



2021-22
 **INDIAN PRAIRIE**
SCHOOL DISTRICT 204
ANNUAL REPORT

ANNUAL REPORT 2021-2022

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MESSAGE FROM OUR BOARD PRESIDENT

District 204 Community,

This annual report continues our efforts to increase clarity and communication between our District and community. On hiatus since 2006, it was the right time to begin producing a report again. Often our focus is on what is next while skipping the benefits of reflecting on past results.

Our 2021-22 school year included significant initiatives, achievements and recognitions. We continued to be identified as a top performing district for our accomplishments across a wide spectrum of measures. This annual report provides an overview of the results and summarizes key initiatives taken to create an environment where our students thrive.



During the year we engaged our community in important opportunities to shape our district. These actions included changing boundaries for a significant segment of our schools and creating a strategic plan. Both efforts involved a large, diverse set of representatives from our staff, community, families, and students. Our subsequent results are stronger because of the input and participation from this wide set of participants. We value the input and will continue to develop opportunities for community involvement going forward.

While the last couple years have provided challenges, our focus has not wavered from actions to help our students succeed. Obstacles often provide opportunities for creative approaches and new ideas. We look forward to defining new ways of nourishing our students and advancing the history of achievement in our District.

Enjoy highlights from our 2021-22 school year.

Sincerely,



Laurie Donahue
Board of Education President

MESSAGE FROM OUR SUPERINTENDENT

Dear Community Members,

I am very pleased to share with you our 2021-22 Indian Prairie Annual Report. For the first time in more than 15 years, we are publishing our annual report to share with you, our community, some of the achievements that have been accomplished by our students and staff. Indian Prairie has been and continues to be a high performing school district, and this annual report is an opportunity to share some of our successes.

As we enter our 50th year as a school district, we want to start this celebratory school year off by reviewing what this district was able to accomplish over the past year. The last school year, as we continued to work through COVID-19, was a most unusual year. Nonetheless, we continued to see great accomplishments from our children and our staff. This report will allow us to review those accomplishments and share some of our points of pride. Additionally, this report allows us to look back over the past 50 years of the district and acknowledge the tremendous growth we've seen.



This report will provide district demographics about our staff and our students. It will provide information about our enrollment trends, our finances, and more. It will provide a snapshot of who we are and share how we have changed over time.

We are committed to providing this annual report each year. It will serve as a way to share results of our strategic plan. It is important that each year we provide updates as to where we are with our goals and action items, and through our annual report, we will keep you, our community, informed.

I want to thank our outstanding community for their steadfast support of our program and of our children. Our success is due to the continued partnership between our schools, our parents, and our community. Let us continue to inspire each other as we start another 50 years. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "A.B. Talley".

Dr. Adrian B. Talley
Superintendent

CURRENT DISTRICT PROFILE

Founded in 1972

Encompasses 655 acres in western DuPage and northern Will counties

Includes portions of Naperville, Aurora, Bolingbrook, and Plainfield

Fourth largest district in the state

25,824 students

Average SAT (Class of 2021): 1,177

2,080 licensed staff

34 schools

1 preschool

21 elementary schools

7 middle schools

3 high schools

1 alternative high school

1 transition program

Annual budget of \$378 million

2.5 million meals served annually*

Transportation services utilizes

275 buses for 1,205 routes and

covers 3.5 million miles annually*

*pre-pandemic numbers



- 38% White
- 35% Asian
- 13% Hispanic
- 9% Black
- 5% Multi-racial
- <1% American Indian
- <1% Pacific Islander

Enrollment History



BRIEF HISTORY OF INDIAN PRAIRIE DISTRICT 204

Since 1962, forming a unit school system had been a topic of discussion among three elementary school districts -- Wheatland District 40-C, Indian Plains District 182, and Granger District 90, which included both Granger and Longwood schools. Each school district educated students in first through eighth grades. Those students would then transfer to Naperville High School District 107 for their high school education.

According to various minutes and reports, the primary reasons for planning a consolidation were to improve the quality of education for the students and to take advantage of the commercial and industrial tax base that was projected in potential land developments in Naperville and Aurora.

Again according to reports, the petition filed by the three districts to form a single, unit district came as a surprise to the boards of education in District 107 and its sister district, Naperville Elementary District 78. Board members expressed concern about their district's tax base. One article stated that the proposed consolidation "would leave Naperville school districts without the tax revenue from the Nabisco plant, the rumored shopping center along Route 59, the proposed Western Electric plant at 75th Street and Book Road, and without District 107's proposed third high school site on 87th Street and Modaff Road."

Naperville started out as a rural community, but increased technologies and





improved transportation brought people west from Chicago. Population in both Aurora and Naperville tripled and soon quadrupled. Recognizing this impact, the farm families in the three elementary districts became concerned, according to school officials, that they "would be swallowed up by the larger unit districts" that were beginning to form. New state laws provided an improved funding formula for unit school districts, and local parents wanted to take advantage of that while having "more control over their destiny." Putting it simply, parents wanted to have a voice in their children's high school education as well as their elementary education.

The three elementary districts requested a feasibility study which was done by Midwest Educational Consultant Service. In addition, a ten-member citizens' committee participated in gathering data and seeking parental support. The resulting reports detailed the advantages of a unit district and outlined junior high and high school programming necessary that the three elementary districts would develop if they consolidated into a unit system.

