

VILLAGE OF LOMBARD
REQUEST FOR BOARD OF TRUSTEES ACTION
For Inclusion on Board Agenda

_____ Resolution or Ordinance (Blue)
 X Recommendations of Boards, Commissions & Committees
_____ (Green)
_____ Other Business (Pink)

TO: PRESIDENT AND BOARD OF TRUSTEES

FROM: William T. Lichter, Village Manager

DATE: April 28, 2004 (COW) (B of T) Date: May 6, 2004

TITLE: Educational Recycling Grants

SUBMITTED BY: John Burg, Acting Director of Public Works



BACKGROUND/POLICY IMPLICATIONS:

The Environmental Concerns Committee recommended approval of the following Educational Recycling Grants at the meeting on April 27, 2004: an amount not to exceed \$6,500 for Lombard Elementary District 44 and an amount not to exceed \$1,620 for Chicagoland Academy.

Fiscal Impact/Funding Source:

Community Recycling Fund

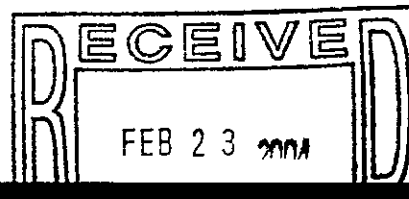
Review (as necessary):

Village Attorney X _____ Date _____

Finance Director X _____ Date _____

Village Manager X W. T. Lichter _____ Date 4/28/04

NOTE: All materials must be submitted to and approved by the Village Manager's Office by 12:00 noon, Wednesday, prior to the Agenda Distribution.



Dr. Gary M. Smit, Superintendent
Dr. Catherine R. Berning, Assistant Superintendent for Instruction
Ms. Pam Schau, Assistant Superintendent for Finance
Mr. Edwin J. Korte, Assistant Superintendent for Special Services

Our Mission: The mission of Lombard School District 44, working in partnership with students, families, and community members, is to educate the "whole child" in order to achieve personal excellence.

February 20, 2004

Mr. John Burg
Assistant Director of Public Works
Village of Lombard
255 E. Wilson Ave.
Lombard, IL 60148

Dear Mr. Burg:

As we discussed in our recent phone conversation, I am submitting this grant application for our newly created Discovery Center located at Manor Hill Elementary School. As a result of the support of the Village of Lombard and several other organizations, students will begin using the Discovery Center on March 1, 2004.

Once again, we are requesting funds to provide busing from our elementary schools to Manor Hill. As outlined in the grant application, the total amount of money needed for the 2004 –2005 school year is approximately \$6500.00. While we are requesting the full amount at this time, we would be grateful for any support the Village of Lombard can offer through this grant.

We have scheduled a grand opening celebration on Tuesday, April 13, 2004. You will receive the invitation with details regarding the celebration soon. I hope you and other members of your committee will be able to attend.

If I can answer any questions about our new Discovery Center, I can be reached at (630) 827-4129.

Sincerely,

Kristine E. Walsh
Math/Science Facilitator

SOLID WASTE RECYCLING GRANT PROGRAM- EDUCATIONAL
Village of Lombard, Illinois

Application Form (Last revised 2-26-03)

Part 1 – GENERAL INFORMATION

Today's date: 2 / 18 / 04

Lombard Elementary School District 44

Name Of School: Administration Center
(evening) 630-495-6127

Grant Contact Phone: (day) 630-827-4129

Address: 150 W. Madison, Lombard, Illinois 60148

Number of students at school 3216* Estimated number of students living in corporate limits of Village of Lombard 3000

Name/Title of Person Submitting Application: Kristine Walsh, Math/Science Facilitator

* District enrollment

Part 2 – EFFECTIVENESS OF CURRENT PROGRAM (recycling, environment, conservation)

*see attached explanation

- a. Have you earned an "Earth Flag"? Yes No If yes, list years _____
- b. Do you have an environmental club? Yes No If yes, how many are in the club and how long has the club been in existence? _____
- c. How many students participate in recycling/environmental/conservation efforts? _____
- d. How many students are being taught about recycling/environment/conservation? _____
- e. How many students will the grant funds help to educate? _____
- f. How is the recycling/environmental/conservation program emphasized in your classes throughout the school? _____
- g. In your typed report, explain your current recycling/environmental/conservation program and past accomplishments. How long have you had a recycling/environmental/conservation program? What does the school do for the environment besides recycling? How has the school program helped people in the Village of Lombard? _____

Attach typed explanation.

Part 3 – FINANCIAL COMMITMENT AND PROJECT DESCRIPTION

*see attached explanation

- a. Has the school received grant money from the Village of Lombard? Yes No
- b. Amount of grant request? \$ 6500
- c. Provide detailed description in report of items requested and costs. **If the grant involves commodity purchases, provide three quotes including companies and prices.** If recycled products are being purchased, list what percentage of products is made from recycled products. _____

Attach typed explanation.

