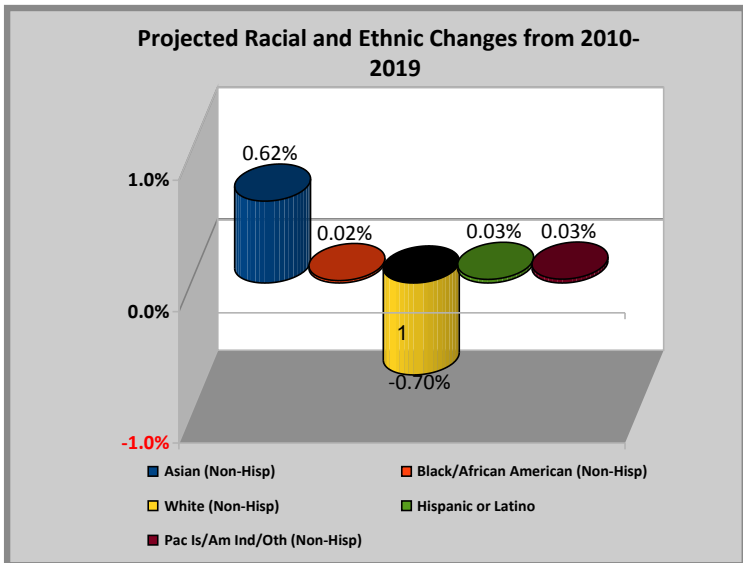
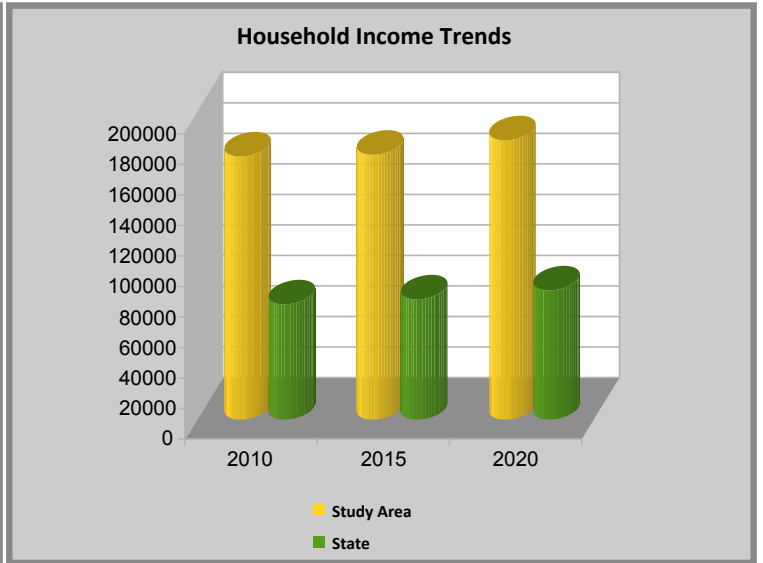
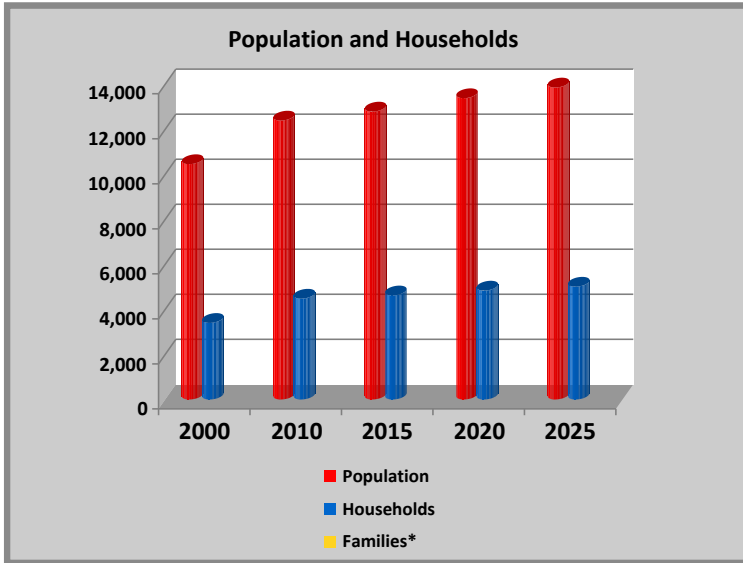
1	Population Change In the 10 year future, how is the population in this area expected to change? <small>(See the Population Theme)</small>	Significant Decline	Moderate Decline	Little Change	Moderate Growth	Significant Growth
2	Household Change In the 10 year future, how are the households in this area expected to change? <small>(See Households Theme)</small>	Significant Decline	Moderate Decline	Little Change	Moderate Increase	Significant Increase
3	Families with Children Compared to the state, are families with children more or less likely to live in two parent households? <small>(See Families Theme)</small>	Significantly Less	Somewhat Less	About the Same	Somewhat More	Significantly More
4	Adult Educational Attainment For this area, what is the general level of education of the adults 25 and older? <small>(See the People Theme)</small>	Very Low	Low	Mixed	High	Very High
5	Community Diversity Index How diverse is the racial/ethnic mix of this area? <small>(See the Diversity Theme)</small>	Very Homogeneous	Homogeneous	Moderately Diverse	Very Diverse	Extremely Diverse
6	Median Family Income How does the median family income compare to the state for this area? <small>(See the Income Theme)</small>	Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater
7	Poverty Compared to the state, are the number of families in poverty above or below the state average? <small>(See the Families Theme)</small>	Significantly Below	Somewhat Below	About the Same	Somewhat Above	Significantly Above
8	Blue to White Collar Occupations On a continuum between blue collar and white collar occupations, where does this area fall? <small>(See the Work Theme)</small>	Very Blue Collar	Somewhat Blue	Closely Split	Somewhat White	Very White Collar
9	Largest Racial/Ethnic Group In this area, which racial/ethnic group is the largest percentage of the population? <small>(See the Diversity Theme)</small>	Asian (NH)	Black/Afri American (NH)	White (NH)	Hispanic or Latino	Pac Is/Amer Ind/Other
10	Religiosity What is the level of religiosity in this study area? <small>(See the Religiosity Theme)</small>	Very Low	Somewhat Low	Mixed	Somewhat High	Very High

TrendView

Significant Demographic Estimates and Projections

Prepared for: Lincolnshire Prairieview School District 103
 Study Area: Lincolnshire Prairieview School District 103

Base State: IL
 Date of Report: 2/9/2016



NOTE: Family Household data is not projected out 10 years.

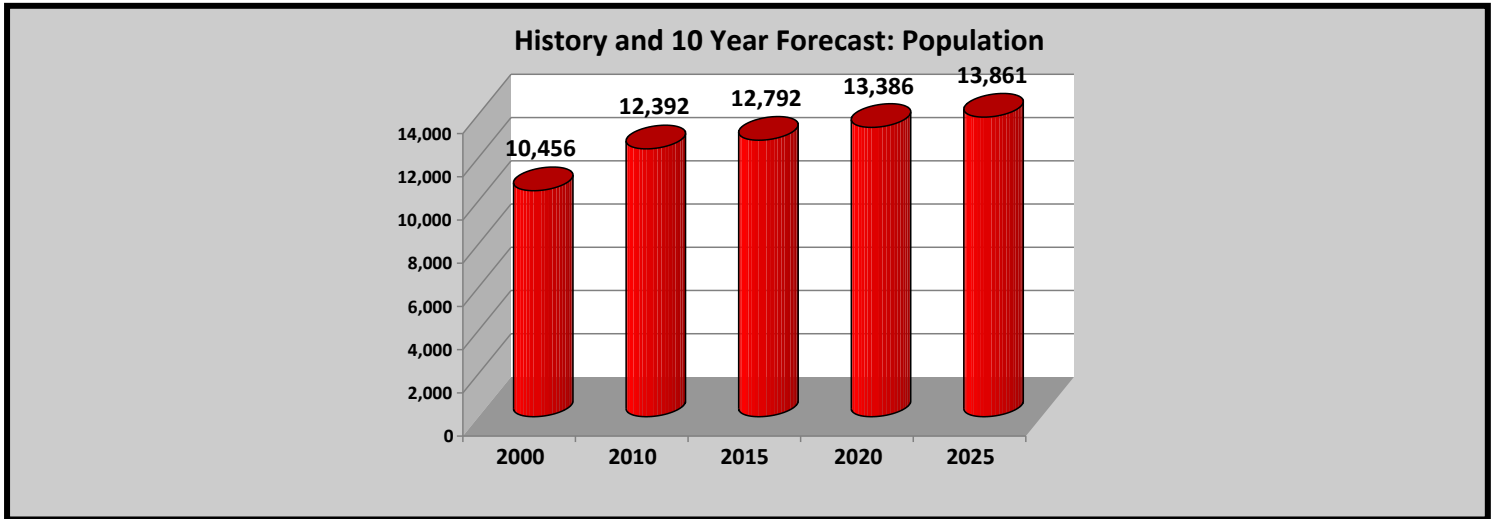
Demographic Descriptions of the Study Area

Prepared for: Lincolnshire Prairieview School District 103
 Study Area: Lincolnshire Prairieview School District 103
 Base State: IL
 Date of Report: 2/9/2016

People and Change

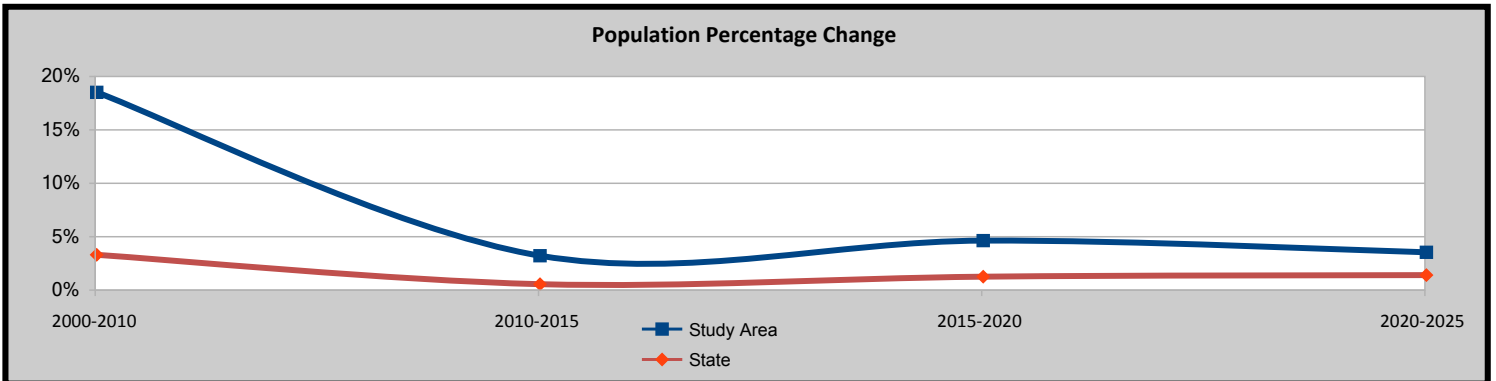
Population is the most basic demographic characteristic. It indicates how many persons reside within an area and how that total changes over time, including a current estimate and, 5 and 10 year forecast.

Population History with 5 and 10 Year Projected Change



Population Trends	2000	2010	2015	2020	2025
Study Area Population	10,456	12,392	12,792	13,386	13,861
Population Change		1,936	400	594	475
Percent Change		18.52%	3.23%	4.64%	3.55%
State Population	12,419,283	12,830,632	12,902,909	13,065,717	13,250,311
Population Change		411,349	72,277	162,808	184,594
Percent Change		3.31%	0.56%	1.26%	1.41%

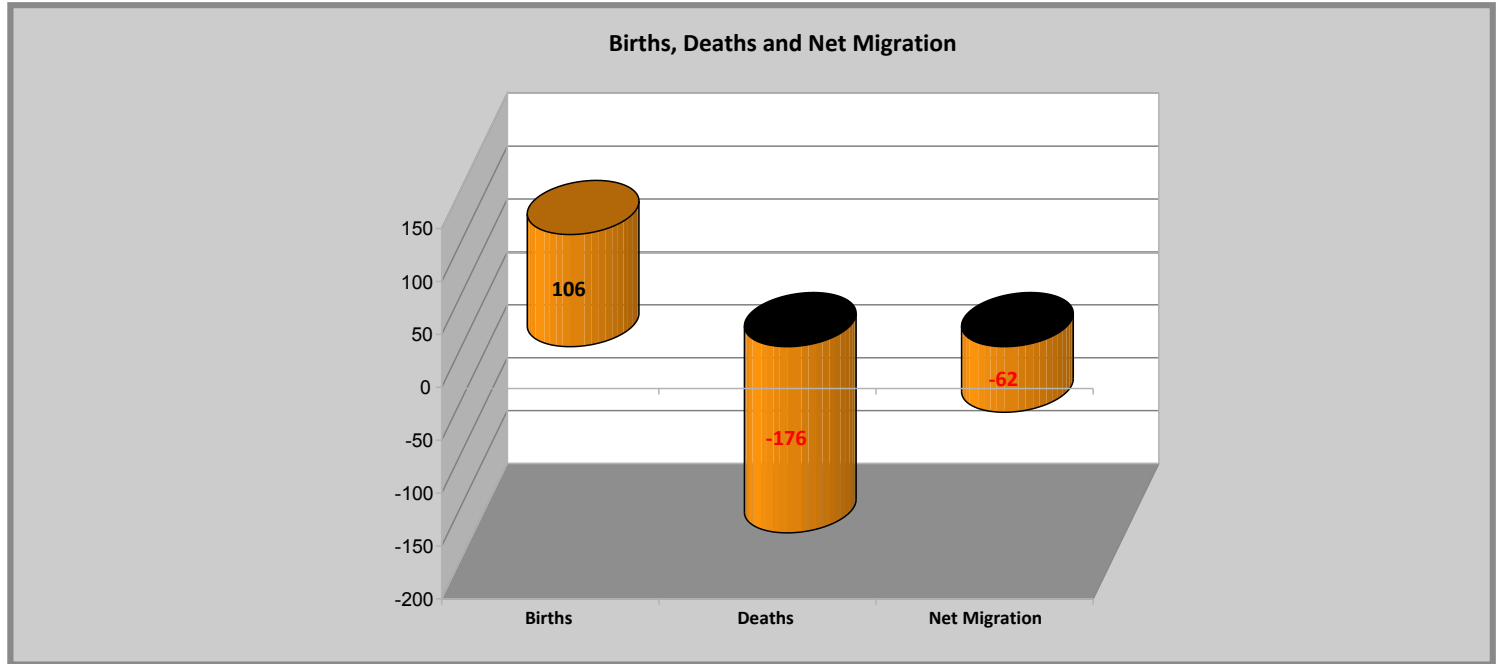
Projected Percentage Population Change: Comparison of Study Area to State



People and Change

Recent 8 Quarter History	2013 3rd Qtr	2013 4th Qtr	2014 1st Qtr	2014 2nd Qtr	2014 3rd Qtr	2014 4th Qtr	2015 1st Qtr	2015 2nd Qtr
Population	12,861	12,873	12,920	12,960	12,923	12,951	12,953	12,921
Change		12	47	40	-37	28	2	-32
Percent Change		0.09%	0.37%	0.31%	-0.29%	0.22%	0.02%	-0.25%
Seasonal Population	131	87	0	51	133	100	0	49
Change		-44	-87	51	82	-33	-100	49
Percent Change		-33.59%	-100.00%	0.00%	160.78%	-24.81%	-100.00%	0.00%
Transient Population	1,090	1,082	883	913	913	1,071	856	875
Change		-8	-199	30	0	158	-215	19
Percent Change		-0.73%	-18.39%	3.40%	0.00%	17.31%	-20.07%	2.22%

Factors Effecting Population Change: Prior 12 Months

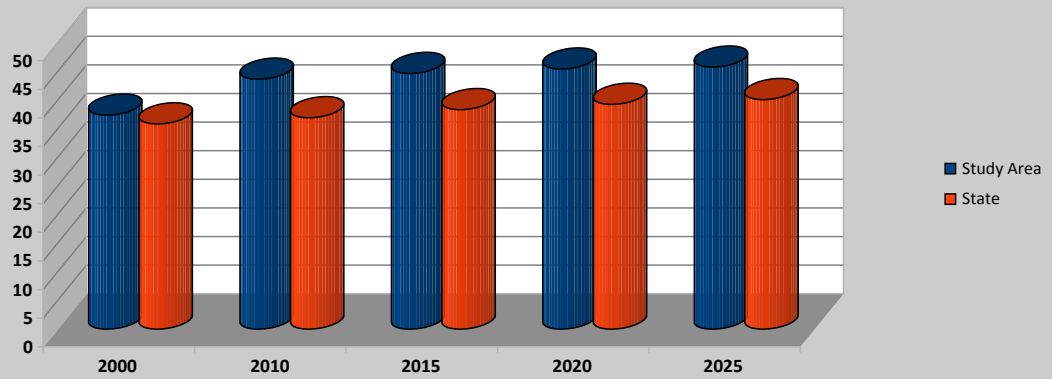


	2015
Factors Effecting Population Change	
Births	106
Deaths	176
Net Migration	-62
Net 12-Month Change	-132
(Births minus deaths plus net migration = Net 12 month Change)	

	2010	2015	2020	2025	10 Yr Change
Population by Gender					
Female	6,450	6,695	6,997	7,240	-0.11%
Male	5,942	6,096	6,389	6,621	0.11%
Totals:	12,392	12,791	13,386	13,861	

Average Age with State Comparison

Average Age: 10 Year Forecast



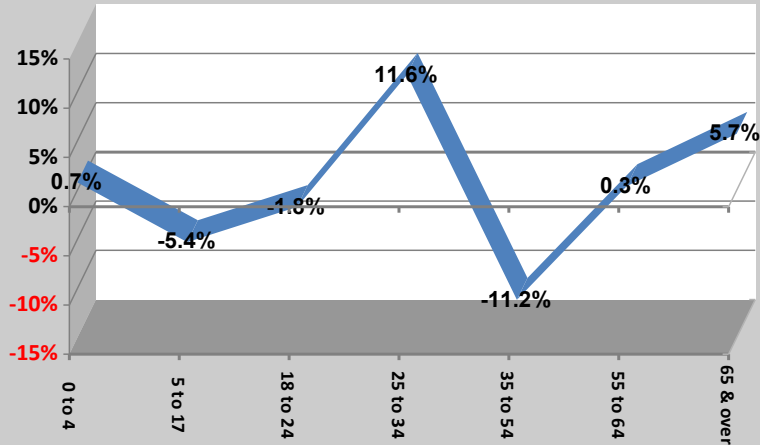
Age Trends	2000	2010	2015	2020	2025
Average Age: Study Area	37.39	43.68	44.68	45.45	45.79
Average Age Change		6.28	1.01	0.77	0.34
Percent Change		16.80%	2.31%	1.72%	0.74%
Median Age	40	46	48	50	49

Age: State	2000	2010	2015	2020	2025
Average Age: State	35.86	36.94	38.35	39.28	40.11
Average Age Change		1.07	1.42	0.93	0.83
Percent Change		3.00%	3.84%	2.41%	2.11%
Median Age	34	36	37	38	38

Phase of Life Projected Change

As people Age, they pass through various life phases. Based upon the number of persons born each year, the result can produce increases and decreases in various life phases.

