



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

JANUARY 14, 2014

The Regular Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, January 14, 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 5 Minutes
- B. Pledge of Allegiance
- C. Community Participation
- D. Celebrating Successes
Time: 10 Minutes
- E. Approval of Minutes 3
Time: 5 Minutes
- F. Consent Agenda
Time: 5 Minutes
 - 1. Presentation and Approval of Bills 9
 - 2. Semi-Annual Review of Executive Session Minutes 27
 - 3. Approval of Destruction of Executive Session Recordings 42
 - 4. Approval of Employment 43
- G. Action Items
- H. Information
Time: 15 Minutes
 - 1. Board Representatives Committee Update
 - 2. Department Updates
 - a. Business Office 44
 - b. Facilities 64
 - c. Curriculum & Instruction, Student Services, Technology, Enrollment 65
 - 3. Superintendent's Informational Report 70
- I. Old Business/New Business
 - 1. IASB Call for Proposals 176
- J. In the Press 184

K. Community Participation

L. Executive Session

Time: 30 Minutes

M. Adjournment



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BOARD OF EDUCATION MEETING MINUTES

Tuesday, December 17, 2013

The Board of Education of Lincolnshire-Prairie View School District 103 was held on Tuesday, December 17, 2013 in the Library of Daniel Wright Junior High School located at 1370 N. Riverwoods Road, Lincolnshire, Illinois.

The following Board Members were in attendance:

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

Absent: Chris Curtis, Vice President

Also present were:

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

Public: 4

Press: 0

Staff: 6

Call to Order and Roll Call

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

Pledge of Allegiance

Community Participation

There was no community participation at this time.

Celebrating Successes

Margaret St. Claire, Principal of Daniel Wright Junior High School, introduced the Wright Track Club, which is sponsored by faculty members Lori O'Hara, Geraldine Gartside, Rachel Wiatrowski, and Samantha Balmes. This is a peer leadership club for 7th and 8th grade students who work with 5th and 6th grade students on a variety of topics including friendship, stress management, anti-bullying, and transitions. Their first fundraiser for the non-profit relief organization "Feed the Children" was a huge success. They collected over 100 bags of groceries for needy children.

The Board was next treated to a few skits showing friendship, getting along with others, and stress management.

Approval of Minutes

Motion by Mrs. Harper, seconded by Mrs. Thomas, the Board approve the minutes from the November 12, 2013 Regular Meeting, and the December 3, 2013 COW and Executive Session.

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

Consent Agenda

Motion by Mrs. Simon, seconded by Mr. Yomtoob, the Board approve the Consent Agenda: Mrs. van Gerven asked the approval of the Early Morning Band Stipend and the approval of Employment be pulled from the Consent Agenda.

Amended Motion:

Motion by Mrs. Simon, seconded by Mrs. van Gerven, to approve the Consent Agenda Item #1, #2, #4 and #5.

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

Information

Mrs. Reynolds updated the Board regarding the new Next Generation Science Standards. She has met with the consortium science teachers six times this fall to develop curriculum to phase in during the next school year and the school year after.

Mrs. Reynolds shared that \$10,000 was recently awarded through the Links to Learning Program sponsored by the PTO.

Mrs. Reynolds informed the Board she's learned the community would like to see additional parent education regarding technology to help parents be better informed of the latest technology trends. Some topics could include the appropriate use of Facebook and evaluating websites students are visiting.

Mr. Gordon asked about responses from the recent surveys on Transportation, Student Services and the Enrichment Learning Model (ELM). Mrs. Reynolds noted Transportation and ELM had the most responses.

Mr. Westhoff explained about the new 3D printer that is used in the Tech Art Encore Class.

Board Representatives Committee Updates

Mrs. Harper reported she attended the Learning Fund Foundation Board Meeting. Rotary Checks and Innisbrook orders are still available for purchase. They are working on their annual report that should be available soon. They are planning their annual holiday gathering in February and a spring open house at DW. Thus far they've spent \$96,000 of the \$210,000 they are anticipating spending on the science initiative that will take another year and a half to complete.

Superintendent Informational Report

Dr. Warren informed the Board the District received a Freedom of Information Act Request from Kerry Burnet from the law firm of Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP regarding copies of any and all documents related to an applicant to the district in 2011. The request was fulfilled within the required timeframe.

Dr. Warren noted there was a good response from the surveys conducted in early December on our Transportation Services, Student Services and our Enrichment Learning Model.

Dr. Warren thanked the Learning Fund Foundation for their recent donation of \$10,343 for science equipment.

Community Participation

There was no community participation at this time.

Executive Session

There being no further business, motion by Mrs. Harper, seconded by Mrs. van Gerven, to move into Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees and litigation.

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

The meeting moved into Executive Session at 7:37 p.m.

Open Session

The meeting moved into Open Session at 7:59 p.m.

Action Items pulled from Consent Agenda:

Approval of Employment:

Mr. Gordon asked for a motion for approval the employment.

Mr. Yomtoob, "So moved". Mrs. Harper "Second".

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

Approval of Early Morning Band Stipend:

Motion by Mr. Yomtoob, seconded by Mrs. Harper, the Board approve the early morning band stipend.

The Board asked for explanation for the necessity of this stipend. Dr. Warren explained the stipend is necessary to compensate an employee for the extra hours they are working for early morning band. This particular employee teaches through the end of the school day and, therefore, unable to leave early to compensate for starting early.

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

Mr. Gordon discussed new housing developments within the district boundaries and his interest in working with Dr. Warren and Mr. Stanley to be informed and involved early in the process with the villages as they make these changes.

Mr. Gordon asked the Administration for communication to the community regarding the District's decision to pursue withdrawal from SEDOL.

Adjournment

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

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

The meeting adjourned at 8:34 pm.

President Board of Education

Secretary Board of Education



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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, December 17, 2013

Executive Session of the Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, December 17, 2013 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
Kate Harper
Sandy Simon
Sherri Thomas
Anne van Gerven
Ben Yomtoob

Absent: Chris Curtis, Vice President

Also present were:

Dr. Scott Warren, Superintendent
Mr. Dan Stanley, Assistant Superintendent for Business
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Julie Postma, Director of Student Services
Margaret St. Claire, Principal Daniel Wright Junior High School
Norma Taylor, Board Secretary

Executive Session convened at 7:42 p.m. to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees and litigation.

Mr. Gordon reminded the Board the Consent Agenda Item "Approval of Employment" will be discussed in Executive Session as it relates to a specific employee. The other Consent Agenda item pulled "Approval of Early Morning Band Stipend" will be discussed in Open Session only.

The Board asked about the approval of employment of Mr. David Poukey to serve as the parental leave replacement for Christina Louchios, Reading Specialist at Daniel Wright and his qualifications for this position. Dr. Warren explained Mr. Poukey has the middle school endorsement in reading, has been in the building this year filling a leave of absence in 6th grade Social Studies and has become familiar with the students and staff. After the interview process the team felt he was an exceptional candidate.

Dr. Warren informed the Board that the SEDOL withdrawal is entering into hearings so consequently it can be discussed in closed session. Dr. Warren referenced the FOIA the district received from Robert Swain of Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP requesting documents relevant to the petition and withdrawal proceedings.

Dr. Warren informed the Board that he and Mrs. Postma met with Northwest Suburban Special Education Organization (NSSEO) to look at various services they offer and the costs. Based on that and the services offered from District 96, withdrawal from SEDOL is now a stronger possibility in June 2014.

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

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

The meeting returned to Open Session at 7:59 pm.

President Board of Education

Secretary Board of Education



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MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: January 14, 2014
Re: Bills Payable

Included is the regular bills payable list for the Board's consideration. At the very end is an Accounts Payable list that includes a check cut for \$67.19 to AT&T on December 27th. This was a late bill we received that was due before the January check run. Pursuant to Board Policy 4:50 on Payment Procedures, "The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills. These disbursements shall be included in the listing of bills presented to the Board of Education.", I am including this payment.

Bills Payable List Fund Total

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Fund Code	Description	Amount
10	Education Fund	370,182.94
20	Oper, Build, & Maint Fund	51,550.13
30	Debt Service Fund or Fund Group	689.00
40	Transportation Fund	41,825.41
60	Capital Projects Fund or Fund Group	40,876.83
Report Total		<u><u>\$505,124.31</u></u>

Bills Payable List

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
ADLER, CHRISTINE					
		REIMB TEACHER RECOGNITION PRIZES	1	47.00	10-2410-410
		REIMB STAFF TECH BREAKFAST	1	25.47	10-2410-410
		REIMB ITUNES REMOTE DESKTOP APP	1	16.99	10-2660-410
				<u>\$89.46</u>	
AIR CON REFRIGERATION & HEATING					
		REPAIR UNIVENT - SP	1	305.00	20-2540-329
				<u>\$305.00</u>	
ALPHAGRAPHICS					
		CONVERTING ADMIN PROCEDURAL MANUAL	1	55.50	10-2520-360
				<u>\$55.50</u>	
AMAZON					
8227		FILE CABINET BAR & LOCK	1	35.94	10-1111-112
				<u>\$35.94</u>	
AT & T					
		LONG DISTANCE 103 CLUB	1	1.21	10-3500-341
				<u>\$1.21</u>	
AT&T MOBILITY					
		IPAD DATA SERVICE	1	280.00	10-2540-341
				<u>\$280.00</u>	
AT&T					
		TELEPHONE D103 CLUB	1	109.05	10-3500-341
		TELEPHONE	1	10,590.18	10-2540-341
				<u>\$10,699.23</u>	
AT&T					
		LONG DISTANCE	1	35.70	10-2540-341
				<u>\$35.70</u>	
ATLAS BOBCAT INC.					
		SERVICE BOBCAT - DW	1	487.39	20-2540-319
				<u>\$487.39</u>	
BALLANTINI, SANDRA					
		REIMB RETIREE INSURANCE	1	507.00	10-2410-225
				<u>\$507.00</u>	
BARNES & NOBLE INC.					
0000007960		ORPHAN TRAIN BOOKS	1	164.86	10-1120-420
0000007960		THE GREAT FIRE BOOKS	1	172.23	10-1120-420
0000007960		BLIZZARD BOOKS	1	340.78	10-1120-420
0000007960		KIDS ON STRIKE BOOKS	1	82.43	10-1120-420
				<u>\$760.30</u>	
BERCOS EDUCATIONAL CONSULTING					
		EDUCATIONAL CONSULTING	1	755.50	10-2140-314
				<u>\$755.50</u>	
BOND, DEBBIE					
		PLATES FOR CLASSROOM PROJECT (220)	1	217.80	10-1112-414
		ZIPLOC BAGS FOR CLASSROOM PROJECT	1	35.88	10-1112-414

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Printed: 1/10/2014 8:32 AM
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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$253.68</u>	
BORKMAN, NANCY					
		REIMB SPEECH & LANG TOOLS	1	113.43	10-2150-410
		REIMB ASHA CONVENTION, MATERIALS	1	512.00	10-2210-312
				<u>\$625.43</u>	
BROOKES PUBLISHING CO					
000008234		ASQ ENGLISH QUESTIONNAIRES, GUIDE	1	310.75	10-1225-410
				<u>\$310.75</u>	
BRYANT, ROBYNN					
		SNACK PACKS FOR FIELD TRIP (41)	1	235.75	10-3500-410
				<u>\$235.75</u>	
BUSCHARDT, CATHY					
		REIMB RETIREE INSURANCE	1	1,590.80	10-1111-225
				<u>\$1,590.80</u>	
CDW GOVERNMENT INC.					
		TONER UNIT	1	16.27	10-2660-414
		TONER UNIT	1	21.06	10-2660-414
				<u>\$37.33</u>	
CHEIFETZ, CHERYL					
		REIMB APPLES, STRAWS FOR SCIENCE PROJ	1	27.98	10-1120-415
				<u>\$27.98</u>	
CITICARE TRANSPORTATION					
		SPEC ED TRANS SERVICES	1	2,613.95	40-2550-331
				<u>\$2,613.95</u>	
COCA COLA REFRESHMENTS					
		SODAWATER - SP	1	249.12	10-2310-392
				<u>\$249.12</u>	
COMCAST CABLE					
		RIVERSHIRE INTERNET	1	79.90	10-2540-392
				<u>\$79.90</u>	
CONFORTI, NANCY					
		REIMB RETIREE INSURANCE	1	1,433.34	10-1112-225
				<u>\$1,433.34</u>	
CONSERV FS INC					
		ICE MELT	1	975.00	20-2540-410
				<u>\$975.00</u>	
CPM EDUCATIONAL PROGRAM					
000007785		ALGEBRA TILES	1	102.82	10-1120-418
				<u>\$102.82</u>	
DAN THE KEY MAN					
		KEYS - HD	1	103.20	20-2540-410
				<u>\$103.20</u>	
DEMCO					
000008268		LABELS, LABEL PROTECTORS	1	65.26	10-2220-410
				<u>\$65.26</u>	

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
DETCEN, JANE					
		REIMB RETIREE INSURANCE	1	3,886.39	10-1120-225
				<u>\$3,886.39</u>	
EDER CASELLA & CO					
		ASSISTANCE WITH ISBE AUDIT	1	106.00	10-2310-317
				<u>\$106.00</u>	
ERICKSON, CHRIS					
		TRAVEL TO IASBO CONFERENCE	1	49.22	10-2520-312
				<u>\$49.22</u>	
ESSCOE					
		FIR ALARM REPAIR - HD	1	619.83	20-2540-329
		REPAIR A/V DEVICE, FIRE ALARM - SP	1	484.00	20-2540-329
				<u>\$1,103.83</u>	
ETZEL, TIFFANY					
		FOOD, PRIZES BOYS/GIRLS NIGHT OUT	1	281.06	10-2210-490
				<u>\$281.06</u>	
FASCIONE, CHRIS					
		BRINGING LIT TO LIFE PTO PERFORM	1	750.00	10-2210-314
				<u>\$750.00</u>	
FILTER SERVICES INC.					
		DISTRICT FILTER REPLACEMENTS (158)	1	1,180.44	20-2540-410
				<u>\$1,180.44</u>	
FLATEBO, PETE					
		BASKETBALL REF COORDINATION FEE	1	264.00	10-1500-319
				<u>\$264.00</u>	
FOLLETT LIBRARY RESOURCES					
0000007605		LIBRARY BOOKS - DW	1	51.76	10-2220-440
0000008279		LIBRARY BOOKS - DW	1	1,582.21	10-2220-430
				<u>\$1,633.97</u>	
FORECAST5 ANALYTICS INC					
		5SIGHT LICENSE AGREEMENT	1	7,000.00	10-2310-392
				<u>\$7,000.00</u>	
FOX RIVER FOODS INC.					
		103 CLUB FOOD	1	1,098.74	10-3500-410
				<u>\$1,098.74</u>	
FRONTLINE TECHNOLOGIES					
		VERITIME ANNUAL SUBSCR	1	2,505.21	10-2520-392
		AESUP 2013-24	1	5,030.00	10-2520-392
		VERITIME TRAINING	1	657.89	10-2520-312
				<u>\$8,193.10</u>	
GAGAMOV, JAMIE					
		TUITION REIMBURSEMENT	1	385.00	10-1120-230
				<u>\$385.00</u>	
GALE CENGAGE LEARNING					
0000008307		EBOOKS ANNUAL HOSTING FEE	1	50.00	10-2210-392

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
	000008307	LIBRARY EBOOKS - DW	1	1,735.09	10-2210-392
				<u>\$1,785.09</u>	
GARRITY, PATRICIA J.					
		GIRLS NIGHT OUT PRESENTATION	1	365.00	10-2210-490
				<u>\$365.00</u>	
GARVEYS OFFICE PRODUCTS					
	000008306	SPEEDY SPINE RND RING VIEW BINDERS, 1", WHITE	1	11.97	10-2310-410
	000008306	CLEAR REINF LEATHER TAB DIV, 12-TAB, JAN-DEC	1	3.19	10-2310-410
	000008306	RECYL FLIP A WEEK DESK CALENDAR REFILL	1	8.99	10-2310-410
	000008306	HANGING FILE FOLDERS, LETTER, BLUE	1	24.88	10-2310-410
				<u>\$49.03</u>	
GAUNKY, SCOTT					
		TUITION REIMBURSEMENT	1	336.00	20-2540-312
				<u>\$336.00</u>	
GELLER, LAURA					
		REIMB ISHA CONVENTION	1	330.00	10-2210-312
		REIMB BACKPACK PROGRAM DVDS	1	19.99	10-1111-420
				<u>\$349.99</u>	
GENERAL BINDING CORPORATION					
		LAMINATOR	1	2,040.00	10-2410-700
	000008263	LAMINATE FILM ROLLS (6)	1	563.80	10-2410-410
				<u>\$2,603.80</u>	
GORDON, GARY					
		GLIDERS SUPPLIES FOR SCIENCE OLYMPIAD	1	107.07	10-1550-410
				<u>\$107.07</u>	
GORDON, KATHY					
		INK, PAPER FOR SCIENCE OLYMPIAD	1	70.05	10-1550-410
				<u>\$70.05</u>	
GRAEBEL AMERICAN MOVERS, INC.					
		MOVING COST FOR SP PHASE 2	1	3,695.25	60-2530-530
				<u>\$3,695.25</u>	
GRAINGER					
		SHOP SUPPLIES	1	171.45	20-2540-410
				<u>\$171.45</u>	
GRAPHIC 14 INCORPORATED					
	000008285	YELLOW PAPER	1	23.64	10-2520-412
	000008285	SALMON PAPER	1	23.64	10-2520-412
	000008285	PINK PAPER	1	23.64	10-2520-412
	000008285	ORCHID PAPER	1	23.64	10-2520-412
	000008285	GOLD PAPER	1	23.64	10-2520-412
	000008285	GREEN PAPER	1	23.64	10-2520-412
	000008285	BLUE PAPER	1	23.67	10-2520-412
				<u>\$165.51</u>	
GRAYBAR ELECTRIC COMPANY, INC.					
		REP EMER LIGHT BATTS (12) - HD	1	791.88	20-2540-410
				<u>\$791.88</u>	

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HAMMOND & STEPHENS					
	0000007702	TEACHER LESSON PLAN BOOKS	1	100.80	10-1120-419
	0000007702	SUB TEACHER COMMUNICATION FOLDERS	1	44.95	10-1120-419
				\$145.75	
HARDING MECHANICAL					
		BOILER PUMP REPAIR	1	1,464.07	20-2540-329
		REPAIR AIR COMPRESSOR	1	614.50	20-2540-329
		BOILER REPAIR LSP	1	1,998.51	20-2540-329
	0000008143	REMOVAL/REPLACEMENT UNIT VENTILATOR ROOM 100A	1	11,692.50	20-2540-500
				\$15,769.58	
HEARTLAND HEALTH OUTREACH CCIS					
		TRANSLATION SERVICES	1	252.11	10-1200-314
				\$252.11	
HOME DEPOT CREDIT SERVICES					
		SHOP SUPPLIES	1	41.85	20-2540-410
		SHOP SUPPLIES	1	25.88	20-2540-410
		SHOP SUPPLIES	1	66.18	20-2540-410
		FLAG POLE LIGHTS, CABLES	1	224.55	20-2540-410
				\$358.46	
ICE SNOW REMOVAL & LANDSCAPE					
		SNOW REMOVAL - DEC	1	1,680.00	20-2540-322
		SNOW REMOVAL	1	1,848.00	20-2540-322
		SNOW REMOVAL	1	560.00	20-2540-322
				\$4,088.00	
IMPREST					
		DAN STANLEY - GUIDED PETTY CASH	1	393.15	10-1200-410
		LCCRC	1	105.00	10-2210-390
		SAMS CLUB MEMBERSHIP	1	270.00	10-2310-640
		JIM BERNARDI-BBALL 12/2	1	50.00	10-1500-319
		RICK SITZ-BBALL 12/2	1	50.00	10-1500-319
		MIKE POWELL-BBALL 12/2	1	50.00	10-1500-319
		MARK WOODMAN-BBALL 12/2	1	50.00	10-1500-319
		MIDWEST SUBURBAN SUPERINTENDENTS	1	300.00	10-2320-640
		MIDWEST SUBURBAN CONF-S.WARREN	1	200.00	10-2320-312
		DAN BAKOTA-BBALL 12/3	1	50.00	10-1500-319
		PETE FLATEBO-BBALL 12/3	1	50.00	10-1500-319
		GARY EDELHEIT-BBALL 12/3	1	50.00	10-1500-319
		STU SCHULTZ-BBALL 12/3	1	50.00	10-1500-319
		MIDWEST TRUCK ASSOC-ANNUAL	1	1,796.55	40-2550-390
		SEC OF STATE-BUS LIC RENEWALS	1	280.00	40-2550-640
		NSSEO-TRANS CONF 1/24	1	250.00	10-2210-312
		SPORTS 11-SCI OLYM T-SHIRTS	1	364.00	10-1550-410
		PETE FLATEBO-BBALL 12/9	1	50.00	10-1500-319
		MARK WOODMAN-BBALL 12/9	1	50.00	10-1500-319
		JIM BERNARDI-BBALL 12/9	1	50.00	10-1500-319
		RUDY BASOVSKY-BBALL 12/9	1	50.00	10-1500-319
		IGSMA DIST EIGHT-SOLO/ENSUMBLE DUES	1	1,400.00	10-1190-640

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Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		DAN BAKOTA-BBALL 12/12	1	50.00	10-1500-319
		PETE FLATEBO-BBALL 12/12	1	50.00	10-1500-319
		RICK SITZ-BBALL 12/12	1	50.00	10-1500-319
		MIKE POWELL-BBALL 12/12	1	50.00	10-1500-319
		PANERA-DW STAFF GIFT CARDS	1	550.00	10-2410-410
		SPORTS 11-SCI BOWL T-SHIRTS	1	156.00	10-1550-410
		JIM BERNARDI-BBALL 12/17	1	50.00	10-1500-319
		GARY EDELHEIT-BBALL 12/17	1	50.00	10-1500-319
		RICK SITZ-BBALL 12/17	1	50.00	10-1500-319
		TOM TOMAN-BBALL 12/17	1	50.00	10-1500-319
		DOUGLAS SHEEHAN-WRESTLING 12/17	1	65.00	10-1500-319
		SEC OF STATE-BUS PERMIT	1	4.00	40-2550-640
		CHARISE HARPER-AUTHOR VISIT	1	2,800.00	10-2220-314
		CHARISE HARPER-TRAVEL REIMB	1	1,043.50	10-2220-314
		JINAH YUN-MITCHELL-SCI OLYM CLINIC	1	315.36	10-1550-332
		DEC BANK FEES	1	708.99	10-2520-316
				<u>\$12,001.55</u>	
INNER SECURITY SYSTEMS INC					
		FIRE ALARM MONITORING - RIVERSHIRE	1	246.00	20-2540-329
		FIRE ALARM MONITORING - SP	1	156.00	20-2540-329
		FIRE ALARM MONITORING - TRANS	1	246.00	20-2540-329
		FIRE ALARM MONITORING - DW	1	156.00	20-2540-329
		FIRE ALARM MONITORING - HD	1	246.00	20-2540-329
				<u>\$1,050.00</u>	
INTEGRATED SYSTEMS CORP					
		JAN SKYWARD HOSTING	1	400.00	10-2660-392
				<u>\$400.00</u>	
INTEGRYS ENERGY SERVICES					
		NATURAL GAS	1	14,099.07	10-2540-465
				<u>\$14,099.07</u>	
JONES, LUKE					
		REIMB IAHPERD CONFERENCE	1	281.34	10-2210-390
				<u>\$281.34</u>	
KRAUSE ELECTRICAL CONTRACTORS INC					
		RTU REPLACEMENT RM 100A - DW	1	3,307.69	20-2540-500
				<u>\$3,307.69</u>	
LAKE COUNTY SUPERINTENDENTS					
	0000008297	S. WARREN MEMBERSHIP LAKE COUNTY SUPER	1	200.00	10-2320-640
				<u>\$200.00</u>	
LAKELAND BUILDING SUPPLY					
		ELEVATOR MAINTENANCE	1	182.00	20-2540-329
				<u>\$182.00</u>	
LAPIN, HEATHER					
		CLASSROOM SUPPLIES - LAPIN	1	111.36	10-1111-410
				<u>\$111.36</u>	
LAUREATE DAY SCHOOL					

Bills Payable List

Printed: 1/10/2014 8:32 AM
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		NOV TUITION	1	4,530.74	10-1912-670
				<u>\$4,530.74</u>	
LECHNER AND SONS INC.					
		TOWEL SERVICE - 12/3-12/9	1	108.00	10-1500-392
		TOWEL SERVICE - 12/10-12/16	1	108.00	10-1500-392
		TOWEL SERVICE - 12/24	1	108.00	10-1500-392
		TOWEL SERVICE - 12/31	1	108.00	10-1500-392
				<u>\$432.00</u>	
LENZINI, LAUREN					
		CLASSROOM SUPPLIES - LENZINI	1	242.85	10-1111-410
				<u>\$242.85</u>	
LEONARD, EMILY					
		DANCE PROGRAMMING	1	1,176.00	10-2210-314
				<u>\$1,176.00</u>	
LIFE STUDIES, LLC					
000008160		LIFE ANTS SUPPLY	1	44.00	10-1111-415
				<u>\$44.00</u>	
LINGUISYSTEMS INC.					
0000007948		TOSS-P TEST FORMS (20)	1	41.95	10-2150-410
0000007948		FLUHARTY-2 PROFILE/EXAM FORMS (25)	1	43.00	10-2150-410
0000007948		ARIZONA 3 TEST BOOKLETS (50)	1	67.00	10-2150-410
				<u>\$151.95</u>	
LUSE COMPANIES					
		SPRAGUE PHASE 2 ABATEMENT CLOSEOUT	1	13,200.00	60-2530-530
				<u>\$13,200.00</u>	
MACGILL					
0000007966		MEDICAL SUPPLIES - DW	1	1,222.98	10-2130-410
				<u>\$1,222.98</u>	
MAD SCIENCE OF NORTHERN IL					
		MAD SCIENCE PTO PERFORMANCE	1	425.00	10-2210-314
				<u>\$425.00</u>	
MAPES, DAVID					
		REIMB RETIREE INSURANCE	1	2,358.72	10-1120-225
				<u>\$2,358.72</u>	
MCGRAW-HILL COMPANIES					
8104		CORE CONNECTIONS READING SUBSCR	1	59.70	10-1200-410
				<u>\$59.70</u>	
METRO PROFESSIONAL PRODUCTS					
		FLOOR SCRUBBER REPAIR	1	95.00	20-2540-319
				<u>\$95.00</u>	
MIDLAND PAPER					
000008298		PAPER ORDER	1	2,402.00	10-2520-412
				<u>\$2,402.00</u>	
MUSIC & ARTS CENTER					
		ALTO SAX PRACTICE BOOKS (4)	1	31.84	10-1190-410

Bills Payable List

Printed: 1/10/2014 8:32 AM
 Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$31.84</u>	
MUSIC CENTER OF DEERFIELD					
		CLARINET REEDS (27)	1	66.87	10-1190-410
				<u>\$66.87</u>	
NASCO					
000008276		THERAPUTTY	1	12.04	10-1200-410
000008276		MIXED PEG SET	1	19.26	10-1200-410
000008276		TICK TACK BALL TARGET TOSS	1	18.24	10-1200-410
000008276		FLOOR BASKETBALL HOOP	1	33.48	10-1200-410
000008276		SET OF 5 RUBBER PUZZLES	1	34.50	10-1200-410
000008276		PEG BOARD WITH PICTURES	1	25.30	10-1200-410
000008276		PEG BOARD SET	1	30.43	10-1200-410
000008276		TWIST/WRITE MODIFIED PENCIL	1	28.05	10-1200-410
000008294		ART PAINTS, BRUSHES, DVD	1	201.08	10-1112-411
				<u>\$402.38</u>	
NATIONAL SCHOOL FORMS					
		CUSTOM DISCIPLINARY REFERRALS	1	180.20	10-2520-360
				<u>\$180.20</u>	
NETWORK SERVICES COMPANY					
		CUSTODIAL SUPPLIES - DW	1	2,154.31	20-2540-410
		FLOOR MACHINE PARTS - DW	1	24.45	20-2540-410
		CUSTODIAL SUPPLIES - SP	1	59.81	20-2540-410
		CUSTODIAL SUPPLIES - SP	1	1,331.39	20-2540-410
		EQUIPMENT PARTS - HD	1	24.45	20-2540-410
		CUSTODIAL SUPPLIES - HD	1	29.75	20-2540-410
		CUSTODIAL SUPPLIES - HD	1	63.71	20-2540-410
		CUSTODIAL SUPPLIES - SP	1	1,705.20	20-2540-410
				<u>\$5,393.07</u>	
NIHIP					
		MEDICAL INSURANCE - ED	1	229,882.86	10-2690-220
		LIFE/LTD INSURANCE - ED	1	3,073.06	10-2690-221
		VOLUNTARY LIFE INSURANCE - ED	1	392.50	10-2690-221
		MEDICAL INSURANCE - O&M	1	12,731.34	20-2540-220
		LIFE/LTD INSURANCE - O&M	1	76.95	20-2540-221
		MEDICAL INSURANCE - TRANS	1	25,400.76	40-2550-220
		LIFE/LTD INSURANCE - TRANS	1	132.44	40-2550-221
		VOLUNTARY LIFE INSURANCE - TRANS	1	250.80	40-2550-221
				<u>\$271,940.71</u>	
OWENS, PAM					
		CLASSROOM SUPPLIES - OWENS	1	247.23	10-1112-410
				<u>\$247.23</u>	
PADDOCK PUBLICATIONS INC					
		ANNUAL STATEMENT OF AFFAIRS POST	1	941.85	10-2310-392
				<u>\$941.85</u>	
PADDOCK PUBLICATIONS					
		NEWSPAPER - HD	1	38.00	10-2220-440
		NEWSPAPER - ADMIN	1	66.00	10-2220-440

Bills Payable List

Printed: 1/10/2014 8:32 AM
 Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		NEWSPAPER - DW	1	66.00	10-2220-440
				<u>\$170.00</u>	
PALOS SPORTS					
	000008172	BASKETBALLS, GYM BALLS, GYM SUPPLIES	1	1,333.63	10-1500-410
	000008172	BASKETBALLS, GYM BALLS, GYM SUPPLIES	1	6.12	10-1500-410
	000008172	BASKETBALLS, GYM BALLS, GYM SUPPLIES	1	43.87	10-1500-410
	000008172	BASKETBALLS, GYM BALLS, GYM SUPPLIES	1	197.94	10-1500-410
				<u>\$1,581.56</u>	
PARDYS, AMANDA					
		REIMB INTRADISTRICT TRAVEL	1	15.35	10-2210-332
				<u>\$15.35</u>	
PITNEY BOWES					
		POSTAGE MACHINE LEASE - HD	1	100.00	10-2520-342
		POSTAGE MACHINE LEASE - DW	1	240.00	10-2520-342
		POSTAGE MACHINE LEASE - SP	1	118.00	10-2520-342
				<u>\$458.00</u>	
PODS ENTERPRISES INC					
		CONSTRUCTION STORAGE	1	204.99	60-2530-530
		CONSTRUCTION STORAGE	1	204.99	60-2530-530
				<u>\$409.98</u>	
PRO-ED					
	000008270	DYNAMIC ASSESSMENT AND INTERVENTION	1	100.10	10-1111-420
				<u>\$100.10</u>	
QUEST FOOD MANAGEMENT SERVICES INC.					
		CPR CLASS FOOD	1	185.00	10-2130-390
		103 CLUB MILK	1	843.30	10-3500-410
		FIRST AID CLASS FOOD	1	110.00	10-2130-390
				<u>\$1,138.30</u>	
QUILL CORPORATION					
		TONER	1	190.39	10-2660-414
		TONER	1	779.40	10-2660-414
		TONER	1	1,482.32	10-2660-414
	000008254	VHS TAPES. CLEANER	1	29.47	40-2550-410
	000008262	OFFICE SUPPLIES	1	253.21	10-2410-410
	000008262	OFFICE SUPPLIES	1	8.09	10-2410-410
	000008271	UNI PAINT MARKER - YELLOW	1	17.05	10-2215-410
	000008271	UNI PAINT MARKER - PINK	1	16.93	10-2215-410
	000008271	UNI PAINT MARKER - BLACK	1	24.94	10-2215-410
	000008271	UNI PAINT MARKER - BLUE	1	16.93	10-2215-410
	000008271	UNI PAINT MARKER - GREEN	1	24.94	10-2215-410
	000008271	UNI PAINT MARKER - RED	1	24.94	10-2215-410
	000008271	UNI PAINT MARKER - ORANGE	1	16.93	10-2215-410
	000008291	W-2 TAX FORM ENVELOPES	1	53.95	10-2310-410
	000008291	W-2 BLANK LASER FORMS	1	57.55	10-2310-410
	000008300	OFFICE SUPPLIES	1	158.45	10-2410-410
	000008301	CAFE SUPPLIES - HD	1	39.90	10-2410-410
				<u>\$3,195.39</u>	