Part 2 – EFFECTIVENESS OF CURRENT PROGRAM

If awarded, the funds from this grant will benefit students from all six of the elementary schools in Lombard Elementary School District 44. Approximately 1,750 students, 80 classroom teachers, and 45 pre-service teachers from Elmhurst College will take part in the project-based activities in the Discovery Center.

The curriculum in the Discovery Center will revolve around an Earth theme. Recycling, the environment, and conservation are all topics that will be woven into the curriculum. For example, second graders will learn the importance of the water cycle, while fifth grade students will be constructing a prototype of a vehicle fueled by an alternate energy source. This prototype car uses a reversible fuel cell utilizing a hydrocycle system.

Since all six elementary schools will benefit from the awarding of this grant, a summary of the environmental activities that take place in each school is given below.

Butterfield Elementary School has instituted a can-recycling program both at school and at home through the PTA, and lunch trays are recycled on a daily basis. The fifth grade classes take part in a recycling club and collect paper for recycling on a weekly basis.

Madison Elementary School earned an Earth Flag in 1993. The school has cooperated with Kay McKeen who educated the students and staff about recycling and reduction projects. The school has done lunchroom waste audits to teach students about the amount of garbage produced at Madison and ways to reduce it. "Earthmovers," Madison's garden club made up of approximately fifty students and parent helpers, works to beautify the school grounds.

Manor Hill Elementary School has a junior garden club that is focused on environments, conservation, and recycling issues. Students work during lunch hours and after school to beautify the school grounds. Recycling takes place in both the lunchroom and in the classroom. An Earth Flag was earned in 1988 and renewed in 2002.

Parkview Elementary School has earned an Earth Flag and continues to recycle paper and lunch waste. Many students participate in the garden club, and both 5th graders and students in the Project Expand program have participated in planting and maintaining Terrace View Pond.

Pleasant Lane Elementary School has earned two Earth Flags and participates in numerous conservation activities. Third and fourth grade students participate in the garden club, and building wide Reduce Trash Days have been done. In addition to recycling printer cartridges and paper, the staff and students have collected pop tabs for the Ronald McDonald House and assisted the Boy Scout with various recycling projects.

William Hammerschmidt Elementary School has earned an Earth Flag and students participate in many ways to help the environment. The school has a compost area that is used by students and parents that are members of the "School Beautification" committee. Students and staff recycle paper, plastic and aluminum as well as hot lunch trays. Student Council has established a school ground committee to help care for our playground areas.

Part 3 – FINANCIAL COMMITMENT AND PROJECT DESCRIPTION

This money will be used cover the cost of busing Lombard Elementary School District 44 students in grades one through five to Manor Hill School to participate in a full day in-house field trip at the *Discover Earth Through Math and Science Center*. The purpose of the *Discover Earth Through Math and Science Center* is to increase student achievement in math and science by addressing the math and science standards that are difficult to teach in a typical classroom setting. The Discovery Center, located in Manor Hill School, is a laboratory environment in which high-tech math and science tools are utilized as students are actively engaged in project-based learning.

The table below outlines the three mains goals of this project.

Goal	Outcome
District 44 students will assume the roles of scientists as they participate in realistic problem-solving scenarios integrating math, science, and technology.	<p>Increase understanding of how math, science, and technology are used in the real world.</p> <p>Increase in ISAT scores; higher percentage of students meeting/exceeding state standards.</p>
Elmhurst College pre-service candidates for teaching will receive hands-on clinical experiences assisting in and running engaged learning lessons in the Discovery Center.	New teachers better prepared to enter the classroom of the 21 st century.
Lombard Elementary School District 44 teachers will increase their knowledge of, and comfort level with, utilizing high-tech math and science tools while participating in the engaged-learning experience.	<p>Teacher will possess the ability to apply engaged-learning strategies in the regular classroom.</p> <p>Increased use of math and science tools in the regular classroom setting.</p>

As a result of grants, business partnerships, and donations, the *Discover Earth Through Math and Science Center* is scheduled to open on March 1, 2004. From March 1 to May 31, 2004, all fourth and fifth graders from School District 44 will spend a full day in the Discovery Center applying and extending their knowledge of math, science, and technology. During the 2004-2005 school year, the Discovery Center experience will expand to include all students in grades one though five.

The total amount of money needed to bus our students to Manor Hill School is \$6500.00. This is based on 65 classes at the cost of approximately \$100.00 per class. The business office has made arrangements with the busing company to bill this in-house field trip as a regular route, instead of a field trip, which substantially reduces our cost. We are requesting up to the full amount, \$6500.00, to cover our busing costs for the 2004 - 2005 school year.



19W549 Roosevelt Road • Lombard, IL 60148 • 630/620-8950

INTRODUCTION

OUR MISSION

Chicagoland Academy is a private school offering educational advancement from Preschool through 8th grade. We emphasize mastery of the basics with our main focus on reading, writing and arithmetic. Our purpose is three-fold; to foster children so that they have a love of learning, to educate children so that they can fully understand and apply the material studied, and to nurture children so that they become valuable members of society. We feel that the current educational system in America is failing in this, so our goal as an institution is to restore that system.