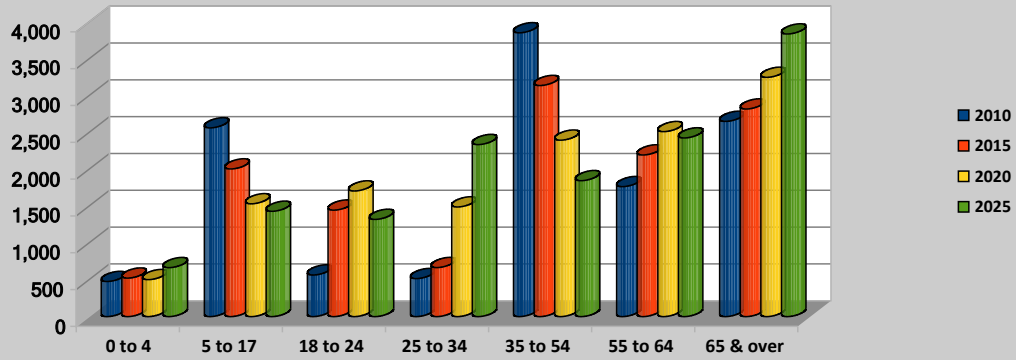
Phase of Life: 10 Year Change 2014 - 2024



People by Age

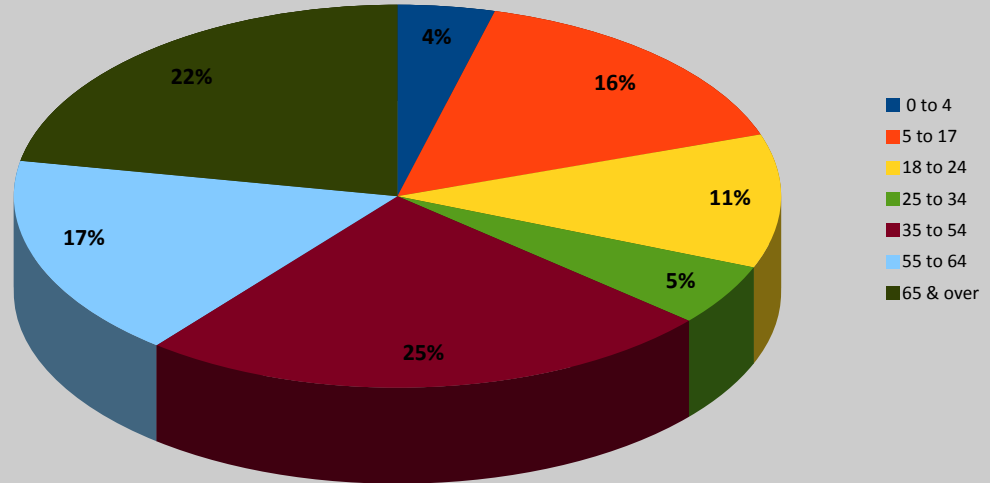
Phase of Life

Phase of Life Trends



Current Year Population by Phase of Life

Study Area Phase of Life by Percent Current Year

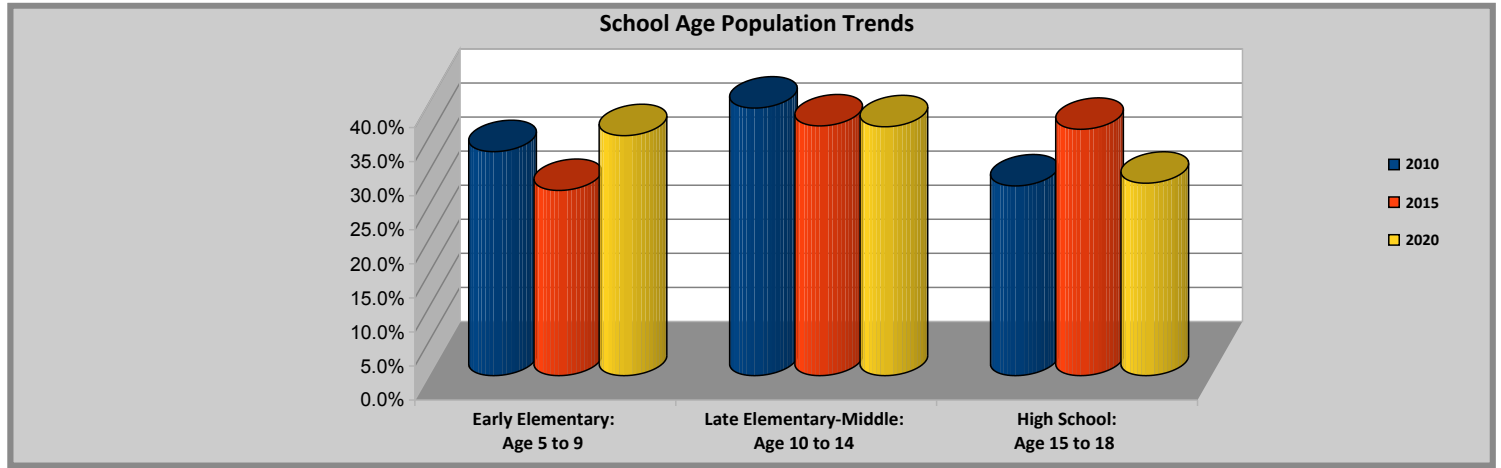


	2010		2015		2020		2025		10 Yr Change
Phase of life Forecast									
Before Formal Schooling: Ages 0 to 4	477	3.85%	523	4.09%	502	3.75%	665	4.80%	0.71%
Required Formal Schooling: Ages 5 to 17	2,563	20.68%	2,005	15.67%	1,532	11.44%	1,430	10.32%	-5.36%
College/Career Starts: Ages 18 to 24	565	4.56%	1,446	11.30%	1,706	12.74%	1,320	9.52%	-1.78%
Singles and Young Families: Ages 25 to 34	516	4.16%	666	5.21%	1,489	11.12%	2,336	16.85%	11.65%
Families/Empty Nesters: Ages 35 to 54	3,854	31.10%	3,138	24.53%	2,396	17.90%	1,846	13.32%	-11.21%
Enrich Years Singles/Couples: Ages 55 to 64	1,765	14.24%	2,195	17.16%	2,512	18.77%	2,426	17.50%	0.34%
Retirement Opportunities: Age 65 and over	2,651	21.39%	2,819	22.04%	3,249	24.27%	3,838	27.69%	5.65%
Totals:	12,391	100.00%	12,792	100.00%	13,386	100.00%	13,861	100.00%	

Phase of Life presents how a community changes and people age through their various life phases.

People by Age

School Age Population Trends



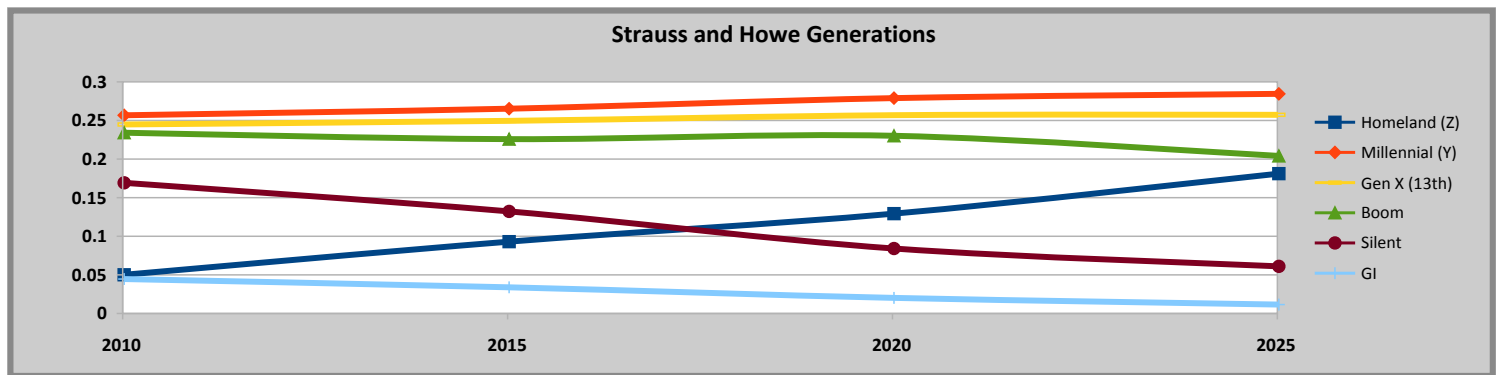
Study Area	2010			2015			2020			5 Yr Chg			IL			Comp Index CY
	Count	%	%	Count	%	%	Count	%	%	Count	%	%	Count	%	%	
School Age Population Trends																
Early Elem: 5 to 9	843	32.88%		545	27.18%		540	35.23%	8.04%	37.47%	37.77%		39.62%			72
Late Elem-Mid: 10 to 14	1,007	39.27%		735	36.66%		560	36.53%	-0.13%	38.34%	37.94%		37.43%			97
High School: 15 to 17	714	27.85%		725	36.16%		433	28.25%	-7.91%	24.19%	24.29%		22.95%			149
Totals:	2,564	100.00%		2,005	100.00%		1,533	100.00%		100.00%	100.00%		100.00%			

Age by Generations

Generations	S & H Type	Initial Birth Yr	Final Birth Yr	2010		2015		2020		2025	
Homeland (Z)	Artist	2005	2025	622	5.02%	1,190	9.30%	1,732	12.94%	2,512	18.12%
Millennial (Y)	Hero	1982	2004	3,181	25.68%	3,394	26.54%	3,734	27.90%	3,944	28.45%
Gen X (13th)	Nomad	1961	1981	3,035	24.49%	3,193	24.96%	3,439	25.69%	3,568	25.74%
Boom	Prophet	1946	1960	2,901	23.41%	2,889	22.59%	3,081	23.02%	2,830	20.42%
Silent	Artist	1925	1945	2,098	16.93%	1,691	13.22%	1,127	8.42%	847	6.11%
GI	Hero	1901	1924	553	4.46%	434	3.39%	272	2.03%	161	1.16%
Totals:				12,390	100.00%	12,791	100.00%	13,385	100.00%	13,861	100.00%

For more information on Generational types, go to <http://www.fourthturning.com/>

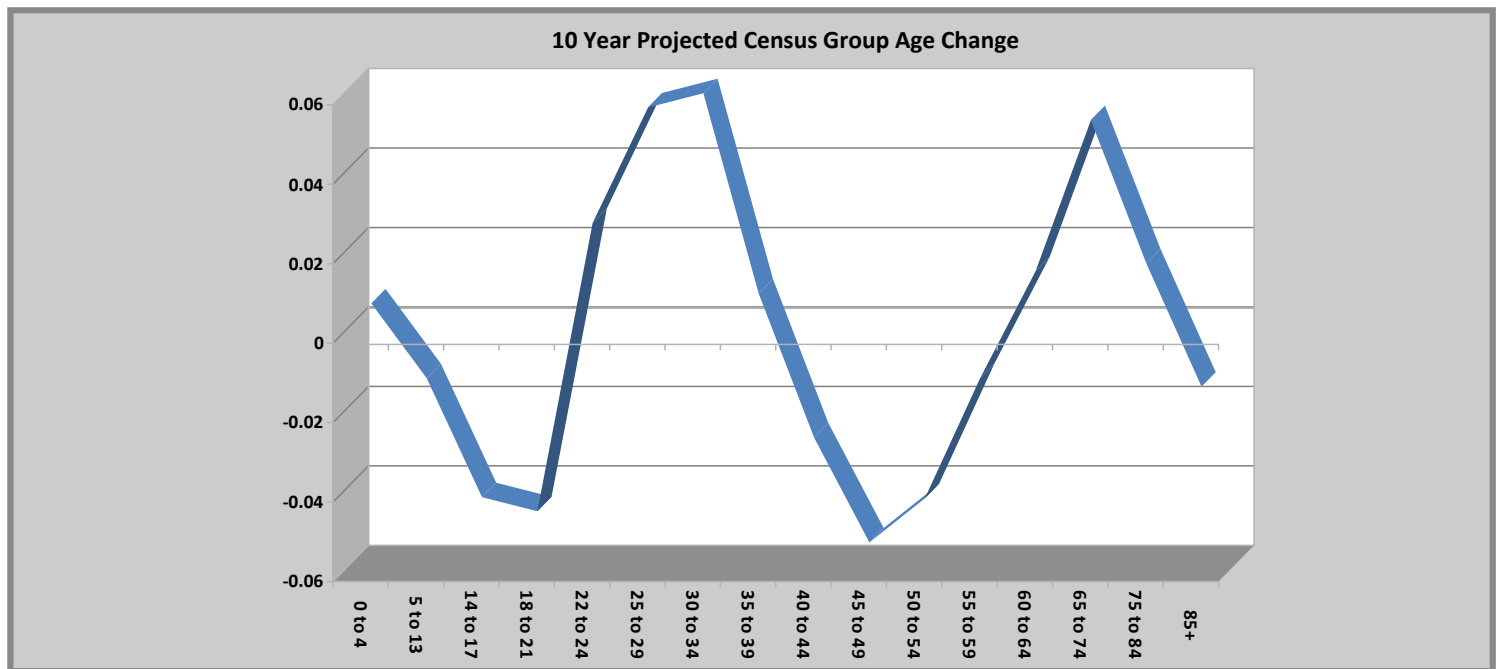
Generations as Percentage of the Population Trends



People by Age

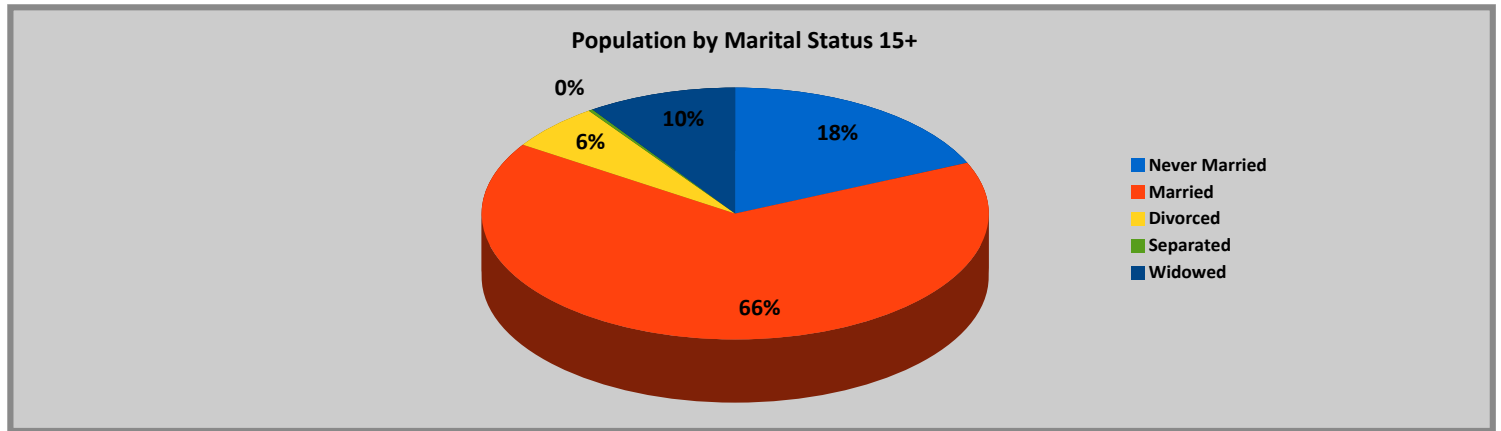
	2010		2015		2020		2025		10 Yr Change
Population by Age Forecast									
0 to 4	477	3.85%	523	4.09%	502	3.75%	665	4.80%	0.71%
5 to 13	1,633	13.18%	1,085	8.48%	965	7.21%	1,013	7.31%	-1.17%
14 to 17	930	7.51%	919	7.18%	567	4.24%	418	3.02%	-4.17%
18 to 21	342	2.76%	1,090	8.52%	988	7.38%	554	4.00%	-4.52%
22 to 24	224	1.81%	357	2.79%	718	5.36%	766	5.53%	2.74%
25 to 29	248	2.00%	397	3.10%	1,066	7.96%	1,212	8.74%	5.64%
30 to 34	267	2.15%	269	2.10%	422	3.15%	1,123	8.10%	6.00%
35 to 39	599	4.83%	295	2.31%	299	2.23%	452	3.26%	0.95%
40 to 44	960	7.75%	632	4.94%	330	2.47%	315	2.27%	-2.67%
45 to 49	1,159	9.35%	1,003	7.84%	691	5.16%	351	2.53%	-5.31%
50 to 54	1,136	9.17%	1,209	9.45%	1,077	8.05%	728	5.25%	-4.20%
55 to 59	978	7.89%	1,179	9.22%	1,281	9.57%	1,115	8.04%	-1.17%
60 to 64	787	6.35%	1,016	7.94%	1,231	9.20%	1,311	9.46%	1.52%
65 to 74	1,067	8.61%	1,388	10.85%	1,850	13.82%	2,241	16.17%	5.32%
75 to 84	1,009	8.14%	867	6.78%	928	6.93%	1,178	8.50%	1.72%
85+	575	4.64%	564	4.41%	471	3.52%	419	3.02%	-1.39%
Totals:	12,391	100.00%	12,793	100.00%	13,386	100.00%	13,861	100.00%	

Age Category Changes



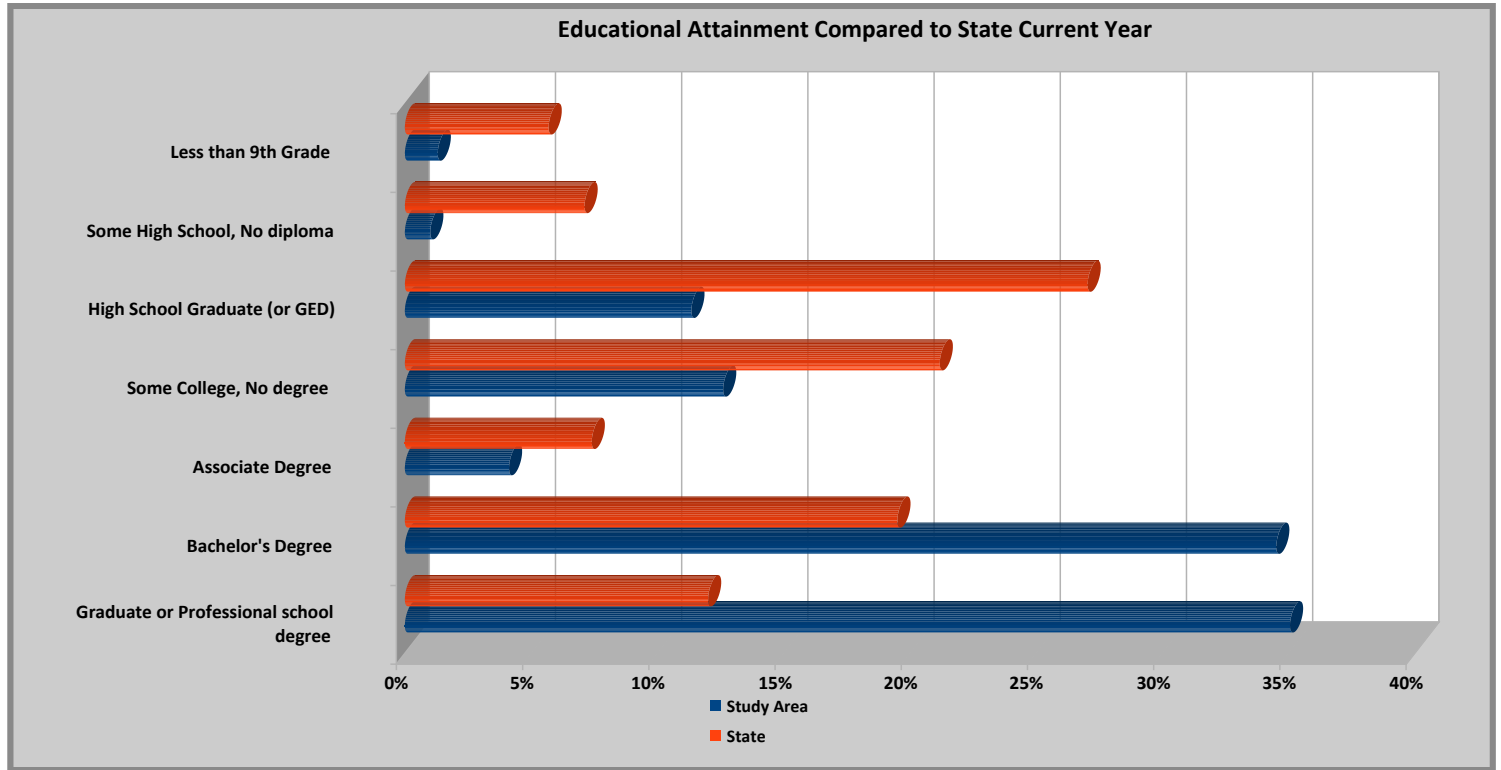
People by Household Type and Marital Status

Population by Household Type



	Study Area				State of IL		5 Yr Chg	2015		Comp Index CY
	2010		2015		2020			2015		
Population by Household Type Trends										
Population in Family Households	10,763	86.85%	11,117	86.91%	11,648	87.02%	0.11%	10,529,890	81.61%	106
Population in Non-Family Households	1,348	10.88%	1,384	10.82%	1,435	10.72%	-0.10%	2,070,512	16.05%	67
Population in Group Quarters	281	2.27%	291	2.27%	303	2.26%	-0.01%	302,507	2.34%	97
Totals:	12,392	100.00%	12,792	100.00%	13,386	100.00%		12,902,909	100.00%	
Population by Marital Status 15+										
Never Married	1,875	18.24%	2,056	18.39%	2,102	17.64%	-0.75%	3,573,704	33.74%	54
Married	7,074	68.80%	7,361	65.82%	8,010	67.20%	1.38%	5,179,253	48.90%	135
Divorced	605	5.88%	671	6.00%	661	5.55%	-0.45%	1,023,379	9.66%	62
Separated	19	0.18%	30	0.27%	32	0.27%	0.00%	179,267	1.69%	16
Widowed	709	6.90%	1,065	9.52%	1,114	9.35%	-0.18%	636,939	6.01%	158
Totals:	10,282	100.00%	11,183	100.00%	11,919	100.00%		10,592,542	100.00%	
Population by Marital Status Single Female 15+										
Divorced	381	21.50%	468	22.42%				589,814	21.04%	107
Never Married	880	49.66%	902	43.22%				1,703,489	60.77%	71
Widowed	511	28.84%	717	34.36%				509,700	18.18%	189
Totals:	1,772	100.00%	2,087	100.00%				2,803,003	100.00%	
Population by Marital Status Single Male 15+										
Divorced	223	15.74%	203	11.91%				433,565	17.83%	67
Never Married	995	70.22%	1,154	67.68%				1,870,215	76.93%	88
Widowed	199	14.04%	348	20.41%				127,239	5.23%	390
Totals:	1,417	100.00%	1,705	100.00%				2,431,019	100.00%	
Population by Group Quarters										
Institutionalized	191	68.21%	192	68.33%				159,036	53.17%	129
Non-institutionalized: College	0	0.00%	0	0.00%				92,918	31.06%	0
Non-institutionalized: Military	0	0.00%	0	0.00%				12,483	4.17%	0
Non-institutionalized: Other	89	31.79%	89	31.67%				34,692	11.60%	273
Totals:	280	100.00%	281	100.00%				299,129	100.00%	

Population by Educational Attainment: 25+



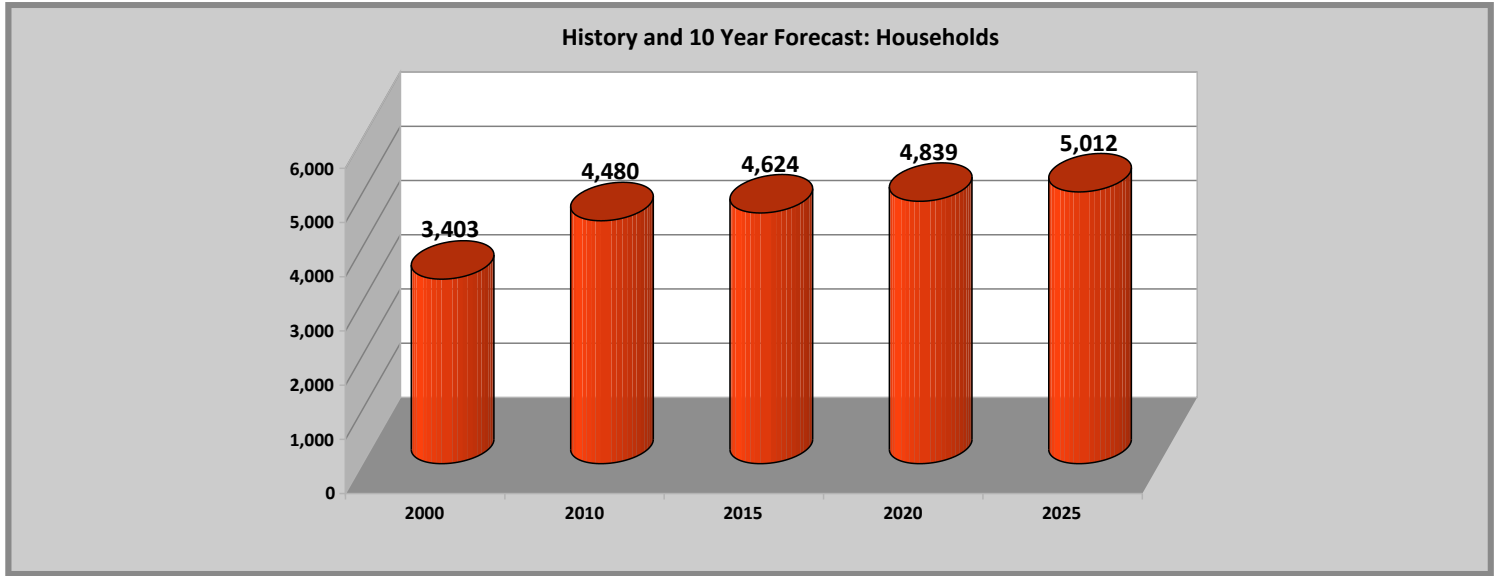
	Study Area				IL 2015	Comp Index CY			
	2010	2015	2020	5 Yr Chg					
Population by Educational Attainment: 25+									
Less than 9th grade	70	0.80%	115	1.30%	140	1.45%	0.15%	5.70%	23
Some High School, No diploma	79	0.90%	89	1.01%	92	0.95%	-0.06%	7.12%	14
High School Graduate (or GED)	1,040	11.84%	1,001	11.35%	1,163	12.06%	0.70%	27.05%	42
Some College, No degree	1,354	15.41%	1,112	12.61%	1,123	11.64%	-0.97%	21.19%	60
Associate Degree	301	3.43%	364	4.13%	419	4.34%	0.22%	7.41%	56
Bachelor's Degree	2,840	32.33%	3,044	34.52%	3,271	33.91%	-0.61%	19.51%	177
Graduate or Professional School	3,101	35.30%	3,092	35.07%	3,438	35.64%	0.57%	12.02%	292
Totals:	8,785	100.00%	8,817	100.00%	9,646	100.00%		100.00%	

