



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

MARCH 4, 2014

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, March 4, 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: Estimated time for meeting: 2 Hours

B. Pledge of Allegiance

C. Community Participation

D. Action Item

Time: 10 Minutes

1. Approval of Withdrawal Agreement from Special Education District of Lake County 3
2. Approval of Amended Petition for Withdrawal from the Special Education District of Lake County 12
3. Resolution Approving an Amended Petition for Withdrawal from Special Education District of Lake County 18

E. SEL Presentation

20

Time: 20 Minutes

F. Discussion Items

Time: 45 Minutes

1. Updated Staffing Plan 21
2. Vision 2015 Update 26
3. Draft Board Meeting Schedule 2014-2015 34
4. Updated Capital Projects 35
5. Administrator Contracts/Salaries
6. Non-Certified Salaries

G. Board Comments

Time: 15 Minutes

1. Topics for future Committee of the Whole discussions

H. Community Participation

I. Executive Session

Time: 30 Minutes

J. Adjournment

WITHDRAWAL AGREEMENT

This Withdrawal Agreement is made by and among the Governing Board of the Special Education District of Lake County ("SEDOL"), Adlai E. Stevenson School District No. 125, Kildeer Countryside Community Consolidated School District No. 96 and Lincolnshire-Prairie View School District No. 103, all of Lake County, Illinois.

WHEREAS, Adlai E. Stevenson School District No. 125 ("District 125"), Kildeer Community Countryside School District No. 96 ("District 96") and Lincolnshire-Prairie View School District No. 103 ("District 103") are members of and are signatories to the Articles of Joint Agreement for the Special Education District of Lake County ("SEDOL"); and

WHEREAS, SEDOL is a special education joint agreement organized and operating pursuant to the Articles of Joint Agreement in accordance with Section 10-22.31 of the *Illinois School Code* 105 ILCS 5/10-22.31; and

WHEREAS, District 125, District 96 and District 103 wish to withdraw from their membership in SEDOL, subject to terms agreeable to all of the Parties; and

WHEREAS, District 125, District 96, District 103 and SEDOL have reached mutually agreeable terms to resolve all issues related to the withdrawal of District 125, District 96 and District 103 from SEDOL as set forth below.

NOW, THEREFORE, in consideration of the promises and mutual undertakings and agreements of the parties hereto, it is agreed to as follows:

1. **Recitals.** The recitals set forth above are hereby adopted and incorporated into this Withdrawal Agreement as though fully set forth herein.
2. **Petitions for Withdrawal and Effective Date of Withdrawal.** The parties hereto agree that Districts 125, 96 and 103 will amend their Petitions to Withdraw to identify July 1, 2015 as the effective date of the withdrawals ("Effective Date of Withdrawal"). The parties acknowledge that the withdrawal of Districts 125, 96 and 103 from SEDOL is subject to and contingent upon approval by the Lake County Regional Board of School Trustees ("Regional Board") or a court of competent jurisdiction, sitting in administrative review of a decision of the Regional Board.

If final approval by the Regional Board or court has not been obtained by December 1, 2014, the Parties stipulate that Districts 125, 96, and 103 will not utilize any services from SEDOL (except as provided in Paragraphs 9 and 12, below) until administrative proceedings and/or judicial review on the Petitions to Withdraw have been exhausted. During such time, SEDOL may staff its programs, prepare its budget, and otherwise plan for its operations for all purposes as if Districts 125, 96, and 103 were not active members; and during such time, District 125, 96, and 103 shall have no responsibilities to SEDOL, including any and all financial contributions to SEDOL (including any contribution of IDEA Part B Flow Through grant funds), except as otherwise provided in this Withdrawal Agreement. Disbursement of IDEA Part B Flow Through grant funds

during such time shall be subject to the same review and approval by the Illinois State Board of Education as other disbursements of IDEA Part B funds; Districts 125, 96, and 103 shall provide SEDOL with all necessary applications and supporting materials for reimbursement of grant funds (including IDEA Part B Flow Through grant funds), and shall reimburse SEDOL for their pro rata shares of administrative costs related to the processing of such claims, not to exceed \$1,000 per district.

If the Petitions to Withdraw are denied after exhaustion of administrative proceedings and judicial review, then this Withdrawal Agreement shall be void without further force and effect, and Districts 125, 96, and 103 shall resume full membership in SEDOL forthwith.

3. **SEDOL Position on Withdrawal.** SEDOL shall not appear before (except through counsel), take any position before, or introduce any evidence to the Regional Board, the Illinois State Board of Education ("ISBE") the Illinois State Advisory Council on the Education of Children with Disabilities ("ISAC"), or any other decision making entity, unless SEDOL is subpoenaed or otherwise requested to appear. SEDOL will not oppose the withdrawal of Districts 125, 96, and 103 from SEDOL. SEDOL shall not initiate or support any litigation appealing from or otherwise contesting the approval of District 125, 96 or 103's withdrawal from SEDOL.
4. **Responsibility for Bonded Indebtedness of SEDOL.** Districts 125, 96 and 103 will continue to be obligated to SEDOL beyond the Effective Date of Withdrawal for each District's prorated share of all bonded indebtedness as follows:
 - a. District 125 is not obligated to SEDOL for any bonded indebtedness.
 - b. District 96's remaining pro-rata share of the bonded indebtedness for the Laremont Construction 2008A Bonds will be paid in accordance with the existing debt service schedule.
 - c. District 103 is not obligated to SEDOL for any bonded indebtedness.
5. **Waiver of Interests in Property.**
 - a. **Assets.** After the Effective Date of Withdrawal and pursuant to Article VIII, Section 5(a) of the Articles of Joint Agreement, Districts 125, 96 and 103 waive any and all interest they may have in any assets of SEDOL, including but not limited to any real or personal property, buildings, land, equipment, funds, grants, claims, interests, causes of action, or state or federal funding allocated for school years after the Effective Date of Withdrawal.
 - b. **Personal Property of Districts 125, 96 and 103.** On or before the Effective Date of Withdrawal, SEDOL shall return to Districts 125, 96 and 103 all personal property that is fully owned by each District. Personal property that is fully owned by SEDOL, or jointly owned by SEDOL and one or more Districts, shall remain the property of SEDOL. Districts 125, 96, and 103 shall provide

SEDOL with a list of their personal property that they believe is in SEDOL's possession no later than September 1, 2014.

6. **Liabilities and Future Claims.** Except as otherwise provided in this Withdrawal Agreement, Districts 125, 96, and 103 will continue to be obligated to SEDOL beyond the Effective Date of Withdrawal for their prorated share of any liabilities, penalties (including retirement incentives or costs related to retiring staff), or judgments (including, but not limited to, attorneys' fees, legal costs, settlements, and damage awards) on claims of any kind arising from services performed or factual situations that occurred prior to the Effective Date of Withdrawal. SEDOL hereby affirms that it is not aware of any such liabilities, penalties, judgments or claims currently pending. District 125, 96, and 103's pro-rata share shall be computed as per the terms of Article V Section 3 of the Articles of Joint Agreement which are in effect prior to the Effective Date of Withdrawal. The FY 2015 percentages for Districts 125, 96, and 103's pro-rata shares calculated in accordance with Article V Section 3 of the Articles of Joint Agreement shall be used to calculate their respective payments for such an obligation after the Effective Date of Withdrawal.