A QUALITY EDUCATION

The heart of this school is its academic program. Our curriculum focuses on excelling in the fundamentals: reading, writing and arithmetic. Each student is placed on a program at their level of ability and all students work toward the completion of that level at their personal optimum speed. Since our classes are relatively small with a teacher to student ratio of 1 to 8-10, we can ensure that comprehension of the material does occur before advancement to the next level. Each level has academic, social, and practical requirements.

STUDENT PLACEMENT

Placement in our program is not necessarily determined by the child's age. Our primary procedure is to place by ability. This is accomplished through examination of the child. From this, an individualized program, addressing the child's strengths and weaknesses, is devised. This makes it possible for the students to progress at their most optimum pace – learning extremely rapidly when able and taking the time to work through more difficult subjects when needed. If, while learning a new subject or advancing to a new level, it is found that preparation is needed in an underlying course or subject, the earlier trouble is remedied so that the next level can be properly studied.

APPLICATION PROCEDURE

Individualized programs make enrollment possible any month of the year. Applications are available in Admissions. All interested applicants receive a "free day" to experience their classroom before enrolling.

ACCELERATED PLACEMENT

A student may omit, after successful examination, any part of a program in which he can demonstrate competence.

GRADING

Frequent examination of the data is a cornerstone of this program. Our procedure is to re-instruct the student on any materials missed. He will be re-instructed until he gets it all – 100%. This builds a true base for him and enables him to further his education on solid ground. Because of the 100% system, grades are not assigned. Report cards are issued each semester to show progress and student participation.

TRANSFERRING TO A HIGH SCHOOL

The students from Chicagoland Academy are typically advanced and place 1½ - 2 years ahead of other school systems. For those students completing our program, a high school with advanced placing is recommended.

OPERATING HOURS

We are open Monday – Friday, 8:30am – 4:00pm, the full year. Our calendar lists specific breaks and holidays.

CONTACT THE ADMISSIONS OFFICE TODAY AT (630) 620-8950 FOR A VISIT AND TOUR

FORM 2 (approximately third grade)

INTRODUCTION

We divide our levels of education into Forms. We use the concept of Forms instead of grades because we believe each child learns best at his own pace. The traditional system of grades assumes each child moves at one rate and takes one year to complete. This is seldom the case. We find it optimum for the child to work at his own individual speed. This way, the child stays challenged at his level and is comfortable in learning. Some may advance very quickly while others may progress at a slower rate. Either way, the students are allowed to finish at their own personal rate: those that finish ahead of others can advance to the next level without being held back and those that need more time on a level can work longer without being forced to rush through an area of difficulty. Our students tend to progress on the advanced side, which makes it possible for the child to complete his education at an early age, usually 1½ to 2 years ahead of other school systems.

READING

We complete their skills in decoding phonetically, build on their vocabulary, and continue their graded reading as well as their pleasure reading.

SPELLING/WRITING/LANGUAGE SKILLS

Word lists and spelling bees are covered weekly. Cursive writing is mastered. Sentence structure is continued. Many poems and oral presentations are done to continue to enhance the communication skills already gained.

MATHEMATICS

Our morning math seminars teach students to fully understand the nomenclature associated with their lessons. This clears the road to a full understanding of the concepts in math. With the challenging problem-solving activities that involve every student, and drilling their math facts so that they really know their subtraction, addition and multiplication, math has become a favorite among students.

MATH FACTS

A computer program with different levels of math facts is continued on this form. The student must respond with the correct answer within a set time frame in order to progress to the next level. It is a self-run program and has come to be a favorite among the students!

SCIENCE/GEOGRAPHY/HISTORY

Learning about the animal kingdom, our physical environment, and health is a sampling of the science projects explored at this level. The approach is very "hands-on". An annual Science Fair is always a proud moment for students and parents alike. In geography, they complete their map skills and a study of the planets. In history, we expand their knowledge of famous Americans and broaden their concepts of other cultures and world nations. Many field trips into the community offer additional experiences for our students and add enrichment to our social studies program. We also invite professionals from different fields to the school to share with our students.

STUDY SKILLS

They are introduced to using a simple dictionary and encouraged to use it throughout study.

MUSIC/ART

We continue their skills in singing, dancing and playing different instruments. In art classes, they are now making sculpture figures, sand painting, tie dying, and making candles.

PHYSICAL DEVELOPMENT

They are required to attend daily gym classes where physical skills are enhanced. The skills from Form 1 are increased in quantity and dexterity.

HOME AND PERSONAL SKILLS

Applying classroom and playground rules, handling poisons correctly, using electrical appliances safely and using simple household tools are some examples of what skills are taught on this level.

FORM 3-5 (approximately 4th – 8th grade)

INTRODUCTION

These levels truly create exceptional people. Our curriculum enables children to become very independent and make reasonable choices. This is a valuable product, especially when crime and drugs are becoming prevalent in some schools. The most desirable result that a child can get out of an education is to become confident and successful in life. Our students are very literate, well-rounded individuals able to succeed in school and in life.