Population: Currently Enrolled in Education			
High School	931	32.61%	
Kindergarten/Elementary School	1,656	58.00%	
Nursery School/Preschool	268	9.39%	
Totals:	2,855	100.00%	

Households and Change

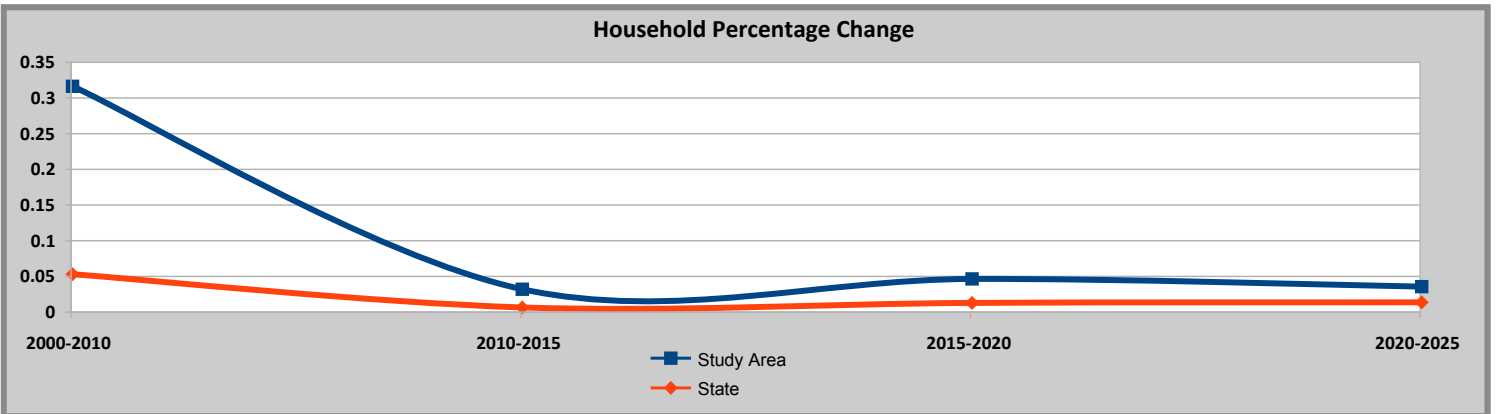
A household is defined as all people who occupy a housing unit. It includes two sub-categories: family households and non-family households. Group quarters are not included in this report.

Household History with 5 and 10 Year Projected Change



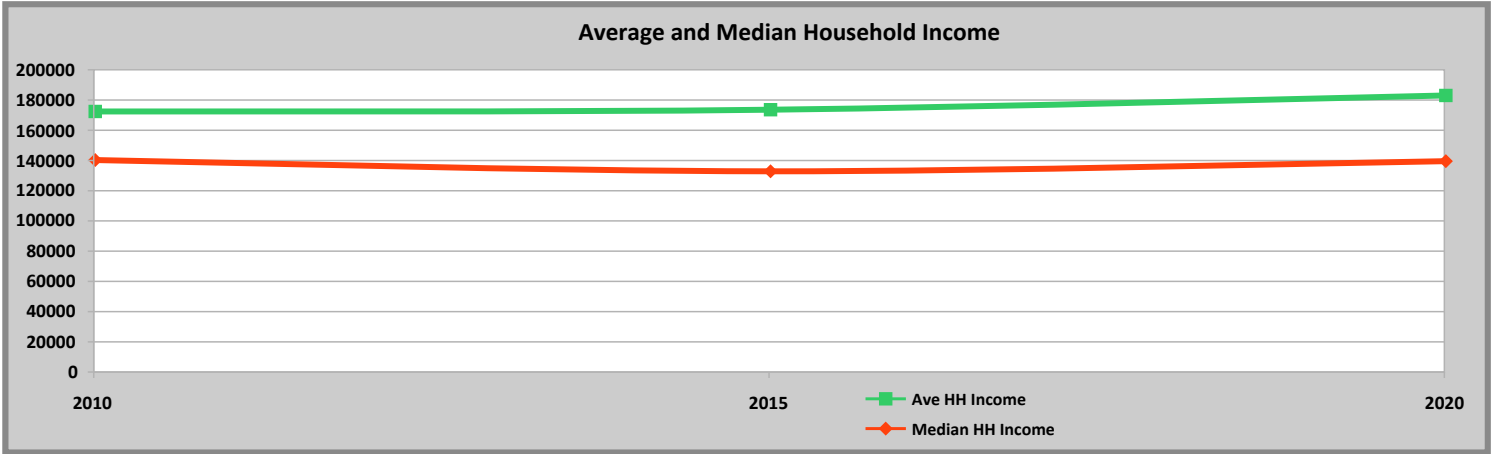
Household Trends	2000	2010	2015	2020	2025
Study Area Households	3,403	4,480	4,624	4,839	5,012
Households Change		1,077	144	215	173
Percent Change		31.65%	3.21%	4.65%	3.58%
State Households	4,592,747	4,836,972	4,868,578	4,931,534	4,999,203
Households Change		244,225	31,606	62,956	67,669
Percent Change		5.32%	0.65%	1.29%	1.37%
Population / Households	3.07	2.77	2.77	2.77	2.77
Population / Households Change		-0.31	0.00	0.00	0.00
Percent Change		-9.98%	0.01%	-0.01%	-0.03%

Projected Percentage Household Change: Comparison of Study Area to State



Households by Income

Average and Median Household Income Trends

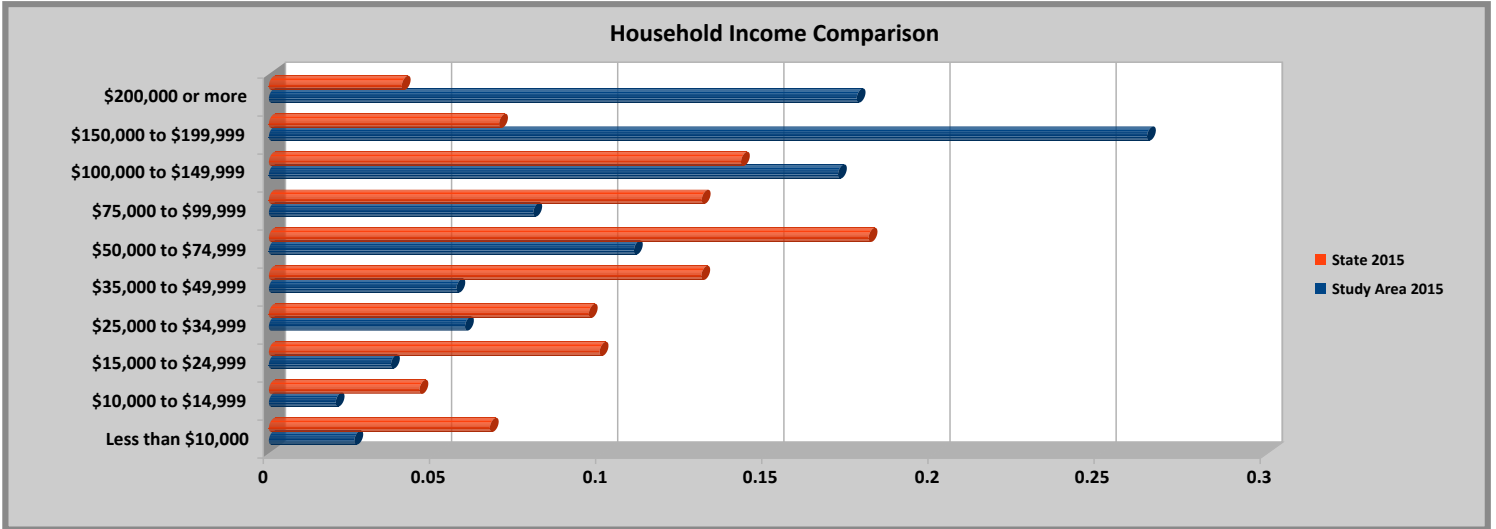


Household Income Trends	2010	2015	2020
Study Area: Average HH Income	172,457	173,596	183,032
Households Change		1,140	9,435
Percent Change		0.66%	5.44%
Study Area: Median HH Income	140,277	132,827	139,547
Per Capita Income	62,347	62,751	66,165
Per Capita Income Change		404	3,415
Percent Change		0.65%	5.44%

State Average HH Income	75,518	78,771	84,664
Households Change		3,253	5,894
Percent Change		4.31%	7.48%

Average HH Income Comparative Index	228	220	216
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Current Year Estimated Household Income Comparison to State



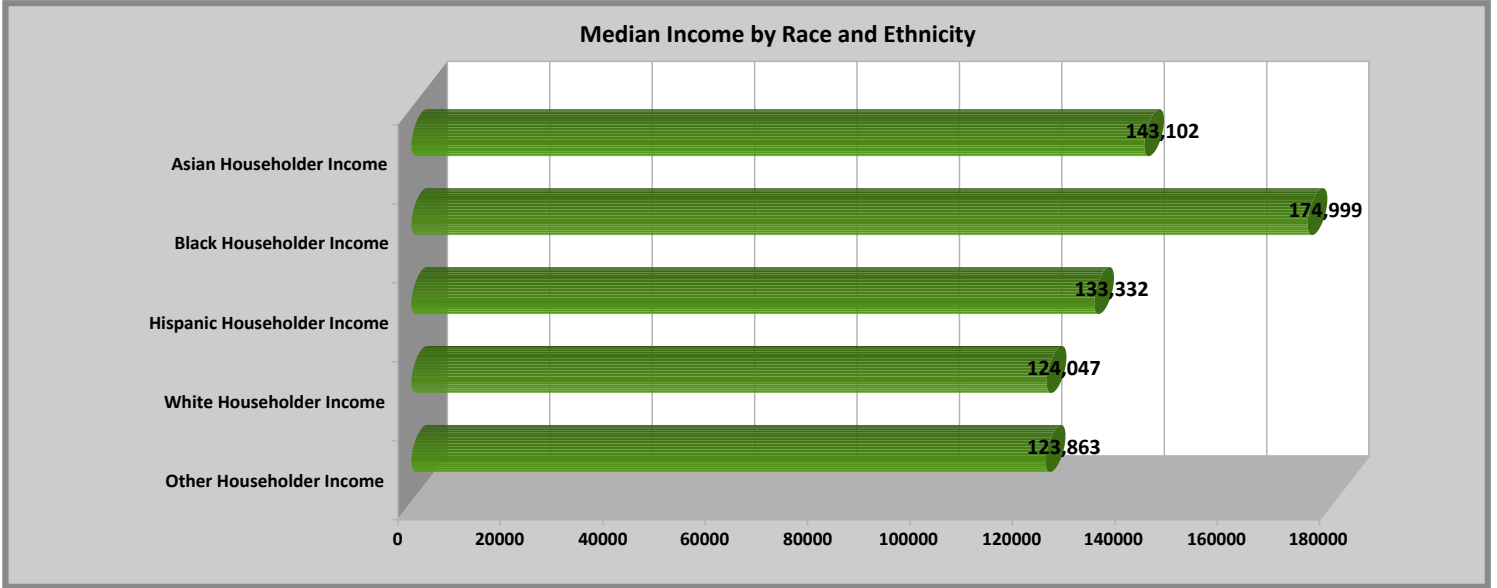
Households by Income

	Study Area							IL 2015	Comp Index CY
	2010		2015		2020		5 Yr Chg		
Household Income Forecast by Category									
Less than \$10,000	105	2.34%	119	2.57%	109	2.25%	-0.32%	6.65%	39
\$10,000 to \$14,999	55	1.23%	93	2.01%	84	1.74%	-0.27%	4.53%	44
\$15,000 to \$24,999	97	2.16%	170	3.68%	170	3.51%	-0.16%	9.96%	37
\$25,000 to \$34,999	205	4.57%	273	5.90%	224	4.63%	-1.27%	9.63%	61
\$35,000 to \$49,999	255	5.69%	261	5.64%	293	6.06%	0.41%	13.01%	43
\$50,000 to \$74,999	385	8.59%	508	10.99%	504	10.42%	-0.57%	18.05%	61
\$75,000 to \$99,999	486	10.85%	368	7.96%	388	8.02%	0.06%	13.03%	61
\$100,000 to \$149,999	810	18.08%	792	17.13%	818	16.91%	-0.22%	14.21%	121
\$150,000 to \$199,999	715	15.96%	1,222	26.43%	692	14.30%	-12.12%	6.93%	381
\$200,000 or more	1,368	30.53%	818	17.69%	1,556	32.16%	14.47%	4.00%	442
Totals:	4,481	100.00%	4,624	100.00%	4,838	100.00%		100.00%	
Family Income Forecast by Category									
Less than \$10,000			52	1.47%	54	1.46%	-0.02%	4.32%	34
\$10,000 to \$14,999			16	0.45%	16	0.43%	-0.02%	2.83%	16
\$15,000 to \$24,999			58	1.64%	58	1.56%	-0.08%	7.30%	23
\$25,000 to \$34,999			54	1.53%	78	2.10%	0.57%	8.25%	19
\$35,000 to \$49,999			140	3.96%	144	3.88%	-0.08%	12.32%	32
\$50,000 to \$74,999			375	10.62%	390	10.52%	-0.10%	18.63%	57
\$75,000 to \$99,999			261	7.39%	272	7.34%	-0.05%	14.94%	49
\$100,000 to \$149,999			672	19.03%	707	19.07%	0.04%	17.51%	109
\$150,000 to \$199,999			1,154	32.68%	1,219	32.88%	0.20%	8.86%	369
\$200,000 or more			749	21.21%	769	20.74%	-0.47%	5.04%	421
Totals:			3,531	100.00%	3,707	100.00%		100.00%	
Non-family Income Forecast by Category									
Less than \$10,000			31	2.83%	29	2.57%	-0.27%	8.16%	35
\$10,000 to \$14,999			32	2.93%	28	2.48%	-0.45%	5.39%	54
\$15,000 to \$24,999			57	5.21%	56	4.96%	-0.25%	10.96%	48
\$25,000 to \$34,999			62	5.67%	47	4.16%	-1.51%	7.90%	72
\$35,000 to \$49,999			74	6.76%	79	6.99%	0.23%	13.45%	50
\$50,000 to \$74,999			135	12.34%	136	12.04%	-0.30%	18.12%	68
\$75,000 to \$99,999			104	9.51%	106	9.38%	-0.13%	12.64%	75
\$100,000 to \$149,999			165	15.08%	175	15.49%	0.40%	13.15%	115
\$150,000 to \$199,999			227	20.75%	143	12.65%	-8.09%	6.13%	339
\$200,000 or more			207	18.92%	331	29.29%	10.37%	4.10%	461
Totals:			1,094	100.00%	1,130	100.00%		100.00%	

	Study Area			5 Yr Chg	IL 2015	Comp Index CY
	2015		2020			
Household Income						
Median	132,827		139,547	6720	58,609	227
Family Median	155,957		155,516	-441	70,100	222

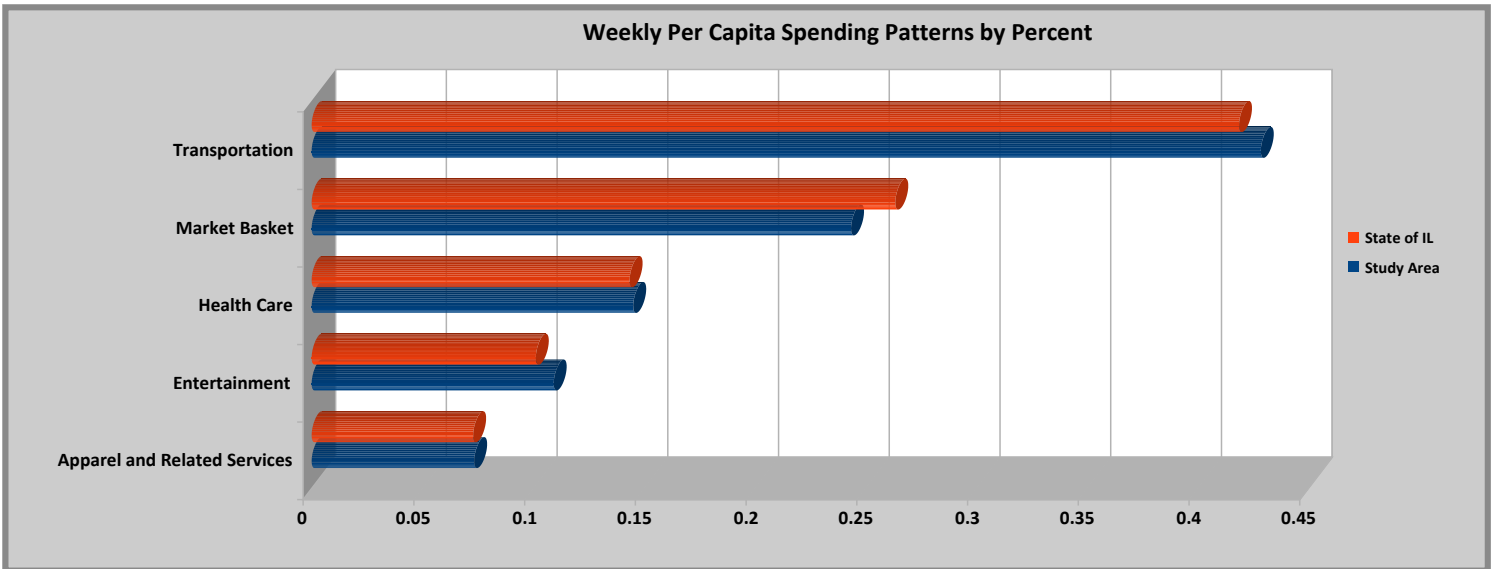
Households by Income

Median Income by Race and Ethnicity: 2015



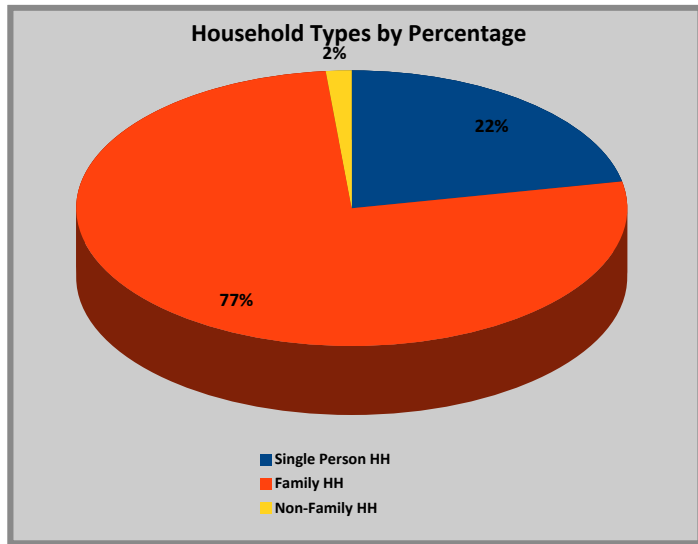
	Study Area	State of IL	Comp Index CY
2015 Median Income by Race and Ethnicity: Compared to State			
Asian Householder Income	143,102	76,558	187
Black Householder Income	174,999	35,966	487
Hispanic Householder Income	133,332	48,471	275
White Householder Income	124,047	64,282	193
Other Householder Income	123,863	52,474	236

Spending Patterns: Weekly Per Capita Consumer Expenditures

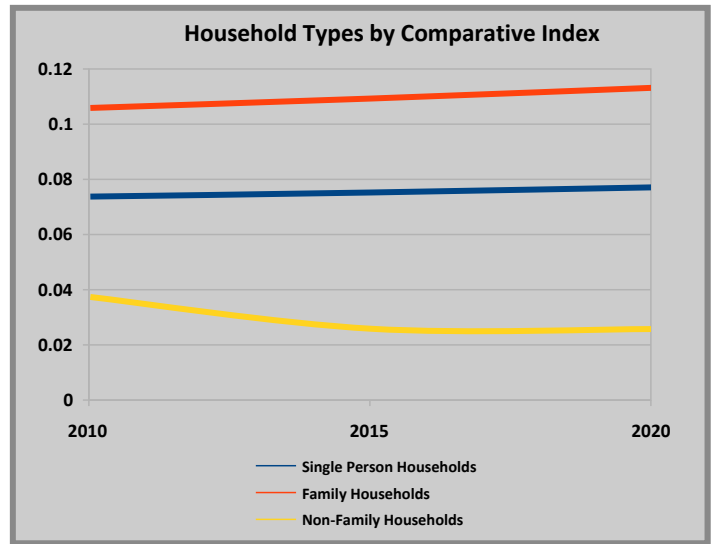


Households by Structure

Single, Family and Non-Family Households: 2015



Household Type Trends Compared to State



Household Type Trends	Study Area			State of IL		
	2010	2015	2020	2010	2015	2020
Single Person Households	993	1,021	1,059	1,346,312	1,356,796	1,373,269
Change		28	38		10,484	16,473
Percent Change		2.82%	3.72%		0.78%	1.21%
Family Households	3,371	3,530	3,707	3,182,984	3,229,365	3,274,918
Change		159	177		46,381	45,553
Percent Change		4.72%	5.01%		1.46%	1.41%
Non-Family Households	115	73	73	307,676	282,417	283,349
Change		-42	0		-25,259	932
Percent Change		-36.52%	0.00%		-8.21%	0.33%