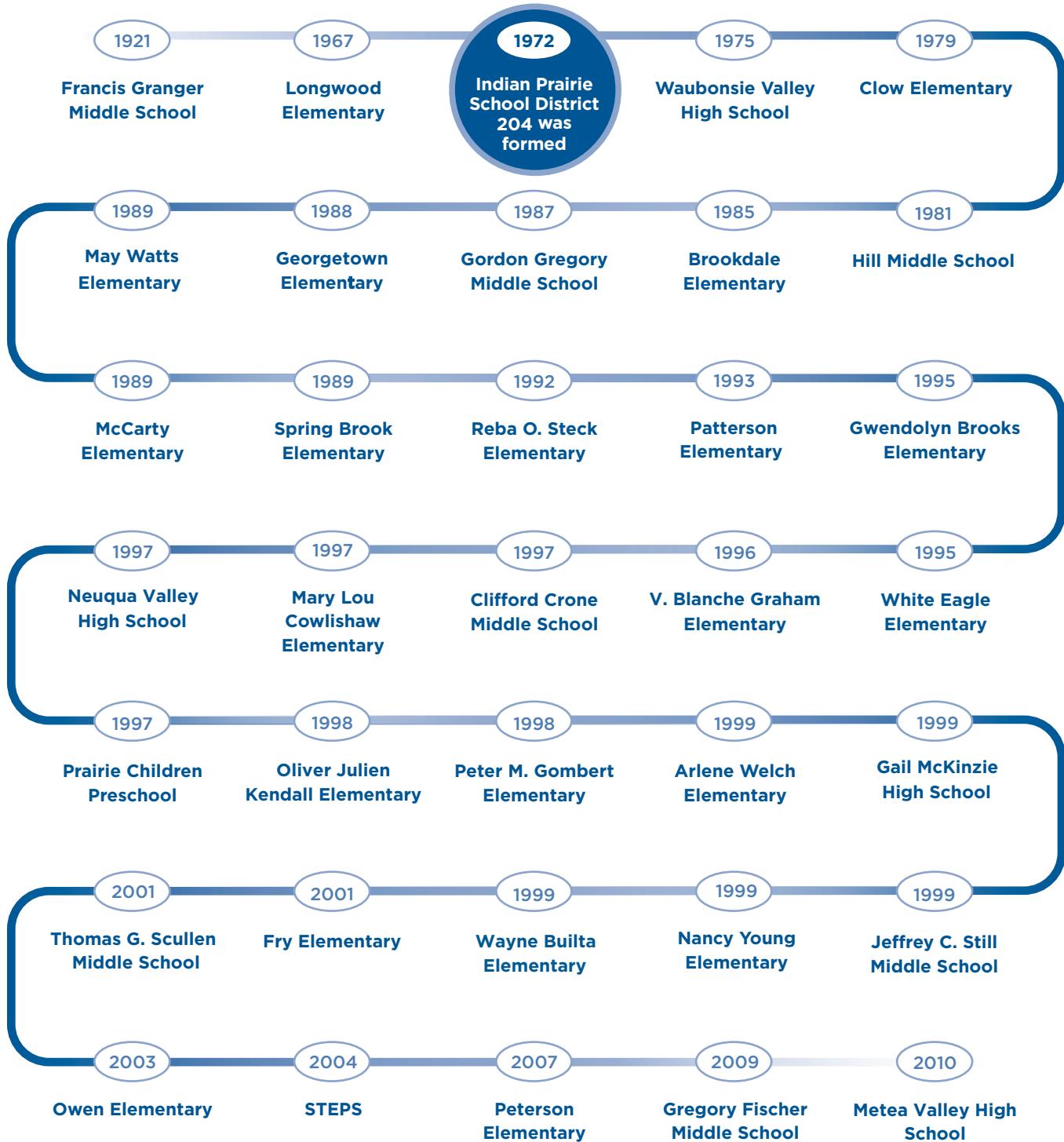
The three school boards put the unit district proposal on the August 12, 1972, ballot. It passed with 359 yes votes and 44 no votes. The regional superintendent assigned 204

as the district's number, and the election of the school board occurred in September of that year. At about the same time, Naperville High School District 107 and Naperville Elementary District 78 united to form Unit District 203. The assets were split between the two districts and boundary lines were agreed upon. Naperville District 203 would retain the existing high school, and District 204 was deeded the ownership of the high school property site on 87th Street. The first superintendent of the newly formed District 204 was Thayer J. Hill, Sr., former assistant superintendent of Naperville High School District 107.

Immediately after the consolidation was approved, officials began planning for the high school which was required by law to be operational within two years. Until the school was built, students would continue to attend Naperville High School on a tuition basis of \$1,500 per student per year. Waubonsie Valley High School opened in 1975 with an enrollment of 295 high school students and 175 junior high students. Construction problems plagued the project, but it was state-of-the-art at the time, complete with a swimming pool and planetarium. Waubonsie graduated its first senior class in 1977.

Enrollment in the school district doubled between 1972 and 1980, from 1,150 students to 2,339. For several years, enrollment increased by 200 to 300 pupils. Then numbers began to skyrocket with 1,100 to 1,300 new students each year during the mid-1990s and more than 2,000 per year into late 1990s. District enrollment peaked during the 2012-13 school year with 29,180 students. Currently the district has one preschool, twenty-one elementary schools, seven middle schools, three high schools, one alternative high school and a transition program for post-secondary students.

