

**SUNSET RIDGE SCHOOL DISTRICT 29
525 SUNSET RIDGE RD
NORTHFIELD, IL 60093**

Regular Board of Education Meeting:

**Tuesday, February 9, 2021 – 7:00 p.m. at Sunset Ridge
School (525 Sunset Ridge Road, Northfield, IL. 60093)**



SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

**BOARD OF EDUCATION
SCHOOL DISTRICT 29
SUNSET RIDGE SCHOOL – 525 SUNSET RIDGE RD. NORTHFIELD, IL 60093
February 9, 2021 – 7:00 p.m.**

The meeting will include an opportunity to provide public comment. Any member of the public that would like to make a public comment can appear in-person or submit their comments via email to D29_board@sunsetridge29.org by 3:55 PM on February 9, 2021.

Public comments submitted via email will be announced during the public comment portion of the meeting. The duration of public comment may be limited and the Board does not respond to public comments.

A live stream feed of the regular monthly Board of Education meeting can be viewed at https://www.sunsetridge29.org/board_of_education/livestream.

AGENDA

- 1. ROLL CALL:**
- 2. CONSENT AGENDA:**
 - 2.1 Minutes of the Special Board Meeting – January 7, 2021
 - 2.2 Minutes of the Regular Board Meeting – January 12, 2021
 - 2.3 Bills and Salaries
- 3. COMMUNICATIONS:**
 - 3.1 Freedom of Information Act Log
- 4. OLD BUSINESS:**
 - 4.1 Discussion: Board Orientation Session
 - 4.2 Discussion: Strategic Planning Update
 - 4.3 Discussion and Possible Approval: 2021-2022 Technology Fees
- 5. NEW BUSINESS:**
 - 5.1 Audience Comments/Public Participation
 - 5.2 Board Open Discussion
- 6. REPORTS:**
 - 6.1 Return To School Task Force Committee**
 - 6.1a Report from February 8, 2021 Meeting
 - 6.1b Discussion and Possible Approval: Amendments to Return to School Plan
 - 6.1c Next Meeting: March 8, 2021 at 3:30 p.m.
 - 6.2 Finance/Facilities Committee**
 - 6.2a Next Meeting: April 13, 2021 at 6:00 p.m.

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6.3 Education Committee

6.3a Next Meeting: March 9, 2021 at 6:00 p.m.

6.4 Policy Committee

6.4a Next Meeting: March 23, 2021 at 9:00 a.m.

6.5 External Relations

6.5a IASB

6.5b PTO

6.5c NSSED

6.5d Northfield Park District

6.5e Village of Northfield

6.5f Foundation Fund

6.6 Administrative Reports

6.6a Update: 2020-2021 Enrollment

6.6b Update: 2020-2021 Staffing

6.6c Discussion: 2021-2022 Special Education Services and Staffing

6.6d School and Department Reports

7. CLOSED SESSION:

7.1 To Review the Closed Session Minutes of the Board Meeting – January 12, 2021

7.2 To Consider the Release of Closed Session Minutes and Destruction of Verbatim Record

7.3 To Consider Information Regarding the Appointment, Employment, Compensation
Discipline, Performance or Dismissal of Specific Employees or Legal Counsel

7.4 To Discuss Matters Relating to Individual Students

7.5 To Discuss Potential Litigation

7.6 To Discuss Collective Bargaining

8. RESUMPTION OF OPEN MEETING:

9. ACTION ITEMS FOR BOARD APPROVAL:

9.1 Closed Session Minutes of the Board Meeting – January 12, 2021

9.2 Letter of Resignation: A. Handelman

10. ADJOURNMENT:

11. UPCOMING MEETINGS:

11.1 Return to School Task Force: March 8, 2021 at 3:30 p.m.

11.2 Education Committee Meeting: March 9, 2021 at 6:00 p.m.

11.3 Regular Board of Education Meeting: March 9, 2021 at 7:00 p.m.

Note: Supporting materials for most agenda items are posted for public dissemination no later than 24-hours before the scheduled meeting start time on the District 29 website under the Board of Education tab.

**BOARD OF EDUCATION
525 SUNSET RIDGE ROAD
NORTHFIELD, ILLINOIS 60093
SPECIAL BOARD OF EDUCATION MEETING
JANUARY 7, 2021
6:00 p.m.**

MINUTES

ROLL CALL: (6:00 p.m.)

Mr. Spaan called the meeting to order at 6:00 p.m. and upon roll call, the following were present:

Present: Mrs. Detlefsen, Mr. Hayes, Mrs. Peterson, Mr. Welch
(6:15p.m.), Ms. Alpert Knight, Mr. Subeck, Mr. Spaan

Absent: None

Also Present: Dr. Stange, Dr. Sukenik, Mrs. Kiedaisch, Mrs. Styczen

NEW BUSINESS

2.1 Audience Comments

There were no audience comments.

2.2 Board Open Discussion

There were no Board discussion.

3.1 Discussion: Remote Learning Survey Results

Dr. Stange reviewed the remote learning survey results noting a marked improvement in the perceptions of survey respondents regarding the remote learning experience.

5.4 Discussion and Possible Approval: Task Force Recommendations

Dr. Stange reviewed proposed modifications to the District 29 Return to School Plan including changes to the quarantine protocol and procedural changes related to the crossing of PODS, indoor snack, reinstatement of in-person band instruction for students in 5th grade, and the reinstatement of some in-person “specials” classes at Middlefork School.

The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Hayes, Ms. Alpert Knight,
Mr. Subeck, Mrs. Peterson, Mr. Spaan, Mr. Welch

Absent: None

Nay: None

THE MODIFICATIONS WERE APPROVED

ADJOURNMENT:

It was moved by Mr. Subeck and seconded by Ms. Alpert Knight to adjourn the meeting at 8:45 p.m. All were in favor.

President, Board of Education

Secretary, Board of Education

Approved _____, 2021

**BOARD OF EDUCATION
525 SUNSET RIDGE ROAD
NORTHFIELD, ILLINOIS 60093
REGULAR BOARD OF EDUCATION MEETING
JANUARY 12, 2021
7:00 p.m.**

MINUTES

ROLL CALL: (7:05 p.m.)

Mr. Spaan called the meeting to order at 7:05 p.m. and upon roll call, the following were present:

Present: Mr. Hayes, Mrs. Peterson, Mr. Welch,
Mr. Spaan, Mr. Subeck

Absent: Ms. Alpert Knight, Mrs. Detlefsen

Also Present: Dr. Stange, Mr. Beerheide, Dr. Sukenik,
Mrs. Kiedaisch, Mrs. Styczen, Mr. Dreher

VOTE TO ALLOW

PARTICIPATION BY PHONE:

Mr. Hayes moved to approve the participation by phone of Mrs. Alpert Knight and Mrs. Detlefsen. Mr. Subeck seconded the motion, The Board voted as follows:

Aye: Mr. Hayes, Mrs. Peterson, Mr. Welch,
Mr. Spaan, Mr. Subeck

Absent: Ms. Alpert Knight, Mrs. Detlefsen

Nay: None

THE MOTION WAS APPROVED

CONSENT AGENDA:

Mrs. Peterson moved to approve the consent agenda as presented. Mr. Subeck seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Mr. Welch,
Ms. Alpert Knight, Mr. Subeck, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

COMMUNICATIONS:

Superintendent Dr. Ed Stange reported one FOIA request for Board member contact and compensation information. Dr. Stange also shared a thank you note from Student Services teacher Mrs. Dodi Bailen.

OLD BUSINESS:

2021-2022 District Calendar

Mr. Subeck moved to approve the 2021-2022 District Calendar as presented. Mr. Hayes seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Mr. Welch,
Ms. Alpert Knight, Mr. Subeck, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

NEW BUSINESS

5.1 Audience Comments

There were no audience comments.

5.2 Board Open Discussion

The Board discussed the possibility of some kind of summer academic program in order to address any potential deficits due to the pandemic. Dr. Stange commented that this option is being considered by many of our surrounding districts. However, the ability to staff such a program remains the biggest issue. The Board agreed to return to this subject as the year progresses and we are able to get a better idea of student needs. Additionally, The Board was grateful for Police Chief Bill Lustig's recovery from COVID19.

5.3 Discussion: New Board Member Orientation

Dr. Stange presented a first draft of a New Board Member Orientation Manual. This document will provide newly seated Board members with practical information and guiding principles to help in the transition to public office. Additionally, it was agreed that having an IASB representative help with new Board member orientation was a good idea.

5.4 Discussion and Possible Approval: Strategic Planning

The Board discussed the schedule for the next Strategic Plan, as our current plan ends at the finish of the 2021 school year. The process usually takes 6-9 months and involves forming committees, engaging stakeholders for feedback, launching surveys and digesting those results, conducting focus groups, and identifying priorities. In the past we have both used and not used private consultants to guide this process. The Board decided to explore options for outside consultants with an eye to start the Strategic Planning process sometime this summer.

REPORTS:

6.1 Return to School Task Force

Dr. Stange reviewed the regional and local metrics, noting that locally we have not seen the expected drastic spike that was predicted after the winter break. Local data is stable and trending downward, which supports our hybrid learning plan. This week marked the return to school after being remote for the holiday season, and students were excited to be back. Two additions to the in-person schedule include offering snack opportunities during the day and having some teachers cross pods in order to provide students with in-person Specials. Dr. Stange noted that these additions have been the source of anxiety for some teachers and parents. However, the practice is being done strategically and with an adherence to health department guidance, emphasizing social distancing, proper mask handling, and hand hygiene, and we are confident that we are able to continue to prioritize teacher and student safety.

Dr. Stange reported that the township schools are working together in an effort to provide New Trier West as a vaccination site. The requirement of 15 minutes of post-vaccination monitoring makes it difficult for pharmacies and other small facilities to offer the service, and the surrounding schools are eager to be helpful if they can by offering the space and personnel needed.

Dr. Stange noted that ILDPH is not recommending on-site symptom checking as an effective way to evaluate whether or not a person should be on site. However, we will continue our practice of temperature checks out of an abundance of caution.

Dr. Stange reported the number of students out on travel quarantine hovers around 4-6 per grade. As we move forward, and as students may need to be out of school for other reasons (i.e. "an abundance of caution"), it is important for parents to remember that it is "ok to be absent." Bouncing in and out of remote learning can be difficult not only for teachers but for students as well, whereas getting follow-up after being absent is a more thorough way of getting caught up and can actually be more of a benefit to students.

Finally, Board President Mr. Adelbert Spaan thanked all of the staff and administration for getting us back to in-person learning successfully, and the Board concurred.

6.2 Finance and Facilities Committee Report

Board member Mr. Scott Subeck reported that 23 trees will be replaced along the Sunset Ridge fence line at a cost of \$16,000-20,000. We will hold off on replacing any evergreen trees on the north side by the parking lot, as we continue to consider installing a walkway there. We are considering removing the free-standing cubby walls in the 4th and 5th grade rooms in order to loosen up the space in response to teacher feedback that they are not utilized, even before the pandemic. It was decided that we should gather more data before committing to removing permanent structures. The Committee discussed creating a 3-5 year facilities plan in order to understand upcoming expenses and priorities for budgeting purposes. CSBO Mr. Tom Beerheide reported that \$35,000 in CARES Act funding is earmarked for our district, with more possibly on the way. He is not optimistic about the promised FEMA reimbursements.

Discussion and Possible Approval: 2021-2022 Budget Designation

Mr. Subeck moved to approve Mr. Beerheide to begin to 2021-2022 Budget planning process. Mr. Welch seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Hayes, Ms. Alpert Knight,
Mr. Subeck, Mrs. Peterson, Mr. Spaan, Mr. Welch
Absent: None
Nay: None

THE MOTION WAS APPROVED

The next meeting is April 13, 2021, at 6:00 p.m.

6.3 Education Committee Report

The next meeting is March 9, 2021, at 6:00 p.m.

6.4 Policy Committee Report

Dr. Stange reported that the option to create a policy mandating staff COVID19 vaccinations was discussed, but it was decided to wait and see what develops at the state level. Additionally, Dr. Stange noted that we are watching developing legislation that may make it more difficult for schools to limit social media free speech that happens outside of school, which could have an impact on our policies addressing those circumstances.

The next meeting is March 9, 2021, at 9:00 a.m.

6.5 External Relations

6.5a IASB

Dr. Stange reported that current legislation is being bounced around regarding equity in education. There are many directions that something like that can take, and we continue to watch it.

6.5b PTO

Board member Mrs. Anne Peterson reported that their PTO Gifts program has concluded and they were happy to provide the District with a variety of supplies and services. They are exploring new vendors for the school supply kits and the Book Fair. Many exciting author visits and programs are in the works for both schools. They are at 58% participation for their fundraiser, which amounts to almost \$40,000. Next steps involve a letter writing campaign.

6.5c NSSED

Board member Mr. Bill Hayes reported they are ready to go back to hybrid mode on January 19th, but have been doing some in-person services when it's safe. They are studying the budget impacts of COVID19, and have completed their profile meetings with participating districts to understand next year's needs.

Dr. Stange reported that several districts in the Northbrook region are considering an intergovernmental agreement to provide their own services for early childhood, rendering NSSD's services unnecessary. This proposal would have widespread impact on the remaining NSSD participating districts, as the then increased costs for services will be spread amongst them. More will be learned about this issue at their next meeting.

6.5d Northfield Park District

Board member Mr. Rory Welch reported that Clarkson Park construction remains on schedule to be completed in April, and the Buy-A-Brick program ends in February.

6.5e Village of Northfield

Board member Mrs. Nancy Detlefsen reported that they are encouraging residents to support local businesses, and are grateful for Chief Lustig's recovery.

6.5f Foundation Fund

There was no report.

6.6 Administrative Reports

6.6a Enrollment Update

Dr. Stange reviewed the latest enrollment data noting 5 new students have joined the District. A few students who had planned to transition to in-person hybrid decided against it and stayed remote.

6.6b Staffing Update

Dr. Stange reported that the we continue to advertise for a 6th grade Teaching Assistant and a 5th grade Maternity Leave substitute. He thanked retired D29 teachers Mrs. Joann Tennenbaum and Mrs. Barb Egofske for filling in as substitutes.

6.6c School and Department Updates

Dr. Ivy Sukenik and Mrs. Jen Keidaisch reported that the students are excited to get back to school and love having some Specials classes in person! They are having no trouble learning the procedures that make having Specials safe. The nurses are responding to many quarantine questions every day, and we continue to offer guidance based on IDPH and CCDPH information. Middlefork Play Pods are moving forward as Pod Pals this year, maintaining social distancing. Kindergarten registration is starting next week with pre-arranged appointments. They thanked to the hard work of PE teacher Mrs. Lisa Mattera, and Mrs. Westfall and Mrs. Bennett for offering an intramural Zoom basketball program with around 40 students participating! Homework Club has formed to provided drop-in help over Zoom. Dr. Sukenik highlighted student-led advocacy projects that are

being formed in response to Martin Luther King Day, with many opportunities for the community to get involved.

Mr. Dreher reported that there has been an issue regarding the heating system in the 6th grade rooms. Maintenance is scheduled, but we have rented heaters at the ready just in case. Luckily the problem is only with the heat and not the air exchange, so there is no impact on the exchange of fresh air in these environments.

