



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### COMMITTEE OF THE WHOLE AGENDA

OCTOBER 4, 2016

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, October 4, 2016 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 2 Hours 30 Minutes

B. Pledge of Allegiance

C. Community Participation

D. Discussion Items

Time: 2 Hours

- |  |    |
|--|----|
| 1. Negotiation Update                            | 2  |
| 2. Transportation Discussion                     | 3  |
| 3. Professional Development/School Business Days |    |
| 4. 2016 Preliminary Levy                         | 4  |
| 5. 5Essentials Report                            | 7  |
| 6. Reciprocal Reporting Agreement                | 53 |
| 7. Printing Plan Review                          | 60 |
| 8. Student Fees                                  | 61 |

E. Community Participation

F. Executive Session

Time: 30 Minutes

G. Adjournment



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: September 28, 2016  
Re: Negotiations Discussion

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An update will be provided on the contract negotiation process.



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: September 28, 2016  
Re: Transportation Discussion

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The Board will discuss the Vision 2020 Transportation goal.



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MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** October 4, 2016  
**Re:** 2016 Estimated Levy Discussion

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Included are documents regarding the 2016 Estimated Levy. These will be explained during the meeting.

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

**Levy** – Amount of property tax revenue requested.

**Extension** – Amount of property tax revenue approved.

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

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

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

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

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

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

A few minor reminders regarding the tax levy:

- At least 20 days before the District adopts the levy, the Board must estimate (take action) the amount of the levy. If the estimated amount is more than 105% of the amount extended for last year's levy, the district has to conduct a hearing.
- Bond and Interest is not levied by the district; this was setup when debt was incurred and the county will extend the taxes necessary.
- The levy needs to provide enough contingency in order to protect against massively incorrect estimated New Construction and change in existing EAV. Most important is to protect against if New Construction is significantly higher than expected and existing EAV is significantly lower than expected. Otherwise, loss can occur.
- Specific fund estimates are determined based on fund balances, expenditures, and other revenues.

Included is a draft of the 2016 Estimated Levy. The total estimated levy is \$28,530,000.00. The 0.7% CPI is built-in as well as estimates for New Construction (New Property). The max estimated capped extension is just under \$27.9 million, but the \$28.5 million levy protects against incorrect EAV and New Property assumptions.

### **Estimated Levy Timeline**

- Approve Tentative (Estimated) Levy on October 18, 2016
- Approve Final Levy on November 15, 2016

It will be important to understand a few key points:

- Existing properties, in aggregate, are increasing at the rate of CPI (inflation), 0.7%. **This does not mean that individual property taxes will increase by 0.7%.** Each individual property tax will change based on the change in assessed value. The aggregate effect will be 0.8%.
- The 0.7% CPI is the lowest it has been since 2009. The CPI for 2009 was 0.1%
- New Property will add an estimated 1.1% increase for a total capped change of about 1.8%.
- The tax rate would decrease from 3.02% to an estimated 2.86%

**2016 LEVY CALCULATION PAGE**

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

**Limiting Rate:** 2.8264%  
**Estimated Capped Extension:** \$27,944,842.71

<b>Consumer Price Index:</b>	0.70%
<b>Actual Total EAV for 2015:</b>	\$919,765,782
<b>Estimated % change from 2015 EAV:</b>	6.30%
<b>Estimated New Construction for 2016:</b>	\$11,000,000
<b>Estimated Total EAV for 2016:</b>	\$988,711,026
<b>Total change from prior year:</b>	7.50%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
<b>Educational</b>	\$22,791,869.66	3.50%	\$34,604,885.92	\$23,209,633.77	\$24,500,000		\$24,500,000.00
<b>Operations &amp; Maintenance</b>	\$2,199,996.97	0.55%	\$5,437,910.64	\$2,240,321.87	\$1,400,000		\$1,400,000.00
<b>Transportation</b>	\$1,499,990.83	0.00%	\$0.00	\$1,527,484.95	\$1,400,000		\$1,400,000.00
<b>Working Cash</b>	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
<b>Municipal Retirement</b>	\$549,992.34			\$560,073.44	\$620,000		\$620,000.00
<b>Social Security</b>	\$399,996.94			\$407,328.69	\$610,000		\$610,000.00
<b>Fire Prevention &amp; Safety *</b>	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
<b>Tort Immunity</b>	\$0.00			\$0.00			\$0.00
<b>Special Education</b>	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
<b>Leasing</b>	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

<b>Capped Extension/Levy</b>	\$27,441,846.74	\$40,042,796.56	\$27,944,842.71	\$28,530,000.00	<b>Capped Levy</b>	\$28,530,000.00	3.97%	NO
					Levy in excess of estimated extension:	\$585,157.29		
<b>SEDOL IMRF</b>	\$0.00			<b>SEDOL IMRF</b>		\$0.00		
<b>Bond and Interest:</b>	\$373,811.21			<b>Bond and Interest:</b>	\$373,807.57	\$373,807.57	0.00%	
<b>Total Extension/Levy</b>	\$27,815,657.95				<b>Total Levy</b>	\$28,903,807.57	3.91%	



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: September 28, 2016  
Re: 5Essentials Report

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The 5Essentials is a survey for students in grades 6-12, parents and certified teachers, conducted by the State of Illinois, to help school improvement initiatives. The survey was available for school districts throughout Illinois beginning in the 2012-2013 school year. School districts are required to administer the 5Essentials survey once every 2 years. District 103 has conducted the survey each year to track progress. In order to receive results for each stakeholder group for each school, 50% of certified teachers, 50% of students and 20% of parents must complete the survey.

The survey measures responses in five areas: ambitious instruction, effective leaders, collaborative teachers, involved families and supportive environment. The scale for assessing the strength of each component is:

1. Most implementation
2. More implementation
3. Average implementation
4. Less implementation
5. Least implementation

The 5Essentials website asserts that “schools strong in 3-5 essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 essentials”. All three schools received enough feedback for all five categories from staff and parents. Only 6-8 grade students are eligible to take the survey, and enough students completed it to provide results for Daniel Wright. The results showed that our district is organized for success as our results for each of the five essential areas scored in the Average, More Implementation, or Most Implementation ranges.

The results included in the 5Essentials will be used as data to help with school improvement. Principals will use the information to target areas that have lower scores and work with school teams to improve. Our school community will have another opportunity to provide us feedback on the 5Essentials survey this spring.

The 5Essentials All Measures report is included for your review.



# All Measures

Report for Lincolnshire-Prairieview SD 103

# 2016 Illinois 5Essentials Survey

# Table of Contents

All Measures Report..... 1

## All Measures Report

### Lincolnshire-Prairieview SD 103: Measures in the 5 Essentials

#### Ambitious Instruction

most implementation

English Instruction

most implementation

Math Instruction

most implementation

Academic Press

more implementation

Quality of Student Discussion

most implementation

#### Effective Leaders

average implementation

Program Coherence

average implementation

Teacher-Principal Trust

more implementation

Teacher Influence

average implementation

Instructional Leadership

average implementation

#### Collaborative Teachers

average implementation

Collaborative Practices

more implementation

Collective Responsibility

average implementation

Quality Professional Development

average implementation

School Commitment

average implementation

Teacher-Teacher Trust

average implementation

#### Involved Families

most implementation

Teacher-Parent Trust

most implementation

Parent Involvement in School

most implementation

Parent Influence on Decision Making in Schools

most implementation

#### Supportive Environment

more implementation

Peer Support for Academic Work

most implementation

Academic Personalism

average implementation

Safety

more implementation

Student-Teacher Trust

more implementation

## Supplemental Measures

The following measures were not used to calculate a 5 Essentials score; however, they have been found to be related to other important student and school outcomes.

### Teacher Measures

Classroom Disruptions	most implementation
Collective Use of Assessment Data	average implementation
Innovation	more implementation
Reflective Dialogue	more implementation
Socialization of New Teachers	most implementation
Student Responsibility	most implementation
Teacher Safety	more implementation

### Student Measures

Academic Engagement	more implementation
Classroom Rigor	average implementation
Emotional Health	more implementation
Grit	average implementation
Human & Social Resources in the Community	most implementation
Inquiry-Based Science Instruction	average implementation
Rigorous Study Habits	most implementation
School Connectedness	more implementation
School safety	most implementation
Student Peer Relationships	most implementation

**5 Essentials Measure Details**

## Ambitious Instruction: English Instruction

### Performance: **Most Implementation**

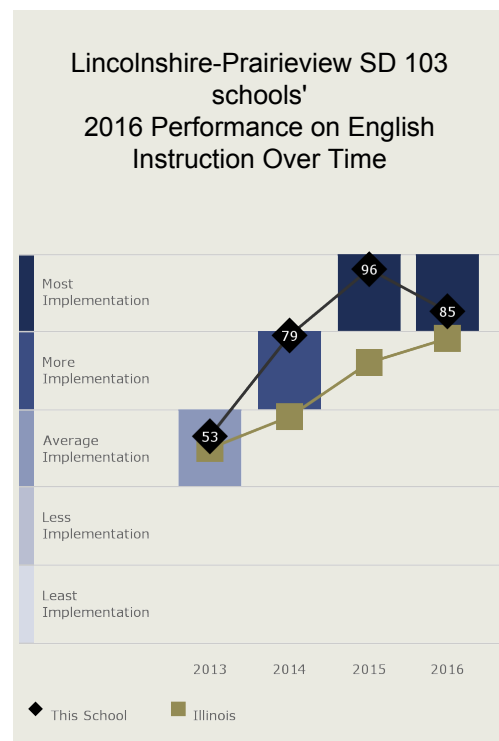
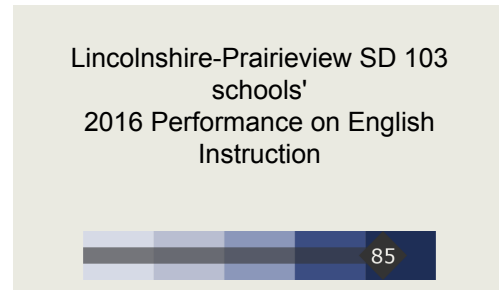
#### English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

#### Survey Questions

Students report doing the following in English class:

- Rewrite a paper or essay in response to comments.
- Improve a piece of writing as a class or with partners.
- Debate the meaning of a reading.
- Discuss how culture, time, or place affects an author's writing.
- Discuss connections between a reading and real life people or situations.



## Ambitious Instruction: Math Instruction

**Performance:** **Most Implementation**

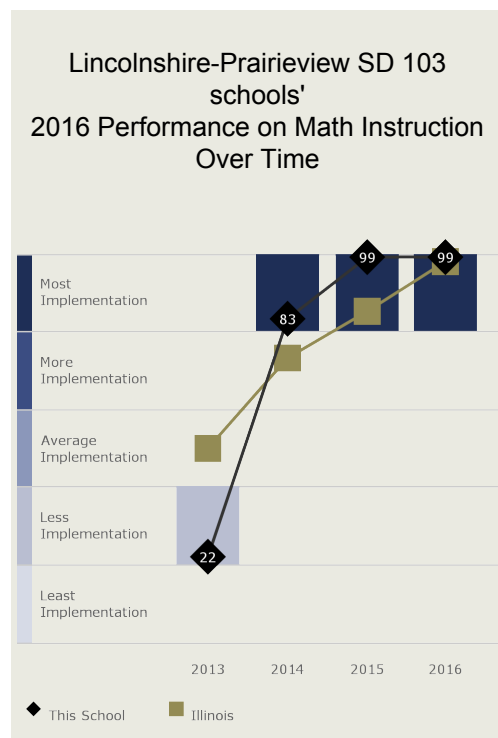
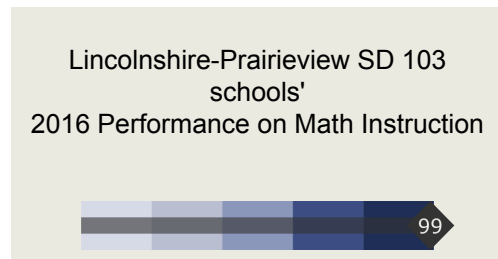
### Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

### Survey Questions

Students report that they do the following in math class:

- Write a math problem for other students to solve.
- Write a few sentences to explain how you solved a math problem.
- Apply math to situations in life outside of school.
- Explain how you solved a problem to the class.
- Discuss possible solutions to problems with other students.



