



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

OCTOBER 1, 2013

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, October 1, 2013 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: 2 Hours 5 Minutes
- B. Pledge of Allegiance
- C. Community Participation
- D. Action Items
Time: 5 Minutes
 - 1. Approval of Board of Education Goals 2
 - 2. Approval of Superintendent Goals 4
 - 3. Approval of Retirement Agreement 6
- E. Discussion Items
Time: 1 Hour 30 Minutes
 - 1. QLAP Report 13
 - 2. Tentative 2013 Levy Discussion 30
 - 3. ISAT 2013 Results 35
 - 4. Adequate Yearly Progress Report 47
 - 5. Policy Updates Issue 82 56
 - 6. State Grants 70
- F. Board Comments
- G. Community Participation
- H. Executive Session
Time: 30 Minutes
- I. Old Business/New Business
- J. Adjournment



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: September 26, 2013
Re: 2013-2014 Board Goals

The 2013-2014 Board Goals are included for review and action. A discussion of the goals occurred at the September 3, 2013 COW meeting and the September 17, 2013 Board meeting. It is recommended that the Board finalize the goals and take action at the October 1, 2013 Board meeting.



Lincolnshire-Prairie View School District 103

Board Goals for 2013-2014

1. Improve the opportunity for interactive communication between the Board and community members.
2. Explore opportunities for enhancing the working relationship with the three key internal stakeholder groups – staff, administration, and board.
3. Evaluate and redefine the planning and agenda setting processes for the Board.



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: September 26, 2013
Re: Superintendent 2013-2014 Goals

The Superintendent Goals for 2013-2014 are presented for your review. The Board reviewed the goals at the September 3, 2013 COW meeting and the September 17 Regular meeting. I recommend that the Board take action on the goals at the October 1, 2013 Board meeting.



Lincolnshire-Prairie View School District 103

Superintendent Goals for 2013-2014

1. Provide significant leadership and have direct involvement in the Enrichment Learning Model (ELM) review.
2. Ensure the district Technology Integration initiatives are implemented.
3. Explore options for planning efforts at the administrative level in regards to an annual planning calendar, strategic planning and master facilities planning.
4. Implement new components of the Master Contract between the Board and Association.



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MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: October 1, 2013
Re: Retirement Agreement

Included is the retirement agreement for Ed Denecke as previously discussed. The retirement will be December 1st (after Ed's 60th birthday).

RETIREMENT AGREEMENT

THIS AGREEMENT made this 1st day of October, 2013, by and between the Board of Education of Lincolnshire-Prairie View School District No. 103, Lake County, Illinois ("Board") and Edward J. Denecke ("Denecke").

The parties agree as follows:

1. Denecke hereby executes and delivers to the Board his voluntary, irrevocable resignation as an employee in District 103, effective December 1, 2013, for purposes of retirement. Denecke expressly acknowledges and agrees that the signing of this Agreement includes his resignation; that in the absence of a separate resignation letter, this Agreement shall serve as his resignation, and that this resignation is irrevocable.

2. In consideration of the foregoing, the Board will pay the entire cost of the premium to maintain single PPO 350 Plan health insurance coverage available through the District's group health insurance plan for Denecke until Denecke reaches age 65, or becomes eligible for Medicare, whichever occurs first. If PPO Plan 350 is no longer offered, Denecke will be moved to the nearest comparable PPO group health plan offered by the District.

3. Accumulated, unused vacation time will be paid to Denecke within 30 days of retirement, and unused sick leave and personal leave days will be reported to the Illinois Municipal Retirement Fund.

4. Denecke does hereby knowingly and voluntarily relinquish and waive all legal and equitable remedies provided under the *Age Discrimination in Employment Act*, 20 U.S.C.621 *et seq.*, as amended, except for his right of revocation provided in Section (d) hereof. Denecke acknowledges that he is aware of and understands all rights and claims pursuant to the *Older*

Workers Benefit Protection Act of 1990, [20 U.S.C. Secs. 621, 623, 626, and 1030, as amended by Pub. L. 101-433], including, without limitation, the following:

- a. That by virtue of entering this Agreement, he does not waive rights or claims that may arise after the date of execution of this Agreement; and,
- b. That he waives rights or claims under the *Older Workers' Benefit Protection Act* only in exchange for consideration in addition to anything of value to which he already is entitled to arising out of his employment relationship with the Board of Education; and,
- c. That he has the right to be provided twenty-one (21) days following the receipt of this Agreement to consider entering into and signing this Agreement (“consideration period”), and,
- d. That for a period of at least seven (7) days following his execution of this Agreement, he shall have the right to revoke this Agreement.

In return for the consideration provided herein, Denecke has agreed to and hereby waives the aforesaid twenty-one (21) day “consideration period”. Denecke hereby declares that his waiver of the “consideration period” and all other rights under the *Age Discrimination in Employment Act* is knowing and voluntary. Moreover, he acknowledges that this waiver has not been induced by the Board of Education through fraud, misrepresentation, or threat to withdraw or alter the offer prior to the expiration of the 21 day time period. Denecke further agrees that any changes to this Agreement, whether material or immaterial, will not restart the running of the “consideration period”. Denecke further states he had the opportunity to consult with and receive the advice and counsel of an attorney prior to executing this Agreement, including its waivers and releases.

5. In consideration of the mutual promises and covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Denecke fully, completely, unconditionally and absolutely releases, discharges,

and holds forever free the Board, and its respective members (individually and collectively), officers, administrators, agents, employees, insurers, successors, assigns, and attorneys, and each and every one of them, whether acting as individuals in their personal capacity, or as Board members, officers, administrators, or past or present employees of the Board in that capacity, of and from any and all claims, agreements, promises, obligations, debts, duties, obligations, suits, benefits, damages (including, without limitation, special, compensatory, indirect and punitive damages), attorneys' fees, costs and expenses, and actions or causes of action of every kind or nature, at law or equity, which he may now have or claim to have, whether known or unknown, anticipated or unanticipated, asserted or which could have been asserted by Denecke by reason of any act done or omitted to be done by any of them from the beginning of Denecke's employment to and through the date of this Agreement, including his resignation and retirement, and any other actions, omissions, events, transactions, communications, positions or statements previously occurring, taken or undertaken at any time prior to the date hereof, and including, without limitation, all of Denecke's rights under any and all state and federal statutes, laws, executive orders, and regulations, the Constitution of the United States (including all amendments thereto), and the Constitution of the State of Illinois, the *School Code of Illinois*, the *Illinois Educational Labor Relations Act*, the *Illinois Human Rights Act*, *Age Discrimination in Employment Act*, the *Equal Pay Act*, the *Older Workers' Benefit Protection Act*, the *Americans with Disabilities Act*, and any Board policies and rules, and any and all contracts (written, oral, or implied), including any and all rights under any employment agreements, and any and all other claims, rights, and benefits of any kind or nature including any and all other claims and rights relating to Denecke's employment, compensation, and/or termination of employment and

resignation, which were asserted or could have been asserted up to date of this Agreement and which have arisen or have grown out of or in any manner connected with the relationships between the parties, except for the express terms and agreements contained herein and the enforcement of this Agreement. IT IS THE INTENT OF THE PARTIES HERETO THAT THIS RELEASE SHALL BE A FULL AND FINAL GENERAL RELEASE, AS DESCRIBED ABOVE, AND THAT IT MAY NOT BE MODIFIED IN ANY MANNER. Denecke further agrees and represents that he will not file, or assist in the processing of, or accept any benefit from, any grievance or any charge against the Board, its members, officers, administrators, staff, and present and past employees with the Equal Employment Opportunity Commission, the Illinois Department of Human Rights, any fair employment practice agency, the Illinois Educational Labor Relations Board, or any other state or federal agency alleging discrimination on the basis of race, sex, religion, national origin, age, disability, or any other protected status based on any matters arising prior to or existing as of the date of this Agreement.

6. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.

7. This Agreement shall be binding upon and inure to the benefit of Denecke, his successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the Board, its member districts, successors and assigns.

8. No subsequent alteration, amendment, change, or addition to this Agreement shall be binding upon the parties unless reduced to writing and duly authorized and signed by each of them.

9. If any section, provision, paragraph, phrase, clause or word contained herein is held to be void, invalid or contrary to law by a court of competent jurisdiction, it shall be deemed removed herefrom, and the remainder of this Agreement shall continue to have its intended full force and effect.

10. In all respects, this Agreement shall be interpreted, and the rights and liabilities of the parties determined, in accordance with the laws of the State of Illinois irrespective of the fact that Denecke may later become a resident of another state. Venue for enforcement of this Agreement or any actions pertaining thereto shall be in the circuit courts of Lake County, Illinois, or the United States District Court for the Northern District of Illinois, Eastern Division.

11. This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

12. The Board and Denecke both acknowledge that they have each entered into this Agreement voluntarily and knowingly and with the full and complete authority and contractual capacity to do so. Denecke represents that he has read this Agreement, that he has had sufficient time to consider and comprehend the terms contained herein and consult counsel of his choice, that he understands the terms and provisions contained herein, that he is mentally competent and under no physical or mental disability that precludes him from understanding the nature and implications of this Agreement, and that he has voluntarily signed hereafter.

IN WITNESS WHEREOF, Edward J. Denecke and the Board of Education of Lincolnshire-Prairie View School District No. 103, Lake County, Illinois by its duly authorized representatives and agents, have signed and executed this Agreement on the date indicated below.

9-26-13
DATE


EDWARD J. DENECKE

BOARD OF EDUCATION,
LINCOLNSHIRE-PRAIRIE VIEW
SCHOOL DISTRICT NO. 103,
LAKE COUNTY, ILLINOIS

DATE

By: _____
President

ATTEST:

Secretary



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

Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: September 27, 2013
Re: Draft Quality Learning Action Plan

Attached please find the Draft 2013-2014 Quality Learning Action Plan updated with our current reality, strategies and action steps, responsibilities, timeline and evidence of effectiveness for each goal.



LINCOLNSHIRE-PRAIRIE VIEW
1370 Riverwoods Road
Lincolnshire, IL 60069
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LINCOLNSHIRE-PRAIRIE VIEW

SCHOOL DISTRICT 103

QUALITY LEARNING ACTION PLAN 2012-2013

GOALS



DISTRICT GOAL: Implement the best model of foreign language instruction for District 103 students.

Our Reality: Students in grade 6 receive instruction in Spanish for nine weeks as a part of their Encore rotation. Most students in grades 7 and 8, except for some of those who receive special education, English Language Learning or Response to Intervention services, take Spanish for a full year in both grades. Successful completion in both grades allows them to possibly receive credit for completing Spanish I upon their entrance to high school. For the 2012-2013 school year, 176 seventh grade students and 162 eighth grade students are participating in Spanish. During the 2011-2012 school year a committee was established which researched alternative models for teaching a foreign language, including which languages(s) should be taught, when instruction should begin, current best practices for instruction, applicability to global business needs and criteria for student participation.

Admin Goal: **Expand the number of languages offered by at least one; increase the number of instructional hours spent on foreign language instruction at sixth grade; expand foreign language offering to at least two additional grade levels. Determine the best model of foreign language instruction for District 103 students and develop an implementation plan to begin with the 2013-2014 school year.**

STRATEGIES & ACTION STEPS:

- Co-Facilitate a foreign language committee with the Foreign Language Consultant in order to evaluate alternative models for teaching a foreign language, including which languages(s) should be taught, when instruction should begin, current best practices for instruction, applicability to global business needs and criteria for student participation
- Create an implementation; evaluation and five-year budget plan for the new foreign language model decided upon by the Foreign Language Committee.

RESPONSIBILITY: Assistant Superintendent for Instruction; Foreign Language Committee; Board of Education

TIMELINE:

- Hire consultant and determine program model to be completed by December 2013.
- Preliminary report of proposed program model drafted by Spring 2013 and distributed to the Board of Education.
- Implementation, evaluation and five-year budget plan for the new foreign language model will be finalized by Spring 2013 and distributed to the Board of Education.

EVIDENCE OF EFFECTIVENESS:

- A world language instruction will be offered in at least one additional grade level during the 2013-2014 school year.
- Provide a long-range plan for foreign language instruction for implementation beginning in the 2013-2014 school year to the Board of Education, based on Foreign Language Committee findings, by Spring 2013.

DISTRICT GOAL: Embed 21st century skills throughout the District 103 curriculum.

Our Reality: Each student in grades 5-8 receives either physical education or health everyday. The students then rotate through a series of Encore classes. The courses the students participate in are listed by grade level below.

5th Encore: Music, Library/Keyboarding, Tech, Performing Arts

6th Encore: Family and Consumer Sciences, Art, Music, Spanish

7th & 8th Encore: Art, Music, Family and Consumer Sciences, Tech, Performing Arts.

Our Goal: Determine the best model and offerings for Encore classes in District 103 in order to prepare students for their future lives. Develop an implementation plan for the new program model and offerings to begin in the 2013-2014 school year.

STRATEGIES & ACTION STEPS:

- The Encore Committee will be responsible for providing research on best program models and instructional practices in four areas: 21st Century learning skills, physical education/health, and fine and applied arts.
- The recommendations of the Encore Committee will be based on best instructional practices and will not be limited to current constraints regarding scheduling or personnel.

RESPONSIBILITY: Assistant Superintendent for Instruction; Encore Committee; Board of Education

TIMELINE:

- Preliminary report of revised encore program model and offerings drafted by February 19, 2013 and distributed to the Board of Education.
- Implementation and budget plan for revised encore program model and offerings will be finalized by March 5, 2013 and distributed to the Board of Education.

EVIDENCE OF EFFECTIVENESS:

- Encore offerings for students will be aligned with 21st Century Learning Skills and an implementation plan will be in place for the 2013-2014 school year.

