

Superintendent's Report

February 23, 2015

Ms. Harkness's Class Supports a local Soldier

While he was in basic training, Ms. Harkness's students wrote to Thomas Tryggestad, the son of NBHS teacher Carrie Weiffenbach. When he returned to the area, he visited the class and was a guest reader.



NBHS Chess Team

Congratulations to Dakodah Mrkvicka for receiving an individual medal at Board 6 for scoring 6 wins out of 7 matches. The NBHS team finished 9th place in Class A. Two matches ended with 4 wins and 4 losses which in US chess federation rules would have been ties, but are losses in IHSA scoring. The IHSA tournament once again broke the record for being the largest chess team tournament in U.S. history (over 140 teams competing).

Thanks to Immanuel Lutheran

They shared some of the coats from their winter clothing drive with North Boone, so we were able to provide coats to some children at each school K-8. They also provide free afterschool tutoring. Keith Richard, from Immanuel Lutheran was the Principal of the Day at PGE and NBMS on February 19. He has been a great community supporter of the North Boone Schools and I believe he enjoyed his visit.

In Service Day on February 13

Thanks to Lindsay Abbeduto and Melissa Geyman who did most of the organization for the day. The teachers also had the opportunity to learn more about the services and programming available from the Boone County Historical Society during their lunch. Bob Edwards recently made a \$10,000 donation to the North Boone Education Foundation that provides for \$5000 to support dual programming with the BCHS including paying for transportation costs. The other \$5000 will go towards the foundation's endowment. Mr. Edwards is a great supporter of North Boone and its programs.

PARCC Testing

The ISBE is continuing to struggle through the preparation for PARCC testing. At NBHS we plan to ask for a waiver to take all of the exams via paper and pencil due to the time involved in scheduling the students at NBHS in groups of 30. Attached are some of information letters received regarding the issue. The Chicago Public Schools are currently stating they will only test 10% of their students.

Architect's Experience

As requested, Mr. Cashman has provided a summary of some of their athletic related experience. It is attached.

The Concepts of SB16

SB 16 died in January, but the concepts behind the bill have been reborn in a new SB1. Depending upon the impact of that legislation, we could realize some increase in funding. We will know after the Governor speaks on February 4 and February 18 about the state of the state and his budget plan. We do know given the current income tax structure, the state will need to cut \$2 billion in anticipated revenue by June 30. \$400 million of that is projected to come out of education funding.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Christopher A. Koch
State Superintendent of Instruction
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Dear Superintendent Koch:

This letter is in response to your November 25, 2014 letter to Secretary Arne Duncan, regarding various inquiries that have arisen in Illinois about the requirements for State assessments under the Elementary and Secondary Education Act of 1965, as amended (ESEA) and, concomitantly, ESEA flexibility. Your letter was referred to the Office of Elementary and Secondary Education, and I am pleased to respond on behalf of Secretary Duncan.

Before I respond to your two specific questions, please let me emphasize the importance of the assessment requirements in the ESEA. A high-quality, annual Statewide assessment system is essential to providing critical information regarding student achievement to parents and educators at all levels. When that system is aligned with the academic content and achievement standards that a State expects all children to know and be able to do, it provides important information on all students so that educators can enhance instruction, improve educational outcomes, close achievement gaps among subgroups of historically underserved students, and increase equity.

Below, I have responded to each of the questions for which you have asked ED to confirm the Illinois State Board of Education's (ISBE's) interpretation of certain provisions of Section 1111(b)(3), providing the statutory and regulatory citations, as applicable, and noting any differences between the statutory and regulatory requirements of the ESEA and ESEA flexibility.

1. Please confirm that, under the ESEA, a local educational agency (LEA) is not allowed to "take a year off" from assessing students.