CLOSED SESSION: At 8:38 p.m. it was moved by Mrs. Peterson and seconded by Mr. Subeck that the Board enter into closed session to discuss the closed session minutes of the December 8, 2020 Board meeting; to consider information regarding employment, compensation, discipline, or dismissal of specific employees or legal counsel; to discuss the placement of individuals in special education programs or matters related to individual students; to discuss potential litigation; and to discuss collective bargaining. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Ms. Alpert Knight, Mr. Subeck, Mr. Welch, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

**RESUMPTION OF
OPEN MEETING:**

Upon resumption of the open meeting at 9:29 p.m., the following recommendations were made:

10.1 Approval: Closed Session Minutes – December 8, 2020

Mr. Welch moved to approve the minutes as presented. Ms. Alpert Knight seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Ms. Alpert Knight, Mr. Subeck, Mr. Welch, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

10.2 Approval: Employment of Alondra Navarro

Mr. Hayes moved to approve the employment as presented. Mrs. Peterson seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Ms. Alpert Knight, Mr. Subeck, Mr. Welch, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

10.3 Approval: FMLA Request (Employee A)

Mrs. Peterson moved to approve the FMLA request as presented. Mr. Subeck seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Ms. Alpert
Knight, Mr. Subeck, Mr. Welch, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

10.4 Approval: Resignation of Brian Thiel (Network Manager)

Mr. Welch moved to approve the resignation as presented. Mr. Hayes seconded the motion. The Board voted as follows:

Aye: Mrs. Detlefsen, Mr. Spaan, Mr. Hayes, Ms. Alpert
Knight, Mr. Subeck, Mr. Welch, Mrs. Peterson

Absent: None

Nay: None

THE MOTION WAS APPROVED

ADJOURNMENT:

It was moved by Mr. Welch and seconded by Mr. Hayes to adjourn the meeting at 9:30 p.m. All were in favor.

President, Board of Education

Secretary, Board of Education

Approved _____, 2021

SUNSET RIDGE SCHOOL DISTRICT 29 VENDOR DISBURSEMENTS LIST #1

This is to certify that the Board of Education, Northfield Township School District 29, at its regular meeting of 2/09/2021 took action to ratify the attached **Accounts Payable Bills, totaling \$55,420.44.**

The following check numbers were used:

Vendor A/P:

A/P Checks	50963-50999	\$ 54,785.90
	Total:	<u>\$ 54,785.90</u>
 A/P ACH's	 9000000025-9000000033	 \$ 634.54
	Total:	<u>\$ 634.54</u>
	 Grand Total:	 <u><u>\$ 55,420.44</u></u>

Secretary, Board of Education

President, Board of Education

Date

Date

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
50963	ACADEMIC ADVANTAGE	2 iPad repairs (4376 & 4369)	02/09/2021	215.00
50964	ALEJANDRO, ANTONIO	Traffic Control (Jan'2021) - 6 shifts	02/09/2021	420.00
50965	ALVARADO, RICHARD A	Traffic Control (Jan'2021) - 4 shifts	02/09/2021	280.00
50966	APPLE INC.	Updated Keyboard - 1st invoice Updated Mouse - 2nd shipment/invoice Updated Mouse & Keyboard - 3rd invoice	02/09/2021	426.00
50967	BLICK ART MATERIALS	Art supplies - Paints, clay, fadeless paper	02/09/2021	365.16
50968	CAROLINA BIOLOGICAL SUPPLY CO	Science Supplies - partial delivery, 1st invoice Science Supplies - 2nd invoice Science Supplies - final invoice	02/09/2021	2,335.77
50969	CLASSROOM CONNECTION DAY SCHOOL	Student Tuition Dec'2020 Adjustment for ISBE rate decrease effective 8/24/20 (\$22.02/day)	02/09/2021	4,021.80
50970	FOX VALLEY FIRE & SAFETY	MFS: Semi-annual kitchen hood service SRS: Semi-annual kitchen hood service	02/09/2021	229.00
50971	FRANCZEK P.C.	Legal Services rendered as of 12/31/2020	02/09/2021	2,585.38
50972	GDI SERVICES INC.	District: Janitorial services for January 2021	02/09/2021	13,921.94
50973	GENERAL MECHANICAL SERVICES	#ILINV20205389 & Credit Memo #ILRET20200190 MFS: HVAC maintenance contract quarterly - 1/1/20-3/31/20 SRS: HVAC maintenance contract quarterly - 1/1/21-3/31/21 Per Melissa Puffer - Printer paper credit subtracted from invoice total	02/09/2021	2,068.55
50974	GOPHER	PE Equipment	02/09/2021	974.88
50975	HILL MECHANICAL SERVICES, INC	SRS: Troubleshoot and repair heating issues (Labor & parts charge)	02/09/2021	2,598.88
50976	HOME DEPOT PRO	District: COVID supplies District: Janitorial and COVID supplies	02/09/2021	714.96
50977	IMPACT NETWORKING, LLC	Copier meter group overage charges (MF & SRS) (10/15/20-1/14/21)	02/09/2021	2,479.68
50978	INTEGRATED SYSTEMS CORPORATION	Service Bureau Subscription Fee	02/09/2021	134.00
50979	LEE & LOW BOOKS	Multicultural books from Lee and Low (PTO-Approved Gift)	02/09/2021	959.36
50980	MARCIA BRENNER ASSOCIATE LLC	Report Card Plug In Renewal	02/09/2021	295.00
50981	MIDAMERICAN ENERGY COMPANY	MF Service 11/13-12/16/20 (Energy Supply & Electricity Distribution) SR Service 11/12-12/15/20 (Energy Supply & Electricity Distribution)	02/09/2021	5,260.07
50982	NEWHOPE ACADEMY	Student Tuition - Jan'21	02/09/2021	3,143.70
50983	NQC LITERACY LLC	Virtual Literacy Coaching and Professional Development 1/26/21-1/28/21	02/09/2021	1,800.00
50984	OFFICE DEPOT	Supplies - 1st invoice Supplies - final invoice Supplies	02/09/2021	201.50
50985	PEARSON ASSESSMENTS - NCS PEARSON INC.	WIAT IV Q-Global Digital Resources (Stimulus Book & Oral Reading Fluency Booklet)	02/09/2021	190.00
50986	RAMROD DISTRIBUTORS	District: Janitorial supplies	02/09/2021	179.69
50987	SCHOLASTIC INC.	Upfront magazine for 21-22 School Year. Ordering before 2/28 to lock in current rate	02/09/2021	109.89
50988	SCHOOL HEALTH CORP	MFS and SRS health office supplies	02/09/2021	106.78
50989	SFM CONSULTANTS INC., STEVEN MARCELLINO	Traffic Control (Jan'2021) - 11 shifts & management fee	02/09/2021	995.00
50990	SYMMETRY ENERGY SOLUTIONS, LLC	Natural gas supplier/commodity charges (Dec'2020)	02/09/2021	1,966.00
50991	TELCOM INNOVATIONS GROUP	Assistance with Sentinel Configuration - Services	02/09/2021	227.50

Check Listing with Detail

Sunset Ridge School District 29, IL				
Check Number	Vendor Name	Invoice Description	Check Date	Amount
50992	TRANE US INC.	SRS: Vestibule heater repairs	02/09/2021	1,498.58
50993	TSA CONSULTING GROUP, INC.	Retirement Plan Administration & Compliance Services - Jan'21	02/09/2021	50.00
50994	VILLAGE OF NORTHFIELD	Water/Sewer - Middlefork (12/21/20-1/19/21) (Acct: 670400340000)	02/09/2021	90.90
50995	WASTE MANAGEMENT NORTH	Waste hauling services - SRS Waste hauling services - MF	02/09/2021	686.12
50996	WESTERN PSYCHOLOGICAL SERVICES (WPS)	CASL-2 Digital Easel 1, 2, 3	02/09/2021	507.00
50997	WNEK, JOSEPH MICHAEL	Traffic Control (Jan'2021) - 7 shifts	02/09/2021	490.00
50998	YORKE PRINTE SHOPPE	Sunset Ridge District Newsletter - Winter 2021 & Mailing Services	02/09/2021	1,807.81
50999	ZIONS FIRST NATIONAL BANK	Annual Paying Agent Fee - Series 2016A	02/09/2021	450.00
Grand Total:				54,785.90

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
9000000025	BEERHEIDE, THOMAS R	Cell phone reimbursement	02/09/2021	50.00
9000000026	DAVIS, HILLARY E	Professional Growth - Responsive Classroom Webinar (Center for Responsive Schools Inc)	02/09/2021	19.98
9000000027	DREHER, COREY L	Cell phone reimbursement	02/09/2021	50.00
9000000028	DUNHAM, EMILY A	Cell phone reimbursement	02/09/2021	50.00
9000000029	KIEDAISCH, JENNIFER A	Cell phone reimbursement	02/09/2021	50.00
9000000030	PENGIEL, BRITTANY A	Professional Growth - American Speech-Language Hearing Association Membership (ASHA membership to maintain certification)	02/09/2021	100.00
9000000031	STYCZEN, SHERI L	Cell phone reimbursement	02/09/2021	50.00
9000000032	SUKENIK, IVY D	Cell phone reimbursement	02/09/2021	50.00
9000000033	WILKINSON, MATTHEW A	Reimbursement for school resources. Receipts have been submitted.	02/09/2021	214.56
Grand Total:				634.54

SUNSET RIDGE SCHOOL DISTRICT 29

VENDOR DISBURSEMENTS LIST #2

This is to certify that the Board of Education, Northfield Township School District 29, at its regular meeting of 2/09/2021 took action to ratify additional vendor disbursements issued during January 2021.

The following check numbers were used:

Vendor A/P:

A/P Checks	50939-50962	\$ 47,607.75
		<u>\$ 47,607.75</u>
A/P ACH's	9000000024	<u>\$ 29.97</u>
A/P Voids	None	<u>\$ -</u>
A/P Advice(s)	201800455	\$ 4,163.34
	201800456	\$ 971.68
	201800457	\$ 15,743.49
		<u>\$ 20,878.51</u>
A/P Total :		<u><u>\$ 68,516.23</u></u>

Student Activity:

Checks	None	\$ -
Student Activity Total:		<u><u>\$ -</u></u>

Secretary, Board of Education

President, Board of Education

Date

Date

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
50939	APPLE INC.	Additional MacBooks for Teachers: 13" MacBook Pro with Touch Bar (Qty: 10)	01/25/2021	11,990.00
50940	ART OF PROBLEM SOLVING - BEAST ACADEMY	Math curriculum resources (books) for ALP - Beast Academy	01/25/2021	344.00
50941	CALL ONE	Phone Service: 1/15-2/14/21	01/25/2021	1,069.64
50942	CASSANDRA STRINGS INC.	Rosin and Fiberglass Composite Bow	01/25/2021	160.27
50943	COMCAST CABLE	Internet Service 1/13-2/12/21 (Acct: 8771 10 130 0311103)	01/25/2021	345.10
50944	DE LAGE LANDEN FINANCIAL SERVICES	Contract #500-50096203 - Copier Lease Payment (10 Konica Minoltas)	01/25/2021	1,458.29
50945	DILLMANN, JOE	FY20-21 Boys Volleyball Assignment Fee	01/25/2021	65.00
50946	DIRECTOR'S ASSISTANT LLC	Band PPE for January 2021 - instrument shields, covers, masks	01/25/2021	1,494.56
50947	GENERAL MECHANICAL SERVICES	MFS: Troubleshooting and repairs to unit heaters and boiler pump SRS: Troubleshooting of 6th grade area heating issues SRS: Vibration isolator replacement on DOAU #8 and #9	01/25/2021	5,796.50
50948	GRAINGER, INC.	SRS: Sensor assembly for toilet auto flush	01/25/2021	234.74
50949	HYDE PARK DAY SCHOOL	Student Tuition Dec'2020	01/25/2021	3,641.82
50950	INTERMOUNTAIN DEACONESS CHILDREN'S SERVICES	Student after-care services (12/29/20-1/26/21)	01/25/2021	2,650.00
50951	NELS J. JOHNSON TREE EXPERTS INC	SRS: Tree pruning along parking lot (Completed 12/29/20)	01/25/2021	4,145.00
50952	NORTHFIELD PARK DISTRICT	MFS: Landscaping services payment 3 of 4 MFS: Gym floor refinishing 50% share	01/25/2021	3,972.50
50953	NORTHFIELD POLICE DEPT	SRS: Alarm user permit for 2021	01/25/2021	20.00
50954	NORTHSHORE UNIVERSITY HEALTHSYSTEM	COVID-19 Employee Testing (Qty: 4)	01/25/2021	400.00
50955	OPEN BOOKS LTD.	Virtual Poetry Workshop for 6th Grade - Donation	01/25/2021	100.00
50956	ORKIN	SRS: Pest management services for January 2021 MFS: Pest management services for January 2021	01/25/2021	120.00
50957	PAR - PSYCHOLOGICAL ASSESSMENT RESOURCES INC	10992-IC BRIEF 2 Parent Form/Teacher Form/Admin (Qty: 40)	01/25/2021	160.00
50958	PURCHASE POWER-PITNEY BOWES	Postage meter refill - MF (Meter Refill SN-2019632)	01/25/2021	100.00
50959	RAMROD DISTRIBUTORS	MFS: Janitorial supplies SRS: Janitorial supplies	01/25/2021	1,504.06
50960	SENTINEL TECHNOLOGIES, INC.	Sentinel Onboarding Process, Managed Services Agreement one-time setup fee per contract terms	01/25/2021	4,100.00
50961	STATE INDUSTRIAL PRODUCTS	MFS: Boiler treatment chemicals MFS: Boiler treatment chemicals	01/25/2021	1,015.23
50962	PARENT 1	Student Tuition - Travel Reimbursement Student Tuition - Travel Reimbursement	01/25/2021	2,721.04
Grand Total:				47,607.75

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
9000000024	NELSON, LYNN S	Classroom supplies (Covid-19 related); Receipts submitted	01/25/2021	29.97
Grand Total:				29.97

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
201800455	COMCAST	Ethernet Service (Acct 901517718)	01/21/2021	4,163.34
201800456	NICOR GAS	MF Gas delivery charges - Acct: 8033550000 7 (11/1-12/01/20) SRS Gas delivery charges - Acct: 4438752580 9 (11/1-12/01/20)	01/21/2021	971.68
201800457	MASTERCARD	Card 6857 Beerheide - Amazon Prime, IL Holocaust Museum, Panera, Asbo, Kane County Region, Illinois Principals Association Card 9958 Kiedaisch - Amazon, Paperless Post, Crayola.com Card 3983 Stange - Keurig coffee Card 3983 Dunham - Amazon, Boom Learning (Covid-19 related purchases) Card 8395 Suklenik - Amazon (Covid-19 related purchases - Band PPE) Card 8395 Suklenik - Amazon, Etsy.com-LittleBirdiePapers, Musicnotes.com, Wacom Technology Corp., J.W. Pepper, Deerfield Bakery, Nothing Bundt Cakes Card 3150 Styczen - Zoom.us (Covid-19 related purchase) Card 3150 Styczen - Amazon, Edpuzzle Pro Teacher, Consortium for School Networking, Peardeck.com, Learning A-Z LLC, Web Networksolutions, Conjugemos, Signup.com, McGraw-Hill Card 1630 Dreher - Rhino Medical Supply, Amazon (Covid-19 related purchases) Card 1630 Dreher - Cubesmart, Amazon, Goldstar Products, Lowes Card 3092 Dunham - Audible, Read Naturally Inc, Amazon	01/18/2021	15,743.49
Grand Total:				20,878.51