HISTORICAL TIMELINE — BUILDING OPENINGS



2021-2022 POINTS OF PRIDE

- Nine District 204 seniors received National Merit Scholarships
- Sixty-one District 204 seniors named National Merit Semifinalists
- Three District 204 seniors named U.S. Presidential Scholars
- Metea Valley Girls Volleyball Team named State Champions, the first in the school's history
- Metea Valley Girls Soccer Team named State Champions
- Two District 204 students, Diara Giri and Eden Salem, named National Champions in the National PTA Reflections Program
- District 204 recognized as a 2022 Best Communities for Music Education by the National Association of Music Merchants
- Neuqua Valley alumna, Trisha Prabhu, named 2022 Rhodes Scholar
- Waubonsie Valley student, Jaisnav Rajesh, named Illinois State DECA President
- Prairie Children Preschool designated an ExceleRate Illinois Gold Circle of Quality School
- Clifford Crone Middle School student, Abhinav Anne, selected as one of the top ten national finalists in the 2021 3M Young Scientist Challenge



- Metea Valley, Neuqua Valley, and Waubonsie Valley high schools ranked in the top 30 Best Public High Schools in Illinois by Niche
- Metea Valley High School teacher, Meredith Jordan, named the 2021 High School Physical Education Teacher of the Year, in the Northeastern District of Illinois, by the Illinois Association for Health, Physical Education, Recreation and Dance
- Patterson Elementary Principal, Michele Frost, named the 2021 Illinois Administrator of the Year by the Illinois Association for Health, Physical Education, Recreation and Dance
- STEPS Eagle, Ryan Ward, won a gold medal for golf skills in the Illinois Special Olympics
- Still Middle School was selected by the Association of Middle Schools as an Illinois Horizon School to Watch
- Neuqua Valley High School Tennis Coach, William Rose, selected as an Illinois High School Tennis Coaches Association 2021 Regional Boys' Coach of the Year
- Metea Valley High School Volleyball Coach, Dave MacDonald, received the 2021 Illinois Volleyball Association's Coach of the Year award
- Metea Valley student, Nikita Khurana, earned a spot as a U.S. finalist in the international competition of the German Olympics
- Forty-nine District 204 high school students named All-State musicians by the Illinois Music Education Association
- Metea Valley Special Olympic Athletes, Grace Ramsburg and MJ Palmquist, along with Carter Burgoon, Unified Peer, selected as part of the Special Olympics 2nd Unified Football World Cup team for North America
- Neuqua Valley recognized for the first-of-a-kind literacy pilot program developed by the Standford History Education Group
- Waubonsie Valley students, Evan Keegstra, Rami Nasser, and Neelay Ranjan placed first in the State of Illinois in the 14th Cyberpatriot - National Youth Cyber Defense Competition
- Students attending Neuqua Valley, Sean Kim, Andrew Thompson, Ksheetij Vaity, Micah Vemu, and Spencer Biziorek, won the 2022 Robotics Education and Competition Foundation Community Online Challenge Award sponsored by Google
- Welch Elementary fifth grader, Gracie Adamson, named the 2021 Dancer of the Year at Groove Dance Nationals
- Neuqua Valley senior, Amulya Jonnalagadda, chosen to serve on the Illinois State Board of Education's 2021-22 Student Advisory Council
- Eight District 204 schools earned the inaugural Thrive Award by GreatSchools.org.
- Indian Prairie School District 204 is among the top school districts in Illinois and the U.S. in Niche's 2022 list of Best School Districts. Indian Prairie ranked number 11 out of 411 districts in the state and 56 in the country with an overall grade of A-plus
- Spring Brook Elementary School ranked number one for Best Public Elementary School in Illinois earning an overall grade of A-plus by Niche



- Waubonsie Valley alumni, Yejun Kim, competed in the Jeopardy National College Championship
- Twenty-nine District 204 high school art students recognized at the National Scholastic Art Competition
- Neuqua Valley English teacher, Laura Dabecic, named one of 30 finalists for the 2022 Golden Apple Award for Excellence in Teaching
- Metea Valley Media selected as a 2022 Online Pacemaker Finalist by the National Scholastic Press Association
- STEPS Eagles took first place in the Illinois High School Association/Special Olympics Illinois State Unified Basketball Tournament
- Warriors Hockey Club, which consists of players from Waubonsie and Metea Valley High Schools, captured their second consecutive state title for the combined Blackhawk Cup
- Waubonsie Valley senior, Jaisnav Rajesh, awarded a prestigious national Coca Cola Scholarship
- Waubonsie Valley science teacher, Carl Armstrong, published a novel, *They Left One Tree*. Carl Armstrong was a Semifinalist for the 2021 Illinois Manuscript Contest and was awarded the 2022 Prism prize for Climate Literature Honorable Mention
- Waubonsie senior Shreya Joshi invited to speak at the TED2022 conference in Vancouver, British Columbia, Canada
- Neuqua Valley student, Emma Shepherd, awarded an all-expense paid summer study trip to Germany, by the American Association of Teachers of German, as a national winner after scoring in the 99th percentile on the Level Three 2022 National German Exam for high school students
- Neuqua Valley and Waubonsie Valley high schools recognized as Project Lead the Way 2021-22 Distinguished Schools
- Neuqua Valley senior, James Rosenberger, recognized as the first DECA national champion in Neuqua Valley history taking first place in the Business Services Marketing category

- Kendall Elementary fifth grade student, Danyah Mansour, received the National Public Radio Student Podcast Challenge honorable mention
- Metea Valley senior, Jocelyn Grabow, awarded a \$10,000 grant and the first recipient of the KEITH award by BuddysHELPERS
- District 204 Business Professionals of America students earned several first-place awards at the National Leadership Conference
- Rhonda Jenkins, Library Media Center Director of Kendall Elementary School, named the 2022 recipient of the Illinois Library Association Librarian of the Year Award
- Eight District 204 high school students earned Gold Key awards at the National Scholastic Art Competition