Bills Payable List

Printed: 1/10/2014 8:32 AM
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
R A ADAMS ENTERPRISES					
		REPLACEMENT PLOW PINS	1	11.17	20-2540-410
				<u>11.17</u>	
RAINBOW BOOK COMPANY					
	000008222	LIBRARY BOOKS - DW	1	2,729.54	10-2220-430
	000008222	LIBRARY BOOKS - DW	1	231.39	10-2220-430
	000008223	LIBRARY BOOKS - SP	1	1,631.01	10-2220-430
	000008224	LIBRARY BOOKS - HD	1	999.62	10-2220-430
				<u>5,591.56</u>	
RICOH AMERICAS CORP					
		COPIER LEASE	1	689.00	30-5370-610
				<u>689.00</u>	
RICOH USA INC.					
		COLOR COPIES SEP-DEC	1	574.22	10-2520-325
				<u>574.22</u>	
RISTOFF, RICK					
		REIMB TRAVEL	1	80.96	10-2660-332
				<u>80.96</u>	
ROBBINS SCHWARTZ					
		LEGAL SERVICES	1	4,628.89	10-2310-318
				<u>4,628.89</u>	
ROLER, JO ANNE					
		REIMB RETIREE INSURANCE	1	1,436.13	10-1120-225
				<u>1,436.13</u>	
RUETH, JOHN					
		REIMB IAHPERD CONFERENCE	1	335.63	10-2210-390
				<u>335.63</u>	
SAFeway, INC.					
		GROCERIES FOR FACS CLASS	1	147.48	10-1120-411
		GROCERIES FOR FACS CLASS	1	107.73	10-1120-411
		GROCERIES FOR FACS CLASS	1	48.32	10-1120-411
		FOOD, BATTERIES 103 CLUB	1	62.87	10-3500-410
		GROCERIES FOR FACS CLASS	1	27.81	10-1120-411
		CLASS FOOD PROJECT SUPPLIES	1	15.00	10-3500-410
		CLASS FOOD PROJECT SUPPLIES	1	21.44	10-3500-410
				<u>430.65</u>	
SALINAS & SONS					
		IRRIGATION STARTUP	1	500.00	20-2540-329
				<u>500.00</u>	
SAMS CLUB					
		CAFE SUPPLIES	1	8.98	10-2310-410
		TEACHER APPRECIATION SNACKS	1	56.08	40-2550-410
		CLASS PROJECT SUPPLIES	1	93.14	10-3500-410
		TEACHER APPRECIATION HOLIDAY FOOD	1	105.66	10-2410-410
	000008283	CAFE SUPPLIES	1	161.18	40-2550-410
	000008284	COUGH DROPS - DW NURSE	1	44.88	10-2130-410

Bills Payable List

Printed: 1/10/2014 8:32 AM
Lincolnshire-Prairie View SD #103

Vendor Name				
P.O. Number	Description	Batch #	Amount	State Account Number
000008284	WATER - DW NURSE	1	6.78	10-2130-410
000008287	CAFE SUPPLIES - ADMIN	1	111.47	10-2310-410
000008296	CAFE SUPPLIES	1	153.60	10-2310-410
000008299	SNACKS FOR 12/17 BOE MEETING	1	28.14	10-2310-410
			<u>\$769.91</u>	
SCARIANO HIMES AND PETRARCA				
	LEGAL SERVICES	1	1,593.90	10-2310-318
			<u>\$1,593.90</u>	
SCHOLASTIC MAGAZINES				
000007796	SCHOLASTIC SCOPE - WALKER	1	9.88	10-1120-420
000007796	SCHOLASTIC ACTION - SANTELLA	1	93.34	10-1120-420
000007796	SCHOLASTIC SCOPE - SANTELLA	1	98.84	10-1120-420
000007796	SUPER SCIENCE - RENDL	1	922.21	10-1120-420
000007796	STORYWORKS - GAGAMOV	1	768.51	10-1120-420
000007796	SCHOLASTIC SCOPE - RICHTER	1	98.84	10-1120-420
000007796	SCHOLASTIC SCOPE - SOTOS	1	593.04	10-1120-420
000007796	JR SCHOLASTIC - JONEKIS	1	275.41	10-1120-420
000007796	JR SCHOLASTIC - RICKERT	1	275.41	10-1120-420
000007796	JR SCHOLASTIC - STADLER	1	275.41	10-1120-420
000007796	DYNAMATH MAG - BAHCALL	1	768.51	10-1120-420
			<u>\$4,179.40</u>	
SCHOOL DISTRICT 103 PTO				
	CHIPBOARD FOR HEPCO	1	150.00	10-2210-490
			<u>\$150.00</u>	
SCHOOL SPECIALTY INC.				
000007749	HORSESHOE TABLE 60X66"	1	245.99	10-1111-419
000007749	ROUND ACTIVITY TABLE 48"	1	146.85	10-1111-419
000007755	TWO POCKET FOLDERS	1	11.98	10-1111-410
000007755	DRAWER ORGANIZER	1	8.99	10-1111-410
000007755	PENCIL BAG	1	3.68	10-1111-410
000007841	CLASSROOM SUPPLIES, FLUENCY BOOKS	1	50.58	10-1120-410
000007841	PENCIL CUP	1	8.81	10-1120-410
000007845	PAINT, TAPE, DRY ERASE BOARD	1	21.68	10-1120-410
000007845	ART SUPPLIES	1	28.79	10-1120-410
000007848	COLORED PAPER	1	16.18	10-1120-410
000007848	COLORED PAPER ROLLS (3)	1	23.64	10-1120-410
000007942	TEACHER CALCULATORS (10)	1	207.89	10-1200-410
000008151	BLACK PAINT	1	20.65	10-1111-411
000008156	MAGIC RUB ERASER	1	7.34	10-1111-410
000008156	BOOK TAPE	1	9.40	10-1111-410
000008156	CRAYONS/MARKER	1	66.54	10-1111-410
000008156	PENCIL SHARPENER	1	47.50	10-1111-410
000008156	SCISSORS	1	25.92	10-1111-410
000008156	CLASSIC TRAYOLA WASHABLE MARKERS	1	19.01	10-1111-410
000008206	PAPER CLIPS	1	1.08	10-1111-410
000008206	TWIST & WRITE PENCILS	1	4.49	10-1111-410
000008288	POCKET CHART STORAGE	1	13.49	10-1111-410
7673	SPRAY BOTTLES (6)	1	13.22	10-1600-410

Bills Payable List

Printed: 1/10/2014 8:32 AM
Lincolnshire-Prairie View SD #103

Vendor Name					
P.O. Number	Description	Batch #	Amount	State	Account Number
7759	CONSTRUCTION PAPER	1	15.36	10-1111-412	
7759	CONSTRUCTION PAPER RETURN	1	(15.84)	10-1111-412	
7998	OFFICE SUPPLIES	1	20.99	10-1111-410	
8003	GLUE	1	5.39	10-1111-410	
8003	GLUE RETURN	1	(11.58)	10-1111-410	
8218	FASTENERS	1	1.48	10-3500-410	
8218	MARKERS, PROJECT SUPPLIES	1	970.44	10-3500-410	
			<u>\$1,989.94</u>		
SHAPIRO, MOLLY					
	GUYS NIGHT OUT PRESENTATION	1	300.00	10-2210-490	
			<u>\$300.00</u>		
SHELL FLEET PLUS					
	FUEL - O&M	1	523.12	20-2540-464	
	FUEL - TRANS	1	10,983.16	40-2550-464	
			<u>\$11,506.28</u>		
SPECIAL EDUCATION DISTRICT					
	HEARING ASSISTIVE TECHNOLOGY REPAIR	1	186.75	10-2150-410	
			<u>\$186.75</u>		
SPECIALTY WATER CHEMICALS INC					
	BOILER WATERLINE TREATMENT - DW	1	355.67	20-2540-410	
			<u>\$355.67</u>		
SPEECH PATH SPECIALISTS					
	SPEECH/LANGUAGE SERVICES	1	7,068.75	10-2150-314	
			<u>\$7,068.75</u>		
SPORTS TURF MANAGERS ASSOC					
	STMA ANNUAL MEMBERSHIP - GAUNKY	1	110.00	20-2540-640	
			<u>\$110.00</u>		
SPRINT					
	CELL PHONE - O&M	1	212.65	20-2540-341	
	CELL PHONE - TRANS	1	45.56	40-2550-341	
			<u>\$258.21</u>		
SRAGA HAUSER LLC					
	LEGAL SERVICES	1	640.00	10-2310-318	
			<u>\$640.00</u>		
STEINHAUS, KARI					
	REIMB TRAVEL IASBO CONFERENCE	1	47.41	10-2520-312	
			<u>\$47.41</u>		
STUMPS PARTY					
000008241	DW MUSICAL STAGE PROPS	1	822.11	10-1190-414	
			<u>\$822.11</u>		
SUCCESS BY DESIGN					
000007779	CUSTOM PLANNERS (400) - HD	1	1,482.80	10-1112-419	
			<u>\$1,482.80</u>		
SUDDATH RELOCATION SYSTEMS					
	STORAGE RENTAL	1	387.00	20-2540-410	

Bills Payable List

Printed: 1/10/2014 8:32 AM
Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
				<u>\$387.00</u>	
SUNSET FOODS					
		FOOD FOR DRIVER SAFETY MEETING	1	51.02	40-2550-410
		RETURNED FOOD	1	(20.34)	40-2550-410
		FOOD FOR DRIVER SAFETY MEETING	1	53.80	40-2550-410
		RETURNED FOOD	1	(13.02)	40-2550-410
				<u>\$71.46</u>	
TEAM REIL, INC.					
		PLAYGROUND CONSTRUCTION - SP	1	23,571.60	60-2530-540
				<u>\$23,571.60</u>	
TECHSTAR AMERICA CORPORATION					
		TONER SHIPPING	1	18.95	10-2410-410
				<u>\$18.95</u>	
THERAPRO, INC.					
000008272		GRAMMAR CARD GAME	1	22.45	10-1111-410
				<u>\$22.45</u>	
TOWNSEND, JIM					
		REIMB RETIREE INSURANCE	1	3,285.32	10-1120-225
				<u>\$3,285.32</u>	
TRAXLER, SUE					
		REIMB RETIREE INSURANCE	1	718.08	10-1120-225
				<u>\$718.08</u>	
TYCO INTEGRATED SECURITY LLC					
		ALARM MONITORING - DW	1	24.19	20-2540-329
		ALARM MONITORING - HD	1	129.00	20-2540-329
		ALARM MONITORING - TRANS	1	129.00	20-2540-329
		ALARM MONITORING - SP	1	129.00	20-2540-329
		ALARM MONITORING - RIVERSHIRE	1	97.28	20-2540-329
		SEP ALARM MONITORING - RIVERS	1	35.80	20-2540-329
		AUG ALARM MONITORING - SP	1	17.49	20-2540-329
				<u>\$561.76</u>	
UPS					
		POSTAGE	1	12.81	10-2520-342
				<u>\$12.81</u>	
US BANK VISA					
		ANNUAL INSPRA MEMBERSHIP	1	90.00	10-2630-640
		MCAFEES SECURITY AGREEMENT	1	37.17	10-2660-392
		WEEBLY TEACHER WEBSITE HOSTING	1	99.00	10-2660-392
		COMMON CORE CONF REG - RICHTER	1	235.00	10-2210-312
		COMMON CORE CONF REG - NELSON/NASENBENY	1	470.00	10-2210-390
		MCAFEES SECURITY AGREEMENT	1	63.59	10-2660-392
		HEARING DEVICE WARRANTIES (4)	1	630.00	10-2150-392
		GOANIMATE ONLINE VIDEO MAKING SOFTWARE	1	18.00	10-2660-392
		WEEBLY TEACHER WEBSITE HOSTING	1	99.00	10-2660-392
		FLIPPED CLASSROOM CONF REG - WARNER	1	229.00	10-2210-312
		TRAVEL TO STMA CONF - GAUNKY	1	301.80	20-2540-312
		WEEBLY TEACHER WEBSITE HOSTING	1	47.88	10-2660-392

Bills Payable List

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 Lincolnshire-Prairie View SD #103

Vendor Name	P.O. Number	Description	Batch #	Amount	State Account Number
		MCAFEE SECURITY AGREEMENT	1	37.17	10-2660-392
		LITERACY CONF REG - ABREGO	1	425.00	10-2210-390
		CAROLINA MICROSCOPE SLIDE SET - LFF	1	276.48	10-2215-410
		NITRILE GLOVES - LFF	1	51.95	10-2215-410
		LUNCH FOR SEDOL FOIA WORKERS	1	31.97	10-2320-410
		TRAVEL TO MSSA CONF - WARREN	1	519.42	10-2320-312
		SURVEYMONKEY ANNUAL SUBSCRIPT	1	204.00	10-2310-392
				<u>\$3,866.43</u>	
VILLAGE OF LINCOLNSHIRE					
		WATER/SEWER - SP	1	436.50	10-2540-370
		WATER/SEWER - TRANS	1	38.80	10-2540-370
		WATER/SEWER - DW	1	533.50	10-2540-370
		WATER/SEWER - HD	1	378.30	10-2540-370
		ELECTRICITY - RIVERSHIRE	1	58.03	10-2540-466
				<u>\$1,445.13</u>	
WAREHOUSE DIRECT					
		CUSTODIAL SUPPLIES - DW	1	80.68	20-2540-410
				<u>\$80.68</u>	
WASTE MANAGEMENT OF ILLINOIS INC					
		SANITATION SERVICES - SP	1	360.49	10-2540-321
		SANITATION SERVICES - DW	1	540.35	10-2540-321
		SANITATION SERVICES - HD	1	375.49	10-2540-321
				<u>\$1,276.33</u>	
WESTON WOODS					
	000008163	LIBRARY BOOKS - SP	1	67.88	10-2220-430
				<u>\$67.88</u>	
			Report Total	<u><u>\$505,124.31</u></u>	

Accounts Payable by Fund

Printed: 1/8/2014 4:11 PM
Lincolnshire-Prairie View SD #103

Account Number	Vendor #	Vendor Name	Description	Batch #	Amount	Check Date	Check #
10		Education Fund					
10-2540-341	03027	AT&T	TELEPHONE	122713	67.19	12/27/2013	18077
				Total:	<u>\$67.19</u>		
				Fund: 10	<u>\$67.19</u>		

25

Accounts Payable by Fund

Printed: 1/8/2014 4:11 PM
Lincolnshire-Prairie View SD #103

Account Number	Vendor #	Vendor Name	Description	Batch #	Amount	Check Date	Check #
Grand Total					<u>\$67.19</u>		

26



Lincolnshire-Prairie View School District 103

TO: Board of Education

FROM: Scott Warren

DATE: January 10, 2014

RE: Semi-annual Review of Executive Session Minutes

The Open Meetings Act requires public bodies to periodically, but no less than semi-annually, meet to review minutes of all closed sessions. Based on a review by the Superintendent, it is recommended that the Board retain the confidentiality of the following minutes:

July 9, 2013
August 13, 2013 First and Second Executive Session
August 20, 2013
September 3, 2013 First and Second Executive Session
September 17, 2013
October 15, 2013
December 3, 2013



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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, July 9, 2013

The Executive Session of the Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, July 9, 2013 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

Dan Stanley, Assistant Superintendent for Business

Norma Taylor, Board Secretary

Executive Session convened at 8:44 pm.

The Board reviewed items concerning the teacher contract negotiations.

Dr. Warren reviewed administrator contracts.

Dr. Warren, Dan Stanley, and Norma Taylor left the meeting at 10:57 pm.

The Board discussed the Superintendent's Contract.

Dr. Warren and Norma Taylor rejoined the meeting at 11:17 pm

The Board discussed the Superintendent and Administrators' Contracts.

Motion by Mr. Curtis, seconded by Mrs. Simon, to return to Open Session.

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

The meeting returned to Open Session at 11:50 pm.

2nd Executive Session convened at 11:53 pm.

Dr. Warren and Mr. Stanley discussed Administrator's Contracts.

Motion by Mr. Yomtoob, seconded by Mrs. Simon to move into Open Session.

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

The meeting returned to Open Session at 11:55 pm.

President Board of Education

Secretary Board of Education



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BOARD OF EDUCATION FIRST EXECUTIVE SESSION MINUTES
Tuesday, August 13, 2013

The First Executive Session of the Special Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, August 13, 2013 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

Absent: Ben Yomtoob

Also present were:

Dr. Scott Warren, Superintendent

Dan Stanley, Assistant Superintendent for Business

Norma Taylor, Board Secretary

Executive Session convened at 6:36 pm.

The Board reviewed items concerning the teacher contract negotiations.

Motion by Mr. Curtis, seconded by Mrs. Thomas, to return to Open Session.

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

The meeting returned to Open Session at 7:05 pm.

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BOARD OF EDUCATION SECOND EXECUTIVE SESSION MINUTES

Tuesday, August 13, 2013

The Second Executive Session of the of Lincolnshire-Prairie View School District 103 was held on Tuesday, August 13, 2013 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

Dan Stanley, Assistant Superintendent for Business

Norma Taylor, Board Secretary

Executive Session convened at 8:44 pm

The Board discussed the performance of Laura Brennan, Spanish Teacher at Daniel Wright.

The Board discussed the teacher negotiation contract talks surrounding adding 20 minutes to the school day at Daniel Wright.

Mr. Stanley left the meeting at 9:25 pm.

The Board provided feedback to Dr. Warren regarding his performance.

Dr. Warren provided an update on the new security system for the district.

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

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

The meeting returned to Open Session at 9:29 pm.

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Secretary Board of Education



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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, August 20, 2013

The Executive Session of the Special Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, August 20, 2013 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
Kate Harper
Sandy Simon
Sherri Thomas
Anne van Gerven

Absent: Chris Curtis
Ben Yomtoob

Also present were:

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

Executive Session convened at 7:24 pm.

Mr. Gordon reminded the board that policies can't be discussed in closed session. He stated tonight's topics for Executive Session are the teacher contract negotiations, personnel employment, and the board and superintendent goals. He suggested that as two board members are absent, tonight would not be the time to discuss the board and superintendent goals.

Mr. Gordon reviewed specific details of the tentative teacher contract.

The Board discussed the Administration's decision to hire a retired teacher, Susan Anhalt, as the 0.5 Early Childhood Teacher at Sprague School. The board also discussed the Administration's decision to hire retired teacher, Allison Derr, as the maternity leave of absence for Julie Gaunky.

Mrs. Katie Reynolds informed the board of the final candidate for the part-time Assistant Director of Curriculum and Instruction is LeeAnn Delli, a current Kindergarten teacher.

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

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

The meeting returned to Open Session at 8:31 pm.

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BOARD OF EDUCATION COW 1st EXECUTIVE SESSION MINUTES
Tuesday, September 3, 2013

The First Executive Session of the Committee of the Whole Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, September 3, 2013 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
Dan Stanley, Assistant Superintendent for Business
Katie Reynolds, Assistant Superintendent for Curriculum and Instruction
Julie Postma, Director of Student Services
Norma Taylor, Board Secretary

Executive Session convened at 8:04 pm.

Mr. Gordon stated the Board is in Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees.

Dr. Warren presented the contract for the part-time Assistant Director for Curriculum and Instruction, Jennifer Lynn.

The Board discussed the compensation for the position and Dr. Warren will review the contract.

At 8:35pm, Dr. Warren, Mr. Stanley, Mrs. Reynolds, Mrs. Postma and Norma Taylor left the meeting.

The Board discussed adding a year to the Superintendent's contract.

The Board discussed the compensation for Jennifer Lynn.

At 8:40pm, Dr. Warren joined the meeting.

Mr. Gordon informed Dr. Warren the Board would like to add a year to the superintendent's contract at the next Board meeting.

Dr. Warren presented his goals and the Board discussed each goal. The Board discussed meeting to prioritize their goals for the superintendent.

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

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

The meeting returned to Open Session at 9:15 pm.

At 9:15 pm, Mr. Stanley, Mrs. Postma and Norma Taylor joined the meeting.

President Board of Education

Secretary Board of Education



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BOARD OF EDUCATION COW 2nd EXECUTIVE SESSION MINUTES

Tuesday, September 3, 2013

The Second Executive Session of the Committee of the Whole Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, September 3, 2013 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

Dan Stanley, Assistant Superintendent for Business

Julie Postma, Director of Student Services

Norma Taylor, Board Secretary

The second Executive Session convened at 9:25 pm.

Dr. Warren informed the Board of a salary adjustment he would like to make for Mary Burks, Administrative Assistant to the Director of Student Services and Lisa Solesky, the Administrative Assistant to the Assistant Superintendent for Curriculum and Instruction.

Motion by, Mr. Curtis, seconded by Mrs. Simon, to return to Open Session.

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

The meeting returned to Open Session at 9:35 pm.

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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, September 17, 2013

The Executive Session of the Regular Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, September 17, 2013 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
Dan Stanley, Assistant Superintendent for Business
Julie Postma, Director of Student Services
Norma Taylor, Board Secretary

Executive Session convened at 7:56 pm.

Mr. Gordon stated the Board is in Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, and student discipline.

Dr. Warren asked Mr. Stanley to report to the Board about retirement options for Ed Denecke. Mr. Stanley presented a spreadsheet of Potential Custodial Retirement Savings for Ed Denecke's retirement.

Dr. Warren informed the Board of a student discipline issue. A 4th grade student was suspended twice. This student has an IEP and had a verbal altercation with another student. The situation was handled very appropriately through social worker and meetings with parents. He received a

one-day suspension. Several days later this same student had another altercation involving striking another student. He received another one-day suspension.

The Board asked about filling the position of the Curriculum Coordinator.

Mr. Stanley reported about a bus accident that occurred earlier in the day and that the bus driver, who was in her probationary period, was released from duty.

Motion by Mr. Yomtoob, seconded by Mr. Gordon, to return to Open Session.

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

The meeting returned to Open Session at 8:24 pm.

President Board of Education

Secretary Board of Education



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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, October 15, 2013

Executive Session of the Regular Board of Education Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, October 15, 2013 in the Library of Laura B. Sprague School located at 2425 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 8:05 pm.

Dr. Warren presented to the Board the Goals for each Administrator for the year. He explained these goals are Exhibit A of the Administrator Contract and important to the Board as the Superintendent's evaluation is, in part, reflective of these goals.

Mr. Gordon reminded the Board what was recently negotiated with the Association regarding the potential for increasing 20 minutes on to the school day at Daniel Wright Junior High School. Ultimately, the decision as to whether or not to add minutes to the day will be worked out with Dr. Warren and the Association.

Motion by, Mr. Curtis, seconded by Mrs. Simon, to return to Open Session.

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

The meeting returned to Open Session at 8:05 pm.

President Board of Education

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BOARD OF EDUCATION EXECUTIVE SESSION MINUTES

Tuesday, December 3, 2013

Executive Session of the Committee of the Whole Meeting of Lincolnshire-Prairie View School District 103 was held on Tuesday, December 3, 2013 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

Mr. Dan Stanley, Assistant Superintendent for Business

Norma Taylor, Board Secretary

Executive Session convened at 7:30 pm.

Mr. Stanley informed the Board that the Administrator contracts allow for a \$6,000 per year stipend. TRS has informed the District this is not considered credible earnings. Discussion was held about rewriting the language in the contracts. Discussion was held specifically regarding Julie Postma, Director of Student Services, as she is currently in the retirement track.

Mr. Stanley informed the Board that Nick Pagano was recently hired as a wrestling coach. This afternoon Mr. Stanley was informed that his background check came back that he had been arrested, not convicted, a few years ago. Mr. Stanley immediately terminated his employment.

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

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

The meeting returned to Open Session at 8:16 pm.

President Board of Education

Secretary Board of Education



Lincolnshire-Prairie View School District 103

TO: Board of Education

FROM: Scott Warren

DATE: August 20, 2013

RE: Destruction of Recordings of Executive Session Meetings

The Open Meetings Act Section 5 ILCS 120/2.06 (c) states verbatim recordings may be destroyed no less than 18 months after completion of the meeting recorded but only after:

- 1) the public body has approved the minutes for the closed session, and
- 2) the public body has approved the destruction of the verbatim record.

It is my recommendation that the Executive Session verbatim recordings listed below be destroyed in accordance with state law:

January 9, 2012
February 7, 2012
February 13, 2012
March 6, 2012
March 12, 2012
March 17, 2012
April 9, 2012
May 8, 2012
May 14, 2012
June 5, 2012
June 11, 2012



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MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: January 14, 2014
Re: Non-Certified Employment

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

Last Name	First Name	Hourly Rate	Position	Location
Garza	Paul	12.00	Custodian	Half Day
Warnick	Jacob	9.00	103 Club Associate	TBD



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MEMO

To: Board of Education
From: Dan Stanley
CC: Dr. Scott Warren
Date: January 14, 2014
Re: Business Office Update

Financial Reports

Included are the financial reports for December 2013. December revenues totaled \$560,758.24, bringing year to date revenues to 46.9% of budgeted revenue. December revenues were a bit higher than the previous two months due to receiving a quarterly payment from the state for categoricals such as special education and transportation. Expenditures totaled \$2,350,336.74, which is the lowest spending of the fiscal year thus far. YTD expenditures are at 52.5% of budget. At 50% through the fiscal year, the 52.5% continues to be the large annual lease payments for buses and computers, as well as paying for the summer capital projects. Salaries and Benefits (72% of the budget) are 47.2% expended. The spread between % of YTD expenditures and % through the fiscal year continues to decrease (October's 4%; November's 3.2%; December's 2.5%) which is ideal and is expected to continue.

Total fund balances decreased \$1.79 million to \$17.9 million. Fund balances will continue their steady decline until tax receipts are received in May/June. Specific funds have negative balances: Debt Service (-\$175,690.51) and Capital Projects (-\$1,970,058.90). The reason for Capital Projects and part of Debt Service is that there are transfers yet to do. The other reason for Debt Service is that it will balance out once tax receipts are received in May/June. The Debt Service transfers will happen closer to the end of the fiscal year and the Capital Projects transfer will occur once we close out the Sprague project.

FY 15 Budget & Draft Staffing Counts

Another reminder that in order to get the budget finished and adopted by June, I will need salary and staffing numbers sooner than in previous years. **In order to effectively complete the budget as the board has requested, I am asking that salaries and contracts for the 2014-2015 school year be completed by the end of March, which includes board approval.** Included are draft certified staffing amounts. The material change is 3 additional Spanish Teachers for the expansion of the world language program. This does NOT include any staffing changes for ELM as those are unknown at this time. Once they are known, I will update the records immediately. If we are getting to close to the budgeting deadlines, then I will make conservative estimates and move forward.

Tech Purchase Program

Included is a description of the program and the form we would use. The language they are agreeing to states that this is for their personal use, they agree to pay it back, and, especially, if they leave before it is paid it comes out of their final check. We should be able to recoup any unpaid amounts from their final checks. However, if we do not then they would write a check to us before they leave.

After speaking with the attorney, the board does not need to take action on this. Therefore, unless the board objects, I will proceed with announcing this program to staff and “getting the ball rolling”.

Architect Recommendation and Master Planning Agreement

Wight & Co. is the architectural firm that administration is recommending to the Board as our Architect of Record. There was an extensive RFQ process in which 15 firms submitted proposals. 5 of those 15 firms were interviewed and the list was shorted to a final 3 firms. We had difficulty choosing among the 3 firms because they are all top-notch firms that give excellence and do excellent work. In the end, we agreed that Wight & Co. would be the best fit for our school district. Each team member assigned to our district has over 20 years' experience in the industry and almost all of them have advanced degrees in architecture. One of their team members is a graduate of Lincolnshire-Prairie View School District 103! Included is a two-page introduction of their team and some of their services.

We have been working through an overall architectural agreement that we will submit to the Board at the February 4th COW meeting. Included for your review is the final Master Planning Agreement with Wight & Co. This is the agreement that will cover the master planning we are seeking to do. The cost of services will be \$41,000 with an additional \$3,000 for reimbursable expenses. The budget provided \$50,000 for these services. We will bring this agreement as an action item at the February 4th COW meeting.

Revenue Report

12/31/2013

% of Fiscal Year Completed **41.7%**

	MTD Dec	YTD Actual	Fiscal Year 2014 Adopted Budget	Budget Balance	% Budget Received
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Education Fund

Local Revenue	224,702.31	10,840,144.25	23,358,300	12,518,155.75	46.4%
State Revenue	178,108.79	418,356.80	628,500	210,143.20	66.6%
Federal Revenue	7,103.59	33,638.61	221,900	188,261.39	15.2%
Subtotal Education Fund	409,914.69	11,292,139.66	24,208,700	12,916,560.34	46.6%
Total Education Fund	409,914.69	11,292,139.66	24,208,700	12,916,560.34	46.6%

Operations & Maintenance Fund

Local Revenue	10,603.97	1,006,858.48	2,228,200	1,221,341.52	45.2%
State Revenue	30,408.78	206,529.86	370,000	163,470.14	55.8%
Subtotal O & M Fund	41,012.75	1,213,388.34	2,598,200	1,384,811.66	46.7%
Transfers	-	-	1,970,370	1,970,370.00	0.0%
Total O&M Fund	41,012.75	1,213,388.34	4,568,570	3,355,181.66	26.6%

Debt Service Fund

Local Revenue	1,759.05	161,792.08	166,000	4,207.92	97.5%
Subtotal Debt Service Fund	1,759.05	161,792.08	166,000	4,207.92	97.5%
Transfers	-	-	507,148	507,148.00	0.0%
Total Debt Service Fund	1,759.05	161,792.08	673,148	511,355.92	24.0%

Transportation Fund

Local Revenue	6,453.88	646,156.87	1,503,300	857,143.13	43.0%
State Revenue	97,368.04	221,282.21	470,000	248,717.79	47.1%
Subtotal Transportation Fund	103,821.92	867,439.08	1,973,300	1,105,860.92	44.0%
Total Transportation Fund	103,821.92	867,439.08	1,973,300	1,105,860.92	44.0%

Retirement Fund

Local Revenue	4,244.43	389,238.55	696,300	307,061.45	55.9%
Subtotal Retirement Fund	4,244.43	389,238.55	696,300	307,061.45	55.9%
Total Retirement Fund	4,244.43	389,238.55	696,300	307,061.45	55.9%

Capital Projects Fund

Local Revenue	-	-	50,000	50,000.00	0.0%
Subtotal Cap. Projects Fund	-	-	50,000	50,000.00	0.0%
Transfers	-	-	2,320,000	2,320,000.00	0.0%
Total Cap. Projects Fund	-	-	2,370,000	2,370,000.00	0.0%

Working Cash Fund

Local Revenue	5.40	32.53	-	(32.53)	No Bud
Subtotal Working Cash Fund	5.40	32.53	-	(32.53)	No Bud
Total Working Cash Fund	5.40	32.53	-	(32.53)	No Bud

All Funds

Local Revenue	247,769.04	13,044,222.76	28,002,100	14,957,877.24	46.6%
State Revenue	305,885.61	846,168.87	1,468,500	622,331.13	57.6%
Federal Revenue	7,103.59	33,638.61	221,900	188,261.39	15.2%
Subtotal All Funds	560,758.24	13,924,030.24	29,692,500	15,768,469.76	46.9%
"On Behalf"/Transfers	-	-	4,797,518	4,797,518.00	0.0%
Total All Funds	560,758.24	13,924,030.24	34,490,018	20,565,987.76	40.4%

Expenditure Report

12/31/2013

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

	MTD Dec	YTD Actual	Fiscal Year 2014 Adopted Budget	Budget Balance	% Budget Expensed
Education Fund					
Salaries	1,321,080.94	7,592,864.55	15,975,500.00	8,382,635.45	47.5%
Benefits	244,983.62	1,462,524.49	3,132,800.00	1,670,275.51	46.7%
Purchased Services	94,946.91	969,157.13	1,390,400.00	421,242.87	69.7%
Supplies	103,095.92	704,207.57	1,315,400.00	611,192.43	53.5%
Capital Outlay	-	25,932.76	19,000.00	(6,932.76)	136.5%
Other	14,448.78	169,564.67	920,000.00	750,435.33	18.4%
Non-Capitalized Equipment	11,600.44	82,169.33	180,300.00	98,130.67	45.6%
Termination Benefits	-	80,080.01	98,800.00	18,719.99	81.1%
Subtotal Education Fund	1,790,156.61	11,086,500.51	23,032,200.00	11,945,699.49	48.1%
Transfers	-	-	1,655,128.00	1,655,128.00	0.0%
Total Education Fund	1,790,156.61	11,086,500.51	24,687,328.00	13,600,827.49	44.9%
Operations and Maintenance Fund					
Salaries	65,775.46	441,287.83	864,700.00	423,412.17	51.0%
Benefits	15,407.05	77,121.08	179,200.00	102,078.92	43.0%
Purchased Services	44,569.73	164,278.40	310,400.00	146,121.60	52.9%
Supplies	9,155.21	70,168.34	118,500.00	48,331.66	59.2%
Capital Outlay	74,117.06	531,726.57	623,000.00	91,273.43	85.3%
Other	285.00	345.00	500.00	155.00	69.0%
Non-Capitalized Equipment	-	4,921.30	1,000.00	(3,921.30)	492.1%
Subtotal O&M Fund	209,024.51	1,289,503.52	2,096,800.00	807,296.48	61.5%
Transfers	-	-	2,542,020.00	2,542,020.00	0.0%
Total O&M Fund	209,024.51	1,289,503.52	4,638,820.00	3,349,316.48	27.8%
Debt Service Fund					
Purchased Services	-	400.00	1,200.00	800.00	33.3%
Other	689.00	558,990.12	670,300.00	111,309.88	83.4%
Subtotal Debt Service Fund	689.00	559,390.12	671,500.00	112,109.88	83.3%
Transfers	-	-	270.00	270.00	0.0%
Total Debt Service Fund	689.00	559,390.12	671,770.00	112,379.88	83.3%
Transportation Fund					
Salaries	80,330.54	400,537.25	924,300.00	523,762.75	43.3%
Benefits	24,854.26	152,343.23	304,600.00	152,256.77	50.0%
Purchased Services	12,383.47	312,036.33	477,300.00	165,263.67	65.4%
Supplies	16,250.89	81,691.20	159,000.00	77,308.80	51.4%
Other	-	239.00	300.00	61.00	79.7%
Non-Capitalized Equipment	-	-	5,000.00	5,000.00	0.0%
Subtotal Trans. Fund	133,819.16	946,847.01	1,870,500.00	923,652.99	50.6%
Transfers	-	-	600,000.00	600,000.00	0.0%
Total Trans. Fund	133,819.16	946,847.01	2,470,500.00	1,523,652.99	38.3%
Retirement Fund					
Benefits	80,168.46	478,669.09	1,071,700.00	593,030.91	44.7%
Subtotal Retirement Fund	80,168.46	478,669.09	1,071,700.00	593,030.91	44.7%
Total Retirement Fund	80,168.46	478,669.09	1,071,700.00	593,030.91	44.7%
Capital Projects Fund					
Capital Outlay	136,194.00	1,970,058.90	2,370,000.00	399,941.10	83.1%
Subtotal Cap. Projects Fund	136,194.00	1,970,058.90	2,370,000.00	399,941.10	83.1%
Total Cap. Projects Fund	136,194.00	1,970,058.90	2,370,000.00	399,941.10	83.1%
All Funds					
Salaries	1,467,186.94	8,434,689.63	17,764,500.00	9,329,810.37	47.5%
Benefits	365,413.39	2,170,657.89	4,688,300.00	2,517,642.11	46.3%
Purchased Services	151,900.11	1,445,871.86	2,179,300.00	733,428.14	66.3%
Supplies	128,502.02	856,067.11	1,592,900.00	736,832.89	53.7%
Capital Outlay	210,311.06	2,527,718.23	3,012,000.00	484,281.77	83.9%
Other	15,422.78	729,138.79	1,591,100.00	861,961.21	45.8%
Non-Capitalized Equipment	11,600.44	87,090.63	186,300.00	99,209.37	46.7%
Termination Benefits	-	80,080.01	98,800.00	18,719.99	81.1%
Subtotal All Funds	2,350,336.74	16,331,314.15	31,113,200.00	14,781,885.85	52.5%
Transfers	-	-	4,797,418.00	4,797,418.00	0.0%
Total All Funds	2,350,336.74	16,331,314.15	35,910,618.00	19,579,303.85	45.5%