If a bona fide emergency prior to the Effective Date of Withdrawal requires SEDOL to incur indebtedness or other liabilities in order to restore or maintain the normal course of operations, then Districts 125, 96, and 103 shall be obligated for such indebtedness or liabilities in the same manner as, and consistent with the obligations of, every other SEDOL member district. Bona fide emergency is any discrete event (including, but limited to, an Act of God, a criminal or malicious act, or accident) that causes SEDOL property to be damaged, destroyed, or otherwise left unfit for use as intended. Normal wear and tear shall not constitute a bona fide emergency. Except as may be required by law, after the Effective Date of Withdrawal, Districts 125, 96, and 103 shall no longer be obligated for any indebtedness or liabilities incurred by SEDOL to restore or maintain the normal course of operations after a bona fide emergency.

Other than as provided in this Withdrawal Agreement or as required by law, Districts 125, 96, and 103 shall have no responsibility for bonded indebtedness or contractual obligations of SEDOL after the Effective Date of Withdrawal. Contractual obligations of SEDOL includes financial or other liabilities incurred by SEDOL pursuant to its approved budget or as approved by the Executive Board or Governing Board.

7. **Membership for FY 2014 and FY 2015.** Districts 125, 96 and 103 shall remain members of SEDOL through the Effective Date of Withdrawal. During the time that they remain members of SEDOL, Districts 125, 96, and 103 shall be entitled to all rights, benefits, and privileges of SEDOL membership, and shall be bound to all duties, responsibilities, and obligations of membership, on the same terms and conditions as other SEDOL member districts, except as provided herein. Districts 125, 96, and 103 shall be responsible for their share of standard SEDOL membership fees, assessments, levies (including IMRF levy), costs, and expenses during FY 2014 and 2015.

8. **IDEA FY 2015 Dollars.** In addition to the standard membership cost and expense of IDEA Part B Flow Through Final Allocations for FY 2015, District 125, 96 and 103 agree that SEDOL shall retain an additional 20% of each District's FY 2015 IDEA Part B Flow Through Final Allocations as determined by ISBE so that SEDOL retains a total of 80% of each District's IDEA Part B Flow Through Final Allocations for FY 2015. The remaining 20% of each District's FY 2015 IDEA Part B Flow Through Final Allocations shall be payable to Districts 125, 96 and 103 on or before June 30, 2015, as approved by ISBE.

9. **Contractual and Other Services for FY 2015.** Districts 125, 96 and 103 agree to contract with SEDOL for the following contractual and other services for FY 2015. Fees or costs for contractual services, if any, shall be consistent with fees and costs charged to all SEDOL member districts:

a. District 125 shall contract with SEDOL for five days per week of social work services, three days per week of speech and language services, two days per week of occupational therapy services, two days per week of physical therapy services, two days per week of services from a teacher of the deaf or hard of hearing; and five days per week services from a learning behavior specialist special education teacher.

b. District 96 shall contract with SEDOL for three days per week of services from a teacher of the deaf and hard of hearing.

c. District 103 shall contract with SEDOL for one day per week of services from a teacher of the deaf and hard of hearing.

d. Districts 125, 96 and 103 shall use SEDOL audiological services. Such services may include audiological evaluations, reports and direct or consultative special education or related services from a SEDOL audiologist.

e. Districts 96 and 103 shall use SEDOL's Early Intervention Transition Planning and Coordination Services and Early Childhood Assessment Team services which shall include coordinating and planning for early childhood evaluations, conducting the early childhood evaluation, preparation of an early childhood assessment report and presentation of the early childhood assessment team's findings and participation in the student's eligibility and IEP meeting.

All staffing decisions shall be made by SEDOL in the normal course of operations, at SEDOL's discretion, and consistent with staffing decisions made for all SEDOL member districts. SEDOL makes every reasonable effort to provide member districts with continuity of staffing, and shall make the same effort on behalf of Districts 125, 96, and 103.

10. **Payments for Sally Potter Lease.** After the Effective Date of Withdrawal, Districts 125, 96 and 103 agree to annually pay each District's respective share of the twenty year lease entered into by SEDOL and the Board of Education of Lake Forest Community High School District 115 dated August 17, 2009 ("Sally Potter Lease"). The prorated shares of all member districts for FY 2015 shall be determined by SEDOL in the normal course of operations, with each share calculated as a percentage of the whole (to three decimal places). The FY 2015

percentages for Districts 125, 96, and 103 shall be used to calculate their respective shares of each payment on the Sally Potter Lease after the Effective Date of Withdrawal. Districts 125, 96 and 103's obligation to pay each District's respective share of the Sally Potter Lease shall not extend beyond the original term of the lease or any early termination thereof. If SEDOL extends the term of the Sally Potter Lease pursuant to Paragraph 4 of the lease, Districts 125, 95 and 103 shall have no payment obligations related to such an extension.

- 11. Accounting of Monetary Assets.** Within one year of the Effective Date of Withdrawal, any of the Parties hereto may request a final audit of credits and debits (including the calculation of shares for payments on the Sally Potter Lease) between the Parties. Any such audit shall be conducted at the expense of the Party making the request; shall be performed by an auditor mutually agreeable to the Parties; and shall be performed pursuant to specifications mutually agreeable to the Parties.
- 12. Transition of Services and Program Participation.** Any District 125, 96 or 103 student who is receiving extended school year services from SEDOL as of June 30, 2015 shall be permitted, at each District's option, to continue those services on a tuition basis for the duration of those services during the summer of 2015 at the standard rate charged to SEDOL member districts. Any District 125, 96 or 103 student who is participating in a SEDOL program during the 2014/2015 school year shall be permitted, at each District's option, to continue in those programs after the Effective Date of Withdrawal; provided, however, that the continuing placements must remain appropriate for the students; that the continuing placements are subject to annual approval by the SEDOL Executive Board, in the same manner as all other non-member placements; and that Districts 125, 96, and 103 shall pay non-member tuition for said programs. Such continuing placements will only be permitted if space is available in the programs, with students from SEDOL member districts receiving priority for limited space; however, SEDOL commits to providing District 125 with space at Laremont for at least three continuing students for 2015-16, and at least one continuing student for 2016-17.
- 13. FOIA Responses & Appeals.** Upon the approval of this Withdrawal Agreement by the Parties, SEDOL agrees to withdraw any pending requests for review, or other appeals, of the denials of those certain FOIA requests submitted to Districts 125, 96, and 103 on or about December 12, 2013. If the Petitions for Withdrawal are not approved by the Regional Board or court and SEDOL resubmits the FOIA requests previously submitted to Districts 125, 96 and 103 on or about December 12, 2013, Districts 125, 96 and 103 shall respond to the FOIA requests as provided in the Illinois Freedom of Information Act in the exact substantive manner they responded to the December 12, 2103 FOIA requests and shall not assert that the requests are unduly burdensome as a "repeated request" (as provided in Section 3(g) of the Act) or that SEDOL or its counsel are "recurrent requesters" (as provided in Section 3.2 of the Act) or otherwise assert any objection based upon the timing, withdrawal, and/or subsequent re-filing of such requests.
- 14. Withdrawal of Preliminary Motions before the Regional Board.** SEDOL agrees to voluntarily withdraw, without prejudice, its Motion *in Limine*, its Motion

for Continuance and Motion to Dismiss Based on Lack of Jurisdiction currently pending before the Regional Board. District 125, District 96 and District 103 agree to voluntarily withdraw, without prejudice, their Motion *in Limine* currently pending before the Regional Board.