NORTHFIELD TOWNSHIP SCHOOL TREASURER SCHOOL DISTRICT 29 PAYROLL CERTIFICATION

PAYROLL DATES

1/5/2021

1/20/2021

This is to certify that the Board of Education, Northfield Township School District 29, at its regular meeting of 2/9/2021 took action to ratify employee gross salaries totaling \$676,837.01. The following payroll check numbers were used:

Direct Deposit Advices:

9000004210 - 9000004315

9000004318 - 9000004424

Payroll ACH Payments:

9000004316 - 9000004317

9000004425 - 9000004426

Payroll Checks and Payroll A/P Checks:

50334

50335

50336 - 50338

Payroll A/P Manual Checks:

100000893

Payroll Check Void:

Payroll A/P Advices:

201800696 - 201800708

201800713

Secretary, Board of Education

President, Board of Education

Date

Date

Payroll Expense Summary Report

Check Date: 1/1/2021 12:00:00 AM - 1/31/2021 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
ALBRIGHT, KIMBERLY A	10 E 200 1110 1100 00 000000	6,275.70	570.06
ALLEN, ADELAIDE W	10 E 200 2140 1100 00 000000	7,140.88	2,090.70
ANDERSON, CAITLIN E	10 E 100 1110 1280 00 000000	247.62	10.40
ANDERSON, CAITLIN E	10 E 300 1110 1100 00 000000	5,776.50	1,110.42
ARENSON, CARON L	10 E 200 1200 1104 00 000000	3,246.48	2,643.34
AUGUSTIN, KATHERINE	10 E 200 1200 1104 00 000000	2,290.00	1,491.40
BAILEN, DOROTHY DUCKER	10 E 300 1200 1100 00 000000	11,964.06	1,390.64
BALDWIN, ALLISSA M	10 E 200 1110 1100 00 000000	6,453.60	1,592.59
BALDWIN, ALLISSA M	10 E 200 1110 1320 00 000000	191.88	8.03
BALDWIN, ALLISSA M	10 E 200 1110 1370 00 000000	269.10	11.28
BARRY, LAURIE G	10 E 300 1200 1100 00 000000	10,711.36	996.74
BAUER, JORDAN L	10 E 200 1200 1100 00 000000	6,276.38	1,183.96
BEERHEIDE, THOMAS R	10 E 100 2510 1101 00 000000	15,082.50	2,216.86
BEERHEIDE, THOMAS R	10 E 100 2510 2111 00 000000	1,240.56	51.98
BELL, MARTHA SCHREIBER	10 E 300 1110 1100 00 000000	6,889.62	596.84
BENNETT, MARTI C	10 E 200 1110 1210 00 000000	331.20	58.16
BENNETT, MARTI C	10 E 200 1110 1370 00 000000	579.60	101.78
BENNETT, MARTI C	10 E 200 1200 1104 00 000000	2,400.00	1,965.76
BERKHOF, RACHEL CROUCH	10 E 300 1110 1100 00 000000	11,007.68	730.08
BOZEDAY, LINDSAY E	10 E 300 1110 1100 00 000000	8,319.06	653.16
BROUILLETTE, MONICA	10 E 100 1650 1100 00 000000	6,446.04	577.50
BROWN, SARA F	10 E 300 2150 1100 00 000000	6,874.18	596.16
BRUMWELL, LISA A	10 E 300 1110 1100 00 000000	8,617.72	2,256.78
BURGETT, ELIZABETH M	10 E 300 1200 1104 00 000000	2,290.00	1,941.66
CANDEA, AGNES M	10 E 300 1110 1104 00 000000	2,490.00	2,136.36
CHASE-EVERSON, CHRISTINA K	10 E 300 1200 1104 00 000000	2,660.00	827.74
COHEN, CARLY M	10 E 200 1200 1100 00 000000	5,040.26	1,129.08
COLON, ANGELENA M	10 E 300 1200 1104 00 000000	2,180.00	1,029.90
DAVIS, HILLARY E	10 E 300 1110 1100 00 000000	5,942.56	1,117.98
DAVIS, HILLARY E	10 E 300 1110 1290 00 000000	186.30	7.82
DEMPSEY, PAIGE A	10 E 300 1110 1100 00 000000	7,721.74	1,192.06
DENGSAVANG, SARAH E	10 E 300 1110 1100 00 000000	6,433.92	1,067.14
DORSEY, DANA B	10 E 200 1110 1370 00 000000	155.26	6.50
DORSEY, DANA B	10 E 200 1200 1100 00 000000	6,473.44	578.72
DOWNS, KATHLEEN M	10 E 200 2140 1105 00 000000	1,300.00	99.46
DRAKA, MELISSA A	10 E 300 2410 1103 00 000000	3,926.70	1,229.04
DREHER, COREY L	20 E 100 2540 1101 00 000000	8,133.38	2,947.22
DUNHAM, EMILY A	10 E 100 2330 1101 00 000000	11,249.40	786.98
EGOFSKE, BARBARA A	10 E 100 1200 1800 00 000000	152.59	2.21
FABER, COLLEEN M	10 E 100 2520 1103 00 000000	7,301.44	1,562.28
FURMAN, NINA L	10 E 200 1200 1100 00 000000	6,276.38	2,154.48
GARCIA, OSCAR	10 E 100 1110 1103 00 000000	3,877.50	2,108.32
GEORGE, SUSAN E	10 E 300 2120 1100 00 000000	6,416.62	1,138.60
GIDRON, MICHELLE	10 E 200 1200 1104 00 000000	2,180.00	1,414.74
GOLUB, MINDY J	10 E 100 1110 1220 00 000000	377.38	15.80
GOLUB, MINDY J	10 E 200 1110 1100 00 000000	8,569.04	1,018.36
GOLUB, MINDY J	10 E 200 1110 1370 00 000000	131.96	5.54
GONZALEZ, KRISTIN L	10 E 200 1110 1100 00 000000	8,319.06	1,806.32

Payroll Expense Summary Report

Check Date: 1/1/2021 12:00:00 AM - 1/31/2021 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
GRAY, LAUREN M	10 E 200 1110 1100 00 000000	5,462.48	775.54
GRAY, LAUREN M	10 E 200 1110 1370 00 000000	429.54	18.00
HANDELMAN, ADRIENNE J	10 E 200 1110 1100 00 000000	7,453.28	674.20
HANSON, KIMBERLY	10 E 200 1110 1100 00 000000	5,080.92	758.92
HARDIMAN, SEAN P	10 E 200 1200 1104 00 000000	2,180.00	1,410.90
JOHNSON, HEATHER L	10 E 200 1110 1100 00 000000	9,765.86	2,204.26
JOHNSON, KELLIE J	10 E 300 1110 1100 00 000000	7,423.08	620.06
JOHNSON, KELLIE J	10 E 300 1110 1290 00 000000	124.20	5.20
JOHNSTON, NICOLE E	10 E 200 1110 1100 00 000000	6,683.98	2,074.58
KAHLENBERG, JENNIFER R	10 E 200 1110 1100 00 000000	8,386.74	2,145.58
KAMP, DEBRA A	10 E 100 1110 1800 00 000000	3,356.87	99.03
KASPER, DONNA K	10 E 300 1110 1100 00 000000	9,510.44	1,857.68
KASPER, DONNA K	10 E 300 1110 1290 00 000000	124.20	5.20
KELLY, SHELLEY J	10 E 100 1110 1800 00 000000	1,831.02	26.55
KEOPRASEUTH, CHRISTINE J	10 E 200 1110 1100 00 000000	6,866.54	554.18
KEOPRASEUTH, CHRISTINE J	10 E 200 1110 1290 00 000000	330.26	13.84
KIEDAISCH, JENNIFER A	10 E 300 2410 1101 00 000000	11,250.00	798.84
KIEDAISCH, JENNIFER A	10 E 300 2410 2111 00 000000	925.32	38.78
KISIEL, JULIA	10 E 300 1110 1100 00 000000	4,947.38	1,122.72
KLAWITTER, JULIE M	10 E 200 1200 1104 00 000000	2,820.00	1,528.16
KOLAKOWSKI, DONALD J	10 E 200 1110 1320 00 000000	279.25	49.03
KOLAKOWSKI, DONALD J	10 E 300 1200 1104 00 000000	2,580.00	1,542.78
KOTULA, JACQUELINE	10 E 100 1110 1103 00 000000	3,231.26	1,477.28
KOTULA, JACQUELINE	10 E 200 1110 1370 00 000000	236.56	41.52
KRAMER, YEFIM	10 E 100 2545 3000 00 000000	250.00	19.12
KRAMER, YEFIM	20 E 200 2540 1103 00 000000	5,810.14	2,374.70
KRISTEN, ANNA	10 E 100 2520 1103 00 000000	6,805.22	2,063.32
LEAL RAMOS, GLORIA MARIA	10 E 200 1110 1100 00 000000	4,761.76	744.64
LEARY, CAITLIN S	10 E 300 1110 1100 00 000000	6,284.52	1,591.18
LEWIS, JOSEPH G	10 E 200 1110 1100 00 000000	5,788.08	1,110.15
LEWIS, JOSEPH G	10 E 200 1110 1320 00 000000	377.38	15.80
LEWIS, JOSEPH G	10 E 200 1110 1370 00 000000	357.00	14.96
LOFDAHL, DEBRA G	10 E 100 2320 1103 00 000000	3,714.98	955.32
LOGAN, HILARY S	10 E 200 1110 1100 00 000000	7,387.72	1,106.52
LOGAN, HILARY S	10 E 200 1110 1320 00 000000	283.00	11.85
LOGAN, HILARY S	10 E 200 1110 1370 00 000000	269.10	11.28
MAISEL, MICHELE	10 E 200 1200 1104 00 000000	2,400.00	1,499.42
MANCIO-TANSLEY, DELMA	10 E 200 1200 1104 00 000000	2,290.00	1,045.54
MATTERA, LISA M	10 E 200 1110 1100 00 000000	18,103.22	2,432.99
MATTERA, LISA M	10 E 200 1110 1210 00 000000	745.20	31.22
MATTERA, LISA M	10 E 200 1110 1370 00 000000	579.60	24.28
MERTES, ANN B	10 E 300 2130 1103 00 000000	4,721.34	1,373.06
MEZIERE, DAWN A	10 E 200 1110 1100 00 000000	10,709.02	758.62
MICHALEK, MARGARET O	10 E 300 1110 1100 00 000000	4,761.76	504.18
MIKRUT-MARZEC, KATARZYNA S	10 E 200 1800 1104 00 000000	3,265.40	2,275.66
NAGY, ROBIN A	10 E 300 1110 1100 00 000000	3,220.12	280.74
NAVARRO, ALONDRA V	10 E 200 1200 1104 00 000000	718.68	130.52
NELSON, LYNN S	10 E 300 1110 1100 00 000000	5,862.34	531.94

Payroll Expense Summary Report

Check Date: 1/1/2021 12:00:00 AM - 1/31/2021 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
NEUHAUSEL, TIFFANY L	10 E 200 1110 1100 00 000000	7,147.44	1,167.02
NIKOLOPOULOS, ANNA	10 E 100 1650 1104 00 000000	2,740.00	2,160.94
O'LOONEY, MAUREEN A	10 E 300 1110 1290 00 000000	124.20	5.20
O'LOONEY, MAUREEN A	10 E 300 1200 1100 00 000000	6,288.94	1,063.12
OYER, AMY K	10 E 200 1200 1104 00 000000	2,290.00	1,487.54
PARKS, DAVID L	20 E 300 2540 1103 00 000000	5,529.68	2,325.50
PECK, MARCI C	10 E 200 2130 1103 00 000000	6,000.00	2,891.80
PENGIEL, BRITTANY A	10 E 200 2150 1100 00 000000	7,611.54	2,108.28
PHILLIPS, CHRISTINA M	10 E 200 1200 1104 00 000000	2,290.00	720.10
PROMMER, ROSEMARY F	10 E 300 1110 1104 00 000000	2,180.00	2,065.48
QUESADA, KYLA H	10 E 200 2410 1103 00 000000	4,243.00	2,029.54
RASSO, CLAIRE A	10 E 200 1200 1100 00 000000	7,140.88	607.76
ROBERTS, CHRISTINE D	10 E 200 1110 1100 00 000000	10,410.36	969.22
ROSEN, SHAWNA G	10 E 300 1110 1100 00 000000	4,729.58	340.98
SARAIYA, DEEPA N	10 E 300 1200 1104 00 000000	2,290.00	762.16
SCHMIDT, KATHARINE A	10 E 300 1110 1104 00 000000	2,180.00	1,468.04
SCHRADER, RACHEL A	10 E 200 1110 1100 00 000000	9,171.16	1,305.30
SCHUR, REBECCA L	10 E 200 1200 1100 00 000000	5,931.80	1,117.50
SHAH, MONIKA C	10 E 200 1200 1104 00 000000	2,180.00	2,079.96
SISLOW, DAVID J	10 E 200 1110 1100 00 000000	6,228.92	1,517.56
STANGE, ED J	10 E 100 2320 1101 00 000000	20,181.32	2,599.20
STANGE, ED J	10 E 100 2320 2111 00 000000	1,954.74	81.90
STONEQUIST, SUSAN M	10 E 200 1110 1100 00 000000	15,589.72	1,025.80
STONEQUIST, SUSAN M	10 E 200 1110 1290 00 000000	330.26	13.84
STONEQUIST, SUSAN M	10 E 200 1110 1370 00 000000	496.80	20.82
STYCZEN, SHERI L	10 E 100 1110 1101 00 000000	10,625.00	2,371.66
SUKENIK, IVY D	10 E 200 2410 1101 00 000000	12,936.68	2,730.86
SUKENIK, IVY D	10 E 200 2410 2111 00 000000	1,064.06	44.58
SWANSON, ELIZABETH C	10 E 200 1110 1100 00 000000	5,276.42	2,114.20
TENNENBAUM, JOANN	10 E 100 1110 1800 00 000000	3,356.87	48.67
THIEL, BRIAN D	10 E 100 1110 1103 00 000000	6,248.36	1,273.01
TIVERS, SARA R	10 E 300 1200 1104 00 000000	2,400.00	2,621.34
TREMONT, SHANNON A	10 E 200 1110 1100 00 000000	4,945.00	1,526.14
VANBOENING, SUSAN M	10 E 100 1110 1800 00 000000	3,356.87	99.03
VARUGHESE, NEHA R	10 E 100 1800 1100 00 000000	5,677.74	1,036.28
WENDT, ANNA G	10 E 300 1110 1100 00 000000	5,944.26	1,118.02
WENDT, ANNA G	10 E 300 1110 1290 00 000000	186.30	7.82
WESTFALL, PILAR M	10 E 200 1110 1100 00 000000	9,215.04	654.95
WESTFALL, PILAR M	10 E 200 1110 1210 00 000000	414.00	17.34
WIDDES, MICHELE L	10 E 200 1110 1100 00 000000	9,812.60	1,732.80
WIDDES, MICHELE L	10 E 200 1110 1370 00 000000	155.26	6.50
WIEDRICH, JILLIAN K	10 E 300 1110 1100 00 000000	5,561.66	1,097.98
WILKINSON, MATTHEW A	10 E 100 1110 1280 00 000000	247.62	10.40
WILKINSON, MATTHEW A	10 E 100 1650 1100 00 000000	5,776.48	1,162.24
ZOGBY, ROBIN C	10 E 200 1110 1100 00 000000	9,215.04	696.50
Totals:		676,837.01	143,283.65