## Ambitious Instruction: Academic Press

**Performance:** **More Implementation**

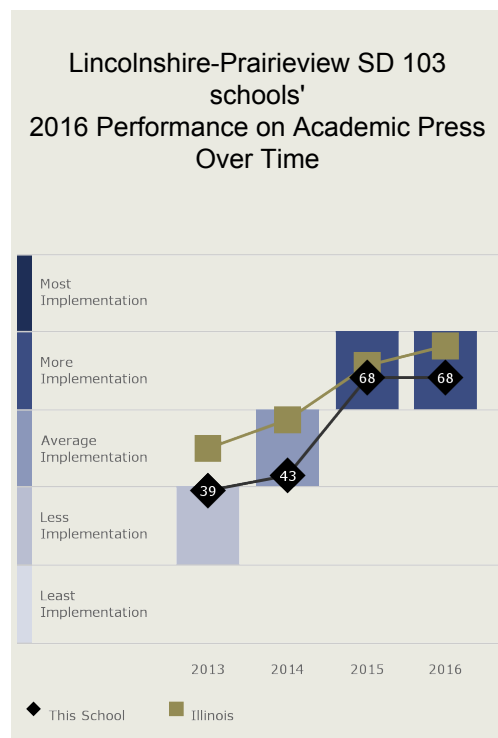
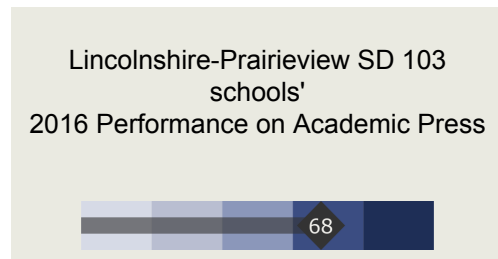
### Academic Press

Teachers expect students to do their best and to meet academic demands.

### Survey Questions

Students report the following about one specific class:

- The teacher asks difficult questions in class
- The teacher asks difficult questions on tests
- This class challenges me
- This class really makes me think.
- I really learn a lot in this class
- This class requires me to work hard to do well
- The teacher wants us to become better thinkers, not just memorize things
- The teacher expects me to do my best all the time
- The teacher expects everyone to work hard



## Ambitious Instruction: Quality of Student Discussion

**Performance:** **Most Implementation**

### Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

### Survey Questions

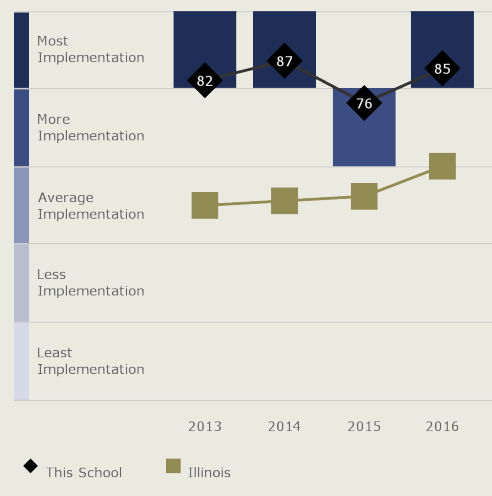
Teachers report the following about classroom discussions:

- Students use data and text references to support their ideas.
- Students provide constructive feedback to their peers and to me.
- Students build on each other's ideas during discussion.
- Most students participate in the discussion at some point.
- Students show each other respect.

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Quality of Student Discussion



Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Quality of Student Discussion Over Time



## Effective Leaders: Program Coherence

### Performance: **Average Implementation**

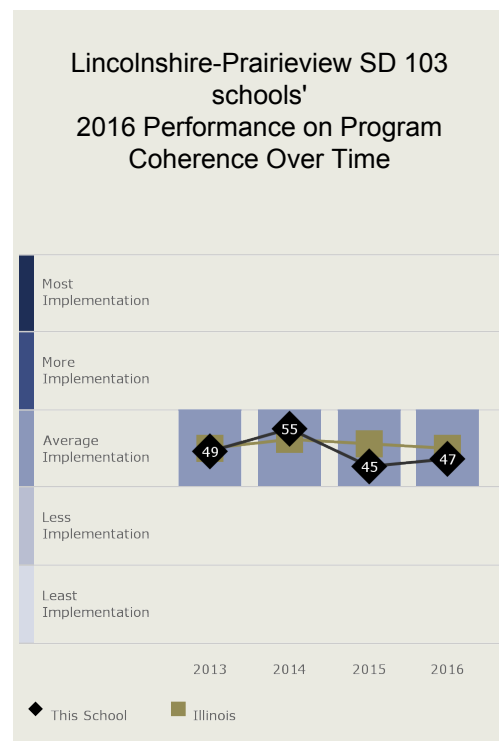
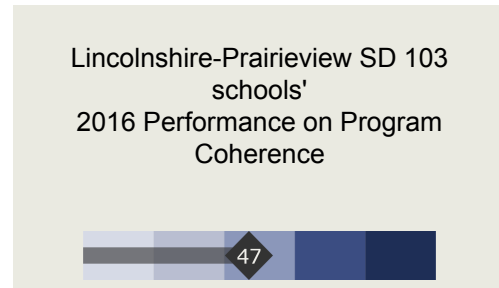
#### Program Coherence

School programs are coordinated and consistent with its goals for student learning.

#### Survey Questions

Teachers report the following:

- Many special programs come and go at this school.
- Once we start a new program in this school, we follow up to make sure that it's working.
- Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- We have so many different programs in this school that I can't keep track of them all.
- There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



## Effective Leaders: Teacher-Principal Trust

**Performance:** **More Implementation**

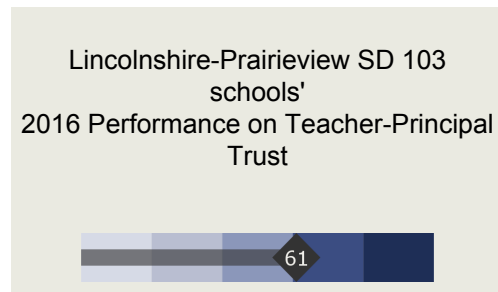
### Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

### Survey Questions

Teachers report the following:

- It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- The principal looks out for the personal welfare of the faculty members.
- I trust the principal at his or her word.
- The principal at this school is an effective manager who makes the school run smoothly.
- The principal places the needs of children ahead of personal and political interests.
- The principal has confidence in the expertise of the teachers.
- The principal takes a personal interest in the professional development of teachers.
- Teachers feel respected by the principal



## Effective Leaders: Teacher Influence

### Performance: Average Implementation

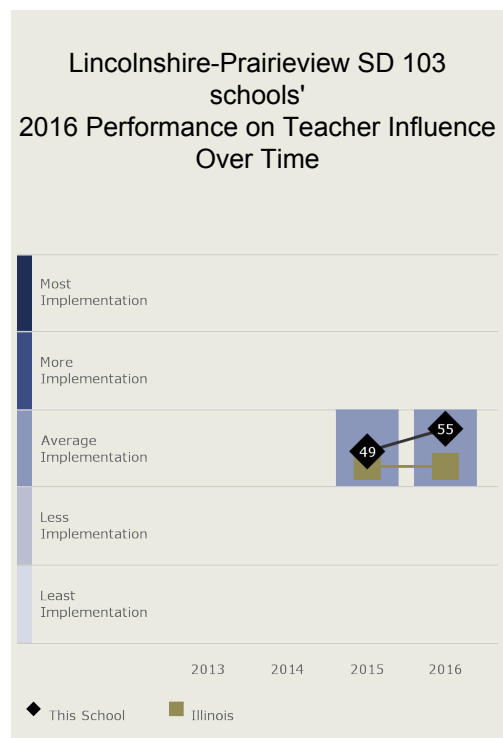
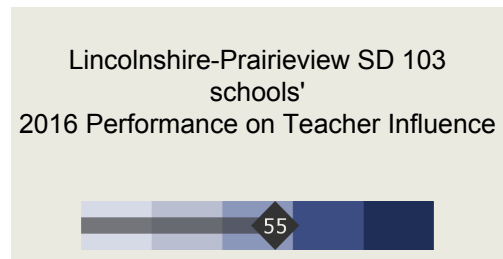
#### Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

#### Survey Questions

Teachers report having influence on:

- Planning how discretionary school funds should be used.
- Determining the content of in-service programs.
- Determining which books and other instructional materials are used in classrooms.
- Establishing the curriculum and instructional program.
- Setting standards for student behavior.



## Effective Leaders: Instructional Leadership

### Performance: Average Implementation

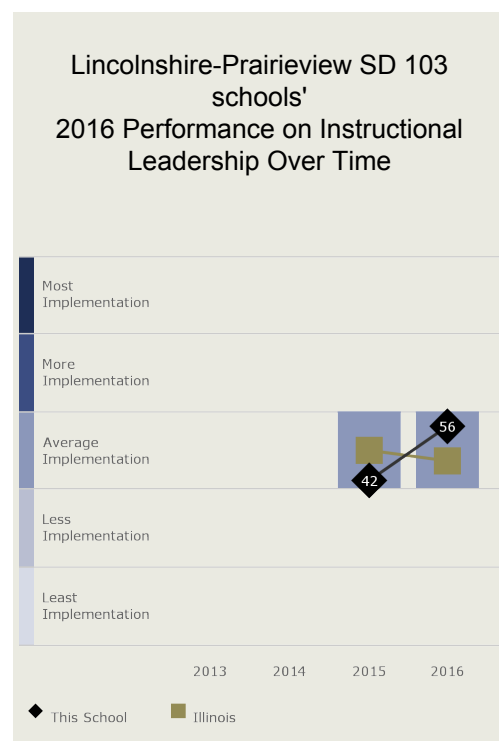
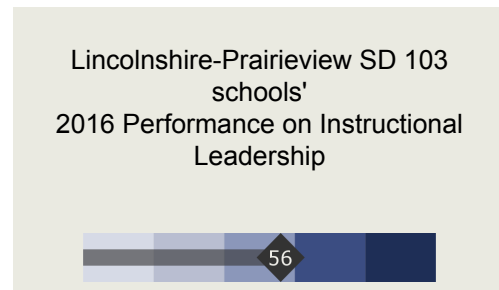
#### Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

#### Survey Questions

Teachers report that a member of the school leadership team:

- Knows what’s going on in my classroom.
- Provides me with useful feedback to improve my teaching.
- Has provided me with the support I need to improve my teaching.
- Presses teachers to implement what they have learned in professional development.
- Communicates a clear vision for our school.
- Makes clear to the staff the leadership’s expectations for meeting instructional goals.