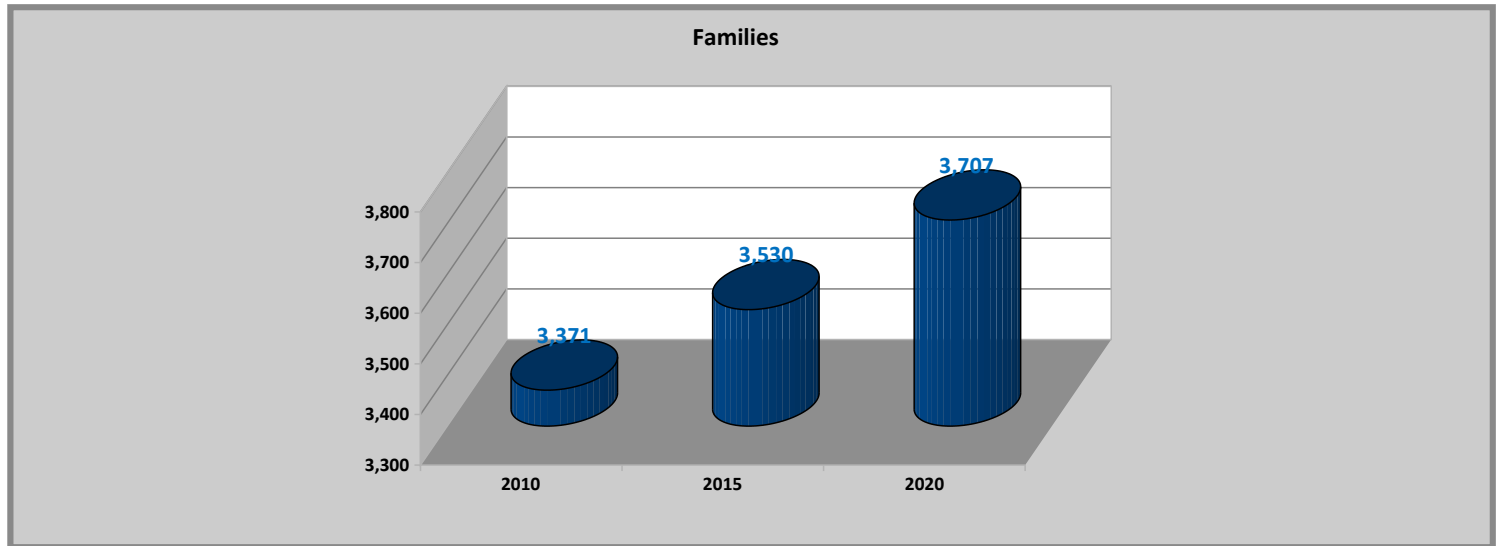
Households by Structure

	Study Area							IL 2015	Comp Index CY
	2010		2015		2020		5 Yr Chg		
Households by Size									
1-person household	993	22.17%	1,021	22.08%	1,059	21.89%	-0.19%	27.87%	79
2-person household	1,597	35.66%	1,639	35.45%	1,712	35.39%	-0.06%	31.22%	114
3-person household	651	14.53%	680	14.71%	717	14.82%	0.11%	15.62%	94
4-person household	833	18.60%	863	18.66%	908	18.77%	0.10%	13.64%	137
5-person household	308	6.88%	319	6.90%	335	6.92%	0.03%	6.83%	101
6-person household	73	1.63%	76	1.64%	80	1.65%	0.01%	2.77%	59
7-or-more person household	24	0.54%	26	0.56%	27	0.56%	-0.00%	2.05%	27
Totals:	4,479	100.00%	4,624	100.00%	4,838	100.00%		100.00%	
Non-Family Households by Size									
1-person household	993	89.62%	1,021	93.24%				82.77%	113
2-person household	107	9.66%	46	4.20%				13.94%	30
3-person household	4	0.36%	18	1.64%				2.02%	81
4-person household	3	0.27%	3	0.27%				0.80%	34
5-person household	1	0.09%	2	0.18%				0.23%	78
6-person household	0	0.00%	2	0.18%				0.13%	145
7-or-more person household	0	0.00%	3	0.27%				0.12%	235
Totals:	1,108	100.00%	1,095	100.00%				100.00%	
Single by Gender or Family Households									
Female Householder	222	6.59%	224	6.35%				19.32%	33
Male Householder	86	2.55%	85	2.41%				6.85%	35
Married Couple	3,063	90.86%	3,221	91.25%				73.83%	124
Totals:	3,371	100.00%	3,530	100.00%				100.00%	
Non-Family Households by Gender									
Female Not living alone	55	4.96%	37	3.38%				7.27%	47
Male Not living alone	61	5.50%	37	3.38%				9.96%	34
Female Living alone	666	60.05%	682	62.28%				46.14%	135
Male Living alone	327	29.49%	339	30.96%				36.64%	85
Totals:	1,109	100.00%	1,095	100.00%				100.00%	
2015: Owner Households by Number of Vehicles									
No vehicle available			65	1.72%				3.88%	44
1 vehicle available			773	20.41%				29.22%	70
2 vehicles available			2,042	53.92%				44.35%	122
3 vehicles available			753	19.88%				16.23%	122
4 vehicles available			119	3.14%				4.72%	67
5+ vehicles available			35	0.92%				1.59%	58
Totals:			3,787	100.00%				100.00%	
2015: Renter Households by Number of Vehicles									
No vehicle available			319	38.07%				32.26%	118
1 vehicle available			911	108.71%				106.08%	102
2 vehicles available			-1,037	-123.75%				-75.06%	165
3 vehicles available			539	64.32%				27.76%	232
4 vehicles available			75	8.95%				6.76%	132
5+ vehicles available			31	3.70%				2.20%	169
Totals:			838	100.00%				100.00%	

Family Households

Family households with or without children are changing. The traditional married couple structure is evolving into many different family expressions. These data provide an insight into the family structures within the study area and then compares those structures to the state.

Family Trends



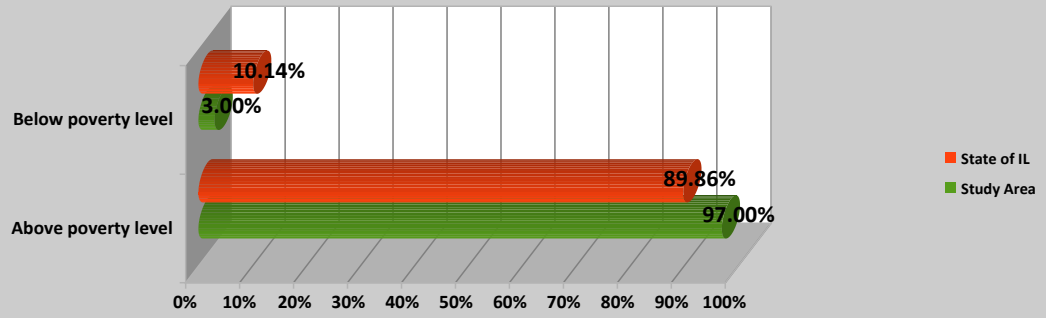
	2010	2015	2020
Study Area Family Households	3,371	3,530	3,707
Family Households Change		159	177
Percent Change		4.72%	5.01%
State Family Households	3,182,984	3,229,365	3,274,918
Family Households Change		46,381	45,553
Percent Change		1.46%	1.41%

	Study Area							IL 2015	Comp Index CY
	2010		2015		2020		5 Yr Chg		
Family Households by Size									
2-person household	1,489	44.17%	1,529	43.30%	1,589	42.88%	-0.43%	40.94%	106
3-person household	648	19.22%	732	20.73%	770	20.78%	0.05%	22.56%	92
4-person household	830	24.62%	876	24.81%	926	24.99%	0.18%	20.59%	120
5-person household	307	9.11%	288	8.16%	307	8.28%	0.13%	10.00%	82
6-person household	73	2.17%	79	2.24%	83	2.24%	0.00%	3.68%	61
7-or-more person household	24	0.71%	27	0.76%	31	0.84%	0.07%	2.23%	34
Totals:	3,371	100.00%	3,531	100.00%	3,706	100.00%		100.00%	

Family Households

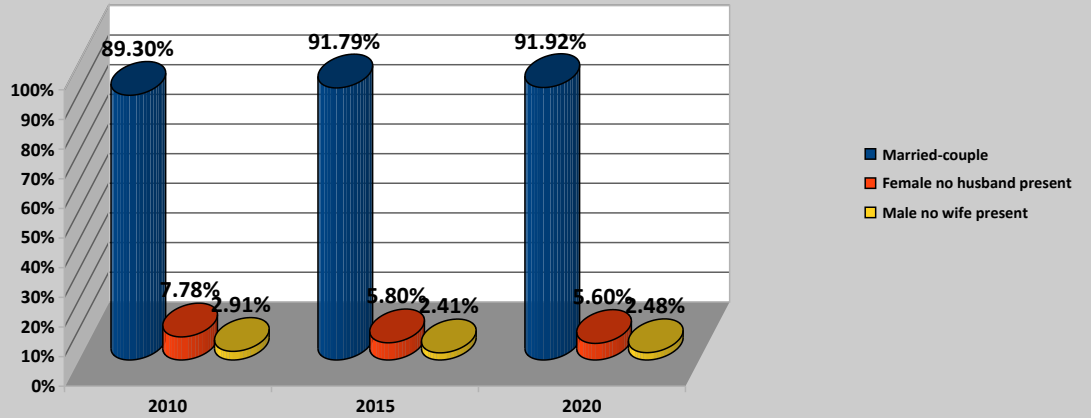
Families in Poverty Compared to State

Families and Poverty



Families with Children by Type

Family Structures with Children



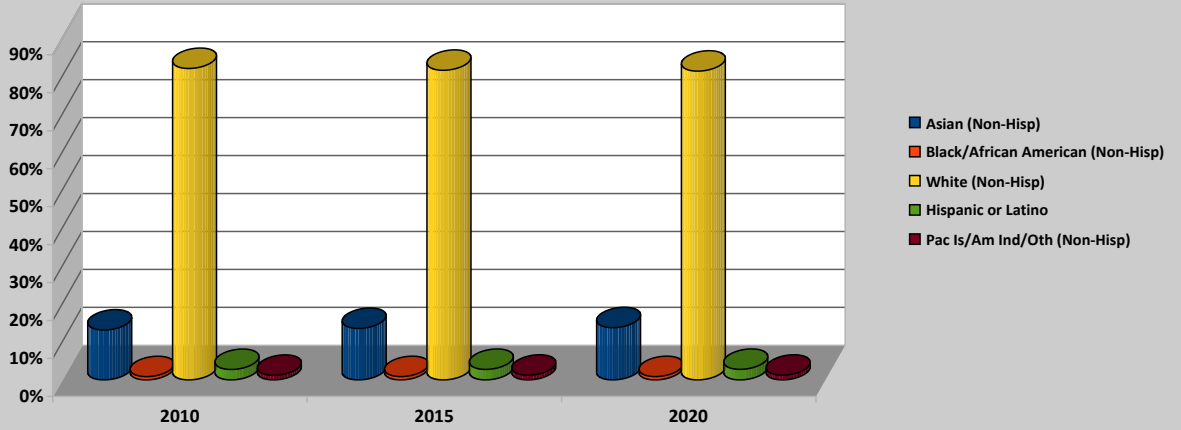
	Study Area				IL 2015	Comp Index CY			
	2010	2015	2020	5 Yr Chg					
Families with Children by Type									
Married-couple	1,411	89.30%	1,487	91.79%	1,593	91.92%	0.13%	69.58%	132
Female no husband present	123	7.78%	94	5.80%	97	5.60%	-0.21%	23.41%	25
Male no wife present	46	2.91%	39	2.41%	43	2.48%	0.07%	7.01%	34
Totals:	1,580	100.00%	1,620	100.00%	1,733	100.00%		100.00%	
Families with No Children by Type									
Married-couple	1,652	92.24%	1,734	90.83%	1,784	90.33%	-0.50%	77.36%	117
Female no husband present	99	5.53%	129	6.76%	141	7.14%	0.38%	15.93%	42
Male no wife present	40	2.23%	46	2.41%	50	2.53%	0.12%	6.71%	36
Totals:	1,791	100.00%	1,909	100.00%	1,975	100.00%		100.00%	

Diversity: Race and Ethnicity

The diversity of a community is shaped by the racial/ethnicity of the people who reside in it but also people's age, income and education, career choices and geographic location.

Racial Ethnic Trend Projections

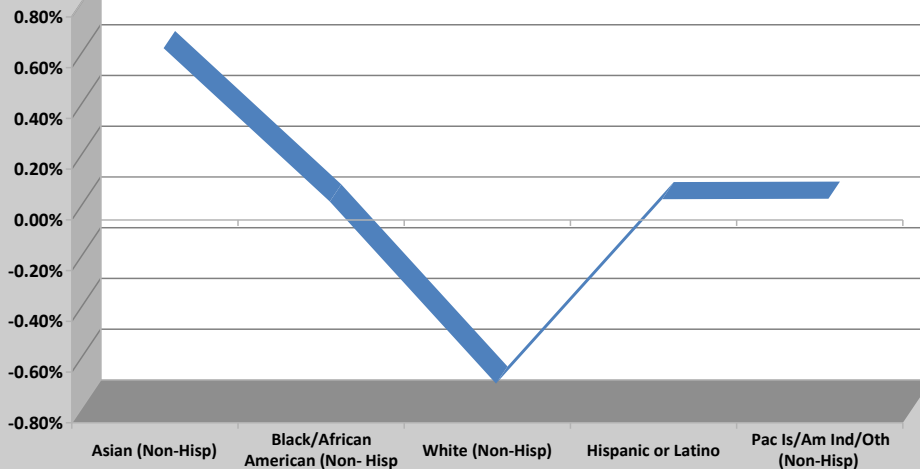
Racial and Ethnic Trends



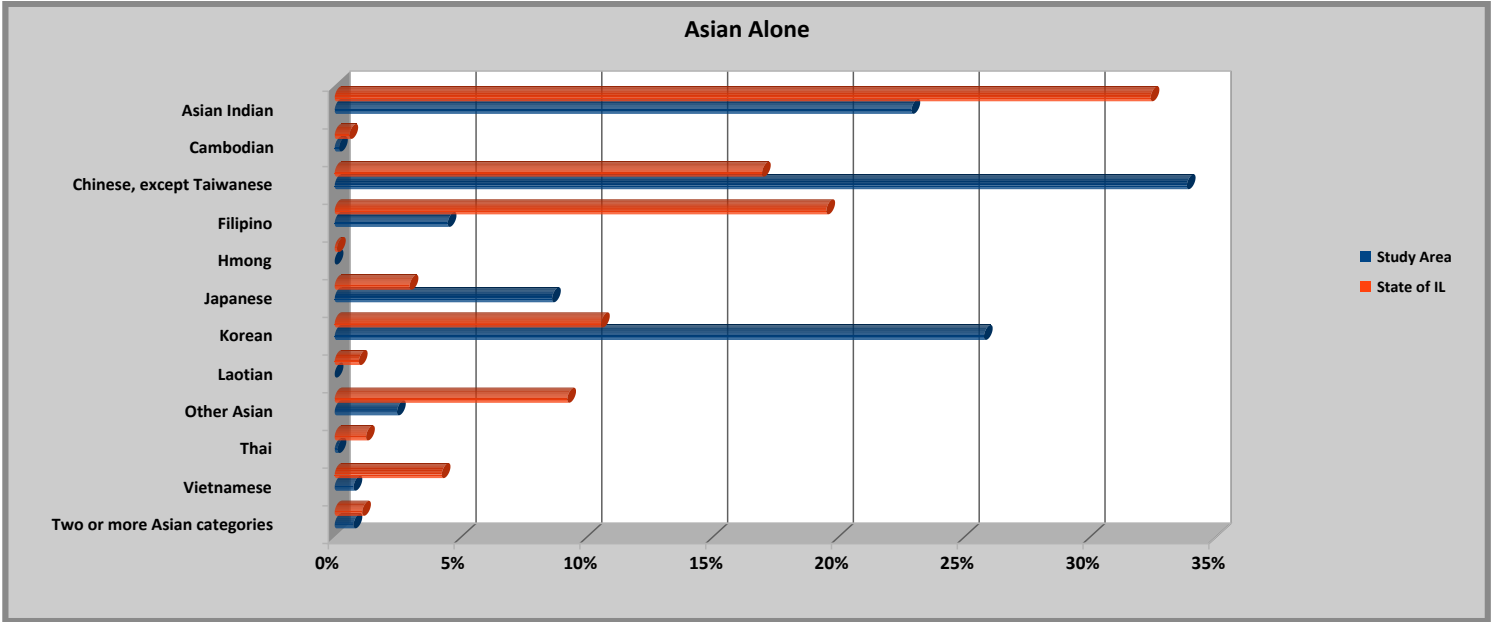
Racial/Ethnic Trends	Study Area				IL 2015	Comp Index CY
	2010	2015	2020	5 Yr Chg		
Asian (Non-Hisp)	1,628	1,735	1,842	0.20%	4.59%	295
Black/African American (Non-Hisp)	106	111	117	0.01%	14.13%	6
White (Non-Hisp)	10,168	10,435	10,890	-0.22%	63.65%	128
Hispanic or Latino	340	353	371	0.01%	15.90%	17
Pac Is/Am Ind/Oth (Non-Hisp)	150	158	166	0.00%	1.73%	71
Totals:	12,392	12,792	13,386	100.00%	100.00%	

NOTE: Race and ethnicity breakouts are based upon Census Bureau categories. Only those groups for which the Bureau provides extended detail can be reported.

Racial/Ethnic Change Projection



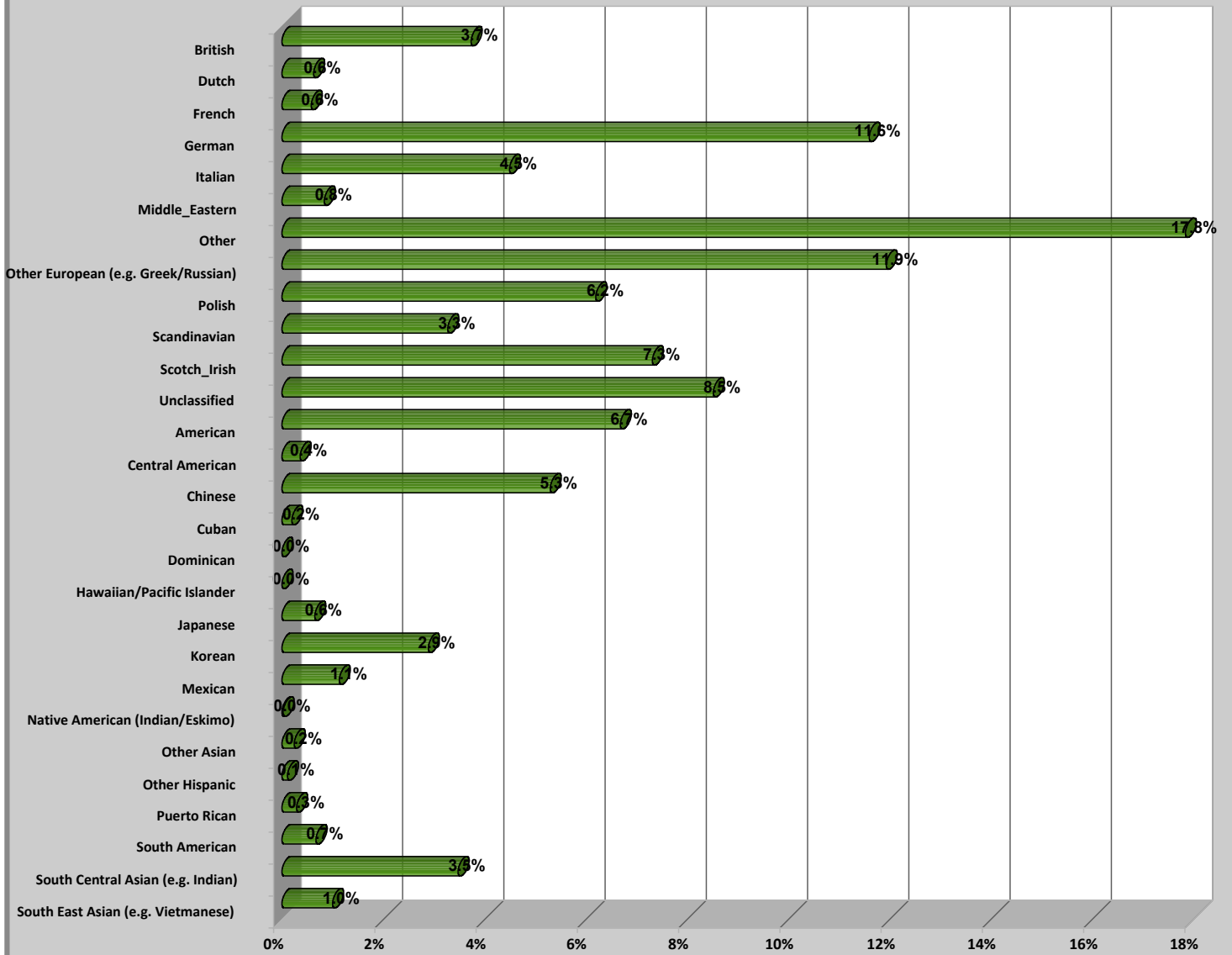
Estimated Current Year Asian Alone Population



Population: Asian Alone	Study Area		State of IL		Comp Index CY
	2015	2015	2015	2015	
Asian Indian	398	22.93%	192,265	32.43%	71
Cambodian	3	0.17%	3,464	0.58%	30
Chinese, except Taiwanese	588	33.87%	100,690	16.98%	199
Filipino	78	4.49%	115,851	19.54%	23
Hmong	0	0.00%	541	0.09%	0
Japanese	150	8.64%	17,662	2.98%	290
Korean	448	25.81%	62,759	10.59%	244
Laotian	0	0.00%	5,690	0.96%	0
Other Asian	43	2.48%	54,808	9.25%	27
Thai	2	0.12%	7,397	1.25%	9
Vietnamese	13	0.75%	25,221	4.25%	18
Two or more Asian categories	13	0.75%	6,472	1.09%	69
Totals:	1,736	100.00%	592,820	100.00%	