15. Student Records. SEDOL shall maintain any temporary or permanent student records for any students from District 125, 96, and 103 in its possession as of the Effective Date if Withdrawal for the time periods established by the Illinois School Student Records Act. Upon request by District 125, 96 or 103, SEDOL shall provide to Districts 125, 96, and 103 copies of their respective students' cumulative folder records at no charge. After the Effective Date of Withdrawal, Districts 125, 96 and 103 shall maintain each District's respective students' temporary and permanent student records as required by the Illinois School Student Records Act.

16. Special Education Hearing Claims. SEDOL shall be responsible for the defense of and liability deriving from any claim made against SEDOL regarding any District 125, 96 or 103 student which concerns any special education or related services provided to, or any placement of any Districts 125, 96 or 103 student before the Effective Date of Withdrawal; provided, however, that Districts 125, 96 or 103 shall be responsible for their prorated share of such defense and liability as set forth in Article VIII, Section 5(2) of the Articles of Joint Agreement. To the extent that District 125, 96 or 103 is an independent party to the proceedings, Districts 125, 96 or 103 shall pay for, direct, and control its defense.

Districts 125, 96 or 103 shall be responsible for the defense of and liability deriving from any claim made against SEDOL and/or Districts 125, 96, or 103 regarding any District 125, 96 or 103 student which concerns any special education or related services provided to, or any placement of any District 125, 96 or 103 student on or after the Effective Date of Withdrawal. Districts 125, 96 and 103 shall arrange for, direct, and control the defense of any such claim. To the extent that such claim involves a student who has, within two years of the date of the claim, participated in any SEDOL program or received any SEDOL service, SEDOL shall fully cooperate with Districts 125, 96 and 103 in the defense of the claim, including producing documents or witnesses necessary for any and all proceedings related to the claim. Any costs or expenses incurred by SEDOL in connection with such defense (including, but not limited to, substitute costs, copying and travel, and clerical costs) shall be reimbursed by Districts 125, 96, and 103.

17. Indemnification and Hold Harmless. In the event that litigation or other legal action is instituted by a third party against SEDOL, or any of SEDOL's member districts, or any of their respective boards, board members, officers, agents, or employees, specifically challenging the validity of this Withdrawal Agreement, or specifically challenging any act or omission in connection with this Agreement, Districts 125, 96, and 103 agree to defend, indemnify, hold harmless, and provide their own legal counsel for SEDOL, and SEDOL's member districts, and their respective boards, board members, officers, agents, or employees, against any and all such claims, and to pay all reasonable costs incurred in defending such litigation or legal action, including reasonable attorneys' fees; provided that Districts 125, 96, and 103 shall not settle or compromise any claim asserted in

such litigation without the written consent of all parties entitled to such indemnification, which consent shall not be unreasonably withheld. Except as otherwise provided in this Agreement, the parties shall hold the other harmless and release the other from any and all claims the parties may have related to or arising out of District 125, 96 and 103's membership in SEDOL and related to the SEDOL Joint Agreement. The provisions of this paragraph requiring indemnification do not apply to any litigation or other legal action instituted by SEDOL or any SEDOL member district, individually or collectively, or any of their respective boards, board members, officers, agents, or employees, specifically challenging the validity of this Agreement or specifically challenging any act or omission in connection with this Agreement.

- 18. Binding Nature of Agreement.** This Withdrawal Agreement shall be binding upon and inure to the benefit of Districts 125, 96 and 103, SEDOL, SEDOL's member school districts, and all of their respective boards, successors, and assigns.
- 19. Payments for Liabilities.** Neither District 125, 96 or 103 nor SEDOL shall withhold payments or reimbursements due to the other in the ordinary course of operations. Such payments shall be timely and shall be paid no later than thirty (30) days from the date on the bill or the date of reimbursement receipts, except where a different payment schedule is identified in this Agreement.
- 20. Written Agreements.** This Withdrawal Agreement sets forth all of the promises, agreements, conditions, and understandings between the Parties relative to the subject matter hereof. All discussions by and between the Parties concerning the subject matter hereof have been merged into this Agreement, and there are no oral promises, agreements, or understandings, expressed or implied, between the Parties concerning the subject matter hereof.
- 21. Voluntary Agreement.** SEDOL and District 125, 96 and 103 acknowledge and agree that they have each read and understand the terms and conditions of this Withdrawal Agreement and enter into it voluntarily, with the full and complete advice of their respective legal counsel and without any duress or undue influence on the part of or on behalf of any person or entity.
- 22. Governing Law.** This Withdrawal Agreement shall be interpreted by the laws of the State of Illinois.
- 23. Severability.** In the event that any provision or term of this Withdrawal Agreement is declared invalid by a court of competent jurisdiction, said provision or term shall be deleted from this Withdrawal Agreement to the extent that it violates the law, but all remaining provisions and terms not affected by the deleted provision or term shall remain in full force and effect, to the extent that doing so would preserve the original intentions of the parties.
- 24. Further Documents.** Districts 125, 96 and 103 and SEDOL agree to execute any and all documents, resolutions, and other agreements as may be necessary to effectuate the intent and purpose of this Withdrawal Agreement.
- 25. Third Party Beneficiaries.** This Withdrawal Agreement creates no rights,

whether under a third party beneficiary theory or otherwise, in any person or entity who or which is not a signatory to this Agreement.

IN WITNESS WHEREOF, the Governing Board of the Special Education District of Lake County, the Board of Education of Adlai E. Stevenson School District No. 125, the Board of Education of Kildeer Countryside Community Consolidated School District No. 96 and the Board of Education of Lincolnshire-Prairie View School District No. 103 have caused persons authorized to act on their behalf to sign and execute this Withdrawal Agreement on the dates listed below.