Bank Account Details

Sunset Ridge School District 29, IL

Check Number	Check Date	Name on Check	Amount	Type
100000893	01/31/2021	ISDLAF FEES	43.54	M - Manual
201800696	01/05/2021	ILLINOIS DEPARTMENT OF REVENUE	13,173.71	W - Wire Transfer
201800697	01/05/2021	INTERNAL REVENUE SERVICE	48,548.14	W - Wire Transfer
201800698	01/05/2021	THIS	5,864.76	W - Wire Transfer
201800699	01/05/2021	TRS	26,011.44	W - Wire Transfer
201800700	01/20/2021	ILLINOIS DEPARTMENT OF REVENUE	13,111.66	W - Wire Transfer
201800701	01/20/2021	IMRF	18,816.28	W - Wire Transfer
201800702	01/20/2021	INTERNAL REVENUE SERVICE	48,474.71	W - Wire Transfer
201800703	01/20/2021	THIS	5,895.04	W - Wire Transfer
201800704	01/20/2021	TRS	26,209.00	W - Wire Transfer
201800705	01/29/2021	DELTA DENTAL OF IL	4,110.70	W - Wire Transfer
201800706	01/29/2021	RELIANCE STANDARD LIFE INSURANCE COMPANY	386.96	W - Wire Transfer
201800707	01/29/2021	TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS,	350.18	W - Wire Transfer
201800708	01/29/2021	UNITED HEALTHCARE VISION	456.18	W - Wire Transfer
201800713	01/10/2021	HORACE MANN	21.00	W - Wire Transfer
50334	01/05/2021	ILLINOIS EDUCATION ASSOCIATION	2,052.96	R - Regular
50335	01/20/2021	ILLINOIS EDUCATION ASSOCIATION	2,052.96	R - Regular
50336	01/29/2021	EDUCATIONAL BENEFIT COOPERATIVE	105,672.45	R - Regular
50337	01/29/2021	MADISON NATIONAL LIFE	892.42	R - Regular
50338	01/29/2021	NCPERS GROUP LIFE INS	25.00	R - Regular

Check Grand Totals:

322,169.09

Bank Account Details

Sunset Ridge School District 29, IL

Check Number	Check Date	Name on Check	Amount	Type
9000004316	01/05/2021	TSA CONSULTING GROUP, INC.	22,969.98	A - ACH
9000004317	01/05/2021	WAGEWORKS	7,704.10	A - ACH
9000004425	01/20/2021	TSA CONSULTING GROUP, INC.	23,134.42	A - ACH
9000004426	01/20/2021	WAGEWORKS	7,704.10	A - ACH
Check Grand Totals:			61,512.60	




SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093
847 881 9400 • Fax: 847 446 6388 • www.sunsetridge29.net

Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange 

DATE: February 9, 2021

SUBJECT: Freedom of Information Act Requests Log

The District received the following Freedom of Information Act (FOIA) request since the January 2021 Board of Education meeting.

Requestor	Date of Request	Information Requested	Response	Date of Response
Nathan Mihelich Illinois Retired Teachers Association www.irtaonline.org 217-523-8488	02/02/21	Name and contact information of teachers retiring in 2021	No responsive information	02/02/21



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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange

DATE: February 9, 2021

SUBJECT: Board Member Orientation

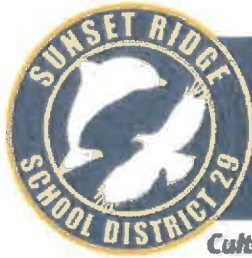
According to the Cook County Clerk's Office, the April 6, 2021 Consolidated Election will include four candidates for three available seats on the District 29 Board of Education: Nancy Detlefsen, Samuel Dotzler, Abigayil Joseph and Holt Zeidler.

Historically, District 29 has offered a series of orientation sessions for all candidates prior to the seating of the Board members at the Special Board meeting scheduled for April 27, 2021. The orientation topics have included the following:

- Board Governance Basics
- Board Meeting Basics
- Introduction to District Finances
- Introduction to Educational Programs.

Ms. Dee Molinare (Field Representative from the Illinois Association of School Boards) has agreed to facilitate the "Board Governance Basics" orientation session on Monday, March 22, 2021 from 4-7 p.m. The District 29 Board of Education still needs to determine if this session will be structured as a Board of Education meeting (open to the public) or a private meeting.

There will be an item on the February 9, 2021 Board of Education meeting agenda to discuss this topic.




SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 Board of Education

FROM: Edward J. Stange 

DATE: February 9, 2021

SUBJECT: Preparation for Strategic Planning

As we look to the closure of the 2018-2021 District 29 Strategic Plan, I would like to continue the discussion regarding preparation for the next District 29 Strategic Plan.

As we discussed last month, District 29 has engaged in the following Strategic Planning Process:

1. Determine Utilization of External Facilitation Resources
2. Organize a Strategic Planning Steering Committee
3. Engage External Stakeholder Survey Resources
4. Review and Finalize Stakeholder Surveys
5. Administer Stakeholder Surveys
6. Disaggregate and Digest Survey Results
7. Conduct Stakeholder Focus Groups
8. Aggregate Stakeholder Data and Identify District Priorities
9. Solidify and Disseminate Strategic Plan

At the January Board of Education meeting, the Board indicated a desire to explore an external consultant to facilitate the strategic planning process. I have gathered some initial information regarding recommended consultants for your review (see attached).

Please contact me if you have any questions.

POTENTIAL STRATEGIC PLANNING CONSULTANTS

Organization	Referred By	Considerations	Estimated Cost	Sample Links
ECRA Group	NSSD 112	More traditional approach Comprehensive educational firm Significant expertise and depth of expertise	\$20-\$30K	Consolidated District 181 Higley Unified District
Batelle for Kids	Winnetka 36 Lincolnshire-Prairie View 103 Glenbard 87	A different approach Begin with end in mind- <i>Portrait of a Graduate</i> (Leadership Team) to create vision Design Team- Other Stakeholders to design plan Compares Portrait and Reality to identify goals for 3-5 years 3-6 month process depending on District schedule	\$20-\$30K	Winnetka 36 Kettering Schools Frederick Schools Glenbard 87
School Exec Connect	NSSD	Awaiting Proposal Information	\$15-\$20K	NSSED 804
Consortium for Educational Change (CEC)	Wilmette 39 AVOCA 37 Northbrook 28 Glenview 34 Western Springs 101	Research-based approach Start with Bold vision Tight process (3-4 Big Meetings) And 2-3 Stakeholder sessions 2-Page Strategic Plan	\$15-\$20K	Glenview 34 Northbrook 28
Jeff Cohn	Skokie 68	7-Step Approach Hosts focus groups and vision mapping sessions Steering Committee to set Vision Conducts SWOT analysis to determine goals	\$10K	Skokie 68
Ian Symmonds & Associates	Francis Parker		\$20-\$25K	Multiple Examples

Creating the Future: Strategic Planning for Schools

An ECRA White Paper



ECRA Group
Education | Consulting | Research | Analytics

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Introduction

School leaders are bombarded with techniques, solutions, and methods purporting to help their organizations improve performance, quality, and stakeholder satisfaction. However, *strategy* is necessary to identify and execute actions that will lead to the realization of the desired future.

Schools often develop long-range plans; however this process generally involves making decisions about the future based on present data. School planning tends toward internal analysis, toward planning as a separate institutional function. Long-range planning assumes a closed system within which organizational five- and ten-year plans could be constructed. Conversely, strategic planning is a disciplined, research-based method of inquiry that allows school districts to create their own futures through rigorous organization assessment and long-range planning, followed by operational execution.

Strategic planning focuses on the internal and external environment, quantitative and qualitative information, decisions regarding resource commitments, and on integrated, participatory involvement. Strategic planning assumes an open system in which organizations are dynamic and constantly changing as they integrate information from shifting environmental factors.

A strategic plan is a document that articulates the organization's mission and vision, as well as the goals and objectives needed to achieve the vision. A strategic plan provides the framework and guidance for organizations to fulfill their missions with optimal efficiency and impact. Strategic planning is also a cyclical process that, through consistent monitoring and realignment with strategically agreed-upon values and goals, is continually implemented, evaluated, and revised in order to improve student achievement and district performance.

J. M. Bryson defines strategic planning as:

"A disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. To deliver the best results, strategic planning requires broad yet effective information gathering, development and exploration of strategic alternatives, and an emphasis on future implications of present decisions."¹

This definition alludes to the important questions strategic planning addresses: Why does the organization exist? What is its mission and vision? What are the history and culture of the organization? What do stakeholders expect from the district? How does the organization envision its future and what specific goals, objectives, action plans, and tactics will carry the district to its desired future?



A critical addition to this working definition emphasizes how the organization will measure its performance toward achieving stated goals. Successful strategic planning provides the following advantages:

- Articulates organizational priorities and stakeholder values
- Aligns workforce and resources to the strategic goals and objectives
- Establishes a mission, vision, and guiding principles for effective decision making
- Increases stakeholder commitment to a common vision
- Provides a communication vehicle to inform stakeholders about district initiatives
- Effectively and authentically engages employees and other stakeholders

The benefits of strategic planning accrue to the various stakeholders in a school district in different measures and in nuanced ways. Still the notion of going through the lengthy and sometimes messy process can feel burdensome at times. Therefore, the following discussion of the benefits of strategic planning, and the motivations for strategic planning, will illustrate why it is important for school districts to engage in the process at consistent intervals.

Background

The concept of strategic planning can be traced back to the military arena as early as the Greek city-states in the fifth century BC. Although the Harvard Policy Model, a planning methodology for private business, was created in the early 1920s, modern use of strategic planning did not emerge on a large scale until the 1950s when the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis model dominated business planning. In the decades between the mid-1960s and mid-1970s, American corporations were fixated with strategic planning.ⁱⁱ

As multiple quantitative studies of the impact of strategic planning on increased market share and profitability failed to demonstrate a positive correlation, strategic planning was abandoned for over a decade. Not until the 1990's was the concept of strategic planning revived as part of the movement for business transformation.

Incorporating strategic planning considerably later than the business world, school districts have an uninterrupted record of embracing the process as a regular feature of their organizational life. At the same time, an increasing focus on accountability and academic achievement contributed to the movement for school transformation in the 1990s. For the public sector, regularly engaging in the process of examining the mission and vision, assessing current state, setting goals, determining action plans to achieve their goals, and measuring progress towards meeting the goals has become a characteristic of successful schools. School districts were able to avoid many of the mistakes made in the private sector during the heyday of strategic planning, as described by Henry Mintzberg in his analysis of business planning, *The Rise and Fall of Strategic Planning*.ⁱⁱⁱ



Motivation for Strategic Planning

Successful organizations proactively initiate strategic planning so they can be more responsive to changing circumstances, underlying trends, and shifting demands.^{iv}

Strategic planning in school districts differs significantly from the planning process in the private sector because the notion of products, markets, timelines, and clients is not relevant to the mission of schools. The motivation for strategic planning falls into two categories: those that result in concrete structures and systems for the district and those that manifest themselves in broader, abstract effects within the organization.

In the first category, the strategic plan provides a base from which progress can be measured, establishing priorities for efficient and effective resource allocation, improving communication between stakeholders, creating more relevant institutional structures, and articulating goals to improve performance.

The broader, more abstract motivating factors relate to the benefits derived from the very nature of the strategic planning process. In many cases, engaging in strategic thinking can be as important as the final product. The notion of incorporating everyone's best efforts resonates with the core values of educational organizations. In light of the uncertainties and external pressures facing American education, Robert Bradford reminds planners that, "It is vital to analyze WHY the future will be different – and why the current changes we see today may or may not continue in the future."^v Thus, the statement, "The primary benefit of the planning process is the process itself and not a plan,"^{vi} resonates strongly with educators and affirms Bryson's definition of strategic planning. At the same time, the completed plan provides a roadmap for all stakeholders regarding the direction and aspirations of the school district.

"I am hard pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization."

Peter Senge
The Fifth Discipline



Benefits of Strategic Planning

There are many reasons school districts turn to strategic planning. Some districts have a rich history of documenting and monitoring values-based goals. For these districts, strategic planning is a continuation and updating of their traditional systems. Other districts turn to strategic planning when faced with the potential and challenge of new leadership, to address changing student populations, or to end a cycle of ineffective management and programming. For these districts, the strategic planning process provides a values-based, systematic approach to re-assess community values and planning for the future.

Academic literature offers other significant benefits that are derived from a successful strategic planning process, including those on the following list.