Population: Hispanic or Latino by Origin	Study Area				State of IL				Comp Index CY
	2010	2015	2010	2015	2010	2015	2010	2015	
Cuban	28	8.24%	27	7.65%	22,541	1.11%	22,775	1.11%	688
Mexican	170	50.00%	179	50.71%	1,602,403	79.03%	1,618,666	78.92%	64
Other Hispanic or Latino	117	34.41%	122	34.56%	219,645	10.83%	222,913	10.87%	319
Puerto Rican	25	7.35%	25	7.08%	182,989	9.03%	186,695	9.10%	78
Totals:	340	100.00%	353	100.00%	2,027,578	100.00%	2,051,049	100.00%	

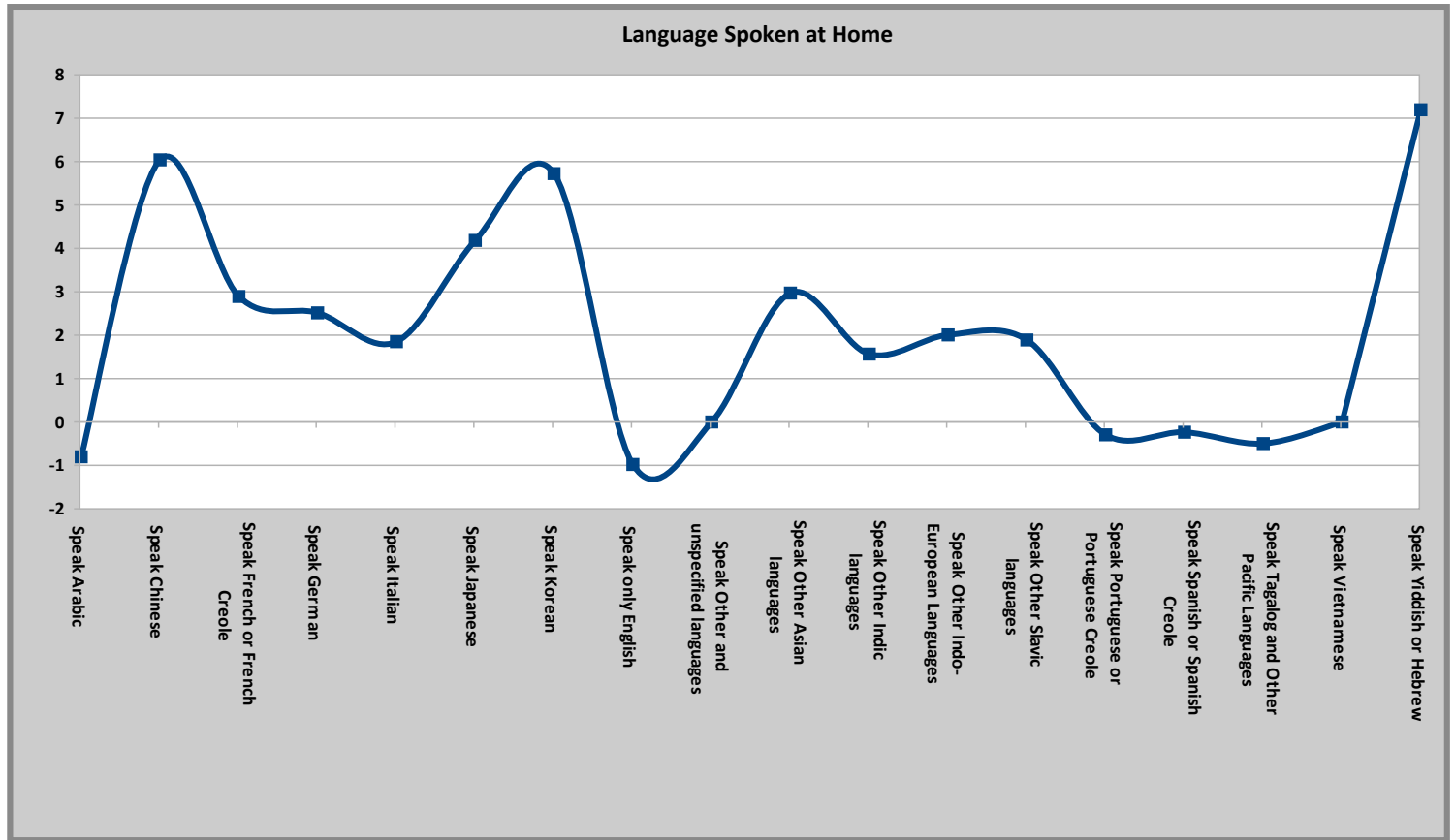
Ancestry



Diversity: Languages

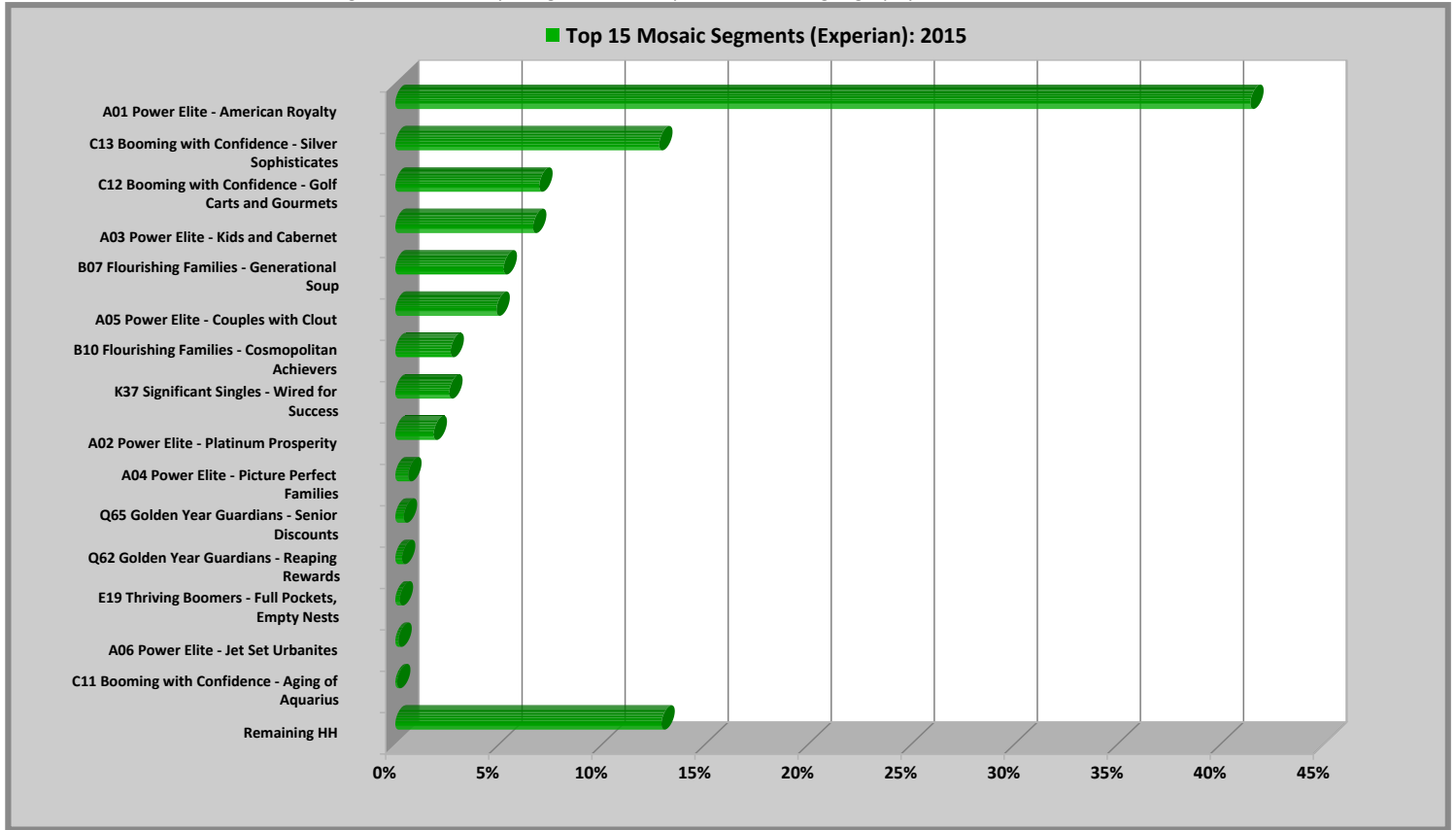
	Study Area		State of IL		Comp Index CY
Population 5+ by Language Spoken at Home (Detail)	2015		2015		
Speak Arabic	46	0.37%	56,486	0.47%	80
Speak Chinese	581	4.74%	94,492	0.78%	604
Speak French or French Creole	119	0.97%	40,417	0.34%	289
Speak German	117	0.95%	45,705	0.38%	252
Speak Italian	76	0.62%	40,362	0.33%	185
Speak Japanese	54	0.44%	12,683	0.11%	418
Speak Korean	290	2.36%	49,782	0.41%	572
Speak only English	9,299	75.81%	9,334,439	77.44%	98
Speak Other and unspecified languages	0	0.00%	46,126	0.38%	0
Speak Other Asian languages	205	1.67%	67,771	0.56%	297
Speak Other Indic languages	250	2.04%	156,925	1.30%	157
Speak Other Indo-European Languages	119	0.97%	58,228	0.48%	201
Speak Other Slavic languages	624	5.09%	324,300	2.69%	189
Speak Portuguese or Portuguese Creole	2	0.02%	6,682	0.06%	29
Speak Spanish or Spanish Creole	382	3.11%	1,602,807	13.30%	23
Speak Tagalog and Other Pacific Languages	44	0.36%	86,820	0.72%	50
Speak Vietnamese	0	0.00%	21,010	0.17%	0
Speak Yiddish or Hebrew	59	0.48%	8,058	0.07%	719
Totals:	12,267	100.00%	12,053,093	100.00%	

Population 5+ by Language Spoken at Home: Comparative Analysis Relative to the State of IL



Mosaic Lifestyle Segmentation Types

Mosaic Lifestyle Types provides insight into the behaviors, attitudes and preferences of the households within the Study Area. The result is a fuller multidimensional understanding of a community, neighborhood, zip code or other geography.



	Study Area		State of IL		Comp Index CY
Mosaic: Top 15 Segments	2015		2015		
A01 Power Elite - American Royalty	1,918	41.48%	88,097	1.81%	2,292
C13 Booming with Confidence - Silver Sophisticates	592	12.80%	107,666	2.21%	579
C12 Booming with Confidence - Golf Carts and Gourmets	323	6.99%	7,648	0.16%	4,447
A03 Power Elite - Kids and Cabernet	309	6.68%	40,495	0.83%	803
B07 Flourishing Families - Generational Soup	243	5.26%	97,290	2.00%	263
A05 Power Elite - Couples with Clout	227	4.91%	19,516	0.40%	1,225
B10 Flourishing Families - Cosmopolitan Achievers	124	2.68%	31,167	0.64%	419
K37 Significant Singles - Wired for Success	121	2.62%	31,801	0.65%	401
A02 Power Elite - Platinum Prosperity	86	1.86%	28,234	0.58%	321
A04 Power Elite - Picture Perfect Families	29	0.63%	20,951	0.43%	146
Q65 Golden Year Guardians - Senior Discounts	19	0.41%	85,586	1.76%	23
Q62 Golden Year Guardians - Reaping Rewards	15	0.32%	64,002	1.31%	25
E19 Thriving Boomers - Full Pockets, Empty Nests	10	0.22%	81,060	1.66%	13
A06 Power Elite - Jet Set Urbanites	7	0.15%	61,082	1.25%	12
C11 Booming with Confidence - Aging of Aquarius	4	0.09%	156,011	3.20%	3
Remaining HH	597	12.91%	3,947,972	81.09%	16
Totals:	4,624	100.00%	4,868,578	100.00%	

Learn about your Mosaic Households

To access the detailed information for each Mosaic Portrait click on:

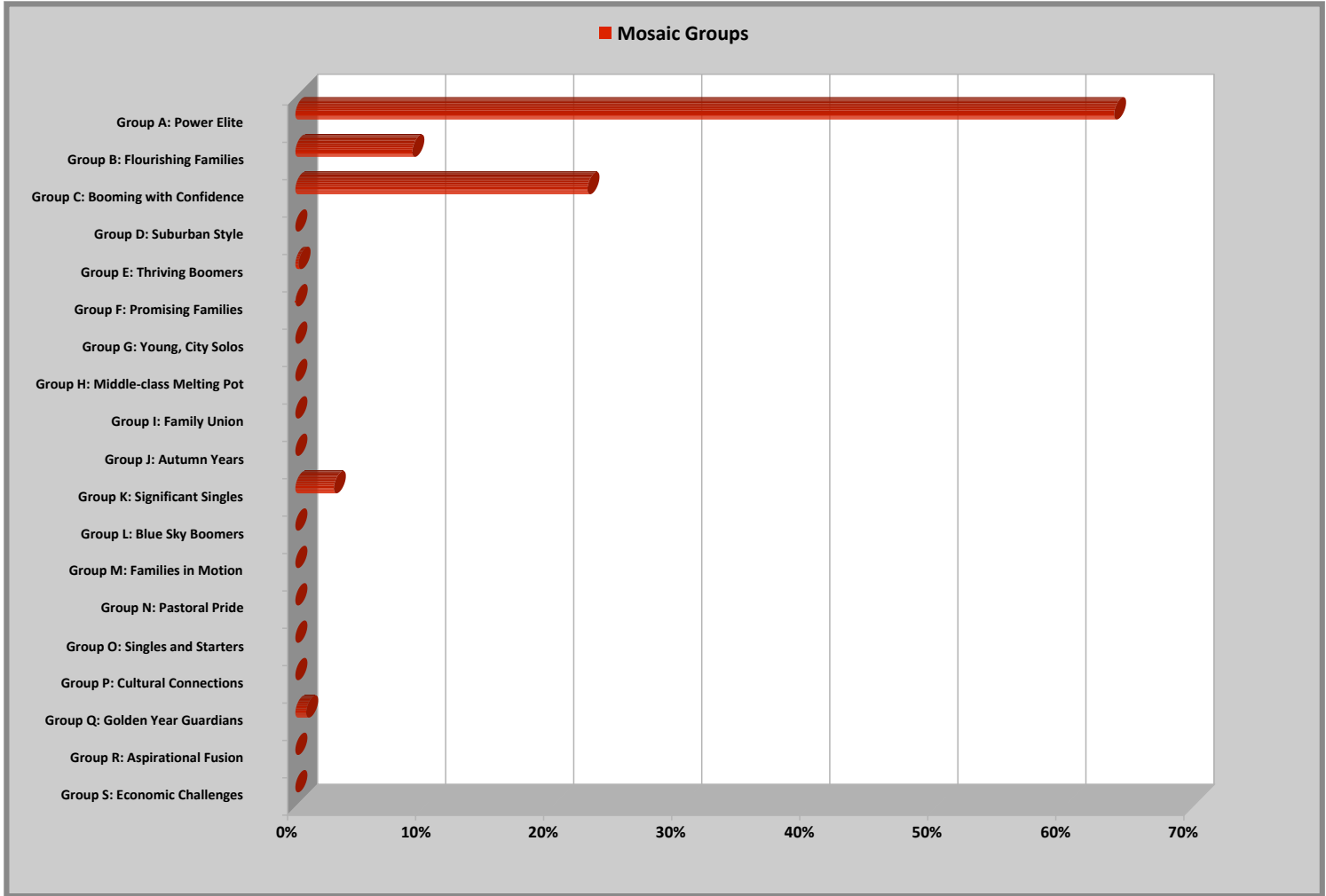
[Interactive Multimedia Guide to Mosaic USA by Experian \(To open in a new Tab hold Control key when you click on the link\)](#)

In the Guide, the Description tab contains a Word Cloud and the Pen Portrait tab detailed written and graph information for each Segment.

To access the Mosaic application guide click on:

[Mission Impact Mosaic Application Guide by Bandy \(To open in a new Tab hold Control key when you click on the link\)](#)

Mosaic Groups

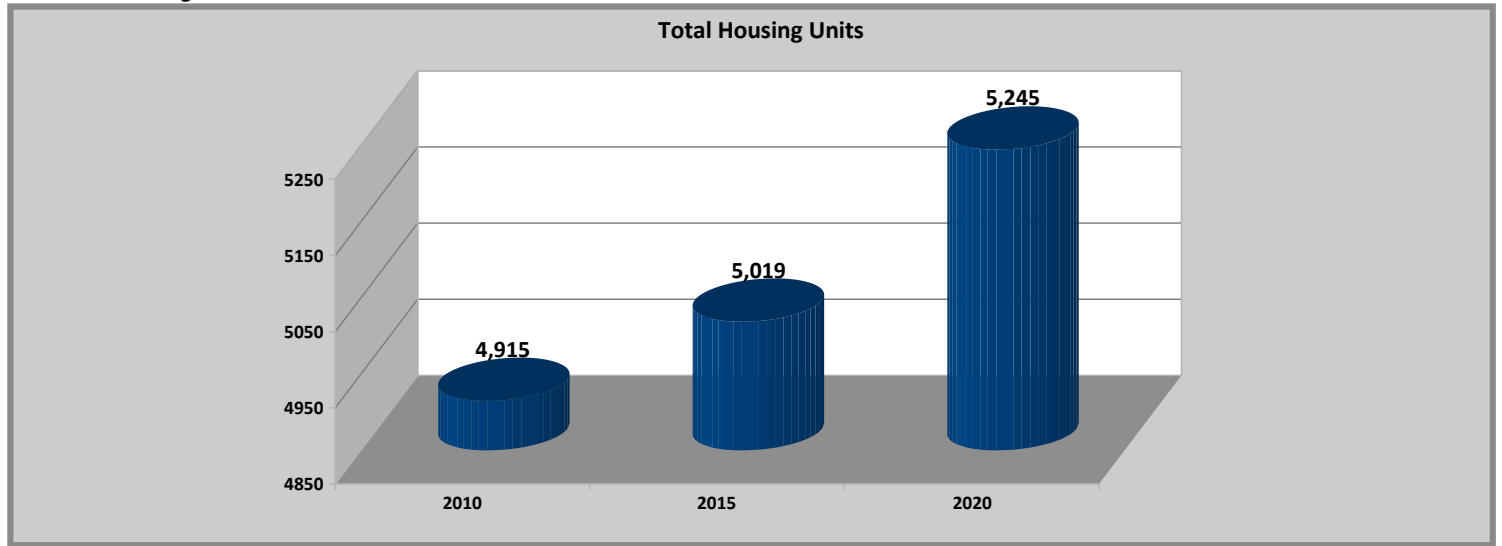


Mosaic Groups	Study Area		State of IL		Comp Index CY
	2015	2015	2015	2015	
Group A: Power Elite	2,576	63.94%	258,375	5.85%	1,094
Group B: Flourishing Families	368	9.13%	246,134	5.57%	164
Group C: Booming with Confidence	919	22.81%	343,215	7.77%	294
Group D: Suburban Style	0	0.00%	353,220	7.99%	0
Group E: Thriving Boomers	10	0.25%	274,080	6.20%	4
Group F: Promising Families	1	0.02%	92,586	2.09%	1
Group G: Young, City Solos	0	0.00%	214,149	4.85%	0
Group H: Middle-class Melting Pot	0	0.00%	218,038	4.93%	0
Group I: Family Union	0	0.00%	291,860	6.60%	0
Group J: Autumn Years	0	0.00%	378,263	8.56%	0
Group K: Significant Singles	121	3.00%	206,167	4.67%	64
Group L: Blue Sky Boomers	0	0.00%	182,616	4.13%	0
Group M: Families in Motion	0	0.00%	126,830	2.87%	0
Group N: Pastoral Pride	0	0.00%	54,246	1.23%	0
Group O: Singles and Starters	0	0.00%	338,470	7.66%	0
Group P: Cultural Connections	0	0.00%	229,255	5.19%	0
Group Q: Golden Year Guardians	34	0.84%	301,392	6.82%	12
Group R: Aspirational Fusion	0	0.00%	135,794	3.07%	0
Group S: Economic Challenges	0	0.00%	174,752	3.95%	0
Totals:	4,029	0.00%	4,419,442	100.00%	

Housing

Housing encompasses the number of housing units historically, presently and to some extent in the future within the study area.