READING

We know that life is actually not as much fun when you cannot read well. We believe that a high literacy level is a vital component in preparing children for life. Our program consists of a wide range of fiction and nonfiction, history and historical fiction, and autobiography/biography books, compiled into lists that progressively become more challenging. Our students read a lot of books, which expand their literacy while increasing their understanding of the world around them.

MATHEMATICS

Our students master the subject of mathematics first by learning their basics well. Students in math levels up to 6 attend a daily math seminar, which gives them the opportunity to become involved with math as a communication with others. This is explored through creative problem solving, team activities, and individual text assignments, as well as enrichment activities for our accelerated students. Students in math levels 6-8 work independently with a supervisor overseeing their work.

MATH FACTS

A computer program with different levels of math facts is continued on these forms until complete. The student must respond with the correct answer within a set time frame in order to progress to the next level. It is a self-run program and has come to be a favorite among the students!

SPELLING/WRITING/GRAMMAR

Book reports, book reviews, and weekly writing and spelling assignments bring the student's mastery of the English language to a high level. Students learn to communicate their ideas in writing. Well-written and neatly presented work is the standard. The opportunity to explore different styles of writing helps the student create work that is uniquely his own.

SCIENCE/GEOGRAPHY/HISTORY

Beginning anatomy, physiology, blood circulation, food cycle, and simple engines is a sampling of the science projects explored at this level. The approach is very "hands-on". An annual Science Fair is a highlight for the students. In geography, they advance their knowledge in weather and geographical features of Earth. In history, we cover the story of Western Civilization from the beginning through Greece and Rome.

STUDY SKILLS

They are introduced to the study barriers and learn how to handle them when studying. Their knowledge in using a dictionary is expanded to include understanding derivations.

MUSIC/ART

We continue their skills and understanding in both music and art with weekly classes in each.

PHYSICAL DEVELOPMENT

They are required to attend daily gym classes where physical skills are enhanced. Team sports are encouraged.

HOME AND PERSONAL SKILLS

Understanding moral codes, treating guest appropriately, knowing basic rules for cleanliness, understanding the concept of exchange and working well on their own are some examples of what skills are taught on this level.

BEGINNER 2 (approximately First Grade)

INTRODUCTION

Chicagoland Academy is the place to start your young child. This is an age of curiosity, a time when children have a fresh viewpoint toward learning and exploring their environment. At this stage we emphasize reading, writing and arithmetic recognizing these as the most important subjects your child learns in school. Having a solid background in these basics gives them a foundation for success in other areas of study.

READING

This program fosters a love of reading. Here the program puts strong emphasis on fully grounding a child in phonetics. Lively daily phonetics drilling provides your child with a precision reading tool. We carefully monitor our readers with daily one on one instruction, which helps each student progress at their own appropriate pace.

SPELLING/WRITING

Mastery of manuscript is completed on this level and cursive is begun. Beginning sentence structure is introduced. Weekly word lists and spelling bees are a highlight for these students!

LANGUAGE SKILLS

Manners in social situations, participating in puppet shows and group plays, and reciting poems are included in this level.

MATHEMATICS

Understanding the nomenclature associated with each lesson clears the road to a full understanding of the concepts in math. Students thrive with the hands-on learning approach to addition and subtraction. Lessons are designed to explore challenging problem-solving activities that involve every student. Students grow strong conceptual roots in math throughout this program. The use of mathematical concepts is not limited to the day's lesson, we enable students to use their developed skills with extended research activities. Students learn that Mathematics is an important part of their daily environment.

SCIENCE/GEOGRAPHY/HISTORY

We continue each child's program by expanding in the sciences. These students participate in science projects and take part in the school's annual Science Fair. In geography, they are now using maps, globes and diagrams. In history, we continue to give them fun seminars on famous people. They experience several field trips each year.

MUSIC/ART

We continue their music skills by singing songs and dancing different dances. They also play a simple song on the piano. Their art skills are enhanced to being able to draw recognizable objects and even making a kite!

PHYSICAL DEVELOPMENT

Beginner1 skills from above are expanded on in quantity and dexterity.

HOME AND PERSONAL SKILLS

Demonstrating good eating habits, dusting, vacuuming, cleaning up after themselves, knowing certain safety rules, and demonstrating good sportsmanship are some examples of what skills are taught on this level.

FORMS PROGRAM

INTRODUCTION

From this point on, we divide our levels of education into Forms. We use the concept of Forms instead of grades because we believe each child learns best at his own pace. The traditional system of grades assumes each child moves at one rate and takes one year to complete. This is seldom the case. We find it optimum for the child to work at his own individual speed. This way, the child stays challenged at his level and is comfortable in learning. Some may advance very quickly while others may progress at a slower rate. Either way, the students are allowed to finish at their own personal rate: those that finish ahead of others can advance to the next level without being held back and those that need more time on a level can work longer without being forced to rush through an area of difficulty. Our students tend to progress on the advanced side, which makes it possible for the child to complete his education at an early age, usually 1½ to 2 years ahead of other school systems.