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED DECEMBER 31, 2013

	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	
Legal Services	14,625.08	-	-	-	-	-	-	14,625.08	14,625.08
Other Professional Services	2,060.32	-	-	5,260.71	-	-	-	7,321.03	7,321.03
Sanitation Services	1,276.33	-	-	-	-	-	-	1,276.33	1,276.33
Snow Removal	-	-	-	-	-	-	-	-	-
Rentals	-	-	-	-	-	-	-	-	-
Property Upkeep Services	-	41,635.98	-	100.00	-	-	-	41,735.98	41,735.98
Pupil Transportation Services	-	-	-	5,359.70	-	-	-	5,359.70	5,359.70
Travel	308.15	-	-	-	-	-	-	308.15	308.15
Student-Paid Trips	-	-	-	-	-	-	-	-	-
Telephone	9,311.51	212.65	-	45.56	-	-	-	9,569.72	9,569.72
Postage	524.12	-	-	-	-	-	-	524.12	524.12
Printing Services	1,004.18	-	-	-	-	-	-	1,004.18	1,004.18
Water/Sewer Services	1,852.70	-	-	-	-	-	-	1,852.70	1,852.70
Other Insurance	385.00	-	-	-	-	-	-	385.00	385.00
Other Purchased Services	18,323.76	-	-	301.00	-	-	-	18,624.76	18,624.76
Service Agreements	20,935.22	-	-	1,284.50	-	-	-	22,219.72	22,219.72
Total Purchased Services	94,946.91	44,569.73	-	12,383.47	-	-	-	151,900.11	151,900.11
Supplies									
General Supplies	17,525.46	8,434.14	-	1,550.49	-	-	-	27,510.09	27,510.09
Art Supplies	2,377.21	-	-	-	-	-	-	2,377.21	2,377.21
Paper Supplies	6,379.75	-	-	-	-	-	-	6,379.75	6,379.75
Spanish Supplies	870.75	-	-	-	-	-	-	870.75	870.75
Student-Paid Supplies	(889.19)	-	-	-	-	-	-	(889.19)	(889.19)
Science Supplies	369.69	-	-	-	-	-	-	369.69	369.69
Social Studies Supplies	336.97	-	-	-	-	-	-	336.97	336.97
English Language Arts Supplies	115.50	-	-	-	-	-	-	115.50	115.50
Math Supplies	-	-	-	-	-	-	-	-	-
Supplies - Other	12,481.15	-	-	-	-	-	-	12,481.15	12,481.15
Textbooks	7,408.30	-	-	-	-	-	-	7,408.30	7,408.30
Library Books	9,111.84	-	-	-	-	-	-	9,111.84	9,111.84
Periodicals	198.89	-	-	-	-	-	-	198.89	198.89
Fuel	-	721.07	-	13,484.20	-	-	-	14,205.27	14,205.27
Natural Gas	4,612.52	-	-	-	-	-	-	4,612.52	4,612.52
Electricity	25,672.22	-	-	-	-	-	-	25,672.22	25,672.22
Other Supplies	16,524.86	-	-	1,216.20	-	-	-	17,741.06	17,741.06
Total Supplies	103,095.92	9,155.21	-	16,250.89	-	-	-	128,502.02	128,502.02
Capital Outlay									
Capital Outlay	-	74,117.06	-	-	-	-	-	74,117.06	74,117.06
Building Improvements	-	-	-	-	-	136,194.00	-	-	136,194.00
Site Improvements	-	-	-	-	-	-	-	-	-
Total Capital Outlay	-	74,117.06	-	-	-	136,194.00	-	74,117.06	210,311.06

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
DETAILED STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED DECEMBER 31, 2013

	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	-	-	689.00	-	-	-	-	-	689.00
Interest	-	-	-	-	-	-	-	-	-
Dues and Fees	195.00	285.00	-	-	-	-	-	480.00	480.00
Tuition	14,253.78	-	-	-	-	-	-	14,253.78	14,253.78
Miscellaneous Objects	-	-	-	-	-	-	-	-	-
Total Other	14,448.78	285.00	689.00	-	-	-	-	14,733.78	15,422.78
Total Non-Capitalized Equipment	11,600.44	-	-	-	-	-	-	11,600.44	11,600.44
Total Termination Benefits	-	-	-	-	-	-	-	-	-
Total Expenditures	1,790,156.61	209,309.51	689.00	133,819.16	80,168.46	136,194.00	-	2,213,453.74	2,350,336.74
Excess (deficiency) of revenues over expenditures	(1,380,241.92)	(168,296.76)	1,070.05	(29,997.24)	(75,924.03)	(136,194.00)	5.40	(1,654,454.55)	(1,789,578.50)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,380,241.92)	(168,296.76)	1,070.05	(29,997.24)	(75,924.03)	(136,194.00)	5.40	(1,654,454.55)	(1,789,578.50)
Fund Balance: 11/30/2013	17,019,627.05	1,362,574.95	(176,760.56)	1,713,061.79	1,052,082.01	(1,833,864.90)	520,361.40	21,667,707.20	19,657,081.74
Fund Balance: 12/31/2013	\$ 15,639,385.13	\$ 1,194,278.19	\$ (175,690.51)	\$ 1,683,064.55	\$ 976,157.98	\$ (1,970,058.90)	\$ 520,366.80	\$ 20,013,252.65	\$ 17,867,503.24

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ALL FUNDS
MONTH ENDED DECEMBER 31, 2013

	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	224,702.31	10,603.97	1,759.05	6,453.88	4,244.43	-	5.40	246,009.99	247,769.04
State Sources	178,108.79	30,408.78	-	97,368.04	-	-	-	305,885.61	305,885.61
Federal Sources	7,103.59	-	-	-	-	-	-	7,103.59	7,103.59
Total Revenues	409,914.69	41,012.75	1,759.05	103,821.92	4,244.43	-	5.40	558,999.19	560,758.24
EXPENDITURES									
Salaries	1,321,080.94	65,775.46	-	80,330.54	-	-	-	1,467,186.94	1,467,186.94
Benefits	244,983.62	15,407.05	-	24,854.26	80,168.46	-	-	365,413.39	365,413.39
Purchased Services	94,946.91	44,569.73	-	12,383.47	-	-	-	151,900.11	151,900.11
Supplies	103,095.92	9,155.21	-	16,250.89	-	-	-	128,502.02	128,502.02
Capital Outlay	-	74,117.06	-	-	-	136,194.00	-	74,117.06	210,311.06
Other	14,448.78	285.00	689.00	-	-	-	-	14,733.78	15,422.78
Non-Capitalized Equip.	11,600.44	-	-	-	-	-	-	11,600.44	11,600.44
Termination Benefits	-	-	-	-	-	-	-	-	-
Total Expenditures	1,790,156.61	209,309.51	689.00	133,819.16	80,168.46	136,194.00	-	2,213,453.74	2,350,336.74
Excess (deficiency) of revenues over expenditures	(1,380,241.92)	(168,296.76)	1,070.05	(29,997.24)	(75,924.03)	(136,194.00)	5.40	(1,654,454.55)	(1,789,578.50)
OTHER FINANCING SOURCES (USES)									
Transfers	-	-	-	-	-	-	-	-	-
State "On Behalf" Payments	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-
Net changes in fund balances	(1,380,241.92)	(168,296.76)	1,070.05	(29,997.24)	(75,924.03)	(136,194.00)	5.40	(1,654,454.55)	(1,789,578.50)
Fund Balance: 11/30/2013	17,019,627.05	1,362,574.95	(176,760.56)	1,713,061.79	1,052,082.01	(1,833,864.90)	520,361.40	21,667,707.20	19,657,081.74
Fund Balance: 12/31/2013	\$ 15,639,385.13	\$ 1,194,278.19	\$ (175,690.51)	\$ 1,683,064.55	\$ 976,157.98	\$ (1,970,058.90)	\$ 520,366.80	\$ 20,013,252.65	\$ 17,867,503.24

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
 STATEMENT OF FINANCIAL POSITION
 ALL FUNDS
 DECEMBER 31, 2013

	10	20	30	40	50	60	70		
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Total Operating	Total All Funds
ASSETS									
US Bank - AP	2,882,191.94	856.35	(175,690.51)	20,433.28	404.67	(1,970,058.90)	-	2,903,886.24	758,136.83
US Bank - Payroll	7,066.38	-	-	-	-	-	-	7,066.38	7,066.38
US Bank - RevTrak	134,995.74	-	-	-	-	-	-	134,995.74	134,995.74
PMA - LIQ	1,352,007.14	-	-	-	-	-	-	1,352,007.14	1,352,007.14
PMA - MAX	1,711,526.63	31,405.67	-	816,469.05	343,215.83	-	171,588.29	3,074,205.47	3,074,205.47
PMA - Fixed Rate Investments	9,388,125.02	1,162,016.17	-	846,162.22	632,537.48	-	348,778.51	12,377,619.40	12,377,619.40
IIIT	19,352.50	-	-	-	-	-	-	19,352.50	19,352.50
Bank Financial	88,833.77	-	-	-	-	-	-	88,833.77	88,833.77
Imprest Fund	44,500.00	-	-	-	-	-	-	44,500.00	44,500.00
Petty Cash	500.00	-	-	-	-	-	-	500.00	500.00
TOTAL ASSETS	15,629,099.12	1,194,278.19	(175,690.51)	1,683,064.55	976,157.98	(1,970,058.90)	520,366.80	20,002,966.64	17,857,217.23
LIABILITIES & FUND BALANCE									
LIABILITIES									
Accounts Payable	1,563.00	-	-	-	-	-	-	1,563.00	1,563.00
Dental Insurance Payable	(8,276.59)	-	-	-	-	-	-	(8,276.59)	(8,276.59)
Flex Spending Account Payable	(3,572.42)	-	-	-	-	-	-	(3,572.42)	(3,572.42)
Early Check Adjustment	-	-	-	-	-	-	-	-	-
Total Liabilities	(10,286.01)	-	-	-	-	-	-	(10,286.01)	(10,286.01)
FUND BALANCE									
Fund Balance	15,639,385.13	1,194,278.19	(175,690.51)	1,683,064.55	976,157.98	(1,970,058.90)	520,366.80	20,013,252.65	17,867,503.24
Total Fund Balance	15,639,385.13	1,194,278.19	(175,690.51)	1,683,064.55	976,157.98	(1,970,058.90)	520,366.80	20,013,252.65	17,867,503.24
TOTAL LIABILITIES & FUND BALANCE	15,629,099.12	1,194,278.19	(175,690.51)	1,683,064.55	976,157.98	(1,970,058.90)	520,366.80	20,002,966.64	17,857,217.23

LINCOLNSHIRE-PRAIRIE VIEW ELEMENTARY SCHOOL DISTRICT NO. 103
TREASURER'S REPORT
ALL FUNDS
NOVEMBER 30, 2013

CASH BALANCE PER BOOKS

Educational Fund	15,629,099.12
Operations and Maintenance	1,194,278.19
Debt Service Fund	(175,690.51)
Transportation Fund	1,683,064.55
Retirement Fund	976,157.98
Capital Projects Fund	(1,970,058.90)
Working Cash Fund	<u>520,366.80</u>
TOTALS:	<u><u>\$ 17,857,217.23</u></u>

BANK BALANCES & INVESTMENTS

US Bank - AP	
Statement Balance	825,930.66
Less: Outstanding Checks	<u>67,793.83</u>
	\$ 758,136.83
US Bank - Payroll	
Statement Balance	14,211.28
Less: Outstanding Checks	<u>7,144.90</u>
	\$ 7,066.38
US Bank - Other	
RevTrak Account Balance	\$ 134,995.74
Imprest	44,500.00
Petty Cash	<u>500.00</u>
	179,995.74
PMA Financial Network	
ISDLAF - LIQ	1,352,007.14
ISDLAF - MAX	3,074,205.47
Fixed Rate Investments	<u>12,377,619.40</u>
	\$ 16,803,832.01
Illinois Inst Investors Trust	
CMF	19,352.50
Bank Financial	
Money Market	<u>88,833.77</u>
TOTALS:	<u><u>\$ 17,857,217.23</u></u>

Certified by:



Dan Stanley, Treasurer

**ACTIVITY FUND
DECEMBER 31, 2013**

Account	Balance December 1, 2013	Current Month Inflow	Current Month Outflow	Total Change	Balance December 31, 2013
Bank Interest	150.61	6.83	-	6.83	157.44
District Convenience Acct	124.63	-	-	-	124.63
DW Convenience Acct	1,966.36	246.00	43.65	202.35	2,168.71
DW-NJHS	5,201.18	2,607.25	-	2,607.25	7,808.43
DW-Scholarship	1,810.63	-	-	-	1,810.63
DW-Student Council	6,562.71	901.00	4,646.27	(3,745.27)	2,817.44
DW-Toys for Tots	400.00	-	-	-	400.00
DW-Yearbook	29,594.04	-	-	-	29,594.04
HD Convenience Acct	653.44	-	51.29	(51.29)	602.15
HD-Student Council	2,735.24	239.51	-	239.51	2,974.75
HD-Yearbook	18,482.86	-	-	-	18,482.86
SP Convenience Acct	1,756.29	-	389.98	(389.98)	1,366.31
SP-Yearbook	11,486.00	-	-	-	11,486.00
TOTALS	80,923.99	4,000.59	5,131.19	(1,130.60)	79,793.39

DRAFT Proposed 2014-15 Certified Staffing Plan

Position	Actual 2013-14		Change to 2014-15		Draft Proposed 2014-15	
	# of Positions	FTE	# of Positions	FTE	# of Positions	FTE
Adaptive Physical Education	1	1.00			1	1.00
Art Teacher	3	3.00			3	3.00
Band Teacher	2	1.75			2	1.75
Early Childhood Teacher	2	1.50			2	1.50
ELM Coordinator	4	4.00			4	4.00
English Language Learners Teacher	3	2.80			3	2.80
Family & Consumer Science Teacher	1	1.00			1	1.00
General Music & Chorus Teacher	1	1.00			1	1.00
General Music Teacher	2	2.00			2	2.00
Guided Classroom Teacher	1	1.00			1	1.00
Health Teacher	2	1.30			2	1.30
Kindergarten Intevention Specialist	1	1.00			1	1.00
Language Arts /Reading Teacher	8	8.00			8	8.00
Learning Behavior Specialist Teacher	15	14.50			15	14.50
Librarian	3	3.00			3	3.00
Literacy Specialist	5	4.50			5	4.50
Math Specialist	3	2.50			3	2.50
Math Teacher	5	5.00			5	5.00
Nurse	1	1.00			1	1.00
Orchestra Teacher	2	2.00			2	2.00
Performing Arts Teacher	1	1.00			1	1.00
Physical Education Teacher	6	6.00			6	6.00
Psychologist	2	2.00			2	2.00
Science Teacher	5	5.00			5	5.00
Self Contained Teacher	47	46.00			47	46.00
Social Studies Teacher	5	5.00			5	5.00
Social Worker	5	5.00			5	5.00
Spanish Teacher	6	6.00	3	3.00	9	9.00
Speech Language Pathologist	4	3.90			4	3.90
Technology Integration Specialist	5	5.00			5	5.00
Total	151	146.75	3	3.00	154	149.75

Employee Technology Purchase Program

Lincolnshire-Prairie View School District 103

Purpose

The purpose of the Employee Technology Purchase Program is to advance the mission of the School District, ***to provide innovative learning experiences which empower each student to excel and make a difference in a diverse and interconnected world***, by providing staff with easier access to technology equipment. It is our belief that a new technology purchase program will provide some very important benefits. Specifically, an interest-free loan for staff members to buy devices/peripherals will extend technology skills and expertise with new systems and programs; and as a result, our students will benefit both in terms of instruction and in support of instruction.

Description

The Employee Technology Purchase Program is an interest-free cash advance in which employees may receive up to \$3,000 towards the purchase of technology devices/computer systems. The cash advance will be repaid through after-tax payroll deductions for up to June. Employees who leave the district before repaying the total amount will have the remaining balance deducted from their final paycheck. If the amount of the final paycheck is not enough to cover the remaining balance, the employee will pay the district the remaining amount before leaving.

Eligible Purchases

Eligible purchases include technology devices/computer systems that can enhance the classroom experience. Such purchases may include tablets (e.g. iPad, Surface, etc.), laptops (e.g. MacBook, Chromebook, etc.), desktops (e.g. iMac, etc.), and appropriate peripherals (e.g. monitor, mouse, keyboard, etc.).

Process

1. Employee buys the equipment.
2. Employee submits the receipt to the Business Office for approval.
3. If approved, the Business Office will fill out the form including the amounts of deductions and when they will start.
4. The employee will sign the agreement and the Business Office will cut the employee a check, advancing them the cash.
5. The employee will recoup the district each payroll until the full amount is paid back.

PAYROLL DEDUCTION AGREEMENT FORM
REIMBURSEMENT OF FUNDS ADVANCED FOR TECHNOLOGY PURCHASE

Lincolnshire-Prairie View School District No. 103
1370 N. Riverwoods Road
Lincolnshire, IL 60069

I, _____, hereby request that the employment arrangement existing between the Board of Education of Lincolnshire-Prairie View School District 103 and myself, as the undersigned employee, be modified by reduction of salary. The full amount of such reduction, which is \$_____, is to reimburse the District for advancing me the cost of my purchase of a(n) _____ device(s)/computer system(s), which I purchased on _____, 20__ for my personal use. I acknowledge entering into this Agreement at the time the District is advancing me \$_____.

Per this agreement, ___ deductions of \$_____ will be taken from my regular paycheck. Deductions will begin on _____, 20__. I hereby consent to such deductions on each subsequent payroll date until the balance is paid in full. I further agree that my obligation to repay the full amount of the requested reduction is unconditional.

I FURTHER AGREE THAT IN THE EVENT I LEAVE THE EMPLOYMENT OF LINCOLNSHIRE-PRAIRIEVIEW SCHOOL DISTRICT FOR ANY REASON, OR IF I TAKE ANY UNPAID LEAVE OF ABSENCE, I AUTHORIZE THE DISTRICT TO REDUCE MY FINAL PAYCHECK UP TO THE FULL AMOUNT OF ANY OUTSTANDING BALANCE TO FULLY REIMBURSE THE DISTRICT FOR ADVANCING ME THE COST OF THE ABOVE-MENTIONED DEVICE(S)/COMPUTER SYSTEM(S). ANY REMAINING BALANCE NOT PAID BY REDUCTION OF MY FINAL PAYCHECK WILL BE PAID BY ME IN CASH OR CHECK ON OR BEFORE MY FINAL DAY OF ACTIVE EMPLOYMENT.

Employee Signature: _____ Date: _____

Employee Address: _____

Phone: _____

ACCEPTANCE

Receipt of this request is acknowledged and the request for payroll deductions is granted this _____, day of _____, 20__.

By: _____
Assistant Superintendent for Business



Discussion Points



Firm Experience & Capabilities



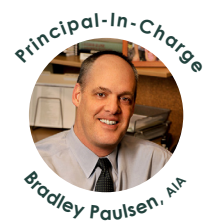
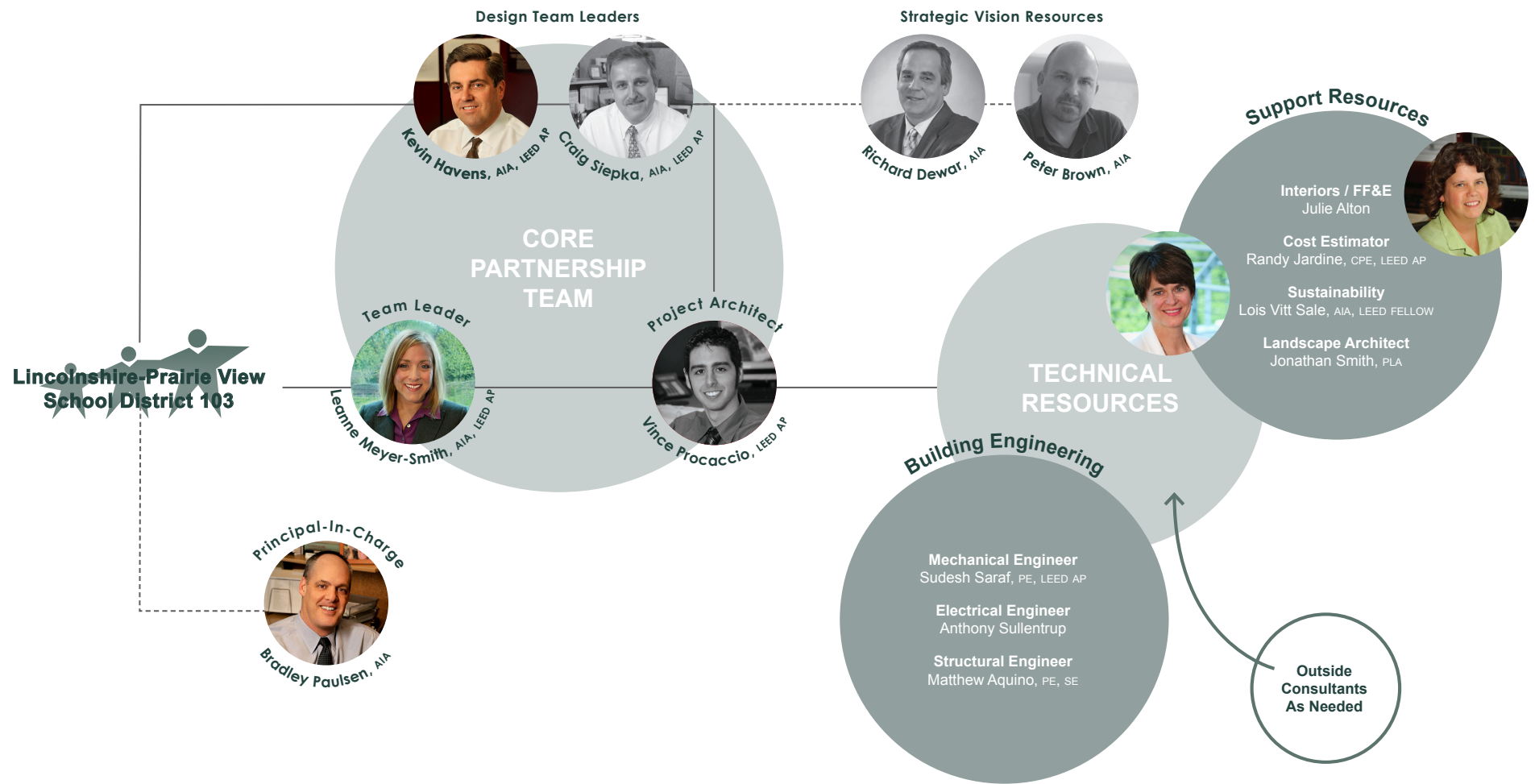
Observations & Understandings



Visioning & Planning



Delivery



Industry Tenure	22 Years
Education	Masters of Architecture, Management Option, UIUC MS in Finance, Real Estate and Urban Economics, UIUC BS, Architectural Studies, UIUC
Registrations	Licensed Architect: IL
Unique Qualifications / Experience	<ul style="list-style-type: none"> Member, Board of Education, Wheaton-Warrenville CUSD 200 Des Plaines CCSD 62 Antioch SD 34 Township HSD 113

Industry Tenure	25+ Years
Education	Masters of Architecture, UIUC BS, Architectural Studies, UIUC
Registrations	Licensed Architect: IL LEED AP
Unique Qualifications / Experience	<ul style="list-style-type: none"> Northbrook SD 28 Township HSD 113 Golf School District 67 Skokie-Morton Grove SD 69 Woodridge School District 68 Current President, AIA Northeast Illinois

Industry Tenure	40 Years
Education	Masters of Architecture, Harvard University BS, Architecture, Iowa State University
Registrations	Licensed Architect: IL LEED AP
Unique Qualifications / Experience	<ul style="list-style-type: none"> Des Plaines CCSD 62 Township HSD 113 Elmhurst CUSD 205 Naperville CUSD 203 Valley View CUSD 365U

Industry Tenure	20+ Years
Education	Masters of Architecture, Catholic University of America BA, Indiana University
Registrations	Professional Engineer: IL LEED Fellow
Unique Qualifications / Experience	<ul style="list-style-type: none"> 80 LEED projects, including Platinum certifications Co-Chair of the Living Architecture Performance Tool – Green Roofs for Healthy Cities Recognized National Leader, on Sustainable Design and Policy

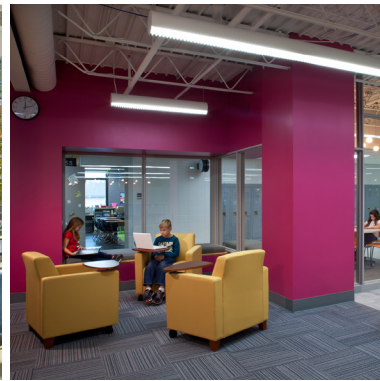
Industry Tenure	20+ Years
Education	BFA, Northern Illinois University
Affiliations	National Council for Interior Design Qualifications
Unique Qualifications / Experience	<ul style="list-style-type: none"> Graduate of Lincolnshire-Prairie View School District 103 Des Plaines CCSD 62 Naperville CUSD 203 Moline SD 40 Webster Groves SD (Missouri) Darien Public SD 61



21st CENTURY LEARNING ENVIRONMENTS



LANDSCAPES & PLAYSAPES



THE ARTS



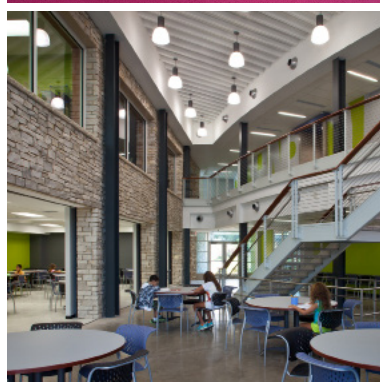
TECHNOLOGY AREAS



LIBRARIES



THE SCIENCES



ATHLETIC FACILITIES



ASSEMBLY / MULTIPURPOSE



Wight & Company

wightco.com

.....
2500 North Frontage Road

Darien, IL 60561

.....
P 630.969.7000

F 630.969.7979

January 9, 2014

Mr. Dan Stanley
Assistant Superintendent for Business
Lincolnshire-Prairie View School District 103
1370 N. Riverwoods Road
Lincolnshire, IL 60069

Re: ASSESSMENT AND PLANNING SERVICES

Dear Mr. Stanley:

Thank you for selecting Wight & Company (Wight) to assist Lincolnshire-Prairie View School District 103 (District) with future assessment and planning needs. We are excited about the opportunity to work with your team and are pleased to submit this initial outline scope of services. Our fee proposal is presented in four parts:

- **UNDERSTANDING**
- **SCOPE OF SERVICES**
- **SCHEDULE**
- **COMPENSATION**

UNDERSTANDING

Based on the information provided in the Request for Qualifications and discussions leading up to our interview presentation on September 27, 2013 we understand that the District is interested in developing a district-wide long range Master Plan. There is also interest in exploring how the assessment and planning services can be integrated, or complimentary to, a separate community engagement initiative that will focus on an update of the District's strategic vision.

SCOPE OF SERVICES

Wight will provide customized assessment and planning services as generally presented on our Master Planning Approach page from our August 23, 2013 submittal to the District. This process will leverage existing information regarding the physical condition needs of the schools and add additional assessment observations regarding educational alignment, space constraints and future enrollment adjustments. Wight will supplement the physical condition needs by providing an assessment of the civil/site conditions and constraints that were not covered in District's prior study.

The process will commence with **Phase 1 Start-Up** which will provide structure to the study, develop good project fundamentals, gather critical facility data and begin planning a Visioning/Kick-off workshop. It is understood that the District has recently completed a Physical Condition Assessment of the schools and that our assessment work should focus on the Educational Alignment side of the equation.

In addition to completing the civil/site conditions assessment the **Phase 2 Assessment** phase will approach the Educational Alignment Study starting with a Visioning/Kick-off workshop with a select group of approximately 15-25 district leaders, building administrators and key instructional staff assembled by the District. This half-day session, facilitated by Wight, will allow the team to communicate the directions, plans and goals from a curriculum and teaching/learning perspective. From this session Wight will develop a customized educational alignment process to assess the buildings in consideration of the discussions and outcomes from the Visioning/Kick-off workshop.

.....
wightco.com
.....

During the walkthrough/observations of the schools (completed in conjunction with the school principal and a few selected educators) we'll also review what Wight understands to be fundamental good practices in the design of schools to support 21st century teaching and learning. Generally, we will conduct the Educational Alignment Study to measure the effectiveness of the buildings and sites to support current educational programs, the quality of the learning environments for students, and the ability of the physical structures to support recognized best practices for 21st Century teaching and learning – all in coordination with the District's vision.

In conjunction with this study we will develop a Capacity/Utilization analysis to compare current space challenges with future enrollment/demographic trends (to be provided by the District) and possible new programs that will need to be considered. We will conclude Phase 2 Assessment with presentation of our findings to the District and/or Board of Education, weaving in the District's Physical Condition of the buildings, for review and acceptance prior to development of a district-wide long range Master Plan.

Following Board Acceptance of the Assessment Findings we will move into **Phase 3 Planning**. During this Phase, and prior to the District's implementation of a Community Engagement Process, we will generate a draft Master Plan for District consideration and preliminary budgeting. The draft Plan will provide a 'big picture' look across District-wide issues and a more focused look at campus level issues to create a Site/Facility Master Plan.

In the fall, as the District implements a Community Engagement Process, we will participate in the facility portion of the sessions. Our role would be to assist in presenting the findings of the assessments and the draft Master Plan, generate awareness of the facility conditions, and solicit input/feedback on the draft Master Plan. After those sessions we will consider the feedback in developing the final Master Plan document. The resulting final Master Plan document will summarize the needs, indicate the general scope/packaging scenarios anticipated for future work, delineate concept level improvements for each school, provide an overall timeline for sequencing of improvements, and provide an order-of-magnitude budget for future financial resources required. We understand that the Community Engagement Process may address other areas of District operations that will be necessary to update the District's strategic vision (Vision 2020).

SCHEDULE

The currently anticipated timeline contemplates the Educational Alignment Study and planning process occurring over a 26 week period from mid-January 2014 through June 2014. The initial **Phase 1 Start-Up** activities would take place in late January and February and the Visioning/Kick-Off workshop in late February. We understand that the District would like to target a Board of Education Meeting in March or April 2014 for completion of **Phase 2 Assessment** and presentation of our findings. We will plan/target a follow up to that with a draft Master Plan in approximately April or May as the Board of Education considers budget planning for the following school year. Our ability to meet these schedule targets is somewhat contingent on the findings, but we'll work with you on the timing as we get closer. The Community Engagement Process outlined above, and finalization of the Master Plan following community review and input, would likely occur in the fall of the 2014-2015 school year.

COMPENSATION

We propose to provide the professional services described above (including participation in the facility portions of the Community Engagement Process) for a fixed fee amount of \$41,000 (Forty One Thousand Dollars). Invoicing will be based on effort completed to date and will be submitted at the end of the month.

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wightco.com
.....

Lincolnshire-Prairie View School District 103
Educational Facility Assessment and Planning Services

Reimbursable expenses for direct costs incurred will be in addition to our professional service costs. Any direct costs will be invoiced at 1.05 times the direct cost incurred. For the type of work being included we anticipate the likely direct costs to include transportation related expenses, outside printing services for graphics, and reproduction of final deliverables or display boards. We recommend that \$3,000 (Three Thousand Dollars) be budgeted for potential direct costs.

