



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

DECEMBER 16, 2014

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, December 16, 2014 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: 1 Hour 40 Minutes | |
| B. Pledge of Allegiance | |
| C. Community Participation | |
| D. Celebrating Successes | 3 |
| Time: 20 Minutes | |
| E. Approval of Minutes | 4 |
| Time: 5 Minutes | |
| F. Consent Agenda | |
| Time: 5 Minutes | |
| 1. Approval of Bills | 19 |
| 2. Approval of Employment | 37 |
| G. Action Items | |
| Time: 10 Minutes | |
| 1. Approval of Resolution for the Articles of Joint Agreement of the Exceptional Learners Collaborative | 38 |
| 2. Approval of Resolution to Designate Assistant Superintendent for Business to Prepare the Tentative Budget for the 2016 Fiscal Year | 52 |
| H. Discussion | |
| Time: 15 Minutes | |
| 1. Transportation Deep Dive Presentation | |
| I. Information | |
| Time: 15 Minutes | |
| 1. Board Representatives Committee Update | |
| 2. Department Updates | |
| a. Business Office | 55 |
| b. Facilities | 73 |

c. Curriculum & Instruction, Student Services, Technology, Enrollment	
1) 1:1 Teaching and Learning Surveys	75
2) Executive Summary	122
3) Enrollment	125
3. Superintendent's Informational Report	127
J. Old Business/New Business	
K. In the Press	137
L. Community Participation	
M. Executive Session	
Time: 30 Minutes	
N. Adjournment	

Celebrating Success at Daniel Wright!

Enhancing student learning through development of College and Career Readiness skills: Celebrating new pedagogy that moves beyond student achievement towards the development of the whole child.

With the growing complexity of the world and the increasing demands of the 21st-century workforce, there is little question that all students should graduate from high school fully prepared for college AND careers.

From an academic perspective, college and career readiness means that students have the knowledge and skills in English and mathematics necessary to succeed in the postsecondary job training and/or education necessary for their chosen career. Academic readiness is easily measured through classroom and standardized assessments that communicate students' proficiency in content standards.

Academic preparation alone is not enough to ensure postsecondary readiness. An essential part of readiness for college, careers, and life in the 21st century requires students to have social and emotional skills that are not measured on classroom or standardized assessments.

Daniel Wright is celebrating successfully developing, and implementing, pedagogy centered on 1:1 technology that enhances the following college and career readiness outcomes:

- Students demonstrate independence by becoming self-directed learners, effectively seeking out and using resources to assist them including teachers, peers, print and digital reference materials.
- Students respond to varying demands of audience, task, purpose and discipline.
- Students comprehend as well as critique. Students are engaged, open-minded and work diligently to understand.
- Students value evidence. They can support their own points of view and constructively can evaluate other's evidence.
- Students use technology and digital media strategically and capably.
- Students come to understand other perspectives and cultures. Students appreciate and value a collaborative environment by actively seeking to understand perspectives and cultures. Students communicate effectively with people of varied backgrounds and evaluate points of view both critically and constructively.

Achieve (<http://www.achieve.org>)



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BOARD OF EDUCATION SPECIAL MEETING MINUTES

Friday, November 14, 2014

The Board of Education of Lincolnshire-Prairie View School District 103 held a special meeting on Friday, November 14, 2014 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President

Chris Curtis, Vice President

Sandy Simon

Sherri Thomas

Anne van Gerven

Ben Yomtoob

Absent: Kate Harper

Also present were:

Dr. Scott Warren, Superintendent

Bob Madonia, Ed.D.

Call to Order and Roll Call

President Gordon called the meeting to order at 6:00 p.m.

Community Participation

There was no community participation at this time.

Strategic Planning

Robert J. Madonia, Ed.D. of RJM Consulting Services, Inc. was chosen by the district to facilitate the Strategic Planning process. Dr. Madonia helped prepare surveys and assessments of the district for its future needs. The purpose of this meeting was to review results of the surveys and develop focus areas for the upcoming Strategic Planning Committee meetings.

Community Participation

There was no community participation at this time.

Adjournment

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

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

The meeting adjourned at 9:01 p.m.

President Board of Education

Secretary Board of Education

DRAFT



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BOARD OF EDUCATION SPECIAL MEETING MINUTES
Sunday, November 16, 2014

The Board of Education of Lincolnshire-Prairie View School District 103 held a special meeting on Sunday, November 16, 2014 in the Gymnasium of Half Day School located at 239 Olde Half Day Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

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

Absent: None

Also present were:

Dr. Scott Warren, Superintendent
Dan Stanley, Assistant Superintendent for Business/CSBO
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Dr. Gina Finaldi-Schmidt, Assistant Director of Student Services
Mark Westhoff, Director of Technology
Anthony Mendoza, Director of Transportation
Scott Gaunky, Facilities Director
Kim Sylvan, Communication Coordinator
Dr. Christy Adler, Principal Laura B. Sprague School
Jill Mau, Principal Half Day School
Michelle Blackley, Principal Daniel Wright Junior High School
Julie Bodeen, Assistant Principal Daniel Wright Junior High School
Melody Littlefair, Assistant Principal Daniel Wright Junior High School
Norma Taylor, Board Secretary

Call to Order and Roll Call

President Gordon called the meeting to order at 12:53 p.m.

President Gordon moved to dispense with the Pledge of Allegiance and Community Participation.

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

Discussion Item - Strategic Planning

The meeting was organized into the five major focus areas identified by the Board of Education: Fiscal Sustainability, Transportation and Student Schedules, Climate and Culture, Curriculum, Assessment and Innovative Learning, and Facilities. Committee members were assigned to a focus area.

Strategic Planning Committee Members:

Dr. Angelo Babbo, Rahul Bhattad, Dane Bragg, Brad Burke, Eliisa Capstick, Cheryl Cheifetz, Hong Chen, Carie Cohen, Daphne Dickens-King, Helen Friedli, Sandy Gantt, Troy Gobble, Tracy Gordon, Marissa Grossenbach, Beth Hanna, Gayathri Kalyanaraman, Miriam King, Rachel Nowakowski, Peter Kinsey, Rob Koleno, Dan Lewis, Wei Li, Jing Ma, Mark Mazur, Ratnangi Melpekar, Rev. Douglas Meyer, Wendy Miller, Tabatha Otto, Pam Owens, Ellen Pegg, Dr. Sonny Petway, Diane Powell, Rachel Shulman, Brad Smith, Amanda Toomey, Simon Vasey, Sandra Wright, Christie Wylie, Don Wyma, Zhao Yan, Board of Education, Administration, School Principals, and Superintendent.

Dr. Warren opened the meeting thanking everyone for participating in the strategic planning process. Mr. Gordon noted that surveys were sent out to parents, staff, and community members in October and over 600 people responded. Results of those surveys were included in handouts today.

Dr. Robert Madonia of RJM Consulting Services, Inc. facilitated the meeting. Dr. Madonia outlined the goals for the meeting are to bring together the stakeholders of District 103, collect their input regarding a five year plan for the future, and to forward recommendations of top priorities in five focus areas to the board for the next stage of plan development. Each focus group was tasked with identifying a five item prioritized list of the most important areas to address in the next five years.

Adjournment

Motion by, Mr. Curtis, seconded by Mrs. Harper, to adjourn.

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

The meeting adjourned at 4:34 p.m.



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BOARD OF EDUCATION SPECIAL MEETING MINUTES

Monday, November 17, 2014

The Board of Education of Lincolnshire-Prairie View School District 103 held a special meeting on Monday, November 17, 2014 in the Gymnasium of Half Day School located at 239 Olde Half Day Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

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

Absent: None

Also present were:

Dr. Scott Warren, Superintendent
Dan Stanley, Assistant Superintendent for Business/CSBO
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Dr. Gina Finaldi-Schmidt, Assistant Director of Student Services
Mark Westhoff, Director of Technology
Anthony Mendoza, Director of Transportation
Scott Gaunky, Facilities Director
Kim Sylvan, Communication Coordinator
Dr. Christy Adler, Principal Laura B. Sprague School
Jill Mau, Principal Half Day School
Michelle Blackley, Principal Daniel Wright Junior High School
Julie Bodeen, Assistant Principal Daniel Wright Junior High School
Melody Littlefair, Assistant Principal Daniel Wright Junior High School
Norma Taylor, Board Secretary

Call to Order and Roll Call

President Gordon called the meeting to order at 6:15 p.m.

President Gordon moved to dispense with the Pledge of Allegiance and Community Participation.

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

Discussion Item - Strategic Planning

The meeting was organized into the five major focus areas identified by the Board of Education: Fiscal Sustainability, Transportation and Student Schedules, Climate and Culture, Curriculum, Assessment and Innovative Learning, and Facilities. Committee members were assigned to a focus area.

Strategic Planning Committee Members:

Dr. Angelo Babbo, Rahul Bhattad, Dane Bragg, Brad Burke, Eliisa Capstick, Cheryl Cheifetz, Hong Chen, Carie Cohen, Daphne Dickens-King, Helen Friedli, Sandy Gantt, Troy Gobble, Tracy Gordon, Marissa Grossenbach, Beth Hanna, Gayathri Kalyanaraman, Miriam King, Rachel Nowakowski, Peter Kinsey, Rob Koleno, Dan Lewis, Wei Li, Jing Ma, Mark Mazur, Ratnangi Melpekar, Rev. Douglas Meyer, Wendy Miller, Tabatha Otto, Pam Owens, Ellen Pegg, Dr. Sonny Petway, Diane Powell, Rachel Shulman, Brad Smith, Amanda Toomey, Simon Vasey, Sandra Wright, Christie Wylie, Don Wyma, Zhao Yan, Board of Education, Administration, School Principals, and Superintendent.

Dr. Robert Madonia opened the meeting recapping the events of the November 16, 2014 Strategic Planning Committee meeting and outlined the goals for this meeting. He noted each focus group will explain their five top priorities to the entire committee, and then all other focus groups will provide their view of the needs in those areas. Discussion was held by the entire committee on each focus area. Electronic voting was held for all committee members to vote for the top two priorities in each area.

Adjournment

Motion by, Mrs. Harper, seconded by Mrs. van Gerven, to adjourn.

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

The meeting adjourned at 9:16 p.m.

President Board of Education

Secretary Board of Education



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BOARD OF EDUCATION MEETING MINUTES

Tuesday, November 18, 2014

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 was held on Tuesday, November 18, 2014 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

Gary Gordon, President

Chris Curtis, Vice President

Kate Harper

Sandy Simon

Sherri Thomas

Anne van Gerven

Ben Yomtoob

Absent: None

Also present were:

Dr. Scott Warren, Superintendent

Dan Stanley, Assistant Superintendent for Business/CSBO

Katie Reynolds, Assistant Superintendent for Curriculum and Instruction

Mark Westhoff, Director of Technology

Michelle Blackley, Principal Daniel Wright Junior High School

Jill Mau, Principal Half Day School

Norma Taylor, Board Secretary

Public: 32

Press: 0

Staff: 15

Call to Order and Roll Call

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

Pledge of Allegiance

Community Participation

There was no community participation at this time.

Celebrating Successes - Half Day School

- Half Day School - Fourth grade representatives of Half Day School showcased learning products featuring several content areas of their school day! Students rotated through school board members showing how they have been using 1:1 devices in their school day in areas of Science, English/Language Arts, Math, Spanish, and Library activities.
- The State of Illinois has declared November 15, 2014, *School Board Member Day*. Dr. Warren thanked the Board of Education for their dedication and contributions to our district, our schools, and our students. He noted Illinois school board members serve their communities without monetary compensation. It is a board member's passion for public education that drives his or her tireless dedication.

Approval of Minutes

Motion by Mrs. Harper, seconded by Mrs. van Gerven, to approve the minutes of the October 21, 2104 Meeting and Executive Sessions.

Being no further discussion,

Roll Call: Ayes: Curtis, Harper, Simon, van Gerven, Yomtoob, Gordon. Nays: None.

Abstain: Thomas. Motion carried.

Consent Agenda

Motion by Mrs. Simon, seconded by Mrs. van Gerven, to approve the following items on the Consent Agenda:

Approval of Bills

Approval of School Donations

Approval of Employment Actions

Being no further discussion,

Roll Call: Ayes: Curtis, Harper, Simon, Thomas, van Gerven, Yomtoob, Gordon. Nays: None.

Abstain: None. Motion carried.

Action Items

1. Motion by Mr. Yomtoob, seconded by Mrs. Simon, to approve the Resolution to Adopt the 2014 Levy.

Mr. Stanley noted 1.5% CPI is built into the levy as are estimates for new construction.

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

2. Motion by Mr. Curtis, seconded by Mrs. van Gerven, to approve the 2014 Audited Financial Statements.

Mr. Gordon stated he and Mr. Curtis met with the auditors during the process and again at the conclusion. He noted the auditors were complimentary of the work of the district and Mr. Stanley. He reported the auditors had no findings for the district to address.

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

3. Motion by Mrs. van Gerven, seconded by Mrs. Thomas, to approve the copier lease and maintenance agreement with Genesis Technologies.

Mr. Stanley noted new copy machines will be installed by the end of the month which should provide the district with proper equipment for its copying needs.

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

Information

Strategic Planning Committee Meeting

Mr. Gordon thanked everyone involved with the recent Strategic Planning meetings and noted the district received over 600 survey responses. He stated the board would be in contact with those who were not chosen to serve on the committee due to space limitations to receive their feedback and input.

PTO Meeting

Mrs. van Gerven reported her attendance at the recent PTO meeting. She noted Dr. Adler reported a cultural etiquette session would be held to learn about Hindi customs. The PTO has set a date for its Chili Day that will be February 19, 2015.

Tech Parent Advisory Committee

Mrs. van Gerven attended this meeting where the 1:1 Teaching and Learning rollout, the cell phone policy at Daniel Wright, the Apple ID creation process; and parent and district communications were discussed. A parent feedback session is planned for December 8, 2014.

Learning Fund Foundation Meeting

Mrs. Harper reported she attended the monthly board meeting for the Learning Fund Foundation where they discussed fund raising.

Curriculum Report

Mrs. Reynolds reported on the School and District Report Cards recently published by the Illinois Board of Education. She noted the district continues to show great academic success and growth.

Superintendent's Report

Dr. Warren reported Dr. Madonia will be back in December to work with the board for the next steps with the strategic plan. Dr. Warren noted the board was provided with the Articles of Agreement for the Special Education Cooperative.

Mr. Gordon reported he and Dr. Warren met with village managers and the mayors of communities within the district regarding new property developments. He noted he and Dr. Warren provided them with data regarding initial incoming student projections with actual attendance. Discussions will continue on an ongoing basis.

Community Participation

There was no community participation at this time.

Dr. Warren recognized Half Day School for, once again, achieving recognition in the Chicago Sun-Times as one of the top ten elementary schools in the state of Illinois. He expressed congratulations to Mrs. Jill Mau and all of Half Day School.

Executive Session

Motion by Mr. Curtis, seconded by Mrs. Harper, that the Board go into Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and probable or imminent litigation.

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

The Board moved into Executive Session at 8:00 p.m.

Open Session

The meeting reconvened to Open Session at 8:48 p.m.

Mr. Gordon reminded board members they are mandated reporters under the Abused and Neglected Child Reporting Act.

The Board discussed its goals for the year.

Adjournment

Motion by Mr. Curtis, seconded by, Mrs. Simon to adjourn.

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

The meeting adjourned at 8:59 p.m.

President Board of Education

Secretary Board of Education



Lincolnshire-Prairie View School District 103

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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, November 18, 2014

The 1st Executive Session of the Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, November 18, 2014 in the Learning Center of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

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

Absent: None

Also present were:

Dr. Scott Warren, Superintendent
Norma Taylor, Board Secretary

Executive Session convened at 8:12 p.m. to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and probable or imminent litigation.

Dr. Warren updated the board of a student disciplinary issue.

Norma Taylor left the meeting at 8:23 p.m.

The Board discussed the performance of a specific employee.

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

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

The meeting reconvened to Open Session at 8:47 p.m.

President Board of Education

Secretary Board of Education

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BOARD OF EDUCATION COW MEETING MINUTES

Tuesday, December 2, 2014

The Board of Education Committee of the Whole Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, December 2, 2014 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

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

Absent: None

Also present were:

Dr. Scott Warren, Superintendent
Dan Stanley, Assistant Superintendent for Business/CSBO
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Julie Postma, Director of Student Services
Mark Westhoff, Director of Technology
Michelle Blackley, Principal Daniel Wright Junior High School
Dr. Christy Adler, Principal Laura B. Sprague School
Jill Mau, Principal Half Day School
Norma Taylor, Board Secretary

Public: 0

Press: 0

Staff: 22

Call to Order and Roll Call

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

Pledge of Allegiance

Community Participation

There was no community participation at this time.

Discussion Items

1. Options for Revising Community Participation Guidelines

The Board discussed some possible revisions to the current community participation guidelines at Board of Education meetings.

2. Update on PERA Law

Dr. Warren presented an update of the Performance Evaluation Reform Act (PERA). He noted the district has been phasing in this process over the past several years and the final component is adding data of student growth as a factor in evaluations of certified teachers. PERA requires the district to adopt a research based evaluation model. The district adopted the Danielson model. Implementation of student growth in evaluations must be completed by 2016. The district will organize a pre-PERA joint committee that will begin meeting in January 2015 and continue through November 2015. This committee will review various assessment models and growth models and training for staff. December 2015 through June 2016 the official PERA joint committee will meet to develop training for staff and set the assessment models. September 2016 is the deadline for districts to implement student growth in evaluations.

3. 1:1 Teaching and Learning Implementation Update

Mr. Westhoff reported the district has had very few service issues to date on iPads. He noted the 1:1 Teaching and Learning webpage has been updated to the new website. He noted the instructional technology coaches have been great resources in helping staff integrate technology in the classroom. Parent focus groups will meet next week and a Parent Engagement Night is scheduled for January 2015.

4. ELM Update

Mrs. Reynolds reported the ELM teachers continue to meet twice a month to create the Vision, Description of Tiers, Assessment Model and a Communication Plan. The consultant is drafting the program evaluation for the committee. The ELM teachers will have their last draft on December 16 and the final ELM Committee meeting is scheduled for January 8, 2015 with a final report to the Board on January 20, 2015.

5. MAP Results

Mrs. Reynolds provided scores from the Measures of Academic Progress (MAP) assessment taken by students in September 2014. District 103 students continue to perform above the national norms. She reported parents received their child's MAP progress reports in October of 2014.

6. ISAT Results

Mrs. Reynolds provided Spring 2014 ISAT scores for District 103 and ten comparative districts identified by the Citizens Advisory Committee for Finance. She reported District 103 students performed higher in Reading, Math and Science.

7. Articles of Joint Agreement for the Exceptional Learners Collaborative

Dr. Warren reviewed the draft articles of Joint Agreement for the new special education cooperative, Exceptional Learners Collaborative. The Articles for Joint Agreement will be presented for the Board for action at the December 16, 2014 Board Meeting.

Community Participation

There was no community participation at this time.

Adjournment

Motion by Mrs. van Gerven, seconded by Mrs. Harper, to adjourn.

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

The meeting adjourned at 8:00 p.m.

President Board of Education

Secretary Board of Education

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Paid Accounts Payable by Vendor

Printed: 12/10/2014 3:56 PM
 Lincolnshire-Prairie View SD #103
 Expense on Date: 11/1/2014 to 12/31/2014

Invoice #	A.S.N.	Description	Batch #	P.O. #	Check Date	Check #	Amount	State Account Number
HERRIN, JOHN								
	10-437	TECH PROGRAM REIMBURSEMENT	111,914	0	11/19/2014	20141	782.10	10-437
							<u>782.10</u>	
MASTERCARD CORPORATE CLIE								
4774	10-2310-410	SAMS CLUB - ADMIN CAFE SUPP	120,914	9326	12/09/2014	20142	323.10	10-2310-410
4774	10-1120-419	SAMS CLUB - LGHTED SCHSE SUPP	120,914	9342	12/09/2014	20142	92.73	10-1120-419
4774	20-2540-410-2	HOME DEPOT - POWER STRIPS	120,914	0	12/09/2014	20142	165.40	20-2540-410
4774	20-2540-312	KALAHARI - WASBO CONF HOTEL	120,914	0	12/09/2014	20142	156.46	20-2540-312
4774	20-2540-312	KALAHARI - WASBO CONF HOTEL	120,914	0	12/09/2014	20142	156.46	20-2540-312
4774	20-2540-312	SAMS CLUB - STRAT PLAN FOOD	120,914	0	12/09/2014	20142	377.69	20-2540-312
4774	20-2540-410-2	SEARS - COMPRESSOR WHEEL	120,914	0	12/09/2014	20142	32.94	20-2540-410
4774	20-2540-410-2	HME DEP - STRAT PLAN CABLES	120,914	0	12/09/2014	20142	148.34	20-2540-410
4774	20-2540-410-2	SAMS - DW LOUNGE SUPPLIES	120,914	0	12/09/2014	20142	103.91	20-2540-410
							<u>\$1,557.03</u>	
NIHIP								
121514	10-2690-220	MEDICAL INSURANCE - ED	120,914	0	12/09/2014	20143	235,112.58	10-2690-220
121514	10-2690-221	LIFE/LTD INSURANCE - ED	120,914	0	12/09/2014	20143	3,179.64	10-2690-221
121514	10-2690-221	VOLUNTARY LIFE - ED	120,914	0	12/09/2014	20143	539.70	10-2690-221
121514	20-2540-220	MEDICAL INSURANCE - O&M	120,914	0	12/09/2014	20143	12,502.89	20-2540-220
121514	20-2540-221	LIFE/LTD INSURANCE - O&M	120,914	0	12/09/2014	20143	76.95	20-2540-221
121514	40-2550-220	MEDICAL INSURANCE - TRANS	120,914	0	12/09/2014	20143	26,219.62	40-2550-220
121514	40-2550-221	LIFE/LTD INSURANCE - TRANS	120,914	0	12/09/2014	20143	133.65	40-2550-221
121514	40-2550-221	VOLUNTARY LIFE - TRANS	120,914	0	12/09/2014	20143	332.30	40-2550-221
121514	10-2330-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	1,854.03	10-2330-225
121514	10-2330-225	LIFE/LTD INSURANCE - RETIREE	120,914	0	12/09/2014	20143	12.60	10-2330-225
121514	10-2320-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	3,268.06	10-2320-225
121514	10-2210-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	1,679.06	10-2210-225
121514	10-2210-225	LIFE/LTD INSURANCE - RETIREE	120,914	0	12/09/2014	20143	12.60	10-2210-225
121514	20-2540-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	1,679.06	20-2540-225
121514	10-2520-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	1,679.06	10-2520-225
121514	40-2550-225	MEDICAL INSURANCE - RETIREE	120,914	0	12/09/2014	20143	839.53	40-2550-225
							<u>\$289,121.33</u>	
Report Total							<u>\$291,460.46</u>	

Bills Payable (Fund Summary)

Printed: 12/10/2014 3:52 PM
Lincolnshire-Prairie View SD #103

Fund Code	Description	Amount
10	Education Fund	247,299.80
20	Oper, Build, & Maint Fund	28,435.72
30	Debt Service Fund or Fund Group	156.15
40	Transportation Fund	30,084.89
50	I.M.R.F./Soc. Sec. Fund	36,482.50
Report Total		<u>\$342,459.06</u>

Bills Payable List

Printed: 12/10/2014 3:52 PM
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
247 SECURITY INC					
		CAMERA SYSTEM HARD DRIVE	12	220.00	40-2550-319
				<u>\$220.00</u>	
ACTIVE NETWORK - THRIVA					
		SUMMER SCH NETWORK FEES	12	42.63	10-2520-392
		SUMMER SCHOOL REFUNDS	12	1,428.00	10-1321
				<u>\$1,470.63</u>	
ADLER, CHRISTINE					
		REIMB STAFF MTG FOOD	12	81.61	10-2410-410
				<u>\$81.61</u>	
ALEXANDER LEIGH CENTER FOR AUTISM					
		NOVEMBER TUITION	12	6,897.60	10-1912-670
				<u>\$6,897.60</u>	
ALLIEDSHIRTS.COM					
000009281		103 CLUB TSHIRTS (280)	12	1,432.06	10-3500-410
000009324		STAFF SWEATSHIRTS (90)	12	1,014.14	10-2410-410
				<u>\$2,446.20</u>	
AMAZON					
		VACUUM PUMP - SO	12	22.95	10-1550-410
000009201		SENSORY TEAM HANDBOOK	12	18.49	10-1200-410
000009360		ELA BOOKS (2)	12	18.19	10-1111-417
000009361		BUSINESS CARD HOLDERS	12	61.03	10-1111-417
000009375		SPANISH TEACHING AIDS	12	20.00	10-1111-410
000009375		IPAD CASE	12	35.99	10-1111-410
000009377		103 CLUB CRAFT SUPPLIES	12	114.95	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	11.59	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	16.72	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	216.19	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	250.25	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	53.86	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	9.89	10-3500-410
000009377		103 CLUB CRAFT SUPPLIES	12	98.46	10-3500-410
000009382		TEACHING SCIENCE BKS (4)	12	55.72	10-2210-410
000009383		TEACHING SCIENCE BK	12	28.94	10-2211-490
000009383		TEACHING SCIENCE BK	12	31.99	10-2211-490
000009383		TEACHING SCIENCE BK	12	31.99	10-2211-490
000009383		TEACHING SCIENCE BK	12	33.99	10-2211-490
000009383		TEACHING SCIENCE BK	12	38.98	10-2211-490
000009383		TEACHING SCIENCE BK	12	42.92	10-2211-490
000009383		TEACHING SCIENCE BKS (2)	12	77.94	10-2211-490
000009384		TONER CARTRIDGE	12	9.72	10-2210-410
000009384		TONER CARTRIDGE	12	48.86	10-2210-410
				<u>\$1,349.61</u>	
ANDERSON LOCK COMPANY LTD					
000008818		GYM PADLOCKS (300)	12	1,497.00	10-1510-410
				<u>\$1,497.00</u>	
ANDERSON PEST SOLUTIONS					

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		MONTHLY IPM	12	144.05	20-2540-329
		MONTHLY IPM	12	144.05	20-2540-329
				<u>\$288.10</u>	
APPLE COMPUTER INC.					
		POWER ADAPTORS (5)	12	395.00	10-2660-410
		POWER ADAPTORS (4)	12	316.00	10-2660-410
				<u>\$711.00</u>	
AT&T BUSINESS SERVICE					
		LONG DISTANCE	12	35.22	10-2540-341
				<u>\$35.22</u>	
AT&T MOBILITY					
		IPAD DATA SERVICE	12	286.71	10-2540-341
				<u>\$286.71</u>	
AT&T ONENET					
		TELEPHONE	12	42.80	10-2540-341
				<u>\$42.80</u>	
AT&T					
		TELEPHONE D103 CLUB	12	114.98	10-3500-341
		TELEPHONE	12	2,623.70	10-2540-341
				<u>\$2,738.68</u>	
BATTERIES PLUS					
		REPLACEMENT LIFT BATTERY	12	159.99	20-2540-410
				<u>\$159.99</u>	
BELFORD, AMY					
		REIMB CLASS PROJ SUPPLIES	12	97.49	10-1112-414
		REIMB SCIENCE SUPPLIES	12	42.00	10-1112-415
				<u>\$139.49</u>	
BLACK, CAREY					
		REIMB RETIREE INSURANCE	12	611.38	20-2540-225
				<u>\$611.38</u>	
BLACKLEY, MICHELLE					
		REIMB TUITION	12	494.00	10-1120-230
				<u>\$494.00</u>	
BOSLEY, EMMA					
		REIMB AMLE CONF TRAVEL	12	254.55	10-2210-312
				<u>\$254.55</u>	
BUFFALO GROVE LINCOLNSHIRE CHAMBER OF COMMERCE					
		ANNUAL MEMBERSHIP	12	175.00	10-2320-640
				<u>\$175.00</u>	
CALLOWAY HOUSE INC.					
	000008860	OFFICE SUPPLIES	12	74.92	10-1120-410
				<u>\$74.92</u>	
CAPITOL GRAPHICS & PROMOTIONS					
	000009325	PAYROLL LIABILITY CHECKS	12	371.31	10-2520-360
				<u>\$371.31</u>	

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CDW GOVERNMENT INC.					
		SCANNER	12	249.49	10-2660-410
		PROJECTORS (3)	12	2,465.45	10-2660-700
		PROJ LAMPS (6), POWER STRIPS (2)	12	687.64	10-2660-410
		PROJECTORS (2)	12	1,638.00	10-2660-700
				<u>\$5,040.58</u>	
CHEIFETZ, CHERYL					
		REIMB SCIENCE SUPPLIES	12	12.99	10-1120-415
				<u>\$12.99</u>	
CHICAGO TRIBUNE					
		NEWSPAPER - ADMIN	12	405.00	10-2220-440
				<u>\$405.00</u>	
CITICARE TRANSPORTATION					
		SPED TRANS SERVICES	12	4,220.65	40-2550-331
		SPED TRANS SERVICES	12	4,440.15	40-2550-331
				<u>\$8,660.80</u>	
CLAY, REBECCA					
		REIMB SOC STUDIES TILES	12	96.00	10-1111-416
				<u>\$96.00</u>	
COCA COLA REFRESHMENTS					
		SODAWATER - DW	12	410.40	10-2310-392
		SODAWATER - SP	12	182.88	10-2310-392
				<u>\$593.28</u>	
COIRER, LAURA					
		REIMB COACH CLINIC TRAVEL - SO	12	74.82	10-1550-332
		REIMB AIR TRAJECTORY SUPP - SO	12	65.05	10-1550-410
		REIMB AIR PUMPS - SO	12	9.90	10-1550-410
				<u>\$149.77</u>	
COMCAST CABLE					
		INTERNET - RIVERSHIRE	12	82.90	10-2520-392
				<u>\$82.90</u>	
COMCAST					
		TELEPHONE & INTERNET	12	4,550.00	10-2540-341
				<u>\$4,550.00</u>	
COMMITTEE FOR CHILDREN					
000009367		2ND STEP GR 4 DVD - SP DON	12	29.00	10-2215-410
				<u>\$29.00</u>	
CONSERV FS INC					
		SIDEWALK ICEMELT	12	959.00	20-2540-410
		FUEL - GROUNDS	12	1,760.21	20-2540-464
				<u>\$2,719.21</u>	
COVE SCHOOL INC., THE					
		OCTOBER TUITION	12	5,229.62	10-1912-670
				<u>\$5,229.62</u>	
CROWN AWARDS					
000009372		RED RIBBON WEEK TROPHY	12	32.90	10-1120-419