GOVERNING BOARD OF THE SPECIAL EDUCATION DISTRICT OF LAKE COUNTY

By: _____
Mr. Jim Harms, President

Attest: _____
Secretary

Date: _____

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

By: _____
Mr. Bruce Lubin, President

Attest: _____
Secretary

Date: _____

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

By: _____
Mr. Marc Tepper, President

Attest: _____
Secretary

Date: _____

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

By: _____
Mr. Gary Gordon, President

Attest: _____
Secretary

Date: _____

BEFORE THE REGIONAL BOARD OF SCHOOL TRUSTEES OF LAKE COUNTY, IL

IN THE MATTER OF:)
)
LINCOLNSHIRE-PRAIRIE VIEW SCHOOL DISTRICT NO. 103)
)
AND)
)
SPECIAL EDUCATION DISTRICT OF LAKE COUNTY)

AMENDED PETITION FOR WITHDRAWAL FROM THE SPECIAL EDUCATION DISTRICT OF LAKE COUNTY

The Petitioner, Lincolnshire-Prairie View School District No. 103, Lake County (“Lincolnshire-Prairie View”) hereby submits to the Regional Board of School Trustees of Lake County, Illinois, its Amended Petition to Withdraw from the Special Education District of Lake County (“SEDOL”) in accordance with Section 10-22.31 of the *Illinois School Code*, 105 ILCS 5/10-22.31 and the Articles of Joint Agreement of SEDOL. In support thereof, Lincolnshire-Prairie View states as follows:

1. Lincolnshire-Prairie View is a member of and a signatory to the Articles of Joint Agreement for the Special Education District of Lake County. A copy of the current Articles of Joint Agreement is attached hereto as Exhibit A. SEDOL is a special education joint agreement organized and operating pursuant to the Articles of Joint Agreement in accordance with Section 10-22.31 of the *Illinois School Code* 105 ILCS 5/10-22.31.
2. In addition to Lincolnshire-Prairie View, the following school districts are members of SEDOL: Winthrop Harbor School District No. 1, Beach Park Community Consolidated School District No. 3, Zion School District No. 6, Millburn Community Consolidated School District No. 24, Emmons School District No. 33, Antioch Community Consolidated School District No. 34, Grass Lake School District No. 36, Gavin School District No. 37, Big Hollow School District No. 38, Lake Villa Community Consolidated School District No. 41, Community Consolidated School District No. 46, Woodland Community Consolidated School District No. 50, Gurnee School District No. 56, Oak Grove School District No. 68, Libertyville School District No. 70, Rondout School District No. 72, Hawthorn Community Consolidated School District No. 73, Mundelein School District No. 75, Diamond Lake School District No. 76, Fremont School District No. 79, Kildeer Countryside Community Unit School District No. 96, Aptakisic-Tripp Community Consolidated School District No. 102, Fox Lake School District No. 114, Round Lake Community High School District No. 116, Community High School District No. 117, Wacounda Community High School District No. 118, Mundelein Consolidated High School District No. 120, Warren Township High School District No. 121, Grant Community High School District No. 124, Adlai E. Stevenson High School District No. 125, Zion-Benton Township High School District No. 126, Grayslake Community High School District No. 127, Community High School District No. 128 and North Chicago Community Unit District No. 187.

3. Section 10-22.31 of the *Illinois School Code* provides that joint agreements “shall specify procedures for the withdrawal of districts from the joint agreement as long as these procedures are consistent with subsection (g) of this section.” 105 ILCS 5/10-22.31(a).
4. The SEDOL Articles of Joint Agreement provide in Article 8, Section 1 that “voluntary withdrawal of a Member District from SEDOL shall comply with the procedures set forth in Section 10-22.31 of the *Illinois School Code*, (105 ILCS 5/10-22.31) as amended or any successor legislation and any state rules and regulations governing same. Such withdrawal shall be affected as provided by said statute and regulations. Consistent with law, a Member District may seek to withdraw from SEDOL either by filing a Petition for Withdrawal with the appropriate Regional Board(s) of School Trustees (or successor body as provided by law) or by filing a Petition to Withdrawal with the other SEDOL member districts. See Exhibit A, Article 8, Section 1.
5. The SEDOL Articles of Joint Agreement further provide the following with regard to notice:

In either event, a Member District seeking to voluntarily withdraw from SEDOL shall have its board of education adopt a resolution in support of such voluntary withdrawal and must provide said resolution to the Governing Board no less than twelve (12) months prior to the requested effective date of withdrawal. Said resolution shall state the reasons for the proposed withdrawal as well as the proposed effective date of withdrawal which, in no event, shall be less than twelve (12) months from the date the Resolution is submitted to the Governing Board. The Governing Board shall provide such resolution to the Regional Superintendent of the appropriate Regional Office(s) of Education (or successor body as provided by law) and to each Member District’s Superintendent and President of the Board of Education. See Exhibit A, Article 8, Section 2.

6. The Articles of Joint Agreement further provide the following procedure for Non-Consensual Withdrawal:

A Member District not wishing to utilize the consensual process provided in Section 3 above or a Petition under Section 3 was not approved may adopt a resolution as provided in Section 2 above and file a Petition for Withdrawal with the appropriate Regional Board(s) of School Trustees (or successor body as provided by law). Said Petition shall be simultaneously submitted to the SEDOL Superintendent who shall provide a copy to all Member District Superintendents. The Superintendent and Executive Board shall review said Petition and recommend to the Governing Board the content and manner of response on behalf of SEDOL. The Governing Board shall make final determinations regarding the SEDOL response to a Petition for Withdrawal filed with the Regional Board(s) of School of Trustees. See Exhibit A, Article 8, Section 4.

7. The Regional Board of School Trustees of Lake County has jurisdiction over this matter pursuant to the *Illinois School Code* Section 10-22.31, 105 ILCS 5/10-22.13.
8. The Board of Education of Lincolnshire-Prairie View has determined that it is in the best interest of the students of Lincolnshire-Prairie View to withdraw from SEDOL and form a new joint agreement pursuant to Section 10-22.31 of the *Illinois School Code* with Kildeer Countryside Community Unit School District No. 96 and Adlai E. Stevenson High School District No. 125 to provide the necessary special education services and programs for its students. Under the terms of the new joint agreement, the majority of supports and services provided to Lincolnshire-Prairie View students with disabilities will be provided by Lincolnshire-Prairie View staff in Lincolnshire-Prairie View programs with the joint agreement providing technical support and oversight through a full time Director of Special Education, early childhood evaluation services, hearing itinerant services, audiological services, some assistive technology services and other services as determined necessary or appropriate by the Districts.
9. Lincolnshire-Prairie View seeks to withdraw from SEDOL as withdrawal will benefit the Board of Education and its students as it: 1) will promote the educational welfare of the students of Lincolnshire-Prairie View; 2) will promote increased local autonomy and centralized local problem solving; 3) will improve the quality of the programming and services provided to students with disabilities to ensure programming is consistent with Lincolnshire's vision and expectations for all students; 4) will reduce the logistical challenges presented to Lincolnshire-Prairie View and its students due to programming off-site from Lincolnshire-Prairie View Schools; 5) will allow for increased engagement between the students with disabilities and the overall Lincolnshire-Prairie View community; 6) will promote the goal of Lincolnshire-Prairie View building capacity to serve its students locally thereby greatly reducing the services it relies upon from SEDOL; and 7) offers increased flexibility for funding the special education programs and services offered to Lincolnshire's students.
10. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students in that it will promote local autonomy and centralized problem solving allowing for greater input from Lincolnshire-Prairie View stakeholders and increased flexibility in meeting individual student's needs, increased on-site supervision of staff and application of Lincolnshire-Prairie View standards related to professional development and growth and evaluation of staff. In Lincolnshire-Prairie View, problem solving related to student learning occurs at the building level with building leadership actively involved. Changes and adjustments to instructional practices and strategies occur fluidly and flexibly so as to better meet the needs of Lincolnshire-Prairie View students.
11. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students in that it will allow for high quality special education programming consistent with Lincolnshire's vision and expectations for all students, will maximize student's opportunities to be educated in the least restrictive environment, will allow increased flexibility and efficiency related to the delivery of special education services within the District; and will promote comprehensive on-site programming at Lincolnshire-Prairie View Schools and adjacent neighboring elementary school districts which includes the full continuum of supports for all students and which programming includes early childhood itinerant, blended and instructional; special education consult, resource and instructional programming; intensive instructional