FORM 1 (approximately second grade)

READING

In sharp contrast to most "modern" schools of thought on teaching a child to read, we place strong emphasis on the old-fashioned basic of fully grounding a child in phonetics. This enables them to become independent readers. Our program includes a wide variety of exceptional books and readers. Each student will read 250 pleasure readers in addition to his regular textbooks. This fosters a high level of reading comprehension and confidence in learning.

SPELLING/WRITING/LANGUAGE SKILLS

Weekly word lists and spelling bees are done. Cursive is continued on this level. Focus is on teaching children how to use grammar as a means to easily convey their exact thoughts in spoken and written language.

MATHEMATICS

Our morning math seminars teach students to fully understand the nomenclature associated with their lessons. This clears the road to a full understanding of the concepts in math. With the challenging problem-solving activities that involve every student, and drilling their math facts so that they really know their subtraction, addition and multiplication, math has become a favorite among students.

MATH FACTS

A computer program with different levels of math facts is introduced on this form. The student must respond with the correct answer within a set time frame in order to progress to the next level. It is a self-run program and has come to be a favorite among the students!

SCIENCE/GEOGRAPHY/HISTORY

Learning about the seasons and weather is a sampling of the science projects explored at this level. The approach is very "hands-on". An annual Science Fair is always a proud moment for students and parents alike. In geography, they are well into their map skills and begin their study on the planets. In history, they become familiar with other lands and peoples as well as their own American heritage. Many field trips into the community offer additional experiences for our students and add enrichment to our social studies program. We also invite professionals from different fields to the school to share with our students.

MUSIC/ART

They sing songs, dance different types of dances, and play a song on the xylophone. Their art classes include doing clay models of objects, being familiar with different artists and visiting an art museum.

PHYSICAL DEVELOPMENT

They are required to attend daily gym classes where physical skills are enhanced.

HOME AND PERSONAL SKILLS

Setting the table, addressing invitations, understanding good nutrition, importance of exercise, and demonstrating basic first aid measures are some examples of what skills are taught on this level.

TOTS PROGRAM

INTRODUCTION

Chicagoland Academy fosters a safe environment for young children while encouraging opportunities to explore limitless curiosities for life so rich in children of this age. Our curriculum focuses on academics, physical development, communication skills, and exploring the environment. Our philosophy is that children should have fun while learning, so the activities scheduled are enjoyable for both students and teacher. We also believe that each child is his own unique self, so we address each child as an individual giving them a strong sense of self-esteem.

TOTS 1 (Preschool)

READING/WRITING/LANGUAGE SKILLS

Reciting the alphabet and identifying some letters are just the beginning for these students. They will also complete a workbook answering questions, recognizing pictures and following simple directions. For their writing skills, tracing is gone over daily. And for their language skills, they will learn and recite several finger-plays and short poems. Communication skills are enhanced by listening and encouraging them to use words easily.

MATHEMATICS/THE SCIENCES

Recognizing numerals, identifying quantities and counting is covered. We also learn about shapes, weather, plants and animals. Exploring the outside world is of great value to the child giving them real life experiences, so we provide several field trips each year where they are shown many local landmarks and learn about many community workers. An annual science fair completes their year and is fun for all!

MUSIC/ART

Along with singing many songs, they will also learn to recognize different instruments. Art is very popular at this age, so many activities are scheduled including mixing colors, sponge painting and making mobiles.

PHYSICAL DEVELOPMENT

As their body grows, they are able to move it in different ways. It is important to use different activities that help them develop their body, so both manual skills and physical activities are scheduled daily.

TOTS 2 (Pre-Kindergarten)

READING/WRITING/LANGUAGE SKILLS

Alphabet recognition and listening to stories are daily activities. They will complete three workbooks answering questions, recognizing pictures and following simple directions. For their writing skills, tracing shapes and letters is mastered and independent letter writing is started. For their language skills, they will learn and recite several finger-plays and short poems along with performing in group plays.

MATHEMATICS/THE SCIENCES

Recognizing numerals, identifying quantities and counting is continued. We also expand their knowledge on shapes, weather, plants and animals. We believe outside experiences are important, so several field trips are taken each year. Here they learn about different people and places. They also enjoy the annual science fair and are proud to show their achievements!

MUSIC/ART

Here they continue to sing songs and recognize different instruments. We expand their music interest by introducing different rhythm patterns and different music types. Art is still a big part of their week, so many activities are scheduled to enhance their creative abilities by using many different art mediums.

PHYSICAL DEVELOPMENT

As their body continues to grow, they are able to move it in different ways. We schedule daily activities to increase both their small and large motor skills.

BEGINNER PROGRAM

INTRODUCTION

Chicagoland Academy is the place to start your young child. This is an age of curiosity, a time when children have a fresh viewpoint toward learning and exploring their environment. At this stage we emphasize reading, writing and arithmetic recognizing these as the most important subjects your child learns in school. Having a solid background in these basics gives them a foundation for success in other areas of study.

BEGINNER 1 (approximately Kindergarten)

READING

Our revolutionary reading program gives each student a superior start to reading. We believe in the traditional school of thought where phonetics played a key roll in the ability to read. Therefore, daily phonetic drilling is a part of each reading period. We carefully monitor our young readers with daily one on one instruction. This is a special time that secures a real purpose for reading. Once a child has a purpose for reading, the program gradually builds a vocabulary, which makes reading more independent.