The ISBE's interpretation is correct. ESEA section 1111(b)(3) (20 U.S.C. § 6311(b)(3)) requires a State educational agency (SEA) that receives funds under Title I, Part A of the ESEA to implement in each local educational agency (LEA) in the State a set of high-quality, yearly academic assessments that includes, at a minimum, assessments in mathematics, reading or language arts, and science. With respect to reading/language arts and mathematics, the assessments must be administered in each of grades 3 through 8 and, at minimum, once in grades 10 through 12. With respect to science, the assessments must be administered, at minimum, once during grades 3 through 5, once during grades 6

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<http://www.ed.gov/>

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through 9, and once during grades 10 through 12. Under ESEA flexibility, these requirements have not been waived.

Please note that an LEA may not avoid administering the State assessments required under ESEA section 1111(b)(3) by declining to accept Title I, Part A funds. As noted above, the assessment requirements are State-level requirements that apply to any SEA that accepts Title I, Part A funds. That SEA must then administer its assessments Statewide — including to students in LEAs that do not participate in Title I.

Note also that, although an LEA may not “take a year off” from assessing students, under recently-issued ESEA flexibility renewal guidance, an SEA approved for ESEA flexibility may amend its ESEA flexibility request to indicate that it will “pause” the implementation of its school rating or grading system following the administration of new, college- and career-ready aligned assessments. An SEA interested in this pause would indicate that schools will retain their 2014-2015 grade or rating in 2015-2016 but will continue to implement appropriate interventions based on the continued grade or rating. Further guidance about this flexibility in assigning new school ratings or grades in the year following the administration of new college- and career-ready aligned assessments is available on the U.S. Department of Education’s website.

2. Please confirm that it would be inconsistent with ESEA requirements for a State to offer “a menu of assessments” from which local school districts could select to administer to students.

The ISBE’s interpretation is correct. ESEA section 1111(b)(3)(C)(i) requires State assessments to “be the same academic assessments used to measure the achievement of all children (emphasis added).” So, with certain limited exceptions described below, the assessments an SEA develops must be the same for all students in the State. An SEA may not assess only a sample of students, even if that sample is representative of students in each LEA or the State as a whole.

One exception to the general requirement that a State’s assessment must be the same for all students is the authority in the Title I regulations for an SEA to adopt alternate academic achievement standards and alternate assessments aligned with those standards for students with the most significant cognitive disabilities. See 34 C.F.R. §§ 200.1(d), 200.6(a)(2)(ii)(B). These standards and assessments apply to a very small number of students with disabilities who, even with the very best instruction, are not likely to meet the grade-level academic achievement standards that apply to all students.

ESEA section 1111(b)(5) (20 U.S.C. § 6311(b)(5)) is another exception. It applies only in a State that provides evidence, satisfactory to the Secretary, that neither the SEA nor any other State government entity has sufficient authority under State law to adopt standards and assessments that would be applicable to all students enrolled in public schools in the State. In this case, the SEA may meet the requirements of ESEA section 1111(b)(3) by adopting academic standards and assessments on a Statewide basis, and limiting their applicability to students served under Title I, or adopting and implementing policies that ensure the each Title I LEA in the State adopts academic content and achievement standards and aligned assessments that meet all of the requirements in section 1111(b)(3) and corresponding regulations and apply to all students in the LEA.

Finally, the regulations permit an SEA to include a combination of State and local assessments in its State assessment system, but only if the SEA meets a very high bar. Under 34 C.F.R. § 200.3(b) in order to include a combination of State and local assessments in its State assessment system, an SEA must demonstrate that the system has a rational and coherent design that –

- Identifies the assessments to be used;
- Indicates the relative contribution of each assessment towards ensuring alignment with the State’s academic content standards and determining the adequate yearly progress (AYP) of each school and LEA; and
- Provides information regarding the progress of students relative to the State’s academic standards in order to inform instruction.