DISTRICT GOAL: Embed 21st century skills throughout the District 103 curriculum.

Our Reality: District 103 teachers have engaged in curriculum writing activities in order to align curriculum documents with the Common Core Standards.

Our Goal: Engage certified staff and teachers in professional development activities which align pedagogy with the six instructional shifts for English language arts and mathematics instruction as outlined in Common Core. Staff will begin to embed instructional shifts into unit plans and pilot two units in each subject during second semester of the 2012-2013 school year.

STRATEGIES & ACTION STEPS:

- On early release days facilitate a series of professional development activities for teachers and certified staff that engage them in the six instructional shifts necessary to fulfill the requirements of Common Core.

RESPONSIBILITY: Assistant Superintendent for Instruction; Curriculum Chairs

TIMELINE:

- A professional development plan will be created for the four remaining early release days prior to October 31, 2012.

EVIDENCE OF EFFECTIVENESS:

- **Increased implementation of pedagogical shifts in math and language arts instruction during second semester of the 2012-2013 school year in at least one unit in each subject.**

DISTRICT GOAL: Embed 21st century skills throughout the District 103 curriculum.

Our Reality: District 103 began using Mastery Manager last school year in math to analyze test items and determine student mastery of specific topics and to analyze student performance in mathematics over the course of the school year. We have not been able to conduct this same analysis for language arts, which has limited our teaching staff from making instantaneous changes in instruction to improve student achievement.

Our Goal: All students will demonstrate growth in math and language arts. Each school in District 103 will use district and standardized assessments to measure student growth based on individualized targets. Using Mastery Manager, staff is able to analyze student performance in math and language arts over the course of the school year. Our goal is for 100% of all students to meet the grade level benchmark of at least 80% proficiency, including all subtests, by the end of the school year.

STRATEGIES & ACTION STEPS:

- Make necessary modification to the math assessments created last year.
- Successfully set up Mastery Manager for use in language arts by programming the software with correct answers for the assessments, and aligning the assessment with Common Core State Standards. The principal, ELM Coordinator, and technology resource personnel will be responsible for this.
- Create a series of ongoing assessments in language arts aligned with the Common Core State Standards for that grade level.
- Use Mastery Manager to analyze results on language arts assessments for all students at three different times during the school year.
- Report results to teaching teams so that specific and precise instructional strategies can be implemented to student needs and successes.

RESPONSIBILITY: Building Principals, teachers.

TIMELINE: 2012-2013 school year.

EVIDENCE OF EFFECTIVENESS:

- Completion of common assessments and analysis of results on three math and language arts assessments during the school year.
- Students who do not meet the grade level benchmarks will receive targeted instruction to improve their performance.
- Students who demonstrate exemplary performance on the assessments will receive opportunities for enrichment.
- All students will meet the grade level benchmarks on the final assessments of the year.

DRAFT

DISTRICT GOAL: Implement an exemplary facility use model in District 103.

Our Reality: District 103 is in need of a five-year schedule for capital improvements and developing a funding mechanism to complete the work.

Our Goal: Establish a schedule and funding mechanism to allow appropriate building renovations as identified in a facilities assessment.

STRATEGIES & ACTION STEPS:

- Determine the needs of the district's physical plants, and identify systems that are flexible enough to adapt to changing times and needs, and evolving instructional methods, while maintaining the quality of the physical plants and improving their appearance.
- Update regular classrooms at Sprague and provide engineering and design specifications for Phase 2 for the 2013-2014 fiscal year. Phase 2 will include flooring, replacement of casework, interior and exterior doors, playground renovation, and general façade improvements.
- Build a five-year maintenance cycle based on the facilities assessment results and tie to the work order system that generates an automatic maintenance request.
- Develop a capital improvement plan that will identify larger projects and allow appropriate planning for funding.

RESPONSIBILITY: Superintendent, Assistant Superintendent for Business, Director of Facilities, Building Principals, Staff

TIMELINE:

- Complete identification of District needs by December 2012
- Identify the funding sources by February 2012
- Develop a five-year capital improvement plan by April 2013

EVIDENCE OF EFFECTIVENESS:

- A five-year capital improvement cycle will be developed, approved by the Board of Education, and displayed on the district website by April 2013.

- Create and implement a work order system that will produce a maintenance cycle based on data downloaded from the facilities assessment by April 2013.
- Phase 2 of the Sprague renovation to be completed by August 31, 2013.
- Hold preliminary discussion on a facilities master plan using data from the facilities assessment, demographic information and the changing needs of the educational programs offered.

DRAFT



**LINCOLNSHIRE-PRAIRIE VIEW
SCHOOL DISTRICT 103**

**2013-2014
QUALITY LEARNING ACTION
PLAN GOALS**

*Approved by the Board of Education
on*

LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT 103
1370 N. Riverwoods Road
Lincolnshire, IL 60069
Phone 847.295.4030
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GOAL: Using technology, facilitate outreach experiences for students that allow students to learn about the similarities and differences across world cultures.

OUR REALITY: Already embedded in the District 103 curriculum are multiple opportunities for students to learn about a variety of cultures, but currently there are not any formalized opportunities for students to interact with students from other cultures and parts of the world.

STRATEGIES & ACTION STEPS:

- Implement methods of communication using technology that will allow students to communicate with students from other cultures.
- Implement outreach experiences for students for exchanges regarding differences in culture, values, and expectations.

TIMELINE:

- Building and District Technology Committees will research methods of communication using technology by January 2014.
- Building and District Social Studies Committees will create activities that allow students to interact with students from other cultures and parts of the world by January 2014.
- Student communication activities will be conducted in the Spring of 2014.

EVIDENCE OF EFFECTIVENESS:

- A menu of options will be created by grade level for District 103 students to interact with students from another culture and part of the world. At least one menu option will be implemented in each grade level in the Spring of 2014.

RESPONSIBILITY: Assistant Superintendent for Curriculum and Instruction and Director of Technology with assistance from the District Social Studies and Technology Curriculum Coordinators committee members.

VISION 2015 CONNECTION: Provide opportunities for students to connect with other countries and expand their cultural awareness.



GOAL: Conduct a review of the Enrichment Learning Model to evaluate the best differentiation models for District 103 students.

OUR REALITY: District 103 teachers differentiate based on student needs in the classroom. When students are in need of special programming due to academic talent, teachers work with the Enrichment Learning Model Coordinators to meet the students' needs.

STRATEGIES & ACTION STEPS:

- Co-Facilitate a committee with a Consultant in order to evaluate District 103's current enrichment model
- Determine the feasibility of individual learning plans for all students in District 103 and investigate models that could be used in our district.

TIMELINE:

- Hire consultant, complete staff, parent and community surveys and determine program model to be completed by February 2014.
- Preliminary report of proposed program model drafted by Spring 2014, and distributed to the Board of Education.