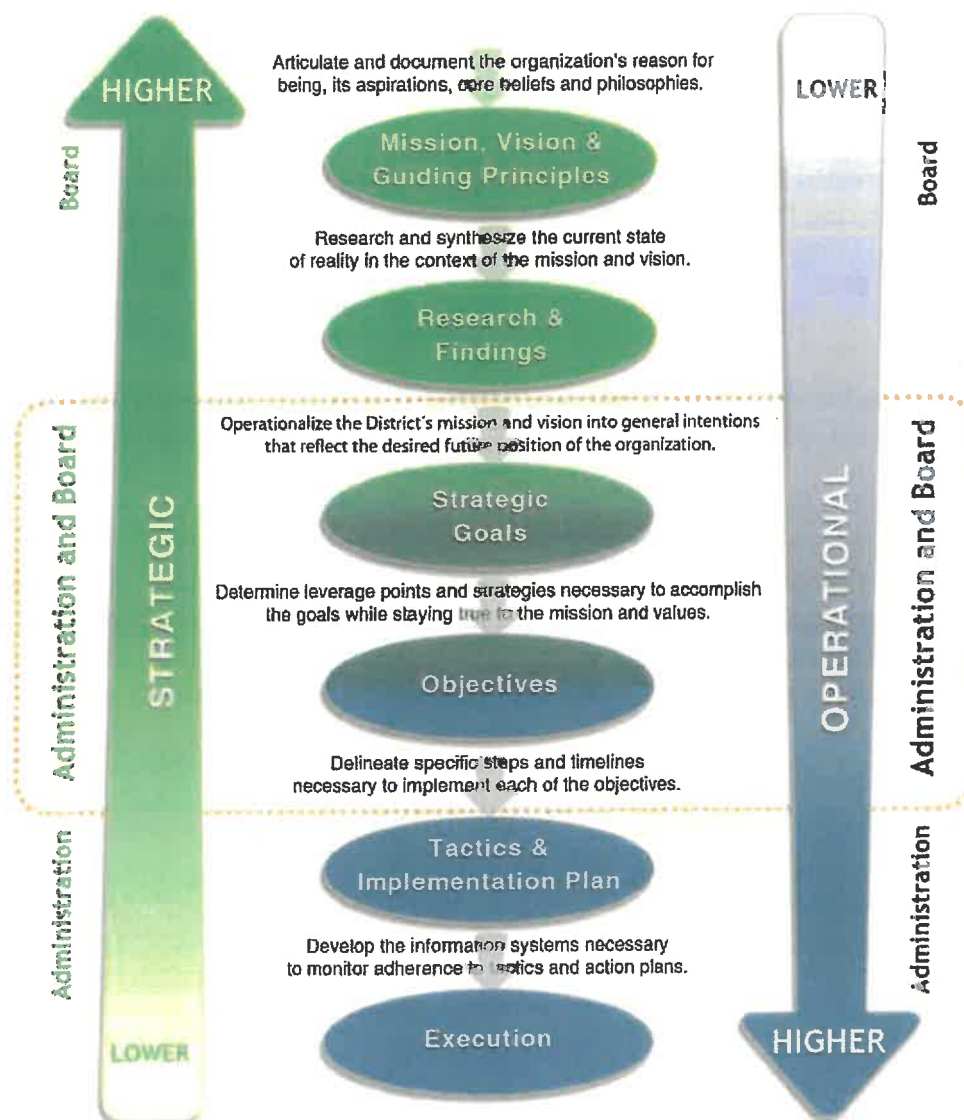
- Establishes a vision, mission, and beliefs for the school district
- Relates organizational capacity to community need
- Raises board members' awareness of current issues and operations
- Establishes a path to accomplish its desired future
- Creates a document suitable for public relations
- Provides a path which allows the community to work together to accomplish the goals, objectives, and activities that constitute the strategic plan
- Gives the school district better control over external forces and the ability to anticipate and/or react to them
- Allows the school district to set specific data-driven priorities
- Serves as a tool for decision making and resource allocation



A Sound Organizational Model Lays the Foundation

The foundation of a successful strategic plan is a sound organizational model. ECRA has developed a proven organizational model detailed in the diagram below. The ECRA Strategic Planning Model facilitates the strategic planning process from inquiry through execution, monitoring, and accountability.

The ECRA Strategic Planning Model



Mission, Vision, & Guiding Principles

The mission is reviewed and a vision for the future and guiding principles for decision making emerge through research and analysis. By the end of the strategic planning process, the renewed mission, vision, and guiding principles will articulate and document the organization's reason for being, its aspirations, core beliefs, and philosophies.

Research Findings

Data are collected and synthesized in the context of the district's mission, vision, and guiding principles and articulated into research findings. In this phase, ECRA conducts in-depth research to document the current state of reality in the context of the mission and vision, as well as stakeholder values and priorities for the district's future. External trends and government regulations are considered as well.

Strategic Goals

Strategic goals are extracted from the research findings. Strategic goals are broad, long-term aims that operationalize the District's mission and vision into general intentions that reflect the desired future position of the organization.

Objectives

The objectives are tangible strategies necessary to accomplish the strategic goals while staying true to the mission, vision, and guiding principles. Strategies may positively impact more than one goal area.

Tactics & Implementation Plan

Upon approval of the strategic plan, specific actions and timelines necessary to achieve the goals and objectives are developed. As the model suggests, it is the role of the administration to develop the implementation plan that delineates the steps and timelines necessary to achieve the goals.

Execution

After the implementation plan is finalized, administration should develop the information systems necessary to monitor adherence, including the development of a dashboard to highlight progress on key performance indicators linked to the strategic plan.



Guidelines for Successful Strategic Planning

Strategic versus Operational

Successful strategic planning includes authentic stakeholder engagement while also allowing goals and strategies to be operationalized by the staff responsible for transforming district stakeholders' vision into reality.^{vii} A strategic planning model recognizes the critical connection between the community's vision for the district and support for necessary resources. Input is sought from a broad spectrum of stakeholders regarding their perspectives on educational values, the current state of the district, and a vision for the future. The Board of Education provides final approval for the plan, the guiding principles, and overarching goals, while the administration identifies performance objectives, actions, and metrics. The Board's oversight ensures alignment of the operational plan with the guiding principles and the Board holds itself and staff accountable for the expected results.

Plans Live or Die in Implementation

Research shows that when strategic planning is done well, with a disciplined and robust process that guides efforts to ensure completeness, the outcomes can be powerful.^{viii} Yet, research suggests that 90 percent of organizations fail to successfully implement their strategies.

Fully operationalized strategic plans are more comprehensive and contain components that allow leaders to monitor progress and remove obstacles to accomplishing goals. A disciplined method of inquiry comprises stakeholder input, systemic data analysis, and interpretation of results. A successful strategic planning process cultivates a highly effective school district while energizing community support for systemic improvements. The result is an action-planning framework for achieving objectives aligned with the district's vision for success. Instead of ending with the strategic plan document, ECRA's model supports administrators as they develop, implement, and monitor the living strategic plan.

Build Capacity for Strategic Change

The strategic planning process is designed to build capacity for strategic change, while evaluating the current state and developing a vision and goals for the future of the district.^{ix} Leadership and organizational culture are essential for effective change, as are an understanding of the current state and a common language for communicating change. Leaders must demonstrate and communicate values that align with the organization's mission and vision to support change. An understanding of the organizational culture allows a district to leverage strengths and overcome challenges.

In order for organizational transformation to be successful, the leadership team must build a stakeholder base committed to the district's mission and strategic plan. Leaders must think of strategic goals as a message "packet" that must be passed through the organization, understood by all, and acted upon in synchronicity. If the message is jumbled, vague, or not communicated well, the intent will be lost in translation and operational execution will not be aligned to the strategic goals. Spreading the enterprise vision throughout the ranks of the organization empowers and energizes stakeholders to contribute to the successful execution of the plan.^x The end result should be organizational alignment; focus across all levels of the organization that is consistent.



The Process

Effective strategic planning provides a three- to five-year framework for decision making that builds upon the common vision and values held by the community. The ECRA Strategic Planning Process comprises three concrete phases that puts the organizational model into action and empowers leaders with critical information and strategies to bring decisions into focus.

Phase I: Conducting Research

The first phase of the strategic planning process involves documenting the current state of reality and desired future position of the school district through authentic stakeholder engagement. The Board of Education, administration, faculty, staff, parents, students, and community leaders are the cohesive groups that endeavor to create a vision for their desired future through their feedback, opinions, and ideas.

"The true measure of a successful organization is not what it knows but what it does not know."

Warren Bennis
American scholar and leadership studies pioneer

In Phase I, ECRA collects, analyzes, synthesizes, and triangulates the data to identify themes and trends, which culminates in the research findings. All research findings are included in a document containing evidence to support each conclusion.

Phase I involves the following key components:

- Conduct individual Board of Education interviews
- Conduct focus groups with other key stakeholder populations (district administrators, school administrators, faculty, staff, parents, students, and community members)
- Review mission, vision, and guiding principles of the school district
- Review archival data and reports provided by the district
- Administer surveys of key stakeholder populations
- Perform rigorous analysis of student achievement data

Additional details about each research component in Phase I (interviews, focus groups, stakeholder surveys, student achievement analysis, and other archival data) can be found on the following pages.



Interviews and Focus Groups

After working with the administration to solidify the launch of the strategic planning process, research begins with the strategic leaders of the district, the Board of Education. ECRA recommends conducting individual interviews with each board member to assess each member's expectations, perceptions of the current state of the district, and ideal future state.

In addition, stakeholder focus groups are held after the strategic planning process begins. Results are incorporated into survey development and inform the development of goals and objectives. ECRA recommends including a cross-section of stakeholders such as administrators, faculty and staff, parents, special interest groups such as PTA or athletic booster organizations, students, and community leaders.

Stakeholder Surveys

Stakeholder surveys tap the collective wisdom of groups, and are a critical part to any strategic planning process. Surveys allow key issues to emerge of which leaders may be unaware and provide validation of existing knowledge. Gathering feedback through surveys of key stakeholders is a highly effective means to collect information on stakeholder perceptions from a large sample of individuals.

Furthermore, because the surveys generate responses for each population of interest, descriptive survey analysis can clarify the expectations and perceptions of stakeholder groups, ensuring a more accurate picture of the current district reality and desire for future direction. Measuring stakeholder satisfaction helps identify problems that might otherwise go unnoticed by organizational leadership, improve public trust in school systems, and increase support for future programming and initiatives. Stakeholder surveys also serve the secondary purpose of providing the District with data to benchmark their performance internally and externally against comparable districts and institutions.

Student Achievement Analysis

A comprehensive analysis of student achievement data provided by the district is essential to any thorough school district strategic planning process. Research-driven statistical procedures are utilized to better understand the achievement of students. Analyses will include comparisons to historical and state data and an examination of both student status and growth. Evaluating student achievement allows the district to document the impact of expenditures on intended outcomes and provide formative data that can be used to improve the effectiveness of the instructional program.



Comprehensive Review of Archival Data

Archival reports and data are also reviewed. Consideration is given to initiatives already in progress. Relevant archival data is triangulated with new data to formulate goals and objectives. Examples of archival data are detailed below.

Examples of Comprehensive Archival Data:

- Mission, Vision, Values, or Core Belief Statements
- District and School Profiles
- Past Strategic Plans
- Student Achievement Data and Analyses
- Documented Curriculum
- Curriculum Audits
- Facilities Plans and Audits
- Technology Plans and Audits
- Life Safety Plans
- Budgets and Long-Term Finance Plans
- Past Stakeholder Survey Data or Reports
- Administrative Organizational Structure Charts and Documents
- Past Program Evaluations
- Assessment Plan or Assessment Program Documentation
- Policy Manuals
- Enrollment Projections and Capacity Information
- Community Demographic Information
- Any Other Reports Related to Previous Studies in the District



Phase II: Developing the Strategic Plan

The second phase of the strategic planning process includes creating a framework for broad direction and priorities for the future in a formal strategic plan document. Findings from the research phase will be synthesized, summarized, and reported in the strategic plan holistically and thematically.

Phase II involves the following key components:

- Document mission and vision for the district, guiding principles for future decision making, and the future direction desired by stakeholders.
- Develop the Supporting Evidence document that synthesizes the results of the research phase.
- Develop the strategic plan document to serve as a broad outline to guide direction for the school district. The strategic plan contains:
 - Mission
 - Vision
 - Guiding Principles
 - Strategic Goals
 - Objectives

Mission, Vision, & Guiding Principles

A district's mission, vision, and guiding principles articulate and document the organization's reason for being, its aspirations, core beliefs, and philosophies. As part of Phase II, if necessary, the mission, vision, and guiding principles will be revised to better define stakeholder values and what they desire for the district's future direction.

Strategic Goals

Goals are broad, long-term aims that operationalize the District's mission and vision into general intentions that reflect the desired future position of the organization. Goal areas will be identified through data synthesis. Examples include, but are not limited to: student achievement, teaching and learning, finance, and communication.

Objectives

Objectives are tangible strategies designed to accomplish the strategic goals while staying true to the mission and vision. Many objectives relate to more than one goal area, as district functions are interconnected and ultimately student focused. However, in the strategic plan document, objectives rest under a single goal area based on the objective's primary purpose in order to enable comprehension by interested parties and effective communication with stakeholders.



Phase III: Developing the Implementation Plan

The third phase of the strategic planning process includes developing and documenting specific actions that will be taken in order to execute the objectives identified in the strategic plan. Each objective may require one or more actions to be fully executed. The implementation plan includes information systems necessary to monitor progress toward the organization's vision and goals.

Phase III involves the following key components:

- Planning meetings
- Develop the implementation plan which contains the following:
 - Objectives
 - Metrics
 - Actions
 - Timeline
 - Responsible Person
 - Resources
- Develop district dashboard to monitor progress toward goals

Implementation Plan

Once there is consensus related to the objectives that will be used to accomplish the strategic goals, a detailed action plan will be developed for each goal area. The action plan will include metrics, actions, timelines, responsible persons, and resources necessary to monitor and achieve each objective.

Execution

It is in the execution phase that the district takes complete ownership of the process and carries out the necessary steps to transform the plan into a decision-making framework that provides strategic performance feedback. Execution involves developing the information systems necessary to monitor adherence to the tactics and action plan and progress toward achieving the vision. However, it is crucial to remember that effective strategic planning requires ongoing strategic management to keep resources and actions aligned with the mission and vision throughout the organization. Results of activities need to be quantified, analyzed, and connected to recommendations for future action.



Development of a Dashboard to Monitor Progress

The final step in the strategic planning process is the development of a district dashboard to monitor and communicate progress toward the vision and goals set forth in the strategic plan. Dashboards promote transparency and public trust by communicating District priorities and strategic initiatives.^{xi}

Plan Characteristics Performance

Student Performance

- ISAT
- National Performance Reading
- National Performance Mathematics

District Environment

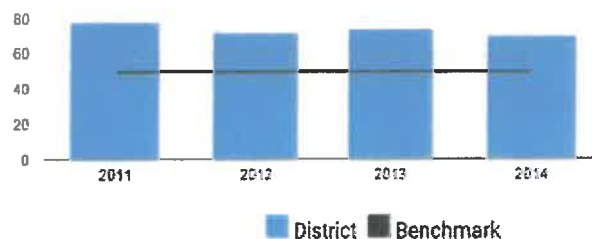
- Student Attendance
- Class Size
- Trend in Employee Satisfaction
- Parent Perception of Quality
- Community Perceptions of Quality
- Employee Perception of Quality

Finance

- Fund Balance to Revenue Ratio
- Days Cash on Hand
- Long-Term Debt
- Fiscal Health

National Performance Reading

The following graph shows the average Spring MAP Reading National Percentile for the District.



Dashboards offers a customized, online, at-a-glance look at the measures selected by the district to determine whether goals are being met. Ultimately, dashboard indicators operationalize the goal areas into observable elements. The public dashboard should consist of key performance indicators linked to system level strategic goals.

The district may also choose to implement an internal quality dashboard for administrators, teachers, and staff to use in monitoring the continuous quality improvement of the curriculum and instructional program, technology integration, staff development, and internal district culture.

Conclusion

Unprecedented change is taking place in our nation's education system. Without effective strategic planning, school leaders will be involved in crisis management,^{xii} spending their time putting out fires instead of lighting fires of passion and learning in students. School leaders should embrace the importance of strategy by developing plans that are focused and that provide consistent monitoring and evaluation. Most importantly, the administrators who implement strategic plans should begin the process with confidence that their tactics and action plans will support the district vision and goals and truly influence student success.^{xiii}

More Information

To learn more about strategic planning or discuss how the ECRA Strategic Planning Process can help your district realize its vision, please contact ECRA at 847-318-0072 or via email at office@ecragroup.com.



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I have always been an assessment nerd, and proud of it. From the very beginning of my career, using assessment data was like turning a light on inside a dark room...I had no idea how to plan without it.