Under 34 C.F.R. § 200.3(c), an SEA that includes local assessments in its State system must first –

- Establish technical criteria to ensure that each local assessment meets the requirements of 34 C.F.R. § 200.3(a)(1) and (c)(2);
- Demonstrate that all local assessments are (1) equivalent to one another and to the State assessments in their content coverage, difficulty, and quality; (2) have comparable validity and reliability with respect to student subgroups; and (3) provide unbiased, rational, and consistent determinations of the annual progress of schools and LEAs in the State;
- Review and approve each local assessment to ensure that it meets or exceeds the State’s technical criteria; and
- Be able to aggregate, with confidence, data from local assessments to determine whether the State has made AYP.

Further, while you did not ask about this, I also want to call to your attention to one additional issue. If an SEA fails to comply with the assessment requirements in either the ESEA or ESEA flexibility, ED has a range of enforcement actions it can take including:

- sending a letter to the SEA requesting that it come into compliance;
- increasing monitoring;
- placing a condition on the SEA’s Title I, Part A grant award or its ESEA flexibility request;
- placing the SEA on high-risk status (34 C.F.R. § 80.12);
- issuing a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e));
- entering into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f));
- withholding all or a portion of the SEA’s Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2))); and
- suspending, and then withholding, all or a portion of the State’s Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)).

Please note that an SEA has similar enforcement actions available to it with respect to noncompliance by an LEA, including withholding an LEA’s Title I, Part A funds. See, e.g., GEPA section 440 (20 U.S.C. § 1232c(b)). The SEA has additional enforcement options available against a non-complying LEA under 34 C.F.R. § 80.43.

The specific enforcement action(s) ED may take would depend on the severity of non-compliance. For example, if an SEA has developed a Statewide assessment system but that system is not approvable because it fails to meet all statutory and regulatory requirements, ED might condition the SEA’s Title I, Part A grant award, place the SEA on high-risk status, enter into a compliance agreement, or withhold State administrative funds. ED has, in fact, withheld Title I, Part A administrative funds under ESEA section 1111(g) (20 U.S.C. § 6311(g)) from a number of States for failure to comply with the assessment requirements in ESEA section 1111(b)(3). On the other hand, if an SEA or LEA refuses to implement an assessment system that meets the statutory and regulatory requirements, ED might seek to withhold programmatic funds from the State and expect the SEA to withhold from the LEA. Clearly, if an SEA

or LEA fails to comply with the assessment requirements in either the ESEA or ESEA flexibility, it could place its Title I, Part A funds in jeopardy.

An SEA or LEA that fails to comply with assessment requirements could also find itself out of compliance with a wide range of additional Federal programs that rely on Statewide assessment results, putting additional funds at risk. These additional programs include those targeting students most at risk including, but not limited to: the School Improvement Grants (SIG) program; ESEA Title III; Part B of the Individuals with Disabilities Education Act (IDEA); programs for rural schools under ESEA Title VI; migrant education under ESEA Title I, Part C; and programs focused on professional development and other supports for teachers, such as ESEA Title II.

Please do not hesitate to contact me if you need additional information or clarification. Thank you for your continued commitment to supporting all educators and enhancing education for all of Illinois' students.

Sincerely,

Deborah Delisle
Assistant Secretary



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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James T. Meeks
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

January 30, 2015

Dear Superintendent and Board President:

We write in response to the position certain districts have taken or are threatening to take regarding the administration of the Partnership for Assessment of Readiness for College and Careers, or PARCC assessment. We send this letter to make it clear that all districts must administer the PARCC assessment to all of their students unless the students are specifically exempt under federal law.¹

Section 6311 (b)(3) of Title I of the Elementary and Secondary Education Act (ESEA) requires a State Educational Agency (SEA) that receives funds under Title I, Part A of the ESEA to implement in each Local Educational Agency in the State a set of high-quality, yearly academic assessments that include, at a minimum, assessments in mathematics and reading or language arts. The assessment must be the same for all students and must be administered in grades 3 through 8 and once at the high school level. The U.S. Department of Education (USDOE) confirmed these requirements in a letter sent to us in December, a copy of which is attached.