EVIDENCE OF EFFECTIVENESS:

- Program Evaluation Report
- Recommendation for new or revised District enrichment model

RESPONSIBILITY: Assistant Superintendent for Curriculum and Instruction

VISION 2015 CONNECTION: Embed 21st century skills throughout the District 103 curriculum.



GOAL: Engage certified staff and teachers in professional development activities which align pedagogy with the instructional and content shifts for English language arts and mathematics instruction as outlined in the Common Core. Begin awareness of the Next Generation Science Standards in grades K-5 and curriculum alignment in grades 6-8.

OUR REALITY: District 103 teachers have engaged in math and English language arts curriculum writing activities to align curriculum documents to the Common Core Standards.

STRATEGIES & ACTION STEPS:

- On Professional Development days, staff will participate in workshops that engage them in the instructional shifts and standards of practice necessary to fulfill the requirements of the Common Core.
- Perform Unit Reflections in English Language Arts and Math to address: what went well & did not, pacing, what would we do differently, what were the big ideas?
- Administer 2-3 PARCC math sample items within appropriate units with students throughout the year and use for discussion at building meetings (e.g. how did our students respond, what are we doing to prepare for such items, etc).
- Review all math benchmark and unit assessments to align with content and practice standards.
- Complete the English language arts materials review process resulting in grade-level adoptions as necessary to align materials to the rigor and content of the Common Core Standards
- Science teachers in grades 6-8 will participate in the Stevenson Consortium Curriculum writing days

TIMELINE:

- A professional development plan will be created for the four remaining early release days prior to October 31, 2013.

EVIDENCE OF EFFECTIVENESS:

- **Math benchmarks and unit assessments aligned with content and practice standards.**
- **English language arts materials aligned to the rigor and content of the Common Core Standards**

- **Science curriculum aligned to the Next Generation Science Standards for grades 6-8**

RESPONSIBILITY: Assistant Superintendent of Curriculum and Instruction

VISION 2015 CONNECTION: Embed 21st century skills throughout the District 103 curriculum.

DRAFT



GOAL: Work with teachers to integrate technology skills and Google Apps for Education into their instruction.

OUR REALITY: Teachers have been using Google Apps for Education for almost one year, and teachers' expertise with technology varies. This school year we are introducing Google Apps for Education to students, and we now have technology integration specialists at each school. We are running several pilot programs this year where students are in a 1:1 environment.

STRATEGIES & ACTION STEPS:

- Assess teachers' comfort and expertise with Google Apps and technology in general.
- Implement peer coaching model for integrating technology in lesson plans and student work.
- Offer a variety of staff development trainings to enhance teacher effectiveness with Google Apps

TIMELINE:

- Technology Integration Specialists meet with teachers during staff and team meetings during September-October, 2013.
- Staff development opportunities offered to staff during 2013-14 school year.
- Report distributed to the Board of Education by June, 2014.

EVIDENCE OF EFFECTIVENESS:

- Students utilizing Google Apps in their daily work
- Increased use of Google Apps and technology by teachers coached by technology integration specialists.
- Lesson plans by teachers that include technology.

RESPONSIBILITY: Director of Technology, Technology Integration Specialists, Assistant Superintendent for Curriculum and Instruction, Principals

VISION 2015 CONNECTION: Embed 21st century skills throughout the District 103 curriculum.



GOAL: All students will demonstrate growth in math and language arts. Each school in District 103 will use district and standardized assessments to measure student growth based on individualized targets. Our goal is for all students to meet the grade level benchmark of at least 80% proficiency, including all subtests, by the end of the school year.

OUR REALITY: District 103 analyzes all academic assessment data multiple times through out the year. This data is used to provide changes to instruction to improve student achievement.

STRATEGIES & ACTION STEPS:

- Continue to develop and refine math and language arts assessments aligned with the Common Core Standards.
- Analyze results of math and language arts assessments for all students at three different times during the school year.
- Report results to grade level teams, support staff and interventionists to individually meet student needs.

TIMELINE: 2013-2014 school year

EVIDENCE OF EFFECTIVENESS:

- Completion of common assessments and analysis of results on three math and language arts assessments during the school year.
- Analysis of data dash boards

RESPONSIBILITY: Building Principals

VISION 2015 CONNECTION: Define success criteria for District 103 students and determine measureable as well as intangible qualities that quantify success



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: October 1, 2013
Re: 2013 Tentative Levy Discussion

Included are documents regarding the 2013 Tentative Levy. These will be explained during the meeting.

Below are definitions of terms that may be helpful in the discussion:

Levy – Amount of property tax revenue requested.

Extension – Amount of property tax revenue approved.

EAV – **E**qualized **A**ssessed **V**aluation. This is very close to 1/3rd of Fair Market Value of properties.

New Construction – New property on the “tax rolls”. This could include construction, improvements, annexations, and TIF dissolutions.

Tax Rate – Rate applied to EAV to result in extension. Tax rate = Extension/EAV.

CPI – **C**onsumer **P**rice **I**ndex (All Urban Consumers). This is essentially the rate of inflation used.

PTELL – **P**roperty **T**ax **E**xtension **L**imitation **L**aw. This law caps the amount of revenue the district may receive from property taxes.

Limiting Rate – the tax rate calculated by PTELL that, in essence, caps the current year extension by the rate of inflation.