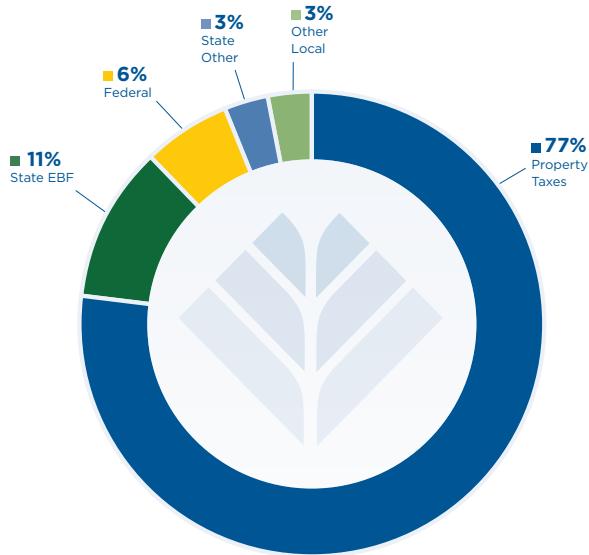


RESOURCE AND FINANCIAL MANAGEMENT 2021-2022 SCHOOL YEAR HIGHLIGHTS

The Board of Education and administration are committed to the efficient and transparent allocation of financial resources. The District maintained a balanced budget for the 2021-2022 school year, and for the fifth straight year will receive the State Board of Education's "Recognition" Status, the highest status awarded for a District's financial position. The Association of School Business Officials has awarded the District's Annual Comprehensive Financial Report its "Certificate of Excellence in Financial Reporting" for twenty straight years. Financial information, including annual reports, budgets, and required disclosures, are available at ipsd.org/Businessoffice.

The District's largest revenue source is property taxes paid by district residents and local businesses, which represents approximately 77% of all revenue. This percentage has been consistent for much of the District's history. Under the State of Illinois's Evidence Based Funding (EBF) formula, the District is a "Tier 2" District, with an 83% funding level. Although this means the

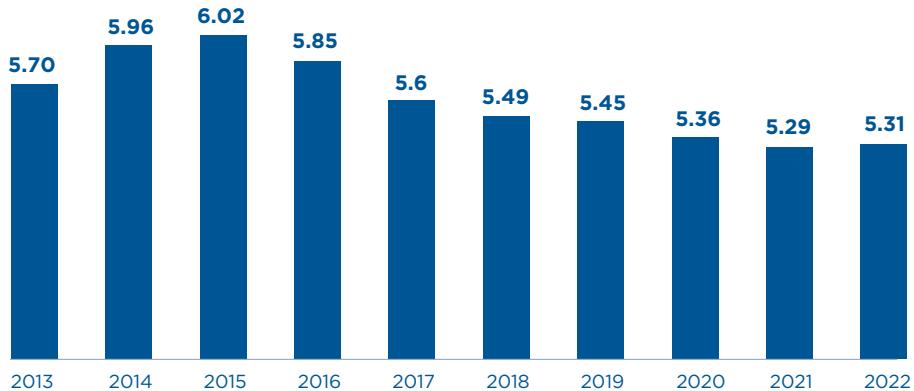
WHERE OUR MONEY COMES FROM



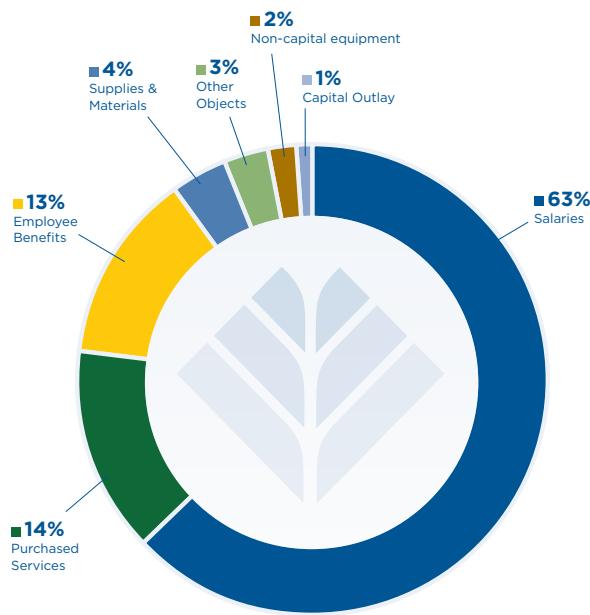
State recognizes the District is underfunded when compared with the needs of the District, State funding represented only 14% of the District revenues.

Despite these revenue challenges, the District has been able to reduce the annual tax rate by 6.9% over the past ten years.

PROPERTY TAX RATES



FISCAL YEAR 2022 OPERATING EXPENDITURES



In developing the annual operating budget, the District prioritizes spending that has a direct impact on student growth and achievement. Priorities for the 2021-2022 school year included reducing class sizes at the Kindergarten through second grade levels,

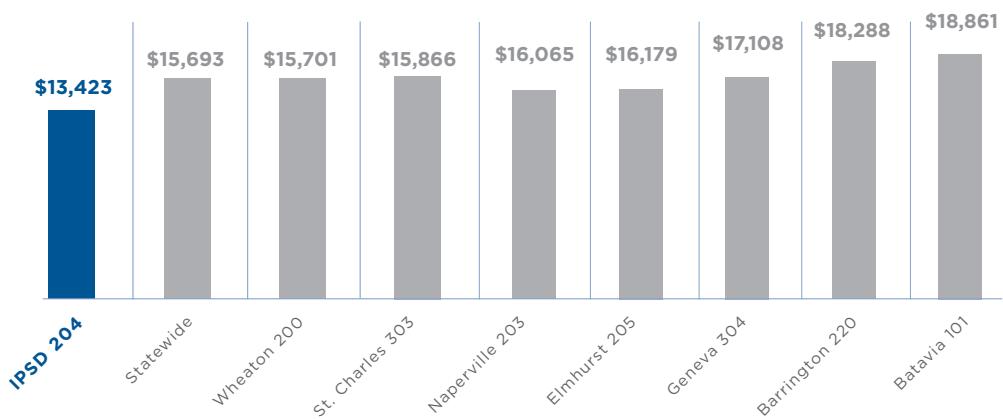
supporting a return to full in-person learning, and addressing deferred maintenance needs at several District buildings.