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				<u>\$32.90</u>	
CUMMINGS, THERESA					
		REIMB CLASSROOM SUPPLIES	12	143.79	10-1112-410
				<u>\$143.79</u>	
DAILY HERALD					
		NEWSPAPER - ADMIN	12	132.00	10-2220-440
		NEWSPAPER - DW	12	132.00	10-2220-440
				<u>\$264.00</u>	
DAN THE KEYMAN					
		DOOR KEYS - SP	12	40.50	20-2540-410
				<u>\$40.50</u>	
EBSCO					
0000009172		INTERVENTION MAGAZINE SUBSCR	12	202.00	10-2211-490
				<u>\$202.00</u>	
ELEMENTAL SOLUTIONS					
		SANITARY ENZYME - DW	12	271.78	20-2540-410
				<u>\$271.78</u>	
EMPIRE MUSIC					
0000009343		UKELELE MUSIC BOOKS	12	49.98	10-1190-410
0000009343		UKELELE MUSIC BOOKS (96)	12	1,070.27	10-1190-410
0000009343		RETURNED UKELELE MUSIC BKS	12	(69.94)	10-1190-410
				<u>\$1,050.31</u>	
ERNIES WRECKER SERVICE INC					
		OIL CHANGE	12	47.51	20-2540-319
		TRUCK REPAIR - 95 CHEVY	12	354.24	20-2540-319
		FUEL - TRANS	12	159.77	40-2550-464
				<u>\$561.52</u>	
ESCO					
		HEARING EQUIP WARRANTY	12	180.00	10-2150-392
		HEARING EQUIP WARRANTY	12	150.00	10-2150-392
		HEARING EQUIP WARRANTY	12	150.00	10-2150-392
		HEARING EQUIP WARRANTY	12	150.00	10-2150-392
		HEARING EQUIP WARRANTY	12	150.00	10-2150-392
				<u>\$780.00</u>	
FERRON, DIANE					
		REIMB TUITION	12	810.00	10-1111-230
				<u>\$810.00</u>	
FLECKS LANDSCAPING					
		LANDSCAPE MAINTENANCE	12	908.00	20-2540-329
				<u>\$908.00</u>	
FOLLETT SCHOOL SOLUTIONS					
0000009294		LIBRARY BOOKS - SP	12	522.64	10-2220-430
0000009296		LIBRARY BOOKS - DW	12	294.88	10-2220-490
0000009301		LIBRARY BOOKS - DW	12	553.21	10-2220-430
0000009301		LIBRARY BOOKS - DW	12	17.84	10-2220-430
0000009309		LIBRARY BOOKS - SP	12	137.86	10-2220-430

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	0000009329	LIBRARY BOOKS - HD	12	264.61	10-2220-430
	0000009378	LIBRARY BOOKS - SP	12	753.01	10-2220-430
				<u>\$2,544.05</u>	
FOX RIVER FOODS INC.					
		103 CLUB FOOD	12	577.33	10-3500-410
		103 CLUB FOOD	12	823.54	10-3500-410
		103 CLUB FOOD	12	1,291.79	10-3500-410
		103 CLUB FOOD CREDIT	12	(25.65)	10-3500-410
		103 CLUB FOOD CREDIT	12	(58.09)	10-3500-410
				<u>\$2,608.92</u>	
FREITAG-SURIN, MICHELLE					
		REIMB AMLE CONF TRAVEL	12	211.74	10-2210-312
				<u>\$211.74</u>	
GALE/CENGAGE LEARNING					
	0000008688	US HISTORY SUBSCRIPTION	12	50.00	10-2220-392
				<u>\$50.00</u>	
GARVEYS OFFICE PRODUCTS					
	0000009364	OFFICE SUPPLIES	12	34.47	10-2310-410
	0000009364	OFFICE SUPPLIES	12	62.68	10-2310-410
	0000009376	OFFICE SUPPLIES	12	98.00	10-2310-410
				<u>\$195.15</u>	
GAUNKY, SCOTT					
		REIMB SCHOOLDUDE CONF TRAVEL	12	85.08	20-2540-312
				<u>\$85.08</u>	
GHOSH, RILINA					
		REIMB AUTHOR VISIT BK	12	15.00	10-2220-410
				<u>\$15.00</u>	
GORDON, GARY					
		REIMB ROBOT SUPPLIES - SO	12	153.80	10-1550-410
		REIMB ROBOT SUPPLIES - SO	12	153.77	10-1550-410
				<u>\$307.57</u>	
GRAINGER					
		SHOP SUPPLIES - HD	12	71.96	20-2540-410
		SHOP SUPPLIES - DW	12	219.06	20-2540-410
		REPLACEMENT GREASE GUN	12	283.28	20-2540-410
		SHOP SUPPLIES - DW	12	208.56	20-2540-410
				<u>\$782.86</u>	
GRALL REICHEL, ANNE					
		NEXT GEN SCIENCE STAND WKSHIP	12	500.00	10-2210-314
				<u>\$500.00</u>	
GRAPHIC 14 INCORPORATED					
	0000009368	COPY PAPER	12	518.10	10-2410-410
	0000009379	COPY PAPER	12	121.96	10-2520-412
				<u>\$640.06</u>	
HAFNER, TONY					
		REIMB AMLE CONF TRAVEL	12	239.50	10-2210-312

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$239.50</u>	
HARDING MECHANICAL					
		BOILER MAINTENANCE - DW	12	447.50	20-2540-329
		EXHAUST FAN REPAIR	12	1,137.44	20-2540-329
		REPLACE RELAY FOR A/C	12	2,536.26	20-2540-329
		BOILER MAINTENANCE - SP	12	1,549.82	20-2540-329
		REPAIR AHU HD	12	152.50	20-2540-329
				<u>\$5,823.52</u>	
HEINEMANN					
	000009365	READING INTERVENTION MATERIALS	12	455.40	10-1111-410
				<u>\$455.40</u>	
HJELM, BETH					
		REIMB IAHPERD CONF TRAVEL/REG	12	182.50	10-2211-390
				<u>\$182.50</u>	
HOME DEPOT CREDIT SERVICES					
		SHOP SUPPLIES	12	67.90	20-2540-410
		SHOP SUPPLIES - DW	12	44.75	20-2540-410
		SHOP SUPPLIES - SP	12	226.42	20-2540-410
		REFRIGERATOR	12	853.10	20-2540-700
		SHOP SUPPLIES	12	73.96	20-2540-410
		SHOP SUPPLIES - RIVERSHIRE	12	12.98	20-2540-410
		SHOP SUPPLIES	12	63.92	20-2540-410
				<u>\$1,343.03</u>	
ILLINOIS JUNIOR ACADEMY OF SCIENCE					
		IJAS MEMBERSHIP FEE	12	75.00	10-1550-640
				<u>\$75.00</u>	
IMPREST					
		MATH COUNTS REGISTRATION	12	240.00	10-1550-640
		DAN STANLEY-GUIDED PETTY CASH	12	434.25	10-1200-410
		LAKE CO. ROE BUS CLASS-MARTIN	12	8.00	40-2550-312
		BANK FINANCIAL-SAFE DEPOSIT BOX	12	50.50	10-2520-316
		REGAL CINEMAS-MOVIE TICKETS	12	637.50	10-3500-390
		REGAL CINEMAS-SNACK PACKS	12	454.25	10-3500-390
		BRUNSWICK ZONE-BOWLING	12	720.00	10-3500-390
		LAKE CO ROE BUS CLASS-DELABRE	12	8.00	40-2550-312
		LAKE CO ED OFFICE-TALENT SEARCH TESTING	12	3,230.00	10-403
		GARY EDELHEIT-BBALL REF 11/13	12	50.00	10-1500-319
		DAN SAWCHUCK-BBALL REF 11/13	12	50.00	10-1500-319
		JOHN BOYKE-BBALL REF 11/13	12	50.00	10-1500-319
		PAUL SCHOESSLING-BBALL REF 11/13	12	50.00	10-1500-319
		JIM BERNARDI-BBALL REF 11/17	12	50.00	10-1500-319
		PAUL SCHOESSLING-BBALL REF 11/17	12	50.00	10-1500-319
		TOM GREGORIN-BBALL REF 11/17	12	50.00	10-1500-319
		STU SCHULTZ-BBALL REF 11/17	12	50.00	10-1500-319
		BANK CHARGES-NOV	12	779.34	10-2520-316
		MIKE POWELL-BBALL REF 11/20	12	50.00	10-1500-319
		DAN SAWCHUCK-BBALL REF 11/20	12	50.00	10-1500-319

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		GARY EDELHEIT-BBALL REF 11/20	12	50.00	10-1500-319
		TOM GREGORIN-BBALL 11/20	12	50.00	10-1500-319
		HECTOR FERNANDEZ MUSIC-SPANISH PERF	12	400.00	10-2211-314
		COLOR ME MINE-FIELDTRIP	12	486.50	10-3500-390
		HIGH TOUCH HIGH TECH-ASSEMBLY	12	300.00	10-3500-390
		PARTY FANTASY-FIELDTRIP	12	575.00	10-3500-390
		LAKE CO CLERK-NOTARY REG	12	10.00	10-2320-640
		MSS MEMBERSHIP	12	300.00	10-2320-640
		MSS CONFERENCE REGISTRATION	12	275.00	10-2320-312
		JOHN BOYKE-BBALL REF 11/22	12	50.00	10-1500-319
		RUSS KINKA-BBALL REF 11/22	12	50.00	10-1500-319
		PAUL SCHOESSLING-BBALL REF 11/22	12	50.00	10-1500-319
		TOM GREGORIN-BBALL REF 11/22	12	50.00	10-1500-319
		RUSS KINKA-BBALL REF 11/22	12	25.00	10-1500-319
		JOHN BOYKE-BBALL REF 11/22	12	25.00	10-1500-319
		PAUL SCHOESSLING-BBALL REF 11/22	12	25.00	10-1500-319
		TOM GREGORIN-BBALL REF 11/22	12	25.00	10-1500-319
		N. SHORE CONTRY DAY SCH-SCI OLYMPIAD INV.	12	180.00	10-1550-640
		S. MIDDLE SCHOOL D25-SCI OLYMPIAD INV	12	200.00	10-1550-640
				<u>\$10,188.34</u>	
IMPROV PLAYHOUSE		JACK & THE BEANSTALK ASSEMBLY	12	725.00	10-1111-314
				<u>\$725.00</u>	
INTEGRATED SYSTEMS CORP		SKYWARD HOSTING JANUARY	12	400.00	10-2660-392
				<u>\$400.00</u>	
INTEGRYS ENERGY SERVICES INC		ELECTRICITY - DW	12	9,590.56	10-2540-466
		ELECTRICITY - HD	12	1,973.08	10-2540-466
				<u>\$11,563.64</u>	
INTEGRYS ENERGY SERVICES		NATURAL GAS - DW	12	2,010.98	10-2540-465
		NATURAL GAS - HD	12	1,555.13	10-2540-465
		NATURAL GAS - SP	12	1,536.59	10-2540-465
				<u>\$5,102.70</u>	
INTERSTATE ALL BATTERY CENTER		SHOP SUPPLIES	12	84.70	20-2540-410
				<u>\$84.70</u>	
JANSSON, LISA		REIMB TUITION	12	494.00	10-1112-230
				<u>\$494.00</u>	
JERZYK, MICHAEL		REIMB IAHPERD CONF TRAVEL	12	349.04	10-2211-390
				<u>\$349.04</u>	
JONEIKIS, JUSTIN		REIMB AMLE CONF TRAVEL	12	158.46	10-2210-312

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				<u>\$158.46</u>	
JW PEPPER & SON					
	000008725	ORCHESTRA TEACHERS MANUAL - MB	12	34.50	10-2215-410
				<u>\$34.50</u>	
KAISER, ANNA					
		REIMB RETIREE INSURANCE	12	3,614.27	10-2520-225
				<u>\$3,614.27</u>	
KELLEY LANDSCAPE & PATIO					
		WALL REPAIR - DW	12	1,650.00	20-2540-329
				<u>\$1,650.00</u>	
KIRKORSKY, JULIE					
		REIMB TEACHERS MICROWAVE - SP DON	12	145.00	10-2215-410
				<u>\$145.00</u>	
KORB, RANDY					
	000009359	FROG & BUTTERFLY PRES DEP - SP	12	1,100.00	10-1111-314
				<u>\$1,100.00</u>	
KRAUSE ELECTRICAL CONTRACTORS INC					
		WIRELESS ROUTER REPAIR	12	374.50	10-2660-319
				<u>\$374.50</u>	
LAKE COUNTY DIVISION OF TRANSPORTATION					
		HANDICAP SIGN POSTS	12	281.04	20-2540-410
				<u>\$281.04</u>	
LAUREATE DAY SCHOOL					
		OCTOBER TUITION	12	5,276.92	10-1912-670
		SEPTEMBER TUITION	12	5,037.06	10-1912-670
				<u>\$10,313.98</u>	
LECHNER AND SONS INC.					
		TOWEL SERVICE	12	114.00	10-1500-392
		TOWEL SERVICE	12	114.00	10-1500-392
		TOWEL SERVICE	12	114.00	10-1500-392
		TOWEL SERVICE	12	114.00	10-1500-392
		TOWEL SERVICE	12	114.00	10-1500-392
		TOWEL SERVICE	12	114.00	10-1500-392
				<u>\$684.00</u>	
LEGAL ROUTES					
		SUBSCRIPTION	12	19.00	40-2550-640
				<u>\$19.00</u>	
LEONARD, EMILY					
		DANCE PROGRAMMING	12	1,004.50	10-2210-314
				<u>\$1,004.50</u>	
LINCOLNSHIRE, VILLAGE OF					
		ELECTRICITY - RIVERSHIRE	12	46.29	10-2540-466
		WATER/SEWER - DW	12	595.97	10-2540-370
		WATER/SEWER - HD	12	439.65	10-2540-370
		WATER/SEWER - TRANS	12	48.85	10-2540-370
		WATER/SEWER - SP	12	566.66	10-2540-370

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				<u>\$1,697.42</u>	
MAKSIMOVA, NATALYIA					
		REIMB REG FEE OVERPAYMENT	12	5.00	10-1810
				<u>\$5.00</u>	
MASTORES, PAT					
		REIMB K 50'S DAY SUPPLIES	12	34.83	10-1111-419
				<u>\$34.83</u>	
MCGRAW-HILL COMPANIES					
000008696		ELA GRADES 3-5 TEXTBOOKS	12	2,476.72	10-2210-420
000008908		READING WONDERWORKS MATERIALS	12	4,611.82	10-2210-420
000009257		READING WONDERWORKS MATERIALS	12	2,575.17	10-2210-420
				<u>\$9,663.71</u>	
MCLELLAND, GRETCHEN					
		REIMB CREATIVE MATH REG	12	225.00	10-2210-312
				<u>\$225.00</u>	
MIDWEST TRUCKERS ASSOCIATION, INC.					
		RANDOM DRUG TESTING SVC	12	1,858.50	40-2550-390
				<u>\$1,858.50</u>	
MUSIC & ARTS CENTER					
000009052		MYSTICAL TOWERS MUSIC	12	40.00	10-1190-410
000009052		MUSIC PIECES	12	84.00	10-1190-410
				<u>\$124.00</u>	
MUSIC THEATRE INTERNATIONAL					
000009310		MUSICAL T-SHIRTS	12	607.47	10-1190-414
000009310		DW MUSICAL ROYALTY/SHOW FEES	12	801.53	10-1190-414
				<u>\$1,409.00</u>	
MUTUAL ACE HARDWARE					
		TRENCHER RENTAL	12	180.95	20-2540-325
				<u>\$180.95</u>	
NCISC					
000009272		ISBE WORKSHOP - C.WALSH	12	175.00	10-2210-312
				<u>\$175.00</u>	
NETRIX					
		TRANSCEIVERS TRANS LINK	12	441.88	10-2660-410
		WIRELESS NETW REPEATERS INSTALL	12	370.00	10-2660-319
		SECURITY SYSTEM INSTALL/REPAIR	12	1,665.00	10-2660-500
		SECURITY SYSTEM INSTALL/REPAIR	12	1,480.00	10-2660-500
		NETWORK UPGRADES	12	13,875.00	10-2660-500
000008644		NETWORK UPGRADES	12	64,359.75	10-2660-500
				<u>\$82,191.63</u>	
NETWORK SERVICES COMPANY					
		CUSTODIAL SUPPLIES - SP	12	1,081.54	20-2540-410
		CUSTODIAL SUPPLIES - DW	12	1,097.28	20-2540-410
		CUSTODIAL SUPPLIES - DW	12	12.76	20-2540-410
		CUSTODIAL SUPPLIES - DW	12	2,603.75	20-2540-410
				<u>\$4,795.33</u>	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
NIZIOLEK, JACKIE					
		REIMB CLASSRM SUPPLIES	12	175.45	10-1111-410
		REIMB TUITION	12	645.00	10-1111-230
				\$820.45	
NORTH AMERICAN					
		CUSTODIAL SUPPLIES - DW	12	39.63	20-2540-410
		REPAIR VACUUM - HD	12	32.96	20-2540-319
		CUSTODIAL SUPPLIES - SP	12	59.72	20-2540-410
				\$132.31	
OMNI CHEER					
	0000009323	SPIRIT TEAM WEAR	12	211.33	10-1500-414
				\$211.33	
PEAK PLUMBING & MECHANICAL					
		REPAIR ROOF DRAIN PIPE - SP	12	440.38	20-2540-329
				\$440.38	
PEAPOD					
	0000009267	FACS CLASS FOOD	12	348.18	10-1120-411
	0000009321	FACS CLASS FOOD	12	422.77	10-1120-411
				\$770.95	
PEARSON					
	0000009177	SENSORY 2 PROFILE KIT	12	217.30	10-1200-410
				\$217.30	
PITNEY BOWES					
		POSTAGE MACHINE SUPPLIES - SP	12	254.37	10-2520-410
		POSTAGE MACHINE LEASE - HD	12	100.00	10-2520-342
		POSTAGE MACHINE LEASE - SP	12	118.00	10-2520-342
		POSTAGE MACHINE LEASE - DW	12	240.00	10-2520-342
				\$712.37	
POWELL, SHARYN					
		REIMB CLASSROOM SUPPLIES	12	148.19	10-1112-410
				\$148.19	
QUEST FOOD MANAGEMENT SERVICES INC.					
		TRANS APPRECIATION DAY FOOD	12	417.90	40-2550-312
				\$417.90	
QUILL CORPORATION					
		TONER CARTRIDGES (5)	12	658.70	10-2660-414
		TONER CARTRIDGES (11)	12	2,053.49	10-2660-414
		TONER CARTRIDGES (3)	12	546.52	10-2660-414
	0000008953	ELA SUPPLIES/SALZMAN	12	108.32	10-1111-417
	0000009008	MISC PAPER GOODS	12	1,095.83	10-1111-412
	0000009351	SHEET PROTECTORS, PENCIL SHRPNR	12	84.82	10-1120-419
	0000009366	OFFICE SUPPLIES	12	61.70	10-2410-410
				\$4,609.38	
RA ADAMS ENTERPRISES					
		SNOWPLOW PARTS	12	88.69	20-2540-410
				\$88.69	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
REALLY GOOD STUFF					
	0000009154	PAPER & FOLDER BASKETS	12	46.72	10-1111-410
				<u>\$46.72</u>	
REED, JAMI					
		REIMB TUITION	12	494.00	10-1112-230
				<u>\$494.00</u>	
RENDL, BECKY					
		REIMB AMLE CONF TRAVEL	12	175.12	10-2210-312
				<u>\$175.12</u>	
REYNOLDS, KATIE					
		REIMB PERFECT MATCH WKSHP TRAVEL	12	43.10	10-2210-332
		REIMB III CONF TRAVEL	12	207.88	10-2210-312
				<u>\$250.98</u>	
RICOH AMERICAS CORP					
		COPIER LEASE - ADMIN	12	191.74	10-2520-325
		COPIER LEASE - DW	12	119.13	10-2410-325
		COPIER LEASE - HD	12	119.13	10-2410-325
				<u>\$430.00</u>	
RICOH USA INC.					
		COLOR COPY CHARGES	12	692.81	10-2520-325
				<u>\$692.81</u>	
ROBBINS SCHWARTZ					
		LEGAL SERVICES	12	1,324.19	10-2310-318
				<u>\$1,324.19</u>	
ROLER, JO ANNE					
		REIMB RETIREE INSURANCE	12	1,507.92	10-1120-225
				<u>\$1,507.92</u>	
SAMS CLUB					
		ADMIN LUNCH	12	70.84	10-2310-410
		ADMIN LUNCH	12	94.61	10-2310-410
				<u>\$165.45</u>	
SCARIANO HIMES AND PETRARCA					
		LEGAL SERVICES	12	1,069.66	10-2310-318
		LEGAL SERVICES	12	1,411.20	10-2310-318
				<u>\$2,480.86</u>	
SCHOLASTIC BOOK CLUBS					
	0000009348	2015 BOOK OF WORLD RECORDS	12	50.00	10-2220-430
				<u>\$50.00</u>	
SCHOOL DISTRICT 103 ACTIVITY ACCOUNT					
		REVTRAK LIGHTED SCHLHSE TRANS	12	645.00	10-403
		REVTRAK TRANSFER SP YB	12	200.00	10-403
		RECLASS TRANSFER SP YB	12	40.00	10-403
		REVTRAK TRANSFER HD YB	12	80.00	10-403
		REVTRAK TRANSFER DW YB	12	675.00	10-403
				<u>\$1,640.00</u>	
SCHOOL HEALTH CORPORATION					

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Vendor Name				
P.O. Number	Description	Batch #	Amount	State Account Number
000009345	NURSES GLOVES	12	101.64	10-2130-410
000009345	RETURNED NURSES GLOVES	12	(80.80)	10-2130-410
000009345	NURSES GLOVES	12	102.40	10-2130-410
			<u>\$123.24</u>	
SCHOOL SPECIALTY INC.				
000009208	OFFICE SUPPLIES	12	88.09	10-1111-410
000009208	TEACHING AID	12	17.81	10-1111-410
000009306	OFFICE SUPPLIES, STORAGE	12	193.64	10-1120-410
000009346	OFFICE SUPPLIES	12	70.62	10-1111-410
			<u>\$370.16</u>	
SHANLEY, KARA				
	REIMB INTRADISTRICT TRAVEL	12	37.86	10-1200-332
			<u>\$37.86</u>	
SHELL FLEET PLUS				
	FUEL - O&M	12	236.71	20-2540-464
	FUEL - TRANS	12	12,622.55	40-2550-464
			<u>\$12,859.26</u>	
SHERIDAN AUTO PARTS				
	WINTERIZATION SUPPLIES	12	1,170.78	40-2550-490
	LIGHT BULBS, OIL DRY	12	28.77	40-2550-490
			<u>\$1,199.55</u>	
SHOGREN FENCE INC				
	DW FENCE REPAIR	12	3,260.00	20-2540-329
			<u>\$3,260.00</u>	
SOLIS, JOHN				
	REIMB IAHPERD CONF REG/TRAVEL	12	215.70	10-2211-390
			<u>\$215.70</u>	
SOTOS, ATHENA				
	REIMB AMLE CONF TRAVEL	12	124.49	10-2210-312
			<u>\$124.49</u>	
SOUND INCORPORATED				
	PA SYSTEM REPAIR	12	169.00	20-2540-329
			<u>\$169.00</u>	
SPECIAL EDUCATION DISTRICT				
	SEDOL IMRF 2ND INSTALLMENT	12	36,482.50	50-4120-212
	2014-15 CONTRACTUAL BILLING	12	4,941.00	10-4120-314
			<u>\$41,423.50</u>	
SPEECH PATH SPECIALISTS				
	SPEECH/LANG SERVICES	12	8,700.00	10-2150-314
			<u>\$8,700.00</u>	
SPORTS TURF MANAGERS ASSOC				
	NATIONAL MEMB DUES	12	110.00	20-2540-640
			<u>\$110.00</u>	
STANLEY, DAN				
	REIMB III CONF TRAVEL	12	70.24	10-2510-312

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$70.24</u>	
STAPLES ADVANTAGE					
	0000009363	OFFICE SUPPLIES	12	80.38	10-2520-410
	0000009363	TAX CREDIT	12	(4.72)	10-2520-410
				<u>\$75.66</u>	
STATE INDUSTRIAL PRODUCTS					
		DRAIN MAINTAINER - HD	12	483.28	20-2540-410
		DRAIN MAINTAINER - SP	12	483.28	20-2540-410
		DRAIN MAINTAINER - DW	12	451.00	20-2540-410
				<u>\$1,417.56</u>	
SUNSET FOODS					
		FACS CLASS FOOD	12	62.18	10-1120-411
		FACS CLASS FOOD	12	128.67	10-1120-411
		STRAT PLANNING CMTE FOOD	12	83.93	10-2310-410
		STRAT PLANNING CMTE FOOD	12	66.47	10-2310-410
		BOE MTG FOOD	12	37.19	10-2310-410
				<u>\$378.44</u>	
SUPER DUPER PUBLICATIONS					
	0000009387	CAAP 2 ASSESSMENT UPDATE	12	129.99	10-2150-410
				<u>\$129.99</u>	
TACTICAL SECURITY					
		ELECTION DAY SECURITY	12	897.00	20-2540-329
				<u>\$897.00</u>	
TDS METROCOM					
		TELEPHONE	12	2,036.68	10-2540-341
				<u>\$2,036.68</u>	
TEACHERS DISCOVERY					
		SPANISH TEACHING AIDS	12	279.40	10-1120-413
				<u>\$279.40</u>	
TECHSTAR AMERICA CORPORATION					
		COPIER REPAIR - DW	12	1,592.00	10-2540-319
		COPIER REPAIR - DW	12	150.00	10-2540-319
		TONER SHIPPING	12	20.95	10-2410-410
				<u>\$1,762.95</u>	
TERRILL, LAURA					
		CURRICULUM DEVELOPMENT	12	3,588.31	10-2210-314
				<u>\$3,588.31</u>	
THE CENTER					
	0000009320	WORKSHOP REG 12/9	12	150.00	10-2210-312
				<u>\$150.00</u>	
TIME FOR KIDS					
	0000009056	TIME CLASS SUBSCR (200)	12	848.00	10-1120-410
				<u>\$848.00</u>	
TOOMEY, AMANDA					
		REIMB AMLE CONF TRAVEL	12	172.38	10-2210-312
				<u>\$172.38</u>	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
TRAFFIC SAFETY CORP					
		CROSSING GUARD STOP SIGN	12	170.00	40-2550-410
				<u>\$170.00</u>	
TYCO INTEGRATED SECURITY LLC					
		ALARM MONITORING SVC - DW	12	155.38	20-2540-329
				<u>\$155.38</u>	
TYKAL, AMANDA					
		REIMB SPANISH TEACHING AIDS	12	27.97	10-1111-413
				<u>\$27.97</u>	
TYLER TECHNOLOGIES					
		VERSATRANS SUPPORT	12	4,704.84	40-2550-392
				<u>\$4,704.84</u>	
UKE REPUBLIC					
		UKULELE TUNERS (15)	12	166.95	10-1190-410
				<u>\$166.95</u>	
UPS FREIGHT					
		WRIGHT TRACK CLUB SUPPLIES	12	111.90	10-1550-410
				<u>\$111.90</u>	
UPS					
		POSTAGE	12	13.29	10-2520-342
				<u>\$13.29</u>	
URBAN GATEWAYS					
		SCIENCE & ILLUSION PRSNT	12	450.00	10-2211-314
		TECH/CREATIVITY PRSNT	12	1,000.00	10-2211-314
				<u>\$1,450.00</u>	
US BANK VISA					
		OFF DEP - TAX CREDIT	12	(14.49)	10-2310-410
		PATHWAY BK- STRAT PLAN SURVEY BK	12	33.25	10-2320-410
		EGG HARBOR - VILLAGE MTG	12	18.38	10-2310-410
		TOTALLY PROM - D103 CUPS (500)	12	253.34	10-2310-410
		OFF DEP - STRAT PLAN OFF SUPP	12	91.34	10-2310-410
		LOU MALNATIS - STRAT PLAN FOOD	12	85.19	10-2310-410
		OFF MAX - STRAT PLAN OFF SUPP	12	30.06	10-2310-410
		GO ROMA - STRAT PLAN FOOD	12	525.00	10-2310-410
		DONATIS - STRAT PLAN FOOD	12	271.95	10-2310-410
		HYATT - III CONF LUNCH	12	39.20	10-2320-312
		MARRIOTT - III CONF FOOD/HOTEL	12	30.85	10-2320-312
		AMER AIR - SUPINT CONF FLIGHT	12	370.20	10-2320-312
		IMAGE MRKT - MUSIC POLOS (50)	12	597.50	10-1190-410
		OFF DEP - HEADPHONES	12	9.99	10-1200-410
		OFF DEP - HEADPHONES	12	14.99	10-1200-410
		OFF DEP - HEADPHONES	12	29.90	10-1200-410
		VEX - ROBOTICS - SO	12	91.67	10-1550-410
		DONATIS - IDEA MTG FOOD	12	135.00	10-2211-312
		DONATIS - IDEA MTG FOOD	12	144.98	10-2211-312
		MARRIOTT - READ RECOV HOTEL	12	379.46	10-2211-390
		NLU - READ RECOV CONF REG	12	495.00	10-2211-390

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		NLU - READ RECOV CONF REG	12	495.00	10-2211-390
		ISTE - CONF REG/MEMB	12	392.00	10-2211-390
		VERIZON - FITBITS (29)	12	2,040.00	10-2310-410
		VERIZON - FITBITS (32)	12	2,890.00	10-2310-410
		IASPA - CONF REG	12	165.00	10-2520-312
		BEST BUY - PRESENTER REMOTE	12	61.99	10-2520-410
		IPASS	12	100.00	20-2540-329
		APPLE - IPAD APP	12	1.99	10-2660-410
		APPLE - IPAD APP	12	2.99	10-2660-410
		APPLE - IPAD APP	12	2.99	10-2660-410
		APPLE - IPAD APP	12	19.80	10-2660-410
		APPLE - IPAD APPS	12	98.00	10-2660-410
		APPLE - IPAD APPS	12	125.73	10-2660-410
		APPLE - IPAD APPS	12	134.10	10-2660-410
		US BANK VISA - BANK FEES	12	174.55	10-2520-316
		APPLE - IMAC SCREEN REPAIR	12	492.41	10-2660-319
		CPM - CORE CONN LICENCES (15)	12	810.00	10-2210-420
		COMM FOR CHILD - ERLY LRNING KIT	12	749.00	10-2210-420
		JW TURF - AERATOR PARTS	12	779.44	20-2540-410
		GLOGSTER - WEBSITE HOSTING	12	4.00	10-2660-410
				<u>\$13,171.75</u>	
VERIZON WIRELESS					
		CELL PHONE - O&M	12	222.03	20-2540-341
		CELL PHONE - TRANS	12	35.98	40-2550-341
				<u>\$258.01</u>	
WALZ, RHONDA					
		REIMB IAHPERD CONF TRAVEL	12	250.07	10-2211-390
				<u>\$250.07</u>	
WARDS NATURAL SCIENCE					
	0000009303	SCIENCE SUPPLIES - SO	12	56.38	10-1550-410
	0000009303	SCIENCE SUPPLIES - SO	12	194.45	10-1550-410
	0000009303	SCIENCE SUPPLIES - SO	12	62.69	10-1550-410
				<u>\$313.52</u>	
WASTE MANAGEMENT OF ILLINOIS INC					
		SANITATION SERVICES - DW	12	540.35	10-2540-321
		SANITATION SERVICES - HD	12	375.49	10-2540-321
		SANITATION SERVICES - SP	12	360.49	10-2540-321
				<u>\$1,276.33</u>	
WEST MUSIC					
	0000008802	MUSICAL INSTRUMENTS	12	123.08	10-1190-410
	0000009369	XYLOPHONES (2) - MB	12	1,191.70	10-2215-700
				<u>\$1,314.78</u>	
WILSNACK, MIRIAM					
		REIMB RETIREE INSURANCE	12	1,005.28	10-1120-225
				<u>\$1,005.28</u>	
XEROX CORPORATION					
		COPIER LEASE - SP	12	156.15	30-5370-610

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Vendor Name					
P.O. Number	Description	Batch #	Amount	State	Account Number
			<u>\$156.15</u>		
		Report Total	<u><u>\$342,459.06</u></u>		



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: December 11, 2014
Re: Articles of Joint Agreement for the Exceptional Learners Collaborative (ELC)

The Articles of Joint Agreement for the new special education cooperative, Exceptional Learners Collaborative, are included for your final review and are recommended for adoption. These articles provide the legal agreements between Districts 96, 103 and 125 outlining the structure, membership, governance, staffing, programs and services, financing, termination of membership, and dissolution of the cooperative. Each Board must approve the articles at a regular Board meeting for the collaborative to be created.