Trends in Housing Since 2010



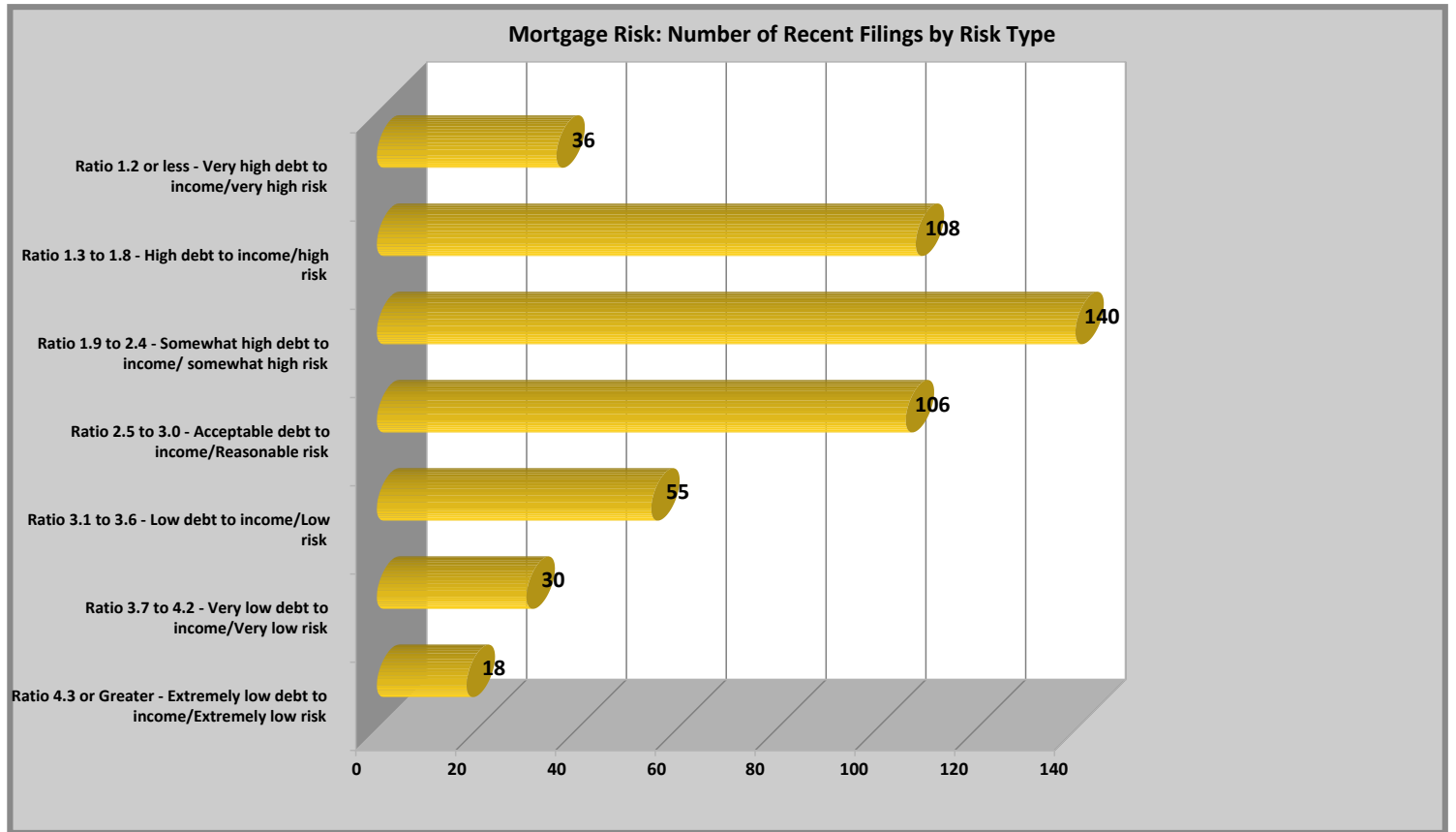
	2010	2015	2020
Housing Units	4,915	5,019	5,245
Family Households Change		104	226
Percent Change		2.12%	4.50%

	2010		Study Area 2015		2020		5 Yr Chg	IL 2015	Comp Index CY
Housing by Occupancy									
Occupied	4,480	91.15%	4,624	92.13%	4,880	93.04%	0.91%	91.96%	100
Vacant	435	8.85%	395	7.87%	365	6.96%	-0.91%	8.04%	98
Totals:	4,915	100.00%	5,019	100.00%	5,245	100.00%		100.00%	
Housing by Type of Occupancy									
Owner Occupied	3,690	82.37%	3,786	81.88%	3,980	81.56%	-0.32%	67.52%	121
Renter Occupied	790	17.63%	838	18.12%	900	18.44%	0.32%	32.48%	56
Totals:	4,480	100.00%	4,624	100.00%	4,880	100.00%		100.00%	

Housing

	Study Area 2015		State of IL 2015		Comp Index CY
Housing Units by Dwelling Type					
1 Unit Attached	3,081	61.39%	3,081,300	58.20%	105
1 Unit Detached	890	17.73%	312,063	5.89%	301
2 Units	6	0.12%	301,385	5.69%	2
3 to 19 Units	148	2.95%	894,665	16.90%	17
20 to 49 Units	205	4.08%	188,876	3.57%	114
50 or More Units	650	12.95%	378,435	7.15%	181
Mobile Home or Trailer	39	0.78%	136,225	2.57%	30
Other	0	0.00%	1,358	0.03%	0
Totals:	5,019	100.00%	5,294,307	100.00%	
Owner Occupied Housing Values					
Less than \$20,000	29	0.77%	84,045	2.56%	30
\$20,000 to \$39,999	6	0.16%	90,457	2.75%	6
\$40,000 to \$59,999	23	0.61%	119,938	3.65%	17
\$60,000 to \$79,999	12	0.32%	175,705	5.35%	6
\$80,000 to \$99,999	8	0.21%	213,263	6.49%	3
\$100,000 to \$149,999	35	0.92%	474,819	14.44%	6
\$150,000 to \$199,999	92	2.43%	482,428	14.68%	17
\$200,000 to \$299,999	214	5.65%	696,839	21.20%	27
\$300,000 to \$399,999	430	11.36%	405,337	12.33%	92
\$400,000 to \$499,999	663	17.51%	235,016	7.15%	245
\$500,000 to \$749,999	1,315	34.73%	169,500	5.16%	674
\$750,000 to \$999,999	598	15.80%	77,767	2.37%	668
\$1,000,000 or more	361	9.54%	62,074	1.89%	505
Totals:	3,786	100.00%	3,287,188	100.00%	
Housing by Year Built					
1939 or Earlier	119	2.37%	1,207,981	22.82%	10
1940 to 1949	44	0.88%	347,919	6.57%	13
1950 to 1959	258	5.14%	719,827	13.60%	38
1960 to 1969	571	11.38%	620,213	11.71%	97
1970 to 1979	721	14.37%	752,224	14.21%	101
1980 to 1989	541	10.78%	467,006	8.82%	122
1990 to 1999	1,502	29.93%	567,515	10.72%	279
2000 to 2009	1,224	24.39%	603,475	11.40%	214
2010 or Later	39	0.78%	8,147	0.15%	505
Totals:	5,019	100.00%	5,294,307	100.00%	

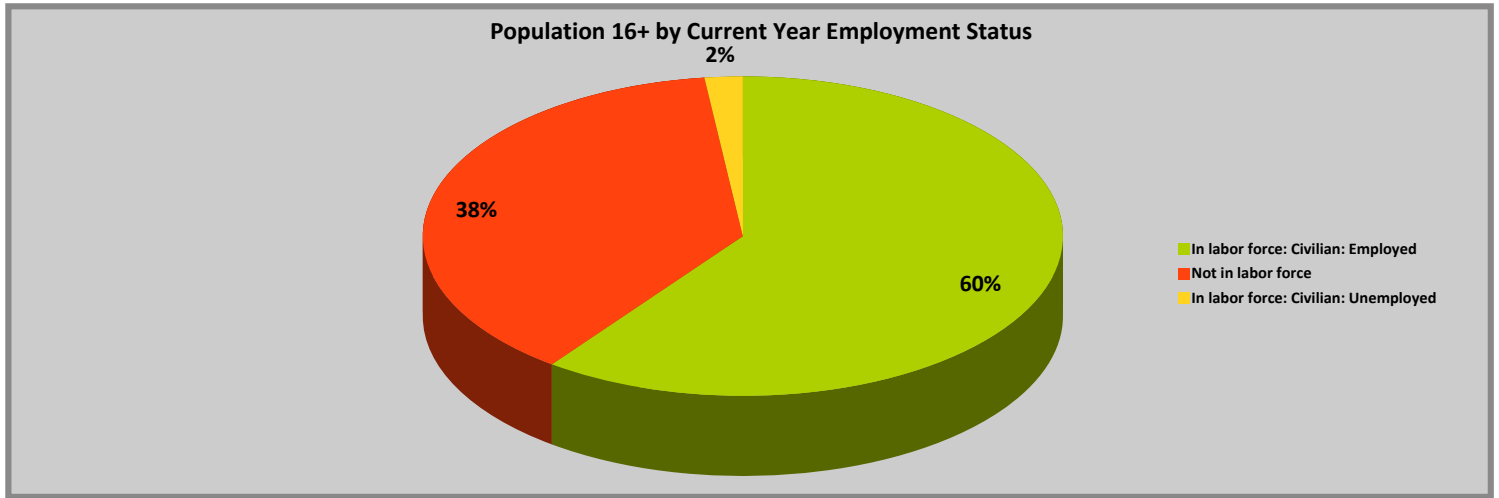
Mortgage Risk Indicator



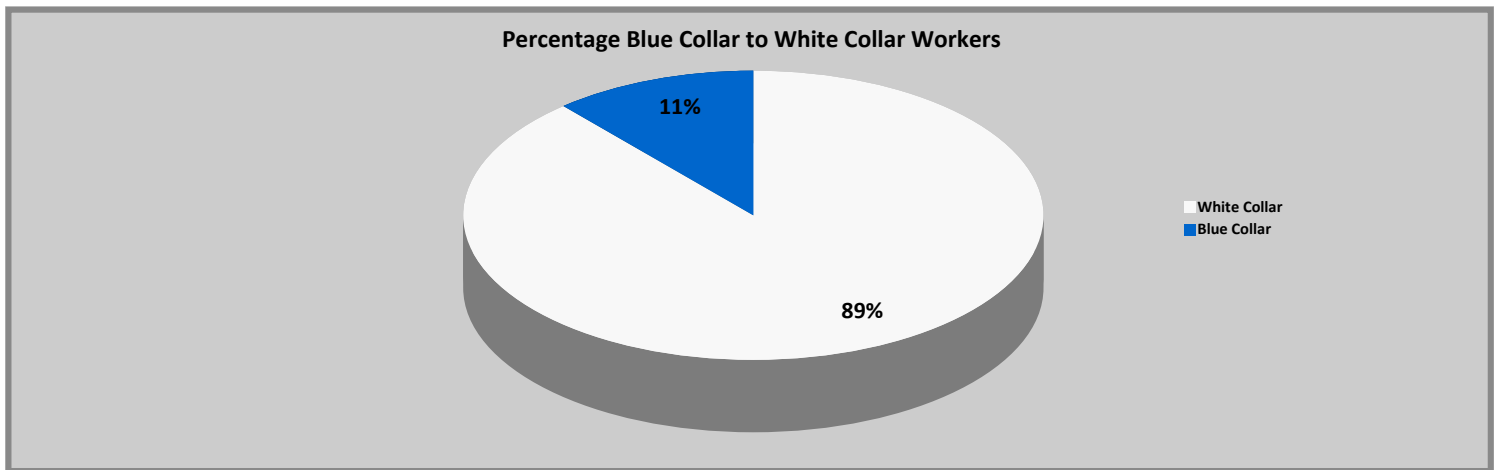
The Mortgage Risk Indicator indicates the assessed level of risk based upon debt to income. The higher the debt to income, the greater the risk. The values are used by mortgage lenders in the loan process.

The Work theme expresses several different ways of looking at the work people do within the study area.

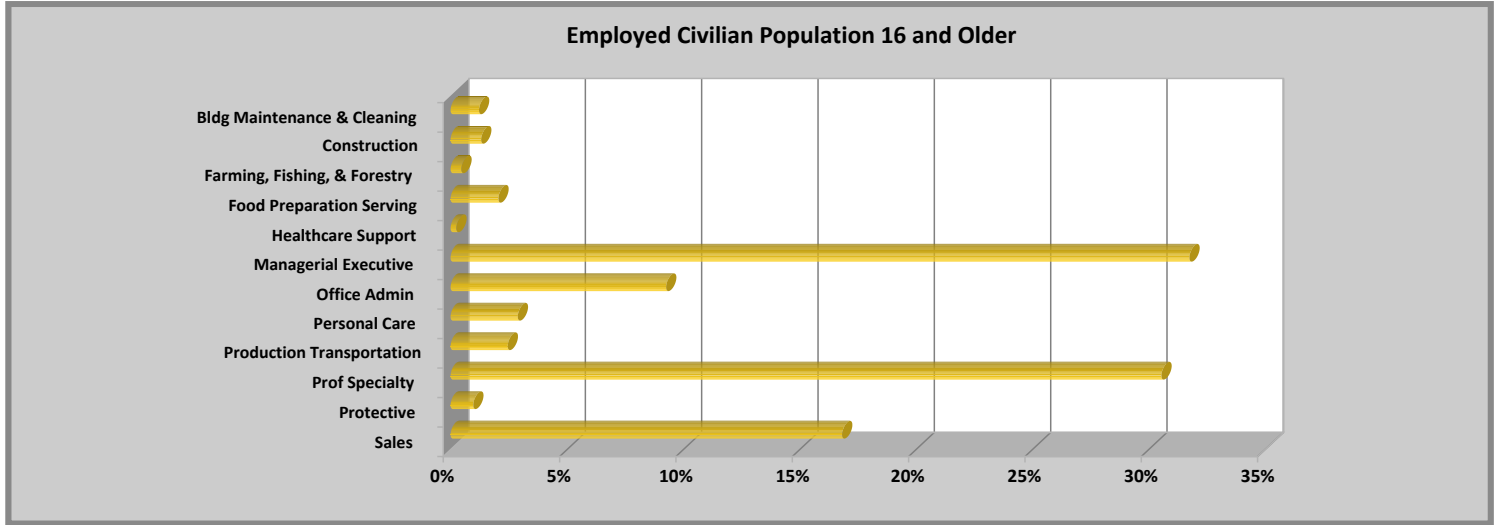
Employment Status of Population 16 and Older: 2015



	Study Area		State of IL		Comp Index CY
Pop 16+ by Employment Status	2015		2015		
In labor force: Civilian: Employed	6,478	60.18%	6,354,575	62.04%	97
In labor force: In Armed Forces	0	0.00%	22,667	0.22%	0
Not in labor force	4,080	37.90%	3,447,401	33.66%	113
In labor force: Civilian: Unemployed	207	1.92%	417,930	4.08%	47
Blue and White Collar Workers 2015	10,765	100.00%	10,242,573	100.00%	
Employed Pop 16+ Blue/White Collar					
Blue Collar	736	11.36%	2,304,707	36.27%	31
White Collar	5,742	88.64%	4,049,868	63.73%	139
	6,478	100.00%	6,354,575	100.00%	

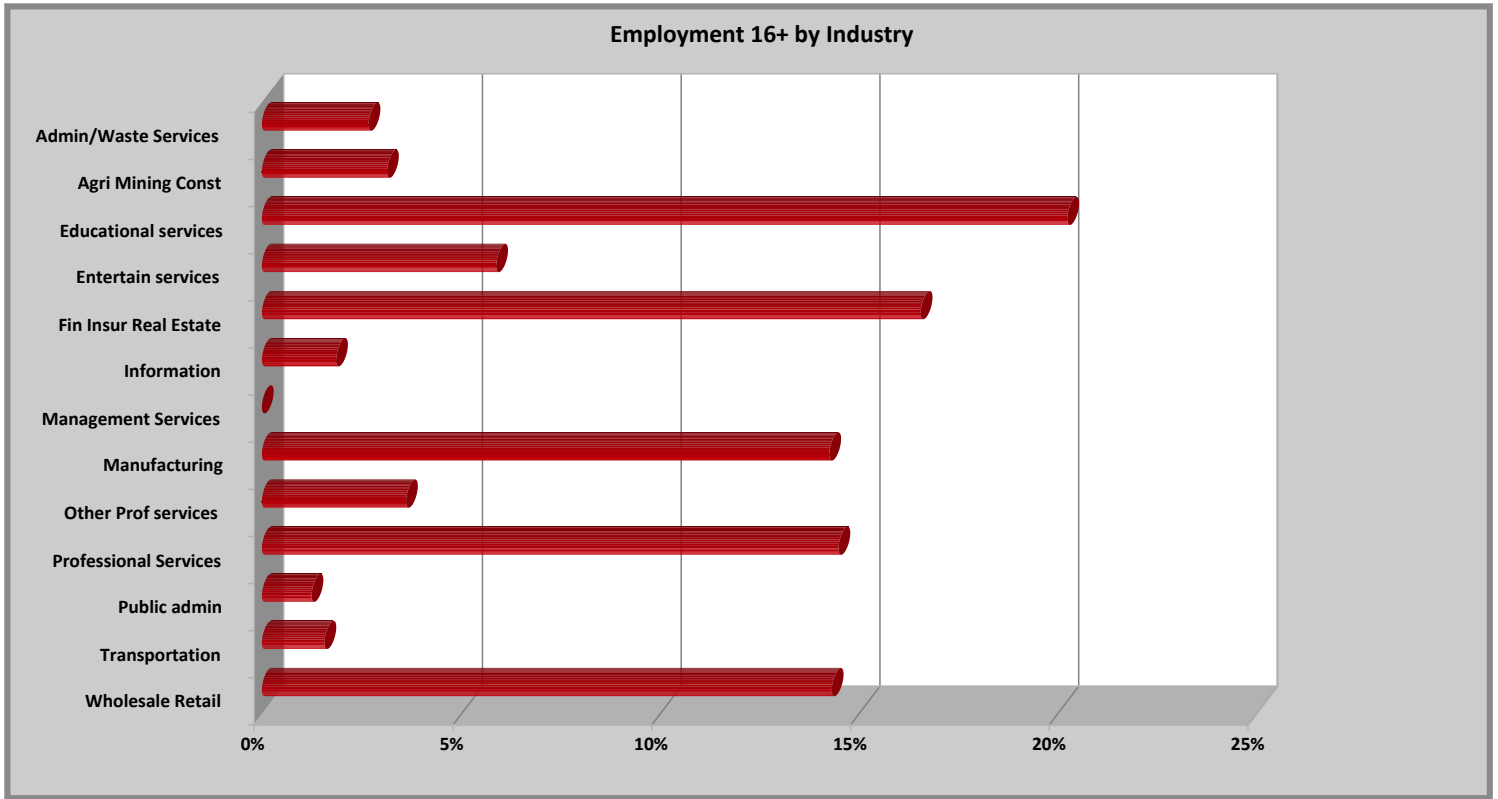


Employed Civilian Population by Occupation: 2015



Employed Civilian Pop 16+ by Occupation	Study Area		State of IL		Comp Index CY
	2015		2015		
Bldg Maintenance & Cleaning	79	1.22%	237,750	3.74%	33
Construction	85	1.31%	453,070	7.13%	18
Farming, Fishing, & Forestry	30	0.46%	19,257	0.30%	153
Food Preparation Serving	133	2.05%	342,192	5.38%	38
Healthcare Support	16	0.25%	146,779	2.31%	11
Managerial Executive	2,057	31.75%	956,042	15.04%	211
Office Admin	600	9.26%	902,735	14.21%	65
Personal Care	187	2.89%	231,866	3.65%	79
Production Transportation	159	2.45%	877,624	13.81%	18
Prof Specialty	1,979	30.55%	1,348,487	21.22%	144
Protective	63	0.97%	142,948	2.25%	43
Sales	1,090	16.83%	695,825	10.95%	154
Totals:	6,478	100.00%	6,354,575	100.00%	
Workers 16+: Home or Away					
Worked at Home	632	9.76%	262,834	4.14%	236
Worked away from Home	5,846	90.24%	6,091,741	95.86%	94
Totals:	6,478	100.00%	6,354,575	100.00%	
Workers 16+: Transport to Work					
Bicycle	21	0.36%	35,789	0.59%	61
Car, Truck, or Van: Carpooled	321	5.49%	562,885	9.24%	59
Car, Truck, or Van: Drove Alone	4,963	84.90%	4,685,143	76.91%	110
Motorcycle	0	0.00%	7,655	0.13%	0
Other Means	26	0.44%	45,429	0.75%	60
Walked	37	0.63%	192,796	3.16%	20
Public Trans Excluding Taxi Cab	476	8.14%	551,097	9.05%	90
Taxi Cab	2	0.03%	10,947	0.18%	19
Totals:	5,846	100.00%	6,091,741	100.00%	

Employed Pop 16+ by Industry: 2015



Employed Civilian Pop 16+ by Industry	Study Area		State of IL		Comp Index CY
	2015		2015		
Admin/Waste Services	174	2.69%	267,876	4.22%	64
Agri Mining Const	204	3.15%	396,348	6.24%	50
Educational services	1,313	20.26%	1,465,916	23.07%	88
Entertain services	382	5.90%	566,111	8.91%	66
Fin Insur Real Estate	1,074	16.57%	472,313	7.43%	223
Information	121	1.87%	132,670	2.09%	89
Management Services	0	0.00%	7,500	0.12%	0
Manufacturing	925	14.27%	805,355	12.67%	113
Other Prof services	235	3.63%	304,374	4.79%	76
Professional Services	940	14.51%	426,639	6.71%	216
Public admin	81	1.25%	249,301	3.92%	32
Transportation	102	1.57%	370,885	5.84%	27
Wholesale Retail	929	14.34%	889,287	13.99%	102
Totals:	6,480	100.00%	6,354,575	100.00%	
Work Place Population Estimates					
Workplace Employees (Full Time Employees)	21,115	96.69%	6,071,958	94.54%	102
Workplace Establishments	723	3.31%	350,347	5.46%	61
Totals:	21,838	100.00%	6,422,305	100.00%	

Work

	Study Area		State of IL		Comp Index CY
Families: Workers					
1 worker	1,087	29.63%	1,039,444	32.19%	92
2 workers	1,676	45.69%	1,370,260	42.43%	108
3 or more workers	441	12.02%	395,861	12.26%	98
No workers	464	12.65%	423,800	13.12%	96
Totals:	3,668	100.00%	3,229,365	100.00%	
Workers 16+: Travel Time to Work					
	2015		2015		
Less than 5 minutes	84	1.44%	188,626	3.10%	46
5 to 9 minutes	423	7.23%	593,067	9.74%	74
10 to 14 minutes	819	14.01%	774,497	12.71%	110
15 to 19 minutes	825	14.11%	837,774	13.75%	103
20 to 24 minutes	739	12.64%	771,666	12.67%	100
25 to 29 minutes	379	6.48%	335,539	5.51%	118
30 to 34 minutes	786	13.44%	834,680	13.70%	98
35 to 39 minutes	400	6.84%	183,433	3.01%	227
40 to 44 minutes	200	3.42%	281,079	4.61%	74
45 to 59 minutes	515	8.81%	603,668	9.91%	89
60 to 89 minutes	507	8.67%	510,498	8.38%	103
90 or more minutes	170	2.91%	177,214	2.91%	100
Totals:	5,847	100.00%	6,091,741	100.00%	

Religiosity

	Study Area	State of IL	Comp Index CY
Religious Practices			
Conservative Evangelical Christian	30.30%	38.00%	80
Consider Myself A Spiritual Person	46.00%	48.00%	96
Enjoy Watching Religious TV Programs	15.90%	19.00%	84
Important to Attend Religious Services	22.40%	21.00%	107
My Faith Is Really Important To Me	17.20%	18.00%	96

Supporting Information

Interpreting the Report

The FullInsite report is formatted to help you interpret data at a glance.

Change over time: Several trend tables have a column indicating a change over time. Generally these tables begin with the last census, include the current year estimate, a five year projection and if available, a 10 year forecast. The data in each cell represents a percentage change up or down.

Color Coding: Both the "Change over Time" and "Comparative Indexes" columns are color coded to easily spot any change and the direction of that change.

Change:	Increasing	Stable	Declining
Index:	Above Ave	Ave	Below Ave.