programming; guided educational life skills programming and will continue to allow for off-campus programming through public day schools operated by Cooperatives other than SEDOL and private therapeutic day schools approved by the Illinois State Board of Education. Over the last five years, Lincolnshire-Prairie View has worked diligently to develop highly specialized programs to meet the needs of its students with disabilities, hire and train highly qualified staff and provide curriculum and instructional materials necessary to promote student learning. Since Lincolnshire-Prairie View began developing and implementing its own special education programs five years ago in an effort to educate its students within their home community, Lincolnshire-Prairie View students with disabilities have vastly outperformed SEDOL special education students in demonstrating proficiency on the ISAT; i.e., in 2010, Lincolnshire-Prairie View outperformed the SEDOL students by 30.9%; in 2011 by 30.2% and in 2012 by 32.8%. In these years, the percentage of Lincolnshire-Prairie View students with disabilities who have demonstrated proficiency on ISAT have been 87.4%, 83.3% and 83.2% with the standard for proficiency increasing each year.

12. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students in that it will reduce the logistical challenges of off-site programming as most programming for Lincolnshire-Prairie View students will be done in the local community, location of programs and services will be consistent, transportation services will be provided by Lincolnshire-Prairie View and time lost due to extensive travel to off-site programs will be eliminated. Lincolnshire-Prairie View programs and locally-supported programming have led to consistency regarding the location of classes and reduction in the duration of bus rides. Additional challenges involved with transportation (i.e., weather, inconsistency with drivers, vehicle breakdowns, school closings, traffic safety) have been minimized. Lincolnshire-Prairie View's Transportation Department is able to provide special transportation with District buses and District-hired and trained personnel to Guided and Early Childhood programs as well as increased opportunities for students with disabilities to ride with their general education peers on District transportation routes to other instructional programs offered within the District.
13. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students as it will result in an increased engagement of the students with disabilities with the overall Lincolnshire-Prairie View community in that it will allow for increased opportunities for students to be educated in the least restrictive environment, will allow greater access to Lincolnshire-Prairie View's programming and facilities, will promote greater and more streamlined access to extracurricular supports and services, will promote opportunities for developing compassion and acceptance for all students and will allow for increased socialization opportunities for all students. Since Lincolnshire-Prairie View began its efforts to create and implement its own special education programs so it could educate more of its students with disabilities within their home community, students with disabilities have been able to participate in increased levels of general education programming, with over 92% of students participating in the general education environment more than 40% of their educational day and, of this number, over 74% of students participating in the general education environment over 80% of their educational day.
14. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students in that Lincolnshire-Prairie View has assumed responsibility for more special education and related services, thus greatly

reducing its reliance on SEDOL for provision of special education programs and access to specialized staff. Over the last five years, Lincolnshire-Prairie View has increased local programming and services and has reduced the number of students with disabilities served out of District in SEDOL programs or private day schools from thirty-three in the Spring of 2008 (twenty SEDOL placements, thirteen private day placements) to three in the Fall of 2013 (one in a public day school operated by another Cooperative as SEDOL could not meet the needs of the student and two in private day placements). No Lincolnshire-Prairie View students have participated in SEDOL programs since the Fall of 2010 with the exception of one student who participated until recently in programming at John Powers School. Since this time, almost all services, with the exception of Early Childhood evaluations, hearing itinerant and vision itinerant services, technical or administrative support and audiological services, are being provided by Lincolnshire-Prairie View or shared services with two neighboring districts.

15. Lincolnshire-Prairie View's withdrawal from SEDOL is in the best interest of Lincolnshire-Prairie View and the educational welfare of its students in that it will promote financial flexibility as it will provide for increased services to be provided within the District by District personnel which aligns costs for special education services more closely with actual student needs and District usage, will eliminate SEDOL operations and maintenance charges based upon District enrollment and equalized assessed value, transportation expenses will remain the same or be reduced and all IDEA grant funds will flow directly to the District.
16. The overall benefit to Lincolnshire-Prairie View clearly outweighs the resulting detriment to SEDOL and the surrounded community as a whole.
17. In furtherance of its determination to withdraw from SEDOL on June 25, 2013, the Board of Education of Lincolnshire-Prairie View adopted a Resolution Approving Withdrawal from the Special Education District of Lake County authorizing its Superintendent to take all necessary actions to effectuate the withdrawal of Lincolnshire-Prairie View from SEDOL effective July 1, 2014, as provided in the SEDOL Articles of Joint Agreement, the *Illinois School Code* and its implementing regulations. A copy of the Resolution Approving Withdrawal from SEDOL is attached hereto as Exhibit B.
18. By letter dated June 26, 2013 and submitted to SEDOL via hand delivery, Lincolnshire-Prairie View provided a copy of the June 25, 2013 Resolution Approving Withdrawal from the Special Education District of Lake County to the Governing Board as required by the SEDOL Articles of Joint Agreement. A copy of the June 26, 2013 letter is attached hereto as Exhibit C.
19. By letter dated October 4, 2013, Lincolnshire-Prairie View filed its Petition for Withdrawal with the Regional Board of School Trustees of Lake County and requested that a hearing be held on the Petition for Withdrawal. A copy of the October 4, 2013 letter is attached hereto as Exhibit D.
20. SEDOL and Lincolnshire-Prairie View have reached an agreement related to the withdrawal which requires that the effective date for the withdrawal be July 1, 2015, one year later than the original date established by Lincolnshire-Prairie View.
21. Lincolnshire-Prairie View has taken all of the necessary actions and provided all required notices prior to the filing of this Amended Petition for Withdrawal.

22. If permitted to withdraw from SEDOL, Lincolnshire-Prairie View can and will continue to make available and provide comprehensive programming to all students with disabilities residing within Lincolnshire-Prairie View and meet all requirements under State and Federal law.
23. The special education needs and conditions of Lincolnshire-Prairie View and of SEDOL warrant the granting of this Amended Petition.
24. It is in the best interest of the students with disabilities of Lincolnshire-Prairie View that this Amended Petition for Withdrawal be granted.

WHEREFORE, the Petitioner, Lincolnshire-Prairie View School District No. 103 respectfully requests that the Regional Board of School Trustees of Lake County take the following actions:

1. Schedule a hearing on this Amended Petition for Withdrawal, pursuant to Section 10-22.31 of the *Illinois School Code*, 105 ILCS 5/10-22.31;
2. Publish a notice of the hearing, pursuant to Section 10-22.31 of the *Illinois School Code*, 105 ILCS 5/10-22.31;
3. Conduct a hearing on this Amended Petition for Withdrawal pursuant to 10-22.31 of the *Illinois School Code*, 105 ILCS 5/10-22.31.
4. Approve the withdrawal of Lincolnshire-Prairie View from SEDOL to be effective July 1, 2015, upon completion of the hearing; and
5. Grant such other and further relief as is deemed appropriate.