**RESOLUTION APPROVING ARTICLES OF JOINT AGREEMENT OF THE EXCEPTIONAL
LEARNERS COLLABORATIVE**

WHEREAS, the *School Code* authorizes boards of education of Illinois school districts to enter into joint agreements with other school boards to provide the needed special educational facilities, to employ a director and other professional workers and to establish facilities to meet the needs of students with disabilities in accordance with Section 10-22.31 of the Illinois *School Code*, 105 ILCS 5/10-22.31;

WHEREAS, the Boards of Education of Kildeer-Countryside Community Consolidated School District No. 96, Lincolnshire-Prairie View School District No. 103 and Adlai E. Stevenson High School District No. 125 desire to enter into a joint agreement known as the Exceptional Learners Collaborative ("ELC") for the purposes set forth above;

WHEREAS, ELC is designed to be a special education joint agreement organized and operating in accordance with Section 10-22.31 of the Illinois *School Code*, 105 ILCS 5/10-22.31; and

WHEREAS, the Articles of Joint Agreement of the Exceptional Learners Collaborative are attached hereto and incorporated herein as Exhibit A.

NOW, THEREFORE, BE IT RESOLVED on this ___th day of December, 2014 by the Board of Education of Lincolnshire-Prairie View School District No. 103, as follows:

1. **Recitals.** The recitals set forth above are hereby found to be true and correct and fully adopted by this Board of Education.
2. **Approval of Articles of Joint Agreement.** The Board of Education approves the Articles of Joint Agreement of the Exceptional Learners Collaborative attached hereto as Exhibit A.

SIGNED:

President of the Board of Education of
Lincolnshire-Prairie View School District No. 103

ATTEST:

Secretary of the Board of Education of
Lincolnshire-Prairie View School District No. 103

**ARTICLES OF JOINT AGREEMENT FOR THE
EXCEPTIONAL LEARNERS COLLABORATIVE**

ARTICLE I – STRUCTURE

Section 1 - Name

The name of this organization shall be the Exceptional Learners Collaborative (“ELC”).

Section 2 - Legal Entity

ELC shall operate as a legal entity pursuant to Section 10-22.31 of the *School Code* (105 ILCS 5/10-22.31) or any successor statute.

Section 3 - Purpose

The purpose of ELC is to promote, operate, organize, coordinate, and supervise special education and other needed educational programs and/or services as authorized by the *School Code* and its Member School Districts.

ARTICLE II - MEMBERSHIP

Section 1 – Member Districts

The Member Districts of ELC are Kildeer-Countryside Community Consolidated School District No. 96, Lincolnshire-Prairie View School District No. 103 and Adlai E. Stevenson High School District No. 125.

Section 2- Admittance of Member Districts

A non-member public school district may petition ELC for membership. Such petition shall be submitted to the Executive Board of ELC in such form and substance as required by the Executive Board. A petition for admission may be approved if recommended for approval by each member of the Executive Board and upon unanimous affirmative vote of the membership of the Governing Board. The Governing Board may grant the petition for membership of a school district on such terms and conditions as it deems appropriate, but in all cases the school district petitioning for membership shall, at a minimum, provide a resolution adopted by the Board of Education stating the school district's agreement to abide by these Articles of Joint Agreement and ELC's policies and procedures.

Section 3 – Responsibilities of Member Districts

Member Districts shall have the following rights and responsibilities as members of ELC.

- A. Member Districts shall promptly and fully pay all fees and bills for services submitted to them by ELC.
- B. Each Member District shall appoint or provide one (1) Governing Board member as that procedure is set forth in Article III, Section 1. Each Member District Superintendent shall serve as an Executive Board Member.

C. Member Districts shall have the right to receive appropriate services, programs and administrative support from ELC consistent with these Articles of Joint Agreement and Governing Board policy.

D. Member Districts shall be responsible to provide a free, appropriate public education to all students with disabilities residing within their respective school districts, whether the special education services are provided by the Member District or ELC.

E. Each Member District shall assist the Governing Board in accomplishing the purposes set forth in these Joint Articles of Agreement. Further, Member Districts shall work collaboratively to provide for the needs of all special education students within the Member Districts.

F. Member Districts shall operate and maintain comprehensive special education programs, including services provided to students in general education classrooms and special education classrooms when the incidence of a student needs within a Member District supports the establishment of such services and/or programs.

G. Member Districts shall perform and provide such other services as determined by the Governing Board.

ARTICLE III – GOVERNANCE - GOVERNING BOARD

Section 1 - Members

The Governing Board shall consist of one Board of Education member from each Member District selected by the Member District's Board of Education. The term for the Board of Education member to serve as a Governing Board member is two years.

Section 2 - Alternates

In case of an absence of a selected Governing Board member, an alternate from the Member District's Board of Education, selected in accordance with such Board of Education's procedures, shall act as its Governing Board member during such absence.

Section 3 - Officers

A. The Governing Board shall have a President and Vice-President which the members of the Governing Board shall elect at its May meeting. The terms of the office of President and Vice-President shall be two years (2) from the date of the election. In the event the office of the President becomes vacant during the year of office, or the President is not able to preside at a meeting, the Vice-President shall assume this office during the vacancy.

B. The Governing Board shall appoint a Secretary and Treasurer for a term of two years at the June meeting. The Secretary and Treasurer may be members of the ELC or Member District staff. The Secretary shall be responsible for the completion of the minutes of all Governing Board meetings and the distribution of the proposed minutes to the membership of the Governing

Board prior to the next meeting. In the absence of the Secretary, the Governing Board members present shall elect a *Pro Term* Secretary.

Section 4 - Governing Board Responsibilities and Duties

The responsibility for the governance of ELC shall be vested in the Governing Board. The Governing Board has the following duties:

- A. To receive, review and approve or deny amendments to these Articles of Joint Agreement;
- B. To adopt an annual budget after a public hearing and after input and recommendation from the Executive Board (as defined in Article IV);
- C. To determine the nature and extent of services that ELC shall provide to its Member Districts after input and recommendation from the Executive Board;
- D. To determine the need for site acquisition, construction, and capital improvement, and to take appropriate and necessary action to acquire necessary sites, to build new construction and or improve existing buildings, and or make appropriate and necessary capital improvements to buildings after input and recommendation from the Executive Board;
- E. To approve the expenditure of funds as provided in the adopted budget for the fiscal year;
- F. To incur debt as provided for under the *School Code*;
- G. To approve the employment of the Director of Special Education and other personnel after input and recommendation from the Executive Board;
- H. To approve the resignation and/or dismissal of any employee;
- I. To lease or purchase real estate for use by ELC after input of recommendation from the Executive Board, including, but not limited to, buildings, rooms, grounds, and appurtenances;
- J. To adopt an annual calendar of meetings which shall be held quarterly and to hold such meetings in accordance with the laws of the State of Illinois;
- K. To establish basic policies consistent with this Joint Articles of Agreement and the Illinois *School Code*;
- L. To approve contracts with service providers, labor unions, professional organizations, and or amendments thereto after input and recommendation from the Executive Board; and
- M. To execute or authorize to be done such other matters as may be necessary or appropriate for the operation of ELC as permitted by law.

Section 5 - Meetings

A. The Governing Board shall hold an organizational meeting each June. At the organizational meeting, the Governing Board shall establish the dates, times and places for regular meetings.

B. All meetings shall be conducted in compliance with the Illinois *Open Meetings Act*.

C. A quorum shall consist of a majority of the Governing Board membership.

D. Each member of the Governing Board, or the alternate serving in his or her stead, shall have one (1) vote. An affirmative vote of a majority of the members of the Governing Board present at a duly called meeting at which a quorum has been established shall be required for passage of a proposition unless otherwise specifically stated herein.

E. Governing Board members may participate in Governing Board meetings by electronic or telephonic means so long as such attendance complies with the Illinois *Open Meetings Act*, other provisions of these Articles of Joint Agreement and ELC policy.

ARTICLE IV - EXECUTIVE BOARD

The Executive Board shall consist of the Superintendent of Schools from each Member District. In addition to the matters set forth in these Joint Articles of Agreement requiring input and recommendation from the Executive Board, the Executive Board shall directly supervise and evaluate the Director of Special Education. The Director of Special Education shall seek the input and direction from the Executive Board on matters pertaining to collective bargaining, acquisition of property and classroom space, the ELC budget, establishment of programs and services, and hiring, evaluation and termination of staff. The Executive Board shall search for and recommend to the Governing Board the Director of Special Education or any successor Director of Special Education.

ARTICLE V – THE DIRECTOR OF SPECIAL EDUCATION

Section 1 - Employment

ELC shall employ a Director of Special Education who shall be a State Approved Director of Special Education and shall hold the certifications and endorsements as required by the State of Illinois, or any other appropriate controlling authority.

Section 2 - Duties

The Director of Special Education shall be responsible for the daily administration and management of ELC in accordance with these Articles of Joint Agreement, Governing Board policies and procedures, and applicable law. The Director of Special Education shall report to the Executive Board. The Director of Special Education shall recommend to the Executive Board the hiring or dismissal of such administrative, supervisory and educational support personnel as the Director of Special Education deems appropriate. The Director of Special Education shall also seek the input and direction from the

Executive Board on matters pertaining to collective bargaining, acquisition of property and classroom space, the ELC budget, establishment of programs and services, and hiring, evaluation and termination of staff. The Director of Special Education shall also establish appropriate job duties and functions for said personnel and shall directly supervise or establish a designee that will supervise all ELC personnel. The Director of Special Education shall perform such other duties as are assigned by the Governing or Executive Board.

ARTICLE VI - CERTIFIED AND RELATED SERVICE STAFF

Section 1 - Employment of Personnel

ELC shall employ certified, related service and support personnel as recommended by the Executive Board and the Director of Special Education.

Section 2 - Dismissal of Personnel

Employees of ELC shall be dismissed in accordance with the provisions of the *School Code of Illinois* and Governing Board Policy and shall be carried out by the Governing Board upon recommendation by the Executive Board and the Director of Special Education.

ARTICLE VII - PROGRAMS AND SERVICES

Section 1 - Programs and Services

ELC programs and services are those programs and services that are operated and supervised by ELC and that provide special education programs and services to meet the needs of students with disabilities. ELC programs and services may include instructional, consultative, supervisory, administrative, diagnostic, related services (including transportation), and other such services that are operated and managed by ELC.

Programs and services that are provided to students of two (2) or more of the Member Districts may be supervised by ELC as determined appropriate by the Executive Board.

ELC programs and services may be provided in the following areas as determined by the Governing Board:

- A. **Classroom Instruction:** ELC may establish special education classes designed to provide instructional services to meet the needs of Member District students with disabilities.
- B. **Related Services:** ELC may provide related services (i.e. school psychology, social work, speech pathology, occupational therapy, physical therapy, orientation and mobility, transition, special education transportation, and other related services) when appropriate to meet the needs of students with disabilities as determined by the Executive Board.
- C. **Supervision, Technical Assistance and Staff Development:** ELC may provide supervision, technical assistance and staff development services to Member Districts to support the appropriate delivery of special education services

to meet the needs of students with disabilities and to support Member Districts' compliance with the requirements of the *Individuals with Disabilities Education Act*, the *School Code* of Illinois, and any applicable successor legislation or implementing regulations.

D. **Full-Time Professional Worker:** Any full-time professional worker employed by ELC who spends over fifty percent (50%) of his or her time in one (1) school district shall not be required to work a different teaching schedule than the other professional worker in that school district. A professional worker is defined to be a "qualified worker" as described in §5/14-1.10 of the *School Code*.

E. **Transportation:** ELC may provide transportation for students as determined appropriate by the Executive Board.

Section 2 - Classroom Space for ELC Programs

Member Districts shall assist and support ELC programs by providing classroom space for ELC special education programs within their respective school buildings when space is available.

Section 3 - Director of Special Education Review of Special Education Programs

Upon request of the Member District's Superintendent, the Director of Special Education shall review Member District programs and services to provide guidance and consultation as to any suggested changes, modifications or improvements to the programs.

ARTICLE VIII— FINANCE

Section 1 – Fiscal Year

The fiscal year of ELC shall be from July 1 through June 30.

Section 2 – Budget

A proposed annual budget shall be prepared by the Director of Special Education or his or her designee, for review and approval by the Executive Board and recommendation to and final action by the Governing Board. Each budget approved by the Governing Board shall delineate the costs that are to be allocated among the Member Districts and Non-Member Districts. Such costs shall be determined in accordance with this Section 2 and Governing Board policy.

A. "Fee for Service" Fees

A "Fee for Service" Fee shall be established by the Governing Board and assessed to Member Districts for purchased services established annually by the Governing Board as recommended by the Director of Special Education and the Executive Board. The fees for such services shall be determined according to a formula or formulas established annually by the Governing Board as recommended by the Director of Special Education and the Executive Board. The menu of services will be provided to each Member District by January of each year.

B. Membership Fees

A "Membership Fee" is a fee charged to each Member District for its membership in ELC which shall include the cost of employment of the Director of Special Education and other administrative and support personnel and other expenses established by the Governing Board as recommended by the Executive Board. Each Member District's Membership Fee shall be equal to 1/3 of the Member District's IDEA Part B Flow Through Final Allocation as determined by The Illinois State Board of Education.

C. Program Tuition

"Program Tuition" is all costs associated with attendance and education of a student at an ELC program including teacher salaries, related service staff salaries, support staff salaries, text books and equipment, learning aides and other instructional related items and may include but are not limited to some or all facilities costs as identified annually by the Governing Board in the budget: Examples of items that may be included in part or full are rental, utilities, custodial maintenance, supplies and services and property services. Instructional fees shall be assessed against Member Districts based upon a tuition amount for each full-time equivalent student attending an ELC program with such tuition amount stated in the annual budget as approved by the Governing Board.

D. Other Expenses

Any other expenses or costs of ELC that are not specifically set forth in this Joint Agreement may be assessed against any Member District as authorized by the Governing Board as recommended by the Executive Board.

Section 3 – Grants or Gifts

Grants or gifts may be accepted by ELC upon approval of the Governing Board.

Section 4 – Payments

ELC may bill Member Districts or Non-Member Districts at intervals deemed necessary by the Governing Board; however, ELC shall bill Member Districts at least two (2) times per year. All payments required to be paid to ELC shall be paid promptly. Payments that are more than thirty (30) days past due date shall bear interest at the rate of 1½ % per month from the due date of such payment to the date payment is received.

ARTICLE IX - TERMINATION OF MEMBERSHIP

Section 1 - Voluntary Withdrawal by Member District

1. **Notice of Withdrawal.** Any Member District may seek to withdraw from ELC by following the process provided for in Section 10-22.31 of the Illinois *School Code* (105 ILCS 5/10-22.31) or any successor legislation provided. Additionally, such withdrawing Member District must provide a written petition seeking withdrawal to the Executive Board, the Governing Board and the Director of Special Education stating its intent to

withdraw at least two (2) full fiscal years prior to the effective date of withdrawal and within 30 days of approval of the withdrawal petition by the Member District Board of Education. All voluntary withdrawals shall become effective on July 1 unless otherwise approved by the Governing Board.

A. Procedures for Withdrawal:

1. Concurring Resolutions of Member Districts.

A Member District seeking to withdraw from ELC may present a written petition seeking to withdraw to the Governing Board, the Executive Board and the Director of Special Education. Such written petition shall be sent certified mail return receipt requested. The written petition to withdraw must be approved by resolution of the Board of Education of the Member District seeking to withdraw and must state the reasons and rationale for the proposed withdrawal and the proposed date for withdrawal. The Boards of Education of the remaining Member Districts must approve the withdrawal petition within six months of the date the written petition for withdrawal is presented to the Executive Board, the Governing Board and the Director of Special Education. If the Boards of Education of the remaining Member Districts approve the withdrawal petition by written resolution within such six month period, the petitioning Member District shall be withdrawn from ELC effective July 1 which is two years after the withdrawal petition was presented to the Executive Board, Governing Board and Director of Special Education (or another July 1 as stated in the withdrawal petition) and shall notify the State Board of Education of the approved withdrawal in writing. If the Boards of Education of the remaining Member Districts do not approve the withdrawal petition by written resolution within such six month period, the petition to withdraw cannot be approved by concurring resolution as provided in this paragraph.

2. Hearing Before Regional Board of School Trustees.

A petition for withdrawal may also be made to the Regional Board of School Trustees exercising oversight or governance over the Member Districts. The Member District seeking to withdraw must simultaneously present a copy of the written petition seeking to withdraw to the Executive Board, Governing Board and the Director of Special Education of ELC. Such written petition shall be sent certified mail return receipt requested. The Regional Board of School Trustees shall then hold a hearing on the petition for withdrawal in accordance with the *School Code*.

B. Continuing Services.

Member Districts which voluntarily withdraw from ELC may request continued participation in selected ELC programs or services after withdrawal. Such participation is subject to approval by the Governing Board as recommended by the Executive Board and the Director of Special Education.

Should the Governing Board allow a former Member District to participate in ELC programs or services, the Governing Board shall enter into a written agreement with the former Member District setting forth the mutually agreed upon terms and conditions of participation, including the fees for such continuing services.

Section 2 - Removal of Member District

Membership in ELC is conditional upon the Member Districts continued compliance with the terms of these Joint Articles of Agreement and ELC policies. If the Governing Board finds that a Member District has failed to comply with these Articles of Joint Agreement or ELC policies after input and recommendation from the Executive Board, the Governing Board may put said Member District on written notice for such failure. If, after one (1) year from the date of the written notice to the Member District, the Member District has not remediated the failure as determined by the Governing Board, the Governing Board may remove such Member District pursuant to the following procedure:

A. Notice. Upon approval of a majority of the Executive Board and Governing Board, the Director of Special Education shall send a written notice to the Board of Education of the Member District in question, specifying in detail the items which the Governing Board deems sufficient cause to justify removal of the Member District from ELC.

B. Hearing. Should the Member District fail to take the remedial action required in the aforementioned notice to the satisfaction of the Executive Board and Governing Board, the Governing Board shall, upon reasonable written notice, call a special meeting, at which time the matter shall be brought before the Governing Board for hearing and action. At least thirty (30) days prior written notice of the time and place of such hearing shall be given to the Member District in question by certified mail addressed to the Superintendent of said Member District. The Member District in question shall be permitted to appear and to submit reasons why it should not be removed from membership.

C. Action. A unanimous vote of the Governing Board members, excluding the representative from the Member District subject to the removal proceeding, shall be required to terminate the membership of a Member District in ELC. Removal from membership shall not relieve the Member District of the obligations incurred during its membership in ELC and such termination shall become effective no later than July 1 following the date of action by the Governing Board.

Section 3 - Rights and Responsibilities Upon Withdrawal or Removal

In the event that any Member District withdraws or is removed from ELC, such Member District shall forfeit any claim or right it may have to any ELC assets. Such withdrawn or removed Member District, however, shall continue to be liable for all costs, expenses and liabilities accrued by ELC on or before the effective date of withdrawal and shall continue to pay such costs, expenses and liabilities until they are paid in full. Costs, expenses and liabilities of ELC shall include, but not be

limited to, costs; expenses; any form of debt, bonded indebtedness or notes; Life Safety work approved by the Executive Board and/or Governing Board prior to the effective date of withdrawal; any retirement incentives/enhancement payments and multi-year contract obligations for ELC employees or other costs related to retiring staff who are approved for such retirement incentives/enhancements or benefits prior to the effective date of withdrawal, including any employer contributions to the Illinois Teacher Retirement System or Illinois Municipal Retirement Fund; any costs associated with claims, litigation, lawsuits, administrative proceedings, grievances/arbitrations, workers' compensation claims and/or unemployment claims which accrue prior to the effective date of withdrawal; any liabilities as provided by law or any other financial or other liability incurred by ELC pursuant to its approved budget. Unless otherwise specifically provided, the withdrawing or removed district's share of the costs, expenses or liabilities shall be equal to the withdrawing or removed district's share of the Membership Fees as of the date the written petition for withdrawal is submitted to the Executive Board, the Governing Board and the Director of Special Education. The withdrawing district shall also be responsible for all costs associated with the withdrawal proceedings described above, including ELC's attorney's fees, any auditor or accounting fees incurred by ELC related to the withdrawal and costs related to the hearing before the Regional Board of School Trustees, including court reporter and other fees assessed by the Regional Board of School Trustees.

ARTICLE X – AMENDMENTS

Any Member District may submit to the Executive Board a written proposed amendment to these Articles of Joint Agreement. If approved by the Executive Board, the proposed amendment to these Articles of Agreement shall be presented to the Governing Board. The Governing Board shall consider the proposed amendment at two (2) meetings and a final consideration for approval shall occur after two (2) readings by the Governing Board. If approved by the Governing Board, the Governing Board shall submit the proposed amendment in sufficient copies to each Member District Board of Education for ratification by certified mail. To become effective, an amendment must be approved by at least two-thirds (2/3) of the Member District Boards of Education within ninety (90) days of the date on which the proposed amendment was mailed to each Member District.

The effective date of said amendment, unless otherwise stated therein, shall be the date of ratification of the last Member District Board of Education acting to approve the amendment.

ARTICLE XI - SERVICES TO NON MEMBER DISTRICT STUDENTS

ELC may provide programs or services to non-Member District children. The Director of Special Education shall have the authority to enroll such student(s), to arrange for the placement of such student(s) and to negotiate any necessary agreements and financial arrangements between the resident school district of the student and ELC subject to review and approval of the Executive Board.

ARTICLE XII – DISSOLUTION

Section 1 - Dissolution

Dissolution of ELC may be recommended by the Executive Board to the Governing Board. Dissolution may occur if approved by the affirmative vote of two-thirds (2/3) of the entire membership of the Governing Board, in the following manner:

- A. Any Member District may submit a Resolution for Dissolution with the Board proposing that ELC be dissolved voluntarily. If approved by the Executive Board, the question of such dissolution shall be submitted to a vote at a meeting of the Governing Board, which may be either a regular or a special meeting.
- B. Written notice stating that the purpose, or one of the purposes, of the meeting is to consider the voluntary dissolution of ELC shall be given to each member of the Governing Board within the time and in the manner provided in these Articles of Joint Agreement for giving notice of meetings of the Governing Board.
- C. Such Resolution for Dissolution shall be filed at least two (2) years prior to the requested effective date of the dissolution.

Section 2 - Effect of Dissolution

Upon dissolution ELC shall not thereafter carry on any business except that necessary to conclude and liquidate its business and affairs, including, but not limited to:

- A. Collecting receivables;
- B. Liquidating and or disposing of its assets as provided in Section 3 hereof;
- C. Discharging or making provision for discharging of its liabilities and obligations;
- D. Causing the honorable dismissal or otherwise terminating the employees of ELC; and
- E. Taking such other actions as may be necessary to wind up the affairs of ELC.

Section 3 – Distribution of Assets

Once ELC has accounted for all of its assets and liabilities, any remaining assets after such accounting shall be distributed to each Member District, at the time of dissolution, on an equal basis.

ARTICLE XIII - SAVINGS CLAUSE

In the event that any section or part of these Articles of Joint Agreement violate any applicable statute or regulation, such section or part of the Articles of Joint Agreement shall be null and void and shall not be binding. To the extent that the purpose of and the ability to operate ELC remains unaltered, such partial invalidation of any part of this Joint Agreement shall not in any way affect the validity of the remainder of these Articles of Joint Agreement.

**BOARD OF EDUCATION OF ADLAI E. STEVENSON SCHOOL
DISTRICT NO. 125**

By: _____
Mr. Bruce Lubin, President

Attest: _____
Secretary

Date: _____

**BOARD OF EDUCATION OF KILDEER COUNTRYSIDE COMMUNITY
CONSOLIDATED SCHOOL DISTRICT NO. 96**

By: _____
Mr. Marc Tepper, President

Attest: _____
Secretary

Date: _____

**BOARD OF EDUCATION OF LINCOLNSHIRE-PRAIRIE VIEW
SCHOOL DISTRICT NO. 103**

By: _____
Mr. Gary Gordon, President

Attest: _____
Secretary

Date: _____



Lincolnshire-Prairie View School District 103

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: December 16, 2014
Re: Resolution designation to prepare fiscal year 2016 budget

Included is an annual resolution to designate my position to prepare the fiscal year 2016 budget. This resolution accomplishes two things: (1) established the fiscal year for the 2015-16 year and (2) provides me with the legal authorization to prepare the budget.

Please let me know if you have any questions.

**RESOLUTION TO DESIGNATE ASSISTANT SUPERINTENDENT FOR
BUSINESS/CSBO TO PREPARE THE TENTATIVE BUDGET FOR THE 2016 FISCAL
YEAR OF LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT NO. 103, LAKE
COUNTY, ILLINOIS**

BE IT RESOLVED by the school board of School District Number 103 in the County of Lake, State of Illinois, that the Assistant Superintendent for Business/CSBO is hereby appointed to prepare a tentative budget for said School District for the fiscal year beginning July 1, 2015 and ending June 30, 2016.

Such budget shall be prepared in tentative form by the Assistant Superintendent for Business/CSBO, and in such tentative form shall be made conveniently available to public inspection for at least 30 days prior to final action thereon.

Adopted this 16th day of December, 2014.

President, Board of Education,
Lincolnshire-Prairie View School District No. 103,
Lake County, Illinois

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF RESOLUTION

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Lincolnshire-Prairie View School District No. 103, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 17th day of December, 2013, insofar as the same relates to adoption of a resolution entitled:

RESOLUTION TO DESIGNATE ASSISTANT SUPERINTENDENT FOR BUSINESS/CSBO TO PREPARE TENTATIVE BUDGET FOR THE 2015 FISCAL YEAR OF LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT NO. 103, LAKE COUNTY, ILLINOIS

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I DO FURTHER CERTIFY that the deliberations of the School Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, the *School Code* of the State of Illinois, as amended and that the School Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the School Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 16th day of December, 2014.

Secretary, Board of Education



Lincolnshire-Prairie View School District 103

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: December 16, 2014
Re: Business Office Update

November 2014 Financial Reports

November revenues totaled \$183,365.36, bringing year-to-date revenues to \$13,669,129.79 or 44.5% of budget. Notable revenues include \$116,027.14 in property tax receipts and \$36,155.20 in 103 Club fees.

November expenditures totaled \$2,403,117.53, bringing year-to-date expenditures to \$12,890,330.63 or 43% of budget. At 41.7% through the fiscal year, salaries and benefits (79% of our budget) are 39.4% spent.

October fund balances decreased \$2.2 million to just under \$22 million.

Investment Reports

Included are the November 2014 investment reports. Overall, our weighted yield increased to 0.949% from 0.893% in the prior month, the highest yield we have seen since August 2009. This change from October is mostly due to a larger term series investment of \$1,000,000 with a meager interest rate of 0.09% maturing in November (it was only a 5-month investment). As to how it impacts our weighted yield, it is like simple math; whenever a lower number is removed from an average, the average will increase. There was also a small effect of minimizing the use of our ISDLAF LIQ and MAX accounts (\$180,377.20 combined balance in November down from \$706,667.99 in October) that produce 0.01% and 0.04% respectively. As these are the accounts used to transfer cash between PMA and our regular checking accounts, it will always be a delicate balance of having neither too much nor too little in these accounts. Wherever possible, we will minimize these balances to maximize our returns.

The overall increase in our yields are due to a fundamental change in our investment approach, which is to invest for the long-term (greater than 1 year) where possible. Rest assured, the safety of principal and liquidity are still the higher priorities in our investment policies. These long-term investments are made when possible without sacrificing cash flow needs. Again, my goal at this point is to try to keep up with inflation in order to keep the purchasing power the same.

There were no investment purchases made as there are not funds to invest (notice nothing in **bold** in the portfolio list). We are entering a period where there will likely not be much investments because of our revenue trends spiking in September and June.

Post-Issuance Compliance Report

As a follow up to the refunding bonds issued in July 2013, I am including an annual report that will follow the approval of the audited reports. In summary, this report is a result of a review process on our bond issuance to verify if anything has happened in relation to that issuance the needs attention. The short answer is no, everything is perfectly fine.

New Copiers

The new copiers were installed on Friday, December 5th and appear to be working well.