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Strategic Planning



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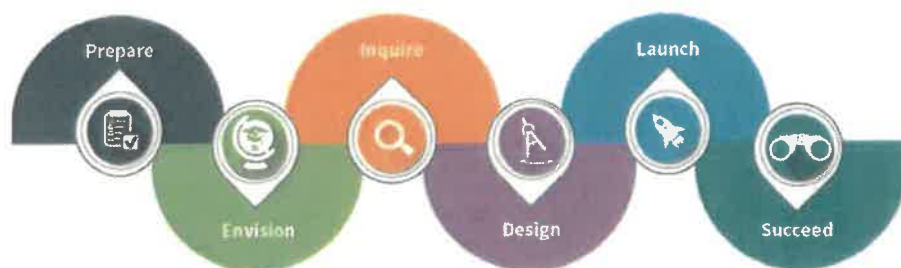
- Our strategic planning process is anchored by each school district's [Portrait of a Graduate](#), a locally developed and globally positioned vision that articulates your community's aspirations for all students.

Our entire strategic planning process involves the ongoing engagement of a representative Design Team. This team will ensure your strategic plan is informed by diverse perspectives, is responsive to student needs, and inspires both ownership and action.



Our process is...

- Anchored in the local **Portrait of a Graduate**.
- Geared to establish a **bold vision** that has **enduring impact**.
- Centered on **authentic stakeholder engagement**.
- Designed to elevate **student and educator voice**.
- Based on a **systems approach** that drives **equitable 21st century learning**.
- Informed by **leading education research**, combined with analysis of **local and regional ecosystems**.
- Bolstered with **engaging communications support**.
- Facilitated by an experienced team with **hands-on expertise** in education leadership, community engagement, and strategic planning.



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The engagement activities utilized throughout this dynamic process empowered our Design Team members to take bold steps in developing a strategic plan that will result in all students being provided equitable and inspiring authentic learning experiences. I have been associated with many division-wide strategic planning efforts over my 29 years as an educational leader, but none have come close to matching the synergy of the process utilized by Battelle for Kids.

Dr David Sovine, Superintendent, Frederick County Public Schools

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About Us

MEET OUR PARTNERS AND ASSOCIATES

School Exec Connect consultants can meet the complex needs of education today. School Exec Connect Partners and Associates have exceptional reputations and are regarded as highly knowledgeable about leadership and leaders. We conduct searches for all levels of education executives and consult on a variety of topics related to school improvement, planning, and board governance. We have worked successfully with districts across the nation and bring decades of experience to meet your needs. Please view more details about the services we offer by clicking on "Other Services."

Our consultants have extensive nation-wide networks that enable them to know personally the finest superintendents and principals throughout the country. Our consultants hold collective memberships in the top state and national educational organizations, teach at colleges and universities throughout the country, are published authors, and have won prestigious educational awards. They are leaders in the field.

Kevin O'Mara, President



Dr. Kevin O'Mara, President of SCHOOL EXEC CONNECT, has been with the firm for six years and has led numerous searches throughout the Midwest. The retired Superintendent of Argo Community High School District, Dr. O'Mara is currently Associate Professor in Educational Leadership at Concordia University Chicago, teaching doctoral students who are also pursuing general administrative and superintendent licensure. Guided by a fundamental belief in the value of collaboration, reflection, and capacity-building, O'Mara teaches new and experienced leaders that their dedication, knowledge, and input directly impact and enrich young lives. Working in public education for thirty years, he served as a teacher, Dean of Students, Principal, and Superintendent.

Dr. O'Mara's many significant accomplishments include United States State Department Fulbright Foundation candidate stationed to Argentina; Illinois High School Organization President; Illinois Association of School Administrators Board of Directors; St. Ignatius College Prep President's Medal Awardee; and Rosary College Graduate of the Last Decade (GOLD) Awardee.

Dr. O'Mara has a Bachelor's Degree in Mathematics from Dominican University, a Master's Degree in Public School Administration from Concordia University Chicago, and a Doctorate in Educational Leadership from Concordia University Chicago. During Dr. O'Mara's nine years as a school superintendent he served on several state-wide Illinois public education committees, including Governor Pritzker's Education Transition Committee in 2018-19.



David Negron, Chief Financial Officer

Dr. David Negron, is currently a successful superintendent in a district that serves 5,000 students and is entering his 5th year as a superintendent. Prior to this position he served as a School Principal in three different school districts at both the elementary levels and junior high school levels. He was the Educator of the Year in 2012, a 2007 Education Leadership Award recipient from Northeastern Illinois University. His professional excellence and commitment to student learning was highlighted in the Fall 2016 Centers for School Improvement (CSI) statewide newsletter for his work on continuous improvement, analysis of data and deep implementation of fidelity with school improvement efforts.

Dr. Negron was also an adjunct professor at Concordia University teaching leadership courses to aspiring future leaders and superintendents. He was also recently nominated

for the National 2018 Superintendent of the Year by the Association of Latino Administrators and Superintendents. He is also a 2018 graduate of the Illinois School of Advanced Leadership program held for superintendents. He also currently serves as a school board member in his own children's school district. Additionally, he also serves on two committees with the Illinois State Board of Education. Dr. Negron's wife is also an educator and works as a 2nd grade dual language teacher. He and his wife have three wonderful children.



Kenneth Dragseth, Senior Partner

Ken Dragseth, Ph.D., Senior Partner, School Exec Connect, has been conducting executive searches for school districts since 2005. He is the retired superintendent of the Edina Public Schools (MN) and recently retired Director of Administrative Licensure and Lecturer at the University of Minnesota's School of Education. He has 48 years of experience in education and has had experience as a principal, curriculum director, assistant superintendent and superintendent in a highly successful metropolitan district that has been recognized nationally for the excellence of its programs.

His honors include: National Superintendent of the year, 2003, American Association of School Administrators; Minnesota Superintendent of the Year, 2002; Executive Educators Top 100 Educators; University of Minnesota College of Education Distinguished Leadership Award; 100 Distinguished Alumni Award and 150 Distinguished Alumni Award (Gustavus Adolphus College).

Ken has conducted local, state and national workshops on a variety of topics including board/superintendent relationships, high school start time, gender bias issues, ethical values, data-based decision-making and leadership skills. He has published numerous articles in national and state journals. Ken has a Ph.D. and M.A. from the University of Minnesota and a B.A. from Gustavus Adolphus College.

Antoinette Johns, Senior Partner

Antoinette Johns Ed.D. is the retired Superintendent of the Brooklyn Center Community School District in Brooklyn Center, MN. She began her administrative career as a coordinator of Services for a District in Michigan. In Minnesota she was the Director of Special Education, and Director of Career and Technical Education for Intermediate District 916. She served her first superintendent role in McGregor, a rural Minnesota district. Toni

has served on many state committees and was in the Bush Public Schools Fellows Program for Educational Leaders.

Leadership roles have included President of the Minnesota Administrators of Special Education, Treasurer and President of the Minnesota Association of School Administrators. She has also served as the Chair of the Northwest Suburban Integration School District and as Chair of the TIES Executive Committee. TIES is a 38 member consortium of school districts formed to provide innovative technology solutions to administrative functions and learning.

David Clough, Partner

Dave Clough, Ph. D., has conducted school executive searches since 1999. He is the retired superintendent of the Libertyville/Vernon Hills High School District (CHSD 128) in the northern suburbs of Chicago. He has had more than 30 years of administrative experience encompassing all levels of education throughout the Midwest and has served outstanding school districts in Minnesota, Nebraska and Illinois.

Dave is well connected to prospective administrative candidates through a comprehensive network but also through holding a number of key leadership positions, including serving as the past President of the Lake County Superintendents Association, President of the Mid American Association of School Superintendents and President of the Superintendents Roundtable of Northern Illinois. He is also an active member of Suburban School Superintendents (SSS), IASA/AASA and the Illinois Association of School Boards. Dave has presented nationally and regionally on topics ranging from administrative competencies to school quality assessments.

Dr. John (Jack) Linehan, Partner

Jack Linehan Ed.D, retired from the Shorewood School District (WI) after 18 years of service—7 as high school principal, the last 11 as superintendent. Earlier, he served as teacher, counselor, coach, activities director, and assistant principal with the Whitefish Bay (WI) schools.

He is currently Director of the Superintendent Development Program and Chair of Doctoral Admissions at Cardinal Stritch University in Milwaukee. He has been a consultant to public and private schools throughout the region.

Jack had a parallel career as an Air Force pilot. He was a primary jet instructor pilot on active duty in Oklahoma in the early 1970s and spent 20 years with the Air Force Reserves in Milwaukee as a C-130 pilot and operations officer.

Jack earned his doctorate from Columbia University with a dissertation on the dynamic role of the Superintendency

Mr. Lawrence Lobert, Partner

HR Consultant, Larry Lobert and Associates; retired assistant superintendent, Grosse Pointe Public Schools (MI) and former HR Director, New Trier HS (IL)

Thomas Madden, Partner

Thomas (Tom) Madden, Ed. D., has conducted executive searches for school districts since 1995. He is the retired superintendent of Lemont Township High School District 210 and has experience in public school education at the elementary, middle, and high school levels. He has also taught at the college and university levels in both undergraduate and graduate programs.

Tom has conducted workshops and made presentations at the local, state and national levels on topics of leadership, instructional methodologies, classroom management, goal setting, team-building, strategic planning, and effective communication skills.

Robert Ostlund, Partner

Robert (Bob) Ostlund has been conducting searches with School Exec Connect since 2008, after retiring as Superintendent of the highly respected Wayzata MN Public School District. He served Minnesota schools as a science teacher, Associate Principal, Director of Administrative Services, Headmaster or Superintendent for a total of 42 years. Throughout his career, he was heavily involved in all aspects of human resource administration including negotiations, contract administration, recruitment and evaluation. He was actively involved in professional associations at every level, including serving as President of the Minnesota Association of School Administrators. He was selected as the Twin City Metro Area Administrator of the Year in 2008.

Bob earned his BA and BS degrees in chemistry and biology from Bemidji State University, his Master of Science degree in Science Supervision from the University of Virginia, and completed his administrative licensure requirements at the University of Minnesota. He has participated in or led over 35 searches.

Ms. Diane Robertson, Partner

Diane Robertson has been an educator for 34 years, having served as a teacher, principal, and superintendent. She recently retired after 19 years as the superintendent of Community Unit School District #4 in Mendon, IL. She currently leads the downstate Illinois searches for the firm and serves as a mentor for new and veteran superintendents.

Ms. Robertson has been active at the state level as a member of the Board of Directors of the Illinois Association of School Administrators (IASA), Chair of the IASA Legislative Committee, member of the Governor's Blue Ribbon Committee on Unfunded Mandates, and has many times been called upon to serve on committees and testify before the Illinois State Board of Education and the Illinois General Assembly on critical educational issues.

While a superintendent, Ms. Robertson partnered with Pearson to design and implement a full-scale 1:1 learning program at CUSD#4 which has totally transformed the educational experience of students and teachers in this small rural Illinois school district.

Harry Rossi, Partner

Harry P. Rossi, Ed. D., is the co-director of FED ED, a consortium that addresses federal education issues that impact suburban school districts in Illinois. He is the retired superintendent of Northbrook/Glenview School District 30. During his extensive administrative career, he has served at all building level administrative positions and many central office positions. Harry is an adjunct faculty member at Loyola University Chicago where he teaches educational leadership as well as conducts practicum and internship programs. Additionally, he serves on two university boards as well as several state and National boards. He has presented and published at the state, national, and international levels.

MEET OUR SENIOR ASSOCIATES

Dr. Gerald Freitag

Site coordinator and instructor, Cardinal Stritch University Educational Leadership Program and retired superintendent, Franklin Public Schools, Franklin (WI)

Dr. Matt Gibson

Retired superintendent, Elmbrook (WI); former superintendent, Stoughton (WI) Fox Point-Bayside (WI), Northlake (WI) and Swallow (WI)

Ms. Patty Phillips

Retired superintendent, North St. Paul/Maplewood/Oakdale (MN)

Dr. John Sawyer III

Retired superintendent, Sandridge School District 172, (IL)

Dr. Timothy Shimp

Superintendent, Yorkville Community Unit School District 115 (IL)

Dr. Linda Yonke

Retired superintendent, New Trier School District (IL)

MEET OUR ASSOCIATES**Ms. Lisa Anderson**

Long term member of the Eastern Carver County School board and 30-year leadership development professional, she also serves on the board of the Southwest Metro Intermediate District and the Association of Metropolitan School Districts.

Dr. Brian Barnhart

Superintendent, Western Springs School District 101 (IL)

Dr. Jake Chung

Superintendent, Salt Creek School District 48 (IL) and former Assistant Superintendent of Personnel and Planning, Arlington Heights School District 25 (IL)

Dr. Pat Deklotz

Superintendent, Kettle Moraine School District (WI)

Mr. Todd Fox

Mr. Todd Fox is in his 13th year as the superintendent of the Southeastern School District, where he has served for 30 years in various capacities.

Dr. Keith Fuchs

Lead Consultant and Trainer, CESA 6 District Administrator Performance Evaluation System and retired superintendent, Menasha Joint School District (WI)

Dr. Kelley Gallt

Dr. Kelley Gallt, Superintendent of Lake Zurich CUSD #95, Lake Zurich, IL

Mr. Ralph Grimm

Retired superintendent of four (4) Central Illinois school districts and currently serves as a Field Services Director for the Illinois Association of School Administrators.

Dr. Sharonica Hardin

Superintendent for The School District of University City, St. Louis (MO). Previously she served as an assistant superintendent and chief human resources officer.

Dr. Bradley Hawk

Assistant clinical professor, Leadership, Education, Psychology and Foundations, Northern Illinois University (IL) and retired superintendent, Central CUSD 301 (IL)

Dr. Jill W. Hawk

Retired superintendent, Crystal Lake Community High School District 155 (IL)

Dr. Rodolfo Hernández

Superintendent for Cicero Elementary SD 99, has been leading the transformation of the district into the 21st Century educational practices, for the past six years. He served as a H.S. Principal for 14 years at J. Sterling Morton SD 201

Dr. Devon Horton

Dr. Devon Horton serves as Superintendent at Evanston/Skokie SD 65

Mr. Thomas Joynt

Retired superintendent, Green Bay Area Schools (WI)

Dr. Raymond Lauk

Dr. Raymond Lauk has a background including higher education teaching, seventeen years as a school superintendent, and experiences in professional communication.

Dr. Donna S. Leak

Superintendent at Community Consolidated Schools District 168; past Superintendent of Rich Township High School District 227

Dr. Benjamin Martindale

Retired Superintendent of Gurnee District 56 and retired CEO of both Round Lake District 116 and North Chicago District 187.

Dr. Keith Marty

Superintendent, Parkway School District, Chesterfield (MO) and retired superintendent, School District of Menomonee Falls (WI)

Dr. Steve Matthews

Dr. Steve Matthews has served as the Superintendent for the Novi Community School District (Nov, MI) for the past 10 years. Previously, he was Superintendent of the Grand Ledge Public Schools (Grand Ledge, MI).

Dr. David McGehee

Retired superintendent of the Lee's Summit R-7 School District in Missouri; also having served as superintendent in Raymore-Peculiar and Sparta School Districts in Missouri.