As you will also see in the letter from the USDOE and as is clear from federal law, as the State Education Agency, we are responsible for the compliance of all districts with these federal requirements. Therefore, we are directing you to administer the PARCC assessment to all students except those who are specifically exempted under law. If any district does not test, ISBE will withhold its Title I funds. We will also seek to recoup the state funds spent on any test booklets unused by the district, as well as any restocking fees charged to ISBE by our testing vendor.

Further, all currently funded Title I School Improvement Grant (SIG) Section 1003(g) schools are required to administer the state accountability assessment pursuant to the terms of these grant awards and the assurances signed by all districts in receipt of these funds. Any district that has a SIG grant and fails to administer the PARCC exam will jeopardize its funding. Because districts must report data to ISBE on performance of students on the assessment, any school without fiscal year 2015 PARCC data would be eliminated from eligibility for all SIG continuation grants or new SIG grant awards.

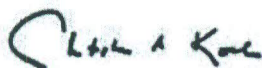
¹ One exception to the general requirement that a State's assessment must be the same for all students is the authority in the Title I regulations for an SEA to adopt alternate academic achievement standards and alternate assessments aligned with those standards for students with the most significant cognitive disabilities. See 34 C.F.R. §§ 200.1(d), 200.6(a)(2)(ii)(B). Another exception is students who have been determined to be English Learners and have been in a school in the United States for less than 12 months. See 34 C.F.R. § 200.6(b)(4).

In addition, both Title III of ESEA and the Individuals with Disabilities Education Act (IDEA) require that English Language Learners and Students with Disabilities, respectively, be tested unless specifically exempt. In order to receive funds under these statutes, districts must sign assurances that they will comply with all state and federal laws. Therefore, ISBE will withhold Title III and IDEA funds from any district that fails to administer the PARCC exam.

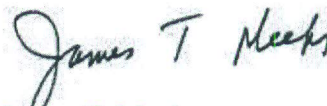
Finally, ISBE is also prepared to take recognition action pursuant to 23 Ill Admin. Code 1.20 against any district that fails to properly administer the PARCC exam to all students. As you are aware, a non-recognized district will lose General State Aid funding.

Please understand that if a district does not administer the assessment, it not only places the district at risk of losing federal funds but it also places the entire State at risk of losing federal funds. According to communications with USDOE, if ISBE fails to sanction a district for failure to test, USDOE will withhold federal funds from the State. In addition, USDOE has made clear that noncompliance with the assessment requirement also places Illinois at risk of losing its No Child Left Behind (NCLB) waiver. ISBE must and will enforce the provisions of ESEA as required by federal law so that ISBE does not place the State at risk of action by the USDOE and because we are committed to implementing valid and reliable performance measures for our schools.

Sincerely,



Christopher A. Koch, Ed.D
State Superintendent of Education

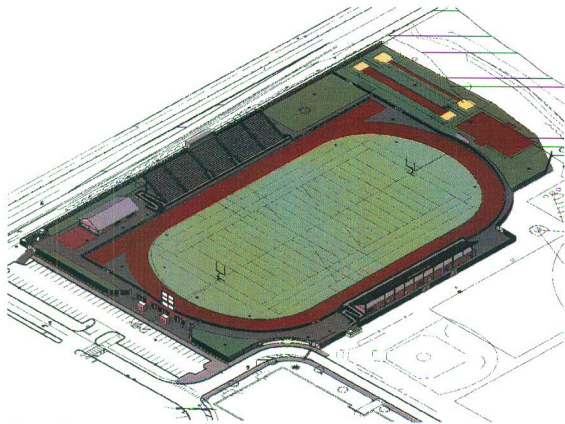


James T. Meeks
Chairman, State Board of Education

**Project Experience - Athletic Facilities
Updated**



Saint Viator High School
Practice Gymnasium Addition



Barrington High School - New Football Stadium
3D Building Information Computer Model