## Collaborative Teachers: Collaborative Practices

**Performance:** **More Implementation**

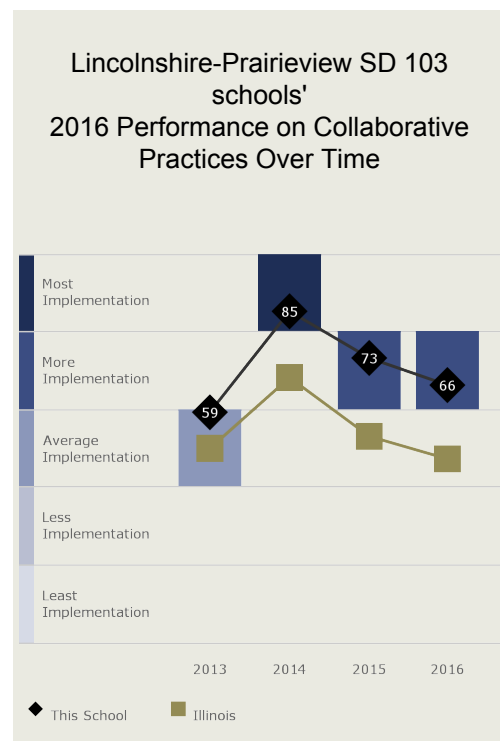
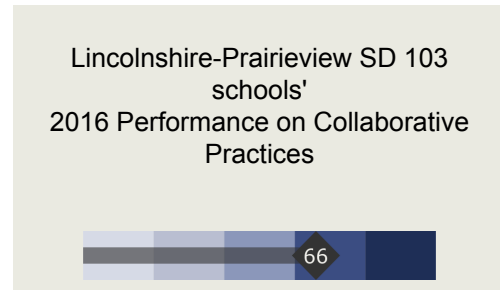
### Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

### Survey Questions

Teachers report how often they have done the following:

- Observed another teacher's classroom to offer feedback?
- Observed another teacher's classroom to get ideas for your own instruction?
- Gone over student assessment data with other teachers to make instructional decisions?
- Worked with other teachers to develop materials or activities for particular classes?
- Worked on instructional strategies with other teachers?



## Collaborative Teachers: Collective Responsibility

**Performance:** Average Implementation

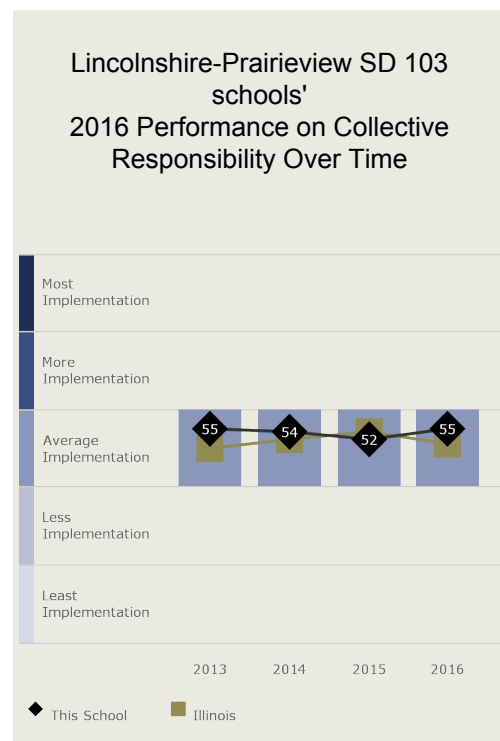
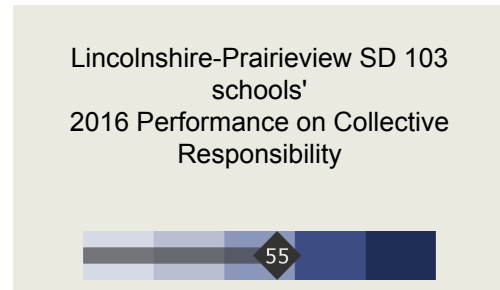
### Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

### Survey Questions

Teachers report that other teachers in the school:

- Feel responsible when students in this school fail?
- Feel responsible to help each other do their best?
- Help maintain discipline in the entire school, not just their classroom?
- Take responsibility for improving the school?
- Feel responsible for helping students develop self-control?
- Feel responsible that all students learn?



## Collaborative Teachers: Quality Professional Development

### Performance: Average Implementation

#### Quality Professional Development

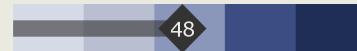
Professional development is rigorous and focused on student learning.

#### Survey Questions

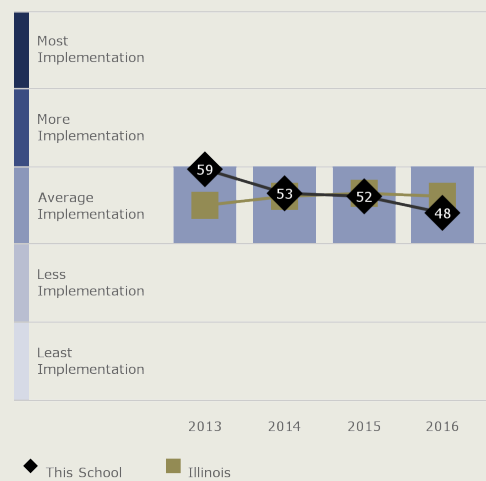
Teachers report that professional development this year has:

- Included opportunities to work productively with teachers from other schools.
- Included enough time to think carefully about, try, and evaluate new ideas.
- Been sustained and coherently focused, rather than short-term and unrelated.
- Included opportunities to work productively with colleagues in my school.
- Been closely connected to my school's improvement plan.

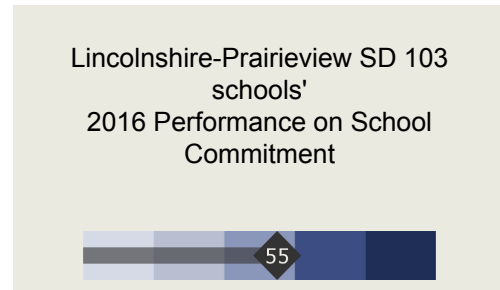
Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Quality Professional Development



Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Quality Professional Development Over Time



## Collaborative Teachers: School Commitment



### Performance: Average Implementation

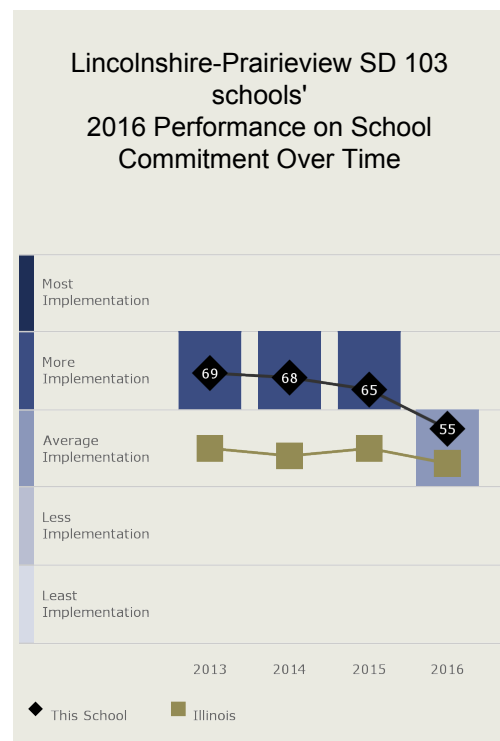
#### School Commitment

Teachers are deeply committed to the school.

#### Survey Questions

Teachers report the following:

- I wouldn't want to work in any other school.
- I would recommend this school to parents seeking a place for their child.
- I usually look forward to each working day at this school.
- I feel loyal to this school.



## Collaborative Teachers: Teacher-Teacher Trust

**Performance:** Average Implementation

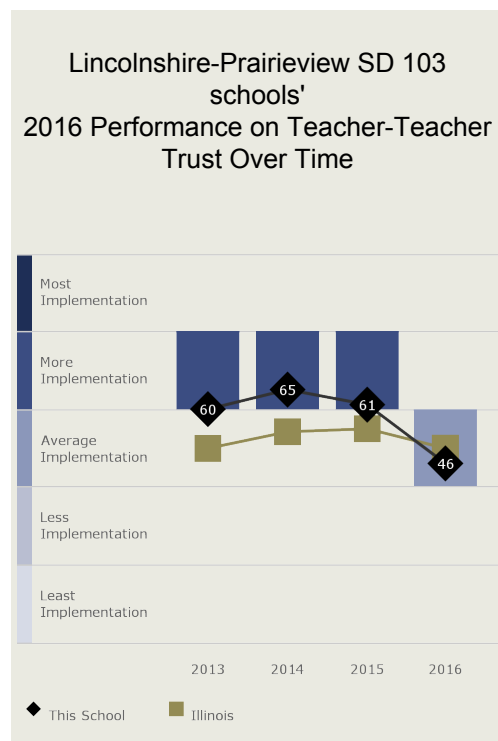
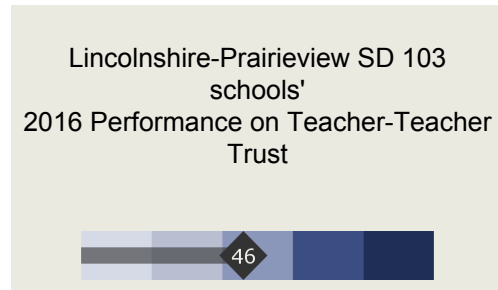
### Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

### Survey Questions

Teachers report the following:

- Teachers in this school trust each other.
- It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are experts at their craft.
- Teachers feel respected by other teachers



## Involved Families: Teacher-Parent Trust

**Performance:** **Most Implementation**

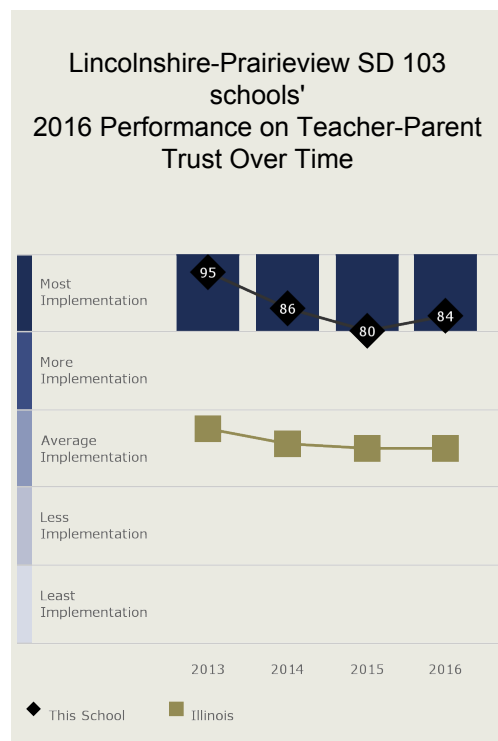
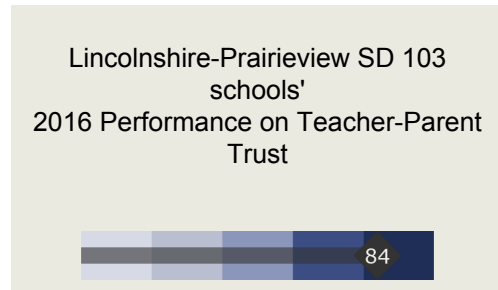
### Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

### Survey Questions

Teachers report the following:

- Parents do their best to help their children learn
- Teachers feel good about parents' support for their work
- Parents support teachers teaching efforts
- Teachers and parents at this school think of each other as partners in educating children.
- Staff at this school work hard to build trusting relationships with parents.
- Teachers feel respected by the parents of the students