Thank you for the opportunity to submit this fee proposal to assist you with this exciting project. We look forward to a successful process and the opportunity to have a long-term relationship with Lincolnshire-Prairie View School District 103.

Sincerely,

WIGHT & COMPANY



Richard A. Carlson, AIA, LEED AP
President
Architecture & Engineering



Bradley A. Paulsen, AIA
Vice President
Practice Leader, PK-12 Education

Accepted on behalf of Lincolnshire-Prairie View School District 103

Signature

Title

Date

By executing this document Lincolnshire-Prairie View School District 103 acknowledges that this information is proprietary to Wight & Company and must remain confidential to the fullest extent permitted under the law.



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: January 10, 2014
Re: Facilities Update

DISTRICT UPDATE

- The contract changes for the Architectural candidate are completed and the District will review with the candidate on January 9th. Once both parties have approved all documents, the District will notify the Board of an awarded contract.

DANIEL WRIGHT JUNIOR HIGH SCHOOL

- During the winter break, the boiler system in the 5th/6th grade hallway shut down due to low water and an electrical surge in the pumps. In addition, the outside air damper was loose on the unit ventilator in room 207 and caused the coil to freeze and break. This is where the low water comes in that shut down the boilers. It also flooded the room and while repairs were being made, the furniture was moved and the carpet cleaned.

HALF DAY

- Over the winter holidays, the principal's office and the main office area had new carpeting installed.

LAURA SPRAGUE

- Punch list items are still being completed from Phase 2 at Sprague. Some of the doors and hardware have been installed during the Winter break. All of the exterior door hardware was completed and the doors that could be replaced, with new hardware included, were completed as well. The contractor will return on January 20th to continue the installation of doors and hardware.



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

Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent for Instruction
Julie Postma, Director of Student Services
Mark Westhoff, Director of Technology
CC: Dr. Scott Warren
Date: Jan, 2014
Re: Executive Summary

Curriculum & Instruction

- As many of you are aware this is the last year that the State of Illinois will administer the ISAT test to students in grades 3-8. The PARCC assessment will replace the ISAT during the 2014-2015 school year. Lincolnshire Prairie-View School District has been selected to field test the paper version of the PARCC assessment this spring. Currently we will have two fourth grade classes and two sixth grade math classes field testing the performance based assessments in March and the same two sixth grade math classes will field test the end of year assessments in May.
- Eight grade students completed the English Language Arts fiction, non-fiction and writing and the Spanish writing placement in the month of December. In January students will complete the Spanish and math placement test. Originally the math placement exam was scheduled for January 15, 2014 but due to the two cold weather days we have moved the assessment to January 17, 2014. Eighth grade students will also take the Explore test at Stevenson on January 11, 2014.

Technology

- We have completed several professional development sessions on Twitter and are showing teachers how to use Twitter to build a personal learning network. Our technology integration specialists have been key in making this happen.
- We are preparing for the winter session of M.A.P. testing. The winter window opens January 13.

- Our new websites will go live this week. Kim Sylvan will be communicating with parents and teachers about the new sites.
- We are in the process of implementing a 'bring your own device' (BYOD) pilot at Sprague for the second part of the school year. We are using a first grade classroom for this pilot. Whether or not a device is brought from home, each child will have access to a device in the classroom at school.
- We plan to continue to give teachers opportunities to connect with colleagues, both in-district and out-of-district regarding 1:1 use of technology to further instructional goals. We will use short trips to area school districts as well as email and videoconferencing opportunities. We think these experiences will help our teachers develop ideas on how to use technology in their teaching and increase comfort levels of having student devices in the classroom.
- We have chosen Haiku as our learning management system (LMS) for next year. Haiku helps teachers organize assignments and communication in an online platform. Haiku can be used in classrooms K-8, and we will focus its promotion at the junior high level first. Using Haiku will not be a requirement next year for teachers, but we think it will be something teachers will gravitate toward as they see their colleagues using it.

Special Education

- The focus of December and early January has been the SEDOL withdrawal process. All departments supported the completion of the extensive SEDOL FOIA in December. Time has been spent continuing to prepare the large number of documents that must be completed for the withdrawal process. In addition, we have been involved in the preparation of the testimony for the ROE hearing that is scheduled to take place in January. Finally, District 96, District 125 and District 103 have been working on several scenarios for services for the upcoming year. We have also been discussing longer term planning and the establishment of the new cooperative.
- The next Preschool Screening is scheduled for February 12th. Our Sprague preschool team conducts the individual screenings. These screenings are for children from the age 3 to pre kindergarten age with suspected delays in pre academic skills, speech and language, motor, behavior and or cognitive skills. The screening helps us identify children who may need further assessment through a full early childhood evaluation, and as a result of the evaluation, may qualify for special education services before they enter kindergarten.
- Stevenson High School representatives have been meeting with our IEP teams to facilitate the transition of our students with an IEP. In addition, on January 9th SHS held an orientation for families with students with an IEP. Eighth grade annual reviews are scheduled for late January and February, and SHS representatives will be present. This year additional collaboration has occurred, as this is the first time students served in the Guided Program will transition to SHS programming.

LINCOLNSHIRE - PRAIRIE VIEW SCHOOL DISTRICT 103

ENROLLMENT REPORT

December 2013

Grade	June 2013 Enrollment	Current Enrollment	No. of Academic Classes	Average Class Size	Lowest Class Size	Highest Class Size	Kasarda Report 2013-2014 "B" Projection	Kasarda Report 2013-2014 "C" Projection
Early Childhood	18	24	2 am/pm		5	14		
K (AM)	22	19	1	19.00				
K (PM)	21	19	1	19.00				
K (Full Day)	100	100	5	20.00	20	20	132	141
1	155	168	8	21.00	21	21	153	166
2	156	170	8	21.25	20	22	164	173
3	172	168	8	21.00	20	22	180	190
4	182	191	8	23.88	23	24	178	188
5	188	192	8	24.00	23	24	192	202
6	208	197	8	24.63	24	26	195	205
7	203	212	9	23.56	17	28	205	215
8	205	217	9	24.11	20	30	205	214
Sprague Total	472	500						
Half Day Total	354	359						
Daniel Wright Total	804	818						
SUBTOTAL	1,630	1,677					1,604	1,694
Special Ed Out of District:								
SEDOL/Public	1	2						
Consortium Placements	4	3						
Private Placements	3	2						
IAES								
CURRENT TOTAL	1,638	1,684						

**2013-2014
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</u>	<u>JUNE</u>
Early Childhood	20	23	22	22	24						
K - AM	19	18	18	19	19						
K - PM	19	18	18	19	19						
K- Full Day	100	100	100	100	100						
1	163	166	166	166	168						
2	165	167	169	168	170						
3	165	166	168	168	168						
4	189	191	192	192	191						
5	184	186	189	192	192						
6	199	199	201	200	197						
7	213	213	214	213	212						
8	215	216	216	217	217						
Sprague	486	492	493	494	500						
Half Day	354	357	360	360	359						
Daniel Wright	811	814	820	822	818						
SUBTOTAL	1651	1,663	1,673	1,676	1,677	0	0	0	0	0	0
Special Ed.	6	6	6	6	7						
TOTAL	1657	1,669	1,679	1,682	1,684	0	0	0	0	0	0



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: January 10, 2014
Re: ELM Review Committee

The goal of the ELM Review Committee is to conduct a review of the Enrichment Learning Model to evaluate the best differentiation models for District 103 students.

Actions that have been taken towards accomplishing this goal:

- A committee of teachers, administrators, board members and parent volunteers has been assembled
- Board Member interviews have been conducted
- A parent survey has been created and disseminated

Originally the teacher committee was going to meet for a day in December and the full committee was going to meet on January 8, 2014, but both meetings were cancelled, one due to a lack of available substitutes and the second because the district was closed on January 6 & 7, 2014 due to cold weather.

The plan moving forward is to reschedule to two committee meetings as soon as possible, arrange for parent and staff focus groups and have the consultant complete classroom observations in general education classrooms and ELM classrooms. An adjusted timeline will be submitted to the Board of Education after the committee dates have been finalized.



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: January 10, 2014
Re: Superintendent Informational Report

FOIA requests

The District received one FOIA request on December 12, 2013 from Robert Swain from the law firm of Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP on behalf of SEDOL with 65 line items regarding information about our Special Education program and services, budget, transportation, assessment results, newsletters, policies, collective bargaining agreements, staff listings, and information concerning the withdrawal process. The request was fulfilled in the required timeframe. A copy of the request and response is provided for your review.

Superintendent Goals Update

Information regarding the Superintendent goals is included for your review.

Parental Leave Requests

Congratulations to Danielle Kemp, Peter Schreurs and Rebekka Ristow on the anticipated births of their children! All three staff members have submitted requests for parental leaves in accordance with the master contract. We wish them well during this exciting time in their lives!

Demographic Trends and Enrollment Projections

We have received a report from John Kasarda, Consulting Demographer, showing the demographic trends and enrollment projections for the Area 125 school districts. In the report, Dr. Kasarda has updated the housing development and demographic dynamics for our district. District 103's forecast is for stable enrollment through 2023-2024 based on kindergarten enrollment, recent births to residents in Lake County, student migration/transfer patterns, and likely new housing construction and turnover. The full report is included for your review.

Superintendent Goals Update

January 10, 2014

- 1. Provide significant leadership and have direct involvement in the ELM review**
 - a. Meetings with Board members are in process to discuss the ELM program to gather input.
 - b. Meetings with the parent community will be held in December/January.
 - c. The parent survey has been sent to parents and is being reviewed.
 - d. New dates for the committee meeting are being set due to the cancellation of the past meetings due to extreme weather conditions and the closing of the schools.

- 2. Ensure the district Technology Integration initiatives are implemented**
 - a. The technology initiatives are continuing as presented in December, which include:
 - i. The integration specialists continue to work with teachers in their classrooms on integrating technology with students on a daily basis.
 - ii. Integration specialists continue to provide larger scale professional development for teachers during before-school meetings, institute days, and afterschool sessions.
 - iii. Technology teams are conducting site visits to other districts that have implemented 1:1 initiatives.
 - iv. Technology integration specialists are working with teachers on communicating with schools and students in other parts of the country and world.

- 3. Explore options for planning efforts at the administrative level in regards to:**
 - a. An annual planning calendar
 - i. A timeline for events was created and shared with the Board at the October 15 Board meeting. The administration team continues to review tasks on a regular basis and adjust timelines for projects as necessary.
 - b. Strategic planning approaches
 - i. See the document titled “Strategic Planning/Visioning Process-Draft”
 - c. Master Facilities planning
 - i. See the letter in Business Office Updates from Wight & Company.

- 4. Implement new components of the Master Contract between the Board and Association**
 - a. Create a District Wellness Program to implement in the 2014-2015 school year.
 - i. The committee continues to meet monthly with our insurance providers, Gallagher Benefit Services, Inc., in creating a robust wellness program.
 - ii. The committee drafted initial wellness goals for the program.
 - iii. A Weight Watchers program will be started in January for interested individuals. The first meeting will be January 15.
 - iv. The committee is reviewing healthy vending options for staff to provide healthy food in the staff lounges.
 - b. Monitor the implementation of the new Teacher Evaluation system
 - i. Administrators continue to implement the new Teacher Evaluation program through observations and meetings with faculty members.
 - c. Create a committee to evaluate the work day at Daniel Wright
 - i. The first meeting of the committee is scheduled for January 13, 2013. An update will be provided at the board meeting.

Strategic Planning/Visioning Process-Draft
January 10, 2014

“At the heart of building shared vision is the task of designing and evolving ongoing processes in which people at every level of the organization, in every role, can speak from the heart about what really matters to them and be heard.”

-Peter Senge

The process for building the strategic plan for the district will involve many constituents of the school and larger community. This work will provide a framework to the district as it moves forward in a strategic direction.

1. In February of 2014, the Board and administrative team will meet to discuss the current initiatives and future tasks needing to be completed in the next 2-3 years. This strategic planning meeting will focus on more work specific topics rather than broader, visioning ideas.
2. Following this session, a district leadership team comprised of administration, teachers, and board representation, will meet with our architectural firm for a Visioning workshop to communicate the direction, plans and goals of the District to the architectural firm from a curriculum and teaching/learning perspective. The architectural firm will use this information along with other data to help craft a Master Plan for facility improvements. (See the Assessment and Planning Services letter from Wight located in the Business Office Updates for the facility description of a Master Planning process.)
3. In April/May, The district will seek members to be a part of a Visioning group to create the next Vision for District 103. Parents, community leaders, staff, administration, and Board members will be asked to participate. The Visioning meetings will occur in September/October of 2014. This visioning group will focus on broad topics and ideas. The process will be designed to set a course for the district, not specific tasks to accomplish.
4. The members must be people who are committed to the success of students, be of good will, and have diverse skills that make them positive contributing members to the group. It is anticipated that approximately 30-50 people will be members of this visioning team.
5. Over a series of evenings in September 2014, the visioning group will meet to discuss the purpose of education, trends, the current status of the district, values, and create a direction for the district that will be enduring in nature. The vision will focus on overarching themes and values important to the District 103 community and student growth and success. This work will provide a vision for the district for the next 5 years.

Once the visioning work is complete, the Board will adopt the vision and will be used to guide and focus the work of the district to ensure the success of all students.

Hodges Loizzi _____
Eisenhammer Rodick & Kohn LLP

Robert E. Swain
rswain@hlerk.com

December 12, 2013

Via Electronic Mail and First Class Mail

Ms. Norma Taylor, Freedom of Information Officer
Lincolnshire-Prairie View School District No. 103
1370 Riverwoods Road
Lincolnshire, Illinois 60069
E-mail: ntaylor@d103.org

Re: Freedom of Information Act Request

Dear Ms. Taylor:

We represent the Special Education District of Lake County in regard to Lincolnshire-Prairie View School District No. 103's petition for withdrawal from SEDOL.

We are writing to request copies of certain documents relevant to the Petition and Withdrawal proceedings pursuant to the *Freedom of Information Act*, 5 ILCS 140/1 *et seq.*

We anticipate that some of the documents being requested may fall within (or contain information that falls within) the various exemptions enacted under FOIA. We note, however, that FOIA exemptions are permissive, not mandatory; and that production of documents in response to this request will help to facilitate the withdrawal proceedings before the Regional Board that the District itself initiated. Accordingly, we request that the District waive any FOIA exemptions implicated by these requests, to the extent that the District can do so without violating state or federal law.

In any event, we request that any exemptions that the District cannot (or will not) waive be applied narrowly, and that the District make whatever redactions might be necessary to remove the document from the scope of the applicable exemption, so that the remaining portions of the document can be produced in response to these requests. For example, to the extent that our request might implicate school student records subject to ISSRA and/or FERPA, we request that information in those records by which students might be personally identified be redacted, so that the redacted documents can be produced.

To the extent that any documents responsive to our requests might be in the possession of a contractor or vendor retained to perform services on behalf of the District, we request that the District obtain copies of those records from its contractors and vendors, and produce those records in response to this request.

ARLINGTON HEIGHTS

3030 Salt Creek Lane, Suite 202
Arlington Heights, IL 60005
tel 847-670-9000 fax 847-670-7334
www.hlerk.com

Hodges Loizzi Eisenhammer Rodick & Kohn LLP

Ms. Norma Taylor, Freedom of Information Officer
December 12, 2013
Page 2

Except where noted otherwise in a specific request, we request copies of these documents in PDF format, if available. If PDF copies are not available, we request hardcopies.

We request the following documents:

1. Annual budgets and audited year-end financial reports from 2005-06 to the present.
2. Levies adopted by the Board of Education for each year from 2005-06 to the present.
3. Levy extensions for each year from 2005-06 to the present, including documents showing the District's EAV, tax rate for each fund, and limiting rate for each fund.
4. District report cards from 2005-06 to the present.
5. School report cards for all District schools from 2005-06 to the present.
6. District newsletters (including email versions) sent to parents since January 1, 2010.
7. Board policies concerning the provision of special education services to students with disabilities.
8. Collective bargaining agreements covering employees who do (or will, after withdrawal) provide special education services to District students.
9. Documents describing the District's Early Childhood Program, Intensive Instructional Program, and Guided Program.
10. Documents identifying District staff members who do (or will, after withdrawal) provide services in the District's Early Childhood Program, Intensive Instructional Program, and Guided Program, and documents describing each staff member's assignment, service time in the District, and certifications, experience, education, professional development, training, and other qualifications.
11. Documents concerning the preparation of a Comprehensive Plan to be submitted to ISBE and/or ISAC, including, but not limited to, the latest draft (or final version) of the Plan itself; any documents used in preparing the Plan; any correspondence with ISBE or ISAC concerning the Plan; any notice sent to ISBE of the District's intent to withdraw from SEDOL; any timetable for submitting required documentation to ISAC; any documentation actually submitted to ISAC; any evaluation, review, or recommendation concerning the Plan by ISAC; and any correspondence (including email) by, between, or among Districts 96, 103, and 125 concerning the Plan.
12. Other documents describing the District's plans for providing special education services to District students if the District withdraws from SEDOL, specifically including, but not limited to, low-incidence services such as blind/low-vision, deaf/hard-of-hearing, deaf-blind, significant developmental delay, significant physical and multiple disabilities, and autistic spectrum disorders.
13. Documents concerning the recruitment and/or hiring of a Director of Special Education to serve the District after withdrawal.
14. Documents showing costs of any and all special education services provided to District students (including, but not limited to, costs of any and all placements in non-SEDOL

Hodges Loizzi
Eisenhammer Rodick & Kohn LLP

Ms. Norma Taylor, Freedom of Information Officer
December 12, 2013
Page 3

- programs) from 2005-06 to the present. (In native format, if created using spreadsheet software.)
15. Projections or estimates of costs for future special education services provided to District students (including, but not limited to, costs of any and all placements in non-SEDOL programs). (In native format, if created using spreadsheet software.)
 16. Documents comparing the costs of SEDOL programs and services to non-SEDOL programs and services, in native format, if available. (In native format, if created using spreadsheet software.)
 17. Documents analyzing whether the District's expenses for SEDOL membership are proportionate to the District's use of SEDOL services. (In native format, if created using spreadsheet software.)
 18. Any State reimbursements for private placements of District students for each year from 2005-06 to present.
 19. IEP's for all students in SEDOL programs, or receiving SEDOL services, from 2005-06 to the present, with names and other identifying information redacted.
 20. IEP's for any students moved out of SEDOL programs from 2005-06 to the present, with names and other identifying information redacted.
 21. Documents reflecting services received by District students from SEDOL for each year from 2005-06 to the present, including how many students were placed in SEDOL programs or received SEDOL services for each year, how many minutes of each service were received by each student, and the costs of such services.
 22. Documents concerning the provision of special education services (including, but not limited to, day placements, Early Childhood evaluations, speech/occupation/physical therapy, and hearing/vision services) to District students by non-District and non-SEDOL providers, whether before or after withdrawal; including, but not limited to, any contracts, correspondence (including email), inquiries, and informational literature concerning such providers.
 23. Documents (including email and other correspondence) concerning the establishment, design, and site selection for the Sally Potter school.
 24. Correspondence (including email) with SEDOL and/or SEDOL's other member districts pertaining to the District's withdrawal from SEDOL.
 25. Documents, including email and other correspondence, concerning the proposed joint agreement between Districts 96, 103, and 125 to provide special education services and programs to their respective students, including, but not limited to, any draft and/or final copies of such agreement.
 26. Correspondence (including email) to, from, between, or among Larry Fleming, Thomas Many, Julie Schmidt, Eric Twadell, and/or Scott Warren since January 1, 2010.
 27. MAP, ISAT, and any other assessment results for District students with disabilities placed in SEDOL programs, or receiving SEDOL services, from 2005-06 to the present.

Ms. Norma Taylor, Freedom of Information Officer
December 12, 2013
Page 4

28. MAP, ISAT, and any other assessment results for District students with disabilities placed in non-SEDOL programs, or receiving non-SEDOL services, from 2005-06 to the present.
29. Documents reflecting the participation of District students with disabilities in general education programs and activities from 2005-06 to the present.
30. Documents identifying any parent group focused upon supporting District students with disabilities and/or their families.
31. Documents concerning the transportation of students to SEDOL programs from 2005-06 to the present.
32. Documents identifying bus routes transporting students to SEDOL programs, and the drivers assigned to those routes, from 2005-06 to the present.
33. Documents concerning travel times of students attending SEDOL programs from 2005-06 to the present.
34. Documents showing the address of every non-SEDOL program attended by District students from 2005-06 to the present.
35. Documents concerning vehicle breakdowns impacting transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.
36. Documents concerning traffic safety concerns related to transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.
37. Documents concerning the impact of weather upon transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.
38. Documents concerning school closings that impacted students in SEDOL and non-SEDOL programs from 2005-06 to the present.
39. Dates of every school closing in District from 2005-06 to present.
40. Documents related to the professional development and growth and evaluation of District staff from 2005-06 to the present.
41. Other than the SEDOL Joint Agreement, any intergovernmental agreements with other school districts or other public bodies concerning the provision of special education services to District students.
42. Documents concerning the impact of withdrawing from SEDOL upon the educational welfare of the District's students.
43. Documents concerning the impact of withdrawing from SEDOL upon local autonomy and centralized local problem-solving.
44. Documents concerning the impact of withdrawing from SEDOL upon the quality of programming provided to District students.
45. Documents identifying the District's vision and expectations for all students.
46. Documents concerning logistical challenges presented to the District and to District students by participating in SEDOL programs or receiving SEDOL services.
47. Documents concerning programs or strategies for providing interaction between District students with disabilities and the overall District community.

Hodges Loizzi
Eisenhammer Rodick & Kohn LLP

Ms. Norma Taylor, Freedom of Information Officer

December 12, 2013

Page 5

48. Documents concerning the capacity of District educational facilities, including, but not limited to: the total number of available classrooms in each District school building; the 5-day enrollment in each section of each grade at each school building, from 2005-06 to the present; and any policies, collective bargaining agreements, or other documents concerning formal or informal limits, goals, or targets for class sizes in the District's schools.
49. Documents concerning flexibility in the funding of special education services.
50. Documents concerning the placement of students with disabilities in the least restrictive environment.
51. Documents concerning the efficiency of providing special education services to students in the District.
52. Documents concerning the continuum of supports that will be available to students with disabilities if the District withdraws from SEDOL.
53. Documents concerning programming and facilities available for students with disabilities.
54. Documents identifying capital improvements made by the District to serve and/or accommodate students with disabilities.
55. Documents concerning socialization opportunities in the District for students with disabilities.
56. Documents provided to parents of students with disabilities concerning the District's intent to withdraw from SEDOL, and/or the provision of services to students following withdrawal.
57. Any correspondence, including but not limited to individual email or written correspondence, group communications such as newsletters or group email communications, between the District and parents/guardians of students with disabilities concerning the proposed withdrawal, impact on IEPs, the provision of services should withdrawal occur, or concerns raised by parents about such topics.
58. Documents containing or concerning any compliments, gratitude, or positive comments about SEDOL (including SEDOL staff, programs, services, and facilities), whether from District staff, parents, students, or any other party.
59. Documents containing or concerning any complaints, concerns, or negative comments about SEDOL (including SEDOL staff, programs, services, and facilities), whether from District staff, parents, students, or any other party.
60. Disaggregated ISAT test scores of District students with disabilities from 2005-06 to the present.
61. Documents concerning the allegation that SEDOL could not meet the needs of a District student subsequently placed in a public day school operated by another Cooperative, including, but not limited to, all IEP's of the student involved from 2005-06 to the present, all correspondence with SEDOL and/or the family concerning the needs and placement of the student.
62. Documents concerning detriment that will result to SEDOL and the surrounding community if the District withdraws from SEDOL.

Hodges Loizzi
Eisenhammer Rodick & Kohn LLP

Ms. Norma Taylor, Freedom of Information Officer
December 12, 2013
Page 6

63. Documents used or relied upon to prepare the "Petition for Withdrawal from the Special Education District of Lake County" that the District submitted to the Regional Board of School Trustees of Lake County.
64. Curriculum vitae and other documents reflecting the education, experience, and qualifications of the Superintendent, members of the Cabinet, and any witness who the District will call to testify during the withdrawal proceedings.
65. Any records concerning any possible conflict that Robbins Schwartz might have in representing the District in connection with the proposed withdrawal from SEDOL, including, but not limited to: any request to waive any such conflict; any documents granting or denying such waiver; and any correspondence between or among District staff and/or Board members concerning the same.

Pursuant to FOIA Section 6(c), we request a waiver of copying fees. The purpose of this request is not for the principal purpose of personal or commercial benefit, but is to access and disseminate information regarding the health, safety, welfare and legal rights of students with disabilities in connection with the withdrawal process that the District itself has initiated.

If you have any questions, please feel free to call at any time.

Yours truly,

HODGES, LOZZI, EISENHAMMER,
RODICK & KOHN LLP


Robert E. Swain

RES/blf

cc: Dr. Tom Moline
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December 27, 2013

Via Overnight Mail -- for Monday Delivery

Robert E. Swain, Esq.
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3030 Salt Creek Lane, Suite 202
Arlington Heights, Illinois 60005

Re: Response to your December 12, 2013 request for records

Dear Mr. Swain:

This constitutes the response of the Lincolnshire-Prairie View School District 103 (the "School District") to your "Freedom of Information Act Request" dated December 12, 2013 and made pursuant to the Illinois Freedom of Information Act ("FOIA").

Except as otherwise noted, the requested records have been saved in pdf format on a DVD which is enclosed with this letter. No fee is being charged for these records. As you are aware, the District extended the time period for response by an additional five business days from the original due date of December 17, 2013.

When one or more FOIA exemptions apply to a responsive record or redacted part of a record, we have explained the bases for asserting the exemption(s). The numbered items below in this response correspond to the numbered requests in the December 12, 2013 FOIA Request.

Pursuant to our email correspondence dated December 22, 2013, when documents responsive to FOIA requests are publicly available on the District's and/or another website, as the District response to FOIA requests for such documents, the District has provided the link to the location on the website where the responsive documents are available. As you have requested, in addition to being identified below in this pdf, the links are also listed on the attached document titled, "District 103 Response to December 12, 2013 SEDOL FOIA Request - List of websites with responsive documents by numbered FOIA request" in a format amenable to being "cut-and-pasted" directly into a browser.

RESPONSE TO REQUEST FOR RECORDS

1. Annual budgets and audited year-end financial reports from 2005-06 to the present.

The requested information is publicly available in electronic format at the following location: http://isbe.net/sfms/html/financial_archive.htm.

2. Levies adopted by the Board of Education for each year from 2005-06 to the present.

The requested information is publicly available in electronic format at the following locations: <http://countyclerk.lakecountyl.gov/TaxInfo/Tax-Info-District/Pages/default.aspx> and, for the 2013 Levy, <https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=34555199>.

3. Levy extensions for each year from 2005-06 to the present, including documents showing the District's EAV, tax rate for each fund, and limiting rate for each fund.

The requested information is publicly available in electronic format at the following location: <http://countyclerk.lakecountyl.gov/TaxInfo/Tax-Info-District/Pages/default.aspx>.

4. District report cards from 2005-06 to the present.

The requested information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>.

5. School report cards for all District schools from 2005-06 to the present.

The requested information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>.

6. District newsletters (including email versions) sent to parents since January 1, 2010.

The requested information is provided on the enclosed disk in the electronic file titled "6 District Newsletters."

7. Board policies concerning the provision of special education services to students with disabilities.

The requested information is publicly available in electronic format at the following location: http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=208961497&infobase=lincolnshire_prairie_view.nfo&softpage=PL_frame

8. Collective bargaining agreements covering employees who do (or will, after withdrawal) provide special education services to District students.

The requested information is provided on the enclosed disk in a pdf titled "8 2013-2016 Master Contract."

9. Documents describing the District's Early Childhood Program, Intensive Instructional Program, and Guided Program.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation." Further responsive records are publicly available in electronic format at the following location: <http://www.d103.org/2014BudgetHearingD103web.pdf>.

10. Documents identifying District staff members who do (or will, after withdrawal) provide

services in the District's Early Childhood Program, Intensive Instructional Program, and Guided Program, and documents describing each staff member's assignment, service time in the District, and certifications, experience, education, professional development, training, and other qualifications.

The requested information is provided on the enclosed disk in pdfs titled "10. D103 SPED Certified Fall 2013" and "10. D103 SPED Classified Staff," "10. Job Postings Staffing" and "10. Professional Development." Further information responsive to this request is publicly available in electronic format at the following locations: http://isbe.net/research/htmls/teacher_service_record.htm and <http://isbe.net/eis/default.htm>.

11. Documents concerning the preparation of a Comprehensive Plan to be submitted to ISBE and/or ISAC, including, but not limited to, the latest draft (or final version) of the Plan itself; any documents used in preparing the Plan; any correspondence with ISBE or ISAC concerning the Plan; any notice sent to ISBE of the District's intent to withdraw from SEDOL; any timetable for submitting required documentation to ISAC; any documentation actually submitted to ISAC; any evaluation, review, or recommendation concerning the Plan by ISAC; and any correspondence (including email) by, between, or among Districts 96, 103, and 125 concerning the Plan

Responsive information is provided on the enclosed disk in a pdf titled "11. Timeline."

The District has also identified the following documents as responsive to this request:

- Notes summarizing parent satisfaction surveys from 2007, 2009 and 2012;
- A spreadsheet titled "New Cooperative 12-10-13" identifying possible positions and responsibilities in the new cooperative between District 96, 103 and 125;
- Undated notes titled, "D103 Work Checklist";
- Undated notes titled "Opportunities for Inclusion Across District 103";
- Undated notes titled "Unique Extra Curricular Activity, Event or Space";
- Undated notes titled "D103 Parent Involvement";
- Undated notes titled "Master Unique Curr_Parent Involve";
- Undated notes titled, "Transportation Comparisons";
- Undated notes titled "D103 Demographic Trends and Student Enrollment";
- An undated spreadsheet listing "D103 Special Ed Staffing";
- Undated notes titled "D103 Special Education Department";
- Undated notes titled, "D103 Special Education Programs and Services"; and
- Undated notes titled, "District 103 At-A-Glance".

These documents are being withheld from disclosure as allowed by FOIA § 7(1)(f), which exempts from inspection and copying "preliminary drafts, notes, recommendations, memoranda and other records in which opinions are expressed, or policies or actions are formulated, except that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body. The § 7(1)(f) exemption applies to "predecisional materials used by a public body in its deliberative process", and is intended to "protect the communications process and encourage frank and open discussion among agency employees before a decision is made." *Harwood v. McDonough*, 799 N.E.2d 859, 864 (1st Dist. 2003). See

also Hoffman v. Ill. Dept. of Corrections, 511 N.E.2d 759 (1st Dist. 1987) (purpose of exemption is "to encourage government officials to openly and frankly discuss matters of governmental concern in order to make informed policy decisions").

To the extent that this request seeks documents relied upon by the District administration in discussing and preparing drafts of the Comprehensive Plan, which has not yet been finalized, those documents are being withheld as predecisional material under the deliberative process privilege exemption in FOIA § 7(1)(f). Moreover, none of the withheld documents have been publicly identified or cited by the District's Board of Education.

12. Other documents describing the District's plans for providing special education services to District students if the District withdraws from SEDOL, specifically including, but not limited to, low-incidence services such as blind/low-vision, deaf/hard-of-hearing, deaf/blind, significant developmental delay, significant physical and multiple disabilities, and autistic spectrum disorders.

Responsive information is provided on the enclosed disk in pdfs titled "12. Feasibility.pdf," "12. Contracts.pdf" and "12. NSSEO Packet.pdf." Further responsive documents constitute those identified as responsive to request no. 11, and those documents are being withheld for the reasons discussed in the response to that request.

13. Documents concerning the recruitment and/or hiring of a Director of Special Education to serve the District after withdrawal.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

14. Documents showing costs of any and all special education services provided to District students (including, but not limited to, costs of any and all placements in non-SEDOL programs) from 2005-06 to the present. (In native format, if created using spreadsheet software.)

The requested information is publicly available in electronic format at the following location: <ftp://ftppfinance.isbe.net/AFR>. A further responsive document is provided on the enclosed disk in a pdf titled "14. 2013-14-30 Exp Report by Func with Obj.pdf."

15. Projections or estimates of costs for future special education services provided to District students (including, but not limited to, costs of any and all placements in non-SEDOL programs). (In native format, if created using spreadsheet software.)

The District has no documents responsive to this request.

16. Documents comparing the costs of SEDOL programs and services to non-SEDOL programs and services, in native format, if available. (In native format, if created using spreadsheet software.)

The requested information is provided on the enclosed disk in pdfs titled "9. D103

Programs,” “9. D103 Rational for Withdrawal,” and “9. D103 SEDOL Withdrawal BOE Presentation.”

17. Documents analyzing whether the District's expenses for SEDOL membership are proportionate to the District's use of SEDOL services. (In native format, if created using spreadsheet software.)

The District has no documents responsive to this request.

18. Any State reimbursements for private placements of District students for each year from 2005-06 to present.

The requested information is publicly available in electronic format at the following location: <http://webprod1.isbe.net/FRISInquiry/> (search Lincolnshire-PrairieView for each year).

19. IEP's for all students in SEDOL programs, or receiving SEDOL services, from 2005-06 to the present, with names and other identifying information redacted.