Revenue Report

11/30/2014

% of Fiscal Year Completed **41.7%**

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

Local Revenue	132,841.25	11,087,699.18	24,196,000	13,108,300.82	45.8%
State Revenue	-	72,447.26	673,500	601,052.74	10.8%
Federal Revenue	1,375.63	8,629.47	165,500	156,870.53	5.2%
Subtotal Education Fund	134,216.88	11,168,775.91	25,035,000	13,866,224.09	44.6%
Total Education Fund	134,216.88	11,168,775.91	25,035,000	13,866,224.09	44.6%

Operations & Maintenance Fund

Local Revenue	10,534.06	1,290,388.95	2,410,600	1,120,211.05	53.5%
State Revenue	29,353.48	176,439.76	370,000	193,560.24	47.7%
Subtotal O & M Fund	39,887.54	1,466,828.71	2,780,600	1,313,771.29	52.8%
Transfers	-	-	-	-	No Bud
Total O&M Fund	39,887.54	1,466,828.71	2,780,600	1,313,771.29	52.8%

Debt Service Fund

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

Transportation Fund

Local Revenue	6,596.36	738,064.58	1,430,800	692,735.42	51.6%
State Revenue	-	-	384,000	384,000.00	0.0%
Subtotal Transportation Fund	6,596.36	738,064.58	1,814,800	1,076,735.42	40.7%
Total Transportation Fund	6,596.36	738,064.58	1,814,800	1,076,735.42	40.7%

Retirement Fund

Local Revenue	2,664.56	295,451.98	833,600	538,148.02	35.4%
Subtotal Retirement Fund	2,664.56	295,451.98	833,600	538,148.02	35.4%
Total Retirement Fund	2,664.56	295,451.98	833,600	538,148.02	35.4%

Capital Projects Fund

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

Working Cash Fund

Local Revenue	0.02	8.61	-	(8.61)	No Bud
Subtotal Working Cash Fund	0.02	8.61	-	(8.61)	No Bud
Total Working Cash Fund	0.02	8.61	-	(8.61)	No Bud

All Funds

Local Revenue	152,636.25	13,411,613.30	29,091,000	15,679,386.70	46.1%
State Revenue	29,353.48	248,887.02	1,427,500	1,178,612.98	17.4%
Federal Revenue	1,375.63	8,629.47	165,500	156,870.53	5.2%
Subtotal All Funds	183,365.36	13,669,129.79	30,684,000	17,014,870.21	44.5%
"On Behalf"/Transfers	-	-	413,435	413,435.00	0.0%
Total All Funds	183,365.36	13,669,129.79	31,097,435	17,428,305.21	44.0%

Expenditure Report

11/30/2014

% of Fiscal Year Complete: **41.7%**

	MTD Nov	YTD Actual	Fiscal Year 2015 Adopted Budget	Budget Balance	% Budget Expensed
Education Fund					
Salaries	1,395,957.68	6,637,685.85	16,908,850.00	10,271,164.15	39.3%
Benefits	260,159.78	1,312,262.78	3,285,200.00	1,972,937.22	39.9%
Purchased Services	80,081.72	1,160,262.08	1,847,591.00	687,328.92	62.8%
Supplies	75,342.40	565,446.96	1,259,108.00	693,661.04	44.9%
Capital Outlay	-	122,302.99	193,000.00	70,697.01	63.4%
Other	22,597.00	233,609.93	859,050.00	625,440.07	27.2%
Non-Capitalized Equipment	2,763.39	25,447.14	26,000.00	552.86	97.9%
Termination Benefits	-	77,629.45	77,300.00	(329.45)	100.4%
Subtotal Education Fund	1,836,901.97	10,134,647.18	24,456,099.00	14,321,451.82	41.4%
Transfers	-	-	186,010.00	186,010.00	0.0%
Total Education Fund	1,836,901.97	10,134,647.18	24,642,109.00	14,507,461.82	41.1%
Operations and Maintenance Fund					
Salaries	68,572.42	359,461.37	875,600.00	516,138.63	41.1%
Benefits	15,406.63	68,721.51	165,700.00	96,978.49	41.5%
Purchased Services	34,890.78	147,591.80	235,600.00	88,008.20	62.6%
Supplies	14,291.66	65,342.42	127,000.00	61,657.58	51.5%
Capital Outlay	39,448.32	367,125.86	500,000.00	132,874.14	73.4%
Other	-	-	500.00	500.00	0.0%
Non-Capitalized Equipment	-	1,776.15	2,000.00	223.85	88.8%
Subtotal O&M Fund	172,609.81	1,010,019.11	1,905,900.00	895,880.89	53.0%
Transfers	-	-	227,425.00	227,425.00	0.0%
Total O&M Fund	172,609.81	1,010,019.11	2,133,325.00	1,123,305.89	47.3%
Debt Service Fund					
Purchased Services	-	915.00	1,200.00	285.00	76.3%
Other	180,071.15	485,091.49	582,235.00	97,143.51	83.3%
Subtotal Debt Service Fund	180,071.15	486,006.49	583,435.00	97,428.51	83.3%
Transfers	-	-	-	-	No Bud
Total Debt Service Fund	180,071.15	486,006.49	583,435.00	97,428.51	83.3%
Transportation Fund					
Salaries	83,221.74	367,540.69	908,000.00	540,459.31	40.5%
Benefits	29,078.97	141,409.86	338,500.00	197,090.14	41.8%
Purchased Services	559.76	267,943.49	387,300.00	119,356.51	69.2%
Supplies	15,640.55	48,179.57	160,000.00	111,820.43	30.1%
Other	12.00	313.00	700.00	387.00	44.7%
Non-Capitalized Equipment	-	3,000.00	5,000.00	2,000.00	60.0%
Subtotal Trans. Fund	128,513.02	828,386.61	1,799,500.00	971,113.39	46.0%
Transfers	-	-	-	-	No Bud
Total Trans. Fund	128,513.02	828,386.61	1,799,500.00	971,113.39	46.0%
Retirement Fund					
Benefits	85,021.58	431,271.24	1,141,165.00	709,893.76	37.8%
Subtotal Retirement Fund	85,021.58	431,271.24	1,141,165.00	709,893.76	37.8%
Total Retirement Fund	85,021.58	431,271.24	1,141,165.00	709,893.76	37.8%
Capital Projects Fund					
Capital Outlay	-	-	50,000.00	50,000.00	0.0%
Subtotal Cap. Projects Fund	-	-	50,000.00	50,000.00	0.0%
Total Cap. Projects Fund	-	-	50,000.00	50,000.00	0.0%
All Funds					
Salaries	1,547,751.84	7,364,687.91	18,692,450.00	11,327,762.09	39.4%
Benefits	389,666.96	1,953,665.39	4,930,565.00	2,976,899.61	39.6%
Purchased Services	115,532.26	1,576,712.37	2,471,691.00	894,978.63	63.8%
Supplies	105,274.61	678,968.95	1,546,108.00	867,139.05	43.9%
Capital Outlay	39,448.32	489,428.85	743,000.00	253,571.15	65.9%
Other	202,680.15	719,014.42	1,442,485.00	723,470.58	49.8%
Non-Capitalized Equipment	2,763.39	30,223.29	33,000.00	2,776.71	91.6%
Termination Benefits	-	77,629.45	77,300.00	(329.45)	100.4%
Subtotal All Funds	2,403,117.53	12,890,330.63	29,936,599.00	17,046,268.37	43.1%
Transfers	-	-	413,435.00	413,435.00	0.0%
Total All Funds	2,403,117.53	12,890,330.63	30,350,034.00	17,459,703.37	42.5%

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED NOVEMBER 30, 2014

	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	10+20+40+50+70 Total Operating	Total All Funds
REVENUES									
Local Sources	132,841.25	10,534.06	-	6,596.36	2,664.56	-	0.02	152,636.25	152,636.25
State Sources	-	29,353.48	-	-	-	-	-	29,353.48	29,353.48
Federal Sources	1,375.63	-	-	-	-	-	-	1,375.63	1,375.63
Total Revenues	134,216.88	39,887.54	-	6,596.36	2,664.56	-	0.02	183,365.36	183,365.36
EXPENDITURES									
Salaries	1,395,957.68	68,572.42	-	83,221.74	-	-	-	1,547,751.84	1,547,751.84
Benefits	260,159.78	15,406.63	-	29,078.97	85,021.58	-	-	389,666.96	389,666.96
Purchased Services	80,081.72	34,890.78	-	559.76	-	-	-	115,532.26	115,532.26
Supplies	75,342.40	14,291.66	-	15,640.55	-	-	-	105,274.61	105,274.61
Capital Outlay	-	39,448.32	-	-	-	-	-	39,448.32	39,448.32
Other	22,597.00	-	180,071.15	12.00	-	-	-	22,609.00	202,680.15
Net-Capitalized Equip.	2,763.39	-	-	-	-	-	-	2,763.39	2,763.39
Termination Benefits	-	-	-	-	-	-	-	-	-
Total Expenditures	1,836,901.97	172,609.81	180,071.15	128,513.02	85,021.58	-	-	2,223,046.38	2,403,117.53
Excess (deficiency) of revenues over expenditures	(1,702,685.09)	(132,722.27)	(180,071.15)	(121,916.66)	(82,357.02)	-	0.02	(2,039,681.02)	(2,219,752.17)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,702,685.09)	(132,722.27)	(180,071.15)	(121,916.66)	(82,357.02)	-	0.02	(2,039,681.02)	(2,219,752.17)
Fund Balance: 10/31/2014	19,616,385.27	1,917,074.63	(84,761.81)	1,450,776.19	754,089.22	-	520,342.86	24,258,668.17	24,173,906.36
Fund Balance: 11/30/2014	\$ 17,913,700.18	\$ 1,784,352.36	\$ (264,832.96)	\$ 1,328,859.53	\$ 671,732.20	\$ -	\$ 520,342.88	\$ 22,218,987.15	\$ 21,954,154.19

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED NOVEMBER 30, 2014

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
Bilingual	-	-	-	-	-	-	-	-	-
Transportation - Regular	-	-	-	-	-	-	-	-	-
Transportation - Spec. Ed.	-	-	-	-	-	-	-	-	-
Orphanage Tuition	-	-	-	-	-	-	-	-	-
Library Per Capital Grant	-	-	-	-	-	-	-	-	-
Other State Revenue	-	(1,752.50)	-	-	-	-	-	(1,752.50)	(1,752.50)
Total State Sources	-	29,353.48	-	-	-	-	-	29,353.48	29,353.48
Federal Sources									
Special Milk Program	1,375.63	-	-	-	-	-	-	1,375.63	1,375.63
Title I - Low Income	-	-	-	-	-	-	-	-	-
IDEA Preschool	-	-	-	-	-	-	-	-	-
IDEA Flow Through	-	-	-	-	-	-	-	-	-
IDEA Room & Board	-	-	-	-	-	-	-	-	-
Title II - Teacher Quality	-	-	-	-	-	-	-	-	-
Medicaid Reimbursement	-	-	-	-	-	-	-	-	-
Total Federal Sources	1,375.63	-	-	-	-	-	-	1,375.63	1,375.63
Total Revenues	134,216.88	39,887.54	-	6,596.36	2,664.56	-	0.02	183,365.36	183,365.36
EXPENDITURES									
Salaries									
Admin Salaries	126,564.39	8,962.12	-	7,570.45	-	-	-	143,096.96	143,096.96
Teacher Salaries	972,179.32	-	-	-	-	-	-	972,179.32	972,179.32
Extra Duty Stipends	73,889.14	-	-	-	-	-	-	73,889.14	73,889.14
Classified Salaries	188,199.26	59,610.30	-	75,651.29	-	-	-	323,460.85	323,460.85
Substitutes	35,125.57	-	-	-	-	-	-	35,125.57	35,125.57
Total Salaries	1,395,957.68	68,572.42	-	83,221.74	-	-	-	1,547,751.84	1,547,751.84
Benefits									
Transp. IMRF/SS/Medicare	-	-	-	1,982.88	-	-	-	1,982.88	1,982.88
TRS	29,767.21	-	-	-	-	-	-	29,767.21	29,767.21
IMRF	-	-	-	-	43,520.16	-	-	43,520.16	43,520.16
Social Security	-	-	-	-	24,711.56	-	-	24,711.56	24,711.56
Medicare	-	-	-	-	16,789.86	-	-	16,789.86	16,789.86
Medical Insurance	204,238.44	12,017.19	-	26,130.76	-	-	-	242,386.39	242,386.39
Life Insurance	3,519.12	99.91	-	125.80	-	-	-	3,744.83	3,744.83
Retiree Insurance	20,392.51	3,289.53	-	839.53	-	-	-	24,521.57	24,521.57
Tuition Reimbursement	2,242.50	-	-	-	-	-	-	2,242.50	2,242.50
Total Benefits	260,159.78	15,406.63	-	29,078.97	85,021.58	-	-	389,666.96	389,666.96
Purchased Services									
Professional Development	9,086.69	424.00	-	24.00	-	-	-	9,534.69	9,534.69
Consultation/Workshops	12,671.35	-	-	-	-	-	-	12,671.35	12,671.35
Data Processing	727.80	-	-	-	-	-	-	727.80	727.80

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED NOVEMBER 30, 2014

	10	20	30	40	50	60	70	10+20+40+50+70	Total All Funds
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	
Auditing Services	5,925.00	-	-	-	-	-	-	5,925.00	5,925.00
Legal Services	3,524.02	-	-	-	-	-	-	3,524.02	3,524.02
Other Professional Services	2,350.30	9,000.00	-	21.64	-	-	-	11,371.94	11,371.94
Sanitation Services	1,276.33	-	-	-	-	-	-	1,276.33	1,276.33
Snow Removal	-	-	-	-	-	-	-	-	-
Rentals	430.00	258.00	-	-	-	-	-	688.00	688.00
Property Upkeep Services	-	25,113.83	-	-	-	-	-	25,113.83	25,113.83
Pupil Transportation Services	-	-	-	-	-	-	-	-	-
Travel	308.91	-	-	-	-	-	-	308.91	308.91
Student-Paid Trips	-	-	-	123.14	-	-	-	123.14	123.14
Telephone	13,691.09	94.95	-	35.98	-	-	-	13,822.02	13,822.02
Postage	478.31	-	-	-	-	-	-	478.31	478.31
Printing Services	803.94	-	-	-	-	-	-	803.94	803.94
Water/Sewer Services	2,178.71	-	-	-	-	-	-	2,178.71	2,178.71
Other Insurance	381.00	-	-	-	-	-	-	381.00	381.00
Other Purchased Services	10,868.53	-	-	355.00	-	-	-	11,223.53	11,223.53
Service Agreements	15,379.74	-	-	-	-	-	-	15,379.74	15,379.74
Total Purchased Services	80,081.72	34,890.78	-	559.76	-	-	-	115,532.26	115,532.26
Supplies									
General Supplies	25,422.21	13,875.56	-	1,451.13	-	-	-	40,748.90	40,748.90
Art Supplies	6,466.44	-	-	-	-	-	-	6,466.44	6,466.44
Paper Supplies	4,074.01	-	-	-	-	-	-	4,074.01	4,074.01
Spanish Supplies	505.02	-	-	-	-	-	-	505.02	505.02
Student-Paid Supplies	612.68	-	-	-	-	-	-	612.68	612.68
Science Supplies	1,813.20	-	-	-	-	-	-	1,813.20	1,813.20
Social Studies Supplies	814.08	-	-	-	-	-	-	814.08	814.08
English Language Arts Supplies	476.29	-	-	-	-	-	-	476.29	476.29
Math Supplies	354.79	-	-	-	-	-	-	354.79	354.79
Supplies - Other	2,157.90	-	-	-	-	-	-	2,157.90	2,157.90
Textbooks	7,022.62	-	-	-	-	-	-	7,022.62	7,022.62
Library Books	6,496.69	-	-	-	-	-	-	6,496.69	6,496.69
Periodicals	46.00	-	-	-	-	-	-	46.00	46.00
Fuel	-	416.10	-	13,863.48	-	-	-	14,279.58	14,279.58
Natural Gas	-	-	-	-	-	-	-	-	-
Electricity	15,365.58	-	-	-	-	-	-	15,365.58	15,365.58
Other Supplies	3,714.89	-	-	325.94	-	-	-	4,040.83	4,040.83
Total Supplies	75,342.40	14,291.66	-	15,640.55	-	-	-	105,274.61	105,274.61
Capital Outlay									
Capital Outlay	-	39,448.32	-	-	-	-	-	39,448.32	39,448.32
Building Improvements	-	-	-	-	-	-	-	-	-
Site Improvements	-	-	-	-	-	-	-	-	-
Total Capital Outlay	-	39,448.32	-	-	-	-	-	39,448.32	39,448.32

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED NOVEMBER 30, 2014

	10	20	30	40	50	60	70	10+20+40+50+70	
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	Total All Funds
Other									
Principal	-	-	130,156.15	-	-	-	-	-	130,156.15
Interest	-	-	49,915.00	-	-	-	-	-	49,915.00
Dues and Fees	1,180.00	-	-	12.00	-	-	-	1,192.00	1,192.00
Tuition	21,417.00	-	-	-	-	-	-	21,417.00	21,417.00
Miscellaneous Objects	-	-	-	-	-	-	-	-	-
Total Other	22,597.00	-	180,071.15	12.00	-	-	-	22,609.00	202,680.15
Total Non-Capitalized Equipment	2,763.39	-	-	-	-	-	-	2,763.39	2,763.39
Total Termination Benefits	-	-	-	-	-	-	-	-	-
Total Expenditures	1,836,901.97	172,609.81	180,071.15	128,513.02	85,021.58	-	-	2,223,046.38	2,403,117.53
Excess (deficiency) of revenues over expenditures	(1,702,685.09)	(132,722.27)	(180,071.15)	(121,916.66)	(82,357.02)	-	0.02	(2,039,681.02)	(2,219,752.17)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,702,685.09)	(132,722.27)	(180,071.15)	(121,916.66)	(82,357.02)	-	0.02	(2,039,681.02)	(2,219,752.17)
Fund Balance: 10/31/2014	19,616,385.27	1,917,074.63	(84,761.81)	1,450,776.19	754,089.22	-	520,342.86	24,258,668.17	24,173,906.36
Fund Balance: 11/30/2014	\$ 17,913,700.18	\$ 1,784,352.36	\$ (264,832.96)	\$ 1,328,859.53	\$ 671,732.20	\$ -	\$ 520,342.88	\$ 22,218,987.15	\$ 21,954,154.19

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
STATEMENT OF FINANCIAL POSITION
ALL FUNDS
NOVEMBER 30, 2014

	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	Total Operating	Total All Funds
ASSETS									
US Bank - AP	410,830.95	527.74	(264,832.96)	309.93	117.28	-	-	411,785.90	146,952.94
US Bank - Payroll	8,241.32	697.37	-	983.03	-	-	-	9,921.72	9,921.72
US Bank - RevTrak	46,532.77	-	-	-	-	-	-	46,532.77	46,532.77
PMA - LIQ	180,370.13	-	-	-	-	-	-	180,370.13	180,370.13
PMA - MAX	7.07	-	-	-	-	-	-	7.07	7.07
PMA - Fixed Rate Investments	17,097,714.29	1,782,269.78	-	1,327,566.57	671,614.92	-	520,342.88	21,399,508.44	21,399,508.44
IIIT	19,355.87	-	-	-	-	-	-	19,355.87	19,355.87
Bank Financial	88,996.01	-	-	-	-	-	-	88,996.01	88,996.01
Imprest Fund	44,500.00	-	-	-	-	-	-	44,500.00	44,500.00
Petty Cash	500.00	-	-	-	-	-	-	500.00	500.00
TOTAL ASSETS	17,897,048.41	1,783,494.89	(264,832.96)	1,328,859.53	671,732.20	-	520,342.88	22,201,477.91	21,936,644.95
LIABILITIES & FUND BALANCE									
LIABILITIES									
Accounts Payable	4,870.00	-	-	-	-	-	-	4,870.00	4,870.00
Dental Insurance Payable	(8,289.02)	-	-	-	-	-	-	(8,289.02)	(8,289.02)
Flex Spending Account Payable	(11,013.71)	-	-	-	-	-	-	(11,013.71)	(11,013.71)
Tech Program Receivable	(2,219.04)	(857.47)	-	-	-	-	-	(3,076.51)	(3,076.51)
Total Liabilities	(16,651.77)	(857.47)	-	-	-	-	-	(17,509.24)	(17,509.24)
FUND BALANCE									
Fund Balance	17,913,700.18	1,784,352.36	(264,832.96)	1,328,859.53	671,732.20	-	520,342.88	22,218,987.15	21,954,154.19
Total Fund Balance	17,913,700.18	1,784,352.36	(264,832.96)	1,328,859.53	671,732.20	-	520,342.88	22,218,987.15	21,954,154.19
TOTAL LIABILITIES & FUND BALANCE	17,897,048.41	1,783,494.89	(264,832.96)	1,328,859.53	671,732.20	-	520,342.88	22,201,477.91	21,936,644.95

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
TREASURER'S REPORT
ALL FUNDS
NOVEMBER 30, 2014

CASH BALANCE PER BOOKS

Educational Fund	17,897,048.41
Operations and Maintenance	1,783,494.89
Debt Service Fund	(264,832.96)
Transportation Fund	1,328,859.53
Retirement Fund	671,732.20
Capital Projects Fund	-
Working Cash Fund	<u>520,342.88</u>
TOTALS:	<u>\$ 21,936,644.95</u>

BANK BALANCES & INVESTMENTS

US Bank - AP	
Statement Balance	268,136.42
Less: Outstanding Checks	<u>121,183.48</u>
	\$ 146,952.94
US Bank - Payroll	
Statement Balance	14,078.47
Less: Outstanding Checks	<u>4,156.75</u>
	\$ 9,921.72
US Bank - Other	
RevTrak Account Balance	\$ 46,532.77
Imprest	44,500.00
Petty Cash	<u>500.00</u>
	91,532.77
PMA Financial Network	
ISDLAF - LIQ	180,370.13
ISDLAF - MAX	7.07
Fixed Rate Investments	<u>21,399,508.44</u>
	\$ 21,579,885.64
Illinois Inst Investors Trust	
CMF	19,355.87
Bank Financial	
Money Market	<u>88,996.01</u>
TOTALS:	<u>\$ 21,936,644.95</u>

Certified by:



Dan Stanley, Treasurer

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
STATEMENT OF FINANCIAL ACTIVITY
ACTIVITY FUNDS
MONTH ENDED NOV 30, 2014

Account	Beginning Balance	Deposits	Withdrawals	Ending Balance
Bank Interest	170.89	6.30	(12.95)	164.24
District Convenience	124.63			124.63
DW - Convenience	1,075.63	200.00	(42.00)	1,233.63
DW - NJHS	1,443.93			1,443.93
DW - Scholarship	1,571.63			1,571.63
DW - Student Council	4,893.19	1,008.00	(548.00)	5,353.19
DW - Toys for Tots	214.58	400.00		614.58
DW - Wright Track Club	38.33			38.33
DW - Yearbook	30,613.58	648.00		31,261.58
HD - Convenience	807.99		(50.00)	757.99
HD - Student Council	2,974.75		(358.89)	2,615.86
HD - Yearbook	20,697.86	120.00		20,817.86
SP - Convenience	2,067.17		(216.02)	1,851.15
SP - Yearbook	11,958.19	380.00		12,338.19
Total Accounts	78,652.35	2,762.30	(1,227.86)	80,186.79

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

INVESTMENT PORTFOLIO

NOVEMBER 30, 2014

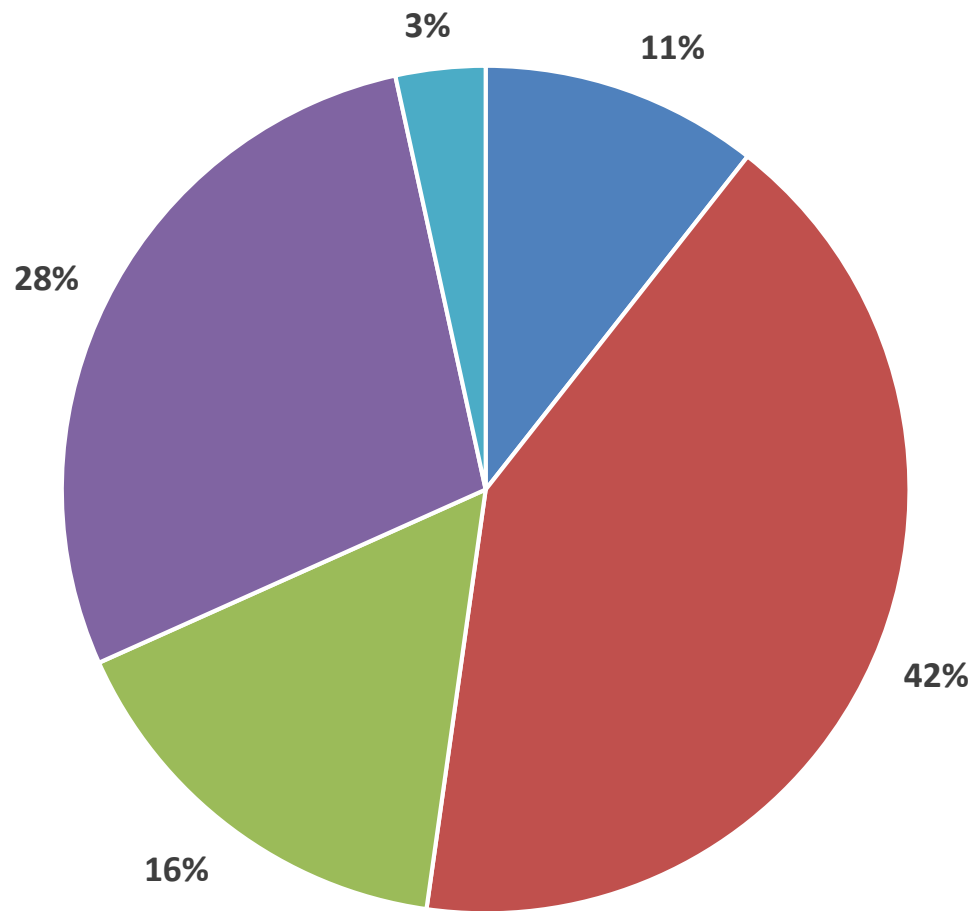
Investment Type	Settle Date	Maturity Date	# of Days	Institution	Cost	Rate
Money Market	11/30/2014	11/30/2014		ISDLAF+ LIQ Account	180,370.13	0.010%
Money Market	11/30/2014	11/30/2014		Illinois Portfolio, IIIT Class	19,355.87	0.020%
Money Market	11/30/2014	11/30/2014		ISDLAF+ MAX Account	7.07	0.040%
Money Market	11/30/2014	11/30/2014		Bank Financial Public Funds	88,996.01	0.200%
Money Market	11/30/2014	11/30/2014		Savings Deposit Account - RBS Citizens Bank	5,844,299.76	0.090%
DTC CD	12/5/2012	12/5/2014	730	Ally Bank Certificate of Deposit	\$248,234.10	0.702%
Certificate of Deposit	9/5/2014	2/2/2015	150	CITIBANK - IMMA TERM - L (2015)	\$1,100,000.00	0.100%
DTC CD	8/13/2014	2/11/2015	182	Bank of India Certificate of Deposit	\$249,060.62	0.301%
DTC CD	8/13/2014	2/17/2015	188	Investors Bank (mhc) Certificate of Deposit	\$249,253.65	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	LANDMARK COMMUNITY BANK	\$249,800.00	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	BAR HARBOR BANK & TRUST	\$149,680.00	0.101%
Certificate of Deposit	9/11/2014	2/18/2015	160	STATE BANK OF NEW RICHLAND	\$200,920.00	0.100%
Certificate of Deposit	9/11/2014	2/18/2015	160	TALMER BANK AND TRUST	\$249,800.00	0.101%
Certificate of Deposit	9/11/2014	2/18/2015	160	ASSOCIATED BANK, NA (N)	\$249,800.00	0.100%
Certificate of Deposit	7/31/2014	3/10/2015	222	BOFI FEDERAL BANK	\$249,800.00	0.110%
DTC CD	9/10/2014	3/10/2015	181	SANTANDER BANK, N.A. / SOVEREIGN BANK	\$249,246.06	0.201%
Certificate of Deposit	9/11/2014	3/10/2015	180	TEXAS CAPITAL BANK	\$249,800.00	0.110%
DTC CD	9/17/2014	3/17/2015	181	CITIZENS BANK, NA CD	\$249,246.13	0.151%
Certificate of Deposit	9/26/2014	3/25/2015	180	STERNS BANK NA (N)	\$249,800.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	IDB BANK- NY	\$249,700.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	AFFILIATED BANK	\$249,700.00	0.143%
Certificate of Deposit	6/5/2014	3/26/2015	294	ENERBANK USA	\$249,600.00	0.150%
Certificate of Deposit	6/5/2014	3/26/2015	294	BANK OF THE OZARKS	\$249,600.00	0.156%
Certificate of Deposit	9/30/2014	3/30/2015	181	CITIZENS BANK OF PENNSYLVANIA CD	\$249,246.13	0.151%
Certificate of Deposit	2/26/2014	4/10/2015	408	SONABANK	\$249,300.00	0.250%
Certificate of Deposit	2/26/2014	4/10/2015	408	REPUBLIC BANK OF CHICAGO	\$248,700.00	0.250%
Certificate of Deposit	9/4/2014	4/10/2015	218	WESTERN ALLIANCE BANK / TORREY PINE	\$149,000.00	0.100%
Certificate of Deposit	9/4/2014	4/10/2015	218	THE FIRST, NA	\$249,800.00	0.101%
Certificate of Deposit	6/5/2014	4/22/2015	321	ORRSTOWN BANK	\$201,900.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$82,600.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$83,000.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANCO POPULAR NORTH AMERICA	\$84,000.00	0.150%
Certificate of Deposit	6/5/2014	4/22/2015	321	BANK OF CHINA	\$249,600.00	0.157%
Certificate of Deposit	6/5/2014	4/22/2015	321	FAR EAST NATIONAL BANK	\$249,500.00	0.200%
Certificate of Deposit	6/5/2014	4/22/2015	321	ONEWEST BANK, NA	\$249,400.00	0.270%
Certificate of Deposit	9/4/2014	4/22/2015	230	BAR HARBOR BANK & TRUST	\$100,000.00	0.100%
Certificate of Deposit	9/4/2014	4/22/2015	230	WESTERN ALLIANCE BANK / TORREY PINE	\$100,000.00	0.100%
Term Series	9/26/2014	4/29/2015	215	ISDLAF+ TERM SERIES	\$1,500,000.00	0.110%
Term Series	6/13/2014	5/11/2015	332	ISDLAF+ TERM SERIES	\$800,000.00	0.160%
Certificate of Deposit	6/6/2013	6/8/2015	732	FIRST CAPITAL BANK	\$248,500.00	0.300%
Certificate of Deposit	6/6/2013	6/8/2015	732	FIFTH THIRD BANK	\$248,100.00	0.368%
Certificate of Deposit	6/10/2013	6/10/2015	730	VIRGINIA HERITAGE BANK	\$248,000.00	0.398%
Certificate of Deposit	6/12/2014	6/12/2015	365	UNITY NATIONAL BANK OF HOUSTON	\$249,400.00	0.212%
Certificate of Deposit	6/12/2014	6/12/2015	365	KANSAS STATE BANK OF MANHATTAN	\$249,300.00	0.243%
DTC CD	6/24/2014	6/24/2015	365	Bank Of Baroda Certificate of Deposit	\$249,496.45	0.200%
DTC CD	6/24/2013	6/24/2015	730	State Bank Of India NY Certificate of Deposit	\$249,237.36	0.552%
Certificate of Deposit	9/26/2014	7/10/2015	287	BANK OF EAST ASIA	\$249,600.00	0.200%
Certificate of Deposit	9/26/2014	7/10/2015	287	SAFRA NATIONAL BANK OF NEW YORK	\$249,700.00	0.143%
Certificate of Deposit	9/26/2014	7/10/2015	287	PLAINSCAPITAL BANK	\$249,700.00	0.150%
DTC CD	10/17/2014	7/22/2015	278	BREMER BANK, NA	\$249,700.00	0.150%
Certificate of Deposit	6/12/2014	12/9/2015	545	MIDLAND STATES BANK	\$51,300.00	0.205%
Certificate of Deposit	6/12/2014	12/9/2015	545	ROCKFORD B&TC	\$248,700.00	0.343%
DTC CD	9/17/2014	3/17/2016	547	CAPITAL ONE BANK (USA), na	\$249,492.18	0.418%
DTC CD	9/19/2014	9/19/2016	731	BMW BANK OF NORTH AMERICA CD	\$248,232.71	0.903%
DTC CD	6/11/2014	6/12/2017	1097	Discover Bank Certificate of Deposit	\$248,710.21	1.003%
DTC CD	6/11/2014	6/12/2017	1097	Goldman Sachs Bank USA Certificate of Deposit	\$248,710.21	1.003%
Certificate of Deposit	9/26/2014	9/26/2017	1096	BANK OF THE WEST	\$241,800.00	1.119%
Security	9/26/2014	6/13/2018	1356	Federal Home Loan Mortgage Corporation Note	\$243,109.87	1.260%
DTC CD	10/1/2014	10/1/2018	1461	Sallie Mae Bank Certificate of Deposit	\$247,883.90	1.807%
Security	6/5/2014	5/30/2019	1820	Federal Home Loan Mortgage Corporation Note	\$499,392.93	1.564%
DTC CD	10/17/2014	10/2/2019	1811	American Express Bank Certificate of Deposit	\$248,056.17	2.060%