SPELLING/WRITING

Individualized handwriting programs are started on this level. There is a minimum of ten handwriting workbooks completed giving the student a very good base for further writing skills. The students master letter sounds from A-Z working through many phonetic workbooks that introduce beginning spelling activities.

LANGUAGE SKILLS

Telephone communication, telling stories, participating in group plays and reciting poems are all part of this level.

MATHEMATICS

Children learn by doing. Much of the child's time in class is spent with hands-on and practical experience. Similar to the reading program, we secure a real purpose and understanding of mathematics as it relates to the child's environment. Numbers, shapes, quantity recognition and an introduction to money have never been so much fun or understood so thoroughly.

SCIENCE/GEOGRAPHY/HISTORY

Enriching each child's program are explorations in the sciences. These students participate in science projects and take part in the school's annual Science Fair. We introduce geography and history by giving fun seminars on different places and famous people. We also have them experience several field trips each year.

MUSIC/ART

Singing songs, identifying several instruments and duplicating rhythm patterns is covered at this level. Their art ability is expanded to include projects such as self-portraits and paper-mache masks.

PHYSICAL DEVELOPMENT

Manual skills are increased and daily gym glasses are held in order to acquire all of the skills necessary to control the body at this point.

HOME AND PERSONAL SKILLS

Simple manners, sorting clothes, dressing themselves, sponge cleaning, using a broom, unloading a dishwasher and brushing their teeth are just some of the skills taught at this level.

SUMMER PROGRAM

In addition to our full year program, a separate summer program is offered. This unique program combines academics and fun. Each student is given an individualized program where they can concentrate on an area of weakness (such as reading or math), fill a hole (such as phonetics or cursive writing), or advance in an already strong area. These programs are worked on every morning. Then, in the afternoons, we fill their time with fun activities such as swimming, hiking, horseback riding, bowling, arts, crafts, wonder science and field trips.

For younger students, especially those entering the fall term, these weeks help prepare them for September by familiarizing them with the teachers and program. For outside students (those that only come to us during the summer), these weeks help them continue in their academics whether it's helping them advance or catching them up.

APPLIED SCHOLASTICS

Applied Scholastics™ is a non-profit, public benefit corporation whose purpose is to provide educators, schools, governments, vocational trainers, community groups, parents and students with the learning tools they need to achieve a world free from illiteracy, where individuals know how to learn and can achieve their goals.

This organization was established in 1972 by educators who had achieved miraculous results using L. Ron Hubbard's educational methods known as Study Technology.

Located in St. Louis, Missouri, Applied Scholastics has affiliated offices in Australia, Austria, Belgium, Canada, Commonwealth of Independent States, Czech Republic, Denmark, France, Germany, Holland, Hungary, Japan, Mexico, New Zealand, South Africa, Sweden, Taiwan and United Kingdom. Applied Scholastics' programs now operate in 29 countries on 6 continents.

WHAT IS STUDY TECHNOLOGY?

L. Ron Hubbard developed the breakthrough educational technology, entitled "Study Technology". This technology teaches one HOW to learn. Students are not taught how to learn in school. They are expected to learn their basics and their subjects, but are never taught what learning is, what barriers they might run into and how to overcome such barriers.

What are primary symptoms of study barriers?

Common ones are:

- *A student losing interest in a subject or his studies*
- *A lack of understanding of what is being taught*
- *Feeling blank and stupid*
- *Studying the theory but not being able to apply what was learned*
- *Forgetting what is learned*
- *Unruliness and discipline problems*
- *Dropping out and quitting learning altogether*

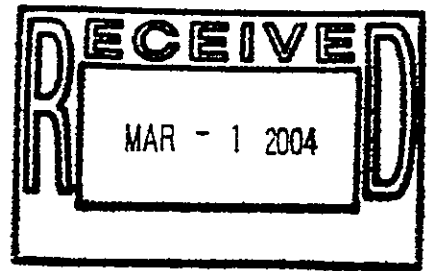
Study Technology directly addresses these symptoms.

It is not a study aide, memorization technique or speed reading. Study Technology provides, for the first time, the tools for a student to be able to study and understand fully any subject. It is not rote learning, but actual understanding of the material and an ability to apply what is learned.

Study Technology identifies three primary barriers to learning which help a student overcome his difficulties. It even establishes aptitude by enabling the student to become an independent and eager learner, who loves to study and thereby learn how to do new things.



EDUCATION SERVICES AND MATERIALS
BASED ON THE WORKS OF L. RON HUBBARD



19W549 Roosevelt Road ♦ Lombard, IL 60148 ♦ 630/620-8950

3-1-04

Dear John,

Enclosed is our grant application for Solid Waste Recycling. If anything else is needed, please let me know.

I would be happy to attend any meetings if necessary and of course follow-up on purchases including receipts, pictures, etc.