## Involved Families: Parent Involvement in School

**Performance: Most Implementation**

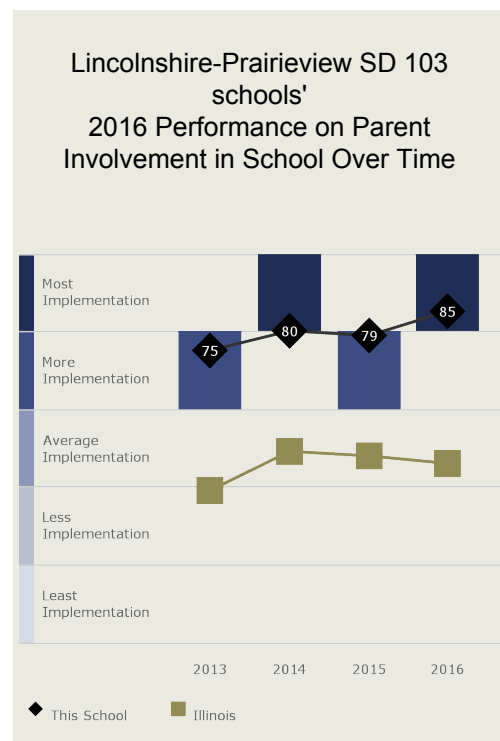
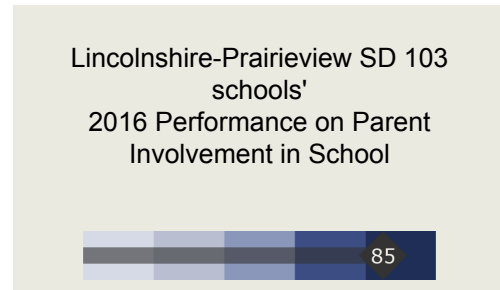
### Parent Involvement in School

Parents are active participants in their child's schooling.

### Survey Questions

Teachers report that students' parents:

- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)?
- Contacted you about their child's performance?
- Responded to your suggestions for helping their child?
- Attended parent-teacher conferences when you requested them?



## Involved Families: Parent Influence on Decision Making in Schools

**Performance:** **Most Implementation**

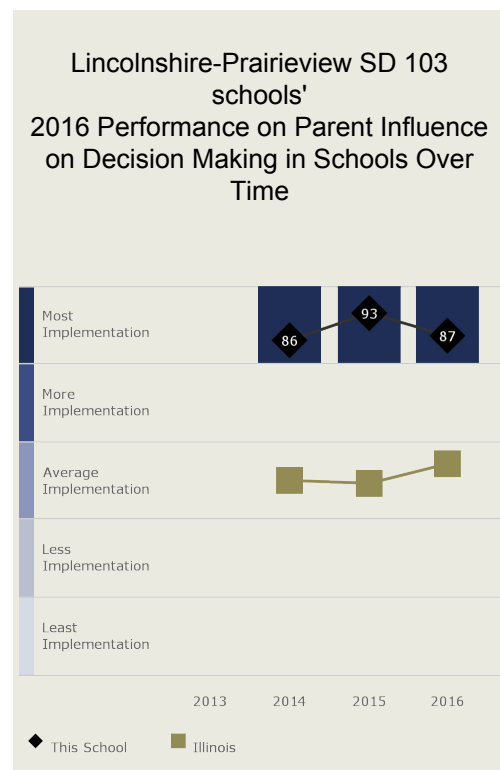
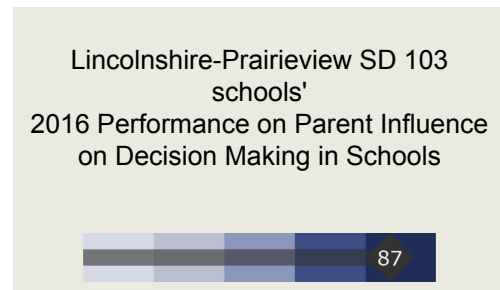
### Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

### Survey Questions

Teachers report that the school:

- Involves parents in commenting on school curricula.
- Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).
- Encourages more-involved parents to reach out to less-involved parents.
- Involves parents in the development of programs aimed at improving students' academic outcomes.
- Includes parent leaders from all backgrounds in school improvement efforts.



## Supportive Environment: Peer Support for Academic Work

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Peer Support for Academic Work



**Performance:** **Most Implementation**

### Peer Support for Academic Work

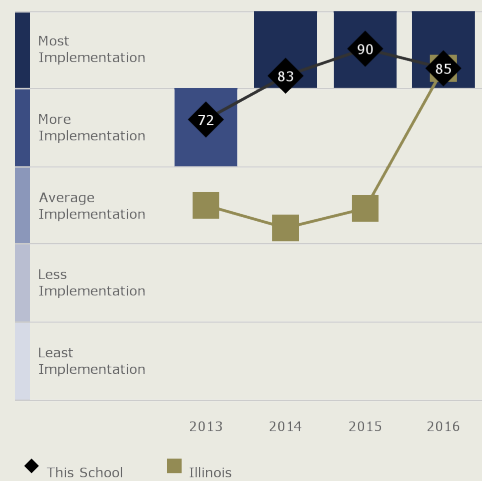
Students demonstrate behaviors that lead to academic achievement.

### Survey Questions

Students report that their classroom peers:

- Think doing homework is important?
- Feel it is important to pay attention in class?
- Feel it is important to come to school every day?
- Try hard to get good grades?

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Peer Support for Academic Work Over Time



## Supportive Environment: Academic Personalism

### Performance: Average Implementation

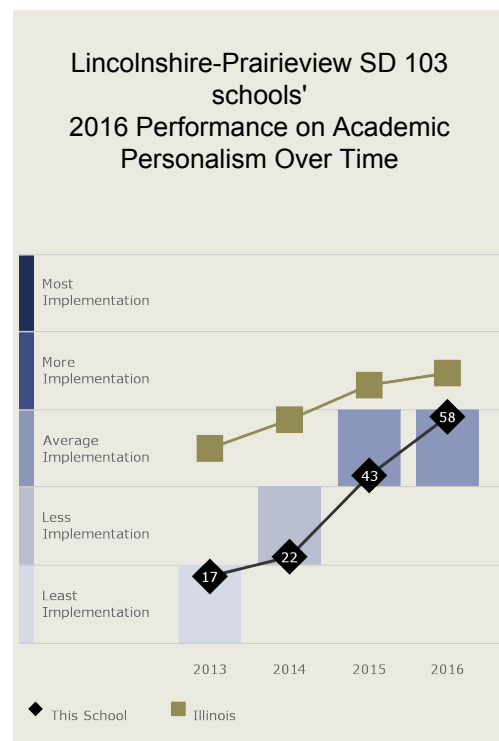
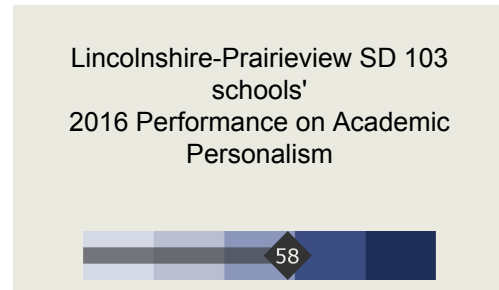
#### Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

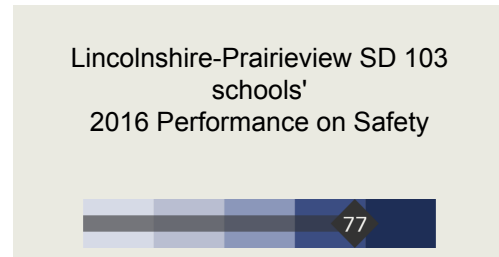
#### Survey Questions

Students report that their teacher:

- Helps me catch up if I am behind.
- Notices if I have trouble learning something.
- Gives me specific suggestions about how I can improve my work in this class.
- Is willing to give extra help on schoolwork if I need it.
- Explains things in a different way if I don't understand something in class.



## Supportive Environment: Safety



**Performance:** **More Implementation**

### Safety

Students feel safe both in and around the school building, and while they travel to and from home.

### Survey Questions

Students report how safe they feel:

- Outside around the school?
- Traveling between home and school?
- In the bathrooms of the school?
- In the hallways of the school?
- In their classes



## Supportive Environment: Student-Teacher Trust

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Student-Teacher Trust



**Performance:** **More Implementation**

### Student-Teacher Trust

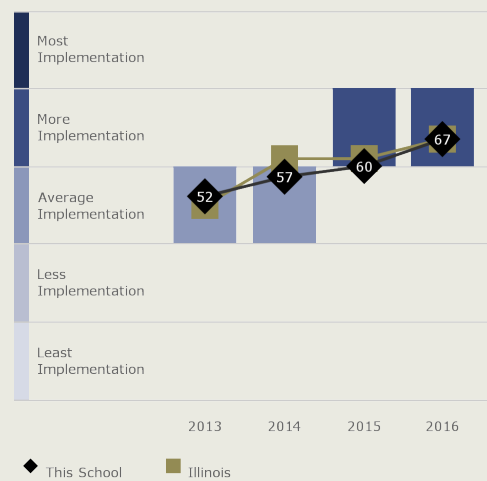
Students and teachers share a high level of mutual trust and respect.

### Survey Questions

Students report:

- My teachers always keep their promises
- I feel safe and comfortable with my teachers at this school.
- My teachers will always listen to students' ideas.
- My teachers treat me with respect.

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Student-Teacher Trust Over Time



## **Supplemental Teacher Measure Details**

## Classroom Disruptions

**Performance:** **Most Implementation**

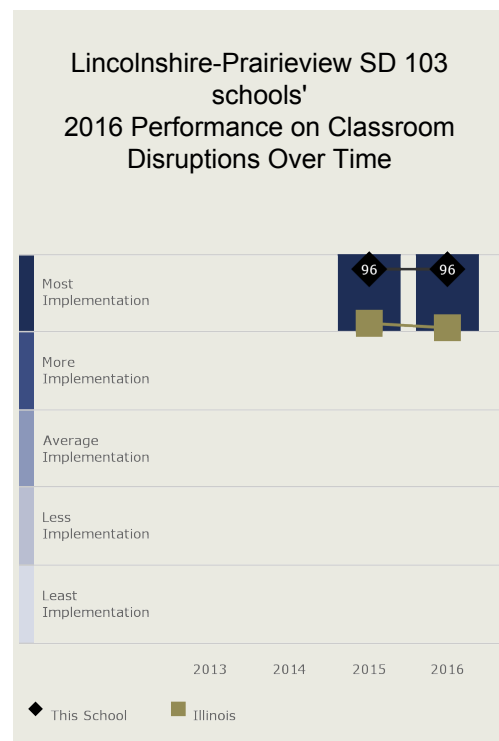
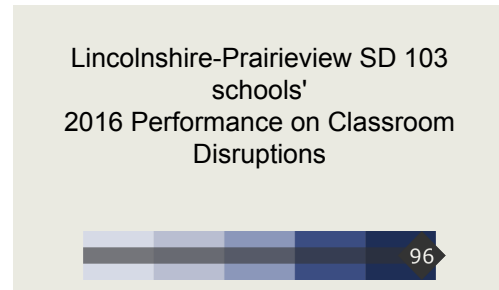
### Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

### Survey Questions

Teachers report that students in their classrooms:

- Threaten you verbally?
- Create serious behavior problems in your class?
- Refuse to respond when addressed?
- Use inappropriate language during class?
- Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