Respectfully Submitted,

Lincolnshire-Prairie View School District No. 103

By: _____
Dr. Scott Warren, Superintendent of Schools

Date: _____

**RESOLUTION APPROVING AN AMENDED PETITION FOR WITHDRAWAL FROM SPECIAL
EDUCATION DISTRICT OF LAKE COUNTY**

WHEREAS, on June 25, 2013, Lincolnshire-Prairie View School District No. 103 ("Lincolnshire-Prairie View") authorized the withdrawal of the District from the Special Education District of Lake County ("SEDOL") by resolution adopted by the Board of Education, a copy of which is attached hereto and incorporated herein as Exhibit A; and

WHEREAS, SEDOL and Lincolnshire-Prairie View have entered into a Withdrawal Agreement whereby SEDOL will not contest Lincolnshire-Prairie View's Petition for Withdrawal before the Regional Board of School Trustees if Lincolnshire-Prairie View amends its Petition for Withdrawal to provide for withdrawal effective July 1, 2015; and

WHEREAS, pursuant to the terms of the parties Withdrawal Agreement, Lincolnshire-Prairie View desires to amend its Petition for Withdrawal to provide for an effective date of withdrawal for July 1, 2015.

NOW, THEREFORE, BE IT RESOLVED on this 4th day of March, 2014 by the Board of Education of Lincolnshire-Prairie View School District No. 103 as follows:

1. **Recitals.** The recitals set forth above are hereby found to be true and correct and fully adopted by this Board of Education.
2. **Approval of Withdrawal.** The Board of Education approves the voluntary withdrawal of Lincolnshire-Prairie View School District No. 103 from SEDOL effective July 1, 2015 for the reasons set forth in the Resolution adopted by the Board on June 18, 2013 and those set forth above.
3. **Petition for Withdrawal.** The Board of Education authorizes and directs the Superintendent and legal counsel to prepare an appropriate Amended Petition to Withdraw from SEDOL effective July 1, 2015.
4. **Withdrawal Procedures.** The Superintendent is hereby authorized to take all necessary actions to effectuate the withdrawal of Lincolnshire-Prairie View School District No. 96 from the Special Education District of Lake County effective July 1, 2015 as provided in the SEDOL Articles of Joint Agreement, the *Illinois School Code* and its implementing regulations.

SIGNED:

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

ATTEST:

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

CERTIFICATION

I, _____, Secretary of the Board of Education of Lincolnshire-Prairie View School District No. 103, do hereby certify that the above and foregoing is a true and correct copy of a Resolution Approving Withdrawal which was duly passed by said Board at its meeting held on the 4th day of March, 2014.

SIGNED:

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

ATTEST:

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



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: February 28, 2014
Re: SEL Committee Update

On Tuesday, March 4, 2014 the Social Emotional Learning Committee will update the Board of Education on progress towards their committee goals and information about a program the committee has decided to adopt K-4 for the 2014-2015 school year. The presentation will also provide Board Members with information about how the administrators and staff respond to complaints of bullying in our schools. I have included the SEL goals below for your review.

Goals for 2013-2014

1. Pilot SEL curriculum materials in grades K-5 and create a system for everyone to have exposure to what the program looks like.
2. Investigate SEL instruction models for middle school and pilot curriculum materials/models in the Spring of 2014.
3. Create a professional development and implementation plan in order to effectively implement SEL instruction during the 2014-2015 school year.



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: March 4, 2014
Re: Updated 2014-15 Staffing Plans

Included are updated staffing plans for your review.

As a review, the previous position changes included:

- 3.0 FTE increase for Spanish Teachers pursuant to the expansion of the World Language Program.
- 1.0 FTE increase for a Kindergarten Teacher (Self-Contained) and a 1.0 FTE for a Kindergarten Associate (Classroom Associate) to increase the Full Day Kindergarten (FDK) program by 1 full section. The FDK revenues from existing sections and the new section will offset the cost of these positions.
- 0.08 FTE increase for a Secretary Position at Sprague. This will allow for adequate support during the summer.
- 0.15 FTE increase for the Payroll Bookkeeper. Currently this position is at 0.85 FTE and was always intended to be a 1.0 FTE position, however there was a personal arrangement to be at less than 1.0 FTE for the past few years.

The changes from the last update include:

- 1.2 FTE increase for English Language Learners (ELL) teachers and 1.0 FTE for an ELL Associates. This is relating to the increased ELL population and related services. Katie Reynolds can offer more information.
- 0.1 FTE increase for Speech Language Pathology (SLP). This is a result of the increased need in SLP services across the district. Julie Postma can provide more information.
- 0.2 FTE increase for Occupational Therapy (OT). This is a result of increased need in OT services and support across the district. Julie Postma can provide more information.

Updated 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	1	1.20	4	4.00
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	1	1.00	48	47.00
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	0	0.10	4	4.00
Technology Integration Specialist	5	5.00			5	5.00
Total	151	146.75	5	5.30	156	152.05

Draft Proposed 2014-15 Classified Staffing Plan

Position	Actual 2013-14		Change to 2014-15		Draft Proposed 2014-15	
	# of Positions	FTE	# of Positions	FTE	# of Positions	FTE
103 Club Associate	14	3.81			14	3.81
103 Club Asst. Director	1	1.00			1	1.00
103 Club Director	1	1.00			1	1.00
103 Club Supervisor	3	3.00			3	3.00
Admin Assistant	3	3.00			3	3.00
Secretary	6	5.84	0	0.08	6	5.92
Clerical Aide	4	2.00			4	2.00
Receptionist	1	0.50			1	0.50
Bookkeeper	3	2.35	0	0.15	3	2.50
Human Resources	1	1.00			1	1.00
Bus Aide	1	0.50			1	0.50
Bus Driver	27	27.00			27	27.00
Lead Bus Driver	2	2.00			2	2.00
Classroom Associate	18	14.83	2	2.00	20	16.83
Classroom Assoc. EC	2	2.00			2	2.00
Classroom Assoc. Special Ed	15	14.50			15	14.50
Classroom Associate Guided	9	9.00			9	9.00
Communicaitons Coordinator	1	0.80			1	0.80
Crossing Guard	2	0.58			2	0.58
Custodian	11	10.50			11	10.50
Maintenance	1	1.00			1	1.00
Head Custodian	3	3.00			3	3.00
Lunchroom Assoc.	3	1.50			3	1.50
Nurse	2	2.00			2	2.00
Occupation Therapist	1	0.80	0	0.20	1	1.00
Occupational Therapist Assistant	1	1.00			1	1.00
Physical Therapist	1	0.18			1	0.18
Rivershire Coordinator	1	1.00			1	1.00
Technology Associate	4	4.00			4	4.00
Total	142.00	119.69	2.00	2.43	144.00	122.12



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 21, 2014
Re: Assistant Principal for Student Services

Included in this packet is a job description for an Assistant Principal for Student Services for Daniel Wright Junior High. The needs and duties of school level administration continue to grow with higher expectations and added job responsibilities from local, state and federal requirements. Daniel Wright Junior High has a large student body of over 800 students and 85 staff members. With the added mandates including a more robust teacher evaluation system combined with the size of the school, it has become apparent that more administrative help is required to maintain the high quality of education our students deserve.