21,688,237.52

Weighted Yield 0.949%
Weighted Maturity 304.38

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

INVESTMENT TYPE
NOVEMBER 30, 2014

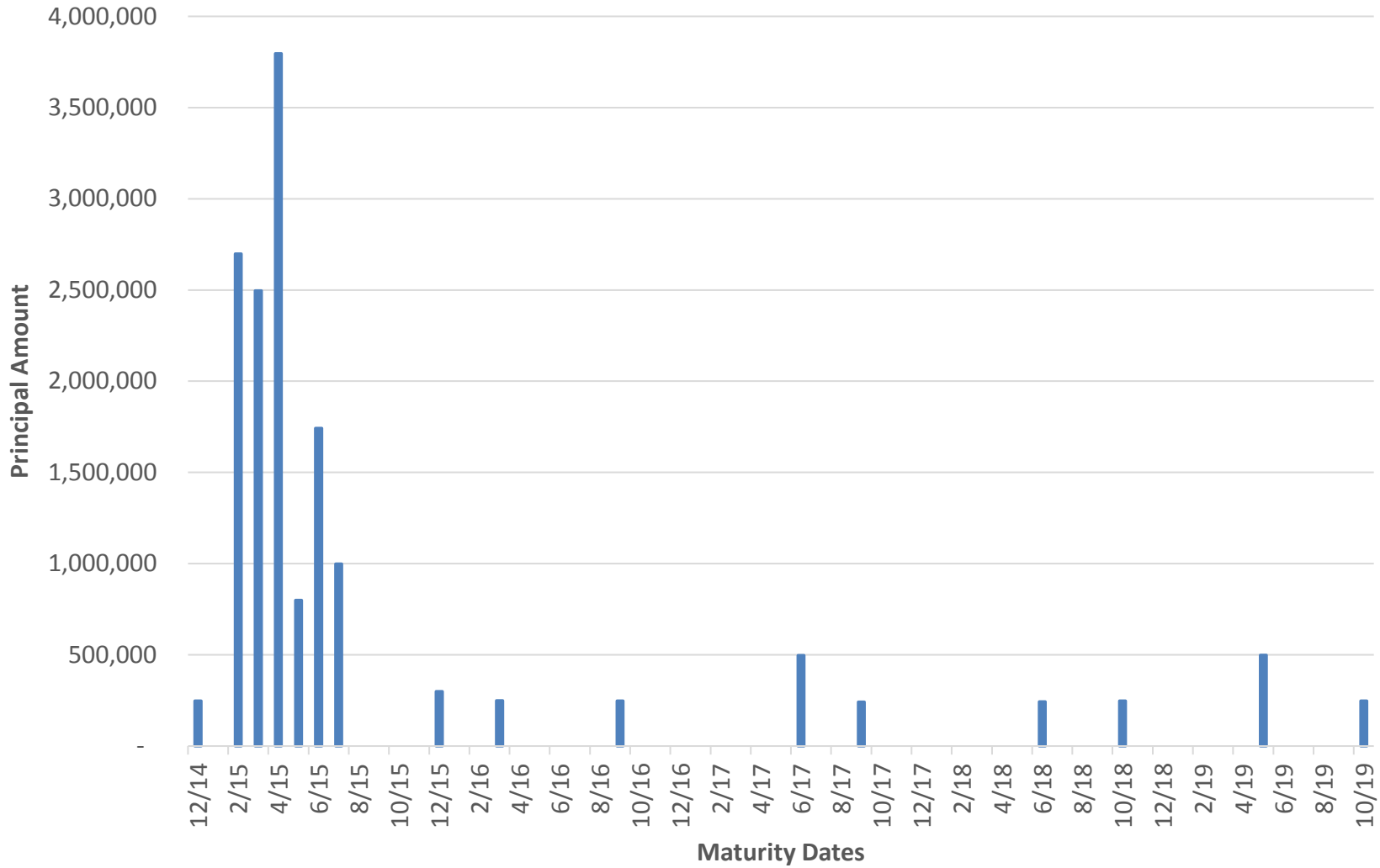


■ TS ■ CD ■ DTC ■ MMK ■ SEC

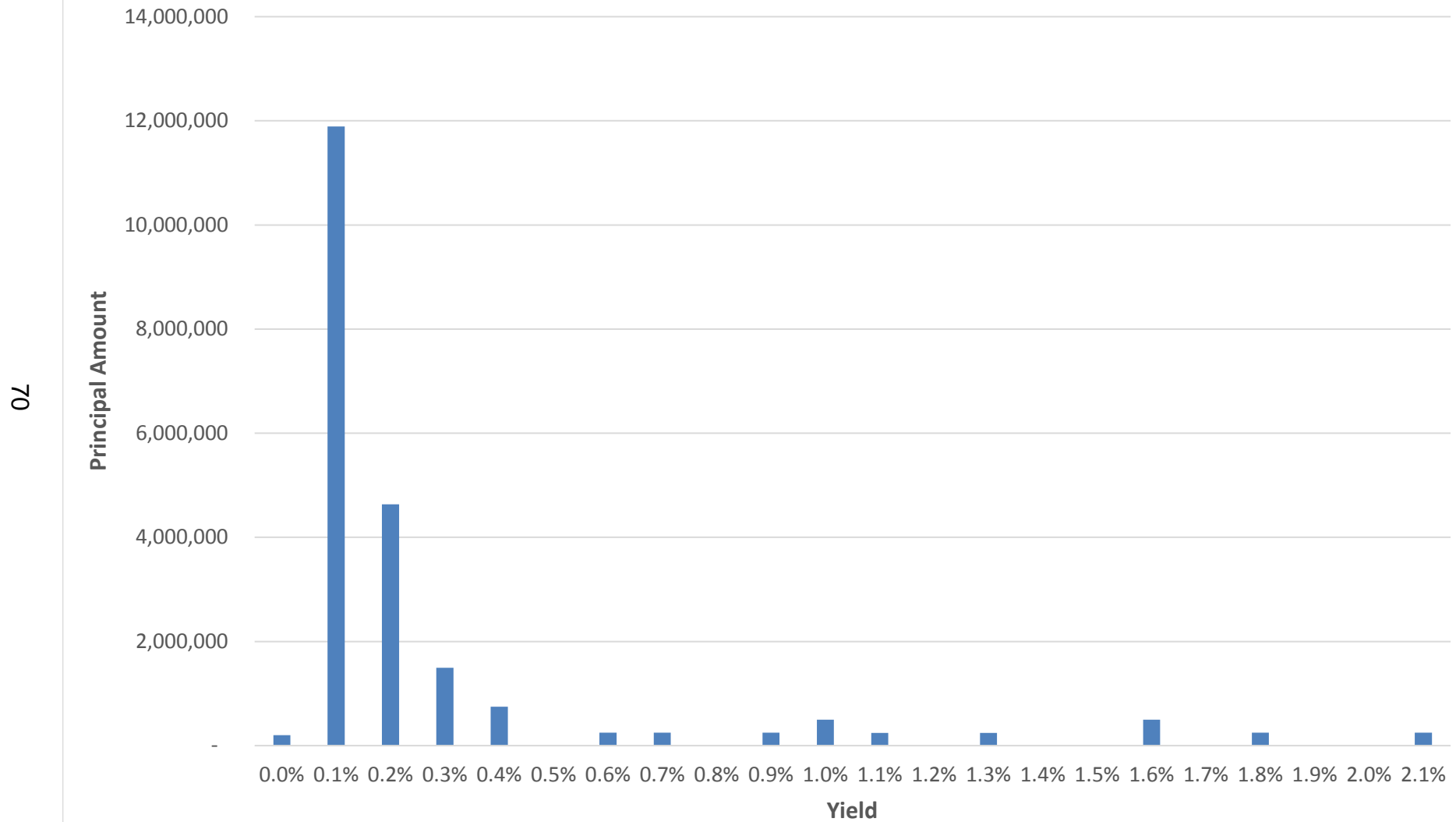
LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

MATURITY DATES

NOVEMBER 30, 2014

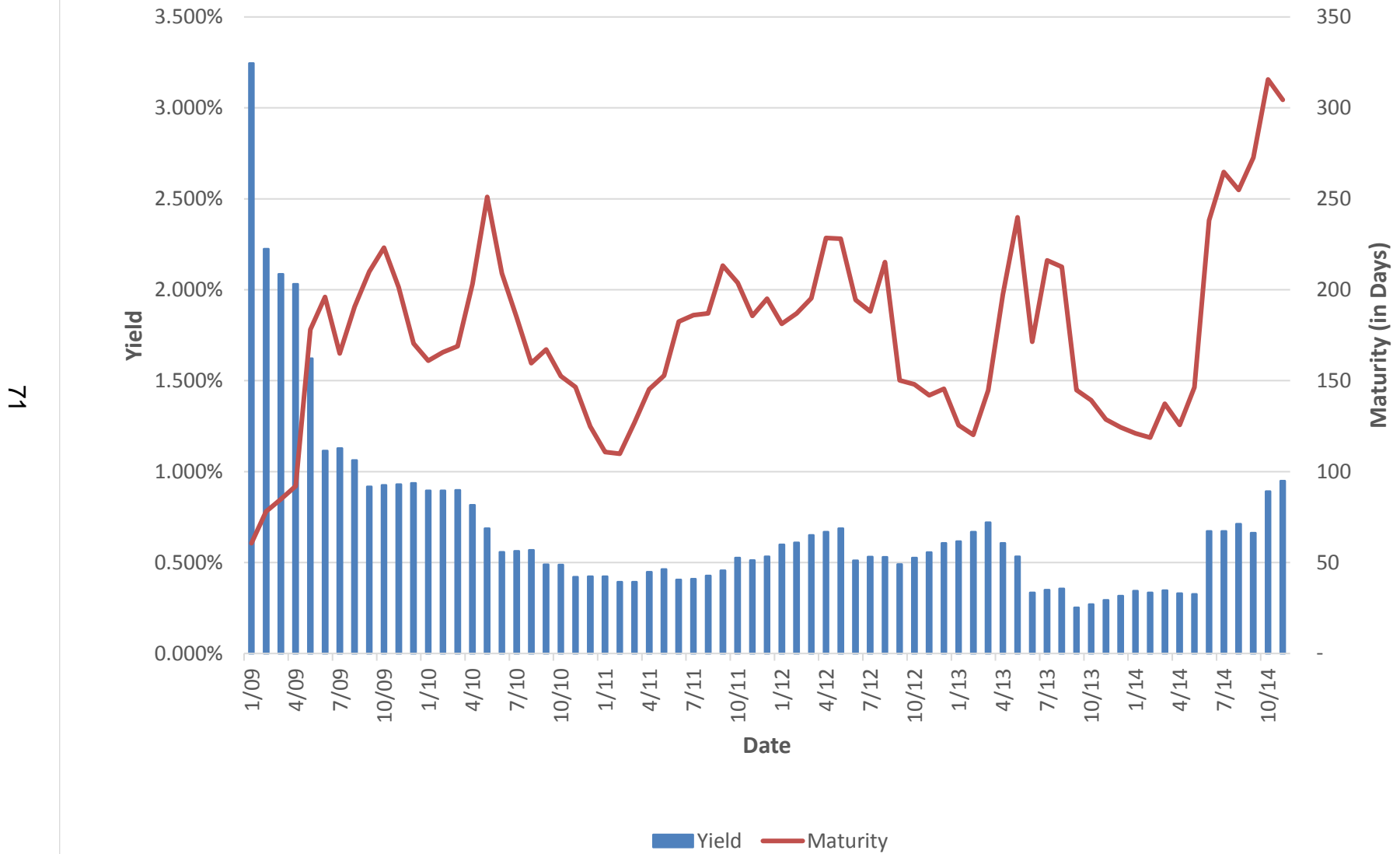


LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
INTEREST RATES
NOVEMBER 30, 2014



LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103

YIELD VS. MATURITY HISTORY





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

Memo

To: Board of Education
From: Scott Gaunky
CC: Dr. Scott Warren
Date: December 11, 2014
Re: Facilities Update

DANIEL WRIGHT

- There were no significant projects during this time period.

HALF DAY

- There were no significant projects during this time period.

SPRAGUE

- There were no significant projects during this time period.

DISTRICT UPDATE

- The soil removal at Half Day, will be performed by a State certified contractor. A start date is still waiting for State approval to begin. The State has asked for an extension for the review of this project.
- The District has entered into a no-cost agreement with Belfor Property Restoration. Belfor is an international company that specializes in restoration and reconstruction for districts following a disaster. The agreement includes everything from small issues, to total replacement. Our District is now a Red Alert client, which will put us on the top of the priority list if the district is struck by a disaster. The following link provides an example of the work Belfor Property Restoration has done for another district.
<https://www.youtube.com/watch?v=gx2rS53Cv6Q>
Hopefully, the District will not have to use this resource. However, as part of the continuing goal of improving safety and security, this agreement will provide added peace of mind.
- All of the District snow removal equipment is ready for the season. Last winter we ran into issues of snow storage space. There were lost parking areas,

exit sight line obstructions, and bus parking lot issues. The District attempted to borrow equipment, but it was in use by those entities. Because of those issues, the District entered into a winter snow lease on a wheel loader. This is a four month lease, with the machine dropped off the last week of November and picked up the last week of March. In addition, despite being dropped from the State road salt contract, the District has acquired the annual allotment of salt from another source. As in the past two winters, Vernon Township has agreed to store and load this commodity when necessary.



Lincolnshire – Prairie View School District 103

1370 RIVERWOODS ROAD

LINCOLNSHIRE, IL 60069

847.295.4030

(Fax) 847.295.9196

Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent of Curriculum and Instruction
CC: Dr. Scott Warren
Date: December 4, 2014
Re: 1:1 Teaching and Learning Surveys

Attached you will find summary data from the six 1:1 Teaching and Learning Surveys administered in October and November. These surveys were administered to fourth and sixth grade teachers, students and parents.

The data in the surveys will be used as baseline data to compare future survey data against and to guide future professional development opportunities.



Education Technology Profile Report

Name of Institution: SD 103 - 4th Grade

City: Lincolnshire

State: IL

Date Survey Closed: 11/26/2014

Number of Responses: 5

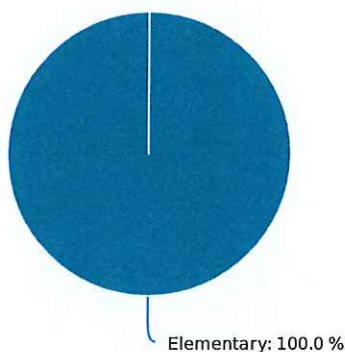
The survey that your faculty have just completed was designed to provide you with some general demographics of technology use and three key pieces of information:

- An overall profile of the levels at which faculty are using technology in their classrooms;
- The types of professional development that might best assist your faculty in enhancing their technology-based practice, broken down by tool groupings;
- The types of teaching-oriented professional activities that your faculty engage in outside the classroom, broken down by category.

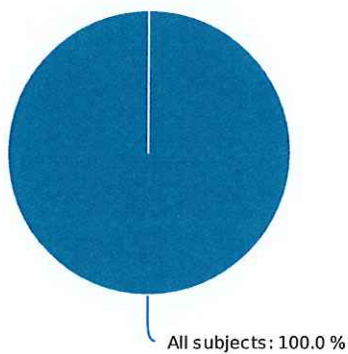
The information associated with this survey is only intended for informational purposes and for your internal use. Please do not distribute beyond the intended personnel within your institution.

General Technology Demographics

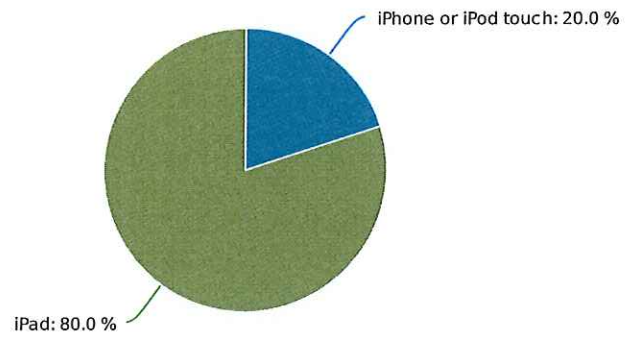
Grade Level



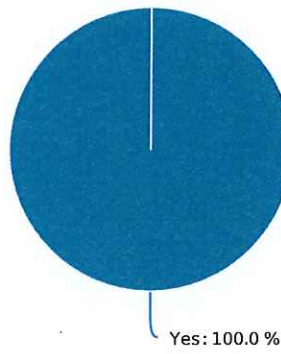
Subject Area



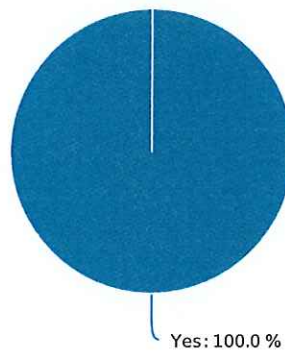
Primary Learning Technology Tools



Technology Available as One-to-One Device



Students Take Technology Home



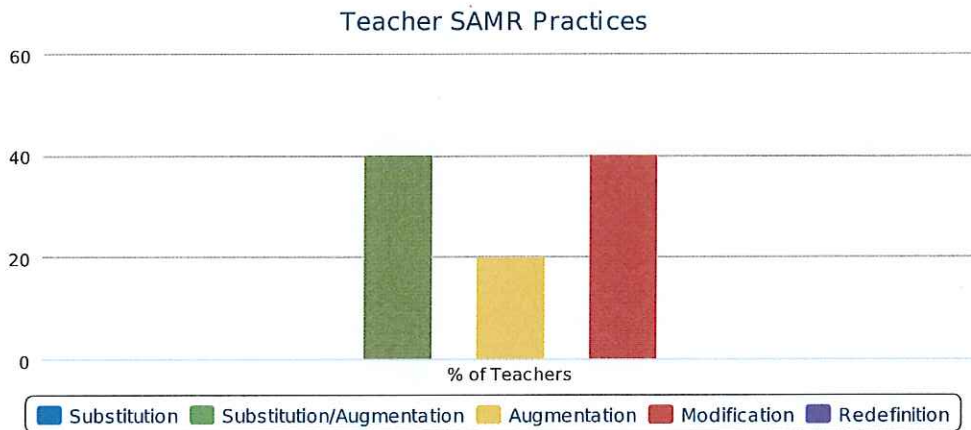
SAMR Analysis

The conclusions for the second section of the report are drawn from Dr. Ruben Puentedura's SAMR model, which outlines four tiers for the use of technology in the classroom:

- **Substitution:** The new technology is used as a direct substitute for an older tool, with no change in the tasks undertaken by students or how these tasks are accomplished using the new toolset. At this level, no noticeable improvements in student outcomes are recorded.
- **Augmentation:** The new technology substitutes for an older tool, with no change in the tasks undertaken by students. However, features of the new technology are used to improve how these tasks are carried out by students, such as by making the tasks easier or faster to accomplish or by providing additional features not previously available. At this level, small improvements in student outcomes are recorded.
- **Modification:** The tasks to be undertaken by students are significantly redesigned in order to achieve new educational goals. The redesign is made possible by features of the new technology, not available before. At this level, noticeable improvements in student outcomes are recorded.
- **Redefinition:** Older tasks are replaced in part or in whole by newer tasks in order to achieve previously unattainable educational goals. The new tasks are made possible by features of the new technology, not available before. At this level, strong improvements in student outcomes are recorded.

While a full determination of the habitual SAMR level of a teacher's practice requires classroom observation and conversations with both faculty and students, the current questionnaire has been found to be a good proxy. The scoring methodology was developed and refined in test survey sessions with Apple Distinguished Educators (ADEs) and validated by comparing scores to narrative answers given by the ADEs describing their classroom practice. The level of an individual teacher's practice might potentially be slightly higher or lower than predicted by the questionnaire; however, noticeable discrepancies between questionnaire results and described practice were only observed in fewer than 1% of the responses.

The overall percentages of SAMR practices by faculty in your school are as follows:



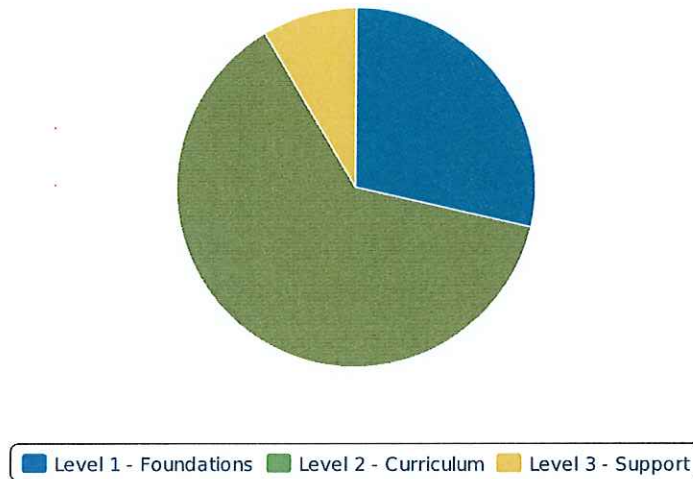
Levels of Professional Development

It is important to realize that all four levels of SAMR practice can make valuable contributions to the work of an institution; however, large improvements in student outcomes are not observed until the upper levels are reached. Hence, it is desirable for faculty to progressively develop their practice to reach these upper levels. It is also worthwhile to identify the categories and levels of professional development that will prove most useful to educators, in order to assist them in reaching these levels. The current questionnaire identifies three levels of professional development best suited to faculty:

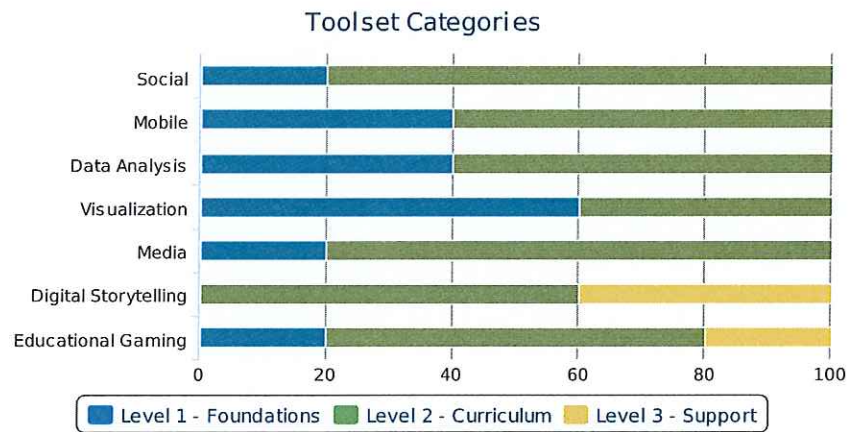
- **Level 1:** Corresponds to the APD Foundations workshops. Focused on technology skills, these foundational workshops help faculty become confident and comfortable integrating Apple products into their teaching strategies.
- **Level 2:** Corresponds to the APD Curriculum workshops. These workshops focus on curricula, content design, and instruction with all Apple products.
- **Level 3:** Corresponds to the APD Support and Leadership workshops. These offerings support faculty and administrators in technology visioning, planning, and building capacity.

The percentages of faculty at each of these three levels, in key toolset categories, are as follows:

PD Levels Best Suited for Teachers



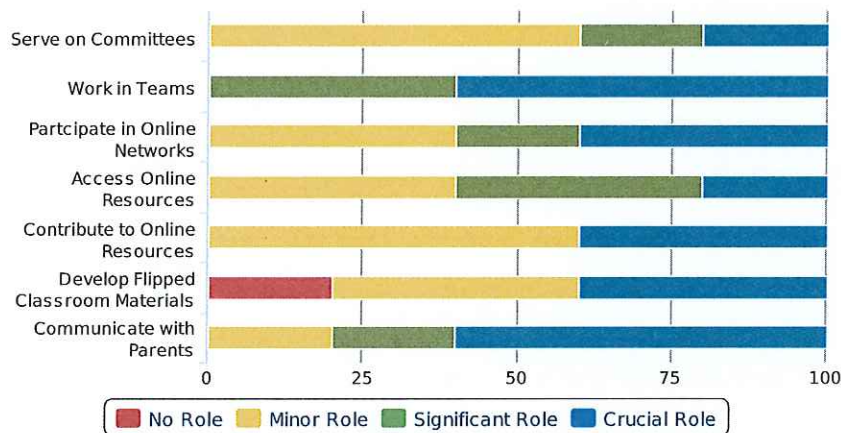
	Level 1	Level 2	Level 3
Social	20.0%	80.0%	0.0%
Mobile	40.0%	60.0%	0.0%
Data Analysis	40.0%	60.0%	0.0%
Visualization	60.0%	40.0%	0.0%
Media	20.0%	80.0%	0.0%
Digital Storytelling	0.0%	60.0%	40.0%
Educational Gaming	20.0%	60.0%	20.0%



Professional Engagement

Finally, the results of this survey can help you address sustainability of ongoing professional development in your school. While Apple's Professional Development products can both support and assist you in this process, sustainable professional development requires that faculty be integrated into a range of scenarios and projects that extend beyond the reach of their individual classrooms. The greater their involvement, the more likely it is that projects will succeed, and that the use of professional development resources will be more efficient. The following results from the survey provide a profile of these activities in your school:

	No Role	Minor Role	Significant Role	Crucial Role
Serve on Committees	0.0%	60.0%	20.0%	20.0%
Work on Teams	0.0%	0.0%	40.0%	60.0%
Participate in Online Networks	0.0%	40.0%	20.0%	40.0%
Access Online Resources	0.0%	40.0%	40.0%	20.0%
Contribute to Online Resources	0.0%	60.0%	0.0%	40.0%
Develop Flipped Classroom Materials	20.0%	40.0%	0.0%	40.0%
Communicate with Parents	0.0%	20.0%	20.0%	60.0%



Next Steps

Apple Professional Development workshops can help you integrate Apple products into your curriculum and overall student environment for a richer learning—and teaching—experience. They provide for the ongoing learning of educators and the sustainability of professional development in your institution.

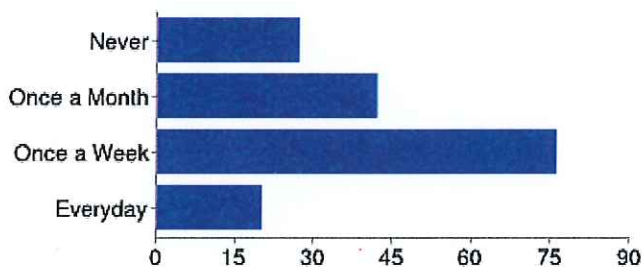
Learn more about [Apple Professional Development \(APD\)](#) offerings and download a copy of the current APD catalog. Visit www.apple.com/education/professional-development.

We are happy to assist you in planning your next steps using Apple technologies and solutions for teaching and learning. Please call 1-800-800-2775 to speak with your Apple Education representative.

165 responses

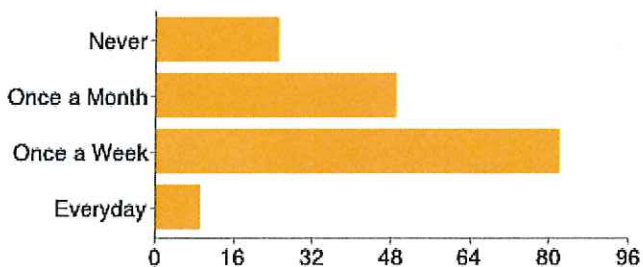
Summary

Work on a project with a classmate? [How often do you use your 1:1 iPad in school to do each of the following:]



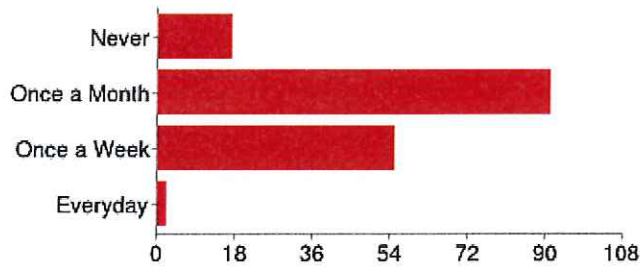
Never	27	16%
Once a Month	42	25%
Once a Week	76	46%
Everyday	20	12%

Create drafts of a writing piece? [How often do you use your 1:1 iPad in school to do each of the following:]



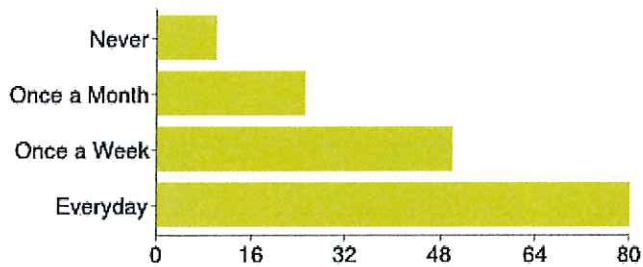
Never	25	15%
Once a Month	49	30%
Once a Week	82	50%
Everyday	9	5%

Create a presentation or final project [How often do you use your 1:1 iPad in school to do each of the following:]



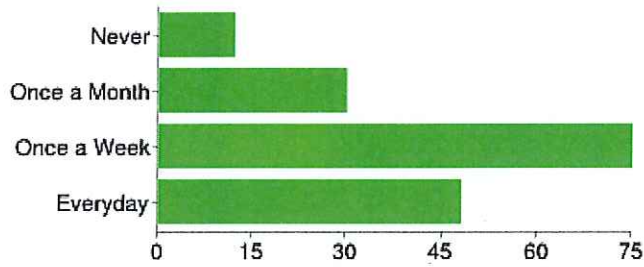
Never	17	10%
Once a Month	91	55%
Once a Week	55	33%
Everyday	2	1%

Participate in online class discussions for example Edmodo, Padlet, Haiku? [How often do you use your 1:1 iPad in school to do each of the following:]



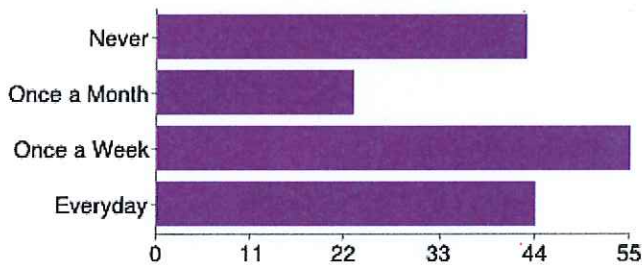
Never	10	6%
Once a Month	25	15%
Once a Week	50	30%
Everyday	80	48%

Research a topic? [How often do you use your 1:1 iPad in school to do each of the following:]



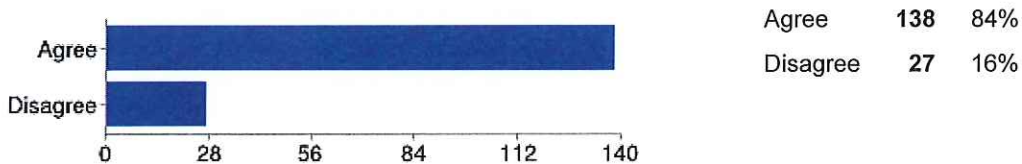
Never	12	7%
Once a Month	30	18%
Once a Week	75	45%
Everyday	48	29%

Search online for information? [How often do you use your 1:1 iPad in school to do each of the following:]

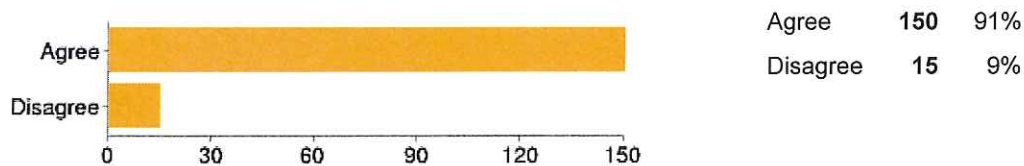


Never	43	26%
Once a Month	23	14%
Once a Week	55	33%
Everyday	44	27%

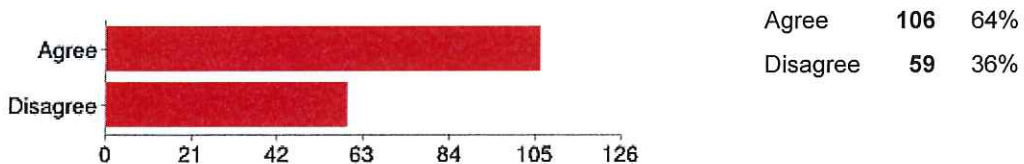
Having an iPad helps keep me organized. [Do you agree or disagree with the following statement?]