## Collective Use of Assessment Data

### Performance: Average Implementation

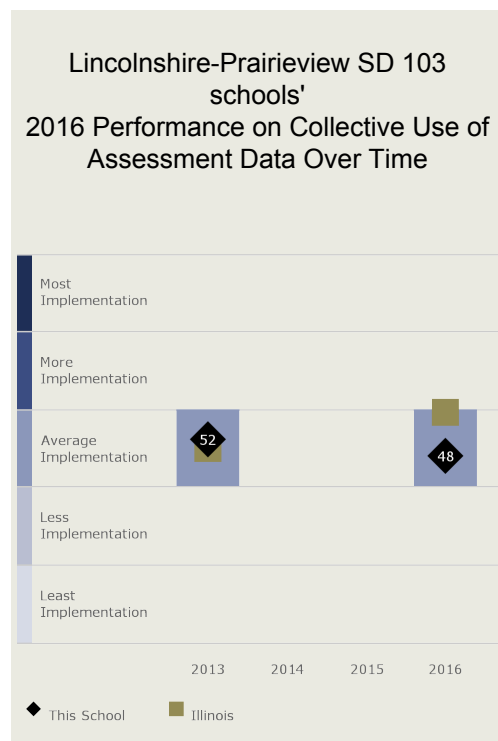
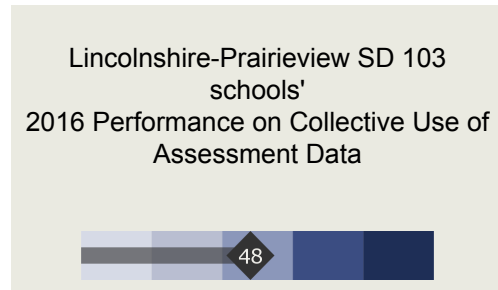
#### Collective Use of Assessment Data

Teachers regularly review assessment data independently, with colleagues, and with the principal.

#### Survey Questions

Teachers report the frequency of reviewing assessment data:

- With my principal.
- With teachers across grades.
- With teachers in my grade level.
- Independently.



## Innovation

### Performance: **More Implementation**

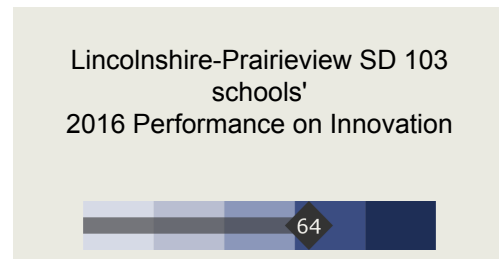
#### Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

#### Survey Questions

Teachers report that:

- Teachers are willing to take risks to make the school better
- Teachers are eager to try new ideas
- In this school, teachers are continually learning and seeking new ideas.
- Teachers are really trying to improve their teaching



## Reflective Dialogue

**Performance:** **More Implementation**

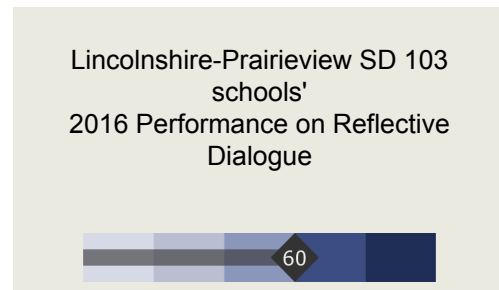
### Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

### Survey Questions

Teachers report that:

- Teachers discuss the goals of this school
- Teachers discuss the development of new curriculum
- Teachers discuss managing classroom behavior
- Teachers discuss what helps students learn the best
- Teachers in this school share and discuss student work with other teachers.
- Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.



## Socialization of New Teachers

**Performance:** **Most Implementation**

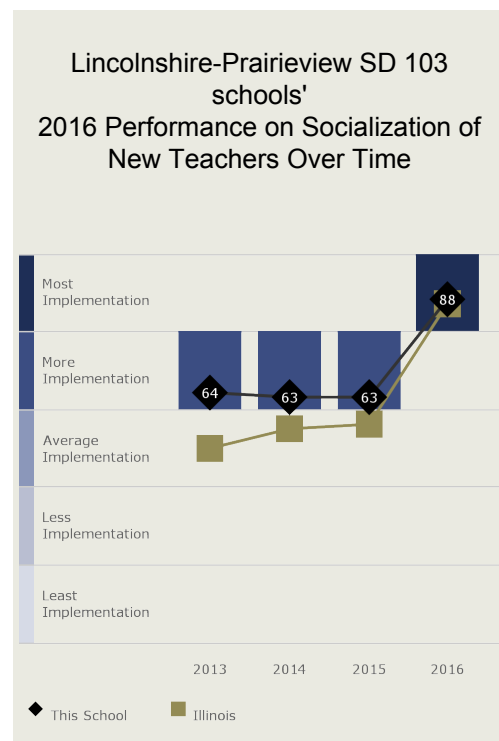
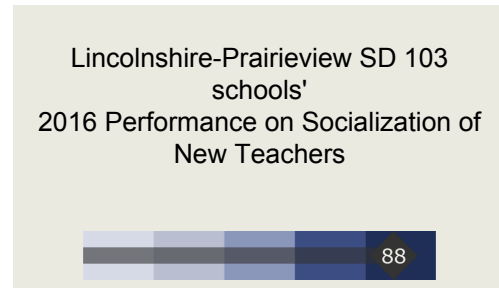
### Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

### Survey Questions

Teachers report the following:

- How many teachers are assigned a mentor teacher when they first begin working at this school?
- Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.
- A conscious effort is made by faculty to make new teachers feel welcome here.



## Student Responsibility

**Performance:** **Most Implementation**

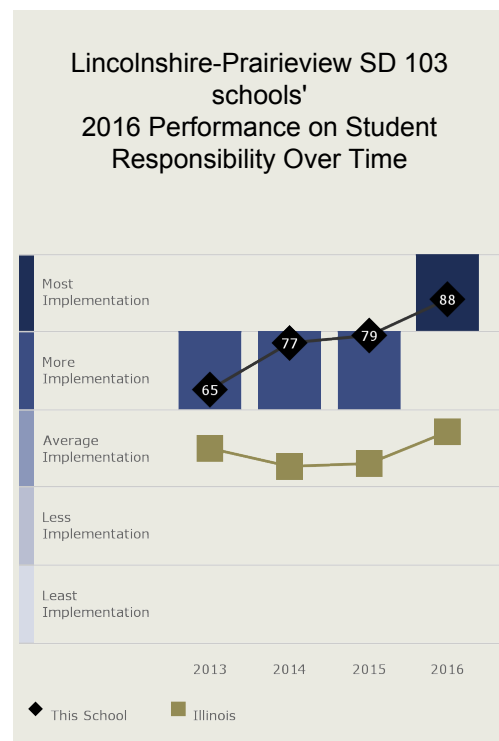
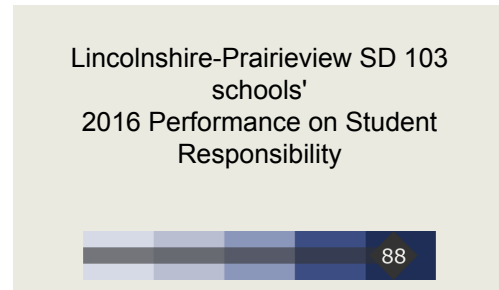
### Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

### Survey Questions

Teachers report that their students:

- Always turn in their homework?
- Come to class prepared with the appropriate supplies and books?
- Actively participate in class activities?
- Regularly pay attention in class?
- Come to class on time?
- Attend class regularly?



## Teacher Safety

**Performance:** **More Implementation**

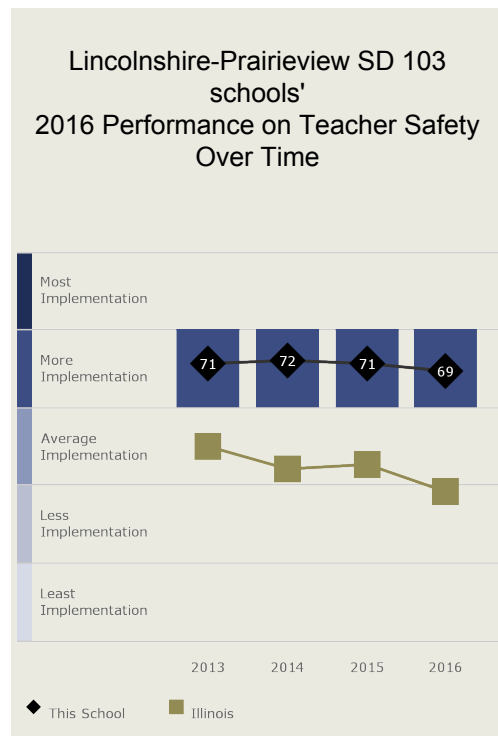
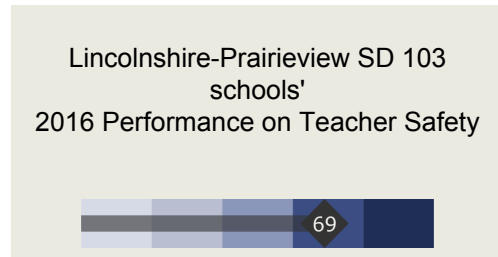
### Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

### Survey Questions

Teachers report how much each of the following is a problem:

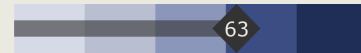
- Threats of violence toward teachers
- Robbery or theft
- Gang activity
- Disorder in classrooms
- Physical conflicts among students
- Student disrespect of teachers
- Disorder in hallways



## **Supplemental Student Measure Details**

## Academic Engagement

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Academic Engagement



**Performance:** **More Implementation**

### Academic Engagement

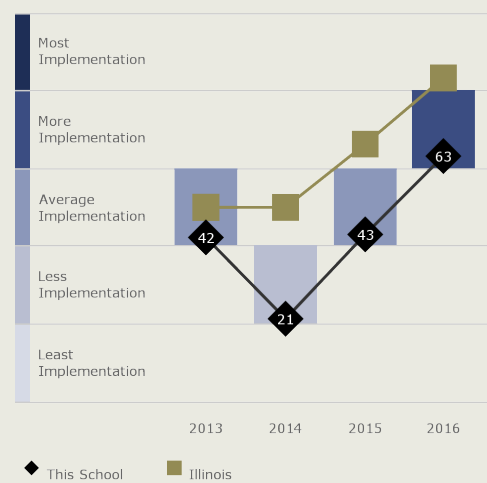
Students are interested and engaged in learning.

### Survey Questions:

Students report:

- Sometimes I get so interested in my work I don't want to stop.
- I usually look forward to this class.
- The topics we are studying are interesting and challenging.
- I work hard to do my best in this class.