**Summary of Athletic Facilities Designed by the
Cashman Stahler Group**

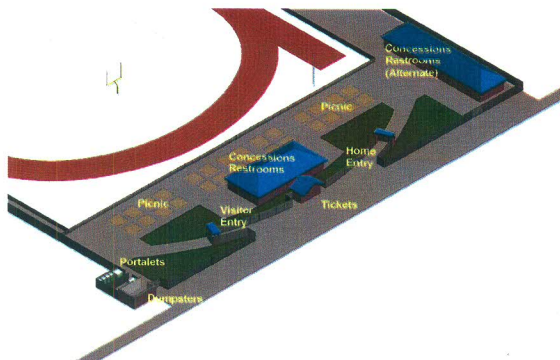
- **Barrington High School - New Football Stadium:** New football stadium including synthetic turf football field, synthetic running track, bleachers, concession buildings, storm water management, and storage buildings. Project cost: \$6M, completed 2009.
- **New Trier High School - Baseball Dugouts:** Brick dugouts for baseball and softball including equipment storage and fencing. Project cost \$600K, completed 2002.
- **Saint Viator High School - Multipurpose Athletic Addition:** Added a practice gymnasium, multipurpose practice spaces, an indoor running track, a fitness center, locker rooms, classrooms & a Hall of Fame. Project cost: \$8.1M, completed 2005.
- **Lines Elementary School - Gymnasium Addition:** Gymnasium addition with storage, restrooms and cafeteria seating. Project cost: \$6.3M, completed 1999.
- **New Trier High School - Climbing Wall:** Climbing wall addition in existing gymnasium. Project cost \$150K, completed 2001.
- **Countryside School - New Gymnasium:** New elementary school with gymnasium. Project cost: \$9M, completed 2002.
- **New Trier High School - Running Track & Practice Fields:** Renovation of existing facilities to create new synthetic turf track, soccer field & practice fields. Project cost: \$1.1M, completed 1997.
- **Roslyn School - New Gymnasium:** New elementary school with gymnasium. Project cost \$9M, completed 2002.



New Trier High School - Winnetka Campus
Locker Room Renovation



Quarry Field House - Romeoville
Inside Baseball and Soccer Facility



Lake Zurich High School - Lake Zurich
Stadium Renovation

- **Saint Viator High School - Indoor Pool:** Renovated mechanical systems for indoor pool adding pool dehumidification system. Project cost: \$176K, completed 2006.
- **New Trier High School - Northfield Campus - New Football Stadium:** New grass football field, bleachers, concessions, irrigation & lighting. Project cost \$1M, completed 1997.
- **Quarry Field House - New Building** Interior baseball and soccer practice facility with live baseball hitting, batting cages, Field Turf, and locker rooms. Mixed-use part of Bennett & Brosseau Headquarters and Shop. Project cost \$4M, completed 2010.
- **Community Unit School District 201 - Stadium Bleacher Replacement** Replaced existing antiquated visitor bleachers with larger, ADA compliant visitor bleachers. Project cost \$149,000, completed 2009.
- **Lake Zurich High School - Athletic Field Improvements** Completed a comprehensive study of all existing athletic fields and facilities including practice fields, tennis courts, track & field events, storm water detention, stadium site improvements, stadium concession building, storage building, soccer fields, etc. Started first year of a multi-phase renovation & improvement project. Project cost \$18.2M, first phase (\$4.9M) to be completed in 2015.

Civil Engineering Teammates with Extensive Stadium Experience: In addition to the athletic projects listed above that our firm designed, our civil engineering team (Eriksson Engineering) has extensive experience in stadium and synthetic athletic turf design and construction. Refer to the following pages for a summary of their project experience.

At EEA, we understand your concerns—over-played athletic fields, drainage issues, and the need for additional programming for students. Stadiums and synthetic turf could be the answer to your problems. EEA can help you in finding a solution that works best for you!

Synthetic turf offers innovative solutions for schools looking to save money and time long-term, use limited campus space more efficiently, and increase playing time. Unlike natural grass, synthetic fields are unaffected by rain and snow, able to be used for sports teams, physical education classes and community-wide activities daily.