The District has one of the lowest administrator to pupil ratios in Illinois. As a result, 76% of expenditures are for salary and benefits, with most of these staff working directly with our students. 14% of expenditures are for contractual services related to food service, transportation, and custodial services, with the remaining 10% covering supplies and materials, technology needs, capital outlay, and other expenses.

The District consistently spends below the state average on a per pupil basis and has the lowest spending per pupil among our eight comparable Districts.

As of June 30, 2022, the District had \$107.1 million in outstanding general obligation bonds. These bonds financed the construction of District facilities throughout the 1990's and 2000's, with the last bond issued in 2007. The principal and interest payments are made with property tax revenue. The bonds will be paid off in full on December 30, 2026.

2021 EXPENSES PER PUPIL



GRANTS AWARDED TO INDIAN PRAIRIE

Indian Prairie has several areas of focus for the 2022-23 school year; all of which address the social-emotional and academic development of our students. The district will spend more than \$1.7 million in grants this year to address mental health, with all schools receiving funds to support student and staff wellness. The following outlines the various grants awarded to Indian Prairie for the 2022-23 school year and beyond.

Indian Prairie Homeless Children and Youth

Indian Prairie School District was awarded a \$150,000 grant over a two-year period through the American Rescue Plan which will be used to support efforts to identify homeless children and youth in District 204, provide them with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic, and allow them to attend school and participate fully in all school activities.

Targeted supports include providing books for summer learning, academic and personal items, PPE for students, backpacks and school supplies, and academic tutoring services throughout the year and summer.

IDEA Consolidated Grant

Indian Prairie School District was awarded a \$1,199,842 grant over a one year period through the American Rescue Plan which will be used to support efforts to assist students and staff in a post pandemic climate.

Indian Prairie will utilize these grant funds to support health assistants at the middle school level, four Registered Behavior Technicians,

one Board Certified Behavior Analyst, a social emotional curriculum for special education students, a District-wide Section 504 Coordinator, increased wrap services, and other materials to support the social emotional needs of our students.





PEACE of Mind (Parent Education and Community Engagement)

Indian Prairie School District was awarded \$969,000 over a three-year period through the American Rescue Plan Community Partnership Grant. The funds will address the post-pandemic gaps in opportunity and unfinished teaching/learning that school districts in Illinois are facing. The grant aims to decrease the gaps in meeting students' social, emotional, behavioral, and mental health needs.



Indian Prairie RISE (Re-Imagining Student Engagement)

Indian Prairie School District was awarded \$1.05 million over a three-year period by the Phillip Jackson Freedom Schools Grant which will establish a Freedom School network to supplement the learning taking place in public schools by creating programs with a mission to improve the odds for children in poverty.

The Freedom Schools located at Cowlishaw Elementary, Gombert Elementary, McCarty Elementary, Fischer Middle School, Granger Middle School, Hill Middle School, and Waubonsie Valley High School will use a research-based and multicultural curriculum and engage disenfranchised communities most affected by the opportunity gap and learning loss caused by the pandemic. All seven schools targeted for participation in this grant have approximately double the percentage of low-income and African American students as non-targeted schools. As such, the Freedom Schools will expand the teaching of African American history, develop leadership skills, and provide an understanding of the tenets of the civil rights movement.

Indian Prairie APPLES (Accelerate Pupil Participation in Literacy Enrichment and STEM)

Indian Prairie School District was awarded a \$1.5 million grant over a three-year period through the Coronavirus Urgent Remediation Emergency (CURE) Fund After School Programs. The grant will establish after-school programs as a joint effort between not-for-profit community based organizations and Tier 1 or Tier 2 school districts. After-school programs that are embedded in the local community help students increase academic achievement and develop social and emotional learning skills.

APPLES' after school programs will provide opportunities outside of the school day for 1,100 students at twelve Indian Prairie schools to improve academic outcomes, provide literacy and STEM enrichment, expose students to an array of college and career opportunities, and provide mentoring and advocacy programs that inspire student empowerment and development. The schools impacted are Prairie Children Preschool, Brookdale Elementary, Clow Elementary, Cowlishaw Elementary, Gombert Elementary, McCarty Elementary, Owen Elementary, Steck Elementary, Young Elementary, Welch Elementary, White Eagle Elementary, and Metea Valley High School.

Indian Prairie CARES (Community Advocacy, Resilience, Engagement and Supports)

Indian Prairie School District received a grant from Edward-Elmhurst Health through the first distribution from its Community Investment Fund. To further their mission, Edward-Elmhurst Health created the Community Investment Fund of \$100 million. The Edward-Elmhurst Community Investment Fund aims to support organizations committed to enhancing community health and well-being, advancing health equity and supporting local economic growth.

The funds from this grant will be used to create mental health clinics in three Indian Prairie schools - Georgetown Elementary, Longwood Elementary, and Fischer Middle School.

Indian Prairie CARES will create a multifaceted approach to advance health equity, student wellness and mental health supports by connecting schools, families and community resources. Indian Prairie CARES will be comprised of local mental health professionals and school personnel. It will combat stigma and expand awareness and access to mental health services in three Indian Prairie schools with the most underserved populations. Indian Prairie CARES would provide consistent, sustainable mental health services after school hours for underserved students and families at no cost.