Variable Definitions

Full variable definitions can be found in the Demographic Reference Guide. Download it free from the DecisionInsite website resource page.

Indexes: Some variables will have a column called "Comparative Index." An index is an easy way to compare a study area with a larger area. For this report, all comparisons are with the state or states within which the study area falls. The indexes can be interpreted as follows.

- Indexes of 100 mean the study area variable is the same as its base area.
- Indexes greater than 100 mean the study area variable is above the base area. The higher the number, the greater it is above the base.
- Indexes less than 100 mean the study area variable is below the base area. The lower the number, the greater it is below the base.

Support

If you need support with this report, please email DecisionInsite at misupport@missioninsite.com.

The Impressions Report

Prepared for: Lincolnshire Prairieview School District 103
Study area: Lincolnshire Prairieview School District 103

Base State: IL
Current Year Estimate: 2015
5 Year Projection: 2020
10 Year Projection: 2025
Date: 2/9/2016
Semi-Annual Projection: Fall

About the Impressions Report

The Impressions report is designed to give an 'impression' of a study area's character. It has two parts, the first of which presents the study area's likely overall mood and values. The second part presents a study area's inclinations across a set of 10 polarities.

The two parts of the report are...

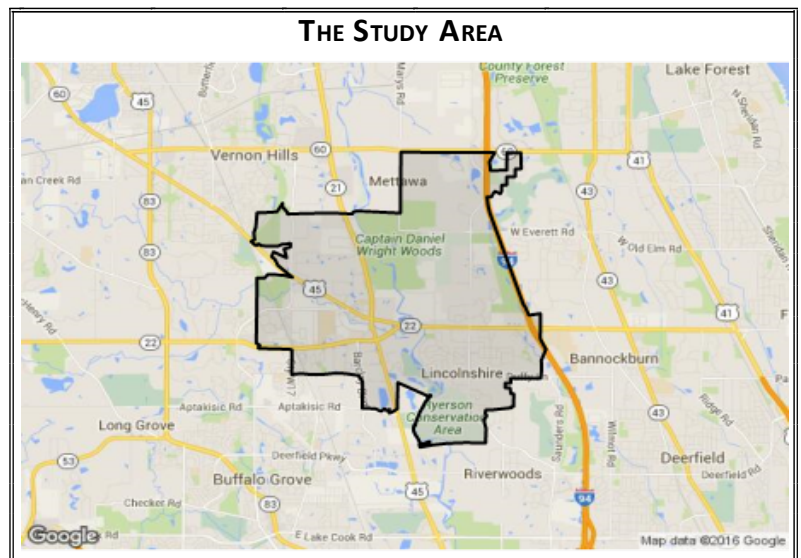
- **10 Indicators of Community Mood and Values:** These 10 indicators portray the relative strength of each category on a scale of 0 to 5.
- **10 Indicators of Community Inclinations:** These 10 indicators present a set of polarities reflecting the relative inclination of an area toward one side of the polarity or the other.

Why is it called "Impressions"?

It is called "Impressions" because unlike the demographic data normally reported which counts population, households and/or housing characteristics, these data derived from the Simmons consumer behavior information portray a more subjective impression of an area. It is one might say an 'Impressionistic' portrait in the way of the late 19th century art movement expressed in 'Impressionism.' It looks at a wide array of the Simmons data and organizes that data by interpretive categories.

How should the report be read?

There are five options for each indicator. Each indicator's score will be highlighted by a colored box, providing an answer the for each specific question.



What is the value and application of such a report?

The character of a community is more than the various views provided by demographic data alone. The Simmons data attempt to capture people's beliefs, values and behaviors--providing insight into the motivations of people. Taken in aggregate form, patterns of an area can be seen. The Impressions report tries to capture these patterns and organize them in ways that report not just data but interpreted data, providing additional dimensions of understanding about an area. As a result, a person viewing the report will gain insight into how to communicate, how a community is likely to respond to various initiatives and even where community programs might be called for.

10 Community Mood and Values Indicators

1	Drive for Affluence In this area, how important is the pursuit of affluence?	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	Extremely Important
2	Devotion to Family In this area, how strong is the devotion to family?	Very Weak	Somewhat Weak	Somewhat Strong	Very Strong	Extremely Strong
3	Commitment to Career In this area, how important are career pursuits?	Very Unimportant	Somewhat Unimportant	Important	Very Important	Extremely Important
4	Concern for the Environment In this area, how strong is the concern for the environment?	Very Weak	Somewhat Weak	Somewhat Strong	Very Strong	Extremely Strong
5	Practice of Altruism and Giving In this area, how strong is the practice of altruism and giving?	Very Weak	Somewhat Weak	Somewhat Strong	Very Strong	Extremely Strong
6	Importance of Religious Faith In this area, how important is religious faith and practice?	Very Unimportant	Somewhat Unimportant	Important	Very Important	Extremely Important
7	Entertainment Activities In this area, how active is the community in entertainment activities?	Very Inactive	Somewhat Inactive	Mixed	Somewhat Active	Very Active
8	Desire to Broaden Horizons In this area, how much energy is given to activities that would broaden one's horizons?	Low Energy	Minimal Energy	Moderate Energy	Significant Energy	Vigorous Energy
9	Pursuit of Personal Growth In this area, how likely is this area to pursue avenues of personal growth and development?	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	Extremely Likely
10	Sense of Wellbeing In this area, how high is the overall sense of wellbeing?	Very Low	Low	Moderate	Somewhat High	Extremely High

10 Community Inclination Indicators

1	Local vs Global In this area, is the inclination toward a local or global focus?	Very Local	Somewhat Local	Mixed	Somewhat Global	Very Global
2	Traditional vs Progressive In this area, is the outlook more traditional or progressive?	Very Traditional	Somewhat Traditional	Mixed	Somewhat Progressive	Very Progressive
3	Retiring vs Sociable In this area, is the inclination toward sociability or is it more retiring?	Very Retiring	Somewhat Retiring	Mixed	Somewhat Sociable	Very Sociable
4	Restrained vs Indulgent In this area, is the inclination more likely to be restrained in life activities or indulgent?	Very Restrained	Somewhat Restrained	Mixed	Somewhat Indulgent	Very Indulgent
5	Planned vs Spontaneous In this area, is the inclination more likely to lean towards planning of activities or spontaneity?	Very Planned	Somewhat Planned	Mixed	Somewhat Spontaneous	Very Spontaneous
6	Dutiful vs Carefree In this area, is the inclination more towards fulfilling duty or being carefree?	Very Dutiful	Somewhat Dutiful	Mixed	Somewhat Carefree	Very Carefree
7	Security vs Fulfillment In this area, is the inclination more for security or pursuing life fulfillment activities?	High Security	Moderate Security	Mixed	Moderate Fulfillment	High Fulfillment
8	Simplicity vs Affluence In this area, is the inclination toward a lifestyle of simplicity or affluence?	High Simplicity	Moderate Simplicity	Mixed	Moderate Affluence	High Affluence
9	Self vs Others In this area, is the inclination toward self concerns or the concerns of others?	High Self	Moderate Self	Mixed	Moderate Others	High Others
10	Follow vs Lead In this area, is the inclination toward leading or following?	High Follow	Moderate Follow	Mixed	Moderate Lead	High Lead

Variables by Indicators

Underlying the 20 different indicators are 93 different Simmons Research Variables. This table lists each variable that plays a role in the calculation of an indicator. Some variables will be used for more than one indicator. Some will have a positive impact and some a negative impact.

Community Mood and Values Indicators

Drive for Affluence

- Money Is Best Measure Of Success
- Only Work Current Job For The Money
- Enjoy Owning Good Quality Things
- I Am A Workaholic
- Prefer To Have Few Possessions As Possible

Devotion to Family

- Enjoy Spending Time With My Family
- Friends More Important Than My Family
- Like Spending Most Time Home With Family
- Provide My Kids With The Little Extras
- Rarely Sit Down to a Meal Together At Home
- Important Family Thinks I Am Doing Well
- Willing To Give Up Time With Family To Advance

Commitment to Career

- I Am A Workaholic
- If Won Lottery Would Never Work Again
- Look At Work I Do As Career Not Just Job
- Want To Get To very Top In My Career
- Willing To Give Up Time With Family To Advance

Concern for the Environment

- Environmental-\$200 Or More
- Like To Understand About Nature
- Make Conscious Effort To Recycle
- People Have Duty To Recycle
- Worried About Pollution Caused By Cars

Practice of Altruism and Giving

- Education-\$200 Or More
- Health-\$200 Or More
- Religious-\$200 Or More
- Social Services/Welfare-\$200 Or More
- Willing To Volunteer My Time/Good Cause
- Charitable Contributions in General
- Religious Under \$200

Importance of Faith

- Consider Myself A Spiritual Person
- Important to Attend Religious Services
- My Faith Is Really Important To Me
- Conservative Evangelical Christian
- Enjoy Watching Religious TV Programs
- Religious-\$200 Or More

Participation in Entertainment Activities

- Arts/Culture/Humanities
- Music Important Part of My Life
- Too Much Sponsorship In Arts/Sports
- Consider Myself Interested In The Arts
- Do Some Sport/Exercise Once A Week
- Enjoy Entertaining People In My Home
- Have Keen Sense Of Adventure

Desire to Broaden Horizons

- Am Interested In International Events
- Don't Judge People/Way They Live Life
- Important To Be Well Informed

Pursuit of Personal Growth

- Consider Myself Interested In The Arts
- Have Keen Sense Of Adventure
- I Am A Perfectionist
- If At First Do Not Succeed Keep Trying
- Important Continue Learning New Things
- Important To Be Well Informed
- Like To Just Enjoy Life
- You Should Seize Opportunities In Life
- Look At Work I Do As Career Not Just Job

Sense of Wellbeing

- Do Some Sport/Exercise Once A Week
- Enjoy Life/ Don't Worry Future
- Feel Very Alone In The World
- Happy With My Standard Of Living
- How Spend Time More Important Than Money
- Important Feel Respected By My Peers
- Important To Have Lasting Relationship
- Little I Can Do To Change My Life
- Try Not To Worry About The Future
- Very Happy With My Life As It Is
- Worry A Lot About Myself
- Enjoy Spending Time With My Family
- In Job Security More Important Than Money
- Like To Just Enjoy Life
- More Important Do Duty Than Enjoy Life
- Prefer To Spend Quiet Evening At Home

Community Inclination Indicators

Local vs Global

- Am Interested In International Events
- Important To Respect Customs And Beliefs
- Interested In Other Cultures
- Home Is An Important Part Of Who I Am
- Woman's Place Is In The Home
- Worry About Violence And Crime

Traditional vs Progressive

- Conservative Evangelical Christian
- Consider Myself More Pro-Life
- Don't Judge People/Way They Live Life
- Enjoy Watching Religious TV Programs
- Home Is An Important Part Of Who I Am
- Like To Pursue Challenge/Novelty/Change
- Marijuana Should Be Legalized
- On Whole People Get What They Deserve
- Pornographic Movies/Shops Should Close
- We Should Strive For Equality For All
- Woman's Place Is In The Home
- Children Should Be Allowed To Express Themselves
- Enjoy Taking Risks
- Friends More Important Than My Family
- Have Practical Outlook On Life
- Interested In Other Cultures

Retiring vs Sociable

- Enjoy Entertaining People In My Home
- Like To Have Circle Of Close Friends
- Prefer To Spend Quiet Evening At Home
- Prefer Work Part Of Team Than Alone
- Feel Very Alone In The World
- Important to Attend Religious Services
- Important To Have Lasting Relationship
- Try To Be Nice To People As Much As I Can
- Like to Stand Out In A Crowd

Restrained vs Indulgent

- Children Should Be Allowed To Express Themselves
- Find It Difficult To Say No To My Kids
- Indulge My Kids With The Little Extras
- Worth Paying Extra For Quality Goods
- Provide My Kids With The Little Extras

Planned vs Spontaneous

- Do Things On Spur Of The Moment
- Enjoy Taking Risks
- Have Practical Outlook On Life
- Like To Do Unconventional Things
- Like To Pursue Challenge/Novelty/Change

Dutiful vs Carefree

- More Important Do Duty Than Enjoy Life
- Enjoy Life/ Don't Worry Future
- Like To Do Unconventional Things

Security vs Fulfillment

- In Job Security More Important Than Money
- Rather Have Boring Job Than No Job
- Worry About Violence And Crime
- Would Like To Set Up Own Business
- Arts/Culture/Humanities
- Do Things On Spur Of The Moment
- Have Keen Sense Of Adventure
- Try Not To Worry About The Future
- You Should Seize Opportunities In Life

Simplicity vs Affluence

- Enjoy Owning Good Quality Things
- Prefer To Have Few Possessions As Possible
- How Spend Time More Important Than Money
- Money Is Best Measure Of Success
- Only Work Current Job For The Money
- Worth Paying Extra For Quality Goods

Self vs Others

- Like to Stand Out In A Crowd
- People Have To Take Me As They Find Me
- Speak My Mind Even If It Upsets People
- Try To Be Nice To People As Much As I Can
- Education-\$200 Or More
- Important To Respect Customs And Beliefs
- Like Control Over People And Resources
- Like To Have Circle Of Close Friends
- Prefer Work Part Of Team Than Alone
- We Should Strive For Equality For All
- Willing To Volunteer My Time/Good Cause
- Worry A Lot About Myself
- Enjoy Entertaining People In My Home
- Important To Have Lasting Relationship

Follow vs Lead

- Don't Want Responsibility Rather Be Told
- Find That I Am Easily Swayed By Others
- Like Control Over People And Resources
- Find It Difficult To Say No To My Kids
- Like to Stand Out In A Crowd
- Little I Can Do To Change My Life
- Speak My Mind Even If It Upsets People
- Would Like To Set Up Own Business
- You Should Seize Opportunities In Life

Support Information

How are the scores calculated for the Impressions Report?

The Simmons data provides either raw population or household counts for each block group in the US. That data alone is just data. (100 people answered yes to this statement...) The Impressions report pulls in 93 variables from that data. A score of 0 to 5 is developed for each of the Simmons variables. The score is a composite of two factors. First, the size of the population or households affirming the statement relative to the total number of persons or households in each block group. The assumption is that 10% affirming a statement is of less significance than 60% affirming it. More weight is given to the greater percentage. The second factor in the creation of the score is the comparative index that measures how each block group's percentage compares to a base area, such as a state. The base is considered the average and so the index indicates if the study block is above or below that average. Relative to the scoring, the assumption is that the higher above the base average, the greater the significance. The opposite is also true relative to the base area.

Each Simmons variable is assigned to one or more of the categories in the two parts of Impressions report.

A specific variable may be used for more than one category.

Finally, each variable is assessed for its interpretive impact upon its category score. Some variables based upon the way the statement is written vis-à-vis the category would have a negative impact on the score and some a positive. For example one category assesses the relative devotion to family in an area. One variable used to generate the score is "Enjoy Spending Time With My Family." This clearly represents a positive orientation toward family. However, the statement "Friends More Important Than My Family" most would agree reflects a negative orientation toward family. Both are used to develop the "Devotion to Family" score but one pushes the total score for the category up and the other pushes it back down. The final score is derived from the relative strength of each of these as they are averaged together. Some categories may have 10 or more Simmons variables used to create the category score. None have less than five.



Lincolnshire-Prairie View School District 103

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<http://www.d103.org>

MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: February 16, 2016
Re: **DRAFT** Proposed Staffing Plans for 2016-17

Included are the DRAFT proposed staffing plans for the 2016-17 school year.* Licensed staff, classified staff, and administration each have their own lists. The major themes are discussed below.

Transition 5th Grade to Half Day School

Per the Facilities Improvement Plan – Operational Review – Staffing Level Changes report to the Board at the December 14, 2015 Board meeting, the FTE levels are adjusted with some modifications. To add clarity, the FTE changes from the 5th grade move are colored blue. The changes from the December 14th report are as follows:

- 0.5 FTE decrease in Health Teacher updated to a 0.3 FTE decrease
- 0.2 FTE/Pending increase for Band/Music/Orchestra/Choir/Chorus updated to a 0.45 FTE increase
- 0.5 FTE increase in RTI updated to 0.5 FTE increase in RTI Teacher and 0.5 FTE increase for RTI Associate
- 4.0 FTE increase in Transportation updated to a 2.0 FTE increase

Additional Guided Classroom

The Intergovernmental Agreement between District 96 and District 102 for the Guided Program requires the housing of grades 6-8 at District 103. To date, the number of students in grades 6-8 have only necessitated a single classroom. Historically, both District 96 and District 102 have increased to 2 classrooms when needed. The districts have worked cooperatively to minimize the number of classrooms needed across the three districts. Next year, the number of students in grades 6-8 will necessitate an increase to 2 classrooms. While the increase to 2 classrooms will increase costs to District 103, approximately 75% of the costs will be reimbursed by District 96 and District 102 the following year. To add clarity, the FTE changes relating to the Guided Program are colored orange. While the majority of the increases in orange represent the Guided Program, there are some portions that are increases to District 103 needs, not related to the Guided Program. These District 103-only parts are as follows:

- Speech Language Pathologist: 0.1 FTE increase of the total 0.5 FTE increase
- Occupational Therapist: 0.2 FTE increase of the total 0.5 FTE increase

Early Childhood

An increase of 0.5 FTE Early Childhood teacher and 1.0 FTE Early Childhood Associate will be explained during the meeting.

2nd Grade Class Size

The class size projections for the 2nd grade next school year is trending towards the mid-20's, which is higher than the recommended low 20's guidelines in the October 6, 2015 Class Size Review report and very close to the 25 student trigger to review. The recommendation is a 2.0 FTE increase in classroom associates for 2nd grade. While this does appear to be a one-year anomaly, the questions/factors to consider are listed below with responses:

1. *Is the class manageable with the current level of students (i.e., a math class in which students need little intervention vs. a class where more intervention is needed)?*

The class size will border on unmanageable for the second grade teachers as the class size projections will exceed the recommended numbers of students at the elementary level. The enrollment and class size projections are included at the end of this report.

2. *Is the timing appropriate for an addition/reduction (did the class size increase/decrease before the school year started, in the middle of the year, or at the end of the year)?*

The timing is appropriate as the recommendation would be to support this grade level at the start of the 2016-2017 school year.

3. *Are there specific learning needs in a class that must be considered for reducing/adding students to a class, such as students with special education needs or ELL services?*

At the elementary level, classrooms are heterogeneous and self-contained. Thus, there will be a range of needs in each room. Support personnel such as ELL and special education will be scheduled into the appropriate classrooms.

4. *Can adequate support for the classroom be provided in the form of an assistant, co-teaching, or other methods?*

Adequate support for the eight classrooms can be provided in the form of classroom assistants. Each assistant will be assigned to one pod of four classrooms. Within a pod, schedules are designed for team teaching and grouping opportunities. This maximizes the use of the assistants.

5. *Is the physical space adequate to house the number of students? Is there an alternate space needed for instruction?*

The physical space in the second grade hallway does not support the addition of another section of second grade classroom.

6. *What are the financial implications for adding/reducing class sizes? Are there finances in the budget to cover costs? Are reductions needed in other areas to cover an additional section?*

The financial impact of adding two full-time classroom associates, including salary and benefits, is approximately \$48,000. The financial projections included in the board book do include these figures.

Administration

There are no recommended changes to administration.

***Student data, which informs position needs, is not yet available in two areas:**

- ELL – ACCESS data will be available late April. However, at this time, we are not anticipating a change.
- Special Ed – IEP meeting completions data will be available late May at the earliest.