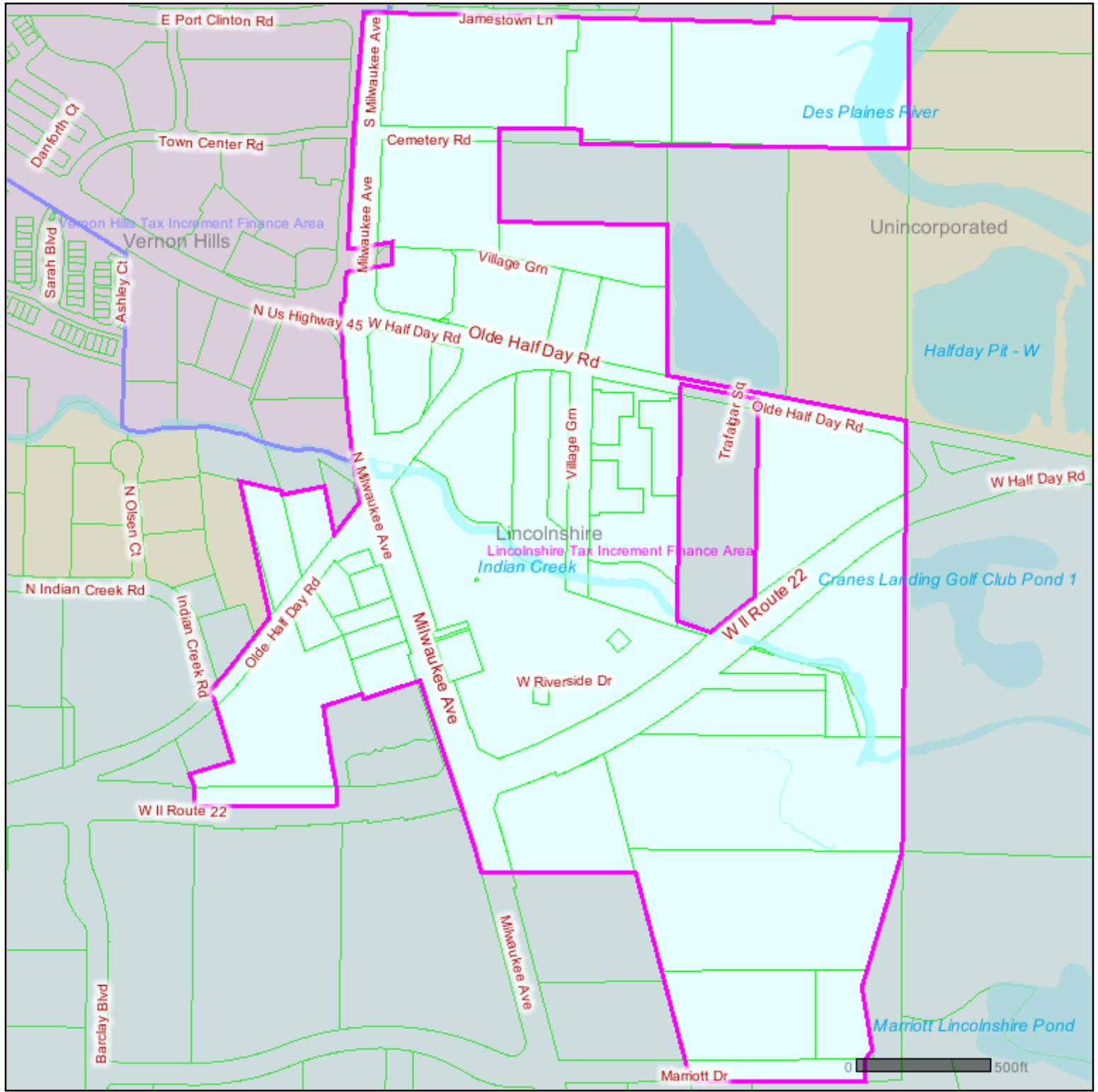
A few minor reminders regarding the tax levy:

- SEDOL IMRF is “outside” of PTELL (i.e. it is not capped) and is levied based on information from SEDOL.
- Bond and Interest is not levied by the district; this was setup when debt was incurred and the county will extend the taxes necessary.

Estimated Levy Timeline

- Approve Tentative (Estimated) Levy on October 15, 2013
- Approve Final Levy on November 12, 2013

Lake County Special Service Area Boundaries



LakeCounty
Geographic Information System

Lake County Department of
Information Technology
18 N County St
Waukegan IL 60085

Map Printed on 10/4/2012

- Special Service Area Boundaries
- Municipalities
- Railroads
- Major Water
- Parcels

Disclaimer: This map is for general information purposes only. A Registered Land Surveyor should be consulted to determine the precise location of property boundaries on the ground. This map does not constitute a regulatory determination and is not a base for engineering design. This map is intended to be viewed and printed in color.

Without TIF

2013 LEVY CALCULATION PAGE

Limiting Rate: $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI})}{\text{Total EAV} - \text{New Construction}}$

Consumer Price Index:	1.70%
Actual Total EAV for 2012:	\$898,804,660
Estimated % change from 2012 EAV:	-6.31%
Estimated New Construction for 2013:	\$4,500,000
Estimated Total EAV for 2013:	\$846,590,086
Total change from prior year:	-5.81%

Limiting Rate:	3.0394%
Estimated Capped Extension:	\$25,731,133.82

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prepared Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,202,801.93	3.50%	\$29,630,653.01	\$21,678,480.25			\$21,678,480.00
Operations & Maintenance	\$2,004,334.39	0.55%	\$4,656,245.47	\$2,049,301.01			\$2,049,301.00
Transportation	\$1,204,398.24	0.00%	\$0.00	\$1,231,418.54			\$1,231,419.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$467,378.42			\$477,863.91			\$477,864.00
Social Security	\$287,617.49			\$294,070.10			\$294,070.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

32

Capped Extension/Levy	\$25,166,530.47	\$34,286,898.48	\$25,731,133.82	\$0.00	Capped Levy	\$25,731,134.00	2.24%	NO
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Truth in Taxation

Levy in excess of estimated extension: \$0.18

SEDOL IMRF \$44,940.23

SEDOL IMRF \$72,965.00

\$72,965.00

Bond and Interest: \$332,557.72

Bond and Interest: \$333,489.38

\$333,489.38 0.28%

Total Extension/Levy \$25,544,028.42

Total Levy \$26,137,588.38 2.32%

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

Base with TIF

2013 LEVY CALCULATION PAGE

Consumer Price Index:	1.70%
Actual Total EAV for 2012:	\$898,804,660
Estimated % change from 2012 EAV:	-6.31%
Estimated New Construction for 2013:	\$35,000,000
Estimated Total EAV for 2013:	\$877,090,086
Total change from prior year:	-2.42%

Limiting Rate: $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI})}{\text{Total EAV} - \text{New Construction}}$

Limiting Rate:	3.0394%
Estimated Capped Extension:	\$26,658,146.31

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,202,801.93	3.50%	\$30,698,153.01	\$22,459,488.28			\$22,459,488.00
Operations & Maintenance	\$2,004,334.39	0.55%	\$4,823,995.47	\$2,123,130.94			\$2,123,131.00
Transportation	\$1,204,398.24	0.00%	\$0.00	\$1,275,782.71			\$1,275,783.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$467,378.42			\$495,079.86			\$495,080.00
Social Security	\$287,617.49			\$304,664.53			\$304,665.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

33

Capped Extension/Levy	\$25,166,530.47	\$35,522,148.48	\$26,658,146.31	\$0.00	Capped Levy	\$26,658,147.00	5.93%	YES
-----------------------	-----------------	-----------------	-----------------	--------	-------------	-----------------	-------	-----

Levy in excess of estimated extension: \$0.69

SEDOL IMRF	\$44,940.23
------------	-------------

SEDOL IMRF	\$72,965.00
------------	-------------

	\$72,965.00
--	-------------

Bond and Interest:	\$332,557.72
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Bond and Interest:	\$333,489.38
--------------------	--------------

	\$333,489.38	0.28%
--	--------------	-------

Total Extension/Levy	\$25,544,028.42
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Total Levy	\$27,064,601.38	5.95%
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* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

Estimated Tentative Levy

2013 LEVY CALCULATION PAGE

Limiting Rate: $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI})}{\text{Total EAV} - \text{New Construction}}$