GROW YOUR OWN TEACHERS

In the spring of 2021, Indian Prairie School District 204 was awarded a



four-year grant from the Illinois State Board of Education for CTE Career Pathways and directly supporting the educator pipeline. District 204 has two focuses in the use of the grant: to create and support a Grow Your Own Teacher (GYOT) program, and to create opportunities to obtain the Education Career Pathways endorsement on a high school transcript. During the summer of 2021, over 30 teachers and administrators set the course for the GYOT program and determined metrics to evaluate sustainability for the short and long term. The team was comprised of K-12 teachers, many of whom are District 204 graduates.

The GYOT initiative is a District 204 immersion program which gives students direct insight and knowledge into the daily responsibilities and expectations of educators who serve in a variety of positions. This not only includes teachers, but social workers, counselors, speech & language pathologists and more!

In its inaugural year, students were able to participate in various activities per level.

Elementary School - Through our World of Work curriculum, students in grades K-5 were introduced to the role and responsibilities of an educator. Students had opportunities to participate in activities that included in-person presentations with district educators, an educator panel of district educators, virtual meetings with live question format, World of

Work Speaker Series, and in-class activities focusing on books about educators and exposure to different roles of an educator.

Middle School - After school clubs named "Teachers of Tomorrow" were established at all seven middle schools. These clubs had a year full of several highlights that included regular group meetings to identify interests and career goals, activities with current educators focusing on the role of an educator in the classroom, collaboration with high school GYOT students, and visits to all three high schools to shadow and learn from GYOT students.

High School - Unlike our education classes and clubs currently offered at the high school level, the GYOT Program took place during the school day. Students received real-world career experience through direct shadowing of an educator, lesson-planning, mini-teaching opportunities, and one-to-one mentoring. Additional activities over the course of the year included four classroom observations - one at each level and one choice aiming for one observation per quarter, debrief opportunities, District ID which allows students to operate as a representative of the district in every building in which they observe, video call check-ins throughout the school year, presentations from college education programs, college application assistance, and end of year or summer opportunities such as volunteering to set up a classroom with teachers.

District 204 is excited to continue the GYOT program as we plan for year two in the 2022-23 school year.

INDIAN PRAIRIE PARENTS' COUNCIL



Since the inception of the Indian Prairie School District, school building principals and administrators have encouraged active participation by parents. Parents formed Home & School Associations to organize volunteers and raise money for extra school programming and amenities. Superintendents met regularly with the Home & School Association presidents to get feedback and listen to their concerns.

In 1987, Superintendent Thomas Scullen decided to discontinue Home & School Associations in favor of the National Parent Teacher Association. Parent Teacher Association (PTA) affiliation required bonding and insurance. All existing elementary and middle school units converted to PTAs, and in 1997 when Neuqua Valley High School opened, Waubonsie parents then elected to convert to a PTA, bringing all schools in District 204 into the PTA affiliation.

District 204 PTAs were placed in Illinois PTA District 32 that encompasses most of DuPage County. In 1989, the PTAs formed a PTA Council, now known as the Indian Prairie Parents' Council (IPPC). Each unit sent its president to meet monthly with the superintendent and other key administrators.

Today, IPPC consists of the PTA president and parent representative from each school, Indian Prairie Project Arrow PTA, and STEPS (Supportive Training Experiences Post Secondary) PTSA, for a total of 34 local units. IPPC is led by an at-large elected executive committee consisting of a president, two vice presidents, treasurer and secretary. IPPC and local units subscribe to the National PTA mission.

Members work on behalf of children and youth in matters pertaining to their education, health and welfare. In recent years, IPPC has added several new programs to support students and families in need including monthly snack drives, the annual coat drive, winter wishes holiday giving program, and the Valley Runway collection. Additionally, IPPC holds an annual staff appreciation gift card drive in which community members can purchase gift cards as a way to thank teachers at the end of the year, and a portion of their purchase is applied to school supply donations for under-resourced families the following school year.

Every Child. One Voice.

PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

PARENT DIVERSITY ADVISORY COUNCIL



The Parent Diversity Advisory Council was founded in 2002, as a result of a parent forum held by the school district with parents and staff members in relation to diversity issues. The mission of the PDAC is to advance District 204's commitment to equity and educational excellence.

PDAC facilitates monthly discussions to promote collaboration amongst parents and district staff to address equity and diversity. They share best practices in order to improve experiences and opportunities for all students. The meetings are open to District 204 parents, staff, and community.

PDAC Promise

PDAC promises to engage in active conversation concerning issues that are important to you.

We promise to stand along side you when you need an advocate.

We promise to work with the district to ensure all families and students in our community feel welcomed in their respective school building and in their classrooms.

We promise to continue to bring awareness to the meaning of equity.

And most importantly, we promise to advance District 204's commitment to equity and educational excellence always.



INDIAN PRAIRIE EDUCATIONAL FOUNDATION



The Indian Prairie Educational Foundation (IPEF) was formed in 1988 to complement and enhance the

educational opportunities provided to students attending schools in Indian Prairie School District 204.

At that time, Superintendent Dr. Thomas Scullen and the board of education envisioned academic excellence in every school, with IPEF helping to pay for programs which tax dollars normally can't fund. The first priority was recognizing academic achievement and the IPEF Excellence in Education Awards program was born. The second priority was to build a top-tier music program with the mindset that the dedication and discipline needed to master orchestral music carries over to other academic pursuits. IPEF also took over sponsorship of the Fine Arts Fair – Indian Prairie's annual celebration of student musicians and artists.