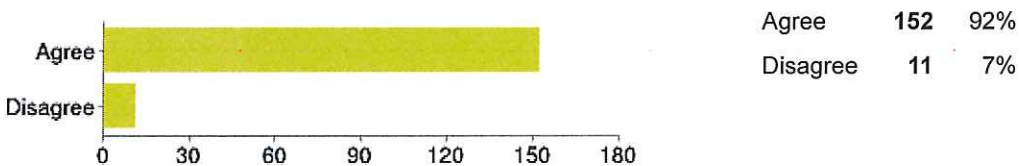
Schoolwork has been more interesting since I started using my 1:1 iPad. [Do you agree or disagree with the following statement?]



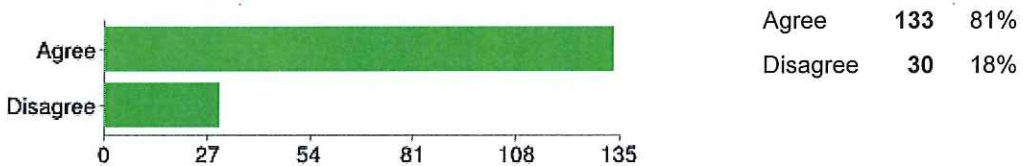
I am more involved in school when I use my iPad. [Do you agree or disagree with the following statement?]



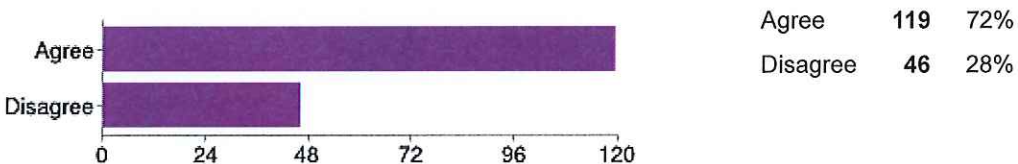
Using an iPad at school has been a positive experience. [Do you agree or disagree with the following statement?]



Working with classmates in school is easier and more fun with an iPad. [Do you agree or disagree with the following statement?]

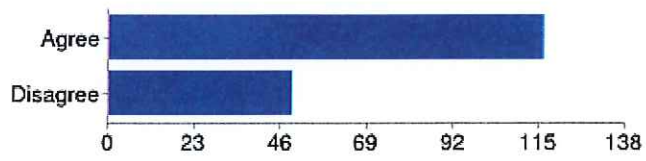


I can be more creative in school when I use an iPad. [Do you agree or disagree with the following statement?]



My iPad has helped me complete my assignments on time. [Do you agree or disagree with the following statement?]

Half Day Student Check In Survey - Google Forms



Agree	116	70%
Disagree	49	30%

HALF DAY SCHOOL – STUDENT RESPONSES

165 students responded to the 1:1 survey and shared their opinions and perceptions. The first series of questions required a rating and are reflected in graph form. Additional questions were asked that required a deeper, more thoughtful response. Summaries of these responses are presented below.

THESE ARE THE THINGS I LIKE TO DO WITH MY IPAD AT SCHOOL

The majority of responses to this question were positive and focused on reviewing concepts, being creative, playing educational games and working with classmates. Websites and apps such as Haiku, Notability, Edmodo, Spelling City, Sumdog, and Brainpop were specifically mentioned as fun sources to use on the iPad. Students recognized that they were learning to use a variety of apps. Students have used their iPads to search for information and to do extra credit activities. They are familiar with Google Drive and using the iPad with the Smart Board. One student enjoys creating QR codes on his iPad and using Padlet to write sentences.

Almost all of the comments mentioned a learning tool or app that students can use on the iPad. There was excitement in the responses and it appeared that while these children were reviewing and/or learning new things, they were really enjoying what they were doing!

Samples of additional responses are shared here:

- I love going on Haiku because there are fun games and we have questions and wiki's. We do Padlet for vocabulary words by making a sentence with some of our words and create pictures with our sentence.
- I like playing and learning with apps, go on fun websites with my teacher and talk and discuss things with classmates and friends about work. I show others my projects and make presentations.
- I like to work on math websites such as Front Row an Extra Math.
- I like searching for different countries.
- I like Show Me because if I need to write something down and I have no paper, I could just grab my iPad and get to it.
- I like doing Google Drive because I like writing fiction and non fiction stories.
- I like to be creative and don't always go to the iPad to do one thing.
- I like to work on projects and learn new stuff.
- I like to complete challenging projects on my iPad and do math games.
- I like to look on line for information. I also like to use it in music and library.
- I go to Google Drive, Wonders, Spelling City and Sumdog.
- iPad has helped me get organized

These responses reflect a lot of energy and interest going on in the classrooms.

IS THERE SOMETHING THAT YOU WOULD LIKE TO CHANGE ABOUT HOW YOU USE YOUR IPAD AT SCHOOL?

Many opinions and suggestions emerged from this question. However, about 45 student responses said that they would not change anything. A few students mentioned that the site restrictions were not something they like and several children shared that they would change having less technical difficulties. The resounding request centered around having more time on the computer, being able to use it at lunch and free time, and having more games on the iPad. A summary of ideas and suggestions follows:

more learning games	go on You tube	use it in math more
work with a friend in iPads	play with it more	use iPads more
need funner apps	allowed to use at recess	use at lunch
remove programs not working	use it at free time	not just school work
keep homework on iPad	use internet more	reminders on iPad
put music on iPad	do all homework on it	do partner reading
make drawing pad easier	take tests on iPad	
keep iPad at school when we don't need it at home		

Although still young, these students had good insight about the use of iPads in the classroom and the advantage of having such a tool at their disposal.

FINISH THIS STATEMENT: "THE BEST THING ABOUT USING MY IPAD AT SCHOOL IS..."

Responses to this statement painted a picture of students really enjoying their iPads at school. The introduction to and use of numerous apps continued to come through as the students described how they used these apps to study, search for information, organize work, show their work to classmates through air server, and to have fun while doing it. Many of the responses revealed an excitement in the student as he or she worked with the iPad in class.

As stated earlier, the ability to use numerous programs and websites by students dominated the responses. It was clear that there is a real comfort level within the students to use the iPad and to successfully use the apps that are available on this device. Examples of the "best thing" are as follows:

- I can learn all sorts of fun things on my very own iPad.
- I finish my homework at school instead of at home.
- It helps me learn and become a better student in class.
- It makes it easier to get the information I need.
- It's like I am still at school with my friends.
- On my spelling test on Spelling City I get 100% because I study my spelling words.
- You can put it on air server to show your classmates your projects.

- Having fun with the iPad is learning!
- We get our own instead of sharing it.
- Always going online and things being interactive.
- Instead of having to go to the library and looking through a huge amount of books, I just quickly look it up on the iPad.
- I can play a game when I am not knowing I am learning.
- The best thing about using my iPad at school is being creative – with no erased lines in the background.
- Being able to involve the whole class when we are doing our airplays and sharing ideas.
- It organizes my work on Google drive.
- Being able to research with leaving the room.

These positive responses affirm that students are being prepared to work successfully with technology. The iPad has given them a personal tool for the classroom.

WHAT DOES IT MEAN TO BE A RESPONSIBLE DIGITAL CITIZEN?

Through responses to this question, the students demonstrated a good understanding of being a responsible digital citizen. Words like respect, responsibility, appropriate, personal, and safe were seen throughout the responses. Cyber bullying and what that means was also frequently mentioned. Examples of responses are found below:

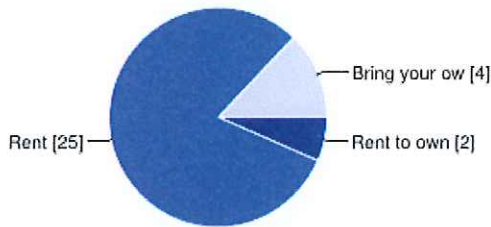
- Never post anything mean, follow the rules, and never give the internet anything personal.
- Use iPad as a tool, not a toy.
- Be respectful and not do or say anything mean that will hurt someone's feelings.
- Respect the pledge I took and also be kind on line, be safe on line.
- Never give out personal information on line.
- Charge your iPad each night and keep the iPad safe.
- Get out of a bad place when you see something inappropriate.
- Use the iPad appropriately, not share my iPad with other people, charge my iPad every night, caring for it and not putting it near food or drink.
- You need to be respectful of other people.
- Be respectful to yourself and others.
- Stay safe online, be responsible, and keep passwords to yourself.
- Think before you post stuff. Don't be a cyber bully.
- A responsible digital citizen is someone who isn't rude online and takes care of their iPad. This means to be very responsible, helpful, and to be nice to each other.
- Tell someone if you think you are being bullied.

There were many responses similar to these examples. The students appear to have a good understanding of their responsibilities as a user of technology and of the iPad.

36 responses

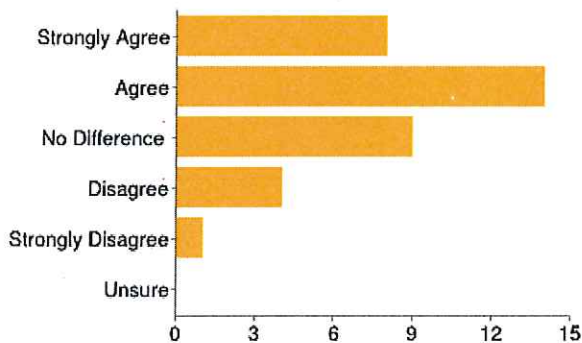
Summary

My ownership model is:



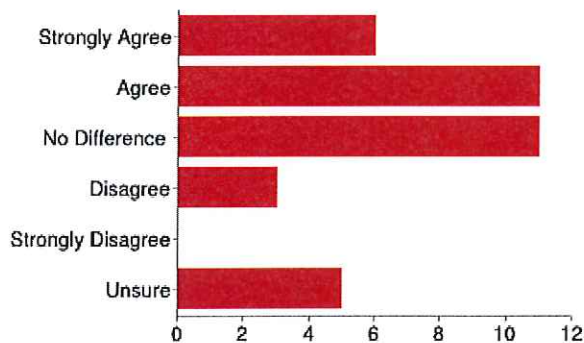
Rent to own	2	6%
Rent	25	69%
Bring your own iPad	4	11%

My child is more engaged with school work. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences with iPads.]



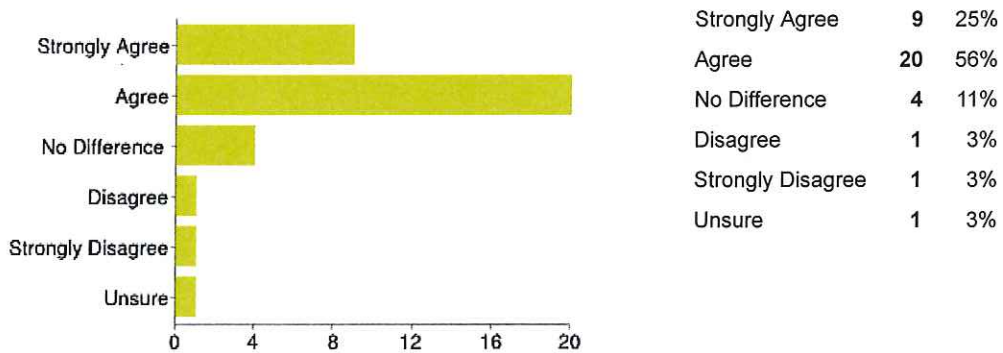
Strongly Agree	8	22%
Agree	14	39%
No Difference	9	25%
Disagree	4	11%
Strongly Disagree	1	3%
Unsure	0	0%

My child's learning experiences seem to be more individualized. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences with iPads.]

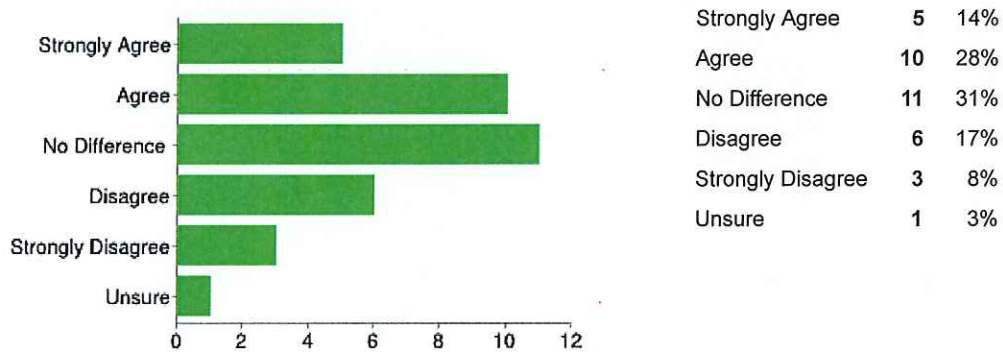


Strongly Agree	6	17%
Agree	11	31%
No Difference	11	31%
Disagree	3	8%
Strongly Disagree	0	0%
Unsure	5	14%

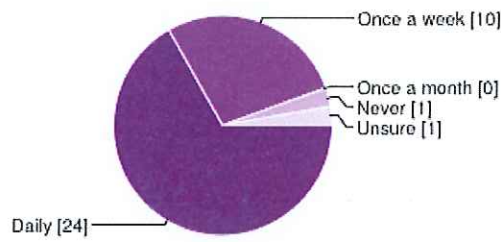
My child has had greater opportunities to create more varied work. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences with iPads.]



My child is learning to be more organized. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences with iPads.]

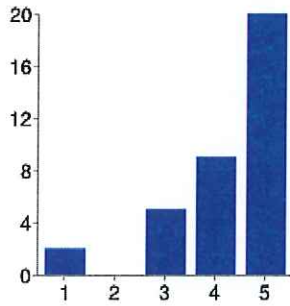


Approximately how often does your child use his/her iPad at home to deepen or expand upon his/her learning from school?



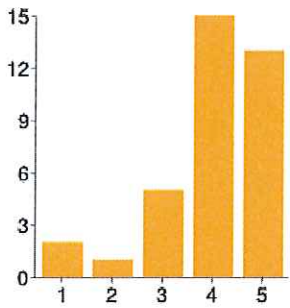
Daily	24	67%
Once a week	10	28%
Once a month	0	0%
Never	1	3%
Unsure	1	3%

How comfortable do you feel your child is with the use of his/her iPad?



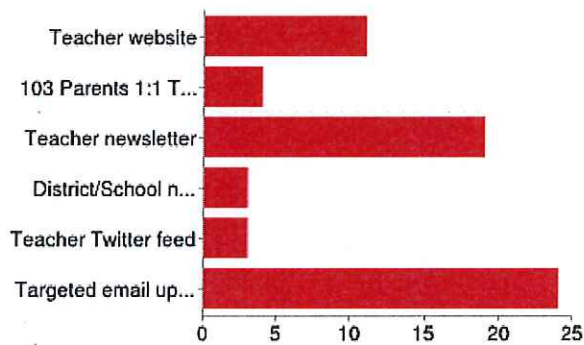
1	2	6%
2	0	0%
3	5	14%
4	9	25%
5	20	56%

How prepared do you feel to support your child's use of the iPad at home?



1	2	6%
2	1	3%
3	5	14%
4	15	42%
5	13	36%

What is your preferred method of communication for learning about your child's iPad use at school?



Teacher website	11	31%
103 Parents 1:1 Teaching & Learning webpage	4	11%
Teacher newsletter	19	53%
District/School newsletter	3	8%
Teacher Twitter feed	3	8%
Targeted email updates pushed out to families with students in the 1:1 Teaching and Learning classrooms	24	67%

Number of daily responses



HALF DAY SCHOOL – PARENT RESPONSES

36 parents shared their perceptions and opinions regarding the use of 1:1 devices by students at Half Day School. The graphs will provide a visual summary of these responses. Additional questions were asked that required a deeper, personal response. Summaries of these responses are presented below.

THINKING ABOUT YOUR CHILD'S WORK OVERALL, WHAT EFFECT HAS THE IPAD HAD ON MAKING HOMEWORK EASIER OR HARDER? PLEASE PROVIDE AN EXAMPLE:

The majority of responses reflected a positive feeling about the iPad being a good tool for their child. Many parents felt that using the iPad enhanced their child's motivation to do homework independently, take accountability for the work, and to be creative in his/her efforts. Reviewing concepts is more fun on the iPad. The mobility of the iPad (able to use it anywhere in the house and, in some cases, outside) was also noted as a plus. Using the iPad allowed for finding assignments and websites/apps more quickly, thus saving time.

The iPad is a great tool for reading, drawing, music, teamwork, and video illustrations. It keeps the student engaged. Another plus noted was the ability to get messages from the teacher and to access the classroom website. (Although messages on Sunday are not a good idea.) The iPad concentrates several resources in one: web access, textbooks access, dictionary access and so on. There are some incredible learning tools that are available on the iPad.

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

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

ARE THERE ADDITIONAL WAYS THE SCHOOL COULD SUPPORT YOU TO HELP YOUR CHILD'S LEARNING WITH THE IPAD AT HOME?

Several parent comments asked for classes or training in how to use the apps and/or to offer written instructions (simplified) to parents on how to access everything. A specific request involved helping the parent access the reading textbook. Parents also asked to be told which assignments were to be completed on the iPad at home. If the iPad is not required for homework, perhaps it could be left at school.

Weekly emails to parents would help in keeping track of what is expected and in understanding which app would be needed for specific homework pieces. Apps should be 100% workable before assigning them to students. Several parents shared that they felt comfortable in asking for help from their child's teachers.

A final comment affirmed that the students seem to understand that they need to take care of their iPad and that this responsibility has reinforced a feeling of ownership with the work to be done on the iPad. There are amazing resources to assist with learning. Staff understands these apps and what they are intended to do.

OVERALL, WHAT HAS BEEN THE MOST POSITIVE CHANGE OR BENEFIT ASSOCIATED WITH YOUR CHILD'S USE OF THE IPAD?

Many parents have seen an increase in motivation, responsibility, and independence. There is now more of a comfort level in looking up information or in tackling new apps. Students are more willing to start homework and to attempt it at an independent level. The iPads have helped children to be more organized and to produce videos, creative stories, and interesting projects. There is a deeper connection with classmates and the engagement within the classroom is remarkable. It seems that the iPad has been tailored to the child's needs by allowing individualized approaches to getting work completed.

There were comments that reflected a concern that, with so much information available to the student, there was a feeling of being overwhelmed. There were also a few parents who have not seen a positive change or benefit at home and one parent said that, although the introduction of iPads has been beneficial, he/she does not support the necessity of using electronics at such a young age.

WHAT OTHER INSIGHTS CAN YOU OFFER TO BETTER IMPROVE THE 1:1 EXPERIENCE FOR STUDENTS AND FAMILIES?

Several suggestions/questions were generated by this question that reflect areas of satisfaction as well as of concern:

Suggestions

- Offer training for both students and parents. Provide parents with instructions on how to use apps and online textbooks.
- Provide a parent link to the website where the teacher can post messages and tips about how to help the child with iPad apps, etc.

- Use the iPad to teach presentation skills, organization, and innovative learning.
- Create a master list of apps and 5-10 key websites, along with student logins, that students use most often.
- As a parent, I want to know how my child is using the iPad and why he/she is unable to do functions that are available on a computer.

Concerns

- How can I better prepare my child for the PARCC style of questions?
- Students in 4th grade are still too young to use the iPad for every day work.
- Students are spending too much time on the iPad. As a parent, I am continually monitoring the usage.

NOTE: -The digital Citizenship program is impressive and is a great way to address many parental concerns.



Education Technology Profile Report

Name of Institution: SD 103 - 6th Grade

City: Lincolnshire

State: IL

Date Survey Closed: 11/26/2014

Number of Responses: 6

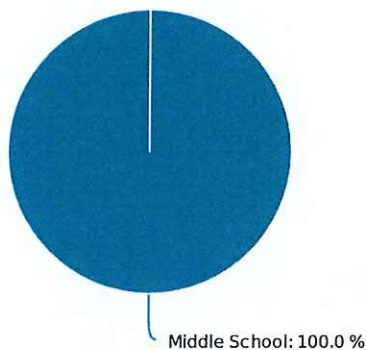
The survey that your faculty have just completed was designed to provide you with some general demographics of technology use and three key pieces of information:

- An overall profile of the levels at which faculty are using technology in their classrooms;
- The types of professional development that might best assist your faculty in enhancing their technology-based practice, broken down by tool groupings;
- The types of teaching-oriented professional activities that your faculty engage in outside the classroom, broken down by category.

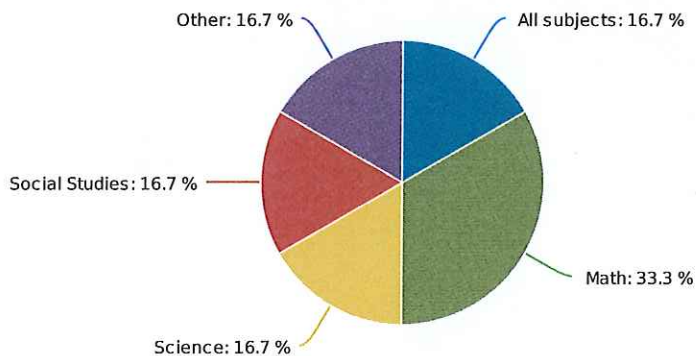
The information associated with this survey is only intended for informational purposes and for your internal use. Please do not distribute beyond the intended personnel within your institution.

General Technology Demographics

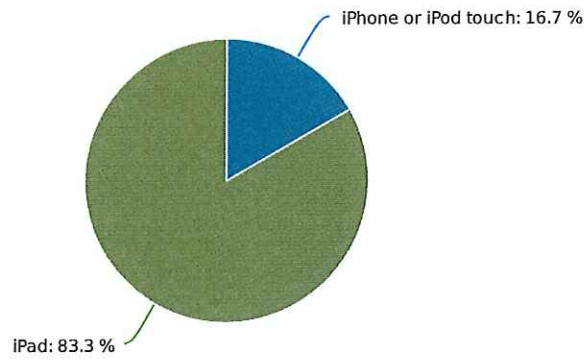
Grade Level



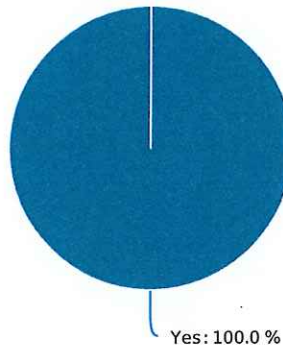
Subject Area



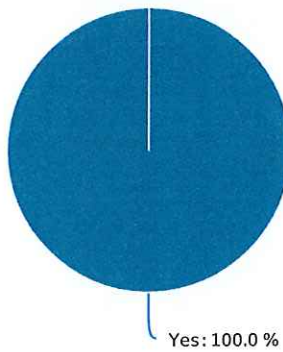
Primary Learning Technology Tools



Technology Available as One-to-One Device



Students Take Technology Home



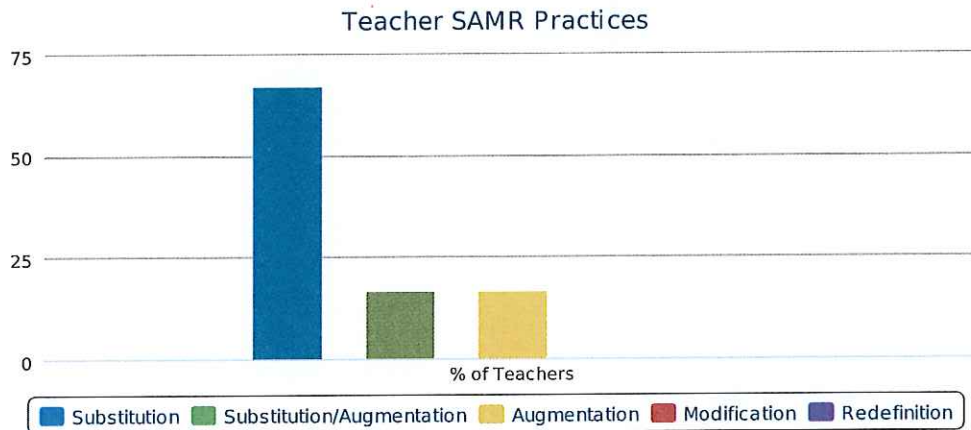
SAMR Analysis

The conclusions for the second section of the report are drawn from Dr. Ruben Puentedura's SAMR model, which outlines four tiers for the use of technology in the classroom:

- **Substitution:** The new technology is used as a direct substitute for an older tool, with no change in the tasks undertaken by students or how these tasks are accomplished using the new toolset. At this level, no noticeable improvements in student outcomes are recorded.
- **Augmentation:** The new technology substitutes for an older tool, with no change in the tasks undertaken by students. However, features of the new technology are used to improve how these tasks are carried out by students, such as by making the tasks easier or faster to accomplish or by providing additional features not previously available. At this level, small improvements in student outcomes are recorded.
- **Modification:** The tasks to be undertaken by students are significantly redesigned in order to achieve new educational goals. The redesign is made possible by features of the new technology, not available before. At this level, noticeable improvements in student outcomes are recorded.
- **Redefinition:** Older tasks are replaced in part or in whole by newer tasks in order to achieve previously unattainable educational goals. The new tasks are made possible by features of the new technology, not available before. At this level, strong improvements in student outcomes are recorded.

While a full determination of the habitual SAMR level of a teacher's practice requires classroom observation and conversations with both faculty and students, the current questionnaire has been found to be a good proxy. The scoring methodology was developed and refined in test survey sessions with Apple Distinguished Educators (ADEs) and validated by comparing scores to narrative answers given by the ADEs describing their classroom practice. The level of an individual teacher's practice might potentially be slightly higher or lower than predicted by the questionnaire; however, noticeable discrepancies between questionnaire results and described practice were only observed in fewer than 1% of the responses.

The overall percentages of SAMR practices by faculty in your school are as follows:



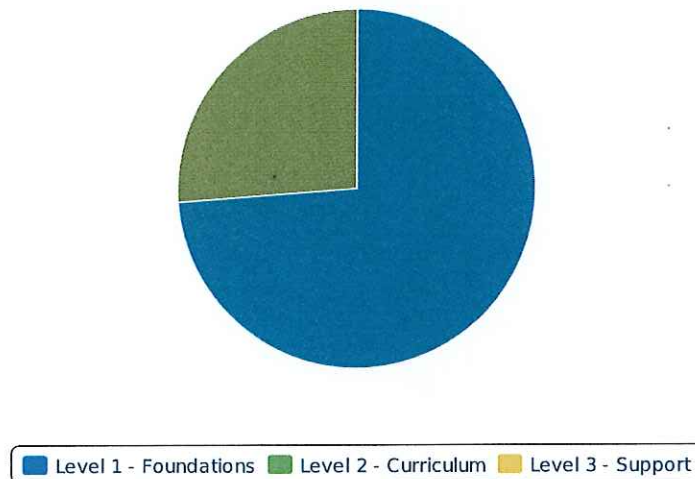
Levels of Professional Development

It is important to realize that all four levels of SAMR practice can make valuable contributions to the work of an institution; however, large improvements in student outcomes are not observed until the upper levels are reached. Hence, it is desirable for faculty to progressively develop their practice to reach these upper levels. It is also worthwhile to identify the categories and levels of professional development that will prove most useful to educators, in order to assist them in reaching these levels. The current questionnaire identifies three levels of professional development best suited to faculty:

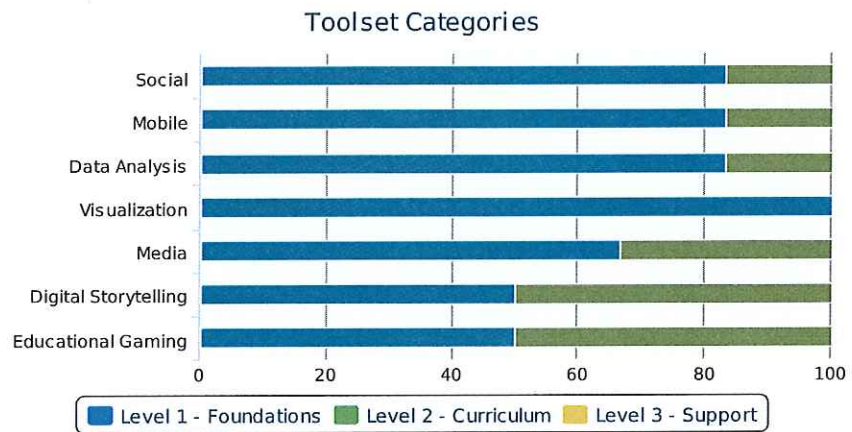
- **Level 1:** Corresponds to the APD Foundations workshops. Focused on technology skills, these foundational workshops help faculty become confident and comfortable integrating Apple products into their teaching strategies.
- **Level 2:** Corresponds to the APD Curriculum workshops. These workshops focus on curricula, content design, and instruction with all Apple products.
- **Level 3:** Corresponds to the APD Support and Leadership workshops. These offerings support faculty and administrators in technology visioning, planning, and building capacity.