Limiting Rate: **3.0394%**
 Estimated Capped Extension: **\$26,658,146.31**

Consumer Price Index:	1.70%
Actual Total EAV for 2012:	\$898,804,660
Estimated % change from 2012 EAV:	-6.31%
Estimated New Construction for 2013:	\$35,000,000
Estimated Total EAV for 2013:	\$877,090,086
Total change from prior year:	-2.42%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,202,801.93	3.50%	\$30,698,153.01	\$22,459,488.28	\$23,000,000		\$23,000,000.00
Operations & Maintenance	\$2,004,334.39	0.55%	\$4,823,995.47	\$2,123,130.94	\$2,200,000		\$2,200,000.00
Transportation	\$1,204,398.24	0.00%	\$0.00	\$1,275,782.71	\$1,200,000		\$1,200,000.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$467,378.42			\$495,079.86	\$500,000		\$500,000.00
Social Security	\$287,617.49			\$304,664.53	\$300,000		\$300,000.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

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Capped Extension/Levy **\$25,166,530.47** **\$35,522,148.48** **\$26,658,146.31** **\$27,200,000.00** Capped Levy **\$27,200,000.00** **8.08%** **YES**

Levy in excess of estimated extension: **\$541,853.69**

SEDOL IMRF **\$44,940.23**

SEDOL IMRF **\$72,965.00**

\$72,965.00

Bond and Interest: **\$332,557.72**

Bond and Interest: **\$333,489.38**

\$333,489.38 **0.28%**

Total Extension/Levy **\$25,544,028.42**

Total Levy **\$27,606,454.38** **8.07%**

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.



Lincolnshire – Prairie View School District 103
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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: September 26, 2013
Re: 2013 ISAT Results

Lincolnshire-Prairie View School District's 2013 ISAT results are provided on the attached charts. This is the first year that the State will publicly report ISAT scores using the new cut scores. In 2012, the state of Illinois determined that the expectations for Illinois students in grades 3-8 were too low and did not give an accurate picture of a student's ability to succeed in college and in the workforce. Therefore, the 2013 ISAT features adjusted scoring to accommodate the increased expectations of college and career readiness being set by the Common Core standards.

Since 20% of the content on the 2013 was aligned to Common Core and the results are now benchmarked against new cut scores, a good way to view the 2013 ISAT scores is as a baseline score for the district. Since the 2013 test was scored differently than past ISAT tests and portions of the 2013 test were based on brand new standards, it is best to view the 2013 scores as a new beginning.

Even with the new cut scores, the District and each school performed well. As a district, 92.5% of all students scored in the meets and exceeds category for reading while 92.5% scored in the meets and exceeds category for mathematics.

Included in this packet is a breakdown on ISAT information by grade, cohort and compared to previous cut score and last year's results.

Please note that since school report card information for 2013 is not yet available, I am not able to provide a comparison of scores between District 103 and other previously identified districts that are comparably to District 103. This information will be provided as soon as it becomes available.

Should you have any questions, please feel free to contact me.



**2013 ISAT RESULTS (new cut scores)
vs
2012 ISAT Results (old cut scores)**

Purpose: The purpose of this document is to inform the reader of the Lincolnshire-Prairie View School District's 2013 ISAT results.

This document also demonstrates the difference between the 2013 ISAT results and the 2012 ISAT scores. The 2012 ISAT results are reported using the 2012 cut scores or the "old" cut scores.

In 2013, 20% of the ISAT content was aligned to Common Core Standards in reading and mathematics.

3rd Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	5%	38.7%	55.5%
2012	1.1%	3.4%	25.1%	70.4%

4th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.1%	4.37%	49.2%	44.3%
2012	0.0%	2.2%	33.0%	64.8%

5th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	8.5%	42.8%	48.1%
2012	0.0%	2.6%	22.6%	74.9%

6TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	9.7%	37.5%	52.2%
2012	0.0%	4.6%	31.0%	64.5%

7th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.5%	7%	37.5%	53.5%
2012	0.0%	2.5%	37.2%	60.3%

8TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.97%	4.3%	40.7%	53.8%
2012	0.0%	0.0%	66.8%	33.2%

3rd Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	2.9%	48.5%	47.9%
2012	0.0%	2.2%	9.9%	87.8%

4th Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.0%	4.3%	39.8%	54.6%
2012	0.0%	0.6%	19.3%	80.1%

5th Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.53%	6.9%	39.5%	52.9%
2012	0.0%	1.0%	36.9%	62.1%

6th Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.49%	8.3%	39.0%	52.2%
2012	0.5%	1.5%	21.8%	76.1%

7th Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1%	4.5%	41.0%	52.5%
2012	0.0%	2.0%	23.1%	74.9%

8th Grade

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.49%	7.2%	38.8%	53.4%
2012	0.0%	1.5%	17.0%	81.5%

4th Grade Science

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	1.6%	31.6%	66.6%
2012	0.0%	2.8%	33.1%	64.1%

7th Grade Science

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.50%	3.0%	29%	67%
2012	1.0%	0.5%	33.2%	65.3%



2013 ISAT RESULTS (new cut scores) VS 2012 ISAT Results (new cut scores)

Purpose: The purpose of this document is to inform the reader of the Lincolnshire-Prairie View School District's 2013 ISAT results.

This document demonstrates the difference between the 2013 ISAT results and the 2012 ISAT results. Both sets of results are reported using the new cut scores. In addition, the charts below compare the percentage of Lincolnshire-Prairie View School District's students who achieved in the meets or exceeds categories to the Illinois State average.

In 2013, 20% of the ISAT content was aligned to Common Core Standards in reading and mathematics.

3rd Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	5%	38.7%	55.5%
2012	1.1%	8.9%	29.1%	60.9%
	D103 Meets & Exceeds		State Meets & Exceeds	
2013	94.2%		58.8%	
2012	90%			

4th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.1%	4.4%	49.2%	44.3%
2012	1.0%	7.8%	44.1%	47.5%
	D103 Meets & Exceeds		State Meets & Exceeds	
2013	93.5%		59.2%	
2012	91.6%			

5th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	8.5%	42.8%	48.1%
2012	1.0%	7.7%	50.3%	41.5%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	91.0%		58.9%	
2012	91.8%			

6TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	9.7%	37.5%	52.2%
2012	1.5%	11.2%	40.1%	47.2%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	89.7%		58.9%	
2012	87.3%			

7th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.5%	7%	37.5%	53.5%
2012	1.0%	4%	40.7%	54.3%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	91.0%		58.4%	
2012	95.0%			

8TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.0%	4.3%	40.7%	53.8%
2012		7%	49.2%	43.7%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	94.5%		59.8%	
2012	93.0%			

3rd Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	2.9%	48.5%	47.9%
2012		8.3%	43.6%	48.1%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	96.4%		54.9%	
2012	91.7%			

4th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.0%	4.3%	39.8%	54.6%
2012		4.4%	44.2%	51.4%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	94.4%		60.2%	
2012	95.6%			

5th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	6.9%	39.5%	52.9%
2012	1%	9.2%	40.5%	49.2%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	92.4%		59.4	
2012	89.7%			

6th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	8.3%	39.0%	52.2%
2012	1%	4.5%	38.6%	55.8%
D103 Meets & Exceeds			State Meets & Exceeds	
2013	91.2%		59.6%	
2012	94.4%			

7th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1%	4.5%	41.0%	52.5%
2012		9.0%	35.2%	55.8%
	D103 Meets & Exceeds		State Meets & Exceeds	
2013	93.5%		59.0%	
2012	91.0%			

8th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	7.2%	38.8%	53.4%
2012	.5%	5.5%	41.5%	52.5%
	D103 Meets & Exceeds		State Meets & Exceeds	
2013	92.2%		58.9%	
2012	94.0%			



ISAT RESULTS Cohort Comparison

Purpose: The purpose of this document is to inform the reader of the Lincolnshire-Prairie View School District's 2013 ISAT results.