I have reviewed different models for adding support for the school and believe the Assistant Principal for Student Services would be optimal. This position will provide support for our staff and students in the student services department, alleviating time and resources from the Principal to devote more time to being the instructional leader for the whole school. Additionally, by having the Assistant Principal focus most of his/her energy in the student services department at Daniel Wright, the Director and Assistant Director of Student Services can provide more support for our younger students at Sprague and Half Day. The Assistant Principal for Student Services will also provide support as needed for our general education students and staff.

I have reviewed additional models including dividing the current principal position in two— one principal for grades 5-6 and one for grades 7-8 and retain the one current Assistant Principal position. Although this model would provide support for all students and staff, this model also serves to separate the building into two distinct schools. With two leaders in the building, two visions inevitably emerge. Consistency with practices, decisions, and communication will be different. Additionally, our ENCORE staff would need to work with two different leaders who may have some different opinions on how to handle any particular event. Although this model could work, I believe having one principal as the instructional leader for the building will benefit all staff and student and work to provide one vision for the Junior High. I believe the proposed model of one Principal, an Assistant Principal, and an Assistant Principal for Student Services provides the right dynamic and support to meet the needs of our staff and students at Daniel Wright.

This information is for the Board's review and discussion. It is my recommendation that we add this position for Daniel Wright. No action from the Board is needed at this time. I would look for the Board to give direction as to whether or not to pursue adding this position to our staff and post the position to seek applicants.

**Assistant Principal of Student Services
For Daniel Wright Junior High
Job Description**

The Assistant Principal of Student Services is an educational leader of the Daniel Wright Middle School and is responsible for its operations as delegated by the Principal and Director of Student Services. The Assistant Principal administers his/her duties under the supervision of the Principal and Director, and in accordance with reasonable rules, and regulations of the School Board for the planning, operation, and evaluation of the educational program of the school, which he/she is assigned. The Assistant Principal is responsible for performing such other duties as the Principal or Director may delegate.

The Assistant Principal of Student Services has two major responsibilities. First, the Assistant Principal is to assist the Principal and Director with the oversight of staff, programs and services provided through the student services department including IEP's, intervention services and 504 plans. Second, the Assistant Principal assists the Principal in the day-to-day operations of the building, including but not limited to the supervision of lunchroom, student discipline, student transportation, building committees, and parent communications. The Assistant Principal serves as the Principal in the absence of the Principal, assists in the evaluation of certified and non-certified staff, and assists in safety procedures and precautions.

The Assistant Principal of Student Services shall:

1. Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.
2. Promote the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.
3. Promote the success of all students by assisting the principal in ensuring management of the school, operations, and resources for a safe, efficient, and effective learning environment.
4. Promote the success of all students by acting with integrity, fairness, and in an ethical manner.
5. Have a thorough knowledge of federal and State statutes affecting the education of students with disabilities.
6. Have a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with exceptional needs.
7. Promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.
8. Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

*Based on:
Director of Special Education Standards 29.140
Illinois Professional School Leader Standards 29.100*



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 28, 2014
Re: Vision 2015 Update

Staff members have been working diligently to accomplish the goals outlined in the District's strategic plan, *Vision 2015*. Updates have been provided to the Board through QLAP, curriculum committee, and department reports. Attached is a snapshot of *Vision 2015* detailing the goals, activities, progress on each goal, and descriptions of how the goals have either been accomplished or when they are scheduled for completion. Future projects based on *Vision 2015* goals, the curriculum revision cycle, state mandates and other identified needs will be finalized later this spring.

Vision 2015 Update

March 4, 2014

Curriculum and Instruction

Goal 1

Embed 21st Century skills throughout the District 103 curriculum

Activity	Progress	Description
Implement a pilot for a specific project-based learning unit using community resources	Developing	Project-based units have not been implemented this year. A problem-based learning class was created this year as part of the Encore rotation. The Science Curriculum Committee is analyzing ways to implement additional problem-based learning units in the curriculum review of the Next Generation Science Standards this year
Determine the feasibility of individual learning plans for all students in District 103 and investigate models that could be used in our district.	Not Completed	Individual learning plans have not been investigated. This is a future goal to review.
Apply best practice scheduling options to provide the most effective use of instructional time during the school day and beyond.	Ongoing	20 instructional minutes were added to the day for Sprague and Half Day schools for the 2014-2015 school year. The Length of Day Committee is reviewing the schedule at Daniel Wright regarding time.

Note: The 2011, 2012, 2013, and 2014 QLAP Reports and ENCORE Committee reports detail specific ways 21st Century Learning has been or will be implemented in the curriculum.

Vision 2015 Update

March 4, 2014

Goal 2

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

Activity	Progress	Description
Evaluate alternative models for teaching a foreign language, including which language(s) should be taught, when instruction should begin, current best practices for instruction, applicability to global business needs and criteria for student participation.	Completed - Ongoing	Grades K, 2, 4, and 6 implemented a FLES model of instruction for Spanish for the 2013-2014 school year. Grades 1, 3, and 5 will implement Spanish in the 2014-2015 school year.
Provide expanded foreign language opportunities for students.	Completed - Ongoing	The World Language program will have been expanded to all grades in the 2014-2015 school year.

Vision 2015 Update

March 4, 2014

Curriculum and Instruction – cont.

Goal 3

Define success criteria for District 103 students and determine measureable as well as intangible qualities that quantify success.

Activity	Progress	Description
Measure District 103 student success vs. national/international standards and exemplary instructional practices.	Ongoing	The district currently assesses students using AIMSweb and MAP, nationally normed assessments. 8 th grade students are assessed using the EXPLORE test. PARCC, a nationally normed assessment to measure student college and carrier readiness, will be administered in 2014-2015 for K-8 students.
Provide a metric dashboard to report district performance on goals, student academic achievement, programs, staff development, and budget on the District website.	Completed – Ongoing	The district website contains ISAT and MAP data, staff development and finance information. Updates to the website occur as new data becomes available. Consistent updating of information is ongoing.
Report on District 103 alumni academic performance in order to impact future instructional practices.	Ongoing	District 103 works with Stevenson High School to gather testing data (EXPLORE) that shows the aggregate achievement of 9 th grade students. This data will be used in conjunction with District 103 student achievement data to implement changes in the instructional program as needed.
Identify service-learning projects that will allow students to experience success and make a difference through the authentic application of knowledge and skills in the community. Implement grade level service projects.	Completed - Ongoing	Students at all three schools participate in numerous service learning projects that are reported to the Board in the fall each year. A service learning class has been added to the fifth grade Encore rotation this year as a result of recommendations from the Encore Committee, which met in 2012-2013.

Vision 2015 Update

March 4, 2014

Communication and Collaboration

Goal 1

Provide opportunities for students to connect with other countries and expand their cultural awareness.

Activity	Progress	Description
Implement methods of communication that will allow students to learn about the similarities and differences across world cultures	Developing	Sprague conducts a multi-cultural fair in the fall each year. Half Day conducts a World's Fair in the spring incorporating multi-cultural themes. A menu of options has been created by grade level for students to interact with students from other parts of the world. Building Social Studies Committees in conjunction with technology integration specialists are planning for consistency of implementation.
Provide outreach experiences for students, staff, and the community for exchanges regarding differences in culture, values, and expectations.	Developing	The service learning projects at each school provide charitable outreach opportunities for students. Building Social Studies Committees are planning for consistency of implementation.
Use technology to gain a better understanding of cultural diversity.	Completed - Ongoing	Social Science classes provide instruction on cultural diversity using technology. Family and Consumer Sciences has been sharing videos with a school in New Zealand. World Language programs incorporate technology to enhance the understanding of cultural diversity.