The percentages of faculty at each of these three levels, in key toolset categories, are as follows:

PD Levels Best Suited for Teachers



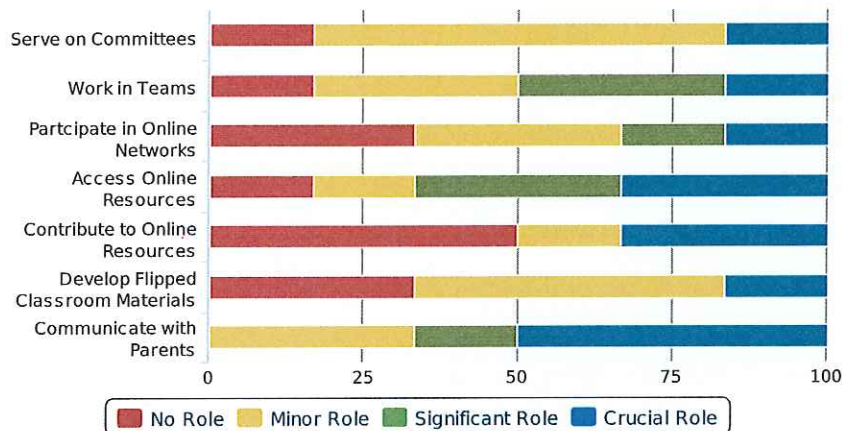
	Level 1	Level 2	Level 3
Social	83.3%	16.7%	0.0%
Mobile	83.3%	16.7%	0.0%
Data Analysis	83.3%	16.7%	0.0%
Visualization	100.0%	0.0%	0.0%
Media	66.7%	33.3%	0.0%
Digital Storytelling	50.0%	50.0%	0.0%
Educational Gaming	50.0%	50.0%	0.0%



Professional Engagement

Finally, the results of this survey can help you address sustainability of ongoing professional development in your school. While Apple's Professional Development products can both support and assist you in this process, sustainable professional development requires that faculty be integrated into a range of scenarios and projects that extend beyond the reach of their individual classrooms. The greater their involvement, the more likely it is that projects will succeed, and that the use of professional development resources will be more efficient. The following results from the survey provide a profile of these activities in your school:

	No Role	Minor Role	Significant Role	Crucial Role
Serve on Committees	16.7%	66.7%	0.0%	16.7%
Work on Teams	16.7%	33.3%	33.3%	16.7%
Participate in Online Networks	33.3%	33.3%	16.7%	16.7%
Access Online Resources	16.7%	16.7%	33.3%	33.3%
Contribute to Online Resources	50.0%	16.7%	0.0%	33.3%
Develop Flipped Classroom Materials	33.3%	50.0%	0.0%	16.7%
Communicate with Parents	0.0%	33.3%	16.7%	50.0%



Next Steps

Apple Professional Development workshops can help you integrate Apple products into your curriculum and overall student environment for a richer learning—and teaching—experience. They provide for the ongoing learning of educators and the sustainability of professional development in your institution.

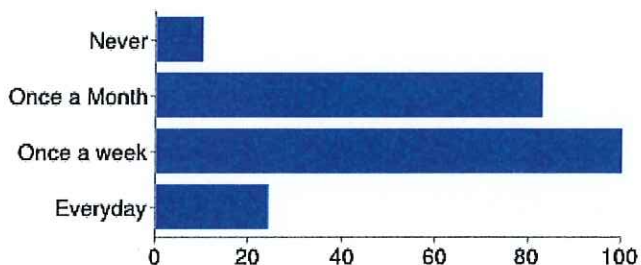
Learn more about [Apple Professional Development \(APD\)](#) offerings and download a copy of the current APD catalog. Visit www.apple.com/education/professional-development.

We are happy to assist you in planning your next steps using Apple technologies and solutions for teaching and learning. Please call 1-800-800-2775 to speak with your Apple Education representative.

217 responses

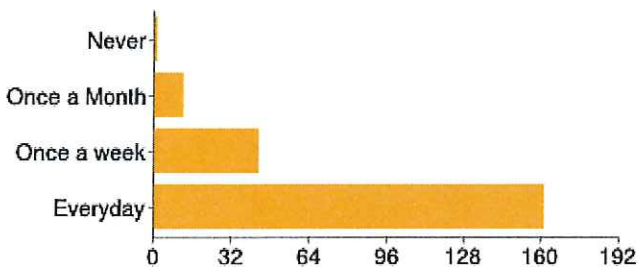
Summary

Work on a project with a classmate? [How often do you use your 1:1 iPad in school to do each of the following:]



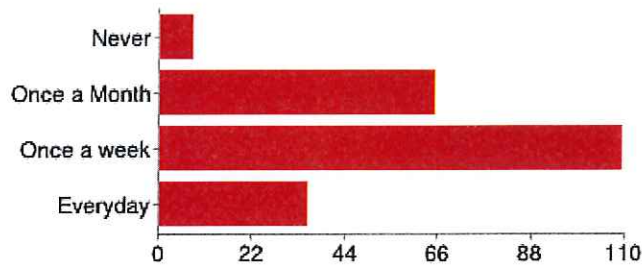
Never	10	5%
Once a Month	83	38%
Once a week	100	46%
Everyday	24	11%

Do research or search online for something? [How often do you use your 1:1 iPad in school to do each of the following:]



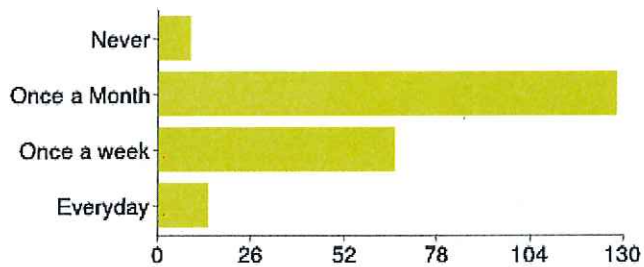
Never	1	0%
Once a Month	12	6%
Once a week	43	20%
Everyday	161	74%

Create drafts of a writing piece? [How often do you use your 1:1 iPad in school to do each of the following:]



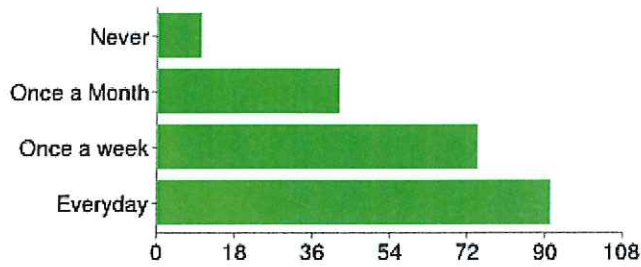
Never	8	4%
Once a Month	65	30%
Once a week	109	50%
Everyday	35	16%

Create a presentation or final project [How often do you use your 1:1 iPad in school to do each of the following:]



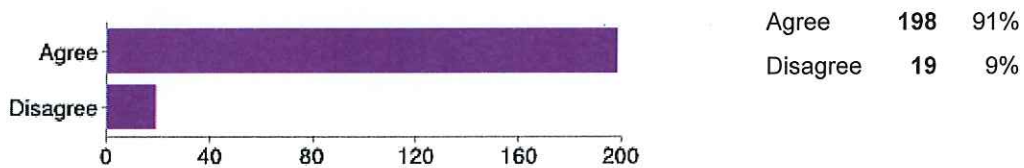
Never	9	4%
Once a Month	128	59%
Once a week	66	30%
Everyday	14	6%

Participate in online class discussions for example Padlet or Haiku, ? [How often do you use your 1:1 iPad in school to do each of the following:]

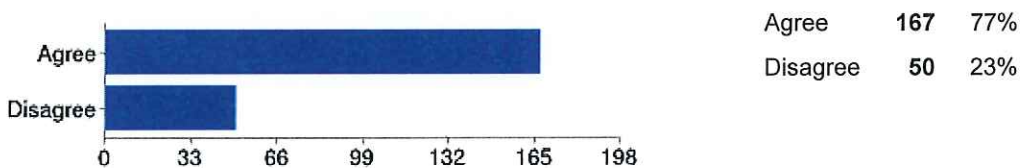


Never	10	5%
Once a Month	42	19%
Once a week	74	34%
Everyday	91	42%

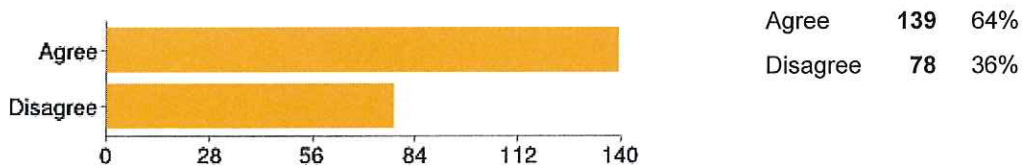
Having an iPad helps keep me organized. [Do you agree or disagree with the following statement?]



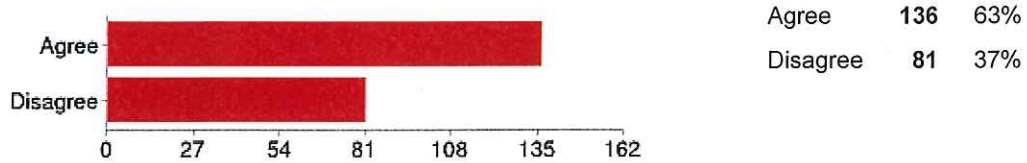
Schoolwork has been more interesting since I started using my 1:1 iPad. [Do you agree or disagree with the following statement?]



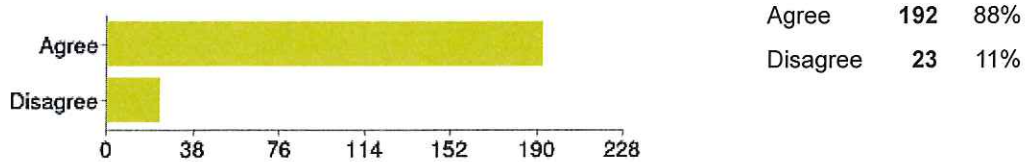
I am more involved in school when I use my iPad. [Do you agree or disagree with the following statement?]



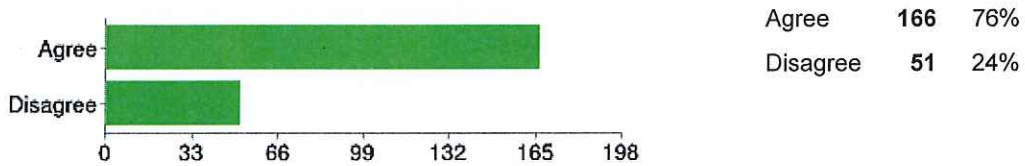
The quality of my school work has improved since I started using my 1:1 iPad. [Do you agree or disagree with the following statement?]



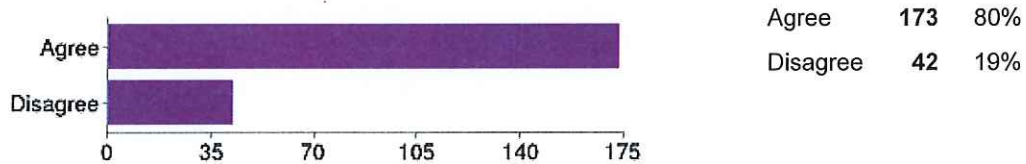
Using an iPad at school has been a positive experience. [Do you agree or disagree with the following statement?]



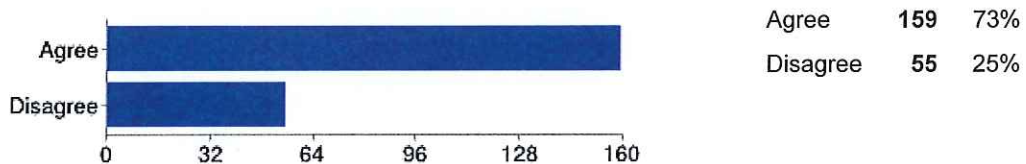
Working with classmates in school is easier and more fun with an iPad. [Do you agree or disagree with the following statement?]



I can be more creative in school when I use an iPad. [Do you agree or disagree with the following statement?]



My iPad has helped me complete my assignments on time. [Do you agree or disagree with the following statement?]



DANIEL WRIGHT SCHOOL – STUDENT RESPONSES

217 students responded to the 1:1 survey and shared their opinions and perceptions. The first series of questions required a rating and are reflected in graph form. Additional questions were asked that required a deeper, more thoughtful response. Summaries of these responses are presented below.

THESE ARE THE THINGS I LIKE TO DO WITH MY IPAD AT SCHOOL

In reviewing over 200 responses from students, it was refreshing to see such a variety of activities that our students enthusiastically engage in using their iPads. Most of the responses listed more than one thing that they enjoy doing at school. The most common of these are:

research	create on iPad instead of paper	take notes
check assignments	do group projects	class discussions
use Haiku	use Notability for note taking	read a book
book reports	apps for organization	projects
email friends	play educational games	reminders
science surveys	use it as a book	mobility
take pictures	assignment notebook app	online chats
vocab games	search useful websites	online textbooks
check Skyward	check homework assignments	the Book Creator
draw	download books and short stories	drafts
documents	create presentations	Google Earth
take tests	work with classmates at home	write stories
online discussions	more fun doing school work	type, not write
no binders	Talk with friends (not during class)	do extra credit
email teacher	search internet for any question	use apps
use picollage	schedule school events, dates	math textbook
Quizlet	more control over assignments	access docs, slides
math practice	access to teacher Haiku pages	make videos
take math pictures	turn in assignments online	

One student shared that he/she would like to use the iPad in more classes but is not given the opportunity to use it as much as the student would like. Other comments reflected that they really didn't like the iPad (6 comments) or that there were too many restrictions on their use (2). One student commented that sometimes the app doesn't work on the iPad so he needs to use a computer.

IS THERE SOMETHING THAT YOU WOULD LIKE TO CHANGE ABOUT HOW YOU USE YOUR IPAD AT SCHOOL?

It appears that almost every student responded to this question, producing an array of thoughts and opinions. 45 of the responses dealt specifically with dropping the restrictions currently placed on the iPad and then providing a rationale for doing so! Many of these related to the use of apps not available on the iPad or various sites that might be used for research or homework being restricted to the students. The “work around” for this was accomplished by using the home computer to access many of these sites.

There was a continuum of responses regarding the availability of apps on the iPad. Most wanted more apps but several students said that there were already too many. It was noted a few times that several of the apps do the same thing. Many students did share that they liked using notability but wished that there was a dictionary app for their use.

About 33 responses indicated that the student wouldn't change a thing about the use of iPads at school. Many said that they would like to use it more often, especially in science and math. A few said that it would be OK to use it less. 2 comments implied that the student had experienced eye strain in viewing the screen for long periods of time. And, one comment said the use was “just right.”

The remainder of the comments talked about additional changes that students would like to see regarding iPad use at DW. A summary of these is found below:

Ability to listen to music	use only for research	delete air drop
ability to install games	download own apps	too many glitches
ability to take books home	distractions are lurking	add education games
test taking on line	no big projects on iPad	class worksheets
allow more sites	use in every subject	need more tech staff
enable air drop	train teachers to trouble shoot	more books on iPad
no homework on iPads	give a heads up if iPad needed	add flash to iPad
password issues	ability to take iPad to lunch	protective case – bad
everyone gets a pen	all grades use iPad	stop using in writing
add dictionary	use more for tests/quizzes	can't download
add charging stations	Download 5-10 apps of choice	no quizzes on iPad
have everything ready at beginning of year	don't like charging to 100% at night	
change rule of putting screens down in science	don't like to use on line text books	

Considering the list of suggested changes, the overall feel to these student responses was positive.

FINISH THIS STATEMENT: THE BEST THING ABOUT USING OUR IPADS AT SCHOOL IS...

Every response submitted in this section had a positive or satisfied tone to it. Interestingly, the majority of the responses talked about being better organized by using the iPad to keep track of assignments and homework. A large number of responses talked about the positive option of having text books on line, thus reducing the “lugging” of books back and forth to and from school, thus always having what you need while doing homework. Several students were pleased to not have a heavy backpack to worry about.

Another common area of responses fell under the broad category of “fun.” Students talked about learning about new apps, doing homework in a fun and interesting way, and working more quickly and enjoying it. Activities completed on the iPad, like taking pictures or collaborating with classmates, were also deemed as fun. Several educational apps were mentioned that made “learning” fun.

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

Many students felt that they could do homework more quickly because of access to apps and websites. Information was “at their fingertips.” The same theme was repeated when talking about research projects. The portability of the iPad was also viewed as a plus, enabling the student to easily carry it and use it almost anywhere. Favorite websites and programs such as Notability and Haiku were mentioned several times.

Students use iPads to check assignments and their status in Skyward, collaborate on homework and projects with their classmates, connect with teachers, read, create, search, study, and manage homework and deadlines. If absent, students are able to check their homework assignments. They feel that the iPad has helped them be more efficient as a student. It is a good learning device and is also fun.

WHAT DOES IT MEAN TO BE A RESPONSIBLE DIGITAL CITIZEN?

Responses to this question were very thought out and targeted the expectations of the district. The notion of respect and respectfulness was described throughout the responses along with responsibility, safety, ownership and considerate behavior. Taking care of the iPad and using it appropriately was also highlighted in several responses. To be trusted as an iPad user meant that all rules would be followed and appropriate behavior would be demonstrated.

Specific responses are shared here as they represent the large majority of feedback from the students:

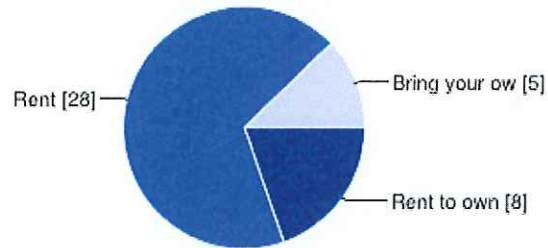
Respect the technology and respect others using the technology.
Don't use the Internet to hurt or abuse someone. Don't cyber bully.
Do not share personal information.
Be a trusted user. Use the iPad only for school work.
Being a digital citizen means that you are responsible, respectful and safe with the technology. It means using technology in a responsible way.
Respect other people on line and take into consideration other people's feelings.
People can trust me with technology.
Be kind on the internet and limit the time you spend on it.
Never cyber bully, don't take risks with personal information, and go to safe sites.
Keep your identity safe and others, too. Never give out passwords.
Think before you post something.
Respect others' opinions.
Use your iPad wisely and productively, not bullying others on line.
Be responsible for what you do on your iPad.
Take care of your digital devices.
Take responsibility for yourself. You are responsible for your actions. Keep the same good personality traits that you have in real life on the internet.

With very few exceptions, the comments supported the Digital Citizenship pledge.

43 responses

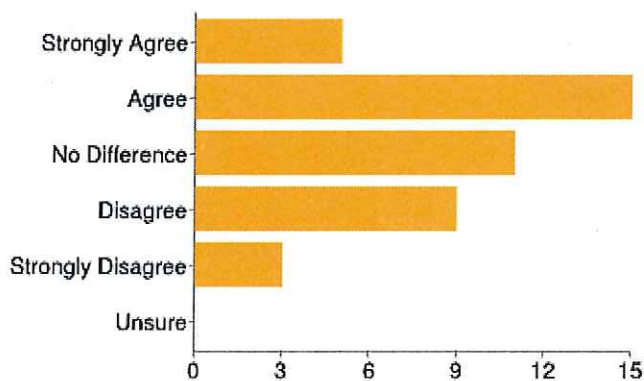
Summary

My ownership model is:



Rent to own	8	19%
Rent	28	65%
Bring your own iPad	5	12%

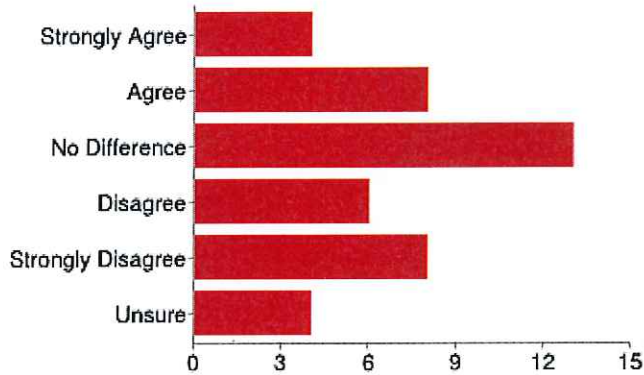
My child is more engaged with school work because of the iPad. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



Strongly Agree	5	12%
Agree	15	35%
No Difference	11	26%

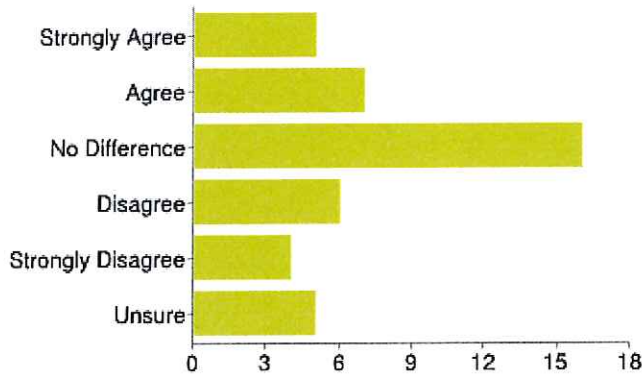
Disagree	9	21%
Strongly Disagree	3	7%
Unsure	0	0%

My child's learning experiences seem to be more individualized. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



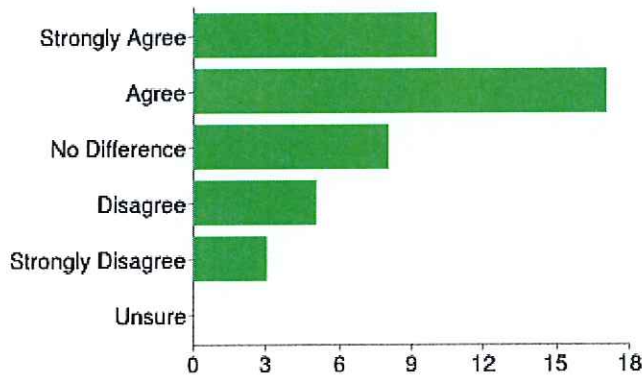
Strongly Agree	4	9%
Agree	8	19%
No Difference	13	30%
Disagree	6	14%
Strongly Disagree	8	19%
Unsure	4	9%

My child is more involved in collaborative activities with fellow classmates because of the iPad. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



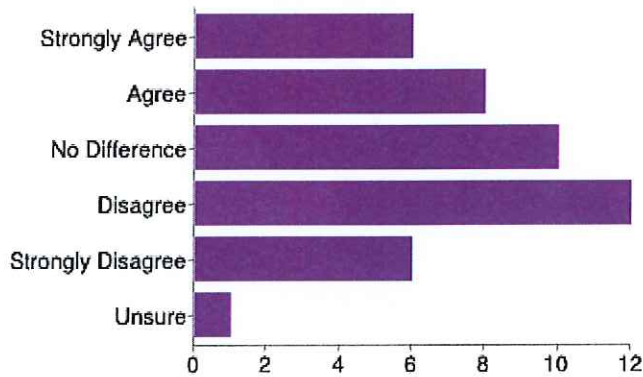
Strongly Agree	5	12%
Agree	7	16%
No Difference	16	37%
Disagree	6	14%
Strongly Disagree	4	9%
Unsure	5	12%

My child has had greater opportunities to create more varied work. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



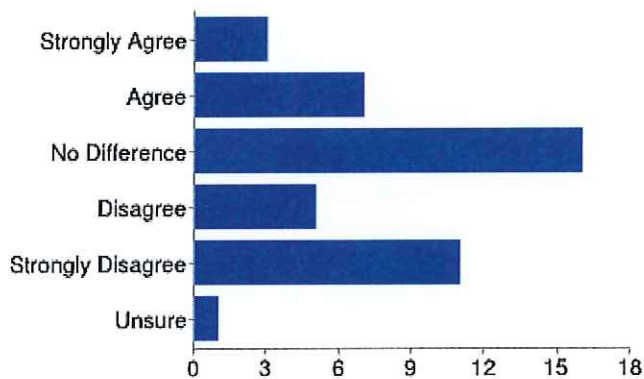
Strongly Agree	10	23%
Agree	17	40%
No Difference	8	19%
Disagree	5	12%
Strongly Disagree	3	7%
Unsure	0	0%

My child is learning to be more organized because of the iPad. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



Strongly Agree	6	14%
Agree	8	19%
No Difference	10	23%
Disagree	12	28%
Strongly Disagree	6	14%
Unsure	1	2%

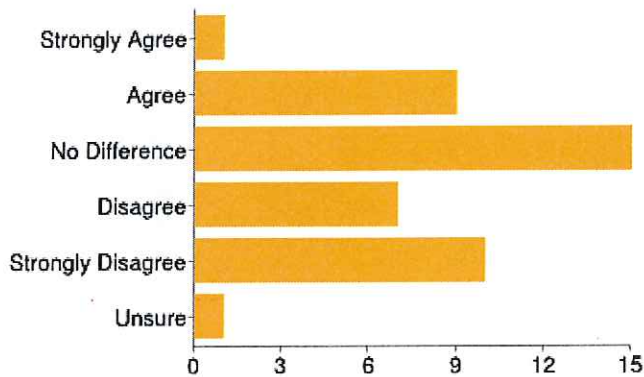
My child has been more excited to attend school. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]



Strongly Agree	3	7%
Agree	7	16%

No Difference	16	37%
Disagree	5	12%
Strongly Disagree	11	26%
Unsure	1	2%

My child has experienced greater academic success in relation to the work assigned. [Based on your experiences thus far, please indicate the degree of agreement with the following statements about your child's experiences within the 1:1 program.]

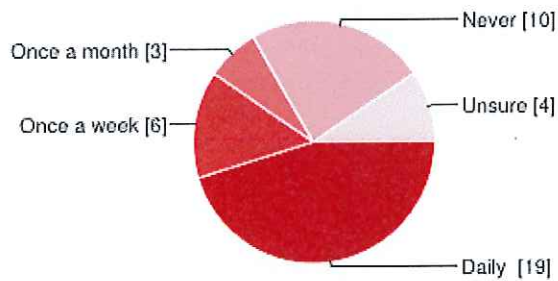


Strongly Agree	1	2%
Agree	9	21%
No Difference	15	35%
Disagree	7	16%
Strongly Disagree	10	23%
Unsure	1	2%

Thinking about your child's work overall, what effect has the iPad had on making homework easier or harder? Please provide an example:

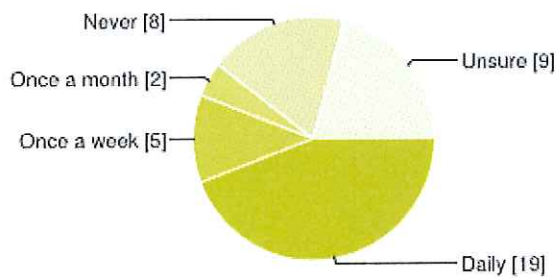
Please see the comments summary at the end of this document.

Approximately how often does your child use his/her 1:1 iPad at home to explore a topic in which he/she is independently interested?



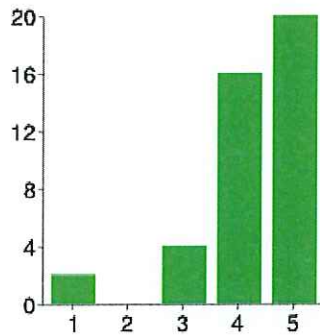
Daily	19	44%
Once a week	6	14%
Once a month	3	7%
Never	10	23%
Unsure	4	9%

Approximately how often does your child use his/her iPad at home to deepen or expand upon his/her learning from school?



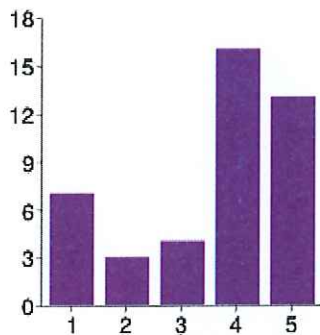
Daily	19	44%
Once a week	5	12%
Once a month	2	5%
Never	8	19%
Unsure	9	21%

How comfortable do you feel your child is with the use of his/her iPad?



1	2	5%
2	0	0%
3	4	9%
4	16	37%
5	20	47%

How prepared do you feel to support your child's use of an iPad at home?

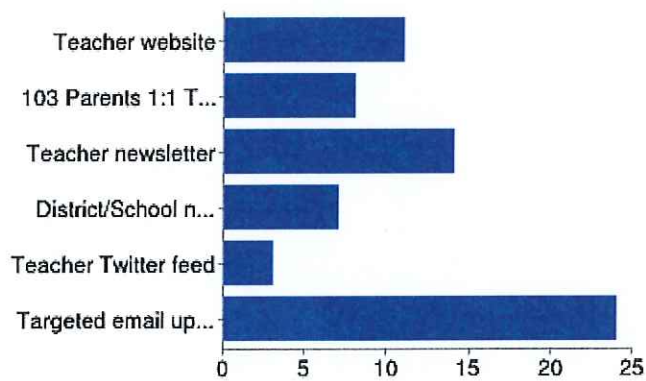


1	7	16%
2	3	7%
3	4	9%
4	16	37%
5	13	30%

Are there ways the school could support you to help your child's learning on the iPad at home?

Please see the comments summary at the end of this document.

What is your preferred method of communication for learning about your child's iPad use at school?



Teacher website	11	26%
103 Parents 1:1 Teaching & Learning webpage	8	19%
Teacher newsletter	14	33%
District/School newsletter	7	16%
Teacher Twitter feed	3	7%
Targeted email updates pushed out to families in the 1:1 Teaching and Learning classrooms	24	56%

DANIEL WRIGHT SCHOOL – PARENT RESPONSES

43 parents shared their perceptions and opinions regarding the use of 1 to 1 devices by students at Daniel Wright School. The graphs will provide a visual summary of these responses. Additional questions were asked that required a deeper, personal response. Summaries of these responses are presented below.

THINKING ABOUT YOUR CHILD’S WORK OVERALL, WHAT EFFECT HAS THE IPAD HAD ON MAKING HOMEWORK EASIER OR HARDER? PLEASE PROVIDE AN EXAMPLE:

A good amount of responses were offered with more than half of the responses supporting that homework was easier or about the same. The use of the iPad has made it easier to find information and has reduced the amount of time to complete homework. The book bags are lighter due to less books coming home and using the iPad has been an incentive for some students to get right to work on homework. For some students, the decrease in actual writing has been a positive but, with no spellcheck on the iPad, there has been some frustrations. Another parent liked the the iPad but hoped that there would be balance of writing within the classroom.

Some students have expanded their “tech knowledge” because of the daily use of the iPad and are now more efficient. One parent noted that the opportunity to work collaboratively is much greater, thus preparing students for life in the real world. Another pointed out that the 1 to 1 program has been a very good experience for her child.

The remaining responses reflected that homework was harder, but for a variety of reasons. Some responses pointed out that it was hard to: type responses on the screen, look for assignments and sites, find the correct pages in the on line texts, manage distractions/temptations to look at other sites, and get to the correct apps (better now). A few parents felt that there was not enough initial training on how to use the iPad and that there was confusion at the beginning of the year with Haiku.

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

ARE THERE WAYS THE SCHOOL COULD SUPPORT YOU TO HELP YOUR CHILD’S LEARNING ON THE IPAD AT HOME?

Many of the responses found here reflected a positive attitude toward the parent training that was offered by the district. The training was viewed as a supportive

gesture toward parents who want to learn more about the iPad and how to help their child. More trainings would be helpful. Several suggested a “help desk” or link on the school web site where parents could look up answers about apps, navigating the device, or viewing tutorials for students and parents. Tutorials on new programs would be very helpful. Once again, some comments expressed the importance of having the apps and links in working order when students access them from home.

Parents are seeking clarity on assignments and homework expectations but realize that this request would fall to the individual teachers. Several comments focused on this, asking that teachers better coordinate their assignments and expectations, particularly regarding the iPad. Teachers need to give students guided practice as they learn how to navigate the sites they are expected to use.

Finally, the issue of safety and or communication to parents was discussed. One comment requested that parents have access to all communication on the iPad. Stating the her child was a minor, she was concerned that parents are not granted access.

OVERALL, WHAT HAS BEEN THE MOST POSITIVE CHANGE OR BENEFIT ASSOCIATED WITH YOUR CHILD’S USE OF THE IPAD?

The responses to this question clustered around three themes: access to reference materials is readily available, less books to carry home, and more engaged in doing homework.

Additional comments pointed out that collaboration with friends about homework is easier and that creativity has increased. Parents noted their children are being exposed to new apps and programs and this has increased their knowledge and use of technology. This knowledge has led to a better understanding of how to produce a creative product related to the assignment. One comment noted that Haiku is an efficient way to receive and return assignments.