Thank-you for your consideration,

Chae Miller



EDUCATION SERVICES AND MATERIALS
BASED ON THE WORKS OF L. RON HUBBARD

SOLID WASTE RECYCLING GRANT PROGRAM- EDUCATIONAL
Village of Lombard, Illinois

Application Form (Last revised 2-26-03)

Part 1 – GENERAL INFORMATION

Today's date: 3 / 1 / 2004

Name Of School: Chicagoland Academy Grant Contact Phone: (day) 630-620-8950
(evening) 630-250-1419

Address: 19W549 Roosevelt Road and 820 S Finley Road

Number of students at school 70 Estimated number of students living in corporate limits of
Village of Lombard 19

Name/Title of Person Submitting Application: Char Müller, Director

Part 2 – EFFECTIVENESS OF CURRENT PROGRAM (recycling, environment, conservation)

- a. Have you earned an "Earth Flag"? Yes No X If yes, list years
- b. Do you have an environmental club? Yes No X If yes, how many are in the club and
how long has the club been in existence?
- c. How many students participate in recycling/environmental/conservation efforts? 70
- d. How many students are being taught about recycling/environment/conservation? 70
- e. How many students will the grant funds help to educate? 70
- f. How is the recycling/environmental/conservation program emphasized in your classes throughout
the school? See attached
- g. In your typed report, explain your current recycling/environmental/conservation program and past
accomplishments. How long have you had a recycling/environmental/conservation program?
What does the school do for the environment besides recycling? How has the school program
helped people in the Village of Lombard? See attached

Attach typed explanation.

Part 3 – FINANCIAL COMMITMENT AND PROJECT DESCRIPTION

- a. Has the school received grant money from the Village of Lombard? Yes No X
- b. Amount of grant request? 1620
- c. Provide detailed description in report of items requested and costs. **If the grant involves
commodity purchases, provide three quotes including companies and prices.** If recycled
products are being purchased, list what percentage of products is made from recycled products.

Attach typed explanation.

Solid Waste Recycling Grant Program – Educational

Part 2 – f

All classrooms at Chicagoland Academy recycle paper. We have bins in the kitchen and near the copier. We re-use the backs of paper as scrap paper. We use SCARCE for several items. To date, I have received approximately 400 books, 2 copiers, 6-8 desks, 6-8 chairs, and other miscellaneous office items. I have also received computers and 34 desks from Oak Brook Forest School (they acquired new ones and gave me their used ones). This past week-end, I received 20 chairs from Yorkville School in Elmhurst (they were tearing down the building and were going to be tossed out).

Part 2 – g

Last year, we had a seminar on recycling. Since then, we have placed bins around the school and all students recycle paper. We also have an ink cartridge recycling project that was started in Fall 2003. The older students have scheduled a clean-up day this spring where they will remove debris from a local park or neighborhood. The smaller students plant flowers every spring. Both projects will enhance the Village of Lombard by making it more pleasing to the eyes.

Part 3 – c

We currently reside in two locations (our main location on Roosevelt Road and Faith United Methodist Church on Finley) so we would like 2 each of the following:

<u>Items requested</u>	<u>Barco</u>	<u>Kmart</u>	<u>Home Depot</u>	<u>Menards</u>	<u>Total</u>
1. 2 100% Recycled Tables	545/Each	X	X	X	1090
2. 2 100% Recycled Bins	105/each	X	X	X	210
3. 2 lids for bins	39.95/each	X	X	X	80
4. Shipping for the above (see attached)					221
5. 2 rakes	X	3.99/ea	6.99/ea	5.00/ea	14
6. 2 garden gloves	X	1.99/ea	2.49/ea	2.00/ea	5

Grand total = \$1620.00

BP Barco Products
A Geneva Scientific Company

Visit Our Website at: www.barcoproducts.com

11 N. Batavia Avenue
Batavia, IL 60510

Phone: (800) 338-2697
Fax: (630) 879-8687

To: Chicagoland Academy
At: Tom Wheeler
Phone #: 630-620-8950
Fax #: 630-620-8920
From: Carole Johnson
Date: 3/1/2004

Order Verification

Your order is on hold. Please review the following information. If everything is correct, please *sign and fax* back this form as soon as possible to: (630) 879-8687 so we may begin to process your order. If you have any questions, please feel free to contact me at 1-800-338-2697 extension 120.

Quantity	Description	Unit \$	Extended \$
2	SPTHA 8' Wheelchair Access Table Green	\$585.00	\$1170.00
2	38SQESGR 38 Gallon Receptacle Gray	\$105.00	\$210.00
	385QLIS Life-Off Bench	29.95	80.00
Product Sub Total			\$1380.00
Estimated shipping cost (via Roadway) to zip code 60143			\$221.00

- Freight will be prepaid and added to the invoice.
- Shipping quote valid for 30 days.
- Please note below if additional options are needed. These are available at no cost to you.
 - Lift Gate-needed if no dock or forklift available Yes No
 - Call Ahead-24 hour call ahead from the driver to identify approximate delivery time. Yes No

Purchase Order Total **\$1601.00** ✓

PLEASE PROVIDE YOUR ILLINOIS TAX EXEMPT NUMBER.