These records are being withheld from disclosure pursuant to:

- FOIA § 7.5(r), as this information constitutes school student records, as defined and prohibited from disclosure under the Illinois School Student Records Act and the corresponding regulations because you are not authorized to receive such information.
- FOIA § 7(1)(a), citing the federal Family Educational Rights and Privacy Act (“FERPA”) and the corresponding regulations, as this information constitutes an education record as defined and prohibited from disclosure therein because you are not authorized to receive such information. “Personally Identifiable” Information Under the 2008 FERPA Rule. In particular, as last updated by the Department of Education effective in December 2008, the FERPA Rule defines personally identifiable information to include a student’s name and address and those of his parent(s) or other family members; personal identifiers such as the student’s social security number, student ID number, or biometric record; and indirect identifiers such as the student’s date or place of birth or mother’s maiden name. 34 CFR § 99.3. The FERPA Rule also states that personally identifiable information includes other information that “alone or in combination, is linked or linkable to a specific student [and] that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty”, and “information requested by a person who the educational agency reasonably believes knows the identify of the student to whom the education record relates”. *Id.*
- FOIA § 7(1)(b), which exempts from disclosure “private information”.
- FOIA § 7(1)(c), which exempts from disclosure “[p]ersonal information contained within public records, which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual

subjects of the information...” In support of the District’s use of this exemption, the parents or guardians of the students whose IEP’s are sought in this request have not consented in writing to the disclosure of information in connection with the District’s response to this FOIA request, and the District believes this information is highly personal to the students and their families and would constitute an invasion of their personal privacy if disclosed. In addition, see the following determination letters issued by the Illinois Attorney General’s Public Access Counselor (“PAC”):

- 2010-8158 – Approving a public body’s request to exempt from disclosure under FOIA Section 7(1)(c), student names, ID numbers, dates of birth, grades, ethnicities other than White, and languages spoken other than English contained in documents re: special education programs. The PAC reasoned that the privacy interests of the students and families outweigh the public interest in disclosure.
- 2010-8446 – Approving a public body’s request to exempt from disclosure under FOIA Section 7(1)(c), student names in copies of detailed transportation invoices. The PAC reasoned that disclosure clearly constitutes an unwarranted invasion of personal privacy as defined under FOIA.

The community of District students who participate or have participated in SEDOL programs or receive or have received SEDOL services is relatively small and the students are known to each other and their families. Providing the IEPs of students who have received or continue to receive SEDOL services will enable SEDOL to identify them and contact them or their families about their participation in SEDOL programs or receipt of SEDOL services. For these reasons, the District maintains that production of the student IEP’s sought in this request constitutes an unwarranted invasion of personal privacy and, therefore, such records are exempt from disclosure under §§ 7(1)(b) and 7(1)(c) of FOIA.

20. IEP’s for any students moved out of SEDOL programs from 2005-06 to the present, with names and other identifying information redacted.

These records are being withheld from disclosure pursuant to FOIA Sections §§ 7.5(r), 7(1)(a), 7(1)(b), and 7(1)(c) for the reasons discussed in the District’s response to no. 19, above.

21. Documents reflecting services received by District students from SEDOL for each year from 2005-06 to the present, including how many students were placed in SEDOL programs or received SEDOL services for each year, how many minutes of each service were received by each student, and the costs of such services.

The requested information is provided on the enclosed disk in pdfs titled “21. SEDOL Invoices 05-06 to Present.pdf.” For the reasons discussed in the District’s response to no. 19, above, student names and other identifying information has been redacted from the documents provided in response to this request.

22. Documents concerning the provision of special education services (including, but not limited to, day placements, Early Childhood evaluations, speech/occupation/physical therapy, and hearing/vision services) to District students by non-District and non-SEDOL providers, whether before or after withdrawal; including, but not limited to, any contracts, correspondence (including email), inquiries, and informational literature concerning such providers.

Responsive information is provided on the enclosed disk in pdfs titled "12. Feasibility.pdf," "12. Contracts.pdf" and "12. NSSEO Packet.pdf." For the reasons discussed in the District's response to no. 19, above, student names and other identifying information has been redacted from the documents provided in response to this request.

23. Documents (including email and other correspondence) concerning the establishment, design, and site selection for the Sally Potter School.

Responsive information is provided on the enclosed disk in a pdf titled "23. SallyPotter.pdf."

24. Correspondence (including email) with SEDOL and/or SEDOL's other member districts pertaining to the District's withdrawal from SEDOL.

Responsive information is provided on the enclosed disk in a pdf titled 24. Email."

To the extent that the responsive documents include email correspondence to which the attorneys for Districts 103 were the senders or recipients, these records are being withheld pursuant to FOIA § 7(1)(m). FOIA § 7(1)(m) covers attorney-client privileged communications:

Communications between a public body and an attorney...representing the public body which would not be subject to discovery in litigation" or as "materials prepared or compiled by or for a public body in anticipation of a ...civil or administrative proceeding upon the request of an attorney advising the public body.

District 103 has consulted with its attorney on an ongoing basis about the legal strategies and risks of withdrawal from SEDOL and the possibility that a civil proceeding may arise from that action. District 103 has relied on its attorneys for assistance with the preparation of documents relating to the process of withdrawal from SEDOL throughout that entire process. These facts demonstrate that communications between District 103 at its attorneys fall squarely within the exemption in § 7(1)(m).

25. Documents, including email and other correspondence, concerning the proposed joint agreement between Districts 96, 103, and 125 to provide special education services and programs to their respective students, including, but not limited to, any draft and/or final copies of such agreement.

The proposed joint agreement between Districts 96, 103 and 125 has not been finalized or publicly cited and identified by District 103's Board of Education. As a result, the

proposed joint agreement and documents relied upon in the preparation of drafts of the proposed joint agreement are being withheld from disclosure pursuant to § 7(1)(f) and § 7(1)(m) for the reasons discussed in the responses to nos. 11 and 24, above.

26. Correspondence (including email) to, from, between, or among Larry Fleming, Thomas Many, Julie Schmidt, Eric Twadell, and/or Scott Warren since January 1, 2010.

Responsive information is provided on the enclosed disk in a pdf titled "24. Email." To the extent the responsive information includes documents to which District 103's attorney is a sender or recipient, the responsive documents are being withheld pursuant to § 7(1)(m) for the reasons discussed in the response to no. 24. To the extent that the responsive documents involve the discussion or analysis of the withdrawal from SEDOL or a proposed joint agreement among the withdrawing districts, and those documents have not been publicly cited and identified by District 103's Board of Education, the documents are being withheld pursuant to § 7(1)(f) for the reasons discussed in the response to no. 11, above.

27. MAP, ISAT, and any other assessment results for District students with disabilities placed in SEDOL programs, or receiving SEDOL services, from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "27.28. MAP Data.pdf." Further responsive information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx>.

28. MAP, ISAT, and any other assessment results for District students with disabilities placed in non-SEDOL programs, or receiving non-SEDOL services, from 2005-06 to the present.

The requested information is publicly available in electronic format at the following locations: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx> and <http://webprod.isbe.net/LEAPProfile/SearchCriteria1.aspx>.

29. Documents reflecting the participation of District students with disabilities in general education programs and activities from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "29. LRE.pdf." The requested information is publicly available in electronic format at the following locations: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx> and <http://webprod.isbe.net/LEAPProfile/SearchCriteria1.aspx> (search Lincolnshire-PrairieView for each year).

30. Documents identifying any parent group focused upon supporting District students with disabilities and/or their families.

The District has no documents responsive to this request.

31. Documents concerning the transportation of students to SEDOL programs from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "31. Transp docs.pdf." Further requested information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ptcrsinqury/Inquiry.aspx>. For the reasons discussed in the District's response to no. 19, above, student names and other identifying information has been redacted from the documents provided in response to this request.

32. Documents identifying bus routes transporting students to SEDOL programs, and the drivers assigned to those routes, from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "31. Transp docs.pdf." Further requested information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ptcrsinqury/Inquiry.aspx>. For the reasons discussed in the District's response to no. 19, above, student names and other identifying information has been redacted from the documents provided in response to this request.

33. Documents concerning travel times of students attending SEDOL programs from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "31. Transp docs.pdf." Further requested information is publicly available in electronic format at the following location: <http://webprod.isbe.net/ptcrsinqury/Inquiry.aspx>. For the reasons discussed in the District's response to no. 19, above, student names and other identifying information has been redacted from the documents provided in response to this request.

34. Documents showing the address of every non-SEDOL program attended by District students from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "34. Names and Addresses.pdf."

35. Documents concerning vehicle breakdowns impacting transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.

The District has no documents responsive to this request.

36. Documents concerning traffic safety concerns related to transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.

The District has no documents responsive to this request.

37. Documents concerning the impact of weather upon transportation of students to SEDOL and non-SEDOL programs from 2005-06 to the present.

Responsive information is provided on the enclosed disk in a pdf titled "37. Dates of School Closings.pdf."

38. Documents concerning school closings that impacted students in SEDOL and non-SEDOL programs from 2005-06 to the present.

The requested information is publicly available in electronic format at the following location: <http://webprod1.isbe.net/SchCallInquiry/SchCallInquiry.aspx>.

39. Dates of every school closing in the District from 2005-06 to present.

The requested information is publicly available in electronic format at the following location: <http://webprod1.isbe.net/SchCallInquiry/SchCallInquiry.aspx>.

40. Documents related to the professional development and growth and evaluation of District staff from 2005-06 to the present.

The requested information is provided on the enclosed disk in documents in electronic format titled "40. Evaluation Ratings and Descriptors.pdf," "40 framework Rubrics Part 2.xlsx," "40.LPVD 103 Evaluation Park 1.docx," "40 LPVD103 Teacher Evaluation 2006-12.pdf," and "10. Professional Development."

41. Other than the SEDOL Joint Agreement, any intergovernmental agreements with other school districts or other public bodies concerning the provision of special education services to District students.

The requested information is provided on the enclosed disk in a pdf titled "41. IGA.pdf."

42. Documents concerning the impact of withdrawing from SEDOL upon the educational welfare of the District's students.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

43. Documents concerning the impact of withdrawing from SEDOL upon local autonomy and centralized local problem-solving.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

44. Documents concerning the impact of withdrawing from SEDOL upon the quality of programming provided to District students.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

45. Documents identifying the District's vision and expectations for all students.

The requested information is publicly available in electronic format at the following

location: <http://www.d103.org/Vision2015.htm>.

46. Documents concerning logistical challenges presented to the District and to District students by participating in SEDOL programs or receiving SEDOL services.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

47. Documents concerning programs or strategies for providing interaction between District students with disabilities and the overall District community.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation." A further responsive document is provided on the enclosed disk in a pdf titled "47. Involvement.pdf."

48. Documents concerning the capacity of District educational facilities, including, but not limited to: the total number of available classrooms in each District school building; the 5-day enrollment in each section of each grade at each school building, from 2005-06 to the present; and any policies, collective bargaining agreements, or other documents concerning formal or informal limits, goals, or targets for class sizes in the District's schools.

The requested information is publicly available in electronic format at the following location: http://isbe.net/research/htmls/fall_housing.htm." Further responsive documents are provided on the enclosed disk in pdfs titled "48. DanielWright1_.pdf," "48 HalfDay_.pdf," and "48.Sprague.pdf."

49. Documents concerning flexibility in the funding of special education services.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

50. Documents concerning the placement of students with disabilities in the least restrictive environment.

Responsive information is provided on the enclosed disk in a pdf titled "29. LRE.pdf." Further responsive information is publicly available in electronic format at the following location: <http://webprod.isbe.net/LEAProfile/SearchCriteria1.aspx>.

51. Documents concerning the efficiency of providing special education services to students in the District.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

52. Documents concerning the continuum of supports that will be available to students with disabilities if the District withdraws from SEDOL.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

53. Documents concerning programming and facilities available for students with disabilities.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," "9. D103 SEDOL Withdrawal BOE Presentation," "48. DanielWright1_.pdf," "48 HalfDay_.pdf," and "48.Sprague.pdf." Further responsive information is publicly available in electronic format at the following location: http://isbe.net/research/htmls/fall_housing.htm.

54. Documents identifying capital improvements made by the District to serve and/or accommodate students with disabilities.

The requested information is provided on the enclosed disk in a pdf titled "54. Capital Improvement Projects.pdf."

55. Documents concerning socialization opportunities in the District for students with disabilities.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation." A further responsive document is provided on the enclosed disk in a pdf titled "47. Involvement.pdf."

56. Documents provided to parents of students with disabilities concerning the District's intent to withdraw from SEDOL, and/or the provision of services to students following withdrawal.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation."

57. Any correspondence, including but not limited to individual email or written correspondence, group communications such as newsletters or group email communications, between the District and parents/guardians of students with disabilities concerning the proposed withdrawal, impact on IEPs, the provision of services should withdrawal occur, or concerns raised by parents about such topics.

The requested information is provided on the enclosed disk in pdfs titled "6 District Newsletters," "57 SWMsg06261ReBoardLtr.pdf," "57. Student Services Programs Survey.pdf," and "57 VerticalResponseEmail072413.pdf."

58. Documents containing or concerning any compliments, gratitude, or positive comments about SEDOL (including SEDOL staff, programs, services, and facilities), whether from

District staff, parents, students, or any other party.

The District has no documents responsive to this request.

59. Documents containing or concerning any complaints, concerns, or negative comments about SEDOL (including SEDOL staff, programs, services, and facilities), whether from District staff, parents, students, or any other party.

The District has no documents responsive to this request.

60. Disaggregated ISAT test scores of District students with disabilities from 2005-06 to the present.

The requested information is publicly available in electronic format at the following locations: <http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx> and <http://webprod.isbe.net/LEAPProfile/SearchCriteria1.aspx> (the Illinois Special Education Profile Lincolnshire Prairie View School District 103).

61. Documents concerning the allegation that SEDOL could not meet the needs of a District student subsequently placed in a public day school operated by another Cooperative, including, but not limited to, all IEP's of the student involved from 2005-06 to the present, all correspondence with SEDOL and/or the family concerning the needs and placement of the student.

The District has no documents responsive to this request.

62. Documents concerning detriment that will result to SEDOL and the surrounding community if the District withdraws from SEDOL.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation." Further responsive information is provided on the enclosed disk in pdfs titled "62 SEDOL CostperDistrictFY14.pdf" and "GB_Update_120413.pdf."

63. Documents used or relied upon to prepare the "Petition for Withdrawal from the Special Education District of Lake County" that the District submitted to the Regional Board of School Trustees of Lake County.

The requested information is provided on the enclosed disk in pdfs titled "9. D103 Programs," "9. D103 Rational for Withdrawal," and "9. D103 SEDOL Withdrawal BOE Presentation." Further responsive documents constitute those identified as responsive to request nos. 11, 24, 25 and 26, and those documents are being withheld for the reasons discussed in the response to those requests.

64. Curriculum vitae and other documents reflecting the education, experience, and qualifications of the Superintendent, members of the Cabinet, and any witness who the District will call to testify during the withdrawal proceedings.

The requested information is provided on the enclosed disk in a pdf titled "64. Resumes

Cabinet.pdf.” To the extent that the responsive documents contain home addresses and telephone numbers, and personal cellular telephone numbers and email addresses, that information has been redacted pursuant to FOIA § 7(1)(c), which exempts from disclosure “[p]ersonal information contained within public records, which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information...” In support of the District’s use of this exemption, the persons whose resumes are included in the response to request no. 64 have not consented in writing to the disclosure of information in connection with the District’s response to this FOIA request.

65. Any records concerning any possible conflict that Robbins Schwartz might have in representing the District in connection with the proposed withdrawal from SEDOL, including, but not limited to: any request to waive any such conflict; any documents granting or denying such waiver; and any correspondence between or among District staff and/or Board members concerning the same.

The requested information is provided on the enclosed disk in a pdf titled “65. Gurnee Motion and Exhibits 12 11 13.pdf.” The District has also identified a letter to, among others, Dr. Scott Warren, District Superintendent, dated January 29, 2013, from its attorney, Laura Sinars, in this matter. This document is being withheld from the District’s response to this request pursuant to FOIA § 7(1)(m) for the reasons discussed in the response to no. 24, above.

CONCLUSION:

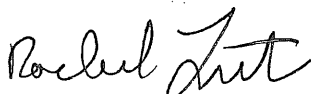
Acting as counsel to Lincolnshire-Prairie View School District 103, I am the person responsible for the partial denial of your records request. You may ask the Illinois Attorney General’s Public Access Counselor (PAC) to review this decision concerning your request, by submitting a Request for Review to the PAC by electronic mail or U.S. mail within 30 days after this partial denial of your request. A Request for Review by the PAC should be directed to:

Public Access Bureau
Office of the Illinois Attorney General
500 S. 2nd Street
Springfield, IL 62706
publicaccess@atg.state.il.us

The PAC’s telephone number is (217) 558-0486. You also have the right to administrative review by a court of law, pursuant to FOIA § 11.

Very truly yours,

ROBBINS SCHWARTZ



By: Rachel E. Lutner

cc: Scott Warren, Ed.D., Superintendent
Laura Sinars, Esq.

F:\SEDOL\FOIA response 103 12 27 13.doc



Lincolnshire – Prairie View School District 103
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2425 RIVERWOODS ROAD
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847.945.6665 (phone)
847.945.6718 (fax)
www.sp.d103.org

Scott H. Warren, Ed.D
Superintendent

Christine E. Adler
Principal

Dear Dr. Warren and District 103 School Board Members,

It is with great pleasure that I am writing to inform you that my wife and I are expecting our second child on April 6, 2014. I am requesting paternity leave beginning on April 7, 2014 and continuing through the end of the school year, June 4, 2014. My accrued sick leave days will compensate for the days that I am absent. This will make it possible for me to have uninterrupted insurance coverage and to continue to be paid at my current salary rate. I anticipate receiving a full year of service credit on the seniority list and salary schedule. Mrs. Adler and I have worked together to create a plan that takes into consideration the continuity of instruction for my students.

It is my intention to return to my teaching position for the 2014-2015 school year. I look forward to remaining a part of the District 103 community.

Thank you for your support and consideration of my request.

Sincerely,

Peter Schreurs

cc: Christine Adler



December 20, 2013

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

I am very excited to announce the anticipated arrival of our first child on approximately June 5, 2014.

As a result of this exciting news, I would like to request a maternity leave of absence beginning on the first teacher institute day in August 2014. It is my intention to return on January 5, 2015. For this maternity leave, I am requesting to use the 60 paid sick days outlined in the new contract toward this leave.

As a note, I want to confirm that I am aware of the requirement to work 93 days in order to qualify for one year TRS, to be awarded one year of service and seniority for contract advancement. Also, my current insurance coverage should continue for the duration of my maternity leave. I anticipate receiving a full year of service credit on the seniority list and salary schedule.

Thank you for your support and consideration of my request. If there are any questions regarding this request or should additional information be required, I can be reached at 847-707-2361.

Sincerely,

Danielle Kemp

January 5, 2014

Dear Dr. Warren and District 103 School Board Members,

I am excited to announce the arrival of our first child on approximately May 5, 2014.

I would like to request a maternity leave of absence with an approximate start date of May 5, 2014. My intention is to split my leave. I will be absent until the end of the 2013-2014 school year and the beginning of the 2014-2015 school year. I intend to use my full allotment of sick and personal days up to the 60-day paid leave limit.

I am with the understanding that my insurance coverage will continue throughout the school year. In addition, I anticipate receiving a full year of service credit on the seniority list and salary schedule, as well as accruing my full sick (14 days) and personal (4 days) benefits.

Thank you for your consideration and support of my request.

Sincerely,

Rebekka Ristow
Half Day School
Technology Integration Specialist

Demographic Trends and Enrollment Projections

Hawthorn School District 73
Diamond Lake School District 76
Fremont School District 79
Kildeer Countryside CCSD 96
Aptakisic-Tripp CCSD 102
Lincolnshire-Prairie View School District 103
and
Adlai E. Stevenson High School, District 125

Prepared by

John D. Kasarda, Ph.D.
Consulting Demographer

Updated
December 2013

Table of Contents

Preface	1
Overview of the Districts.....	3
Hawthorn School District 73.....	3
Diamond Lake School District 76.....	4
Fremont School District 79.....	5
Kildeer Countryside School CCSD 96.....	6
Aptakisic-Tripp CCSD 102.....	7
Lincolnshire-Prairie View School District 103.....	7
Adlai E. Stevenson High School, District 125.....	8
Village Housing and Population Trends.....	10
Enrollment Trends in Districts 73, 76, 79, 96, 102, and 103.....	14
Enrollment Trends at Stevenson High School	39
The Enrollment Future of the School Districts.....	44
Projection Methodology.....	44
The K-8 Public School Districts.....	50
Hawthorn School District 73.....	50
Diamond Lake School District 76.....	50
Fremont School District 79.....	51
Kildeer Countryside School District 96.....	52
Aptakisic-Tripp School District 102.....	52
Lincolnshire-Prairie View School District 103.....	53
Future Enrollment at Stevenson High School District 125.....	54
Concluding Remarks.....	56

Preface

This report updates basic population and housing trends in the villages and primary K-8 public school districts that send students to Stevenson High School District 125 and assesses the implications of these trends for future enrollment in each K-8 district and District 125. The K-8 school districts assessed herein include Hawthorn School District 73, Diamond Lake School District 76, Fremont School District 79, Kildeer Countryside District 96, Aptakisic-Tripp District 102 and Lincolnshire-Prairie View District 103.

The report commences with a review and update of housing development and demographic dynamics for the study area as a whole. I then examine the effects of these dynamics on enrollment changes in the K-8 school districts and analyze student migration/transfer patterns and other determinants of observed enrollment changes. Next, I project enrollment for Districts 73, 76, 79, 96, 102, and 103, by year and by grade, through school year 2023-24. Finally, I analyze recent student migration/retention and transfer data for Stevenson High School District 125 and bring the K-8 district projections to bear on high school district enrollment projections through school year 2028-29.

As in my prior reports, enrollment projections for the K-8 school districts and for District 125 will be in the form of three separate series based on assumptions about future fertility rates, new residential development, turnover

of existing housing (including teardowns), and resulting family in-migration to the area served by the respective school districts. These three series will provide (A) the absolute minimum number of students that may be anticipated, (B) the most likely number of students to be expected, and (C) the absolute maximum number of students that can possibly be foreseen.

In conducting the analysis that follows, I benefited from enrollment statistics and housing development data provided by administrators and village officials at each K-8 school district and District 125. I would like to thank especially Marilyn Lynch at Aptakisic-Tripp Community Consolidated School District 102, who coordinated data assembly with the other districts. I would also like to thank local village planners and area school district staff for providing updated new housing development potential information for various parts of the study area. For their fine assistance and that of all others who contributed to this study, I am most appreciative.

Overview of the Districts

Stevenson High School District 125 in Lake County, Illinois, comprises an area of 46 square miles. The District is made up of all or part of 17 towns and villages as follows: Lincolnshire, Half Day, Long Grove, Prairie View, Buffalo Grove, Deerfield, Mundelein, Hawthorn Woods, Vernon Hills, Lake Forest, Wheeling, Indian Creek, Lake Zurich, Riverwoods, Kildeer, Palatine, and Mettawa. The primary villages served by District 125 served include Lincolnshire, Long Grove, most of Buffalo Grove, and large portions of Hawthorn Woods and Kildeer.

The K-8 districts sending all or most of their graduates to the high school district are District 96 – Kildeer Countryside, District 102 – Aptakisic-Tripp, and District 103 – Lincolnshire-Prairie View. Sending a comparatively small number of students to the high school are District 73 – Hawthorn (a handful), District 76 – Diamond Lake (about 35%), and District 79 – Fremont (about 15%).

Hawthorn School District 73

Hawthorn School District 73, located in Vernon Hills, Illinois, forty miles northwest of Chicago, serves approximately 4,100 students residing primarily in Vernon Hills, Libertyville, and Mundelein. The District also serves small portions of Mettawa and Indian Creek and encompasses an area of approximately 11.14

square miles. The District's staff is composed of 343 certificated members and approximately 183 educational support personnel, with a total District operating budget of \$56.1 million.

Seven educational centers serving prekindergarten through eighth grade are centrally located and reflect the District's philosophy regarding equal opportunity for students from diverse socio-economic and ethnic backgrounds.

Depending on their residence, District 73 students attend either Libertyville, Mundelein, or Stevenson High School. Some also attend Carmel, a private high school in Mundelein.

Diamond Lake School District 76

Diamond Lake School District 76, located in Mundelein, Illinois, approximately 40 miles northwest of Chicago's Loop, offers pre-kindergarten through eighth grade instruction in three buildings, including pre-K and special education. Just over 1,100 students are served in the three buildings. One building houses pre-kindergarten through first grade, the second building houses grades two through four, and the third building houses grades five through eight.

The District is about four square miles in area. The majority of students are from the village of Mundelein and a small percentage are from the villages of Vernon Hills, Long Grove, and unincorporated Lake County.

Fremont School District 79

Fremont School District 79 provides instruction for children in grades prekindergarten through eight. It is located in unincorporated south-central Lake County in an area that is experiencing residential development. Encompassing 32.6 square miles, the district serves residents of the unincorporated area and parts of the villages of Mundelein, Hawthorn Woods, Wauconda, Grayslake, Round Lake, Round Lake Park, Grayslake, Libertyville, and Long Grove. The district is predominately residential.

Student enrollment in District 79 is currently 2195 (including 20 prekindergarten students). In addition to the unincorporated area (about 75% of the district), the estimated percentages of villages served are as follows: Mundelein, 10%; Hawthorn Woods, 40%; Round Lake. 10% Round Lake Park, 50%; Grayslake, 5%; and Long Grove, 5%.

Kildeer Countryside School CCSD 96

Serving about 3,000 students, Kildeer Countryside School District 96 is an elementary school district covering approximately 20 square miles in southern Lake County, Illinois. The District includes portions of Buffalo Grove, Hawthorn Woods, Kildeer, Lake Zurich, Long Grove, and Vernon Hills. Most District 96 students continue their education at Adlai E. Stevenson High School in Lincolnshire.

In 1999 the District constructed a new elementary school and a middle school and made major renovations to three of its existing school buildings. In a district-wide reorganization implemented in 1999, one building was designated as an Early Childhood/Kindergarten Center, four buildings as elementary schools housing grades 1-5, and two buildings as middle schools housing grades 6-8.

Generally, middle- to upper-income communities comprise District 96. The student community is predominantly White (66%), with 20% Asian/Pacific Islander. A small percentage of students are Black (1.3%) and Hispanic (7.5%). Low-income families make up 7% of the student population and 9% of students are categorized as having limited English proficiency.

Aptakisic-Tripp CCSD 102

Aptakisic-Tripp Community Consolidated School District 102 is a pre-kindergarten through eighth grade school district located in Buffalo Grove, Illinois, in Lake County, about thirty miles northwest of Chicago. The District is approximately seven square miles in area and is bordered on the north by Route 22, on the East by Routes 21/45, on the West by Buffalo Grove Road, and on the South by Lake Cook Road. Although the majority of District 102 students reside in Buffalo Grove, the District also serves portions of Deerfield, Lincolnshire, and Prairie View. The District has a culturally diverse student population of approximately 2,000 students who attend the following schools: Pritchett Elementary School (grades pre-kindergarten through 4), Tripp Elementary School (grades kindergarten through 4), Meridian Middle School (grades 5 and 6), and Aptakisic Junior High School (grades 7 and 8).

Lincolnshire-Prairie View School District 103

Lincolnshire-Prairie View School District 103 is located in Lincolnshire, Illinois, approximately 30 miles north of Chicago in southeast Lake County. The District covers an area of 13.4 square miles and serves several communities including Lincolnshire and Prairie View, as well as portions of Buffalo Grove, Vernon Hills, Lake Forest, Riverwoods, and Mettawa. District 103 presently

serves over 1,600 students in grades K-8 with its three schools: Laura B. Sprague School (grades kindergarten through 2), Half Day School (grades 3 and 4), and Daniel Wright Junior High School (grade 5 through 8). Approximately 61% of the District's students are White and 32% are Asian.

Adlai E. Stevenson High School, District 125

The towns and villages, and sending public school districts that make up District 125 were describe previously. The District was formed in 1965 and opened with 417 students. At that time, the area was primarily agricultural, though in certain communities; e.g., Lincolnshire and Long Grove, one could see potential for significant future growth. Following the economic downturn in the late 1970s and early 1980s, home building increased resulting in a strong enrollment growth at the high school. In the mid-1980s, the rapid expansion of business and industry along the District's Milwaukee Avenue corridor, plus a spurt in the housing market accelerated this growth.

Whereas new construction in the area slowed during the 1990s, a substantial amount of turnover of empty-nest housing to younger families sustained strong enrollment growth. Teardowns and rebuilds contributed further to that growth. This growth resulted in a 123 percent increase in total District 125 enrollment from 2,049 in 1990-91 to 4,568 students in fall 2004. With

elementary district pipeline enrollments declining, total enrollment dropped to 4,349 students in fall 2009, and down to 4,034 students in fall 2011 and 3,777 students this fall.

Village Housing and Population Trends

Table 1 illustrates the spurt in new residential development during the second half of the 1980s for the primary villages wholly or partly served by Districts 73, 76, 79, 96, 102, 103 and 125. Over 3,100 single-family housing permits were authorized in Buffalo Grove and another 900 in Long Grove between 1984 and 1990. This upswing in housing construction led to more than 50 percent increases in the populations of Buffalo Grove, Hawthorn Woods, Lake Zurich, Long Grove and Vernon Hills between 1980 and 1990 (see Table 2). In terms of net population increments, aggregate community growth during the 1980s exceeded that of the 1970s, with Buffalo Grove alone adding more than 14,000 residents.

Many of those moving to the area in the 1980s were families with preschool and school-age children. Thus, despite the aging of a large number of families who moved to the area in prior decades, my prior reports showed that the population under age 18 increased in a number of villages during both the 1980s and 1990s. Overall growth continued in most villages between 1990 and 2000, albeit at a slower pace. As Table 2 further reveals, population growth slowed further between 2000 and 2010, with the exception of Mettawa, though Hawthorn Woods, Lincolnshire, and Vernon Hills still showed robust percentage

increases. Buffalo Grove and Lake Forest both experienced small population declines.

The July, 2012 U.S. Bureau of the Census estimates reveal, as expected, only slight changes in population counts in the villages. These estimates (subject to sampling error) show minimal growth in all villages with the exceptions of lake Forest, Lincolnshire, ad Riverwoods. The most substantial estimated population increase was in Vernon Hills which grew from 25,113 in 2010 to 25,678 in 2012.

Looking at new housing development during the 2000–2013 period, housing permits in most villages trended downward through 2007. Single-family permitting then dropped more considerably for the towns and villages as a whole after 2007. In the past six years, new construction averages less than 20 percent of the previous six years. Moreover, many of these permits were for teardowns and rebuilds. I will return to local housing dynamics later in this report.

Table 1

New Housing Units Authorized by Building Permits in Villages Served by High School District 125: 1981 to August 2013

Village	1981	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	-8/13
Buffalo Grove	41	358	359	397	18	27	59	17	3	17	154	18	9	7	54	12	15	6
Hawthorn Woods	14	107	84	44	48	48	58	49	108	167	63	52	21	18	4	9	13	13
Kildeer	7	20	10	36	42	38	43	23	17	18	20	5	0	0	0	4	4	0
Lake Forest	22	176	39	56	113	76	84	48	98	86	27	30	14	3	7	9	8	8
Lake Zurich	na	287	189	19	34	111	69	47	163	61	88	28	6	19	6	7	18	16
Lincolnshire	13	46	33	38	13	6	20	26	15	17	23	10	12	5	5	2	4	7
Long Grove	7	78	109	58	80	82	48	60	54	72	41	13	8	2	2	4	14	21
Mettawa	0	7	5	0	9	12	3	2	3	19	2	6	2	1	0	3	0	0
Mundelein	17	175	325	376	111	118	124	135	51	78	25	406	112	46	49	36	55	42
Riverwoods	2	25	5	106	11	40	11	12	12	11	7	0	0	0	0	0	2	1
Vernon Hills	5	9	161	26	296	218	207	130	230	64	92	31	15	14	4	6	18	8
Total	128	1288	1319	1156	775	776	726	549	754	610	542	599	199	115	131	92	151	122

Source: U.S. Bureau of the Census. Current Construction Reports, "Housing Units Authorized by Building Permits." Annual Reports 1981-2012 and August, 2013 year to date.

Table 2

Population in the Townships and Villages Served by District 125: 1970 to 2012

Area	1970	1980	1990	2000	2010	2012	Percent Change				
							1970-80	1980-90	1990-00	2000-10	2010-12
Lake County	382,638	440,372	516,418	644,356	703,462	702,120	15.09%	17.27%	24.77%	9.17%	-0.19%
Ela Township	12,208	19,969	32,433	39,688	42,654	42,804	63.57%	62.42%	22.37%	7.47%	0.35%
Vernon Township	12,835	32,285	51,141	65,355	67,095	67,409	151.54%	58.40%	27.79%	2.66%	0.47%
Buffalo Grove	12,333	22,230	36,427	42,909	41,496	41,715	80.25%	63.86%	17.79%	-3.29%	0.53%
Hawthorn Woods	939	1,658	4,423	6,002	7,663	7,725	76.57%	166.77%	35.70%	27.67%	0.81%
Kildeer	643	1,609	2,257	3,460	3,968	3,974	150.23%	40.27%	53.30%	14.68%	0.15%
Lake Forest	15,642	15,245	17,836	20,059	19,375	19,349	-2.54%	17.00%	12.46%	-3.41%	-0.13%
Lake Zurich	4,082	8,225	14,947	18,104	19,631	19,917	101.49%	81.73%	21.12%	8.43%	1.46%
Lincolnshire	2,531	4,151	4,931	6,108	7,275	7,274	64.01%	18.79%	23.87%	19.11%	-0.01%
Long Grove	1,196	2,013	4,740	6,735	8,043	8,052	68.31%	135.47%	42.09%	19.42%	0.11%
Mettawa	285	330	348	367	547	552	15.79%	5.45%	5.46%	49.05%	0.91%
Mundelein	16,128	17,053	21,215	30,935	31,064	31,249	5.74%	24.41%	45.82%	0.42%	0.60%
Riverwoods	1,571	2,804	2,868	3,843	3,660	3,658	78.49%	2.28%	34.00%	-4.76%	-0.05%
Vernon Hills	1,056	9,827	15,319	20,120	25,113	25,678	830.59%	55.89%	31.34%	24.82%	2.25%

Source: U.S. Bureau of the Census. Decennial Census of Population, 1970, 1980, 1990, 2000, 2010, and 2013 estimate.