This section of the survey also produced some negative comments, all of which are noted in the first question.

WHAT OTHER INSIGHTS CAN YOU OFFER TO BETTER IMPROVE THE 1:1 EXPERIENCE FOR STUDENTS AND FAMILIES?

Several suggestions/questions were generated by this question that reflect areas of satisfaction as well as of concern:

Suggestions

-Roll-out of 1:1 needs to be completely ready to go before devices are distributed. Tech staff needs to be ready to help, ID’s need to be assigned, guidance and information from the tech staff needs to be available.

- Add Open DNS to the home router and explain to parents the benefits of this. Parents don't want to police the iPad. Consider putting parent controls on the iPads.
- Train parents and students together when iPads are assigned
- Offer iPads earlier in the summer – with all apps loaded and bugs worked out.
- Some families resist change. Inviting parents to observe the use of 1:1 might make them more comfortable.

Concerns

- Exposing students to new technologies is good but the use of iPads needs to reflect that children have unique learning styles. Some requirements (like using the iPad to take notes) are difficult for specific students. So, it is hoped that differentiation can occur when requiring certain things on the iPad.
- Organizing information is difficult for some children and becomes a frustrating task on the iPad. There should be more support/guidance for these children.
- Using iPads at the expense of eliminating written work is going too far.
- Access to Youtube on the iPad is a worry to parents.
- Teachers need better training on how to use the iPad as a teaching tool.



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

Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent of Teaching and Learning
Julie Postma, Director of Student Services
Mark Westhoff, Director of Technology
CC: Dr. Scott Warren
Date: December 16, 2014
Re: Executive Summary

Curriculum & Instruction

- The PTO Links to Learning committee met and granted \$10,000 in awards to teachers who submitted innovative grants. Currently the Curriculum and Instruction and Technology Departments are ordering the materials for the teachers. In the spring teachers will submit an evaluation to the committee to complete the grant process.
- The district applied, and has been approved, for a waiver to begin PARCC testing earlier than the State established testing window. ISBE would like districts to have 20 days available for the PARCC window. Since we have Casimir Pulaski, parent teacher conferences and spring break in March, we have been approved to begin testing on March 3rd rather than March 9th, and end on March 27th.
- The 6-8 grade science teachers met with Anne Reichel on November 18th & the science consortium teachers on November 19th to continue planning learning plans aligned to the Next Generation Science Standards. Sixth grade has already implemented one of the new units and plans to implement another in the spring. Seventh and eighth grade will implement one new unit this year, and the remaining units next year.
- The consortium SEL committee met with middle school content teachers from World Languages, Fine Arts & Physical Welfare, Math, Science, Social Studies and ELA. The workshops provided content area teachers from the sender middle schools and Stevenson High School time to discuss and share ideas on integrating SEL into classroom instruction.

- Judy Frank-Gonwa and I are working with the PTO and principals to bring in two cultural awareness speakers to Half Day and Daniel Wright School in January. Sprague has already arranged speakers.
- Devorah Heitner facilitated three parent focus groups on December 8th. The purpose of the focus group was to solicit feedback on 1:1 teaching and learning and Digital Citizenship. Thirty parents volunteered to participate in the three sessions, but actual attendance was 14 parents.

Special Education

- As reported last month our preschool screening occurred on Wednesday, November 19th. As anticipated, seven preschoolers were screened by the team. Screening is a first step toward helping identify if early intervention is appropriate for a student. The screening results of four of the preschoolers indicated that a Full and Individual Evaluation (FIE) for special education is necessary. Referrals to the SEDOL Early Childhood Assessment Team were made. At the conclusion of these preschool evaluations, an IEP meeting will be held to determine what, if any, service needs to be provided by District 103's early childhood programming
- PARCC and DLM (the alternative state assessment) have different accommodations and features for accessibility than the previous state assessments (ISAT/IAA). For PARCC these accommodations and features for accessibility require specific decision-making and documentation for all IEP, 504, RtI and ELL students. Katie and I have been working together to understand the new process and features and to share this information with the staff who will facilitate the decision-making and documentation. In addition, our staff who will be administering the DLM (Dynamic Learning Map) needs to complete a series of trainings which we facilitate in January.
- The withdrawal process continues to move forward. Continued work on the documents that need to be presented to the Illinois State Advisory Council (ISAC) in January in preparation for the hearing in February is occurring. This includes both documentation about the current programming, structures and processes already within District 103, as well as a full plan for the new cooperative, the Exceptional Learners Collaborative (ELC).

Technology

- We plan to begin helping parents through the process of creating Apple IDs for students in January. We will continue this process into the spring. If the district's phase II for 1:1 teaching and learning contains grades 3-8 next year, we will need Apple IDs created for current 2nd, 3rd, 5th, and 7th graders. By beginning the process early, we should have ample time to help parents work through glitches that might pop up during the process.
- The instructional technology coaches visited Lake Forest schools to tour learning spaces and meet with some staff there. The coaches toured a renovated library, which had furniture and rooms set-up for a variety of learning situations.

- We held Haiku trainings at Half Day and Laura Sprague schools. Our instructional technology coaches worked with teachers in introducing Haiku. We will continue to provide other opportunities throughout the school year for teachers to learn about and work with Haiku.
- We continue to post links and documents on our 1:1 teaching and learning webpage. Please check periodically to see some of the things our great teachers and students are doing.
- Various classes at all three schools have been participating in the Hour of Code this past week. Instructional technology coaches have helped coordinate these activities, which have taken place on computers in labs, on iPads, and without electronic technologies. To see examples of what students have been doing, you can check out teachers' postings on Twitter. If you need assistance, please ask.
- 6th grade (including Spanish teachers, etc) participated in an all-day 1:1 teaching and learning professional development opportunity. One of our technology coaches worked with teachers, and teachers also worked with each other to plan out lessons, research strategies, and exchange ideas. We continue to encourage teachers to explore and try out instructional activities, to be risk-takers; we recognize growth comes from implementing successful lessons and learning from ones that may not have gone as well as hoped.

LINCOLNSHIRE - PRAIRIE VIEW SCHOOL DISTRICT 103

ENROLLMENT REPORT

November 30, 2014

Grade	June 2014 Enrollment	Current Enrollment	No. Core Academic Teachers/ FTE	Average Class Size	Lowest Class Size	Highest Class Size	Kasarda Report 2014-2015 "B" Projection	Kasarda Report 2014-2015 "C" Projection
Early Childhood	28	27	2 am/2 pm		3	12		
K (AM)	20	17	1	17.0	17	17		
K (PM)	20	18	1	18.0	18	18		
K (Full Day)	100	120	6	20.0	20	20	137	143
1	167	153	8	19.1	19	20	161	165
2	169	181	8	22.6	22	23	172	176
3	167	169	8	21.1	19	22	174	178
4	189	176	8	22.0	21	22	176	180
5	192	204	8	25.5	24	26	196	200
6	202	203	8	25.5	19	28	193	197
7	212	211	8.4	24.9	17	32	204	208
8	218	222	8.4	26.4	17	28	219	223
Sprague Total	504	516						
Half Day Total	356	345						
Daniel Wright Total	824	840						
SUBTOTAL	1,684	1,701					1,632	1,670
Special Ed Out of District:								
SEDOL/Public	2	2						
Consortium Placements	3	4						
Private Placements	2	3						
IAES								
CURRENT TOTAL	1,691	1,710						

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

MONTHLY ENROLLMENT

<u>GRADE</u>	<u>6th Day</u>	<u>SEPT</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY/JUNE</u>
Early Childhood	24	27	27	27						
K - AM	16	17	17	17						
K - PM	16	17	17	18						
K- Full Day	120	120	120	120						
1	152	154	154	153						
2	177	178	180	181						
3	172	171	171	169						
4	172	173	173	176						
5	203	203	204	204						
6	204	204	204	203						
7	209	209	209	211						
8	222	221	222	222						
Sprague	505	513	516	516						
Half Day	344	344	344	345						
Daniel Wright	838	837	839	840						
SUBTOTAL	1687	1,694	1,699	1,701	0	0	0	0	0	0
Special Ed.	9	9	9	9						
TOTAL	1696	1,703	1,708	1,710	0	0	0	0	0	0



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: December 11, 2014
Re: Superintendent Informational Report

FOIA requests

The District received two FOIA requests. The first was from Gary Ostin, General Sales Manager of North Shore Business Technology requesting the District's current office equipment contracts pertaining to copiers, facsimiles, and printers. The District also received a request from Dr. Vincent Miles from Champaign, IL requesting closing records for each debt issuance of the district since January 1, 1984 through December 3, 2014. The specific requests and the District responses are included for your review.

Strategic Planning

The Board will review the information from the Strategic Planning Committee and survey results on Wednesday, December 17 at 6:00 pm in the Daniel Wright library to create the draft goals for the district. The administrative team will then draft action steps and strategies in January to complete the goals. All the information will be available to the community for public comment in early February. Once the public comment has ended, the Board will review the comments and make a final determination on the final strategic plan at the February 17 Board meeting.

Special Education Cooperative

The specifics regarding the Special Education Cooperative continue to be refined. The Director of Special Education position has been posted to begin accepting applications. The support position job requirements, the search for office space, and the report and presentation to the Illinois State Advisory Council (ISAC) continue to move forward. The presentation to ISAC will occur on February 18, 2015 in Springfield.



Lincolnshire-Prairie View School District 103
Administration Offices

1370 N. Riverwoods Road • Lincolnshire, IL 60069
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<http://www.d103.org>

Scott H. Warren, Ed.D.
Superintendent

November 17, 2014

Gary Ostin
General Sales Manager
NorthShore Business Technology
gostin@nsbt.com

SENT VIA EMAIL – gostin@nsbt.com

RE: Freedom of Information Act Request

Dear Mr. Ostin:

This letter is in response to the request that you submitted. Please see information below.

We'd like to ask you to put NorthShore Business Technology on the copier Bid list. Also would you mind allowing us to make a public records request for the district's current office equipment contracts pertaining to your copiers, facsimiles, and printers. The information can be faxed to my attention at [\(262\) 657-1575](tel:(262)657-1575) or emailed to me at gostin@nsbt.com.

Please let me know if you require anything further from me, or if you have any questions. Thank you for your time and consideration.

Please see attached leases.

If you should have any further questions regarding this, please contact our office at (847) 295-4030.

Sincerely,

Scott Warren, Ed. D.
Superintendent

December 3, 2014

Freedom of Information Act Request

Dear FOIA Officer:

Please treat this e-mail as a non-commercial Freedom of Information Act request seeking reproductions of public records maintained by 1) this public body or 2) by one or more third parties with whom this public body has contracted to provide services.

Currently, we are conducting research on the debt issuance practices of certain non-state, non-county public bodies in Illinois such as school districts, park districts and municipalities-villages. With the help of several assistants, a sample was taken late last summer of several public bodies in and around Champaign/Urbana and certain neighboring counties. In addition, several state and county agencies, such as the Illinois Department of Revenue, Illinois State Board of Education and county clerks to name a few, were contacted in order to discover if there existed any database (or databases) containing the details of bond issuances by type of public body. Unfortunately, there does not appear to be a central database at either the county level (clerk or treasurer) or at the state level.

One of the goals of last summer's sampling was to discover the manner in which the debt issuance records were likely to be kept by the public bodies. While we were aware of the electronic filing and disclosure requirements of the Municipal Securities Rulemaking Board ("MSRB"), we were not sure of the breadth and depth of Electronically Stored Information (ESI) within the offices of the various public bodies.

To our surprise, most if not all of the debt issuance records we requested dating back to 1985 were already stored as ESI with nearly 100% of those electronic records being stored in the Portable Document Format ("pdf"). The multi-decade assemblage of electronic records is due in large part to the reporting requirements of the MSRB and their Electronic Municipal Market Access ("EMMA") website. (www.emma.msrb.org) Most of the public bodies sampled had previously initiated a structured electronic document archiving and storage protocol for critical financial records such as debt issuances (bonds, debt certificates, TAWs, TANs, etc.), budgets, audits, levies, agendas, minutes, etc. Because of this prior commitment to a structured archiving system, the public records we requested appear to have been easily found as either a pdf file converted directly from the native electronic file format (Word, Excel, PowerPoint, e-mail, etc.) or as scanned paper records (usually those requiring signatures) utilizing a multi-function digital printer("MFP").

With regard to the debt issuance records in particular, our sampling found that for almost two decades the public body issuers of Illinois have received nearly

100% of their closing records as pdf files from either their underwriter/financial advisor or the law firm working with the issuer.

The public records that we seek are those very same closing records which were delivered to you as the issuer typically on a CD-Rom shortly after closing.

FOIA REQUEST

This request is for the following closing records for each debt issuance of this public body since January 1, 1984 through today. Our records show that, on average, a school district will have about 10 issuances spread over that thirty year period of time.

A “debt issuance” is defined as 1) a bond (referendum building bond, fire prevention & safety bond, tort judgment bond, working cash fund bond, funding bond, alternate revenue bond, revenue bond, refunding bond, and other types of long-term debt), 2) a debt certificate, 3) a tax anticipation warrant or note, and 4) other miscellaneous debt instruments.

The “closing records” for each debt issuance are broken down into three sub-categories: 1) the bond transcript files collected and executed before or at the time of closing, 2) the engagement contracts (including attachments and/or exhibits) with professional service providers such as underwriter, financial advisor, rating agency, bond counsel, disclosure counsel, and any other firm who is reimbursed from either the gross proceeds of the issuance or directly by the issuer, and 3) the pre-closing written communication identifying for the various parties the identified list of closing records which will be assembled into the final closing transcript. Of the three listed above, our research has shown that the only records that are likely still to be archived as paper records are the engagement contracts. Therefore, the only records which will need to be scanned into electronic pdf files will be the several contracts which usually are under six or so pages in length.

DELIVERY OF RECORDS

The largest problem that we face is creation of a nested directory protocol to be followed by all public bodies receiving this FOIA request as well as the naming conventions for the various files.

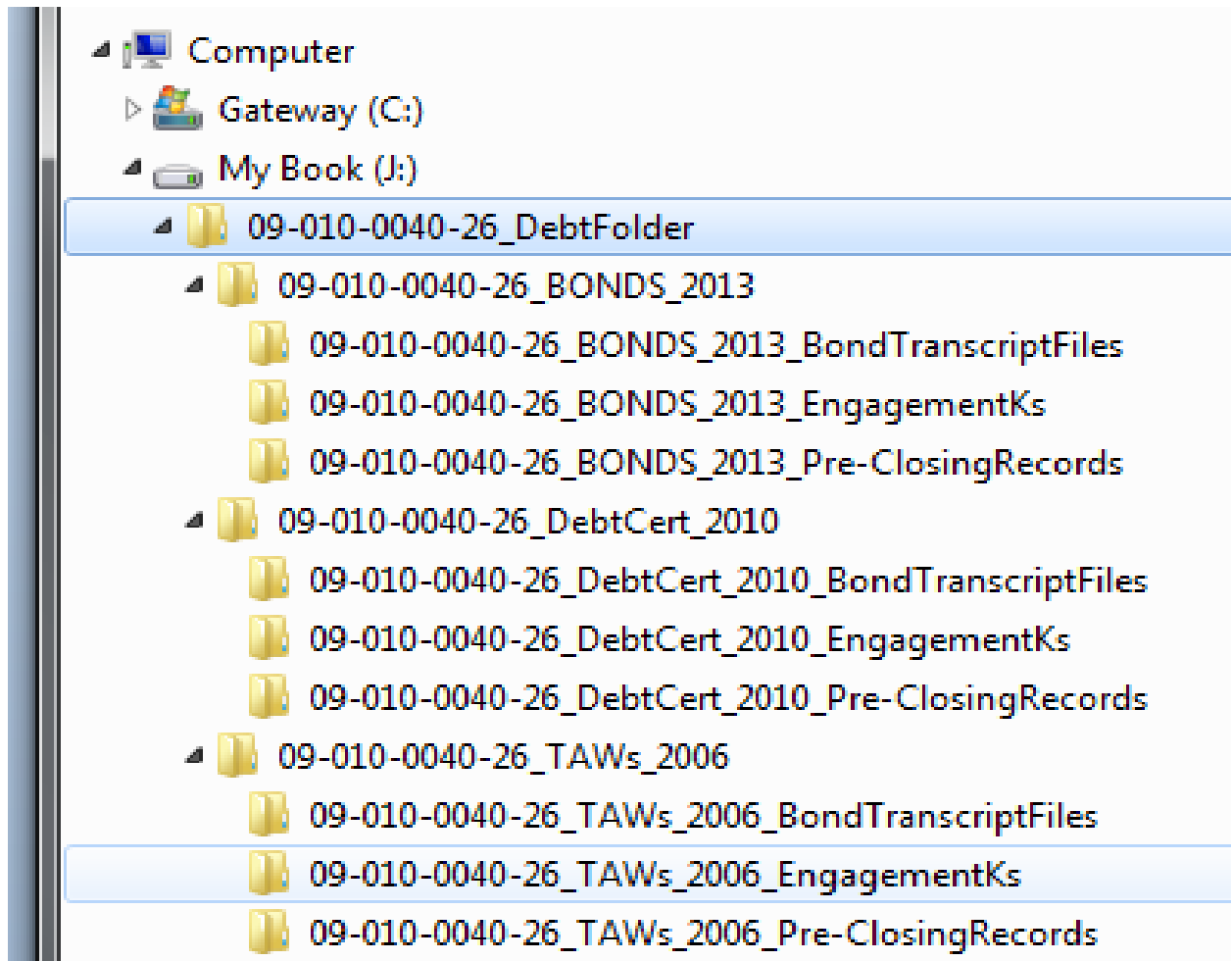
Given the volume of files that we expect to receive, we ask ... nay, beg ... you to please follow the proposed directory hierarchy and file naming conventions.

The suggested directory structure, with its single master file folder, is going to be one of the most important steps in handling the eventual delivery of the requested records. In addition, the suggested file naming convention will save us literally man-weeks of time renaming all of the files which would otherwise arrive


with totally random labeling protocols. In addition, the structure will allow much easier retrieve of the records if the same naming protocol is in place.

SAMPLE OF DIRECTORY HIERARCHY

Below is the suggested directory structure for this request. We have used the local school district (Champaign #4) as the example. In this structure, each folder and each file within a folder begin with the same unique identifier ... the 11-digit ISBE “RCDTS” code assigned to your district. After the RCDTS code, there is one or more descriptors separated by the “underscore” symbol (“_”). Within the “Debt Folder” are folders for each debt issuance with two descriptors: type of debt (BONDS, DebtCert, TAWs, TANs, Other) and calendar year of issuance (“2013”). The number of debt issuances since 1984 will determine the number of the first-tier sub-directories. (In this example, there are only three.) Within each debt issuance folder, there are THREE folders for each of the “closing records” categories described above. The various public records (“pdfs”) will go into one of these three second-tier sub-directories.



SAMPLE OF FILE NAMING CONVENTION

 09-010-0040-26_BONDS_2013_BondTranscriptFiles 03-Dec-14 8:49 AM Adobe Acrobat Document 20 KB

Above is a sample of the suggested file naming convention. In this example, it is for Champaign 4's 2013 bond transcript file and the RCDTS code is once again the primary identifier followed by the debt type (BOND), calendar year of issuance (2013) and the file contents (BondTranscriptFiles) with each descriptor separated by the "underscore" ("_") symbol. In this above file example, all of the closing records are in this one pdf from the CD-Rom provided by bond counsel shortly after closing. If there are bond closing records signed by the various parties NOT found on the CD-Rom, include them as separate pdf files within this folder. In addition, if the bond transcript was delivered on the CD-Rom in more than one pdf file, please simply add an additional numeric descriptor to the end of each additional file. For example:

09-010-0040-26_BONDS_2013_BondTranscriptFiles_1
09-010-0040-26_BONDS_2013_BondTranscriptFiles_2

For the next folder ("EngagementKs"), the primary filing naming convention is the same with only the two last descriptors being different. For example, for the "engagement contracts" folder the following naming conventions are to be used for the individual records for each contractor. For most issuances, there will be either the "underwriter" or the "financialadvisor" pdf file but not both. There may not be a "GeneralCounsel" agreement. These are the primary contractors, but if there are others please generate their own unique final descriptor.

09-010-0040-26_BONDS_2013_EngagementK_Underwriter
09-010-0040-26_BONDS_2013_EngagementK_FinancialAdvisor
09-010-0040-26_BONDS_2013_EngagementK_BondCounsel
09-010-0040-26_BONDS_2013_EngagementK_GeneralCounsel
09-010-0040-26_BONDS_2013_EngagementK_RatingAgency

Finally, the last folder ("PreClosingRecords"), is for the pre-closing letter usually prepared by bond counsel or the underwriter that identifies all documents needed to be assembled and signed for the closing. This letter will be used as a checklist for the files provided in "BondTranscriptFiles" folder discussed above. Please scan this record(s) as a PDF file or convert the native record (MSWord) into a PDF file.

TIMING OF DELIVERY

Given the nature of this request and the time of year, I suggest that the date of delivery be set for **FRIDAY, JANUARY 9, 2014 or shortly thereafter.** This date should provide adequate time for the collection of the various records (both electronic and paper), the scanning into pdfs of the few that need to be converted into electronic files (pdf), the creation of a master file directory as described above, and finally, the naming of each file in accordance with the filing naming convention outlined above.

METHOD OF DELIVERY

At this point in time, we ask that you assemble the records in the manner described above (directory structure with folders) and await future instructions from us regarding method of delivery. At this point in time, we believe that there are two viable options and two possible options: 1) the files are transferred onto one or more CD-Roms and mailed to us or 2) we create a web presence wherein you may directly log-in and upload the files directly to our server. (This option would reduce the cost and time of CD-Rom production, mailing and several hundred CD-Roms hitting our mailbox.), 3) the files are transferred via e-mail attachment, and 4) you elect to post the file directory including all the sub-directories and files on your web-site for your constituents and you send us a note telling us where to go to download the files.

During our testing last summer, we found that e-mail attachments seemed problematic for some and required too much time in back and forth e-mail correspondence. Given the number of requests we plan on making to the various taxing districts, e-mail delivery appears to have the potential for a significant commitment of resources and time on our part, and therefore, something we would like to avoid if at all possible. That having been said, if you believe that an e-mail transmission can be done with one or more attachments without cutting the pdf files into smaller pieces, please feel free to attempt the delivery **ON OR AFTER** January 5, 2014. (Please note that this e-mail address allows for file transmissions up to 25MB each.)

We believe that making these records available on a permanent and ongoing basis on your website as part of an ongoing effort at financial transparency would be of great benefit to the citizens of Illinois. These records reflect the long-term financial commitments of many people and given the advances in technology it is now time to make them readily available to all and not just to the financial gnomes who are curious enough to ask for them. That choice (and commitment) is, of course, up to your board. We encourage you to have the discussion about adding these records to your website.

FUTURE CORRESPONDENCE

We plan on sending you an e-mail on January 9, 2014, regarding the final method of delivery of the records. We are very hopeful that it will be a direct upload from you to us in a manner similar to what school districts already do with the ISBE.

Please realize that for the next several weeks, many of the assistants working on this project have commitments that will keep them from being here. Following closing behind, of course, are the holidays/vacation. Therefore, please refrain from unnecessary e-mails.

If you do send an e-mail, please start the e-mail SUBJECT LINE with your RCDTS code so that we can sort incoming e-mail by sender. This is very important ... please start the subject line with the 11-digit RCDTS code!

Subject Line Example: "09-010-0040-26_GoodGriefCharlieBrown"

We do understand the unusual nature of this request and do expect there to be written questions from many public bodies. Our plan is to gather and sort the collection of questions, comments and concerns and afterward produce a "response to all" type communication back to you. Please be patient with us. We know that we are asking for a commitment on your part for resources in the delivery of these records. However, please keep in mind there are many of "you" out there and only a few of "us" in this little corner of the World Wide Web.

WAIVER OF FEES

We ask that you waive all fees related to the scanning of the few paper records that will need to be converted into pdf files. Our commitment to the research is our contribution to the citizens of Illinois and our hope is that it be both educational and useful to many. If CD-Roms are utilized for delivery, we do not expect you to waive the fees for the cost of the medium. However, that election is of course yours to make.

Thank you.

Sincerely,

Dr. Vincent Miles
Champaign, Illinois

miles.v@aol.com



Lincolnshire-Prairie View School District 103
Administration Offices

1370 N. Riverwoods Road • Lincolnshire, IL 60069
847/295-4030 • FAX 847/295-9196
www.d103.org

Scott H. Warren, Ed.D.
Superintendent

December 10, 2014

Via Email

Dr. Vincent Miles
Champaign, IL
Miles.v@aol.com

Re: December 3, 2014 FOIA Request

Dear Dr. Miles:

On December 3, 2014, the School District received your Freedom of Information Act (“FOIA”) request. There are several aspects of the request that need to be either addressed or clarified before the School District can further process the request.

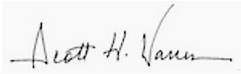
You represent that the request is “non-commercial,” but provide no context or information to support that conclusion. It appears that you are building a database of local government debt issuance records, but you do not explain the purpose for this project. Please provide an explanation for your characterization of the request as non-commercial including: whether the database will be made publicly available; whether access to the database will be free or fee-based; whether the database will be part of a website that includes commercial advertising; whether the records will be sold to third parties; and whether you are compiling the records for compensation from a third-party.

It is expected that at least some of the responsive documents you seek are maintained solely in hard-copy form. The FOIA neither requires public bodies to transform such records into electronic files, nor will the School District voluntarily do so. Please advise:

- (1) Whether your request is limited to the disclosure of electronic records only or whether you desire the disclosure of hard-copy records as well;
- (2) Whether you are prepared and willing to pay for the production of records at a charge of 15-cents per page after the first 50 pages;

Additionally, the School District will not be providing the electronic records in the file-name format(s) you have prescribed. While we understand that you may be working with limited staff and resources, the FOIA does not require and the School District is not permitted by law to utilize taxpayer resources to provide clerical assistance to FOIA requesters.

Please provide the information requested and advise whether you are standing on your request, withdrawing it or revising it.

A handwritten signature in black ink on a light gray rectangular background. The signature reads "Scott H. Warren" in a cursive script.

Scott H. Warren, Ed.D.
Superintendent

Big turnout for Lincolnshire's holiday tree lighting ceremony

RONNIE WACHTER
rwachter@pioneerlocal.com | @RonnieWachter

One of the biggest Christmas trees in Lincolnshire's holiday history attracted possibly its biggest crowd Sunday night, Dec. 7.

"We had an amazing turnout," said Tonya Zozulya, economic development coordinator for Lincolnshire Village Hall. "Several long-timers told me that was the biggest turnout they'd ever seen."

Lincolnshire Citizens of the Year Bob and Pat Gregory — two of the "long-timers" Zozulya referenced, who have volunteered with the Lincolnshire Community Association for years — flipped the switch on a 35-foot fir from Bright Light Sign Co. in Lake Zurich, possibly the tallest tree in the event's history.

Musicians from Half Day School, Daniel Wright Junior High and Stevenson High School brought parents and grandparents out into a mild evening at Village Green, on the northeast corner of Milwaukee Avenue and Olde Half Day Road.

This year's event, as always, included an indoor warming center provided by Village Green owners Baseline Investments, snacks from several nearby establishments and the annual appearance of Santa Claus.



CLOCKWISE FROM TOP RIGHT:
The Lincolnshire Annual Holiday Tree Lighting Ceremony on December 7, 2014. Citizens of the Year Awardees Pat (left) and Bob Gregory, turn on the tree lights at the Lincolnshire Annual Holiday Tree Lighting Ceremony. Santa Clause himself arrives to greet children at the Lincolnshire Annual Holiday Tree Lighting Ceremony. Rodney Owens of Lake Forest (right center) playing with the 7th and 8th graders of Daniel Wright Junior High School Brass Choir at the Lincolnshire Annual Holiday Tree Lighting Ceremony. Children from Half Day School Choir sing carols during the Lincolnshire Annual Holiday Tree Lighting Ceremony on December 7, 2014. | PHOTOS BY MARK UKENA/CHICAGO TRIBUNE MEDIA GROUP



COURTESY OF KIRK PLAYERS

Jack Hansen plays the Boy and Amanda Villareal is the Velveteen Rabbit in the Kirk Players' production of "Velveteen Rabbit." Performances are at noon and 3 p.m. Saturdays, Dec. 6-20, at Kirk of the Lakes Church in Mundelein.

Kirk Players to present 'The Velveteen Rabbit'

Kirk Players submission

Kirk Players will present "The Velveteen Rabbit," written by Scott Davidson, a charming and magical story of the real love that happens between a young boy and his stuffed velveteen rabbit.

The 70-minute production includes fun theater participation games for youngsters before and during the performance.

Kirk Players has presented

"The Velveteen Rabbit," a holiday favorite, to hundreds of adults and children during the past three years.

This year, the new cast and crew are: Amanda Villareal as Velveteen Rabbit, Jack Hansen as the Boy, Alexandra Argentar as Nana, Fran Hansen as the Toy Train, Sierra Bouchard as the Toy Mouse and Nursery Magic, Susie Hill and Jon Matousek as Skin Horse.

Director Patrick Blake and Stage Manager Amy Sharer have added a fun and unique twist with this year's production by adding several bunnies to the cast. The bunnies are Fran- nie Pollack, Audrey Scanlon, Shannon Oulmet, William Fisher, Sofia Dawson, Margaret Lothspeich and Brooke Lauben.

Performances are at noon and 3 p.m. Saturdays, Dec.

6, 13 and 20, at Kirk of the Lakes Church, 1500 W. Hawley, in Mundelein, and at the same times Sunday, Dec. 7, at the Long Grove Historical Society in the village hall, behind Kildeer Elementary School on Old McHenry Road, in Long Grove. Tickets are \$5 for children 12 and under, \$10 for adults.

Visit www.kirkplayers.org or call (847) 521-6192 for information and tickets.



Mary Cate Lynch (center) and her mother, Kerry, visited Half Day School on Nov. 19, promoting the #ChooseKind anti-bullying campaign. Mary Cate was born with craniofacial abnormalities, and as she grows, she may face harsh comments from other kids. | SUBMITTED

Students learn about kindness from girl with Apert syndrome

RONNIE WACHTER

rwachter@pioneerlocal.com | @RonnieWachter

Fourth-graders at Half Day School learned about differences Nov. 19 when they met a little girl named Mary Cate Lynch.

The Lincolnshire students visited with the almost-3-year-old who suffers from Apert syndrome, a rare condition that caused her to start life with fused fingers and toes and an uncommon facial expression.

The classes have been reading "Wonder," the 2012 debut book from R.J. Palacio that tells the story of a boy born with facial deformities trying to join public schools in fifth grade.

Mary Cate's parents, Chris and Kerry, began anti-bullying campaign they titled #ChooseKind in an effort to spare their girl, and the thousands of other children with different faces or bodies, from the hurtful words and deeds that come naturally to kids.

The Lynchs' campaign home is found at MyMaryCate.org.



Mary Cate Lynch (center) and her mother, Kerry, visited Half Day School on Nov. 19, promoting the #ChooseKind anti-bullying campaign. Mary Cate was born with craniofacial abnormalities, and as she grows, she may face harsh comments from other kids. | SUBMITTED