But it's not just playing time you're worried about. With any project, EEA will establish realistic site budgets up front, as well as maintain efficient project implementation schedules to minimize unexpected expenses and avoid unplanned schedule delays.

And if the thought of submitting for approvals keeps you up at night, we can help with that too!

Our experience in the permitting of synthetic facilities with the various governmental agencies responsible for stormwater management will prove to be very beneficial.

EEA has strong relationships with manufacturers and distributors of synthetic turf football, soccer, lacrosse, softball and baseball fields, as well as running track drainage systems. We understand you need intelligent, cost-effective solutions that

offer long-term flexibility and low maintenance designs.

With our diverse stadium experience and over 30 synthetic turf facilities under our belt, EEA can help make your next project a success!



STADIUMS & SYNTHETIC TURF



- **Adlai Stevenson High School**
- Lincolnshire, IL
- **Evanston Township High School**
- Evanston, IL
- **Francis W. Parker School** – Chicago, IL
- **Grant Community High School**
– Fox Lake, IL
- **Grayslake School District 127**
Grayslake Central High School
Grayslake North High School
- **New Trier High School** - Northfield, IL
- **Robert Morris University/
Forest View Education Center**
- Arlington Heights, IL
- **Lake Forest School District 115**
Lake Forest High School (West Campus)
- **School District 86**
Hinsdale Central High School
Hinsdale South High School
- **School District 214**
Buffalo Grove High School
John Hersey High School
Prospect High School
Rolling Meadows High School
Wheeling High School
Elk Grove High School
- **School District 230**
Amos Alonzo Stagg High School
Carl Sandburg High School
Victor J. Andrew High School.
- **Wheeling Park District**
Heritage Park - Baseball
/Softball Fields

ERIKSSON ENGINEERING ASSOCIATES, LTD.

District 202 needed improvements to its more than 60-acre campus, including the design of a new sports stadium and synthetic turf surface for existing football and soccer fields.

EEA was brought in with the help of OWP/P, now Cannon Design, to assist in the planning and design of the site's athletic facilities.

While working on the stadium field improvements, EEA encountered unique design challenges as noted in an article by *Stormwater Magazine*. The school wanted to reduce their reliance on City water for irrigation, while improving the existing system that utilized host connects. To meet these needs, EEA facilitated the installation of a new fully-automated irrigation system to collect the runoff from beneath the new synthetic turf fields and route it to an underground storage tank system. The stored water is then pumped through a network of pipes and sprinklers.

The system's benefits extended beyond reusing rainwater for irrigation and storing stormwater, it also reduced runoff to the school's adjacent neighbors with a history of issues with localized flooding. The City of Evanston also recognized the long-term advantages of this unique system for both stormwater detention and water-quality regulations.

Evanston Township High School

District 202
Evanston, Illinois

Scope of Work

Campus-wide Improvements
Athletic Complex Reconstruction
Synthetic Turf Design
Stormwater Management/Irrigation System
Soil Testing/Treatment

Owner

Evanston Township High School District 202



EEA was also asked to solve soil condition issues. Several feet of unusable soil was located in the old stadium area, and excavation costs were estimated at \$300,000. EEA developed an alternative solution utilizing lime stabilization that ultimately reduced the cost to \$80,000, saving more than 2/3 of the original estimate.

Following the work on the fields, EEA was asked to assist with the detailed design of the school's stadium beginning in mid-March of 2008. The project deadline? Summer of 2008. EEA quickly prepared phased drawings and specifications for the project meeting the requested timeline and budget.

The combination of efficient design phases and a soil treatment solution were critical in keeping the project on its aggressive schedule and ready for the season opening football game in August of 2008.



For more than 20 years, engineers from EEA have maintained a relationship with Lake Forest High School. Previous projects on the School's East and West Campus include permeable paver parking designs, parking and site improvements and athletic field and facilities designs.