Ms. Cathie Pezanoski

Superintendent of Elwood CCSD #203 in Elwood (IL)

Dr. Sarah Riss

Retired Superintendent of Webster Groves School District, Webster Groves, MO

Dr. Renée Schuster

Assistant professor, Maryville University (MO) and former superintendent Community Consolidated School District 181, Hinsdale (IL)

Dr. Kelly Thompson

Kelly Thompson Ph.D., is in her 8th year as a superintendent with the Muskego-Norway School District (WI), where she has served for 28 years in various capacities.

Dr. David Vick

Retired superintendent, Lake Bluff (IL)

Ms. Carolyn Wierda

Retired superintendent, Bay City Public Schools (MI)

Dr. Jim Wipke

Dr. Jim Wipke, Superintendent of Schools in Ladue School District, Ladue, MO

Mr. Gregory Wright

Retired Superintendent, Posen-Robbins School District, (IL)

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Dr. John (Jack) Linehan

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Dr. Thomas Madden

Mr. Robert Ostlund

Ms. Diane Robertson

Dr. Harry Rossi

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Home – About CEC

About CEC

CEC works with school districts across the country to implement measurable social change. Our mission and vision direct us to work with organizations using a systems orientation process to help them build collaborative cultures, and equitable, evidence-based practices that empower adults and students to deepen their learning and thrive.

Our Impact

We believe schools can finally make the changes that really make a difference. Will this be your story?

Our Mission and Vision



This we know is true:

Educators navigate the difficult conditions in schools because they ultimately want to positively impact the trajectory of a child. The current school organizational system needs to be freed to allow for these dedicated professionals to make it happen.

Now is the time.

Today's sudden and dramatic change in our educational institutions have to radically alter who and how we operate in schools. It is time for fundamental, future-oriented change.

Let us partner with you to reimagine a better new normal.

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Let us partner with you to reimagine a better new normal.



You are in control of your school context. You have the power to shape the improvement you imagine.

CEC challenges the status quo by being a forward thinking, proactive, and innovative partner in preparing learners for successful futures.

We are collectively changed by today's experiences. Now is the time to make the necessary system change through collective responsibility and empowering one another in our work to support the whole child.

Together we build capacity to imagine what is possible.



CEC Partners

CEC builds long-term partnerships to support work on a variety of initiatives that advance our mission. We view partnerships as one of the cornerstones of our success; they have allowed CEC to remain in contact with leading practitioners and researchers which has

helped advance our work and benefits our clients.

Our National Network and Presence

Meet the CEC Team

CEC prides itself on being able to provide the right mix of consultants, with expertise both in building effective systems and in specific content areas. In addition, CEC strives to provide districts strong relationships with consultants over time.

Meet the Team

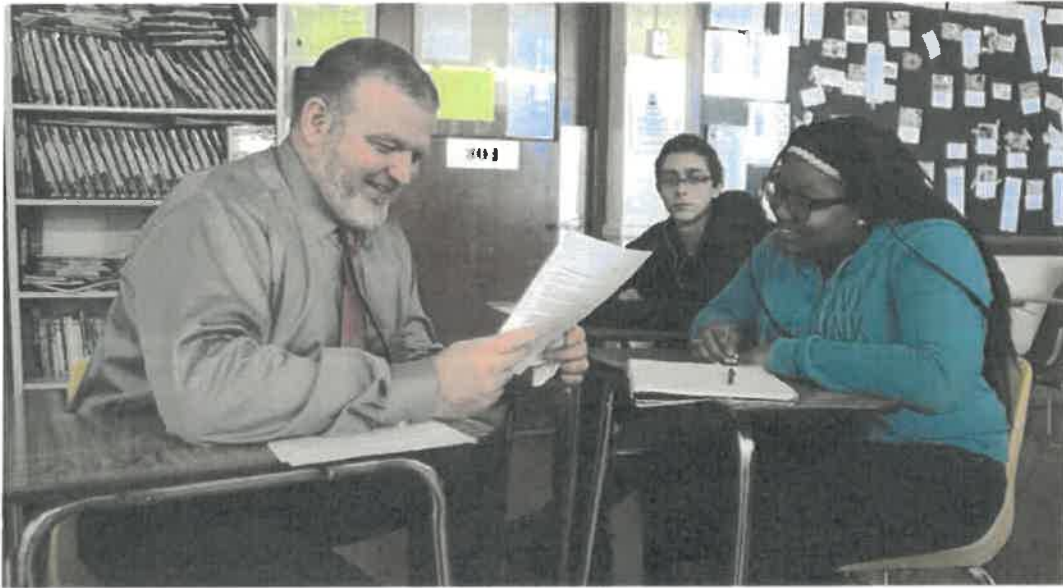
Steering Committee

CEC is advised by a Steering Committee that includes school administrators, school board members, and teachers, as well as educational support staff and partner organizations.

Meet Our Steering Committee



Impact of SW TURN: San Antonio TX, Albuquerque NM, Clark County NV



Peoria High School, Peoria, IL: Changing The Culture

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Consortium for Educational Change

Our mission and vision direct us to work with organizations using a systems orientation process in order to help build collaborative cultures, and equitable, evidence-based practices that empower adults and students to deepen their learning and thrive.

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Jeff Cohen

Managing Director

jeff.cohen@fsg.org

Jeff Cohen has more than ten years of experience advising private and community foundations, nonprofit organizations, government agencies, and corporations on strategy, program design, and evaluation. Jeff has led a variety of engagements encompassing strategic planning, education program strategy, evaluation, business planning, and program development. He spends much of his time

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Before FSG

Prior to joining FSG, Jeff was a management consultant at McKinsey & Company, where he served companies in the telecommunications industry as well as education organizations. Jeff's prior nonprofit experience includes work in MIT's development office. He has also been extensively involved with education-related nonprofit organizations as a volunteer.

Education

- Northwestern University, Kellogg Graduate School of Management, MBA, F.C. Austin Scholar
- Yale University, MA in Classics
- Harvard College, BA, *magna cum laude* in Classics

Affiliations

- Central District Forum for Arts and Ideas, Board Member

Languages

- German
- French
- Latin
- Greek

On working at FSG

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analysis, somebody asks just the right question or makes just the right observation, and, all of a sudden, the shape of the story emerges from the welter of disjointed details.”

PUBLICATIONS

Journeys to Personalized Learning
REPORT

The Role of Networks in Advancing Personalized Learning
REPORT

Building Summit Basecamp: Year 1
REPORT

Learning Gets Personal
REPORT

Transforming Public Education in the Nation's Capital
REPORT

Self-Directed Learning at Summit Public Schools
REPORT

It's Not Just About the Model
REPORT

Blended Learning in Practice
REPORT

Keeping the Promise of Opportunity
REPORT

Structuring Post-Secondary Scholarships to Increase Student Success
REPORT

Financial Aid and its Impact on Post-Secondary Degree Completion in Texas
REPORT

BLOG POSTS

Operating When You Can't See the Full Picture
BLOG

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SPEAKING ENGAGEMENTS

Happiness Foundation Annual Conference 2018
EVENT | NOV 20, 2018

Grantmakers for Education Annual Conference 2018
EVENT | OCT 17, 2018

International Conference on Giving
EVENT | NOV 4, 2014

MCESA Disconnected Youth Summit
EVENT | MAY 7, 2014

Carnegie Foundation Summit on Improvement in Education
EVENT | MAR 12, 2014

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Strategic Learning & Evaluation

SHARE



FSG's Strategic Learning and Evaluation practice helps private, community, family, and corporate foundations, and nonprofits understand the progress and impact of their investments and develop the supports needed to continually learn from their work. We employ a variety of approaches, methods, and processes to provide timely, credible, and useful information and frameworks that our partners can act upon to increase effectiveness and impact.



Strategic Evaluation Client Projects

- **Kaiser Permanente Community Health**
Building a system to support strategic learning and evaluation.
- **Robert Wood Johnson Foundation**
Evaluating the foundation's substance use prevention and treatment programs.
- **The Kresge Foundation**
Developing learning and evaluation systems to improve the effectiveness of program and practice areas.
- **Grand Rapids Community Foundation**
Assessing the Challenge Scholars program to improve college access.
- **Lumina Foundation**
Supporting learning and evaluation for the Latino Student Success Effort.
- **See more strategic evaluation client projects >**

Expertise

- Designing and implementing developmental, formative, and summative evaluations.
- Conducting strategic reviews and evaluations to reflect on past decisions.
- Building staff and grantee evaluation capacity.
- Developing an intentional and structured strategy for evaluation of programs and organizations (learning and evaluation systems).
- Designing and facilitating organizational learning processes, practices, and structures.
- Acting as a learning intermediary to help organizations develop actionable learning agendas, become a learning organization, and to align monitoring, research, and evaluation activities.
- Developing shared measurement systems as part of a collective impact initiative or as a means to bring alignment and coordination of data to a group of programs and/or organizations.
- Providing training, webinars, coaching, and technical assistance to build evaluation capacity of internal and external stakeholders, including grantees.
- Advancing knowledge in the field through research, tools, guides, reports, and articles.

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How We Work

- **We promote stakeholder engagement:** We believe that the best approach to evaluation is participatory, learning-oriented, and is timely and relevant to your work. This approach extends to those the foundation wishes to serve, whose voices, needs, and perspectives inform our work.
- **We are committed to equity:** We honor the different cultures, values, and contexts in which our clients and their beneficiaries live. We design and implement evaluations in service of equity.
- **We thrive in emergent and complex environments:** We have developed evaluation tools and processes that allow us to provide useful support in complex environments where strategies are emergent. We continuously monitor the field for best practices and additional resources to include in our work.
- **We value partnership:** We view our work as a deep partnership to help you achieve your goals. Our approach is to help you understand what you need to know and to spark individual, group, and organizational learning.
- **We are dedicated to building the field:** We are committed to advancing the practice of learning and evaluation by developing new tools, webinars, white papers, guides, and training materials that support effective strategy and evaluation.

The Evolution of Strategic Learning & Evaluation at FSG

Though FSG initially focused on bringing the analytic rigor of strategy consulting to philanthropy, it soon became clear that strategy alone wouldn't produce the social impact our clients hoped to achieve.

Our early work with foundations taught us that strategy and evaluation are inextricably linked—strategy establishes the boundaries for evaluation, while evaluation guides the development and refinement of strategy.

In 2006, we led a year-long research effort and wrote *From Insight to Action: New Directions in Foundation Evaluation*, which sought to demystify evaluation for philanthropy. The report generated a great deal of interest in FSG's evaluation services, and in response we began to build a world-class strategic learning and evaluation team led by Hallie Preskill, former president of the American Evaluation Association.

The team has completed over 200 evaluation projects to date, and has produced over 30 publications, tools, and resources, which have been downloaded more than 50,000 times. Our work is often cited in the evaluation and social sector fields. We regularly present at conferences sponsored by American Evaluation Association, Grantmakers for Effective Organizations, Grantmakers in Health, and Council on Foundations. Hallie Preskill is on the editorial board of *Foundation Review*, *American Journal of Evaluation*, and the *Canadian Journal of Evaluation*.

Research and Tools

- ***Facilitating Intentional Group Learning***

A practical guide to 21 learning activities.

- ***Evaluating Complexity***

Using nine propositions to guide the evaluation design and implementation of complex initiatives.

- ***Guide to Evaluating Collective Impact***

A practical guidance for planning and implementing evaluations of collective impact initiatives

- ***Evaluating Social Innovation***

Understanding developmental evaluation as a tool for evaluating social innovations in complex, multi-actor, and dynamic environments.

- ***Building a Strategic Learning and Evaluation System for Your Organization***

Developing a comprehensive system framework and implementation plan for determining what to evaluate, when, why, with whom, and with what resources, to enhance learning and strategic decision making.

- ***See all strategic evaluation resources >***

- ***Strategic evaluation blog >***

CONTACT



Joelle Cook

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Tiffany Clarke

Joelle Cook

Aditi Luminet

Colleen McCann

Caitlin McConnico

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Our Services

Experience is our superpower, with consulting specialties in strategy, planning, marketing, communications, enrollment management, business resiliency, visioning, executive coaching, and leadership development.

Our project management tools allow us to connect seamlessly across time zones, leveraging technology to connect people, process and performance.

Powered by deep experience, innovation, and relationships across the globe, ISA brings immense tools to the strategy table. We customize projects based upon needed scope, timeline, and stakeholder engagement. While we are deliberately collaborative, we can work fast in order to help clients pivot to take advantage of opportunity.

The following are consulting capabilities offered by ISA. Our docket is dynamic and is often booked in advance. Be sure to inquire below and let us know the specific details of your needs. We will follow up to schedule a brief, 30 minute conference call to better understand your needs.

Strategic Planning and Visioning

We deliver comprehensive, inclusive, and data-driven strategic planning processes that help organizations discover and articulate their North Star and set critical priorities for the future. Deliverables include facilitation and management of the entire process, research and analysis, prioritization and sequencing of the plan, and the creation of a strategic financial and

communication plan. Most visioning and strategic planning and processes last between six to nine months, fostering high levels of stakeholder buy-in, and establish a strategic direction that often becomes the foundation of a critical future.

Strategic Marketing, Identity, and Messaging

We develop full-scale strategic marketing programs for organizations seeking to establish the right mix of messaging and mediums. Using a balance of research, we find the intersection between mission and market, cultivating the right messages and discovering the deep culture and identity of the organization, building a customized marketing plan. Deliverables include a comprehensive strategic marketing plan report with integrated messaging, media, and communications recommendations. Our strategic marketing planning processes take about three months and finish with a crisp plan ready for implementation by enrollment, marketing, and advancement teams.

Strategic Enrollment Management Assessments and Planning

ISA literally wrote the curriculum and foundation for strategic enrollment management planning. Our Seven Spokes of Strategic Enrollment Management philosophy has served as the foundation for professional association seminars, webinars, and talks, giving rise to a systems approach to enrollment management. We take the guesswork out of enrollment management by providing enrollment assessments and planning programs to independent schools, colleges and universities. Our assessments and plans can be completed relatively quickly - within eight to 10 weeks - turning around a customized, data-driven approach and comprehensive plan for strategic enrollment management.

Market Research

We design and deliver customized market research solutions to the specific needs of our clients. Whether it be qualitative or quantitative audience research and assessment, competitive analysis, trends analysis, decision set identification, messaging research, or detailed demographic analysis, ISA can deliver both large and small scale solutions. We also complete detailed enrollment feasibility studies based upon demographic data collection and analysis using state of the art tools.

Near Term Strategy Development

How well you respond strategically to your current circumstances is really about how clearly you see the future. Sometimes referred to as “stealth planning”, we help schools, colleges, and nonprofits develop near term strategies through a short and powerful process. Similar to a

traditional strategic plan in that it sets a strategic direction and the priorities to propel the organization toward it, it is quicker process and assumes a 24 to 36 month horizon. Given how quickly the world is changing and evolving, we see this as the future of strategic planning.

Business Continuity Planning

We need to look no further than the coronavirus pandemic to understand the importance of business continuity planning. At the outset and all through the pandemic, ISA led many schools and colleges through innovative reopening plans. If we have learned anything from recent circumstances, we know that the future will continue to see environmental, economic, and competitive disruption. We help schools, colleges, and nonprofits develop a resilient business model for the future.