This document also compares cohorts of students. For example, under the heading 4th Grade Reading there are two sets of results. The 2013 results are from the 4th grade cohort in March of 2013. The results directly below those, marked 2012, are the results from the same group of students when they were in 3rd grade in March of 2012. The 2012 ISAT results are reported using the 2013 cut scores.

In 2013, 20% of the ISAT content was aligned to Common Core Standards in reading and mathematics.

4th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.1%	4.4%	49.2%	44.3%
2012	1.1%	8.9%	29.1%	60.9%

5th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	0%	8.5%	42.8%	48.1%
2012	1.0%	7.8%	44.1%	47.5%

6TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	9.7%	37.5%	52.2%
2012	1.0%	7.7%	50.3%	41.5%

7th Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.5%	7%	37.5%	53.5%

2012	1.5%	11.2%	40.1%	47.2%
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8TH Grade READING

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.0%	4.3%	40.7%	53.8%
2012	1.0%	4%	40.7%	54.3%

4th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1.0%	4.3%	39.8%	54.6%
2012		8.3%	43.6%	48.1%

5th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	6.9%	39.5%	52.9%
2012		4.4%	44.2%	51.4%

6th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	8.3%	39.0%	52.2%
2012	1%	9.2%	40.5%	49.2%

7th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	1%	4.5%	41.0%	52.5%
2012	1%	4.5%	38.6%	55.8%

8th Grade MATHEMATICS

	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2013	.5%	7.2%	38.8%	53.4%
2012		9.0%	35.2%	55.8%



Lincolnshire – Prairie View School District 103
1370 RIVERWOODS ROAD
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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: September 27, 2013
Re: 2013 District and School Adequate Yearly Progress Report

Attached please find the District and each school's Adequate Yearly Progress Report (AYP) for 2013. The information contained on these reports are based on ISAT testing information conducted in March 2013. This year the District, Half Day and Sprague met the requirements for making AYP under *No Child Left Behind*. Daniel Wright missed making AYP in reading because two subcategories fell below the required AYP target. Meeting AYP was more difficult this year because two measures changed. First, the AYP target went from requiring 85% of students to meet or exceed benchmark to 92.5% of students. In addition the new cut scores made the meets and exceeds categories more difficult to attain.

ISBE will release statewide assessment averages and the annual statewide AYP report to the media and public later this month. However, they will not post individual report card information for districts and schools until October 31, 2013.

Our students, parents, teachers, and the entire District 103 community should be commended for these excellent results.

Please feel free to contact me should you have any questions.



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

34-049-1030-02

Lincolnshire-Prairieview SD 103

2013 Adequate Yearly Progress (AYP) Information

Calculated based on 09/16/13 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	Yes	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	No
Is this district making AYP in reading?	Yes	2013-14 Federal Improvement Status	
Is this district making AYP in mathematics?	Yes	2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	92.6		Yes	93.4		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	91.0		Yes	91.7		Yes				
Black														
Hispanic														
Asian	100.0	Yes	100.0	Yes	96.4		Yes	98.2		Yes				
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	66.9	67.7	Yes	64.8	64.1	Yes	95.9			
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the district met the target for the four-year graduation rate. If it did not, the State would then determine whether the district met the five-year graduation rate target. If either of those rates were met, this would indicate that the district met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 5/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

34-049-1030-02-2002

Lincolnshire-Prairieview SD 103

Laura B Sprague School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 09/16/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2013-14 Federal Improvement Status	
2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	94.4		Yes	96.9		Yes	95.6	Yes		
White	100.0	Yes	100.0	Yes	92.1		Yes	96.0		Yes				
Black														
Hispanic														
Asian	100.0	Yes	100.0	Yes	97.8		Yes	97.8		Yes				
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 5/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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* Includes only students enrolled as of 5/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

34-049-1030-02-2003

Lincolnshire-Prairieview SD 103

Half Day School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 09/16/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	94.6		Yes	95.8		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	93.2		Yes	95.1		Yes				
Black														
Hispanic														
Asian	100.0	Yes	100.0	Yes	96.1		Yes	97.1		Yes				
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

34-049-1030-02-1001

Lincolnshire-Prairieview SD 103

Daniel Wright Jr High School

2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 09/16/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	91.9		Yes	92.4		Yes	96.8	Yes		
White	100.0	Yes	100.0	Yes	90.1		No	90.3	91.4	Yes	96.3			
Black														
Hispanic														
Asian	100.0	Yes	100.0	Yes	96.6		Yes	98.7		Yes				
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	64.4	70.0	No	59.4	63.3	Yes	95.9			
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 5/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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

Memo

To: Board of Education
From: Scott Warren
Date: September 24, 2013
Re: 1st Reading for Board Policies Issue 82

The following policies have been updated and presented for your review.

- 2:105 Ethics and Gift Ban – The definition of prohibited source was updated in response to legislation. Language in the policy was also clarified.
- 2:120 Board Member Development – The policy was updated to clarify language and remove dates that are no longer pertinent.
- 4:20 Fund Balances – The policy was updated to clarify language regarding the Board’s responsibility to discuss drawing upon its reserves or borrow money.
- 5:20 Workplace Harassment Prohibited – Legal references were updated. One of the Complaint Managers was updated.
- 6:120 Education of Children with Disabilities – Legal references were updated.
- 7:230 Misconduct by Students with Disabilities – Legal references were updated.
- 7:340 Student Records – The definition of a school student record was amended to comply with Illinois Administrative Code. The language in the policy regarding exceptions to student records is recommended to stay for clarity.

YD
AHW

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:105

Board of Education

Ethics and Gift Ban

Definitions

Unless otherwise stated, all terms used in this policy have the definition given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

"Prohibited political activity" means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

Prohibited Political Activity

No employee shall intentionally perform any prohibited political activity during any compensated time. No Board Member or employee shall intentionally use any property or resources of the District

2:105

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DRAFT UPDATE

in connection with any prohibited political activity. At no time shall any Board Member or employee intentionally require any other Board Member or employee to perform any prohibited political activity: (a) as part of that Board Member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, i.e., as holidays, vacation or personal time off. No Board Member or employee shall be required at any time to participate in any prohibited political activity in consideration for that Board Member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise, nor shall any Board Member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any prohibited political activity.