Enrollment Trends in Districts 73, 76, 79, 96, 102, and 103

Overall enrollment trends in the K-8 school districts mirrored fertility patterns, new housing development, housing turnover, and family migration in the area. The total number of students in District 76, 96, 102 and 103 mushroomed from the mid-1980s until the late 1990s, then began to slow. District 73 exhibited solid growth from 1998-99 through 2013-14, while District 79 grew substantially through 2010-11, then stabilized. Districts 76 and 96 have declined slightly in recent years, while Districts 102 and 103 have been fairly stable.

Tables 3 through 20 present the grade by grade enrollment trends for each of the K-8 districts during the past thirty years along with a decomposition of the demographic sources of their annual enrollment changes. For example, Table 3 shows Hawthorn School District 73 continued to grow modestly in the last three years reaching 4,041 students this past fall. Table 4 decomposes this growth into its components. Thus, between September 2012 and September 2013, Hawthorn expanded by 55 students (from 3,986 to 4,041). During this period its graduating eighth grade class last June was ten students smaller than the entering kindergarten class this past September, for a net increase of 10. District 73 also experienced a net student migration/transfer gain of 55 students between September 2012 and September 2013. At the same time, early childhood/pre-K

enrollment increased by four students (from 131 to 135, see Table 3), and SEDOL enrollment also increased by six students. These four components (-10, +55, +6, +6) sum to the exact 55 student enrollment increase District 73 experienced between September 2012 and September 2013.

Table 5 shows how the net migration/transfer gain of 55 students occurred by grade progression. The "33" at the bottom left column means that as the kindergarten class of September 2012 progressed to the first grade in 2013, it grew by 33 students (see Table 3 where last year's kindergarten enrollment was 388 and this year's first grade enrollment is 421). Conversely, as last year's sixth grade class progressed to this year's seventh grade class it lost four students via net student migration/transfer. Summing across the bottom row yields 55 which is the total net student migration/transfer of District 73 students between September 2012 and September 2013.

Table 6 shows that District 76, which exhibited substantial enrollment growth from 1988-89 to 2002-03, where it peaked at 1,288 students. Total enrollment has since declined gradually to 991 students in 2012-12. From fall 2012 to fall 2013, enrollment dropped by nine students, excluding pre-K and SEDOL.

This total enrollment change is decomposed in Table 7 into its two basic components. The first is the difference between the size of the kindergarten class that entered in September of 2012 (N=111) and the size of the District's eighth

grade class that graduated the previous June (N=104), which is +7. The second is the net migration and transfer of students to the District between September 2012 and September of 2013, which is -16. The two sum to the exact enrollment change (-9) over the past year in District 76.

Table 8 shows how these net migration/transfer figures are calculated. The “-1” at the bottom of the K-1 column means that as the kindergarten class of September 2012 progressed to the first grade in September 2013, it dropped by one student (see Table 6 where the kindergarten class in school year 2012-13 was 120 and the first grade class in 2013-14 is 119). Conversely, as the first grade class of school year 2012-13 progressed to the second grade in 2013-14, it gained two students (from 117 to 119). Summing across the grade progression columns in the bottom row of Table 8 yields -16, which is the net student migration/transfer number shown in Table 7 for the September 2012 to September 2013 period.

District 79, as noted, exhibited enrollment growth each year until 2008-09 from 389 students in 1985-86 to 2,116 students in 2008-09, before slipping back to 2,097 students in fall 2009 then rebounding slightly to 2,118 in fall 2010 (see Table 9). Since then, total enrollment in District 79 been nearly constant.

Decomposition of the sources of annual enrollment change in Table 10 reveals powerful net student migration/transfer between fall 2003 and fall 2006. Between September 2005 and September 2006 alone, net student migration/transfer was +209. Yet, observe the sharp drop since with a net

positive migration/transfer since then with only +33 students between September 2012 and September 2013. In part because of its strong historic net student migration/transfer, District 79's graduating eighth grade classes have exceeded the size of the following September's kindergarten classes, even though the kindergarten class sizes had increased substantially over the years. Table 11 shows the grade-by-grade, year-by-year net student migration/transfer gains for District 79 which have been consistently positive since 1982.

District 96, which sends the largest number of students to Stevenson High, experienced dramatic growth between the mid-1980s and mid-1990s (See Table 12). From September 1986 to September 1997, enrollment expanded from 1,872 to 3,709 students. These enrollment increases occurred across all grade levels, with substantial rises in the kindergarten class sizes. Between 1997 and 2001, kindergarten enrollment consistently dropped. It then modestly fluctuated around 270 students for four years before dropping to 204 kindergarten students last fall and rebounding slightly 223 students in fall 2013.

Decomposition of annual enrollment changes in District 96, presented in Table 13, reveals that exceptionally strong positive net student migration/transfer between 2001 and 2011 was overridden by smaller entering kindergarten classes compared to the previous years' graduating eighth grade classes. This past year, however, large net student migration/transfer exceeded these entering versus exiting cohort differences. Between September 2012 and

September 2013, 205 more students moved into District 96 or transferred to the District schools from private or parochial schools than moved out of the District or transferred to private or parochial schools. This year's kindergarten class was 158 students smaller than last year's graduating eighth grade class. Special education enrollment increased by six students between September 2012 and September 2013. Summing these three factors (+205, -158, +6) gives +53, which is the exact change in total District 96 enrollment between September 2012 and September 2013 (2,960 to 3,013). Table 14 shows that positive net student migration/transfer characterized all class progressions over the past year with a 67-student gain in the kindergarten to first grade progressions. Prior years showed fairly consistent positive net student migration/transfer across all grades progressions with particularly strong increases in the kindergarten to first grade progression.

District 102, whose enrollment trends are presented in Table 15, had rapid growth throughout the 1980s and early 1990s. Total enrollment climbed from 770 in 1982-83 to 2,300 in 1993-94. Enrollment growth then slowed somewhat through 1998-99, at which point annual declines took place through 2008-09 where enrollment stood at 1,950 students. Since then total District 102 enrollment has been fairly stable.

Table 16 illustrates that District 102 continued to attract students to its schools during the past decade with particularly strong net migration/transfer

gains between September 2010 and September 2011 (+122) and this past year (+88) lending to an overall growth of 41 students between September 2010 and September 2011 and 33 students this year. District 102's declines in prior years were generated by much larger graduating eighth grade classes compared with the following year's entering kindergarten classes since the District has experienced fairly consistent positive net student migration/transfer annually since 1982. Table 17 shows the grade-by-grade, year-by-year net student migration/transfer for District 102 between fall 1982 and fall 2011 that match the total annual net migration/transfer figures in Table 16.

District 103 experienced a somewhat different enrollment pattern during the 1980s (See Table 18). Total enrollment actually declined from school year 1982-83 to 1985-86, at which point it stood at 752. District 103's enrollment then steadily climbed to 1,746 in 2001-02. Afterwards, overall enrollment slowly but consistently dropped to 1,567 students in 2009-10 before modestly rebounding to 1,637 students this past fall.

Decomposition of the annual sources of enrollment change for District 103, presented in Table 19, indicates that enrollment declines in the District during the first half of the 1980s were due almost entirely to smaller kindergarten class sizes replacing larger graduating eighth grade classes. Rapid growth of District 103 from the mid-1980s to the late 1990s was fueled by a combination of rising kindergarten enrollments and strong positive net student

migration/transfer to the District. While kindergarten enrollment has modestly declined since 2000 and was considerably smaller than graduating eighth classes, student in-migration and transfers remained solidly positive in the past ten years with relatively high numbers the past two years. Strong net student migration/transfer is the reason total District 103 enrollment expanded in each of the past four years. Table 20 shows that almost all grade-by-grade progressions added students over the past four years.

Table 3

Enrollment History: 1982–83 to 2013–14

District 73, Hawthorn

School Year	K	1	2	3	4	5	6	7	8	K-8	EC/ Pre-K	SEDOL	Total
1982–83	295	315	267	225	242	265	230	267	203	2,309	—	59	2,368
1983–84	307	344	262	265	227	236	265	225	260	2,391	—	54	2,445
1984–85	337	354	319	269	272	233	255	258	251	2,548	—	61	2,609
1985–86	311	375	336	329	268	262	229	265	262	2,637	—	64	2,701
1985–87	314	363	326	323	322	273	268	231	262	2,682	—	67	2,749
1987–88	325	331	326	323	324	293	283	268	232	2,705	—	73	2,778
1988–89	301	376	294	320	331	332	295	290	264	2,803	—	84	2,887
1989–90	346	362	339	298	326	324	329	280	277	2,881	—	73	2,954
1990–91	383	373	319	338	292	344	315	310	284	2,958	—	65	3,023
1991–92	359	427	333	307	324	284	332	321	310	2,997	—	54	3,051
1992–93	346	427	397	332	310	332	300	338	332	3,114	—	60	3,174
1993–94	334	374	406	383	348	307	329	285	333	3,099	—	59	3,158
1994–95	384	336	351	397	377	335	310	344	294	3,128	—	46	3,174
1995–96	373	413	316	341	380	325	312	340	292	3,092	—	71	3,163
1995–97	341	375	374	322	325	400	351	327	288	3,103	—	56	3,159
1997–98	327	367	356	372	314	327	366	366	326	3,121	—	70	3,191
1998–99	359	366	376	358	368	330	318	370	360	3,205	—	65	3,270
1999–00	359	377	362	398	376	378	330	329	364	3,273	—	68	3,341
2000–01	386	403	393	339	416	381	384	351	339	3,392	—	64	3,456
2001–02	401	417	409	393	347	400	398	393	355	3,513	—	98	3,611
2002–03	350	443	414	401	400	358	405	391	394	3,556	—	151	3,707
2003–04	341	394	433	413	394	415	366	423	399	3,578	—	139	3,717
2004–05	322	357	404	426	413	386	402	364	414	3,488	—	86	3,574
2005–06	377	374	365	417	430	416	414	410	377	3,580	—	90	3,670
2006–07	381	397	366	360	415	428	414	414	409	3,584	74	60	3,718
2007–08	364	424	397	366	359	408	426	437	417	3,598	139	120	3,857
2008–09	398	395	434	400	391	357	408	418	423	3,624	171	30	3,825
2009–10	434	421	411	428	399	403	351	408	425	3,680	148	56	3,884
2010–11	415	443	421	419	431	404	411	364	414	3,722	151	68	3,941
2011–12	419	449	453	421	428	438	413	407	359	3,787	129	62	3,978
2012–13	388	439	435	457	414	425	426	416	409	3,809	131	46	3,986
2013–14	399	421	450	441	458	431	421	415	418	3,854	135	52	4,041

Table 4

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 73, Hawthorn

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer	Change EC/Pre-K	Change SEDOL
1982 to 83	77	104	-22	0	-5
1983 to 84	164	77	80	0	7
1984 to 85	92	60	29	0	3
1985 to 86	48	52	-7	0	3
1986 to 87	29	63	-40	0	6
1987 to 88	109	69	29	0	11
1988 to 89	67	82	-4	0	-11
1989 to 90	69	106	-29	0	-8
1990 to 91	28	75	-36	0	-11
1991 to 92	123	36	81	0	6
1992 to 93	-16	2	-17	0	-1
1993 to 94	16	51	-22	0	-13
1994 to 95	-11	79	-115	0	25
1995 to 96	-4	49	-38	0	-15
1996 to 97	32	39	-21	0	14
1997 to 98	79	33	51	0	-5
1998 to 99	71	-1	69	0	3
1990 to 00	115	22	97	0	-4
2000 to 01	155	62	59	0	34
2001 to 02	96	-5	48	0	53
2002 to 03	10	-53	75	0	-12
2003 to 04	-143	-77	-13	0	-53
2004 to 05	96	-37	129	0	4
2005 to 06	48	4	0	74	-30
2006 to 07	139	-45	59	65	60
2007 to 08	-32	-19	45	32	-90
2008 to 09	59	11	45	-23	26
2009 to 10	57	-10	52	3	12
2010 to 11	37	5	60	-22	-6
2011 to 12	8	29	-7	2	-16
2012 to 13	55	-10	55	4	6

Table 5

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 73, Hawthorn

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	49	-53	-2	2	-6	0	-5	-7	-22
1983 to 84	47	-25	7	7	6	19	-7	26	80
1984 to 85	38	-18	10	-1	-10	-4	10	4	29
1985 to 86	52	-49	-13	-7	5	6	2	-3	-7
1986 to 87	17	-37	-3	1	-29	10	0	1	-40
1987 to 88	51	-37	-6	8	8	2	7	-4	29
1988 to 89	61	-37	4	6	-7	-3	-15	-13	-4
1989 to 90	27	-43	-1	-6	18	-9	-19	4	-29
1990 to 91	44	-40	-12	-14	-8	-12	6	0	-36
1991 to 92	68	-30	-1	3	8	16	6	11	81
1992 to 93	28	-21	-14	16	-3	-3	-15	-5	-17
1993 to 94	2	-23	-9	-6	-13	3	15	9	-22
1994 to 95	29	-20	-10	-17	-52	-23	30	-52	-115
1995 to 96	2	-39	6	-16	20	26	15	-52	-38
1996 to 97	26	-19	-2	-8	2	-34	15	-1	-21
1997 to 98	39	9	2	-4	16	-9	4	-6	51
1998 to 99	18	-4	22	18	10	0	11	-6	69
1990 to 00	44	16	-23	18	5	6	21	10	97
2000 to 01	31	6	0	8	-16	17	9	4	59
2001 to 02	42	-3	-8	7	11	5	-7	1	48
2002 to 03	44	-10	-1	-7	15	8	18	8	75
2003 to 04	16	10	-7	0	-8	-13	-2	-9	-13
2004 to 05	52	8	13	4	3	28	8	13	129
2005 to 06	20	-8	-5	-2	-2	-2	0	-1	0
2006 to 07	43	0	0	-1	-7	-2	23	3	59
2007 to 08	31	10	3	25	-2	0	-8	-14	45
2008 to 09	23	16	-6	-1	12	-6	0	7	45
2009 to 10	9	0	8	3	5	8	13	6	52
2010 to 11	34	10	0	9	7	9	-4	-5	60
2011 to 12	20	-14	4	-7	-3	-12	3	2	-7
2012 to 13	33	11	6	1	17	-4	-11	2	55

Table 6

Enrollment History: 1982–83 to 2013–14

District 76, Diamond Lake

School Year	K	1	2	3	4	5	6	7	8	Total
1982–83	74	72	57	69	69	54	63	58	65	581
1983–84	67	65	65	60	63	66	58	65	54	563
1984–85	86	79	65	72	58	67	68	58	57	610
1985–86	79	78	75	64	70	59	72	68	65	630
1985–87	69	68	71	76	63	69	50	74	64	604
1987–88	75	77	62	61	70	59	51	52	69	576
1988–89	96	80	71	61	65	55	50	50	46	574
1989–90	89	93	87	77	70	67	62	54	49	648
1990–91	122	92	90	95	85	72	68	67	50	741
1991–92	121	103	96	90	87	83	74	63	69	786
1992–93	116	116	101	104	95	95	88	77	61	853
1993–94	130	112	119	104	96	103	86	78	84	912
1994–95	140	117	112	127	99	98	106	103	78	980
1995–96	137	144	109	106	126	105	101	102	102	1,032
1995–97	150	129	134	118	111	125	115	103	112	1,097
1997–98	163	145	130	135	124	110	128	111	109	1,155
1998–99	174	138	131	124	128	131	108	127	105	1,166
1999–00	134	169	135	130	128	129	130	105	126	1,186
2000–01	147	140	163	134	127	130	126	130	118	1,215
2001–02	138	157	144	160	132	133	135	120	130	1,249
2002–03	161	138	150	139	156	129	148	135	132	1,288
2003–04	113	159	125	151	138	156	136	152	144	1,274
2004–05	128	119	141	119	146	139	148	131	152	1,223
2005–06	131	120	111	137	108	138	139	137	124	1,145
2006–07	150	128	116	111	124	112	138	136	141	1,156
2007–08	116	134	128	117	109	126	103	136	133	1,102
2008–09	115	112	134	122	123	105	126	111	140	1,088
2009–10	114	110	107	130	117	118	129	129	112	1,066
2010–11	126	128	113	109	127	118	120	107	131	1,079
2011–12	124	122	120	102	106	119	115	113	104	1,025
2012–13	120	117	119	97	102	118	113	110	104	1,000
2013–14	111	119	119	105	121	86	101	122	107	991

Table 7

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 76, Diamond Lake

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer
1982 to 83	-18	2	-20
1983 to 84	47	32	15
1984 to 85	20	22	-2
1985 to 86	-26	4	-30
1986 to 87	-28	11	-39
1987 to 88	-2	27	-29
1988 to 89	74	43	31
1989 to 90	93	73	20
1990 to 91	45	71	-26
1991 to 92	67	47	20
1992 to 93	59	69	-10
1993 to 94	68	56	12
1994 to 95	52	59	-7
1995 to 96	65	48	17
1996 to 97	58	51	7
1997 to 98	11	65	-54
1998 to 99	20	29	-9
1999 to 00	29	21	8
2000 to 01	34	20	14
2001 to 02	39	31	8
2002 to 03	-14	-19	5
2003 to 04	-51	-16	-35
2004 to 05	-78	-21	-57
2005 to 06	11	26	-15
2006 to 07	-54	-25	-29
2007 to 08	-14	-18	4
2008 to 09	-22	-26	4
2009 to 10	13	14	-1
2010 to 11	-54	-7	-47
2011 to 12	-25	16	-41
2012 to 13	-9	7	-16

Table 8

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 76, Diamond Lake

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	-9	-7	3	-6	-3	4	2	-4	-20
1983 to 84	12	0	7	-2	4	2	0	-8	15
1984 to 85	-8	-4	-1	-2	1	5	0	7	-2
1985 to 86	-11	-7	1	-1	-1	-9	2	-4	-30
1986 to 87	8	-6	-10	-6	-4	-18	2	-5	-39
1987 to 88	5	-6	-1	4	-15	-9	-1	-6	-29
1988 to 89	-3	7	6	9	2	7	4	-1	31
1989 to 90	3	-3	8	8	2	1	5	-4	20
1990 to 91	-19	4	0	-8	-2	2	-5	2	-26
1991 to 92	-5	-2	8	5	8	5	3	-2	20
1992 to 93	-4	3	3	-8	8	-9	-10	7	-10
1993 to 94	-13	0	8	-5	2	3	17	0	12
1994 to 95	4	-8	-6	-1	6	3	-4	-1	-7
1995 to 96	-8	-10	9	5	-1	10	2	10	17
1996 to 97	-5	1	1	6	-1	3	-4	6	7
1997 to 98	-25	-14	-6	-7	7	-2	-1	-6	-54
1998 to 99	-5	-3	-1	4	1	-1	-3	-1	-9
1999 to 00	6	-6	-1	-3	2	-3	0	13	8
2000 to 01	10	4	-3	-2	6	5	-6	0	14
2001 to 02	0	-7	-5	-4	-3	15	0	12	8
2002 to 03	-2	-13	1	-1	0	7	4	9	5
2003 to 04	6	-18	-6	-5	1	-8	-5	0	-35
2004 to 05	-8	-8	-4	-11	-8	0	-11	-7	-57
2005 to 06	-3	-4	0	-13	4	0	-3	4	-15
2006 to 07	-16	0	1	-2	2	-9	-2	-3	-29
2007 to 08	-4	0	-6	6	-4	0	8	4	4
2008 to 09	-5	-5	-4	-5	-5	24	3	1	4
2009 to 10	14	3	2	-3	1	2	-22	2	-1
2010 to 11	-4	-8	-11	-3	-8	-3	-7	-3	-47
2011 to 12	-7	-3	-23	0	12	-6	-5	-9	-41
2012 to 13	-1	2	-14	24	-16	-17	9	-3	-16

Table 9

Enrollment History: 1982–83 to 2013–14

District 79, Fremont

School Year	K	1	2	3	4	5	6	7	8	Total
1982–83	38	25	32	35	37	41	37	58	75	378
1983–84	40	47	26	33	37	44	48	42	64	381
1984–85	40	49	49	28	39	36	43	43	40	367
1985–86	44	48	47	44	37	41	40	45	43	389
1985–87	42	49	51	58	50	40	49	46	49	434
1987–88	51	54	68	62	76	59	42	64	57	533
1988–89	47	51	64	75	61	68	57	66	69	558
1989–90	59	53	60	60	82	69	91	63	51	588
1990–91	64	73	57	65	60	87	79	96	70	651
1991–92	77	74	78	61	68	72	93	89	91	703
1992–93	75	87	81	86	71	77	75	93	96	741
1993–94	88	94	102	94	99	85	84	82	96	824
1994–95	101	106	103	115	103	108	90	86	92	904
1995–96	115	126	131	116	116	103	124	90	94	1,015
1995–97	123	137	137	139	123	126	109	126	95	1,115
1997–98	141	155	148	145	155	125	136	119	125	1,249
1998–99	152	165	175	157	150	160	138	140	120	1,357
1999–00	159	175	173	185	146	164	168	143	141	1,454
2000–01	128	180	179	180	180	173	179	180	150	1,529
2001–02	134	137	181	174	175	175	178	182	177	1,513
2002–03	157	146	140	184	173	178	195	185	185	1,543
2003–04	159	162	160	147	190	182	179	189	185	1,553
2004–05	168	195	181	173	169	205	195	195	199	1,680
2005–06	190	211	215	201	191	185	215	201	217	1,826
2006–07	203	220	240	251	242	200	212	233	220	2,021
2007–08	209	228	227	245	263	245	207	218	239	2,081
2008–09	223	235	230	228	246	263	255	217	219	2,116
2009–10	182	237	237	227	229	251	264	257	213	2,097
2010–11	248	210	224	241	236	243	259	270	257	2,188
2011–12	204	252	211	245	240	237	249	252	274	2,164
2012–13	215	225	261	219	242	243	239	262	252	2,158
2013–14	236	241	227	250	216	251	249	238	267	2,175

Table 10

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 79, Fremont

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer
1982 to 83	3	-35	38
1983 to 84	-14	-24	10
1984 to 85	22	4	18
1985 to 86	45	-1	46
1986 to 87	99	2	97
1987 to 88	25	-10	35
1988 to 89	30	-10	40
1989 to 90	63	13	50
1990 to 91	52	7	45
1991 to 92	38	-16	54
1992 to 93	83	-8	91
1993 to 94	80	5	75
1994 to 95	111	23	88
1995 to 96	100	29	71
1996 to 97	134	46	88
1997 to 98	108	27	81
1998 to 99	97	39	58
1999 to 00	75	-13	88
2000 to 01	-16	-16	0
2001 to 02	30	-20	50
2002 to 03	10	-26	36
2003 to 04	127	-17	144
2004 to 05	146	-9	155
2005 to 06	195	-14	209
2006 to 07	60	-11	71
2007 to 08	35	-16	51
2008 to 09	-19	-37	18
2009 to 10	91	35	56
2010 to 11	-24	-53	29
2011 to 12	-6	-59	53
2012 to 13	17	-16	33

Table 11

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 79, Fremont

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	9	1	1	2	7	7	5	6	38
1983 to 84	9	2	2	6	-1	-1	-5	-2	10
1984 to 85	8	-2	-5	9	2	4	2	0	18
1985 to 86	5	3	11	6	3	8	6	4	46
1986 to 87	12	19	11	18	9	2	15	11	97
1987 to 88	0	10	7	-1	-8	-2	24	5	35
1988 to 89	6	9	-4	7	8	23	6	-15	40
1989 to 90	14	4	5	0	5	10	5	7	50
1990 to 91	10	5	4	3	12	6	10	-5	45
1991 to 92	10	7	8	10	9	3	0	7	54
1992 to 93	19	15	13	13	14	7	7	3	91
1993 to 94	18	9	13	9	9	5	2	10	75
1994 to 95	25	25	13	1	0	16	0	8	88
1995 to 96	22	11	8	7	10	6	2	5	71
1996 to 97	32	11	8	16	2	10	10	-1	88
1997 to 98	24	20	9	5	5	13	4	1	81
1998 to 99	23	8	10	-11	14	8	5	1	58
1999 to 00	21	4	7	-5	27	15	12	7	88
2000 to 01	9	1	-5	-5	-5	5	3	-3	0
2001 to 02	12	3	3	-1	3	20	7	3	50
2002 to 03	5	14	7	6	9	1	-6	0	36
2003 to 04	36	19	13	22	15	13	16	10	144
2004 to 05	43	20	20	18	16	10	6	22	155
2005 to 06	30	29	36	41	9	27	18	19	209
2006 to 07	25	7	5	12	3	7	6	6	71
2007 to 08	26	2	1	1	0	10	10	1	51
2008 to 09	14	2	-3	1	5	1	2	-4	18
2009 to 10	28	-13	4	9	14	8	6	0	56
2010 to 11	4	1	21	-1	1	6	-7	4	29
2011 to 12	21	9	8	-3	3	2	13	0	53
2012 to 13	26	2	-11	-3	9	6	-1	5	33

Table 12

Enrollment History: 1982–83 to 2013–14

District 96, Kildeer Countryside

School Year	K	1	2	3	4	5	6	7	8	K–8	Spec. Educ.	Total
1982–83	209	194	189	168	171	171	196	196	195	1,689	70	1,759
1983–84	185	203	196	197	172	168	171	194	191	1,677	61	1,738
1984–85	200	193	211	194	188	168	175	187	202	1,718	49	1,767
1985–86	222	210	192	219	193	180	165	179	189	1,749	63	1,812
1985–87	234	229	198	191	208	202	193	172	182	1,809	63	1,872
1987–88	254	254	240	200	212	221	228	192	177	1,978	53	2,031
1988–89	238	268	260	245	214	237	244	234	208	2,148	63	2,211
1989–90	256	272	271	282	264	245	260	263	247	2,360	74	2,434
1990–91	330	310	298	289	299	287	267	262	266	2,608	94	2,702
1991–92	309	350	302	305	302	299	299	279	270	2,715	82	2,797
1992–93	312	348	362	312	308	315	290	305	285	2,837	83	2,920
1993–94	356	355	354	369	333	317	313	313	314	3,024	106	3,130
1994–95	346	400	380	377	385	352	342	340	332	3,254	59	3,313
1995–96	350	383	391	387	390	395	368	356	347	3,367	61	3,428
1995–97	323	382	400	399	402	408	399	392	364	3,469	73	3,542
1997–98	329	378	409	404	419	413	431	422	417	3,622	87	3,709
1998–99	324	380	382	405	414	434	412	433	434	3,618	77	3,695
1999–00	300	361	386	388	432	424	453	432	426	3,602	65	3,667
2000–01	282	319	375	386	385	435	418	455	428	3,483	76	3,559
2001–02	259	351	339	389	404	410	453	439	467	3,511	93	3,604
2002–03	268	303	363	361	398	412	421	464	452	3,442	91	3,533
2003–04	293	332	325	375	378	414	423	427	468	3,435	83	3,518
2004–05	264	340	349	327	395	391	431	435	433	3,365	84	3,449
2005–06	270	315	351	363	342	409	405	439	440	3,334	99	3,433
2006–07	257	325	338	356	375	354	422	406	449	3,282	91	3,373
2007–08	272	315	333	352	375	372	370	424	423	3,236	85	3,321
2008–09	271	316	341	334	351	379	397	387	434	3,210	68	3,278
2009–10	268	314	321	346	343	351	390	408	383	3,124	80	3,204
2010–11	248	304	331	346	359	369	363	395	415	3,130	54	3,184
2011–12	220	292	323	353	339	369	382	374	388	3,040	73	3,113
2012–13	204	253	306	316	349	335	392	398	381	2,934	26	2,960
2013–14	223	271	265	323	339	373	380	401	406	2,981	32	3,013

Table 13

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 96, Kildeer Countryside

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer	Change Sp. Ed.
1982 to 83	-21	-10	-2	-9
1983 to 84	29	9	32	-12
1984 to 85	45	20	11	14
1985 to 86	60	45	15	0
1986 to 87	159	72	97	-10
1987 to 88	180	61	109	10
1988 to 89	223	48	164	11
1989 to 90	268	83	165	20
1990 to 91	95	43	64	-12
1991 to 92	123	42	80	1
1992 to 93	210	71	116	23
1993 to 94	183	32	198	-47
1994 to 95	115	18	95	2
1995 to 96	114	-24	126	12
1996 to 97	167	-35	188	14
1997 to 98	-14	-93	89	-10
1998 to 99	-28	-134	118	-12
1999 to 00	-108	-144	25	11
2000 to 01	45	-169	197	17
2001 to 02	-71	-199	130	-2
2002 to 03	-15	-159	152	-8
2003 to 04	-69	-204	134	1
2004 to 05	-16	-163	132	15
2005 to 06	-60	-183	131	-8
2006 to 07	-52	-177	131	-6
2007 to 08	-43	-152	126	-17
2008 to 09	-74	-166	80	12
2009 to 10	-20	-135	141	-26
2010 to 11	-71	-195	105	19
2011 to 12	-153	-184	78	-47
2012 to 13	53	-158	205	6

Table 14

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 96, Kildeer Countryside

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	-6	2	8	4	-3	0	-2	-5	-2
1983 to 84	8	8	-2	-9	-4	7	16	8	32
1984 to 85	10	-1	8	-1	-8	-3	4	2	11
1985 to 86	7	-12	-1	-11	9	13	7	3	15
1986 to 87	20	11	2	21	13	26	-1	5	97
1987 to 88	14	6	5	14	25	23	6	16	109
1988 to 89	34	3	22	19	31	23	19	13	164
1989 to 90	54	26	18	17	23	22	2	3	165
1990 to 91	20	-8	7	13	0	12	12	8	64
1991 to 92	39	12	10	3	13	-9	6	6	80
1992 to 93	43	6	7	21	9	-2	23	9	116
1993 to 94	44	25	23	16	19	25	27	19	198
1994 to 95	37	-9	7	13	10	16	14	7	95
1995 to 96	32	17	8	15	18	4	24	8	126
1996 to 97	55	27	4	20	11	23	23	25	188
1997 to 98	51	4	-4	10	15	-1	2	12	89
1998 to 99	37	6	6	27	10	19	20	-7	118
1990 to 00	19	14	0	-3	3	-6	2	-4	25
2000 to 01	69	20	14	18	25	18	21	12	197
2001 to 02	44	12	22	9	8	11	11	13	130
2002 to 03	64	22	12	17	16	11	6	4	152
2003 to 04	47	17	2	20	13	17	12	6	134
2004 to 05	51	11	14	15	14	14	8	5	132
2005 to 06	55	23	5	12	12	13	1	10	131
2006 to 07	58	8	14	19	-3	16	2	17	131
2007 to 08	44	26	1	-1	4	25	17	10	126
2008 to 09	43	5	5	9	0	11	11	-4	80
2009 to 10	36	17	25	13	26	12	5	7	141
2010 to 11	44	19	22	-7	10	13	11	-7	105
2011 to 12	33	14	-7	-4	-4	23	16	7	78
2012 to 13	67	12	17	23	24	45	9	8	205

Table 15

Enrollment History: 1982–83 to 2013–14

District 102, Aptakisic-Tripp

School Year	K	1	2	3	4	5	6	7	8	Total
1982–83	121	124	96	86	67	69	73	84	50	770
1983–84	141	122	122	100	88	68	66	83	90	880
1984–85	149	147	131	119	103	83	78	67	85	962
1985–86	169	155	140	137	116	101	85	74	67	1,044
1985–87	175	189	154	142	146	128	112	102	80	1,228
1987–88	160	199	180	153	131	144	134	112	103	1,316
1988–89	224	185	196	182	163	144	148	149	111	1,502
1989–90	248	238	189	198	188	164	157	157	149	1,688
1990–91	281	253	233	193	213	194	174	161	169	1,871
1991–92	273	287	266	244	207	215	198	179	159	2,028
1992–93	272	298	282	256	244	197	213	203	178	2,143
1993–94	292	298	292	286	263	247	205	213	204	2,300
1994–95	283	285	293	287	299	261	244	216	220	2,388
1995–96	283	304	281	291	284	303	258	235	206	2,445
1995–97	265	294	305	276	294	289	313	253	242	2,531
1997–98	239	281	297	312	282	292	308	320	272	2,603
1998–99	250	275	286	298	306	286	288	314	337	2,640
1999–00	251	269	267	300	305	323	291	295	326	2,627
2000–01	206	264	267	278	305	315	330	308	297	2,570
2001–02	216	221	260	264	275	294	309	345	319	2,503
2002–03	179	248	219	261	281	277	298	325	345	2,433
2003–04	202	206	241	221	255	261	286	302	334	2,308
2004–05	186	212	212	234	230	271	268	293	291	2,197
2005–06	181	204	202	224	231	233	280	280	286	2,121
2006–07	161	209	215	215	229	228	225	299	288	2,069
2007–08	167	191	218	216	217	239	235	230	297	2,010
2008–09	172	190	190	231	224	217	242	251	233	1,950
2009–10	173	207	208	206	226	221	222	244	254	1,961
2010–11	167	214	210	210	204	236	225	227	242	1,935
2011–12	161	213	228	225	230	214	241	226	238	1,976
2012–13	179	194	213	223	231	234	221	237	222	1,954
2013–14	167	226	215	201	226	249	244	214	245	1,987