Vision 2015 Update

March 4, 2014

Communication and Collaboration – cont.

Goal 2

Improve the efficiency and effectiveness of communication processes used in District 103.

Activity	Progress	Description
Evaluate communication effectiveness with our stakeholders to identify what they want to know, what they need to know, and what they might be willing to share.	Completed - Ongoing	Surveys have been conducted including Speak Up 2010 and the Board Survey in 2012 seeking feedback regarding communication. Results demonstrated high satisfaction with communication with parents. The 5Essentials survey will be conducted this year, which addresses communication satisfaction.
Provide a resource list to allow parents and community members to contact appropriate personnel when questions arise about a particular program or procedure.	Completed	The new district webpage contains an annually updated staff resource list for each department and program.
Measure the effectiveness of district and building responsiveness to inquiries.	Completed-Ongoing	Parent input from the Board Survey in 2012 demonstrated positive satisfaction with district and building responsiveness to inquiries. Results were shared with the Board at the July 2012 Board meeting. The 5Essentials survey will be administered this spring which addresses responsiveness to inquiries.

Vision 2015 Update

March 4, 2014

Facilities

Goal 1

Implement an exemplary facility use model in District 103

Activity	Progress	Description
Determine the needs of the physical plants, and identify systems that are flexible enough to adapt to changing times and needs, and evolving instructional methods, while maintaining the quality of the physical plants and improving their appearance.	Ongoing	A 5-year facility needs assessment was completed and presented to the Board in December 2012. A Facilities Master Plan process is underway to incorporate future instructional and curricular needs.
Update regular classrooms at Sprague and Half Day and science classrooms/labs at Daniel Wright.	Completed	The Sprague classrooms were completed in the Summer of 2013. Half Day and Daniel Wright updates have also been completed.
Identify funding sources, including corporate partnerships, to assist with upgrading/adding HVAC systems to schools.	Completed	Although funding sources for HVAC utilized district funds, corporate partnerships or state/federal grants were secured for separate projects including the tank removal at Half Day, lighting fixtures for all gymnasiums, domestic water piping at Sprague, and playground improvements for Sprague.
Monitor and revise the five-year maintenance cycle.	In progress	A five-year maintenance cycle has been developed based on the facilities assessment. This cycle will be modified based on the recommendations of the Facilities Master Plan that is being developed with our new architects to include the curriculum and instruction components.

Vision 2015 Update

March 4, 2014

Facilities – cont.

Goal 2

Embed recycling efforts throughout District 103

Activity	Progress	Description
Continue the district’s Green Initiative by working cooperatively with the Parent Teacher Organization (PTO) and other school groups to broaden the scope of the recycling effort.	Completed	The district worked with the PTO to begin the now instituted program for students of separating recycling materials from trash.
Identify methods to further reduce waste throughout the district.	Ongoing	The district sells/donates older equipment, when it is replaced, to other schools and community organizations. The district continues to seek new sources for repurposing equipment. Electronic flushing mechanisms are installed in bathrooms. Filtered water stations are installed in all buildings.
Determine the value of implementing the Smart Energy Design Assistance Center’s (SEDAC) recommendations.	In progress	The district has applied for an updated SEDAC report and is waiting for a response.
Incorporate the practice of reducing, reusing, and recycling into the curriculum and key district systems.	Ongoing	Curricular planning is completed electronically. Documents are shared using Google Drive. Curricular units are incorporated in some areas.
Identify and implement processes to reduce District 103’s carbon footprint and energy costs.	Ongoing	The district continues to replace fluorescent lighting with LED lights. The roof at Sprague is LEED certified, which reflects the sun’s rays, reducing energy costs. Digital occupancy lighting controls are installed in all buildings, which turn off lights when rooms are unoccupied. Information is distributed through email and the district website. The Business Office sends pay stubs electronically. The Board utilizes electronic board packets.



LINCOLNSHIRE-PRAIRIE VIEW
SCHOOL DISTRICT 103

BOARD OF EDUCATION
REGULAR and COMMITTEE OF THE WHOLE (COW)
MEETINGS SCHEDULE
2014-2015

Tuesday	July 8, 2014 (REGULAR)
Tuesday	August 19, 2014 (REGULAR)
Tuesday	September 2, 2014 (COW)
Tuesday	September 16, 2014 (REGULAR)
Tuesday	October 7, 2014 (COW)
Tuesday	October 21, 2014 (REGULAR) @ Sprague
Tuesday	November 18, 2014 (REGULAR)
Tuesday	December 2, 2014 (COW)
Tuesday	December 16, 2014 (REGULAR)
Tuesday	January 20, 2015 (REGULAR)
Tuesday	February 3, 2015 (COW)
Tuesday	February 17, 2015 (REGULAR) @ Half Day
Tuesday	March 3, 2015 (COW)
Tuesday	March 17, 2015 (REGULAR)
Tuesday	April 7, 2015 (COW)
Tuesday	April 21, 2015 (REGULAR)
Tuesday	May 5, 2015 (COW)
Tuesday	May 19, 2015 (REGULAR)
Tuesday	June 2, 2015 (COW)
Tuesday	June 16, 2015 (REGULAR)

All meetings are held at Daniel Wright Junior High School Library
1370 N. Riverwoods Road, Lincolnshire, Illinois, beginning at 7:00 p.m.,
except October 21, 2014 (SP) and February 17, 2015 (HD).



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, Scott Gaunky
CC: Dr. Scott Warren
Date: March 4, 2014
Re: **Updated** Summer 2014 Capital Projects (FY15 Budget)

Included is an updated list from the previous board meeting. The only update is a correction of the Rivershire Maintenance. Lighting costs were previously omitted. We anticipate having a more accurate update at the March 18th board meeting.

- Replace Roof at Half Day School. Rough estimate: **\$480,000**
- Install Lighting at West Parking Lot of Half Day School. Estimated cost **\$17,000**.
- Replace Public Address and Clock System at Daniel Wright (part of security project). The preliminary cost from Simplex, which is the company that just completed Sprague, is **\$114,000**. The District is waiting on quotes from two other companies. We were recently award the \$50,000 Maintenance Grant from the State to offset the cost.
- Security Project aimed at Emergency Communications: two-way radio system: **\$49,000**. Half Day Public Address and Clock System **Cost estimate not available at this time**.
- Rivershire Maintenance (costs shared with Village). **Estimated cost \$40,000 (updated)**.
 - Replace classroom flooring: \$6,000, casework: \$8,000, lighting: \$7,000 and ceiling \$7000.
 - Replace the outside deck area. Cost for this will include removal of existing deck and installation of a hard surface. Estimated cost is in the range of \$10,000
 - Correct bathroom deficiencies: \$2000.
- Reconfigure admin area to accommodate additional staff. **Cost estimates not available at this time**.