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Academic Engagement Over Time



## Classroom Rigor

**Performance:** Average Implementation

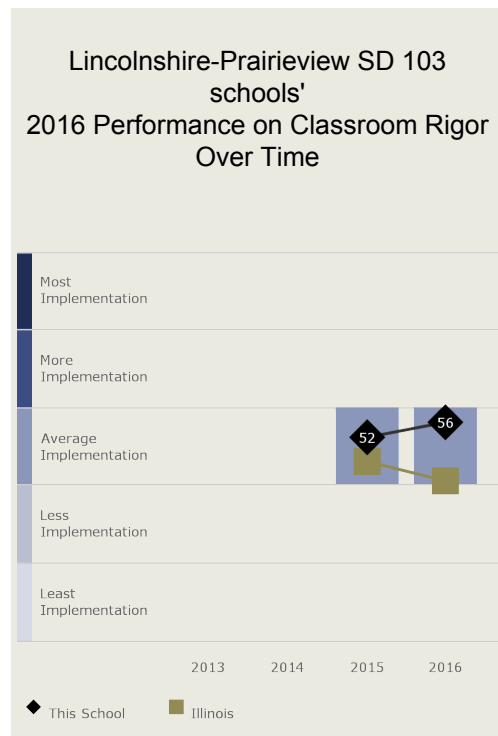
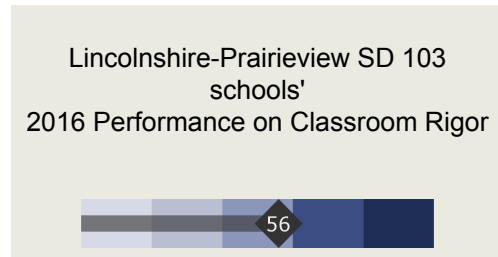
### Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

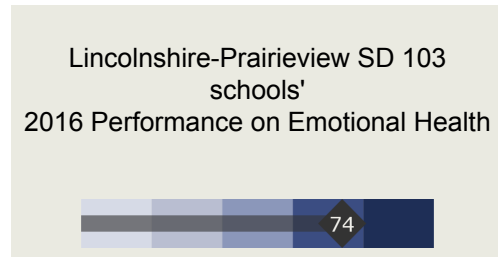
### Survey Questions:

Students report that the teacher in their target class:

- Often connects what I am learning to life outside of the classroom.
- We talk about different solutions or points of view.
- Encourages students to share their ideas about things we are studying in class.
- Encourages us to consider different solutions or points of view.
- Doesn't let students give up when the work gets hard.
- Often requires me to explain my answers.



## Emotional Health



**Performance:** **More Implementation**

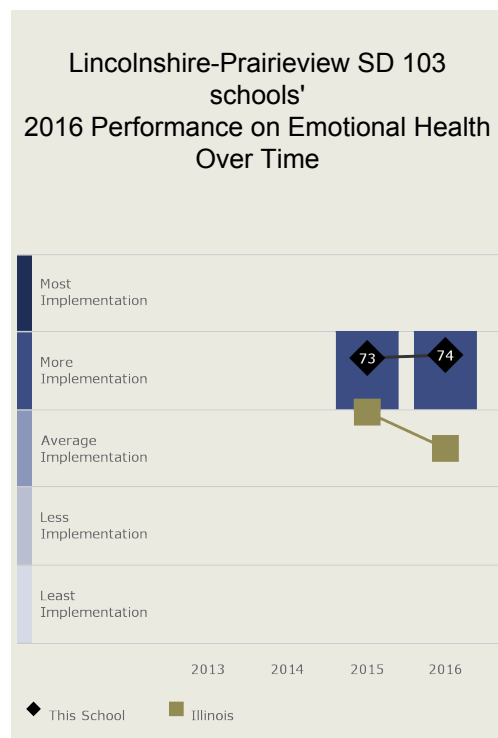
### Emotional Health

Students have the skills to nurture positive and respectful relationships with others.

### Survey Questions:

Students report:

- I can always find a way to help people end arguments.
- I'm good at working with other students.
- I listen carefully to what other people say to me.
- I'm good at helping other people.



## Grit

### Performance: Average Implementation

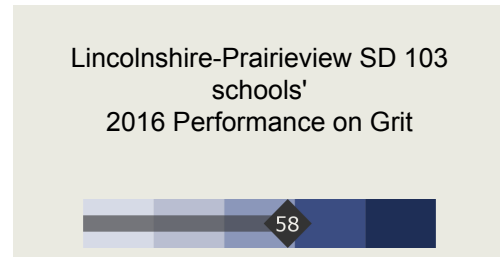
#### Grit

Students sustain interest and effort toward long-term goals.

#### Survey Questions:

Students report:

- I finish whatever I begin.
- I am a hard worker.
- I continue steadily toward my goals.
- I don't give up easily.



## Human & Social Resources in the Community

**Performance:** **Most Implementation**

### Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

### Survey Questions:

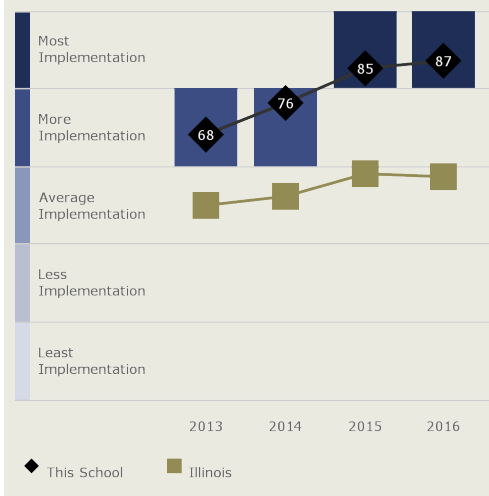
Students report the following about their community:

- People in this neighborhood can be trusted.
- The equipment and buildings in the neighborhood, park, or playground are well kept.
- There are adults in this neighborhood that children can look up to.
- Adults in this neighborhood know who the local children are.
- During the day, it is safe for children to play in the local park or playground.

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Human & Social Resources in the Community



Lincolnshire-Prairieview SD 103 schools' 2016 Performance on Human & Social Resources in the Community Over Time



## Inquiry-Based Science Instruction

### Performance: Average Implementation

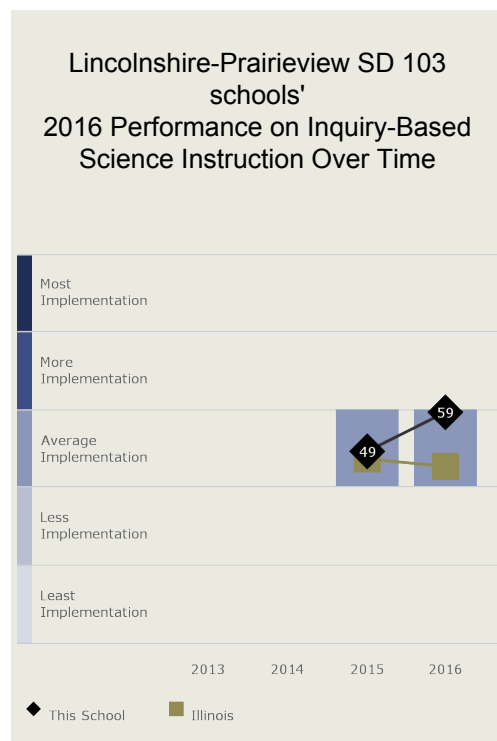
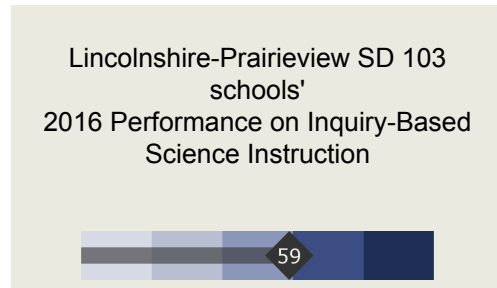
#### Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

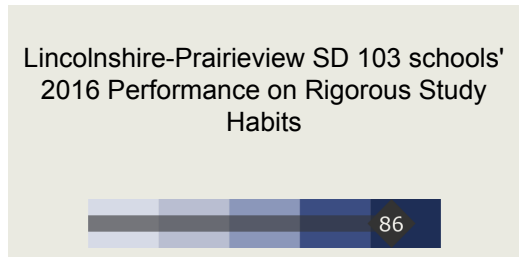
#### Survey Questions:

Students report doing the following in science class:

- Use laboratory equipment or specimens.
- Write lab reports.
- Generate your own hypotheses.
- Use evidence/data to support an argument or hypothesis.
- Find information from graphs and tables.



## Rigorous Study Habits



**Performance:** **Most Implementation**

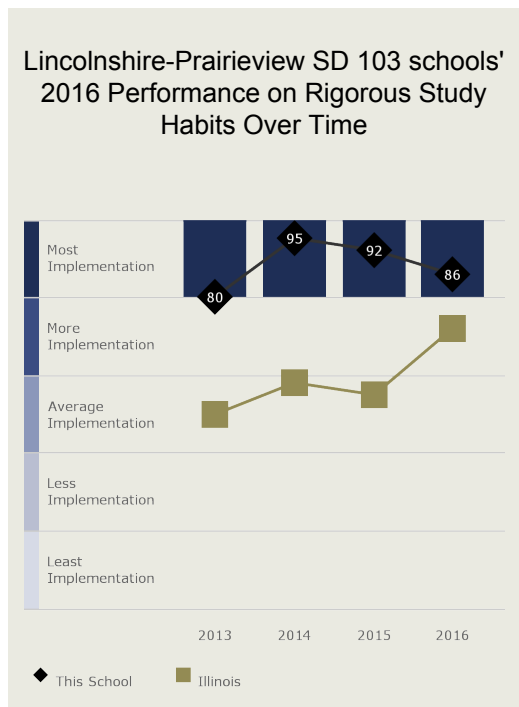
### Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

### Survey Questions:

Students report that:

- I always study for tests.
- If I need to study, I don't go out with my friends.
- I set aside time to do my homework and study.
- I try to do well on my schoolwork even when it isn't interesting to me.



## School Connectedness

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on School Connectedness



**Performance:** **More Implementation**

### School Connectedness

Students feel included in their school's community.

### Survey Questions:

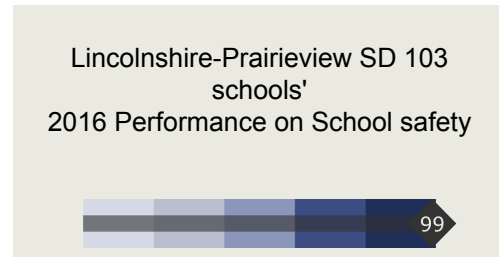
Students report the following:

- Other students in my school take my opinions seriously.
- I'm included in lots of activities at school.
- I feel like a real part of my school.
- People here notice when I'm good at something.
- People at this school are friendly to me.

Lincolnshire-Prairieview SD 103 schools' 2016 Performance on School Connectedness Over Time



## School safety



### Performance: **Most Implementation**

#### School safety

Students encounter very little crime, violence, or bullying at school.

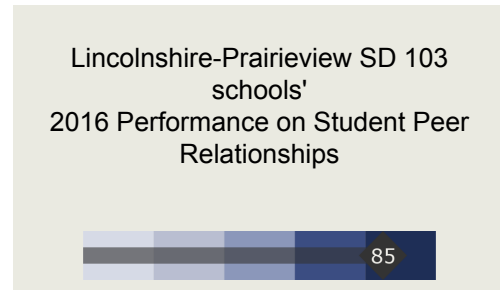
#### Survey Questions:

Students report that:

- I worry about crime and violence in this school.
- Students at this school are often threatened or bullied.
- Students at this school are often teased or picked on.



## Student Peer Relationships



**Performance:** **Most Implementation**

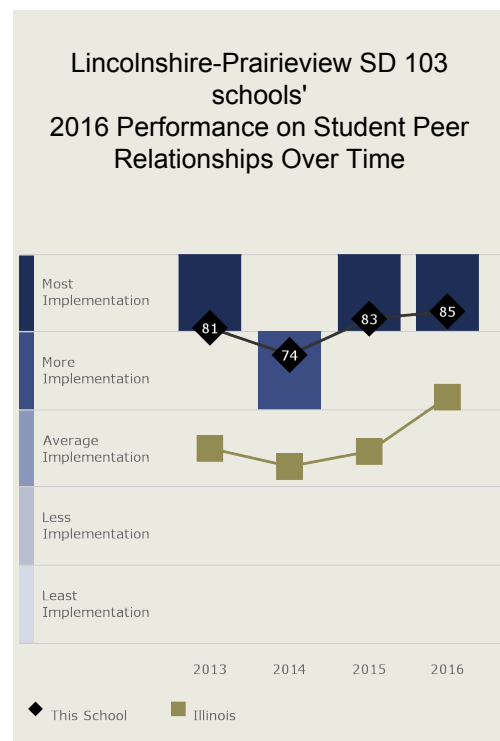
### Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

### Survey Questions:

Students report that their school peers:

- Like to put others down.
- Treat each other with respect.
- Don't get along together very well.
- Help each other learn.





## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: September 28, 2016  
Re: Reciprocal Reporting Agreements

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The Illinois School Code requires school districts and local police departments to establish policy guideline procedures regarding reciprocal reporting when juveniles are involved in criminal activity to enhance communication in supporting families, students, and the school community. The District's attorneys drafted the attached reciprocal reporting agreements to comply with this Illinois School Code and cover all local authorities that serve the school district. Once approved by the School Board, the respective agencies will need to approve the agreements for them to become active.

**RECIPROCAL REPORTING AGREEMENT BETWEEN  
THE POLICE DEPARTMENT OF <Village Name>, ILLINOIS AND THE  
BOARD OF EDUCATION OF LINCOLNSHIRE-PRAIRIE VIEW  
SCHOOL DISTRICT 103**

This agreement is entered into between the Police Department of <Village Name>, Illinois (the “Law Enforcement Agency”) and the Board of Education of Lincolnshire-Prairie View School District No. 103 (the “School District”).

**WHEREAS**, the Illinois School Code, 105 ILCS 5/10-20.14, requires the School District parent-teacher advisory committee, in cooperation with local law enforcement Agency, to work with the board of education to develop "policy guideline procedures" for the establishment and maintenance of a reciprocal reporting system between the School District and local law enforcement Agency regarding criminal offenses committed by students; and

**WHEREAS**, under the Illinois School Student Records Act, 105 ILCS 10/6, school student records are considered confidential and no school student records or information contained therein may be released, transferred or disclosed except as permitted by the Illinois School Student Records Act; and

**WHEREAS**, under the Juvenile Court Act of 1987, 705 ILCS 405/1-7, law enforcement records are considered confidential and the inspection and copying of such records that relate to a minor who has been arrested or taken into custody before his or her 18<sup>th</sup> birthday are restricted to those exceptions in the Juvenile Court Act; and

**WHEREAS**, the Illinois School Student Records Act, 105 ILCS 10/6(a)(6.5), and the General Education Provisions Act, 20 U.S.C. 1232g, authorize school districts to release student records and information to law enforcement officers when necessary for the discharge of their official duties prior to adjudication of the student and upon written certification that the information will not be disclosed to any other party except as provided under law or order of court; and

**WHEREAS**, the Juvenile Court Act, 705 ILCS 405/1-7(A)(8), authorizes law enforcement Agency to allow appropriate school officials to inspect and copy law enforcement records under a reciprocal reporting system for certain offenses and under certain specified circumstances; and

**WHEREAS**, the School District and the Law Enforcement Agency agree that enhanced communication between these entities under a reciprocal reporting agreement would promote the safety and well-being of students and community residents; and

**WHEREAS**, the School District and the Law Enforcement Agency are authorized to enter into this agreement pursuant to the Illinois School Code, 105 ILCS 5/10-20.14, the Illinois Constitution, art. VII, §10(a) et seq., and the Intergovernmental Cooperation Act, 5 ILCS 220/1 et seq.

**NOW THEREFORE**, the School District and the Law Enforcement Agency hereby agree as follows:

1. **ESTABLISHMENT OF A REPORTING SYSTEM.** The School District and the Law Enforcement Agency hereby enter into this Agreement to establish and maintain a reciprocal reporting system between the School District and the Law Enforcement Agency regarding juvenile and criminal offenses involving students.

2. **REPORTING AND INFORMATION SHARING.** The School District and the Law Enforcement Agency acknowledge and agree to act in good faith to comply with the reporting responsibilities and limitations set forth herein, and as required by applicable law.

3. **DESIGNATED REPRESENTATIVES.** The School District's Superintendent shall provide the Law Enforcement Agency with a list of administrators to be contacted, as needed, containing regular and emergency telephone numbers, and identifying the particular types of problems for which particular administrators are to be contacted. The administrators identified in these lists shall be considered the "Appropriate School Official" for purposes of subsection 1-7(A)(8) of the Juvenile Court Act, 705 ILCS 405/1-7, as amended, whom the School District has determined to have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school. The Law Enforcement Agency shall provide the Superintendent with a primary and two back-up contacts, who shall be considered the "Agency Representatives".

4. **SCHOOL DISTRICT AUTHORITY TO REPORT STUDENT CRIMINAL ACTIVITY.** The Superintendent or School Principal, or their designee(s), may report any alleged or suspected criminal activities committed by a student enrolled in the School District.

5. **SCHOOL DISTRICT DUTY TO REPORT STUDENT CRIMINAL ACTIVITY.** The Superintendent or School Principal, or their designee(s), must report certain incidents involving firearms, drugs and attacks on school personnel, as set out below. When a report may be required of both the Superintendent and Principal, a single report from one or the other shall meet the duty to report.

(a) **School Superintendent.** The School Superintendent (or his/her designee(s)) is to immediately report the following to the Law Enforcement Agency:

(i) **Firearms.** Any verified incident involving a firearm in a school or on school-owned or leased property and on any transportation device that is owned, leased or used by the school for its students or school personnel. *See* 105 ILCS 5/10-27.1A(b), as amended.

(ii) **Drugs.** Any verified incident involving drugs in a school or on school-owned or leased property or on any transportation device that is owned, leased or used by the school for its students or school personnel. "Drugs" means "narcotic drug" as

defined under subsection (aa) of Section 102 of the Illinois Controlled Substances Act, as amended [720 ILCS 570/102], "cannabis" as defined under subsection (a) of Section 3 of the Cannabis Control Act, as amended [720 ILCS 550/3], or "methamphetamine" as defined under Section 10 of the Methamphetamine Control and Community Protection Act, as amended [720 ILCS 646/10]. *See* 105 ILCS 5/10-27.1B(b), as amended.

(iii) Attacks on School Personnel. Upon receipt of a written complaint from any school personnel, all incidents of battery committed against teachers, teacher personnel, administrative personnel or educational support personnel. *See* 105 ILCS 5/10-21.7(b), as amended.

(b) School Principal. The School Principal (or his/her designee(s)) is to immediately report the following to the Law Enforcement Agency:

(i) Firearms. Upon receiving a report from any school staff that they have observed any person in possession of a firearm on school grounds, an immediate report of the incident must be made. If the person in possession of a firearm on school grounds is a student, the principal or his/her designee(s) shall also immediately notify the student's parent or guardian. *See* 105 ILCS 5/10-27.1A(b), as amended.

(ii) Cannabis, Illegal Drugs or Controlled Substances On or Near School Grounds. Within 48 hours of becoming aware, a report of any violation of the Cannabis Control Act or the Methamphetamine Control and Community Protection Act or the Illinois Controlled Substances Act in a school, on school property, or within 1,000 feet of the school, or on any transportation device used, owned or leased by the School District to transport students. *See* 105 ILCS 127/2, as amended.

6. SCHOOL DISTRICT RELEASE OF SCHOOL STUDENT RECORDS TO THE LAW ENFORCEMENT AGENCY. School District officials shall follow state and federal laws regarding school student records, which are considered confidential, and no school student records or information contained therein may be released, transferred or disclosed except with parental consent or as otherwise permitted by the Illinois School Student Records Act, 105 ILCS 10/1 et seq., as amended. The following exceptions permit the release of student records and information to the Law Enforcement Agency without parental consent:

(a) Adjudication of Student by Juvenile Court. School districts can release student records and information to the appropriate Law Enforcement Agency, upon the request of the Law Enforcement Agency, when necessary for the discharge of their official police duties, prior to adjudication of the student and upon written certification from the Law Enforcement Agency that the information or records disclosed by the school will not be disclosed to any other party, except as provided by law or order of court. 105 ILCS 10/6, as amended.

(b) Emergency Release of Information. Records and information may be released to the Law Enforcement Agency if such information is needed by the Law Enforcement Agency

to protect the health or safety of the student or other persons, provided that the parents are notified, no later than the next school day after the date that the information is released, of the date of the release, the Law Enforcement Agency receiving the information, and the purpose of the release. The factors to be considered in determining whether an emergency exists requiring the release of student information include:

- (i) The seriousness of the threat to the health or safety of the student or other individuals;
- (ii) The need for the requested records to meet the emergency;
- (iii) Whether the individuals to whom the requested records are released are in a position to deal with the emergency; and
- (iv) The extent to which time is of the essence in dealing with the emergency.

(c) Law Enforcement Records Not School Records. It is recognized that the information maintained by law enforcement officers working in the school district are not student records. *See* 105 ILCS 10/2(d), as amended.

7. LAW ENFORCEMENT AGENCY TO SHARE LAW ENFORCEMENT DATA WITH SCHOOL DISTRICT. The Law Enforcement Agency will comply with applicable state and federal law in implementing these procedures. In furtherance of the information-sharing hereunder, an Agency Representative may:

(a) Students Under 18 Years Old. Provide copies of law enforcement records to, or permit inspection of those records by, the Appropriate School Official or Officials for minors enrolled in the School District if the minor has been arrested or taken into custody before his or her 18<sup>th</sup> birthday for the offenses listed below, provided that the Law Enforcement Agency or its officer believes that there is an imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds. Inspection and copying shall be limited to law enforcement records transmitted to the Appropriate School Official or Officials.

- (i) any violation of Article 24 of the Criminal Code of 1961, as amended;
- (ii) a violation of the Illinois Controlled Substance Act, as amended;
- (iii) a violation of the Cannabis Control Act, as amended;
- (iv) a forcible felony as defined in Section 2-8 of the Criminal Code of 1961, as amended;
- (v) a violation of the Methamphetamine Control and Community Protection Act, as amended;
- (vi) a violation of Section 1-2 of the Harassing and Obscene Communications Act, as amended;
- (vii) a violation of the Hazing Act, as amended; or

(viii) a violation of Section 12-1, 12-2, 12-3, 12-3.05, 12-3.1, 12-3.2, 12-3.4, 12-3.5, 12-5, 12-7.3, 12-7.4, 12-7.5, 25-1, or 25-5 of the Criminal Code of 1961.

The information derived from the law enforcement records shall be kept separate from and shall not become a part of the official school record of that child and shall not be a public record. The information shall be used solely by the Appropriate School Official or Officials to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school.

Any information provided to the Appropriate School Official or Officials whom the school has determined to have a legitimate educational or safety interest by the Law Enforcement Agency about a minor who is the subject of a current police investigation that is directly related to school safety shall consist of oral information only, and not written law enforcement records, and shall be used solely by the Appropriate School Official or Officials to protect the safety of students and employees in the school and aid in the proper rehabilitation of the child. The information derived orally from the Law Enforcement Agency shall be kept separate from and shall not become a part of the official school record of the child and shall not be a public record.