DRAFT 2016-17 Licensed Staffing Plan

Title	Actual		Changes for		Proposed	
	2015-16		2016-17		2016-17	
	FTE	Positions	FTE	Positions	FTE	Positions
Adaptive P.E. Teacher	1.00	1			1.00	1
Art Teacher	3.00	3	0.20	1	3.20	4
Early Childhood Teacher	2.50	3	0.50	0	3.00	3
ELL Teacher	5.00	5			5.00	5
REACH 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	2.00	2
Health Teacher	1.30	2	-0.30	-1	1.00	1
Learning Behavior Specialist	15.00	15			15.00	15
Librarian	3.00	3			3.00	3
Math Teacher	6.00	6			6.00	6
Music Teacher	6.75	7	0.45	1	7.20	8
Nurse	1.00	1			1.00	1
P.E. Teacher	6.00	6	0.50	1	6.50	7
Performing Arts Teacher	1.00	1	-0.20	0	0.80	1
Psychologist	3.00	3	0.50	1	3.50	4
RTI Teacher	8.25	9	0.50	0	8.75	9
Science Teacher	5.20	6			5.20	6
Self-Contained Kindergarten Teacher	6.50	7			6.50	7
Self-Contained 1st Grade Teacher	8.00	8			8.00	8
Self-Contained 2nd Grade Teacher	8.00	8			8.00	8
Self-Contained 3rd Grade Teacher	8.00	8			8.00	8
Self-Contained 4th Grade Teacher	8.00	8			8.00	8
Self-Contained 5th Grade Teacher	8.00	8			8.00	8
Service Learning Teacher	0.20	1	-0.20	-1	0.00	0
Social Studies Teacher	5.00	5			5.00	5
Social Worker	4.00	4			4.00	4
Spanish Teacher	9.00	9			9.00	9
Speech Language Pathologist	4.00	4	0.50	1	4.50	5
Tech Resource Teacher	1.00	1			1.00	1
Technology Integration Specialist	4.00	4			4.00	4
Grand Total	155.70	160.00	3.45	4.00	159.15	164.00

2016-17 Administration Staffing Plan

Title	Actual		Changes for		Proposed	
	2015-16		2016-17		2016-17	
	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 Student 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
Grand Total	13.50	14.00	0.00	0.00	13.50	14.00

DRAFT 2016-17 Classified Staffing Plan

Title	Actual		Change for		Proposed	
	2015-16		2016-17		2016-17	
	FTE	Positions	FTE	Positions	FTE	Positions
103 Club Associates	4.00	16			4.00	16
103 Club Asst. Director	1.00	1			1.00	1
103 Club Director	1.00	1			1.00	1
103 Club Supervisor	3.00	3			3.00	3
1st Grade Associate	2.00	2			2.00	2
2nd Grade Associate	0.00	0	2.00	2	2.00	2
Admin Assistant	3.00	3			3.00	3
Bookkeeper	2.50	3			2.50	3
Bus Aide	0.57	1			0.57	1
Bus Driver	28.00	28	2.00	2	30.00	30
Clerical Aide	2.02	4			2.02	4
Communications Coordinator	0.80	1			0.80	1
Custodian	10.50	11	1.50	2	12.00	13
ELL Associate	2.50	3			2.50	3
Kindergarten	6.00	7			6.00	7
HDK Associate	0.50	1			0.50	1
Head Custodian	3.00	3			3.00	3
Human Resources Coordinator	1.00	1			1.00	1
Library Associate	2.50	3			2.50	3
Lunchroom Associate	1.91	4			1.91	4
Maintenance	1.00	1			1.00	1
Network System Manager	1.00	1			1.00	1
Nurse	2.00	2			2.00	2
Occupational Therapist	1.00	1	0.50	1	1.50	2
Occupational Therapist Asst.	1.00	1			1.00	1
PE Associate	2.42	4			2.42	4
Physical Therapist	0.50	1	0.30	0	0.80	1
Receptionist	0.50	1			0.50	1
Rivershire Coordinator	1.00	1			1.00	1
RTI Associate	3.57	5	0.50	1	4.07	6
Secretary	5.92	6			5.92	6
SpEd Associate	12.00	13			12.00	13
SpEd EC Associate	3.00	4	1.00	1	4.00	5
SpEd Guided Associate	8.00	8	5.00	5	13.00	13
Tech Support Specialist	3.00	3			3.00	3
Grand Total	121.71	148.00	12.80	14.00	134.51	162.00

D103 Enrollment Projections

Grade	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	138	137	153	132	141	142	138	140	140
1	154	166	154	182	156	166	167	163	165
2	156	168	178	164	196	168	179	180	175
3	170	166	171	192	174	208	179	190	191
4	183	191	173	182	207	187	224	193	205
5	186	187	202	180	190	216	195	233	201
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
Total	1,598	1,643	1,664	1,672	1,701	1,722	1,735	1,769	1,795
Annual Change	(1)	45	21	8	29	21	13	34	26
% Change	-0.06%	2.82%	1.28%	0.48%	1.71%	1.25%	0.77%	1.96%	1.46%
Total EC	21	29	31	31	31	31	31	31	31
SpEd Out of Dist.	8	7	9	8	8	8	8	8	8
Total Total	1,627	1,679	1,704	1,711	1,740	1,761	1,775	1,808	1,834
% Change	-0.18%	3.20%	1.49%	0.43%	1.66%	1.22%	0.77%	1.91%	1.43%

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Survival Ratios	2012-13	2013-14	2014-15	2015-16	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K									
1	1.20	1.20	1.12	1.19	1.17	1.18	1.17	1.17	1.18
2	0.99	1.09	1.07	1.06	1.08	1.06	1.06	1.06	1.08
3	1.04	1.06	1.02	1.08	1.05	1.05	1.06	1.06	1.06
4	1.03	1.12	1.04	1.06	1.08	1.06	1.06	1.07	1.08
5	1.03	1.02	1.06	1.04	1.04	1.04	1.04	1.04	1.04
6	1.06	1.07	1.09	1.05	1.07	1.07	1.06	1.07	1.07
7	1.01	1.02	1.05	1.05	1.04	1.03	1.03	1.03	1.04
8	1.03	1.09	1.04	1.02	1.05	1.04	1.04	1.04	1.05

Enrollment by School

	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Sprague									
K	138	137	153	132	141	142	138	140	140
1	154	166	154	182	156	166	167	163	165
2	156	168	178	164	196	168	179	180	175
Sprague K-2 Total	448	471	485	478	493	476	484	483	480
EC	21	29	31	31	31	31	31	31	31
Sprague Total	469	500	516	509	524	507	515	514	511
Half Day									
3	170	166	171	192	174	208	179	190	191
4	183	191	173	182	207	187	224	193	205
5	186	187	202	180	190	216	195	233	201
Half Day Total	539	544	546	554	571	611	598	616	597
Daniel Wright									
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
DW Total	611	628	633	640	637	635	653	670	718

Teachers/Sections	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers									
K	8	8	8	7	7	7	7	7	7
1	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8
4	8	8	8	8	8	8	8	8	8
5	8	8	8	8	8	8	8	8	8
Sections									
6	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
7	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
8	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Class/Section Size									
K	17.3	17.1	19.1	18.9	20.1	20.3	19.7	20.0	20.0
1	19.3	20.8	19.3	22.8	19.5	20.8	20.9	20.4	20.6
2	19.5	21.0	22.3	20.5	24.5	21.0	22.4	22.5	21.9
Sprague Avg.	18.7	19.6	20.2	20.7	21.4	20.7	21.0	21.0	20.8
3	21.3	20.8	21.4	24.0	21.8	26.0	22.4	23.8	23.9
4	22.9	23.9	21.6	22.8	25.9	23.4	28.0	24.1	25.6
5	23.3	23.4	25.3	22.5	23.8	27.0	24.4	29.1	25.1
Half Day Avg.	22.5	22.7	22.8	23.1	23.8	25.5	24.9	25.7	24.9
6	30.0	28.9	29.5	30.5	28.1	29.4	32.9	30.1	35.1
7	26.2	27.6	27.2	27.8	28.4	26.3	27.4	30.7	28.1
8	26.6	28.1	28.4	27.8	28.9	29.7	27.4	28.6	32.0
Daniel Wright Avg.	27.6	28.2	28.4	28.7	28.5	28.5	29.3	29.8	31.7



Lincolnshire – Prairie View School District 103
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Memo

To: Board of Education
From: Scott Gaunky, CPMM
CC: Dr. Scott Warren
Date: February 12, 2016
Re: Facilities Update

DISTRICT 103

A representative from District 103 will attend the annual Meeting of Illinois Sports Turf Managers, to accept the award for athletic field of the year.

Bids were received for the roof work at Daniel Wright and Half Day. The apparent lowest responsible bidder from Tremco is Riddiford Roofing, with a bid of \$767,564.00. Garland provided bidders as well and the bids are per building; the lowest combined bid came in at \$940,967.00. Because of the disparity between the numbers, we are confirming scope and assurances on supplies. This work will be completed over the weekend, with confirmation on Monday.

DANIEL WRIGHT

Roof repairs were completed after all of the snow and ice have melted off. To date, we have had no issues. A casualty of the water intrusion was flooding of one of the security cameras in the main entry. This has been replaced and is up and functioning.

HALF DAY

Scope has been developed for the Spring break asbestos removal project and a budget number will be provided to the District by the end of February.

The District has received final documentation the Illinois EPA on the underground storage tank removal. The District has been cleared on every aspect of the project. The final step will be documents that will be presented to the county for their records.

LAURA SPRAGUE

No significant projects were completed in this time period.



Lincolnshire – Prairie View School District 103
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Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent for Instruction
Julie Postma, Director of Student Services
Robert Bialk, Director of Technology
CC: Dr. Scott Warren
Date: February 16, 2016
Re: Executive Summary

Curriculum & Instruction

- On January 29, 2016 representatives from Districts 96, 102, 103 & 125 met to review applications for the new Math Coach position. This team will meet again in February to finalize the slate of candidates for a group interview.
- On Friday, February 12, 2016 Algebra I & Algebra II consortium teachers met to review course pacing guides and begin to develop common assessments.
- Due to a shortage of substitutes, the decision was made to cancel the 1:1 Day 3 release days for teachers. The objectives of these days will be incorporated into the February Teacher Institute.
- The ESL Cohort launched in January, 2016. Eleven certified staff members and one district administrator are enrolled in the 6 course endorsement program being offered through Benedictine University.
- Throughout the month of February the building curriculum committees meet. This is an opportunity for the committee, led by the district chair, to discuss advancements made towards the committee's goals. Currently the district has Math, Science, Social Studies, ELA, & SEL building meetings and World Language, PE/Health, Creative Arts committees that meet regularly throughout the year.
- PARCC is fast approaching! The district's PARCC window is March 8-April 26, 2016. Currently we are running network tests, creating personal need profiles for any student who needs accessibility features identified in advance or

accommodations and creating building schedules. Teachers have also begun to familiarize students with the PARCC format.

Student Services

- PARCC is fast approaching and we are working closely together to ensure the Personal Needs Profiles are completed within the district for each student and also ensuring they are correctly entered in the State database to be imported into Pearson.
- DLM-AA (the alternate state assessment) takes place slightly later than PARCC. Additional training as well as a “First Contact” and Personal Needs Profile must be completed. The additional training for staff will occur during Teacher Institute Day.
- Several situations related to students that are very complicated continue to require significant amounts of time from both staff and administration.
- Planning for the second Guided class is in full swing. Staffing is being evaluated and a first draft of the required staffing is included within Dan’s staffing report. In addition, we are expecting that seven and nine students will join the five students who will remain at DW next year for a total of between 12 and 14 students in the Guided programming. We are gathering information about their profiles and have begun the communication process that precedes these types of transitions.
- We continue to participate in meetings related to the new construction. Specifically, working with the building principals to ensure the space, location and resources are balanced within the buildings to meet the needs of the students.
- We continue to analyze the information we know about students needs and the reconfiguration information to determine the placement of staff within the department and also the impact on the amount staffing required. The reconfiguration will lead to different needs in two of the buildings than we currently have. The challenge is to determine how to reassign staff to minimize the impact of the different building schedules and travel while accounting for the shift of student needs and the expertise of the staff members. All three buildings become a piece of the analysis as that occurs. Also entering into the analysis is the actual known and anticipated student needs in the upcoming year and those needs projected into the future.

Technology & Assessment

Technology -

- **“App” procedure being reviewed** - In light of the continued support needs of our “BYO iPads”, a change in our current “app” procedure is being evaluated. From the start of the ‘15-’16 school year, the vast majority of issues and support demands have been associated with our “BYO” iPads (90% and higher). Specifically, the primary issue has been the management of apps. Although

there are a number of different avenues to explore when trying to troubleshoot issues, there is not a conclusive solution. Having worked in similar 1:1 environments since 2011, inconsistency in app management has been consistent. As of today, the idea of removing app management from our “BYO iPad” offering is the primary solution being considered. For the 2016-2017 school year, families that participate in the “BYO iPad” option, will be responsible for purchasing (estimated at \$10 per year on average), installing and maintaining school required apps. App expectations for our “BYO iPad” families will shift from being District supplied, to part of the student’s supply list. The District will still offer guidance and support to our students and families, but the shift from *district managed apps* to *personally managed apps* is expected to be the long term solution to all managed apps issues.

- **Support Needs** - The demand for support has increased with the implementation of the *1:1 Initiative*. The tech department has refined a support schedule aimed at offering consistent options for students and teachers. This schedule was shared with teachers and we are currently monitoring effectiveness.
- **Teacher Machine Refresh** - We have reviewed our “teacher machine” refresh schedule in hopes to make it more systematic. Currently, the idea of refreshing an entire group of faculty / staff machines within a 4 year cycle is being considered. For example, teachers of a specific school will have their machines refreshed in year #1 of the cycle, a different school of teachers machines will refresh in year #2 of the cycle, etc.
- **PowerSchool Update** - The District’s PowerSchool server is online. The technology department is working to transition our current data from our Skyward SMS to our new PowerSchool SMS. Faculty and staff will begin to receive login credentials and training.

Assessment –

- **ACCESS (Assessing Comprehension and Communication in English State-to-State) Testing**
 - Our ELL teachers continue to do a great job proctoring the assessment. The test is being facilitated by DRC (Data Recognition Corporation) and they are still working out some tech glitches. We are supporting tech needs as they occur.
- **PARCC (Partnership for Assessment of Readiness for College and Careers)**
 - The District (Half Day and Daniel Wright) has begun to prepare for the upcoming PARCC assessment. Our testing window is from March 8th through April 23rd.
 - As of right now, Half Day students will complete the assessments on a scheduled rotation through the computer labs. Daniel Wright students will complete the assessment on iPads. More information is to come.

LINCOLNSHIRE - PRAIRIE VIEW SCHOOL DISTRICT 103

ENROLLMENT REPORT

Enrollment - January 2016

Grade	June 2015 Enrollment	Current Enrollment	No. Core Academic Teachers/ FTE	Average Class Size	Lowest Class Size	Highest Class Size	Kasarda Report 2015-2016 "B" Projection	Kasarda Report 2015-2016 "C" Projection
Early Childhood	39	33	3 am/2 pm		3	10		
K (AM)	20	22	1	21.0	21	21		
K (PM)	19	0	N/A	N/A	N/A	N/A		
K (Full Day)	120	114	6	19.0	19	19	139	145
1	154	188	8	23.5	22	24	160	170
2	188	165	8	20.6	19	21	170	178
3	174	194	8	24.0	24	25	181	189
4	173	182	8	22.7	22	23	182	190
5	209	181	8	22.6	19	24	183	191
6	197	211	8	26.4	21	28	204	212
7	213	216	9.2	23.5	14	29	197	205
8	224	215	9.5	22.6	15	29	209	217
Sprague Total	540	522						
Half Day Total	347	376						
Daniel Wright Total	843	823						
SUBTOTAL	1,730	1,721					1,625	1,697
Special Ed Out of District:								
Public Placements	3	4						
Consortium Placements	4	3						
Private Placements	2	3						
IAES								
TOTAL	1,739	1,731						

**2015-2016
LINCOLNSHIRE - PRAIRIE VIEW
SCHOOL DISTRICT 103**

MONTHLY ENROLLMENT 2015-2016

<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	30	32	32	32	32	33				
K - AM	21	21	22	22	22	22				
K - PM	N/A									
K- Full Day	111	111	113	114	114	114				
1	181	182	184	184	184	188				
2	164	164	164	164	164	165				
3	192	192	192	192	192	194				
4	182	182	182	183	182	182				
5	179	180	180	180	180	181				
6	212	212	211	211	211	211				
7	213	214	214	214	214	216				
8	217	214	214	214	214	215				
Sprague	507	510	515	516	516	522				
Half Day	374	374	374	375	374	376				
Daniel Wright	821	820	819	819	819	823				
SUBTOTAL	1702	1,704	1,708	1,710	1,709	1,721	0	0	0	0
Special Ed.	9	10	10	10	10	10				
TOTAL	1711	1,714	1,718	1,720	1,719	1,731	0	0	0	0



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 11, 2016
Re: Superintendent Informational Report

FOIA requests

The District did not receive any FOIA requests this month.

Leaves of Absence

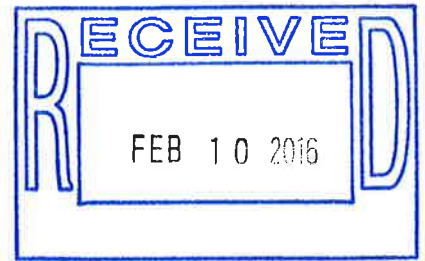
The District received one leave of absence this month and is approved. The specific request is included for the Board's review.

Child Care Support for Families

With the later start for the 2016-2017 school year, the District is helping to facilitate information regarding camps and day care options that are able to provide childcare for students this summer. The District is creating a community webpage that will list the various opportunities. The District does not endorse nor recommend any of the camps, but is providing the information to parents for their consideration.

Construction Update

The Lincolnshire Village Board met on February 8, 2016 to review the positive recommendations of the Zoning Board and Architectural Review Board for the Sprague and Half Day construction projects. The Village Board requested additional information from the District regarding the Sprague project, including renderings of the landscaping, a second concept design for the windows, and additional information regarding the drainage on the south side of the building. The project will be placed on the Village Board meeting agenda for action at the February 22, 2016 meeting with discussion regarding the above items.



KATHLEEN A. CULVER

February 9, 2016

Attn:
Dr. Scott Warren, and
Lincolnshire-Prairie View School District 103 Board Members

Ladies and Gentlemen:

Please accept this letter as my formal request for FMLA medical leave of absence, to occur during the first few weeks of the 2016-2017 academic year.

I expect to complete this school year and deliver my child shortly after its conclusion. I kindly request that my leave commence with the first mandatory attendance day of the 2016-2017 academic year and continue for up to but not exceeding 15 consecutive school days thereafter, for a total of no more than 16 days. Upon completion of the leave period, I shall resume my regular duties as an educator for Lincolnshire-Prairie View 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. I am requesting to use the days that I have already accrued during the 2015-2016 school year, plus 6 of my sick days for the 2016-2017 school year.

Thank you for your generous consideration in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen A. Culver".

Kathleen A. Culver

Hands across the world



PHOTOS BY PAUL VALADE/pvalade@dailyherald.com Students at Half Day School in Lincolnshire recently had a chance to explore National Geographic Society's giant traveling floor map of South America, which measures 26 feet by 35 feet.



South America comes to Lincolnshire

Half Day School third-grade students, above from left, Teddy Chui, Yahav Barak and Allison Zdrzalka on the National Geographic Society's giant map of South America. Students were given specific assignments to seek out physical features and locations on the map.



At left, Half Day School third-grade teacher Sharon Powell, third from left, poses with her students. Group photos were taken at various sites on the map to be incorporated into future projects.

Education | updated: 1/27/2016 5:27 PM

'Dichromatism' helps seventh-grader win Lincolnshire spelling bee



About 50 students competed Wednesday in Lincolnshire-Prairie View School District 103 spelling bee at Daniel Wright Junior High School in Lincolnshire. The winner moved on to sectionals next month in Deerfield.

Paul Valade | Staff Photographer



Paul Valade

Nearly 50 students in fourth through eighth grades went head to head Wednesday in Lincolnshire-Prairie View School District 103's annual spelling bee at Daniel Wright Junior High School in Lincolnshire.

And it was a student from the home school, seventh-grader Nikhith Rao, who came out on top after correctly spelling 'dichromatism,' which means colorblindness in which only two of the three primary colors can be discerned.

Education | updated: 1/27/2016 5:27 PM

'Dichromatism' helps seventh-grader win Lincolnshire spelling bee



Eighth-grade student George Paoletti spells a word during Wednesday's Lincolnshire-Prairie View School District 103 spelling bee.

Paul Valade | Staff Photographer



Paul Valade

Nearly 50 students in fourth through eighth grades went head to head Wednesday in Lincolnshire-Prairie View School District 103's annual spelling bee at Daniel Wright Junior High School in Lincolnshire.

And it was a student from the home school, seventh-grader Nikhith Rao, who came out on top after correctly spelling 'dichromatism,' which means colorblindness in which only two of the three primary colors can be discerned.

Education | updated: 1/27/2016 5:27 PM

'Dichromatism' helps seventh-grader win Lincolnshire spelling bee



Sixth-grade student Eileen Kang competes Wednesday in the Lincolnshire-Prairie View School District 103 spelling bee at Daniel Wright Junior High School in Lincolnshire. Nearly 50 students in fourth through eighth grade participated in the districtwide contest.

Paul Valade | Staff Photographer



Paul Valade

Nearly 50 students in fourth through eighth grades went head to head Wednesday in Lincolnshire-Prairie View School District 103's annual spelling bee at Daniel Wright Junior High School in Lincolnshire.

And it was a student from the home school, seventh-grader Nikhith Rao, who came out on top after correctly spelling 'dichromatism,' which means colorblindness in which only two of the three primary colors can be

Lake County in 60 seconds

Blaze destroys home:

A fire of undetermined origin gutted a Lindenhurst home Sunday night. The Lake Villa Fire Protection District received multiple calls about 8 p.m. of a fire on the deck of a house on the 2800 block of Glenarye Drive in Lindenhurst. The roof was ablaze when firefighters arrived, but the occupants of the house made it out safely and no injuries were reported, firefighters said. The cause of the fire is under investigation. .

Wauconda 911 discussion:

Wauconda trustees will discuss the progress of plans to hire Lake Zurich to handle the town's 911 calls when they meet tonight. Wauconda's village board meeting is set for 7 p.m. at village hall, 101 N. Main St. Trustees voted last year to shutter Wauconda's 911 center and outsource the service. Lake Zurich is the leading contender for the business.

Learn more about state crisis:

Ralph Martire will present "The Fiscal Crisis in Illinois: Its Cause and Potential Solution Education" at 2 p.m. Sunday, Jan. 24, at the Stevenson Center on Democracy, 25200

N. St. Mary's Road, Mettawa. Martire is executive director of the Center for Tax and Budget Accountability. He teaches education finance and fiscal policy for the University of Illinois and Roosevelt University, where he is also a distinguished lecturer on public policy. He has taught fiscal policy seminars for various universities and the International Fulbright Scholar Program, and he is a frequent commentator on WTTW and other media outlets. Cost is \$15 for the general public, free for students. Coffee and conversation will follow the presentation. Visit www.stevensoncenterondemocracy.org/events.html or call

(773) 633-5661 for details.

District 103 to talk start times:

The Lincolnshire-Prairie View Elementary District 103 board tonight will again discuss whether to change daily start times for the district's three schools. Administrators spent months studying the issue and are recommending not changing start times for the 2016-17 term. The board meeting is set for 7 p.m. at Wright Junior High, 1370 N. Riverwoods Road.

Lake County in 60 seconds

Help with heating bills:

North Shore Gas customers who need help with their heating bills can apply for financial assistance from the company's Share the Warmth program during a special resource fair Saturday, Feb. 6. Services from other organizations also will be offered at the fair from 10 a.m. to 1 p.m. at Erie HealthReach's Waukegan Health Center, 2323 Grand Ave. Share the Warmth provides qualifying North Shore Gas customers with grants of up to \$200 toward their natural gas bills. Income guidelines are available at northshoregasdelivery.com. To apply for a Share the Warmth grant at the resource fair, customers must bring proof of household income or any financial assistance for the past 30 days for all members of the household over age 18 and a current residential heating bill.

Get meeting notices by email:

The Lake County Board meets regularly as committees and the full board to make policy and budget decisions that affect county government services and programs. In an effort to enhance transparency, Lake County recently launched a new service where residents can sign up to have meeting notices and agendas sent to their email. Sign up and select from a list under "Meetings and Agendas" at <https://public.govdelivery.com/accounts/ILLAKE/subscriber/new>.

District 103 tablets:

The Lincolnshire-Prairie View Elementary District 103 board will meet Tuesday night to again discuss plans to give students more access to tablet computers and other issues. The meeting is set for 7 p.m. at Wright Junior High, 1370 N. Riverwoods Road, Lincolnshire.

District 79 kindergarten:

Fremont Elementary District 79 registration is set for 4 to 8 p.m. Thursday, Feb. 11, for parents of kindergarten students enrolling in the fall 2016. Drop-in registration takes place at Fremont Intermediate School, 28754 N. Fremont Center Road, Mundelein. Preregister online at <http://tinyurl.com/D79Kindergarten>. Go to www.fsd79.org/registration for details on which documents to bring.