Table 16

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 102, Aptakisic-Tripp

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer
1982 to 83	110	91	19
1983 to 84	82	59	23
1984 to 85	82	84	-2
1985 to 86	184	108	76
1986 to 87	88	80	8
1987 to 88	186	121	65
1988 to 89	186	137	49
1989 to 90	183	132	51
1990 to 91	157	104	53
1991 to 92	115	113	2
1992 to 93	157	114	43
1993 to 94	88	79	9
1994 to 95	57	63	-6
1995 to 96	86	59	27
1996 to 97	72	-3	75
1997 to 98	37	-22	59
1998 to 99	-13	-86	73
1999 to 00	-57	-120	63
2000 to 01	-67	-81	14
2001 to 02	-70	-140	70
2002 to 03	-125	-143	18
2003 to 04	-111	-148	37
2004 to 05	-76	-110	34
2005 to 06	-52	-125	73
2006 to 07	-59	-121	62
2007 to 08	-60	-125	65
2008 to 09	11	-60	71
2009 to 10	-26	-87	61
2010 to 11	41	-81	122
2011 to 12	-22	-59	37
2012 to 13	33	-55	88

Table 17

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 102, Aptakisic-Tripp

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	1	-2	4	2	1	-3	10	6	19
1983 to 84	6	9	-3	3	-5	10	1	2	23
1984 to 85	6	-7	6	-3	-2	2	-4	0	-2
1985 to 86	20	-1	2	9	12	11	17	6	76
1986 to 87	24	-9	-1	-11	-2	6	0	1	8
1987 to 88	25	-3	2	10	13	4	15	-1	65
1988 to 89	14	4	2	6	1	13	9	0	49
1989 to 90	5	-5	4	15	6	10	4	12	51
1990 to 91	6	13	11	14	2	4	5	-2	53
1991 to 92	25	-5	-10	0	-10	-2	5	-1	2
1992 to 93	26	-6	4	7	3	8	0	1	43
1993 to 94	-7	-5	-5	13	-2	-3	11	7	9
1994 to 95	21	-4	-2	-3	4	-3	-9	-10	-6
1995 to 96	11	1	-5	3	5	10	-5	7	27
1996 to 97	16	3	7	6	-2	19	7	19	75
1997 to 98	36	5	1	-6	4	-4	6	17	59
1998 to 99	19	-8	14	7	17	5	7	12	73
1999 to 00	13	-2	11	5	10	7	17	2	63
2000 to 01	15	-4	-3	-3	-11	-6	15	11	14
2001 to 02	32	-2	1	17	2	4	16	0	70
2002 to 03	27	-7	2	-6	-20	9	4	9	18
2003 to 04	10	6	-7	9	16	7	7	-11	37
2004 to 05	18	-10	12	-3	3	9	12	-7	34
2005 to 06	28	11	13	5	-3	-8	19	8	73
2006 to 07	30	9	1	2	10	7	5	-2	62
2007 to 08	23	-1	13	8	0	3	16	3	65
2008 to 09	35	18	16	-5	-3	5	2	3	71
2009 to 10	41	3	2	-2	10	4	5	-2	61
2010 to 11	46	14	15	20	10	5	1	11	122
2011 to 12	33	0	-5	6	4	7	-4	-4	37
2012 to 13	47	21	-12	3	18	10	-7	8	88

Table 18

Enrollment History: 1982–83 to 2013–14

District 103, Lincolnshire-Prairie View

School Year	K	1	2	3	4	5	6	7	8	Total
1982–83	77	62	79	75	98	81	100	120	133	825
1983–84	94	75	69	80	75	104	84	98	124	803
1984–85	76	95	78	72	81	76	104	79	93	754
1985–86	65	85	97	80	75	77	75	112	86	752
1985–87	73	71	96	97	83	78	81	78	120	777
1987–88	85	75	85	106	103	86	82	83	84	789
1988–89	92	93	81	90	113	104	84	80	81	818
1989–90	102	101	97	85	88	112	97	84	74	840
1990–91	113	118	111	108	98	103	120	99	91	961
1991–92	126	137	133	124	118	110	111	120	112	1,091
1992–93	155	130	146	141	128	123	108	117	127	1,175
1993–94	172	173	134	162	136	141	126	111	118	1,273
1994–95	163	182	172	134	162	138	149	126	116	1,342
1995–96	162	175	172	179	135	162	143	148	133	1,409
1995–97	179	187	184	183	175	145	167	147	150	1,517
1997–98	184	187	184	188	182	179	152	169	156	1,581
1998–99	186	194	200	190	195	191	168	154	173	1,651
1999–00	167	207	193	202	198	205	197	171	150	1,690
2000–01	160	182	206	198	205	195	203	203	176	1,728
2001–02	146	178	189	215	194	206	203	206	209	1,746
2002–03	148	164	181	199	209	206	210	209	208	1,734
2003–04	145	159	169	189	212	214	207	215	210	1,720
2004–05	145	174	175	173	193	209	215	206	216	1,706
2005–06	151	159	180	171	180	194	213	220	202	1,670
2006–07	138	164	172	181	181	180	197	220	218	1,651
2007–08	132	159	173	183	188	195	182	207	226	1,645
2008–09	141	155	169	172	184	194	202	186	219	1,622
2009–10	126	149	172	177	174	191	189	201	188	1,567
2010–11	138	149	160	177	186	190	198	200	206	1,604
2011–12	131	158	165	177	180	197	198	201	199	1,606
2012–13	137	155	158	171	185	190	211	204	208	1,619
2013–14	138	163	165	168	189	185	200	214	215	1,637

Table 19

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 103, Lincolnshire-Prairie View

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration / Transfer
1982 to 83	-22	-39	17
1983 to 84	-49	-48	-1
1984 to 85	-2	-28	26
1985 to 86	25	-13	38
1986 to 87	12	-35	47
1987 to 88	29	8	21
1988 to 89	22	21	1
1989 to 90	121	39	82
1990 to 91	130	35	95
1991 to 92	84	43	41
1992 to 93	98	45	53
1993 to 94	69	45	24
1994 to 95	67	46	21
1995 to 96	108	46	62
1996 to 97	64	34	30
1997 to 98	70	30	40
1998 to 99	39	-6	45
1999 to 00	38	10	28
2000 to 01	18	-30	48
2001 to 02	-12	-61	49
2002 to 03	-14	-63	49
2003 to 04	-14	-65	51
2004 to 05	-36	-65	29
2005 to 06	-19	-64	45
2006 to 07	-6	-86	80
2007 to 08	-23	-85	62
2008 to 09	-55	-93	38
2009 to 10	37	-50	87
2010 to 11	2	-75	77
2011 to 12	13	-62	75
2012 to 13	18	-70	88

Table 20

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 103, Lincolnshire-Prairie View

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	-2	7	1	0	6	3	-2	4	17
1983 to 84	1	3	3	1	1	0	-5	-5	-1
1984 to 85	9	2	2	3	-4	-1	8	7	26
1985 to 86	6	11	0	3	3	4	3	8	38
1986 to 87	2	14	10	6	3	4	2	6	47
1987 to 88	8	6	5	7	1	-2	-2	-2	21
1988 to 89	9	4	4	-2	-1	-7	0	-6	1
1989 to 90	16	10	11	13	15	8	2	7	82
1990 to 91	24	15	13	10	12	8	0	13	95
1991 to 92	4	9	8	4	5	-2	6	7	41
1992 to 93	18	4	16	-5	13	3	3	1	53
1993 to 94	10	-1	0	0	2	8	0	5	24
1994 to 95	12	-10	7	1	0	5	-1	7	21
1995 to 96	25	9	11	-4	10	5	4	2	62
1996 to 97	8	-3	4	-1	4	7	2	9	30
1997 to 98	10	13	6	7	9	-11	2	4	40
1998 to 99	21	-1	2	8	10	6	3	-4	45
1999 to 00	15	-1	5	3	-3	-2	6	5	28
2000 to 01	18	7	9	-4	1	8	3	6	48
2001 to 02	18	3	10	-6	12	4	6	2	49
2002 to 03	11	5	8	13	5	1	5	1	49
2003 to 04	29	16	4	4	-3	1	-1	1	51
2004 to 05	14	6	-4	7	1	4	5	-4	29
2005 to 06	13	13	1	10	0	3	7	-2	45
2006 to 07	21	9	11	7	14	2	10	6	80
2007 to 08	23	10	-1	1	6	7	4	12	62
2008 to 09	8	17	8	2	7	-5	-1	2	38
2009 to 10	23	11	5	9	16	7	11	5	87
2010 to 11	20	16	17	3	11	8	3	-1	77
2011 to 12	24	0	6	8	10	14	6	7	75
2012 to 13	26	10	10	18	0	10	3	11	88

Enrollment Trends at Stevenson High School

High School enrollment, which stood at 1,442 in 1982–83 rose to 2,049 in 1990–91 and to 4,568 in 2004–05 (see Table 21). Since then Stevenson's total enrollment has generally declined down to 3,777 students this fall, excluding private placements.

Decomposition of the annual sources of enrollment change in Table 22 shows that in all years when high school enrollment grew by more than 100 students the predominant cause was larger entering ninth grade classes replacing graduating twelfth grade classes of the prior year. Table 22 also reveals that during the past four years, the entering ninth grade class size was considerably less than the graduating twelfth grade class size the previous June. This negative gap has characterized the high school for each of the last nine years resulting in consistent total enrollment losses for the past six years. It should be noted that District 125 enrollment figures since school year 2002–03 were derived from Fall Enrollment (previously Fall Housing Survey) figures reported for the District by Springfield, and 2013–14 grade-by-grade enrollments were taken on September 30, 2013.

The annual migration/transfer totals provided in Table 22 are further decomposed into grade by grade student migration and transfer figures as shown in Table 23. These figures reveal that the high school has generally held its

own across all grade progressions with the senior class typically being larger than the prior years junior class size.

In sum, analysis of annual enrollment change clearly shows that relative sizes of the entering ninth grade class have been the drivers of enrollment growth or decline at Stevenson High School. Its enrollment future, therefore, will be tied closely to patterns of enrollment change at its sending elementary school districts, especially School Districts 96, 102, and 103. We now turn to projecting enrollment in the sending districts. This will be followed by projections for Stevenson High School District 125.

Table 21

Enrollment History: 1982–83 to 2013–14

District 125, Stevenson High School

School Year	9	10	11	12	Total
1982–83	383	337	379	343	1,442
1983–84	450	389	342	374	1,555
1984–85	459	450	386	322	1,617
1985–86	435	461	451	380	1,727
1985–87	390	441	462	424	1,717
1987–88	464	403	469	469	1,805
1988–89	460	471	425	477	1,833
1989–90	499	485	462	435	1,881
1990–91	574	503	501	471	2,049
1991–92	640	576	514	495	2,225
1992–93	664	664	594	512	2,434
1993–94	719	667	663	597	2,646
1994–95	778	730	680	660	2,848
1995–96	783	786	720	673	2,962
1995–97	831	797	767	729	3,124
1997–98	879	851	806	765	3,301
1998–99	976	882	853	792	3,503
1999–00	1,107	963	874	838	3,782
2000–01	1,047	1,103	947	849	3,946
2001–02	1,062	1,066	1,104	934	4,166
2002–03	1,129	1,054	1,046	1,090	4,319
2003–04	1,075	1,168	1,057	1,051	4,351
2004–05	1,187	1,157	1,153	1,071	4,568
2005–06	1,081	1,161	1,140	1,128	4,510
2006–07	1,087	1,096	1,159	1,119	4,461
2007–08	1,115	1,101	1,098	1,169	4,483
2008–09	1,097	1,117	1,099	1,106	4,419
2009–10	1,036	1,080	1,119	1,114	4,349
2010–11	942	1,034	1,066	1,141	4,183
2011–12	962	950	1,040	1,082	4,034
2012–13	914	968	941	1,034	3,857
2013–14	923	920	981	953	3,777

Table 22

Decomposition of Annual Enrollment Change: September 1982 to September 2013

District 125, Stevenson High School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration / Transfer
1982 to 83	113	107	6
1983 to 84	62	85	-23
1984 to 85	110	113	-3
1985 to 86	-10	10	-20
1986 to 87	88	40	48
1987 to 88	28	-9	37
1988 to 89	48	22	26
1989 to 90	168	139	29
1990 to 91	176	169	7
1991 to 92	209	169	40
1992 to 93	212	207	5
1993 to 94	202	181	21
1994 to 95	114	123	-9
1995 to 96	162	158	4
1996 to 97	177	150	27
1997 to 98	202	211	-9
1998 to 99	279	315	-36
1999 to 00	164	209	-45
2000 to 01	220	213	7
2001 to 02	153	195	-42
2002 to 03	32	-15	47
2003 to 04	217	136	81
2004 to 05	-58	10	-68
2005 to 06	-49	-41	-8
2006 to 07	22	-4	26
2007 to 08	-64	-72	8
2008 to 09	-70	-70	0
2009 to 10	-166	-172	6
2010 to 11	-149	-179	30
2011 to 12	-177	-168	-9
2012 to 13	-80	-111	31

Table 23

Net Annual Student Migration/Transfer: September 1982 to September 2013

District 125, Stevenson High School

Transition Year Sept. to Sept.	Grade Transition			Total
	9-10	10-11	11-12	
1982 to 83	6	5	-5	6
1983 to 84	0	-3	-20	-23
1984 to 85	2	1	-6	-3
1985 to 86	6	1	-27	-20
1986 to 87	13	28	7	48
1987 to 88	7	22	8	37
1988 to 89	25	-9	10	26
1989 to 90	4	16	9	29
1990 to 91	2	11	-6	7
1991 to 92	24	18	-2	40
1992 to 93	3	-1	3	5
1993 to 94	11	13	-3	21
1994 to 95	8	-10	-7	-9
1995 to 96	14	-19	9	4
1996 to 97	20	9	-2	27
1997 to 98	3	2	-14	-9
1998 to 99	-13	-8	-15	-36
1999 to 00	-4	-16	-25	-45
2000 to 01	19	1	-13	7
2001 to 02	-8	-20	-14	-42
2002 to 03	39	3	5	47
2003 to 04	82	-15	14	81
2004 to 05	-26	-17	-25	-68
2005 to 06	15	-2	-21	-8
2006 to 07	14	2	10	26
2007 to 08	2	-2	8	8
2008 to 09	-17	2	15	0
2009 to 10	-2	-14	22	6
2010 to 11	8	6	16	30
2011 to 12	6	-9	-6	-9
2012 to 13	6	13	12	31

The Enrollment Future of the School Districts

The critical issue, again, is what will happen to future enrollment in School Districts 73, 76, 79, 96, 102, 103 and 125. My analysis of trends in kindergarten enrollment, recent births to residents of Lake County, student migration/transfer patterns, and likely new housing construction and housing turnover in each district lead me to forecast relative stability near current total enrollments for Districts 76, 79, 102, and 103. District 73 will continue slight growth in the short term while District 96 will continue to experience enrollment declines. Stevenson High School will be fairly stable for the next seven years then decline slightly. Before elaborating these enrollment projections, let me summarize the methodology underlying them.

Projection Methodology

In projecting enrollment for the K-8 districts and Stevenson High School, two sets of interrelated factors play central causal roles. The first is future fertility rates and resulting average family sizes. Any changes in fertility rates during the next five years will not affect either middle school, junior high school or high school enrollment projections until after 2023-24. They will not affect the elementary schools until at least 2019-20. This is because the children who will be reaching the kindergarten during the next five years are already born, as are

those who will reach sixth grade and above through the year 2024. As noted, fertility rate changes during the next five years could affect some elementary school enrollments, beginning with school year 2019-20. However, recent demographic surveys of middle and upper-middle income young adults (who make up the vast majority of the districts' younger households) do not lead one to expect significant changes in their fertility rates during the next five years. For this reason, all projections will assume that fertility rates (and average family sizes) will remain near existing levels through 2019.

This does not mean that future kindergarten classes in some cases will not increase in size, however. This can occur where significant new housing development takes place (unlikely in Districts 96, 102, and 103) or where considerable housing turnover occurs from empty nest households to younger households with preschool-age children. Recent trends in births to Lake County residents also give some indication of near-term future kindergarten enrollments, though my findings in other similar districts show that the majority of enrolled kindergarten students come from younger families who moved into the districts during the prior five years.

Table 24 provides information on the number of births to residents of Lake County. Observe the drop since 2004 in births to these residents. Not all school districts in the County follow this pattern, though.

A second pivotal factor in projecting enrollment is in-migration of younger families with preschool and school-age children via new housing development and housing turnover. Each of the districts or their main villages (such as Buffalo Grove for Districts 96, 102, and 103) provided new housing development potential figures. Relatively little new housing construction is anticipated in the elementary schools districts over the next five years.

Housing turnover in the villages will thus be key. This is expected to pick up as the recent housing crisis eases. However, it is recognized that uncertain future events such as a prolonged housing recession, rising mortgage interest rates, or local factors impacting housing markets in the individual districts could alter both future new housing construction and housing turnover. For this reason, three separate series of enrollment projections will be made based on different assumptions about future new residential development and housing turnover in each district.

Series A Assumes that future fertility rates remain near present levels and that future new housing development, housing turnover (including teardowns), and resulting of in-migration of families with preschool and school-age children *are less than currently anticipated;*

Series B Assumes that future fertility rates remain near present levels and that future new housing development, housing turnover (including teardowns), and resulting of in-migration of families with preschool and school-age children *occur as currently anticipated;*

Series C Assumes that future fertility rates remain near present levels and that future new housing development, housing turnover (including teardowns), and resulting of in-migration of families with preschool and school-age *are greater than currently anticipated.*

Enrollment projections, by grade and by year, will be provided for School Districts 73, 76, 79, 96, 102, and 103 through school year 2021–22 and for Stevenson High School through school year 2026–27. Series A, Series B, and Series C projections will be provided in all instances.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. Average cohort survival progressions were computed for each grade transition in each district for the past four years. These progressions reflect the figures shown in the net student migration/transfer tables for each district. The average survival factors were then adjusted for perturbations (major inconsistencies in a given year) and applied to compute baseline enrollment projections (via conventional cohort survival techniques) using actual grade by grade 2013–14 enrollments in each district as the base. The future sizes of the entering kindergarten classes through 2023–24 were estimated using recent trends in kindergarten enrollment (again, adjusted for perturbations), Lake County births to residents, and anticipated preschool student migration patterns in each district based primarily on housing turnover.

In making the Series B projections, the cohort survival factors were likewise modified slightly to take into account single year fluctuations in student migration and transfer rates. The Series A projections were made in a similar manner except that cohort survival factors were deflated and entering kindergarten classes reduced to take into account the possibility that future economic conditions would remain weak keeping new housing development, housing turnover, and resulting in-migration of younger families with preschool and school-age children to each district lower than anticipated.

Conversely, Series C projections inflate the cohort survival factors over the grades and further raise the number of future kindergarten students entering schools in each K-8 district to account for the possibility of stronger housing market recovery and continuing low mortgage interest rates and/or other favorable economic conditions would result in greater than anticipated new housing development and/or housing turnover and increased in-migration of younger families to each district. The three series of projections thus provide the absolute minimum number of students that may be anticipated (Series A), the most likely number of students to expect (Series B), and the absolute maximum number of students that can possibly be foreseen (Series C).

Table 24

Births to Residents of Lake County, Illinois: 1990 to 2009

Year	Live births
1990	9,686
1991	9,413
1992	9,731
1993	9,876
1994	9,953
1995	10,184
1996	10,005
1997	10,177
1998	10,462
1999	10,617
2000	10,562
2001	10,703
2002	10,362
2003	10,463
2004	10,272
2005	9,936
2006	9,871
2007	9,833
2008	9,459
2009	8,992

Source: Illinois Department of Public Health, 1990 to 2009.

The K-8 Public School Districts

Hawthorn School District 73. Tables 25A, 25B, and 25C provide the Series A, Series B, and Series C projections for District 73. If new housing construction, housing turnover, and future in-migration of families with preschool and school-age children to the Hawthorn attendance area are less than anticipated, Table 25A shows that District 73 will drop from 4,041 at present to 3,776 in 2020-21, then stabilize. Should new housing development, housing turnover, and family in-migration occur as anticipated (Table 25B), District 73 enrollment will edge up to 4,127 students in 2017-18, then level off near this number. However, should strong housing market recovery commence this coming year and continue, resulting in greater than anticipated new housing development, housing turnover, and family in-migration, total District 73 enrollment will rise to just over 4,400 students in 2021-22 and level off.

Diamond Lake School District 76. Enrollment projections for District 76 under Series A, Series B, and Series C assumptions are shown in Tables 26A, 26B, and 26C. Should future new housing development, housing turnover, and resulting family in-migration to District 76 be less than anticipated, Table 26A reveals that Diamond Lake's total enrollment will decline from 991 at present to 781 in 2018-19, then marginally rise to 815 students in 2023-24. If future housing

market conditions and family migration to District 76 occur as expected, total enrollment will drop to 945 in 2015–16 and modestly fluctuate near that number through 2023–24. If, however, there is more new housing construction and greater housing turnover than currently anticipated, District 76 total enrollment will slowly but steadily climb to 1,130 students in 2023–24.

Fremont School District 79. Tables 27A, 27B, and 27C provide the Series A, Series B, and Series C projections for Fremont School District 79. Should new housing construction, housing turnover, and future in-migration of families with preschool and school-age children to the Fremont attendance area be less than is currently anticipated, Table 27A shows that total enrollment will decline from 2,175 at present to 1,994 in 2019–20 and essentially level off through 2023–24. If housing dynamics and family in-migration patterns evolve as currently anticipated (Series B, Table 27B), total enrollment will remain fairly stable until 2017–18, then climb to 2,253 students in 2021–22 before dipping slightly. In the event of accelerated new housing development, housing turnover, and greater in-migration of younger families to the Fremont area occurs (Series C, Table 27C), District 79's enrollment will rise to 2,479 students in school year 2020–21. It will then stabilize near that number through 2023–24. Considerable new development would have to occur for these figures to be reached, but such potential does exist, given the amount of open land.

Kildeer Countryside School District 96. Enrollment projections under Series A, Series B, and Series C projections for District 96 are presented in Tables 28A, 28B, and 28C, respectively. Under the conditions of reduced housing turnover and slower in-migration of younger families to School District 96 than is currently anticipated (Series A), enrollment will consistently drop from 3,013 at present to 2,407 students in 2019–20 then roughly stabilize. If new housing development, housing turnover, and family migration patterns occur as expected (Series B), Table 28B shows that District 96 enrollment will decline to 2,710 students in 2019–20 and rebound just marginally to 2,752 students in 2023–24. Under assumptions of more rapid housing turnover and in-migration of younger families than is currently anticipated, Table 28C (Series C) reveals that District 96’s enrollment will remain essentially stable through 2023–24.

Aptakisic-Tripp School District 102. Tables 29A, 29B, and 29C present the Series A, Series B, and Series C enrollment projections for District 102. Under Series A (very little new housing development, and slowing housing turnover and family in-migration) assumptions, Table 29A shows that total district enrollment will drop from 1,987 at present to 1,783 students in 2018–19 and level off very close to that number. If new housing development, housing turnover, and resulting in-migration of families with preschool and school-age children occur as expected, Table 29B indicates that Aptakisic-Tripp’s total enrollment will hold steady for

the next ten years near its current 1,987 figure. Should housing dynamics and family in-migration exceed that which is currently anticipated (Series C), Table 29C shows total enrollment in District 102 public schools will slowly climb to 2,199 students in 2020–21 before dipping just slightly to 2,155 students in 2023–24.

Lincolnshire-Prairie View School District 103. Tables 30A, 30B, and 30C present enrollment projections for District 103 under the Series A, Series B, and Series C assumptions described above. Table 30A reveals that if new housing development, housing turnover, and resulting family in-migration to District 103 slows (Series A), total enrollment will decline from 1,637 students at present to 1,454 students in 2021–22 and stabilize very near that number through 2023–24. Should new housing development, housing turnover (including teardowns and replacements), and family in-migration occur as anticipated (Series B), Table 30B indicates that total enrollment in District 103 will remain flat for the next ten years. Under the accelerated new housing development, housing turnover, and family in-migration assumptions of Series C, total enrollment will increase to 1,797 students in school year 2020–21, and stabilize thereafter (see Table 30C).

Future Enrollment at Stevenson High School District 125

Enrollment projections by grade and by year for Stevenson High School through school year 2028–29 were made using modified cohort survival procedures similar to those described above for the K–8 public school districts. The eighth grade classes of Districts 96, 102, and 103 were projected to the 2027–28 school year. These eighth grade projections served as the basis for the following year’s District 125 ninth grade classes, the latter adjusted upward to account for those anticipated from Districts 73, 76, and 79. Transfers from private and parochial schools and from movers to District 125 from areas out of the district were also incorporated in survival factors projecting eighth to ninth grade progressions to the high school.

As with the K–8 public school districts, Series A, Series B, and Series C projections are provided to forecast, by year and by grade through school year 2028–29, the absolute minimum (Series A), the most likely (Series B), and the absolute maximum (Series C) number of students that may be expected at Stevenson High School under different sets of new housing development, housing turnover, and student migration/transfer assumptions. If the conservative Series A assumptions (lower than anticipated new housing development, housing turnover, and family in-migration) eventuate, Table 31A shows that total in-house high school enrollment (excluding private placement)

will decline from 3,777 at present to 3,107 in school year 2026–27 and rise marginally to 3,160 students in 2028–29. This is the absolute minimum number of students that can possibly be foreseen.

Under the more likely Series B assumptions (future new housing development, housing turnover, and family in-migration occurring as currently anticipated), Table 31B shows that high school enrollment will continue fluctuate between 3,791 and 3,879 students over the next four year. Total enrollment will then decline to 3,622 students in 2027–28 and level off.

Should greater than anticipated new housing development and housing turnover immediately begin to attract larger numbers of families with preschool and school-age children, Series C projections presented in Table 31C reveal that total high school enrollment will rise to 4,141 students in 2018–19 and then slightly dip to 4,060 students in 2022–23. Following a marginal increase to 4,132 students in 2024–25, total high school enrollment will inch down to 4,027 students in 2028–29. Series C, to repeat, represents the absolute maximum number of students that I can foresee over the next 15 years.

Concluding Remarks

As I have stated in my prior reports, no demographer has a crystal ball. In this report I have assembled the best information presently available and applied professional techniques and judgment to generate the enrollment projections for each school district. These projections should be monitored and updated regularly to insure that policy decisions are based on the most current and reliable figures. At this time, it is my hope that the projections and other demographic information contained in this report will be helpful to the District 73, 76, 79, 96, 102, 103, and 125 Boards of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs in the Districts.

John D. Kasarda, Ph.D.
Chapel Hill, North Carolina
December 2013

Table 25A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Teardowns), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 73, Hawthorn

Series A Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	399	378	384	379	386	382	388	385	390	387	390	
1	421	420	399	405	400	407	405	411	408	413	410	
2	450	421	420	399	405	400	407	405	411	408	413	
3	441	448	419	418	397	403	399	406	404	410	407	
4	458	438	445	416	415	394	402	398	405	403	409	
5	431	459	439	446	417	416	397	405	401	408	406	
6	421	424	452	432	439	410	412	393	401	397	404	
7	415	414	417	445	425	432	406	408	389	397	393	
8	418	411	410	413	441	421	431	405	407	388	396	
K-8	3,854	3,813	3,785	3,753	3,725	3,665	3,647	3,616	3,616	3,611	3,628	
EC/PreK	135	115	113	115	114	116	115	116	115	116	116	
SEDOL	52	47	46	46	46	45	45	44	44	44	44	
Total	4041	3,975	3,944	3,914	3,885	3,826	3,807	3,776	3,775	3,771	3,788	

Table 25B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as Currently Anticipated.

District 73, Hawthorn

Grade	Series B Projection												
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
K	399	396	402	397	405	401	407	405	411	408	412		
1	421	427	424	430	425	433	428	434	432	438	435		
2	450	426	432	429	435	430	437	432	438	436	442		
3	441	453	429	435	432	438	433	440	435	441	439		
4	458	443	455	431	437	434	440	435	442	437	443		
5	431	465	450	462	438	444	440	446	441	448	443		
6	421	429	463	448	460	436	442	438	444	439	446		
7	415	419	427	461	446	458	434	440	436	442	437		
8	418	416	420	428	462	447	459	435	441	437	443		
K-8	3,854	3,874	3,902	3,921	3,940	3,921	3,920	3,905	3,920	3,926	3,940		
EC/PreK	135	133	132	134	133	135	134	136	135	137	136		
SEDOL	52	53	53	53	54	53	53	53	53	53	54		
Total	4041	4,060	4,087	4,108	4,127	4,109	4,107	4,094	4,108	4,116	4,130		

Table 25C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 73, Hawthorn

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	399	415	421	416	423	419	425	423	429	426	430	
1	421	433	449	455	450	457	448	454	452	458	455	
2	450	431	443	459	465	460	463	454	460	458	464	
3	441	458	439	451	467	473	465	468	459	465	463	
4	458	448	465	446	458	474	477	469	472	463	469	
5	431	470	460	477	458	470	482	485	477	480	471	
6	421	434	473	463	480	461	471	483	486	478	481	
7	415	424	437	476	466	483	462	472	484	487	479	
8	418	421	430	443	482	472	486	465	475	487	490	
K-8	3,854	3,934	4,017	4,086	4,149	4,169	4,179	4,173	4,194	4,202	4,202	
EC/PreK	135	146	145	147	146	148	147	149	148	150	149	
SEDOL	52	56	57	58	59	60	60	60	60	60	60	
Total	4041	4,136	4,219	4,291	4,354	4,377	4,386	4,382	4,402	4,412	4,411	

Table 26A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 76, Diamond Lake

Series A Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	111	110	107	111	105	112	108	113	110	108	109	
1	119	104	103	100	104	98	108	104	109	106	104	
2	119	113	98	97	94	98	94	104	100	105	102	
3	105	103	97	82	81	78	89	85	95	91	96	
4	121	104	102	96	81	80	78	89	85	95	91	
5	86	114	97	95	89	74	76	74	85	81	91	
6	101	79	107	90	88	82	71	73	71	82	78	
7	122	95	73	101	84	82	79	68	70	68	79	
8	107	115	88	66	94	77	79	76	65	67	65	
K-8	991	937	872	838	820	781	782	786	790	803	815	

Table 26B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as Currently Anticipated.

District 76, Diamond Lake

Series B Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	111	116	114	118	113	121	117	122	119	118	121	
1	119	108	113	111	115	110	118	114	119	116	115	
2	119	117	106	111	109	113	108	116	112	117	114	
3	105	107	105	94	99	97	106	101	109	105	110	
4	121	108	110	108	97	102	99	108	103	111	107	
5	86	118	105	107	105	94	100	97	106	101	109	
6	101	83	115	102	104	102	92	98	95	104	99	
7	122	99	81	113	100	102	100	90	96	93	102	
8	107	119	96	78	110	97	100	98	88	94	91	
K-8	991	975	945	942	952	938	940	944	947	959	968	

Table 26C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Teardowns), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 76, Diamond Lake

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	111	122	120	125	121	129	125	130	128	129	131	
1	119	112	123	121	126	122	128	124	129	127	128	
2	119	121	114	125	123	128	122	128	124	129	127	
3	105	111	113	106	117	115	123	117	123	119	124	
4	121	112	118	120	113	124	119	127	121	127	123	
5	86	122	113	119	121	114	124	119	127	121	127	
6	101	87	123	114	120	122	114	124	119	127	121	
7	122	103	89	125	116	122	123	115	125	120	128	
8	107	123	104	90	126	117	123	124	116	126	121	
K-8	991	1,013	1,017	1,045	1,083	1,093	1,101	1,108	1,112	1,125	1,130	

Table 27A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 79, Fremont

Series A Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	236	209	203	207	209	203	209	203	208	200	204	
1	241	252	225	219	223	225	221	227	221	226	218	
2	227	239	250	223	217	221	227	223	229	223	228	
3	250	224	236	247	220	214	222	228	224	230	224	
4	216	244	218	230	241	214	210	218	224	220	226	
5	251	216	244	218	230	241	216	212	220	226	222	
6	249	251	216	244	218	230	244	219	215	223	229	
7	238	246	248	213	241	215	230	244	219	215	223	
8	267	235	243	245	210	238	215	230	244	219	215	
K-8	2,175	2,116	2,083	2,046	2,009	2,001	1,994	2,004	2,004	1,982	1,989	

Table 27B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as Currently Anticipated.