Order Verified and Approved

By: _____ Date: _____

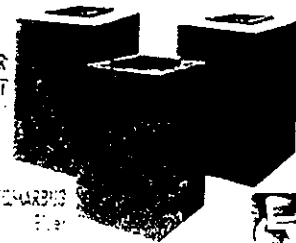


38-GALLON RECEPTACLE WITH TELESCOPIC LID

- 100% recycled plastic
- Weather-resistant material will not rust, chip or dent
- Patented Grab Bag system holds bag in place
- Optional lift-off dome lid keeps contents out

model #38SQCLR (Gray)

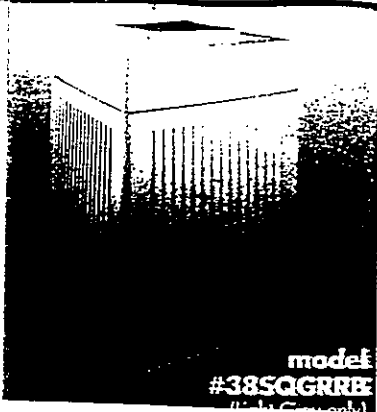
model #38SQUF (Beige)



\$105.00 ea. - shipping

model #38SQCLR (Black)

Dimensions: 30" high x 18.5" wide x 18.5" deep
Shipping Weight: 22 lbs



STYLISH, RIBBED RECEPTACLE WITH TELESCOPIC LID 38-GALLON CAPACITY

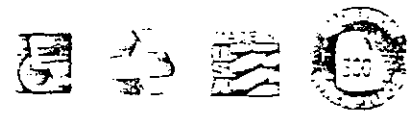
- Perfect for indoor, outdoor use
- Weather-resistant recycled plastic
- UV inhibitors limit fading in bright sunlight

NEW!

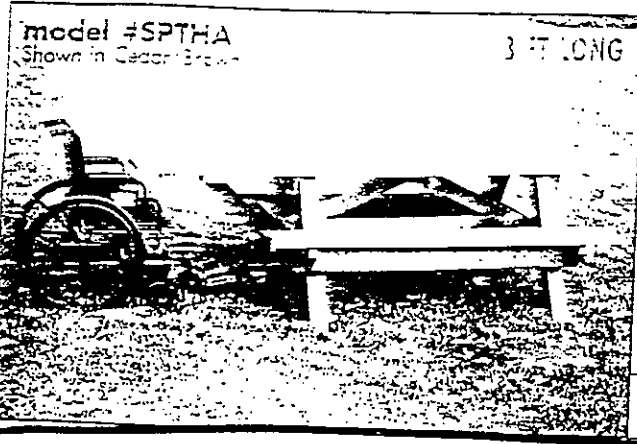
\$119.00 ea. - shipping

Dimensions: 30" high x 18.5" wide x 18.5" deep

Shipping Weight: 22 lbs



Plastic Tables



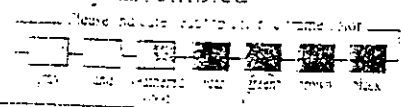
model #SPTHA
Shown in Cedar Green

3 FT LONG

RECYCLED PLASTIC TABLE WITH ONE-END, WHEELCHAIR ACCESS

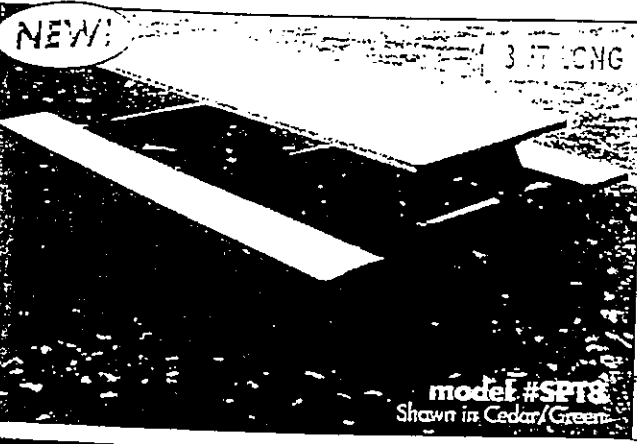
- Attractive in any setting
- Meets ADA requirements
- Stainless steel hardware
- Partially assembled

\$585.00 ea. - shipping



Dimensions: 29" wide x 96" long x 31" high table top
4.5" wide x 72" long x 19.5" high benches

Shipping Weight: 300 lbs



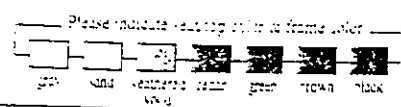
NEW!

3 FT LONG

TRADITIONAL 8 FT. TABLE IN RECYCLED PLASTIC

- Maintenance-free recycled plastic
- Leave outside all year 'round
- No splinters, rotting or painting
- Stainless steel hardware

\$545.00 ea. - shipping



Dimensions: 29" wide x 96" long x 31" high table top
9.5" wide x 96" long x 19.5" high benches

Shipping Weight: 300 lbs