The 1990s and early 2000s were years of rapid growth for the district and the IPEF. The investment in music education bore fruit – district programs were recognized for their excellence, winning the first of an eventual 16 Grammy Signature awards. IPEF funded a new Artist-in-Residence program, high school holiday concerts, and the Fine Arts Festival, which grew to include displays of visual art from all grade levels. IPEF also instituted 'mini-grants' – gifts to teachers for supplies and instructional tools beyond standard curricula. Mini-grants evolved to today's Teacher Innovation Grants.

In 2009, IPEF partnered with Edward Hospital to implement the first Young Hearts for Life cardiac screening program at all three high schools. This important program has saved the lives of students by detecting potentially life-threatening heart abnormalities. In 2012, IPEF supported the district's growing emphasis on STEM enrichment, continuing to fund the annual Science Fairs plus new programs such as coding clubs, robotics teams and the District's new engineering elective curriculum, Project Lead The Way.

In 2014, TEAM IPEF was launched – the charity running squad that has turned the annual Naperville Half-Marathon into IPEF's largest funding campaign.

In recent years, IPEF launched several new programs to help address the needs of at-risk students facing economic, cultural or social/emotional barriers to their academic success.

These include the Back on Track program, which provides individualized assessment and counseling to students, at school, so as to avoid obstacles of availability, cost, and transportation; Valley Runway which makes it possible for low-income high school students to attend their school's formal social events; and the Kid Essentials Fund which provides support for students and families in need when there are no other resources available for food, clothing or transportation.

"It's All About The Kids."

ASSOCIATION PARTNERSHIP

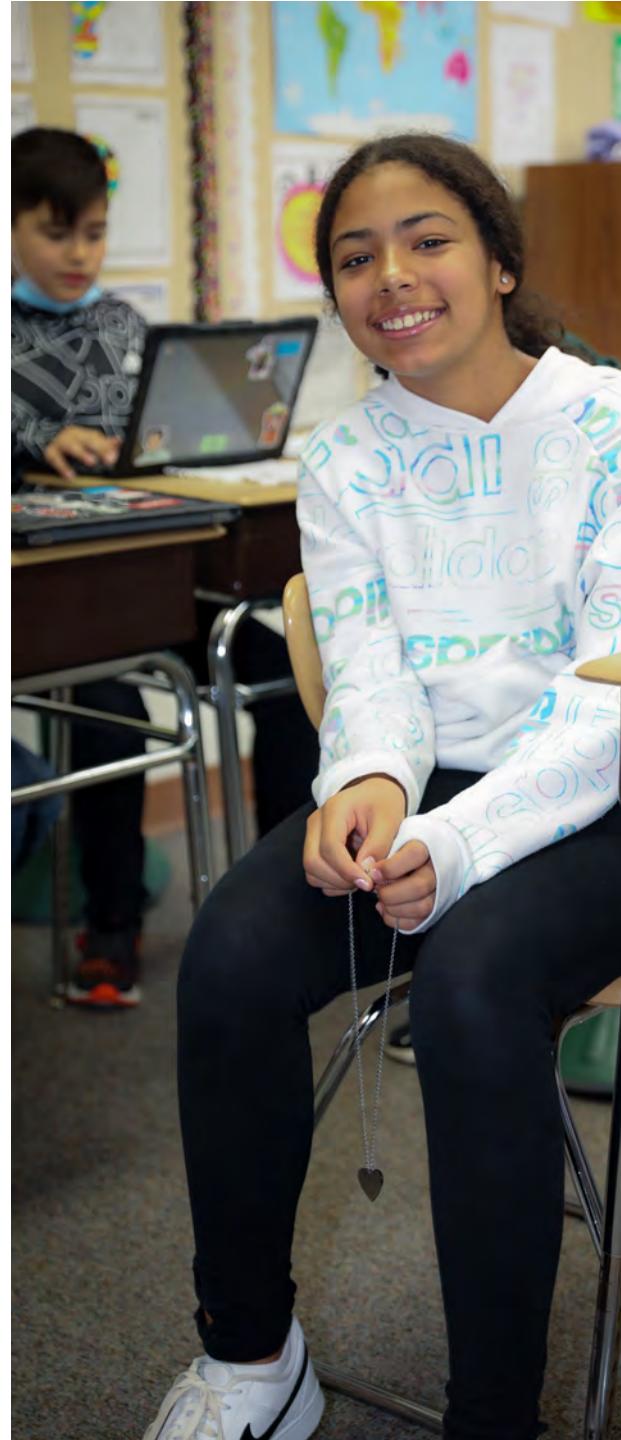
Indian Prairie School District has a long-standing partnership with the Indian Prairie Education Association (IPEA) and the Indian Prairie Classified Association (IPCA). In the spring of 2022, Indian Prairie successfully negotiated new four-year contracts with both organizations which meet the needs of our teachers and support staff while maintaining fiscal responsibility to deliver a balanced budget.



IPCA is made up of over 600 classified staff members who are teacher assistants, health aides, school secretaries, dean's assistants, LMC assistants, receptionists and copy clerks.



IPEA is a professional organization of over 2,000 Educators with a collective mission is to make Indian Prairie's schools a place of hope, academic success and growth for all students.



FIRST ANNUAL INSPIRE AWARDS



The mission of Indian Prairie School District is to **inspire** all students to achieve their greatest potential. With that in mind, District 204 created four awards to recognize individuals and organizations who make a meaningful and lasting impact on the students of Indian Prairie School District. The awards were presented to community members at the June 6, 2022 board of education meeting.