West Campus: In December of 1995, EEA completed a master plan for athletic facilities on the West Campus. Phases were developed to distribute the \$4.8 million land development cost over a 3-year period. Additionally, the phasing plan kept a majority of the existing athletic facilities in use during the construction season.

New improvements to the West campus included soccer fields, a lacrosse field, baseball/softball fields, tennis courts, parking and roadway improvements, and a bridge over the adjacent river.

In 2007, EEA was retained by Perkins + Will to prepare drawings for the construction of a new 3,000-seat synthetic turf football/soccer stadium equipped with a concession stand, maintenance building, state-of-the art scoreboard, and ticket booths.

While designing the new synthetic turf soccer and football fields, EEA took into consideration the site's proximity to the Chicago River and designed a wetland-style detention basin to store and filter water prior to discharging it to the adjacent branch of the river.



Lake Forest High School

District 115
Lake Forest, Illinois

Scope of Work

- Master Planning
- Phasing Plans
- New Athletic Fields
- New Synthetic Turf Stadium
- Parking/Roadway Improvements
- Stormwater Management
- Building Renovations

Owner

Lake Forest High School District 115

ERIKSSON ENGINEERING ASSOCIATES, LTD.

EEA assisted with athletic field renovations as part of multiple improvement projects at New Trier Township High School District 203. To better serve students with a wider variety of athletic programs, the District wanted to design and install several synthetic turf facilities, including a stadium equipped with a multi-sport field for soccer, football and lacrosse and two practice fields used for football, field hockey, soccer and lacrosse. EEA also developed a concrete paver plaza with a concession and gathering area close to the fields to accommodate spectators.

Stormwater detention considerations were a key focus on this site because of the area's history of flooding. To help keep water off the fields, EEA developed an underground detention tank system, re-graded adjacent grass practice fields and installed additional drainage improvements.

Prior to development, the District received varying counsel on permitting requirements and drainage needs and called on EEA for a recommendation. EEA worked with the District to permit through the Village of Northfield and Cook County Highway and avoided additional permitting with the Metropolitan Water Reclamation District of Greater Chicago (MWRDGC). EEA consultant's knowledge and experience with the ordinance and area requirements, saved the owner time and money. The fields were completed on schedule and ready before the start of the season.

New Trier Township High School

District 203
Northfield/Winnetka,
Illinois

Scope of Work

Athletic Field Design
Underground Detention System
Regrading/Improved Drainage

Owner

New Trier Township
High School District 203



ERIKSSON ENGINEERING ASSOCIATES, LTD.

EEA has provided civil engineering services to Stevenson High School District 125 since 1987. Past projects include:

- Running track reconstruction
- Conversion of farm fields to high-quality athletic fields
- Synthetic turf competition football/soccer field
- Tennis courts
- Stormwater management
- Parking lot expansions
- Building additions and renovations
- Consultation with various regulatory agencies

1995: EEA was retained by OWP/P (now Cannon Design) to design more than \$2.5 million of site improvements in connection with a major expansion to manage a growing student population of more than 4,500.

2005: EEA assisted the District in the planning, design and reconstruction of their existing running track, expanding the six-lane configuration to a full eight-lane latex track. A new drainage system was also installed along the inside edge of the track to more efficiently drain the track surface and free up valuable playing field space for soccer. This trench drain subsequently provided a means to anchor the synthetic turf field which was later constructed.

Adlai E. Stevenson High School

District 125
Lincolnshire, Illinois



2007: Following earlier campus improvements, EEA assisted with the design of synthetic turf football and soccer fields. The design seamlessly incorporated the previously constructed running track drainage improvements with the new turf field system. In addition, EEA also worked on the 10,000-square-foot physical education addition designed to provide alternative exercise programs and serve physically challenged students.

EEA is currently working with Stevenson High School on a variety of projects including a new stadium fence, parking lot improvement and recreational path along Port Clinton Road in Lincolnshire and Vernon Hills, Illinois.