(b) Students 18 Years or Older. Provide copies to, or authorize inspection by the School District, pursuant to 5 ILCS 140/2.15, as amended, of the following records for persons 18 years of age or older, who are enrolled in the School District:

(i) Arrest Information. Chronologically maintained arrest and criminal history information, including: (i) information that identifies the individual, including the name, age, address and photograph, when and if available; (ii) information detailing any charges relating to the arrest; (iii) the time and location of the arrest; (iv) the name of the investigating or arresting Law Enforcement Agency; (v) if the individual is incarcerated, the amount of any bail or bond; and (vi) if the individual is incarcerated, the time and date that the individual was received into, discharged from, or transferred to the arresting agency's custody; and

(ii) Criminal History Records. Information that may be maintained by the Law Enforcement Agency including, (i) court records that are public; or (ii) records that are otherwise available under State or local law.

8. LAW ENFORCEMENT AGENCY DUTY TO SHARE INFORMATION WITH SCHOOL DISTRICT. In furtherance of the information-sharing hereunder, an Agency Representative shall:

(a) Report to School District That Student Has Been Detained. The Law Enforcement Agency shall report to the School Principal of any school in the School District whenever a child enrolled in the school is detained for proceedings under the Juvenile Court Act of 1987, as amended, or for any criminal offense or violation of a municipal or county ordinance. This report shall include the basis for detaining the child, circumstances surrounding the events which led to the child's detention, and the status of proceedings. The report shall be updated as appropriate to notify the Principal of developments and the disposition of the matter. *See* 105 ILCS 5/22-20, as amended.

(b) Records Regarding Student Detention. Any information provided pursuant to this paragraph 8 shall be kept separate from and shall not become a part of the official school record of a child, and shall not be a public record. Such information shall be used solely by the Appropriate School Official or Officials to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school. *See* 105 ILCS 5/22-20, as amended.

9. COOPERATION BETWEEN SCHOOL DISTRICT AND LAW ENFORCEMENT AGENCY. Nothing in this policy and procedure is intended to limit or restrict the duty and authority of the School District to request police services for disturbances or other emergencies occurring in or around any of its school buildings, nor is it intended to limit or restrict the duty or ability of any person attending or employed by the School District to provide information or otherwise cooperate in School District and law enforcement investigations, including but not limited to, providing witness statements and testimony in juvenile or criminal adjudications, or in school discipline proceedings.

IN WITNESS WHEREOF, the following officers and school authorities have executed this Agreement:

\_\_\_\_\_  
Board of Education of Lincolnshire –  
Prairie View School District No. 103,  
Lake County, Illinois

\_\_\_\_\_  
The <Village Name> Police Department

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: RJ Bialk  
Date: October 4, 2016  
Re: Printing Environment Update

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### **Printing Environment Update**

The refinement of our printing workflow across the District continues to develop. Since our last discussion at the May, 2016 School Board Meeting, some of the proposed printer models have evolved to newer, more efficient models. We continue to look at specifics and will have a more comprehensive plan at the October 18th School Board Meeting.



**Lincolnshire-Prairie View School District 103**

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

**MEMO**

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** October 4, 2016  
**Re:** Student Fees beyond 2016-17

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The time has come to consider student fees for the 2017-18 year and beyond. We are in the process of conducting a survey for updated fees from our peer districts. Until I get that data, I will include the previous survey data that we have discussed at a previous board meeting. Here is the current fee structure:

	<b>2016-17</b>
General Registration Fee	
Early Childhood	61.00
Half Day Kindergarten	61.00
Grade 1	122.00
Grade 2	122.00
Grade 3	122.00
Grade 4	122.00
Grade 5	122.00
Grade 6	122.00
Grade 7	122.00
Grade 8	122.00
Tech Fee (EC-8)	18.00
Classroom Projects Fee (EC-4)	16.00
Fine Arts Fee (5-8)	13.00
Full Day Kindergarten	3,510.00
Community Peer	2,950.00

Some other fees are:

Graduation Fee: \$20

PE Uniform: \$18

1:1 Fees - \$150 for rent; \$165 for rent-to-own

After School Activity Fee \$25

Non-stipend positions. 6-week course after school. Could have material fee as well.

103 Club Fees are as follows:

	<u>Per Day</u>	<u>Per Week</u>
Before School Only	\$10.00	\$40.00
After School Only	\$20.00	\$80.00
Before & After School	\$23.75	\$95.00
Full Days	\$50.00	

Items to consider:

- General fee increases?
- Opportunities to restructure some fees?
- Consider activity fee?
  - o Mandatory or participatory
  - o Fee per activity or one for all?
- Consider sports?
  - o Per sport?
- Consider Band/Orch?
- Bus fee?

# 2015-16 Year

## Fees Comparison

	Lincolnshire- Prairieview SD 103	Aptakisic 102	Kildeer Countryside CCSD 96	Deerfield SD 109	North Shore SD 112	Lake Forest SD 67	Lake Bluff ESD 65	Libertyville SD 70	Glencoe SD 35	Winnetka SD 36
<b>Registration Fees:</b>										
Pre-School Registration Fee	-	21	-	250	-	-	85	-	-	-
Pre-School Tuition	2,160	2,025	2,870	-	3,400	3,100	2,500	-	-	-
Kindergarten - Full Day	3,430	2,655	1,750	2,600	150	4,800	2,500	90	-	-
Kindergarten - Half Day	60	105	40	-	75	155	85	90	125	136
Grade 1	120	98	60	140	230	230	155	95	125	149
Grade 2	120	112	60	140	230	230	155	95	125	149
Grade 3	120	122	60	140	230	230	155	95	106	149
Grade 4	120	123	60	140	230	230	155	95	106	219
Grade 5	120	110	70	140	230	230	155	95	165	147
Grade 6	120	110	85	140	230	230	170	110	148	147
Grade 7	120	100	85	140	230	230	170	110	148	170
Grade 8	120	100	85	140	230	320	170	110	142	170
<b>Annual Fees:</b>										
Technology Fee	18	50	-	-	-	-	25	-	-	25
1-to-1 Fee	150	-	50	-	-	75	50	-	-	-
Calculator Fee	-	-	-	-	-	15	-	-	-	-
Art Fee	13	-	-	-	-	-	-	-	-	-
Graduation Fee	20	45	-	37	-	40	-	-	100	-
Band Fee	-	-	20	150	-	65	55	-	-	-
Orchestra Fee	-	-	20	150	-	65	-	-	-	-
Chorus Fee	-	-	-	55	-	65	90	-	-	-
Basketball	-	30	20	130	-	110	100	-	380	512
Cheerleading	-	30	20	80	-	110	75	-	-	-
Cross Country	-	30	-	80	-	80	100	-	40	191
Softball	-	-	-	80	-	-	100	-	-	-
Soccer	-	30	20	80	-	80	100	-	210	-
Track & Field	-	30	-	130	-	80	100	-	40	191
Volleyball	-	30	20	130	-	80	100	-	225	400
Wrestling	-	30	-	80	-	80	100	-	-	-
Annual Athletics Fee	-	-	40	-	-	-	-	-	-	-
Athletics/Clubs/After School Activities	-	25	40	55	-	-	-	-	-	45
PE Uniform (Grades 6/7/8)	18	22	-	19	-	5	20	-	20	-
PE & Locker Fees (Grades 6/7/8)	-	-	-	12	-	-	-	5	5	-
Towel Fee	-	-	-	-	-	-	-	-	-	-
Hall Locks (Grades 6/7/8)	-	-	-	12	-	-	-	-	5	-
Bus Fee - 1 Rider	-	375	525	512	495	430	-	425	525	447

**Fees Comparison**

	Lincolnshire- Prairieview SD 103	Aptakisic 102	Kildeer Countryside CCSD 96	Deerfield SD 109	North Shore SD 112	Lake Forest SD 67	Lake Bluff ESD 65	Libertyville SD 70	Glencoe SD 35	Winnetka SD 36
<b>4th Grade</b>										
Minimum Fees - 4th Grade	301	173	60	140	230	320	180	95	106	244
After School Activity	-	25	40	55	-	-	-	-	-	45
Subtotal	301	198	100	195	230	320	180	95	106	289
Bus Fee	-	375	525	512	495	430	-	425	525	447
All-in Fees - 4th Grade	301	573	625	707	725	750	180	520	631	736
<b>8th Grade; No Sports; No Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Bus Fee	-	375	525	512	495	430	-	425	525	447
All in Fees No Sports No Band	339	617	700	787	725	885	240	540	797	687
<b>8th Grade; 1 Sport; No Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
One-Sport: Soccer	-	30	20	80	-	80	100	-	210	-
Subtotal 1 Sport No Band	339	272	195	355	230	535	340	115	482	240
Bus Fee	-	375	525	512	495	430	-	425	525	447
All in Fees One Sport No Band	339	647	720	867	725	965	340	540	1,007	687
<b>8th Grade; 2 Sports; No Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Two-Sports: Soccer, Track	-	60	20	210	-	160	200	-	250	191
Subtotal 2 Sports No Band	339	302	195	485	230	615	440	115	522	431
Bus Fee	-	375	525	512	495	430	-	425	525	447
All in Fees Two Sports No Band	339	677	720	997	725	1,045	440	540	1,047	878
<b>8th Grade; 3 Sports; No Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
3 Sports: Soccer, Basketball, Track	-	90	40	340	-	270	300	-	630	703
Subtotal 3 Sports No Band	339	332	215	615	230	725	540	115	902	943
Bus Fee	-	375	525	512	495	430	-	425	525	447
All in Fees - Three Sports No Band	339	707	740	1,127	725	1,155	540	540	1,427	1,390
<b>8th Grade; No Sports; Band</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Band	-	-	20	150	-	65	55	-	-	-
Subtotal No Sports + Band	339	242	195	425	230	520	295	115	272	240
Bus Fee	-	375	525	512	495	430	-	425	525	447
All in Fees - No Sports + Band	339	617	720	937	725	950	295	540	797	687

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**Fees Comparison**

	Lincolnshire-Prairieview SD 103	Aptakisic 102	Kildeer Countryside CCSD 96	Deerfield SD 109	North Shore SD 112	Lake Forest SD 67	Lake Bluff ESD 65	Libertyville SD 70	Glencoe SD 35	Winnetka SD 36
<b>8th Grade; 1 Sport; Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Band	-	-	20	150	-	65	55	-	-	-
1 Sports: Soccer	-	30	20	80	-	80	100	-	210	-
Subtotal 1 Sport + Band	339	272	215	505	230	600	395	115	482	240
Bus Fee	-	375	525	512	495	430	-	425	525	447
All In Fees - One Sport + Band	339	647	740	1,017	725	1,030	395	540	1,007	687
<b>8th Grade; 2 Sports; Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Band	-	-	20	150	-	65	55	-	-	-
2 Sports: Soccer, Track	-	60	20	210	-	160	200	-	250	191
Subtotal 2 Sports + Band	339	302	215	635	230	680	495	115	522	431
Bus Fee	-	375	525	512	495	430	-	425	525	447
All In Fees - Two Sports + Band	339	677	740	1,147	725	1,110	495	540	1,047	878
<b>8th Grade; 3 Sport; Band/Orch</b>										
Minimum Fees - 8th Grade	339	217	135	220	230	455	240	115	272	195
Athletic/Club/After School Activities	-	25	40	55	-	-	-	-	-	45
Subtotal After School Activities	339	242	175	275	230	455	240	115	272	240
Band	-	-	20	150	-	65	55	-	-	-
3 Sports: Soccer, Basketball, Track	-	90	40	340	-	270	300	-	630	703
Subtotal 3 Sports + Band	339	332	235	765	230	790	595	115	902	943
Bus Fee	-	375	525	512	495	430	-	425	525	447
All In Fees - Three Sports + Band	339	707	760	1,277	725	1,220	595	540	1,427	1,390