A Board member or employee may engage in ~~activities~~ any activity that: (1) ~~are~~ is otherwise appropriate as part of his or her official duties, or (2) ~~are~~ is undertaken by the individual on a voluntary basis that ~~are~~ is not prohibited by this policy.

Limitations on Receiving Gifts

"Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) a Board Member, or (b) an employee, or by the Board Member or another employee directing that employee;
2. Does business or seeks to do business with: (a) the Board Member, or (b) with an employee, or with the Board Member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee; ~~or~~
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

"Gift" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including, but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board Member or employee.

Except as permitted by this policy, no Board Member or District employee, and no spouse of or immediate family member living with ~~any~~ a Board Member or employee (collectively referred to herein as "recipients"), shall intentionally solicit or accept any gift from any prohibited source, as defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board Member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.

Comment [AKL1]: The definition of prohibited source in this policy is updated in response to legislation. Other changes are made to clarify language.

Issue 82, July 2013

DRAFT UPDATE

6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board Members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board Member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board Member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board Member or employee from another Board Member or employee, and "inter-governmental gift" means any gift given to a Board Member or employee ~~by~~ from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board Member or employee, his or her spouse or an immediate family member living with the Board Member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501 (c)(3) of the Internal Revenue Code.

Filing Complaints

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board of Education President.

DRAFT UPDATE

LEGAL REF.: 5 ILCS 430/ ~~A-1 et seq.~~ State Officials and Employees Ethics Act.
10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 5:120 (Ethics and Conduct)

ADOPTED: July 10, 2006

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:120

Board of Education

Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for member orientation and development. Board members have an equal opportunity to attend state and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent educational materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member ~~taking office after June 13, 2011~~ must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term. ~~that begins after that date.~~ This requirement is applicable to Board members who are elected after June 13, 2011 or who are appointed to fill a vacancy of at least one year's duration after that date.
2. Each Board member ~~who was in office on January 1, 2012~~ must complete training on the Open Meetings Act ~~within one year of that date.~~ ~~Each Board member taking office after January 1, 2012 must complete this training~~ no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of ~~his or her~~ the certificate of completion with ~~his or her Board~~ the Board. Training on the Open Meetings Act is only required once.
3. ~~After the District's implementation of the Performance Evaluation Reform Act (PERA) evaluations;~~ Each Board member must complete a training program on ~~PERA evaluations~~ under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal based on an using the optional alternative evaluative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

Comment [AKL1]: Policy is updated for clarity and to remove dates that are no longer pertinent.

Issue 82, July 2013

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

New Board Member Orientation

The following steps are taken to orient newly elected or appointed Board of Education members:

1. The Board President or designee shall arrange a meeting with new Board member(s) for the purpose of explaining and answering questions about Board processes and procedures.
2. The Superintendent or designee shall arrange a meeting of the Board President, the Superintendent, and the new member for the purpose of answering questions and acquainting the member with the District.
3. The Superintendent shall give each new Board of Education member copies of the Board of Education Policy Manual, the Board of Education meetings minutes for the past year, and other helpful information including material explaining the Board of Education's roles and responsibilities.

2:120

Page 1 of 2

DRAFT UPDATE

4. The Board President may request a veteran Board member to mentor a new member.
5. New members are encouraged to attend workshops for new members conducted by the Illinois Association of Board of Educations.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board of Education member to attend (1) Board of Education meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Ethics), 2:125 (Board Member Expenses)

ADOPTED: ~~May 14, 2012~~

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:20

Operational Services

Fund Balances

The Superintendent or designee shall inform the Board whenever ~~the District must draw~~ it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain year-end fund balances no less than 20 percent (20%) of the annual expenditures in each fund.

Comment [AKL1]: Policy language was edited to clarify the board's responsibility in this area.

Issue 82, July 2013

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: March 19, 2013

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:20

yes
AHV

General Personnel

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

Sexual Harassment Prohibited

The School District shall provide a workplace environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Complaint: Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Whom to Contact with a Report or Complaint

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

5:20

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DRAFT UPDATE

Nondiscrimination Coordinator :

Name Julie Postma
Address 1370 Riverwoods Rd.
Lincolnshire, IL 60069
Telephone 847/295-4030

Complaint Managers:

Name ~~Mark Westhoff~~ Dan Stanley Julie Postma
Address 1370 Riverwoods Rd. 1370 Riverwoods Rd.
Lincolnshire, IL 60069 Lincolnshire, IL 60069
Telephone 847/295-4030 847/295-4030

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. §2000e et seq.; 29 C.F.R. §1604.11.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. §1604.11.
Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/5-102, and 5/5-102.2.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).
Crawford v. Metro. Gov't of Nashville & Davidson County, 129 S. Ct. 846 (2009).
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Harris v. Forklift Systems, 114 S.Ct. 367 (1993).
Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005).
Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).
Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

ADOPTED: August 9, 2010

Comment [AKL1]: Legal references are updated to add two U.S. Supreme Court decisions. See the Update Memo for more information.
Issue 82, July 2013

DRAFT UPDATE

Instruction

Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a**b**.
23 Ill.Admin.Code Part 226.
34 C.F.R. §300.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: April 13, 2009

Comment [AKL1]: Legal references are edited.
Issue 82, July 2013

ygs
AIW

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:230

Students

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. The Superintendent may designate at least one staff member as a behavioral intervention consultant who shall oversee the implementation of this policy. This policy and the behavioral intervention procedures shall be furnished to the parents/guardians of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parents/guardians. The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parents/guardians.

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion.

A School District may suspend a special education student for 10 school days in any given school year if the student violates school rules. During that period, the District is not required to provide educational services for the student. The District may suspend a special education student for more than 10 school days per school year for separate offenses as long as the removal is not a change in the student's placement. After 10 cumulative days of suspension in a school year, the School District must provide services to the child during the removal from school and schedule an IEP meeting to review and/or revise the behavioral intervention plan.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 days, if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA. The length of time a student with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

7:230

Page 1 of 2

DRAFT UPDATE

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §~~3371~~51 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: July 10, 2006

Comment [AKL1]: Legal references are edited.
Issue 82, July 2013

DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:340

yes
SAW

Students

Student Records

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be of clear educational relevance to the student. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s).

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.: Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002).
Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.
Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.
105 ILCS 5/10-20.21b, 20.37, 20.40, 5/14-1.01 et seq., and 10/.
50 ILCS 205/7.
23 Ill.Admin.Code Parts 226 and 375.

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADOPTED: September 18, 2012

Comment [AKL1]: The definition of school student record is amended to align with 23 Ill.AdminCode section 375.10.

OPTION
Rather than listing the exceptions in the policy, the board may choose to end the sentence after the proviso "except as provided in State or federal law." To use the shorter option, check 7:340 OPTION on the response form.

Please see the Update Memo for important information regarding other aspects of your student records policy.

Issue 82, July 2013



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Memo

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: September 27, 2013
Re: State Matching Grants

Mr. Stanley will provide an oral report regarding two state matching grants.