ILLUMINATE AWARD

Recipients: Bob and Sonya Evanovsky

The Illuminate Award is given to a community member who is dedicated to supporting the students of District 204. This year's recipient of the Illuminate Award was Bob and Sonya Evanovsky of Aspen Lane Wine Company. Bob & Sonya, as a way to combine their love of making wine with a business that would provide income to a select group of nonprofit organizations, founded Aspen Lane Wine Company. Through Bob and Sonya's generosity, their company provides funding to the Indian Prairie Educational Foundation and other organizations that support those in need. Aspen Lane Wine Company selects its partner charities based on their service to the community and is focused on those groups whose mission is to serve and support children and adults with a variety of disabilities. The Evanovsky's are Indian Prairie School District parents and have a genuine desire to enhance, support and illuminate our community.

IMPACT AWARD

Recipient: Linda Herwaldt

The Impact Award is given to a staff member who has made a significant difference in the lives of our students. The recipient of the Impact Award was Linda Herwaldt who has shown an unwavering commitment to ensure the health and safety of our students and staff. From the start of the COVID-19 pandemic, Linda has worked tirelessly to provide meaningful support and guidance to students and families throughout the district.

IGNITE AWARD

Recipients: Neha Tokala and Aayush Gupta

The Ignite Award is given to students who are emerging leaders and demonstrate exemplary qualities within a District 204 student organization. The Ignite Award was presented to 2022 graduates Neha Tokala, from Metea Valley and Aayush Gupta from Waubonsie Valley for their advocacy to ensure student voice with the Board of Education.

INSPIRE AWARD

Recipient: Indian Prairie Educational Foundation

The Inspire Award is given to an individual or entity who has demonstrated exemplary service to District 204 over a sustained period of time. The recipient of this year's Inspire Award was the Indian Prairie Educational Foundation (IPEF) for their continuous support of Indian Prairie School District throughout the past thirty years. Because of their generosity, more than a half million students have benefitted from programs funded by IPEF. Over the past several years these programs have included Robotics, Back on Track, Young Hearts for Life, Valley Runway, Fine Arts Festival, Coding Clubs, Virtual Enterprises International, STEM, Project Lead the Way, and many more. Additionally, IPEF has compassionately provided much needed support to our families who qualify for McKinney-Vento services and who are enduring hardship. Through their efforts, the Indian Prairie Educational Foundation has truly inspired all students to achieve their greatest potential.



2022-2023 SCHOOL LEADERSHIP

EARLY CHILDHOOD

Prairie Children Preschool
Sally Osborne, Principal

Oliver Julian Kendall Elementary School
Breah Jerger, Principal

ELEMENTARY SCHOOLS

Brookdale Elementary School
Keeley Schmid, Principal

McCarty Elementary School
Kevin Schnable, Principal

Gwendolyn Brooks Elementary School
Terri Russell, Principal

Owen Elementary School
Ken Bonomo, Principal

Wayne Builta Elementary School
Adrienne Morgan, Principal

Patterson Elementary School
Michele Frost, Principal

Robert E. Clow Elementary School
Katie Bennett, Principal

Peterson Elementary School
Allison Landstrom, Principal

Mary Lou Cowlishaw Elementary School
Carlos Azcoitia, Principal

Spring Brook Elementary School
David Worst, Principal

Fry Elementary School
Laurel Hillman, Principal

Reba O. Steck Elementary School
Elizabeth Pohlmann, Principal

Georgetown Elementary School
Janan Szurek, Principal

May Watts Elementary School
Brian LeCrone, Principal

Peter M. Gombert Elementary School
Jeremy Ricken, Principal

Arlene Welch Elementary School
Sarah Nowak, Principal

V. Blanche Graham Elementary School
Claudette Walton, Principal

White Eagle Elementary School
Mary Howicz, Principal

Nancy Young Elementary School
Erin Rodriguez, Principal

MIDDLE SCHOOLS

Clifford Crone Middle School

Melissa Couch, Principal

Gregory Fischer Middle School

Jennifer Nonnemacher, Principal

Francis Granger Middle School

Allan Davenport, Principal

Gordon Gregory Middle School

Leslie Mitchell, Principal

Thayer J. Hill Middle School

Michael Dutdut, Principal

Thomas G. Scullen Middle School

Scott Loughrige, Principal

Jeffrey C. Still Middle School

Kimberly Cornish, Principal

HIGH SCHOOLS

Metea Valley High School

Dr. Darrell Echols, Principal

Neuqua Valley High School

Dr. Lance Fuhrer, Principal

Waubonsie Valley High School

Jason Stipp, Principal

Gail McKinzie High School

LaTanya Harris, Principal

OTHER

STEPS (Supportive Training

Experiences Post-Secondary)

Kim Maloney, Principal

2022-2023 DISTRICT LEADERSHIP

BOARD OF EDUCATION

Laurie Donahue.....President
Mark Rising.....Vice President
Susan Demming.....Secretary
Allison Fosdick
Natasha Grover
Supna Jain
Justin Karubas

ADMINISTRATION

Dr. Adrian Talley.....Superintendent
Doug EccariusDeputy Superintendent
Dr. Nicole HowardAssistant Superintendent, High Schools
Brad Hillman.....Assistant Superintendent, Middle Schools
Laura RosenblumAssistant Superintendent, Elementary Schools
Dr. Louis Lee.....Assistant Superintendent, Human Resources
Dr. Christina SepiolAssistant Superintendent, Student Services
Matt ShipleyChief School Business Official
Rod Mack.....Chief Technology Officer
Lisa BarryExecutive Director, Communication Services
Nader NajjarExecutive Director, Educational Equity
Charles SprandelExecutive Director, Research & Assessment