District 79, Fremont

Series B Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	236	224	218	222	224	218	225	219	226	217	225	
1	241	257	245	239	243	245	239	246	240	247	238	
2	227	245	261	249	243	247	249	243	250	244	251	
3	250	230	248	264	252	246	250	252	246	253	247	
4	216	248	228	246	262	250	244	248	250	244	251	
5	251	220	252	232	250	266	254	248	252	254	248	
6	249	255	224	256	236	254	271	259	253	257	259	
7	238	251	257	226	258	238	256	273	261	255	259	
8	267	240	253	259	228	260	240	258	275	263	257	
K-8	2,175	2,170	2,186	2,193	2,196	2,224	2,228	2,246	2,253	2,234	2,235	

Table 27C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Teardowns), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 79, Fremont

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	236	239	233	237	239	233	240	236	243	236	244	
1	241	262	265	259	263	265	255	262	258	265	258	
2	227	250	271	274	268	272	271	261	268	264	271	
3	250	235	258	279	282	276	277	276	266	273	269	
4	216	253	238	261	282	285	276	277	276	266	273	
5	251	225	262	247	270	291	291	282	283	282	272	
6	249	260	234	271	256	279	297	297	288	289	288	
7	238	256	267	241	278	263	283	301	301	292	293	
8	267	244	262	273	247	284	267	287	305	305	296	
K-8	2,175	2,224	2,290	2,342	2,385	2,448	2,457	2,479	2,488	2,472	2,464	

Table 28A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are *Less than Currently Anticipated*

District 96, Kildeer Countryside

Series A Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	223	209	204	201	200	208	210	215	212	214	211	
1	271	261	247	242	239	238	249	251	256	253	255	
2	265	279	269	255	250	247	250	261	263	268	265	
3	323	270	284	274	260	255	255	258	269	271	276	
4	339	325	272	286	276	262	259	259	262	273	275	
5	373	343	329	276	290	280	269	266	266	269	280	
6	380	387	357	343	290	304	285	274	271	271	274	
7	401	384	391	361	347	294	311	292	281	278	278	
8	406	399	382	389	359	345	295	312	293	282	279	
K-8	2,981	2,857	2,735	2,627	2,511	2,433	2,383	2,388	2,373	2,379	2,393	
Sp. Ed.	32	29	28	27	25	25	24	24	24	24	24	
Total	3,013	2,886	2,763	2,654	2,536	2,458	2,407	2,412	2,397	2,403	2,417	

Table 28B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as *Currently Anticipated*.

District 96, Kildeer Countryside

Series B Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	223	227	222	219	218	228	230	236	234	237	235	
1	271	269	273	268	265	264	273	275	281	279	282	
2	265	285	283	287	282	279	278	287	289	295	293	
3	323	276	296	294	298	293	289	288	297	299	305	
4	339	330	283	303	301	305	299	295	294	303	305	
5	373	349	340	293	313	311	314	308	304	303	312	
6	380	393	369	360	313	333	329	332	326	322	321	
7	401	390	403	379	370	323	342	338	341	335	331	
8	406	405	394	407	383	374	326	345	341	344	338	
K-8	2,981	2,924	2,863	2,810	2,743	2,710	2,680	2,704	2,707	2,717	2,722	
Sp. Ed.	32	33	32	31	31	30	30	30	30	30	30	
Total	3,013	2,957	2,895	2,841	2,774	2,740	2,710	2,734	2,737	2,747	2,752	

Table 28C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 96, Kildeer Countryside

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	223	240	236	233	234	246	248	254	252	255	253	
1	271	277	294	290	287	288	292	294	300	298	301	
2	265	291	297	314	310	307	304	308	310	316	314	
3	323	282	308	314	331	327	319	316	320	322	328	
4	339	336	295	321	327	344	335	327	324	328	330	
5	373	355	352	311	337	343	355	346	338	335	339	
6	380	399	381	378	337	363	363	375	366	358	355	
7	401	396	415	397	394	353	374	374	386	377	369	
8	406	411	406	425	407	404	358	379	379	391	382	
K-8	2,981	2,987	2,984	2,983	2,964	2,975	2,948	2,973	2,975	2,980	2,971	
Sp. Ed.	32	35	35	35	35	35	35	35	35	35	35	
Total	3,013	3,022	3,019	3,018	2,999	3,010	2,983	3,008	3,010	3,015	3,006	

Table 29A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 102, Aptakisic-Tripp

<i>Series A Projection</i>												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	167	160	154	160	161	157	156	159	162	158	161	
1	226	200	193	187	193	194	194	193	196	199	195	
2	215	231	205	198	192	198	201	201	200	203	206	
3	201	208	224	198	191	185	196	199	199	198	201	
4	226	204	211	227	201	194	188	199	202	202	201	
5	249	231	209	216	232	206	201	195	206	209	209	
6	244	251	233	211	218	234	209	204	198	209	212	
7	214	238	245	227	205	212	232	207	202	196	207	
8	245	212	236	243	225	203	213	233	208	203	197	
K-8	1,987	1,935	1,910	1,867	1,818	1,783	1,790	1,790	1,773	1,777	1,789	

Table 29B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Teardowns), and Resulting of In-migration of Families with Preschool and School-age Children Occur as *Currently Anticipated*.

District 102, Aptakisic-Tripp

<i>Series B Projection</i>												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	167	169	163	170	171	167	166	169	172	168	171	
1	226	208	210	204	211	212	207	206	209	212	208	
2	215	236	218	220	214	221	221	216	215	218	221	
3	201	213	234	216	218	212	221	221	216	215	218	
4	226	209	221	242	224	226	217	226	226	221	220	
5	249	236	219	231	252	234	235	226	235	235	230	
6	244	255	242	225	237	258	239	240	231	240	240	
7	214	242	253	240	223	235	258	239	240	231	240	
8	245	217	245	256	243	226	238	261	242	243	234	
K-8	1,987	1,985	2,005	2,004	1,993	1,991	2,002	2,004	1,986	1,983	1,982	

Table 29C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Teardowns), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 102, Aptakisic-Tripp

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	167	179	173	180	181	177	166	179	182	178	181	
1	226	214	226	220	227	228	219	208	221	224	220	
2	215	241	229	241	235	242	239	230	219	232	235	
3	201	218	244	232	244	238	244	241	232	221	234	
4	226	214	231	257	245	257	245	251	248	239	228	
5	249	241	229	246	272	260	268	256	262	259	250	
6	244	260	252	240	257	283	267	275	263	269	266	
7	214	247	263	255	243	260	285	269	277	265	271	
8	245	222	255	271	263	251	265	290	274	282	270	
K-8	1,987	2,036	2,102	2,142	2,167	2,196	2,198	2,199	2,178	2,169	2,155	

Table 30A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 103, Lincolnshire-Prairie View

Series A Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	138	129	131	128	127	129	127	128	131	129	129	
1	163	157	148	150	147	146	149	147	148	151	149	
2	165	168	162	153	155	152	153	156	154	155	158	
3	168	170	173	167	158	160	158	159	162	160	161	
4	189	172	174	177	171	162	165	163	164	167	165	
5	185	192	175	177	180	174	166	169	167	168	171	
6	200	189	196	179	181	184	178	170	173	171	172	
7	214	201	190	197	180	182	186	180	172	175	173	
8	215	215	202	191	198	181	185	189	183	175	178	
K-8	1,637	1,593	1,551	1,519	1,497	1,470	1,467	1,461	1,454	1,451	1,456	

Table 30B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as *Currently Anticipated*.

District 103, Lincolnshire-Prairie View

Series B Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	138	137	139	136	135	138	136	135	139	138	139	
1	163	161	160	162	159	158	160	158	157	161	160	
2	165	172	170	169	171	168	167	169	167	166	170	
3	168	174	181	179	178	180	176	175	177	175	174	
4	189	176	182	189	187	186	187	183	182	184	182	
5	185	196	183	189	196	194	192	193	189	188	190	
6	200	193	204	191	197	204	200	198	199	195	194	
7	214	204	197	208	195	201	208	204	202	203	199	
8	215	219	209	202	213	200	206	213	209	207	208	
K-8	1,637	1,632	1,625	1,625	1,631	1,629	1,632	1,628	1,621	1,617	1,616	

Table 30C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 103, Lincolnshire-Prairie View

Series C Projection												
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
K	138	143	145	143	144	147	146	145	149	149	150	
1	163	165	170	172	170	171	171	170	169	173	173	
2	165	176	178	183	185	183	182	182	181	180	184	
3	168	178	189	191	196	198	194	193	193	192	191	
4	189	180	190	201	203	208	207	203	202	202	201	
5	185	200	191	201	212	214	216	215	211	210	210	
6	200	197	212	203	213	224	222	224	223	219	218	
7	214	208	205	220	211	221	230	228	230	229	225	
8	215	223	217	214	229	220	228	237	235	237	236	
K-8	1,637	1,670	1,697	1,728	1,763	1,786	1,796	1,797	1,793	1,791	1,788	

Table 31A

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Are Less than Currently Anticipated

District 125, Stevenson High School

		Series A Projection															
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
9	923	948	908	902	905	864	841	805	846	796	772	766	775	782	796	795	
10	920	915	940	900	894	897	868	845	809	850	800	776	770	779	786	800	
11	981	911	906	931	891	885	895	866	843	807	848	798	774	768	777	784	
12	953	980	910	905	930	890	889	899	870	847	811	852	802	778	772	781	
9-12	3,777	3,754	3,664	3,638	3,620	3,536	3,493	3,415	3,368	3,300	3,231	3,192	3,121	3,107	3,131	3,160	

Table 31B

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Children Occur as *Currently Anticipated*.

District 125, Stevenson High School

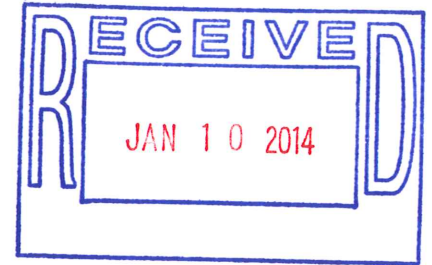
		Series B Projection														
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
9	923	972	947	954	971	945	914	884	933	906	908	894	895	893	899	898
10	920	929	978	953	960	977	953	922	892	941	914	916	902	903	901	907
11	981	923	932	981	956	963	980	956	925	895	944	917	919	905	906	904
12	953	992	934	943	992	967	974	991	967	936	906	955	928	930	916	917
9-12	3,777	3,816	3,791	3,831	3,879	3,852	3,821	3,753	3,717	3,678	3,672	3,682	3,644	3,631	3,622	3,626

Table 31C

Enrollment Projection Assuming That Future Fertility Rates Remain near Present Levels and That Future New Housing Development, Housing Turnover (Including Tear-downs), and Resulting of In-migration of Families with Preschool and School-age Are Greater than Currently Anticipated

District 125, Stevenson High School

		Series C Projection														
Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
9	923	992	982	1,004	1,036	1,025	991	967	1,022	1,004	1,026	1,004	998	991	986	976
10	920	939	1,008	998	1,020	1,052	1,039	1,005	981	1,036	1,018	1,040	1,018	1,012	1,005	1,000
11	981	933	952	1,021	1,011	1,033	1,061	1,048	1,014	990	1,045	1,027	1,049	1,027	1,021	1,014
12	953	1,001	953	972	1,041	1,031	1,049	1,077	1,064	1,030	1,006	1,061	1,043	1,065	1,043	1,037
9-12	3,777	3,865	3,895	3,995	4,108	4,141	4,140	4,097	4,081	4,060	4,095	4,132	4,108	4,095	4,055	4,027



CALL FOR PROPOSALS

IASB • IASA • IASBO JOINT ANNUAL CONFERENCE
NOVEMBER 21-23, 2014

SHARE THE SUCCESS PANEL PRESENTATIONS

Success stories of local school districts and related organizations have long been a strong drawing card at the Annual IASB/IASA/IASBO Conference. School board members from every division come to learn and benefit from the practical experiences the Share the Success panel presentations provide. A select number of school districts and organizations will be chosen to make panel presentations in Chicago. These 90-minute panel sessions—presented by the board members, administrators and other school or community members who were involved in the particular programs showcased—are based on actual school system experiences. Presenters give insight and practical information on how to solve common problems. They share discoveries and innovations from programs succeeding in their school districts. They give tips on how school boards can achieve such successes in their own school districts.

A committee of Association members will evaluate all proposals **received in the IASB Springfield office by February 14, 2014**. A sample evaluation is enclosed for your review. Invitations will be issued to the districts and organizations recommended by those evaluators. Preference will be given to registered conference attendees. Acceptance of an invitation to present a Share the Success panel represents a joint commitment to create a valuable educational experience for conference attendees. IASB reserves a time period and meeting room and provides publicity and audiovisual equipment for the presentation, while the school district or organization agrees to follow the rules listed on the enclosed proposal form and commits to presenting a panel as described by the proposal submitted. Please do not submit a proposal unless your district is fully prepared to make that commitment—and presentation—at IASB/IASA/IASBO's Annual Conference, November 21-23, 2014, in Chicago.

Districts and organizations that are not selected to make their presentations during a 90-minute panel session may be offered a different opportunity to present at the conference. IASB will once again be featuring a **Carousel of Panels** session on Saturday afternoon, November 22. The Carousel is designed to allow districts and organizations a chance to make three, one-half-hour presentations on their topic in just under a two-hour period, allowing attendees an opportunity to obtain a wide variety of information in minimal time. Participants of the **2013 Carousel of Panels**—both presenters and attendees—commented very favorably on the carousel experience and look forward to its return in 2014.

**DEADLINE: Proposals must be received in the IASB
Springfield office by 5:00 p.m., February 14, 2014**

Send Proposals to:

Illinois Association of School Boards

Attention: Judy Williams

2921 Baker Drive • Springfield, Illinois 62703-5929

or

FAX proposals to: IASB, Attention: Judy Williams - 217/528-2831

or

Submit proposals online at <http://www.iasb.com/jac14/rfp.cfm>

SHARE THE SUCCESS PANEL PRESENTATIONS

School District/Organization Proposal

IASB • IASA • IASBO Joint Annual Conference

November 21-23, 2014 • Chicago

**Please consider this proposal for a panel for the
2014 IASB/IASA/IASBO Joint Annual Conference**

For IASB Use Only:

Proposal # _____

Date Rec'd. _____

Staff _____

Division _____

School District/Organization: _____

Mailing Address: _____
P.O. Box or Number and Street

City/State/Zip Code: _____

District/Organization Phone Number: _____ Enrollment: _____

Board President: _____
Mr. Ms. First Name Middle Initial Last Name
Dr. Mrs.

Superintendent: _____
Mr. Ms. First Name Middle Initial Last Name
Dr. Mrs.

Contact Person: _____
Mr. Ms. First Name Middle Initial Last Name
Dr. Mrs.

Contact's Title: _____ Telephone Number: _____

Contact's E-Mail Address: _____

Title of Proposed Panel (MUST MEET GUIDELINES OF 7 OR FEWER WORDS OR 70 CHARACTER
COUNT IF ONLINE): _____

Targeted Audience (Board Member, Administration, Other): _____

Topical Program Track Note: See insert. Please select ONE primary track and ONE secondary track
(if applicable)

Rules for Proposal Submission

Deadline: February 14, 2014

1. Your proposal must be completed to qualify for consideration. Please check to make certain you have completed each of these sections:
 - Completed Cover Sheet including all requested names, program title, and program track;
 - Required signatures (this page);
 - Complete program description with special attention to item #2 under Program Abstract;
 - A/V needs (see back) (**Proposals that do not complete this section may not be considered.**)
2. Panels will be limited to not more than 3 presenters. IASB may select the moderator.
3. **Presenting school districts and organizations agree not to utilize commercial vendors or their representatives in their presentations.**
4. Presenting school districts and organizations agree to submit handouts electronically by November 7, 2014 to IASB to be placed on the Members Only website prior to Conference. Districts and organizations also agree to supply sufficient copies of handout materials for distribution to the audience. Room capacity information will be provided by assigned IASB staff prior to the conference to assist you in planning for hand-out printing.
5. Travel and lodging arrangements and expenses of panelists are the responsibility of the submitting school district or organization. Business Officials, Superintendents and Board Members must register for Conference if presenting a panel and attending the whole Conference.
6. Proposals must be received in the IASB Springfield office by 5:00 p.m., February 14, 2014.

TITLE/BLURB RESTRICTIONS: Due to past proposal titles and blurbs exceeding our guidelines and due to the limited amount of space available in our conference publications, it is necessary to limit:

- **The title length to: 7 OR FEWER WORDS or 70 CHARACTER COUNT**
- **The blurb length to: 40 OR FEWER WORDS for proposals received via mail or fax and 275 CHARACTER LENGTH for online proposals**

**PROPOSALS THAT ARE SELECTED BY THE PANEL REVIEWERS
BUT DO NOT FOLLOW THESE GUIDELINES WILL BE EDITED BY IASB STAFF.**

We understand the above rules. Should our proposal be accepted, our school district/organization agrees to present as we have proposed and to abide by the rules listed above. Selected panel proposals will agree to submit electronic copies of handouts to be displayed on IASB website prior to conference.

School Districts:

Signature of School Board President

Date

Signature of Superintendent

Date

Organizations:

Signature of Responsible Party

Date

*If our district/organization is not selected as a Share the Success panel, we
_____ would be interested _____ would not be interested
in participating in the Carousel of Panels to be held on Saturday, November 22, 2014.*

Send Proposals to:

Illinois Association of School Boards, Attention: Judy Williams, 2921 Baker Drive, Springfield, Illinois
62703-5929 **or** FAX proposals to: IASB, Attention: Judy Williams — 217/528-2831
or online at <http://www.iasb.com/jac14/rfp.cfm>

(If faxing or submitting online, *DO NOT* mail copy unless you are contacted to do so.)

Essentials for all Proposals

- Presentations should be planned for 90 minutes, with at least 20 minutes for questions and answers.
- Applicants must select a topic which will fit into a program track.
- Please do not send supplemental materials.
- All proposals must use materials and language that does not discriminate on the basis of gender, race, color, ethnicity, religion, physical ability or sexual orientation.
- A school district or organization may submit up to three proposals for consideration.
- Proposals may be sent online or faxed to IASB, as well as mailed—providing all the necessary pages and signatures are provided. If you choose to fax or send online the form, do not send a hard copy as well, unless we call you to request one.
- A contact person—someone who will receive and respond to all correspondence subsequent to the initial invitation mailing—must be designated. This person must be fully knowledgeable about the program proposed.
- Please photocopy all proposals submitted for your records.
- Please do not submit audio or videotapes; your written proposal must stand on its own.
- **IASB cannot provide lodging or travel expenses for “Share the Success” panel participants.**
- **Business Officials, Superintendents and Board Members must register for Conference if presenting a panel and attending the whole Conference.**
- Deadline: Proposals must be received by 5:00 p.m., February 14, 2014.

Selection Criteria for Proposals

Because a majority of the audience will be school board members, we ask that as you write your proposal and plan your presentation, you consider how it can best be related to the appropriate role of the school board. That is, the school board most appropriately focuses on the broad aims of the district and, through development of policy, directs the staff toward those aims. The development and implementation of programs to achieve those aims is most properly the province of staff. School boards also need to monitor progress toward district aims and serve as public advocates for the schools.

Therefore, each proposal submitted for the Share the Success panel presentation will be evaluated using the following points of consideration:

- Is the topic of high interest and relevance to today's leaders?
- Does the description give a clear, concise picture of what the presentation will include?
- Are the objectives of the proposed presentation clear and can they be met realistically in a 90-minute session?
- Is there evidence that the presentation will address the appropriate role of the board relative to the topic?
- Is there evidence of creativity and innovation in the approach taken to this issue or topic?

- Is specific information, rather than vague generalization, provided?
- Is the program's purported success supported by positive results?
- Will the presentation provide solid, practical, "how to" information (and be more than just a public relations or marketing effort for the school district or organization)?
- Can the school district's experience be replicated by other school systems?
- Is the proposal well-written, i.e., does it demonstrate correct spelling and grammar usage?
- Does the proposal have the potential to attract and stimulate conference attendees?

Topical Program Tracks

Panels listed under each track are samples to guide your decision in regard to which track your panel would fit. Please select ONE primary track and ONE secondary track (if applicable)"

1. **Governance/Leadership**

- Creating a school governance team for increased student leadership.
- Making sure your superintendent evaluation process does the job it should.
- The pitfalls of micro-management.

2. **Finance and Funding**

- Stretching resources and making taxpayers happy through intergovernmental cooperation.

3. **Current Issues**

- How to stem the rising tide of violence in America's schools.
- Multi-culturalism—real balance or political correctness?

4. **Community Relations and Communications**

- Convening the community around governance issues.

5. **School Law**

- Termination of underachieving teachers.
- Peer-to-peer and teacher-student sexual harassment.

6. **Facilities/Transportation/Technology**

- School maintenance.
- Life safety and building accessibility codes.
- Technology in the rural school district.

7. **Best Practices**

- Block scheduling worked for us.
- We adopted a don't pass, don't play policy.

8. **Governmental Relations**

- Effective lobbying—the players, the process, the problems.

Selection Criteria for Proposals

Proposed Title: _____

Learning Objectives of Sessions: ("At the end of my session, participants will be able to...")

1. _____
2. _____
3. _____

Program Abstract:

1. Attach a 40 word description of your presentation. If your presentation is accepted, this description will be printed in the conference brochure. Programs that do NOT follow these guidelines will be edited by IASB staff.

2. Explain your process and give documentation of success.

3. What skills or insights will your audience develop or enhance by attending your session?

4. Will you have handouts to share with your audience? Please describe. (See page 3, #4 under Rules for Proposal Submission).

5. Have you made this presentation before? Yes No If yes, where/when?

This section must be completed.

Selection Criteria for Proposals

In order for your proposal to be considered complete, you will need to indicate your audio-visual needs for the presentation. In an effort to control A/V costs, we schedule panels with similar A/V requests back to back in the various meeting rooms. Therefore, **we will not be able to make changes in audio-visual requests once the panels are scheduled.** It is important that you consider carefully what equipment you will need and plan your presentation based on the requests you make with this proposal. **IMPORTANT: Due to union rules and regulations, panelists MAY NOT bring their own equipment except as noted below for PowerPoint users.**

IASB reserves the right to require districts or organizations to scale back A/V requests if they are deemed excessive.

Note: Each room will automatically be set up with a head table and seating for 6 panelists plus a table lectern with a microphone. The balance of the room will be set theater style to capacity unless otherwise requested at the time this proposal is submitted.

Video:

- Flip chart
- PowerPoint 1/LCD panel
(participant brings own computer;
hotel provides projector
and screen)
- *PowerPoint 2 (participant brings
own computer and projector; hotel
provides table, power and screen)
- Other (please be specific):

Audio: (maximum 2 additional microphones per room)

- additional table microphone
- floor microphone
- wireless lavalier microphone
- wireless handheld microphone

IMPORTANT: Additions to A/V requests WILL NOT be honored after the submission of this proposal on February 14, 2014.

***PowerPoint Users:** Please note that the standard PowerPoint setup will require you to furnish your own hardware **including a projector.** Exceptions to this will be made on a very limited basis.

SAMPLE COPY OF PROPOSAL EVALUATION

EVALUATION FORM 2014 IASB/IASA/IASBO ANNUAL CONFERENCE SCHOOL DISTRICT PANEL PROPOSALS

Proposal # _____ Evaluator _____

Please rate each of the following components of this proposal:

	Strongly Agree	Strongly Disagree
1. Topic is interesting and relevant to today's school leaders.	7	1
2. Presentation focuses on board level work rather than staff work.	7	1
3. I have a clear and concise picture of what the presentation will include.	7	1
4. Creativity and innovation are demonstrated in approach taken.	7	1
5. Proposal provides specific information rather than vague generalities.	7	1
6. Program's claim to "success" is supported by positive results.	7	1
7. This school district's experience can be replicated by other school systems.	7	1
8. Proposal was clearly written and easy to read.	7	1
9. Fresh, unique idea.	7	1

Recommended status for this proposal after your reading and evaluation:

_____ Yes/Select for panel _____ Maybe/Hold for further consideration _____ No/Drop from further consideration

Comments:

Did anything stand out as being especially effective or ineffective about this proposed session? If yes, please specify.

Please add additional comments you feel would assist us in assessing the value of this presentation.

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Article updated: 12/27/2013 4:29 PM

Stevenson High wants to leave Lake County's special district

By Russell Lissau

Lake County's regional board of education soon could decide if Stevenson High School can withdraw from a cooperative agency for special education.

Stevenson officials want to leave the Special Education District of Lake County because they can afford to offer the services locally.

If the request is granted, more of Stevenson's special-education students will attend classes at the Lincolnshire school rather than at SEDOL's specialized, off-site locations.

"The idea behind a special education consortium is to provide programs and services to school districts that can't afford to do so themselves," Stevenson spokesman Jim Conrey told the Daily Herald in an email. "The money we would pay to SEDOL can be better spent in our own building, on our own teaching staff, which is focusing on our students."

Stevenson officials want to detach from SEDOL in summer 2014. So do two elementary districts that feed into Stevenson — Kildeer Countryside District 96 and Lincolnshire-Prairie View District 103.

The regional board will discuss Stevenson's request when it meets at 7 p.m. Jan. 6 at the College of Lake County in Grayslake. Representatives from Stevenson and SEDOL will make their cases.

If more debate is needed, a second meeting will be held at 7 p.m. Jan. 13 at the University Center in Grayslake.

The regional board will consider the requests from District 96 and District 103 at a later time, Conrey said.

Founded in 1960, SEDOL serves about 1,300 students from 35 districts. The goal was to help schools that couldn't afford their own programs educate kids with disabilities.

Today, SEDOL has six specialized schools to handle a variety of educational needs. The member schools cover tuition, maintenance costs, transportation fees and other expenses.

Stevenson has been developing its own expansive special education program over the past eight years, Conrey said. Earlier this year, a new \$3 million special-education wing opened in the school's east building.

"We think we have some of the best special education teachers and staff in the country, and we no longer need to be part of SEDOL," Conrey said.

About 20 of Stevenson's nearly 3,800 students receive services from SEDOL. That total is expected to drop to zero after the 2014-15 term, Conrey said.

And yet, participation in the group costs the school about \$3.4 million annually, officials have said.

Stevenson officials would rather spend that cash on its own teaching staff and programs.

"Over the past several years, Stevenson has developed and incorporated on-site programming and supports that exceed programming options available through SEDOL," Conrey said. "We're already doing everything SEDOL can do, with only a few minor exceptions."

Only two of Kildeer Countryside's roughly 3,100 students are in SEDOL programs, at a cost of about \$1 million.

No District 103 students participate in SEDOL this year, but membership still costs about \$300,000, officials have said.

SEDOL Superintendent Tom Moline has said the agency can't rapidly reduce services to offset the revenue that would be lost if the three districts withdraw at once.

The agency's remaining members would have to pick up the slack and pay more, he said.

Only two districts ever have withdrawn from the group.

Barrington Unit District 220 split from the consortium in 1999. Lake Zurich Unit District 95 went its own way in 2010.

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|| SCHOOL DISTRICT 103

D-103 announces spelling bee finalists

PIONEER PRESS STAFF |
@LincolnshirePPN

School District 103 will host its annual spelling bee Jan. 29 at Daniel Wright Junior High School. Throughout December, each

district school held grade level competitions to determine its representatives at the district-wide bee.

The finalists include:

Grade 8: Akhil Aggarwal, Harsh Dasika. Sathvik Gurupalli, Andy

Hwang, Anabelle Lee, Joe Malter, Chris Muth, Jessica Shen, Owen Simon, Elaine Xiao

Grade 7: Hope Adler, Michelle Cai, Ishaan Deshmulch, Aishana Dutta, Olivia Lamberti, Maitreyee

Malpekar, Daniel Wang, Tim Yoon, Kitty Zeng, Hannah Zhang
Grade 6: Eshaan Bhattad, Aaron Kim, Healey Kogan, Allison Lu, Emily Lu, Gavin Meng, Gabriel Ran, Sohan Sarabu, Mia Ye, Jasmine Zhang

Grade 5: Abhi Eathara, Hayden Gantt, AJ Grace, Esther Lee, Sai Merneedi, Nikhith Rao, Praneet

Rathi, Sophia Xiao, Alex Zhou, Grace Zhu

Grade 4: Maanav Agravral, Sadie Gidding, Ryan Harper, Sarah Mestan, Brady Rivkin, Kyle Wang, Jocelyn Wu, Lillian You, Randy Yuan, William Zhu

The bee will begin a 1:15 p.m. Jan. 29 at Daniel Wright, 1370 N. Riverwoods Road, Lincolnshire.

||| STEVENSON

Behind the scenes

Panitch supports the Patriots from the sidelines

BY TIM FROEHLIG
For Sun-Times Media, @TFroehlig

LINCOLNSHIRE — It takes a certain degree of courage to do what Sam Panitch does.



Sam Panitch

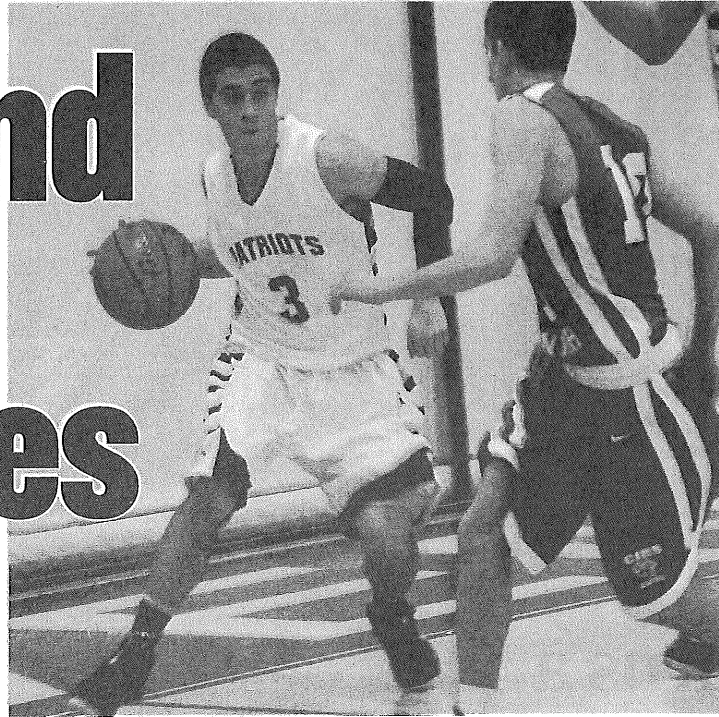
Connor Cashaw.

But rather than sulk, Panitch lights up like a firecracker when talking about the Patriots.

"Sometimes because of my lack of size and a little bit of a lack of talent compared to those guys, it can be hard to make an impact on the court for me," Panitch said. "A lot of how I help my team comes from what I do in practice and from the bench.

"I've learned to take my situation and spin it into a positive. Some kids would be upset with not getting a lot of playing time. I kind of embrace my role. I'm just happy to be on this team with this specific group of guys. I

As a 5-foot-8 senior guard for Stevenson's boys basketball team (9-0 overall, 3-0 NSC Lake entering the week), there's not a doubt in anyone's mind — not even Panitch's — that he's going to be relegated to sitting on the bench most nights. That's because he plays behind two of the best guards in the state in juniors Jalen Brunson and



Sam Panitch (left) is a 5-foot-8 reserve guard on a Stevenson boys basketball team that is expected to make a run at a state title this season. | SUBMITTED PHOTO

always try to do my best and I always try to push my teammates to be better any way I can find."

In practice, he goes head-to-head against Brunson, Cashaw and Matt Morrissey, another of the Patriots' standout seniors. Over-matched or not, Panitch tests their limits.

"Sam is just as important as anyone on our team," Morrissey said. "That may sound strange, but it's true. He's the perfect teammate and he pushes whoever he goes up against as hard as he can. I consider him a friend. I've known him since I was probably 7 or 8."

"He's a tremendous teammate," Brunson concurred. "If he sees something I'm doing wrong I don't notice, he isn't afraid to let me know. He's probably the most hard-working teammate I've ever had and he holds the rest of us to a higher standard."

Patriots coach Pat Ambrose also marveled at Panitch's ability to fill his role.

"People just aren't programmed to do what Sam's chosen to do," Ambrose said. "There are so many activities, so many other

things he could be doing and he's picked this. It's really pretty remarkable. He's a big intangible for us because of the things he sees. It could be a tendency, or something our opponent is doing that we haven't picked up on.

"We call Connor and Jalen and Matt team captains, but Sam's a leader. And sometimes that's an even more important role in some ways. It takes a special mindset to do what he does for his teammates. It's a huge sacrifice."

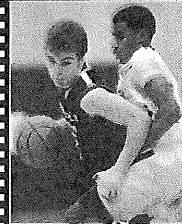
Panitch even left a lasting mark with one of his former coaches.

"Every season prior to tryouts the freshman and sophomore coaches meet and talk about players," Stevenson assistant sophomore basketball coach Mike Feigh said in an e-mail. "The freshman coach brought up Sam and said, 'Nicest kid you'll meet. [He] will run through a wall for you.'

"He's a special kid, he's coachable, respectful, and works his tail off ... I'll coach and take a Sam Panitch any day on my team."

high school CUBE.T. news

Go to highschoolcube.com to view a live broadcast of the following games during the coming week:



BOYS BASKETBALL

Thursday

- Wheaton North vs. Lyons, 9 a.m.
- Bloom vs. Niles West, 9 a.m.
- OPRF vs. Lockport, 10:30 a.m.
- Lake Forest vs. Ridgewood, 11:30 a.m.
- Bogan vs. Glenbrook North, 1:45 p.m.
- Evanston vs. Washington, 2:15 p.m.
- Highland Park vs. Minooka, 4:30 p.m.
- Ferriwick vs. Von Steuben, 5:15 p.m.
- Maine South vs. Oswego, 8:30 p.m.
- Boylan vs. Lake Zurich, 9:30 p.m.

Friday

- Libertyville vs. Homewood-Flossmoor, 10:30 a.m.