Executive Coaching and Leadership Capacity Building

We provide executive coaching and leadership capacity building for seasoned and aspiring executives in key roles at schools, colleges, universities and nonprofits. Ian has guided presidents, heads of school, executive directors, marketing communications leaders, advancement professionals, and other aspiring leaders through weekly and monthly counsel. Got a burning question that needs a thoughtful response that day? Our coaching and leadership building also features our *On the Fly* Voxer access to Ian. We also provide governance training and development programs for organizations seeking to strengthen their leadership function.

Retreat Facilitation

ISA provides leadership and retreat facilitation to organizations planning and executing an organized meeting. Often delivered as a thoughtful presentation on educational trends and the future followed by an organized planning session, most of our retreats are six hours long, experience some level of pre-planning and agenda-setting, and work directly with board members, administrators, and other key stakeholders.

Full Day Consulting

We provide daily consultation with an organization seeking to solve a specific challenge, gain an expert's view on a needed solution, or have Ian serve as a keynote speaker or featured guest. All daily consulting sessions must be booked in advance and enjoy up to six hours of guidance and direction from Ian on an agreed upon set of topics.

Hourly Consulting

We offer hourly consulting sessions, booked on demand and scheduled in advance. These sessions allow a flexible schedule to explore a specific need or topic and have private counsel access to Ian.

INQUIRE FOR SERVICES

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First Name

Last Name

Email *

Organization *

Phone

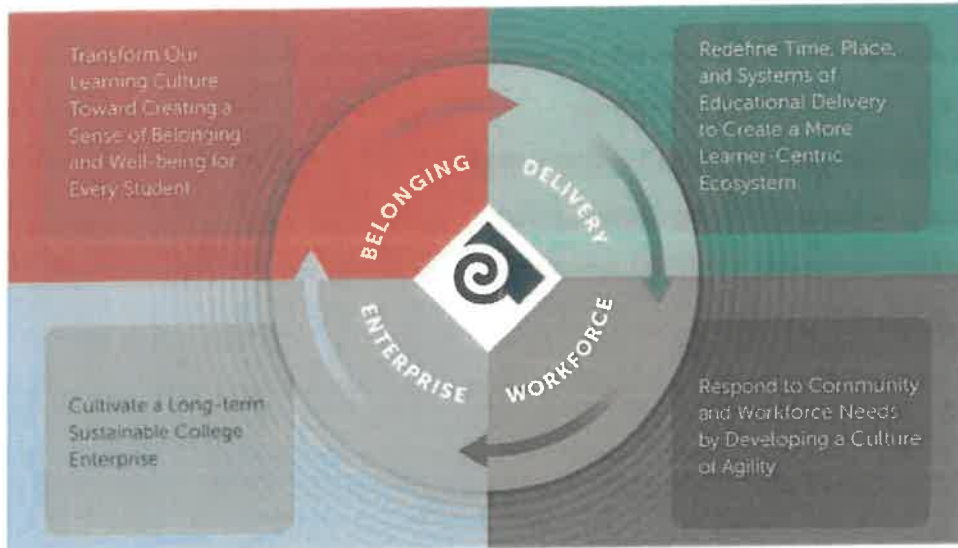
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How Can We Help You? *

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Portland Community College Unveils Strategic Plan

January 21, 2021

Community colleges are among the most tangible assets of a healthy community, and to retain their pivotal role, they need a strong, visionary strategic plan. A strategic plan is a blueprint for the future, a set of agreed upon priorities that are intended to propel an organization forward with robust and bold plans for the future.

For more than a year, amidst a global pandemic, remote operations, racial unrest, and regional wildfires, ISA worked closely with Portland Community College (PCC) to develop a strategic plan for the college. This plan has been reinforced by input and participation from the PCC community.

It has evolved into a document that consists of four major strategic areas of focus and 20 individual initiatives. In November of 2020, PCC's elected Board of Directors approved the final draft of the college's new strategic plan.

As the largest post-secondary institution in Oregon, PCC serves over 60,000 full-time and part-time students. PCC offers high-quality education and opportunities for our students, which in turn contributes to the vibrancy of Portland's economic community. Four comprehensive campuses, eight centers and dozens of independent locations throughout the community offer courses and provide student services. Online Learning gives students the ability to take classes off campus.

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SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

TO: District 29 School Board of Education
Dr. Ed Stange, Superintendent

FROM: Sheri Styczen, Director of Technology & Innovation

DATE: February 9, 2021

SUBJECT: District Technology Fees

At the September 2020 Board of Education meeting, we discussed the current practices regarding technology fees in District 29. The Board requested additional information regarding the practices of neighboring districts relative to student technology fees.

Our recommendation is to remove the annual \$55 technology fee and require the family to submit payment for any repair not covered under warranty.

District	Device Type	Annual Fee	Annual Fee Covers	Additional Fees
Sunset Ridge 29 (Proposed)	K-2: iPads 4-8: Chromebooks	K-3: \$0 4th-8th: \$0	Not Applicable/No Fee	Damaged & Lost Devices Total repair/replacement cost

Technology Fees in New Trier Township Schools

District	Device Type	Annual Fee	Annual Fee Covers	Additional Fees
Sunset Ridge 29 (Current)	K-2: iPads 4-8: Chromebooks	K-3: \$0 4th-8th: \$55	Applied toward first repair/loss	Damaged Devices 1st repair = total - \$55 2nd + repair: Total Cost Lost or Stolen Devices 1st repair = total - \$55 2nd + repair: Total Cost
Glencoe 35	K-6: iPads 7-8: Chromebooks	K-8: \$0	Not Applicable/No Fee First repair is covered by the District	7th and 8th ONLY Damaged Devices 1st repair = \$0 2nd repair = \$50 3rd repair = \$100 Lost or Stolen Devices 1st incident = \$0 2nd incident = \$100 3rd incident = \$300



SUNSET RIDGE SCHOOL DISTRICT 29

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District	Device Type	Annual Fee	Annual Fee Covers	Additional Fees
Winnetka 36	K-8: iPads	K-8: \$25 optional insurance	With Insurance Damaged Devices 1st repair = \$0 2nd repair = \$50 3rd repair = \$150 Lost/Stolen Devices 1st repair = \$50 2nd repair = \$75 3rd repair = Total cost	Without Insurance Damaged Devices 1st repair = \$100 2nd repair = \$150 3rd repair = \$200 Lost/Stolen Devices 1st = Cost of Device 2nd = Cost of Device 3rd = Cost of Device
Avoca 37	K-2: iPads 3-8: Chromebooks	Integrated in instructional materials fee (K = \$280 1st-4th = \$315 5th-8th = \$330)	Usage only	Total cost of repair/replacement
Kenilworth 38	K-8: iPads	\$0	Not Applicable/No Fee	Damaged Devices 1st = \$50 2nd = \$75 3rd = \$100 4th + = Total Cost
Wilmette 39	K-3: iPads 4: Chromebooks 5-8: iPads	Integrated in instructional materials fees (range = \$200-\$350)	Usage only	Damaged Devices 1st = \$50 2nd = \$50 3rd = \$300 Lost/Stolen Devices 1st = \$75 2nd = \$150 3rd = \$300
New Trier HS 204	9-12: iPads	\$200	4 year device cost + Apple Care (covers all repairs)	



SUNSET RIDGE SCHOOL DISTRICT 29

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ENROLLMENT REPORT February 9, 2021

August 25 – November 20

<u>Grade</u>	<u>Sections</u>	<u>In-Person/ Remote</u>
K	(12/3, 13/4, 13/3, 11/4)	49/14
1	(16/2, 14/4, 14/3)	44/9
2	(12/5, 16/1, 15/1)	43/7
3	(14/2, 12/3, 12/3)	38/8

Totals: 174/38
(82.1% In-Person)

January 11 – March 12

<u>Grade</u>	<u>Sections</u>	<u>In-Person/ Remote</u>
K	(14/2, 13/4, 15/1, 12/3)	54/10
1	(15/2, 16/2, 14/3)	45/7
2	(12/4, 17/0, 15/1)	44/5
3	(15/1, 13/2, 12/3)	40/6

Totals: 183/27
(87.1% In-Person)

<u>Grade</u>	<u>Sections</u>	<u>In-Person/ Remote</u>
4	(14/2, 15/0, 13/3)	42/5
5	(15/0, 13/2, 14/2)	42/4
6	(12/0, 11/1, 11/3, 11/0)	45/4
7	(14/5, 10/3, 11/0, 15/0)	50/8
8	(10/1, 13/1, 13/1, 13/0)	49/3

Totals: 228/24
(90.5% In-Person)

<u>Grade</u>	<u>Sections</u>	<u>In-Person/ Remote</u>
4	(12/3, 16/0, 13/3)	41/6
5	(14/1, 14/1, 15/2)	43/4
6	(12/0, 10/2, 9/5, 11/0)	42/7
7	(12/6, 11/2, 11/3, 15/0)	49/11
8	(10/0, 13/1, 13/1, 13/0)	49/2

Totals: 223/31
(87.8% In-Person)



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TO: District 29 Board of Education

FROM: Edward J. Stange

DATE: February 9, 2021

SUBJECT: 2020-2021 Staffing Update

This following delineates staffing matters for the 2020-2021 school year.

Posted Vacancies

Network Manager/Data Security Specialist

Approved

Employment of Anlondra Navarro (Teaching Assistant)

Employment of Rosemary Prommer (Teaching Assistant)

Employment of Katharine Schmidt (Teaching Assistant)

Employment of Angelena Colon (Teaching Assistant)

Employment of Monika Shah (Teaching Assistant)

Resignation of Joy Kunny (Teaching Assistant)

Employment of Gloria Ramos (Sunset Ridge School Spanish Teacher)

Employment of Marci Peck (Sunset Ridge School Nurse)

Employment of Sean Hardiman (Teaching Assistant)

Employment of Michele Girdon (Teaching Assistant)

Transfer of Matt Wilkinson (Advanced Learning Program Teacher – Humanities)

Employment of Carly Cohen (7th Grade Student Services Teacher)

Transfer of Hillary Davis (2nd Grade Teacher)

Employment of Kathleen Downs (School Psychologist Intern)

Resignation of Amanda Martinsen (Junior High Math Teacher)

Employment of Margaret Michalek (Kindergarten Teacher)

Employment of Jillian Wiedrich (1st Grade Teacher)

Employment of Betsy Swanson (Sunset Ridge Art Teacher)

Employment of Shannon Tremont (Sunset Ridge Math Teacher)

Resignation of Linda Curry (Sunset Ridge School Nurse)

Retirement of Lynn Horne (Sunset Ridge Art Teacher)

Resignation of Evelyn Levin (Sunset Ridge School Spanish Teacher)

Resignation of Alicia Cohen (Middlefork School Teaching Assistant)

Leave of Absence for Caitlyn Leary (3rd Grade Teacher) – September 2020

Leave of Absence for Kellie Johnson (Middlefork Library) – October 2020

Leave of Absence for Kim Albright (Computer Science) – October 2020

Leave of Absence for Sarah Dengsavang (2nd Grade Teacher) – November 2020

Leave of Absence for Jordan Bauer (Student Services Teacher) – January 2021



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To: Dr. Edward J. Stange, Superintendent

From: Emily Dunham, Director of Student Services

Date: February 9, 2021

Subject: Special Education Programming for High Needs Students

The following memo is intended to communicate the programming options for our higher needs students. Historically, District 29 has educated students with significant disabilities in out-of-district placements. Due to increased enrollment of students with significant disabilities, for the past two years District 29 has allocated classroom space at Middlefork School to NSSED to operate the Structured Learning Environment-SLE program, which addresses the unique special education needs of students with significant disabilities. All SLE staff are hired and supervised by NSSED, and NSSED Administration oversees the program. The program has been servicing three District 29 resident students and one student that is a resident of another district in the New Trier Township.

As we look ahead to the 2021-2022 school year, we are anticipating the probable enrollment of another District 29 resident student in this program, as well as up to 4 more non-District 29 resident students (assuming the District continues to allocate the space to NSSED to operate the program). We have four options to address this emerging need (outlined below). We would like to discuss these options with the Board of Education for input and guidance as we make decisions for the upcoming school year.

Option	Potential Benefits	Potential Challenges
Continue allocating classroom space to NSSED to operate and staff the existing SLE program.	<ul style="list-style-type: none">• Access to NSSED expertise and program management.	<ul style="list-style-type: none">• Increased demands on facilities and general education classrooms.
Internally hire an SLE teacher and operate the program ourselves (with support from NSSED), limiting enrollment to District 29 residents.	<ul style="list-style-type: none">• Build internal capacity to address more diverse student needs.• Limits impact from non-resident students on facilities and general education classrooms/programming.• Potential cost savings.• Follows best practices for inclusion.	<ul style="list-style-type: none">• Increased administrative oversight of the program and staffing.
Close the SLE program and seek out-of-district placements for current and future District 29 eligible students.	<ul style="list-style-type: none">• Reduced impact on facilities, administration, general education classrooms.	<ul style="list-style-type: none">• Displacement of resident students outside the District.• Decreased diversity of student population.• Potential increased cost.• Against best practices for inclusion.
Continue the SLE program but distribute the instruction responsibilities among existing District 29 special education staff (with support from NSSED), limiting enrollment to District 29 resident students.	<ul style="list-style-type: none">• Potential cost savings.• Reduced impact on facilities.	<ul style="list-style-type: none">• Lack of expertise in addressing needs of SLE students.• Significant reduction in early intervention services for students in general education.



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My recommendation is to move forward with the second option noted above. While administrative oversight is a potential challenge, I believe that the switching to “in-house” administrative oversight of the program is manageable. Further, with the continuation of support from NSSD (e.g., consultation services, contracted services for occupational therapy, physical therapy), the District could maintain access the special education expertise available through NSSD. Additionally, the current NSSD teacher implementing the program has expressed interest in such a position. This teacher has built strong relationships with the families and staff in District 29 and is an integral part of the SLE classroom and the District 29 learning community. Offering her this position would ensure a seamless transition in this process.

Thank you for your consideration.



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TO: Board of Education
Dr. Ed Stange, Superintendent

FROM: Tom Beerheide, Chief School Business Official
TRB

DATE: February 9, 2021

SUBJECT: District 29 Unaudited Monthly Financial Summary

Many districts provide their Board of Education with a monthly financial report to help keep the Board informed about how the District is doing financially throughout the year. I have never provided this to the Board during my tenure but after speaking with Scott and sharing a few samples with him, we thought it would be a good idea to start providing the following to the Board on a monthly basis. Please keep in mind as you review the data that these are unaudited numbers and is our best attempt to provide the Board with the most current and relevant financial information known at the time of publication. The report will always be one month in arrears so for example, the report presented in the Board packet tonight is through the month of January. This report does not need to be approved by the Board.

Highlights include:

Revenue Sources	Highlights Compared to Last Year Same Time Period
Local Property Taxes	On par with PY collections at just over 45%; approx. 55% collected in the Spring
CPPRT	Slightly down from last year through January
Investment Earnings	Significantly lower; drop in interest rates
Other Local Revenue	Significantly lower; not collecting lunch receipts
State Revenue	Similar to last year
Federal Revenue	Slightly higher than last year; submitted more expenditures to ISBE earlier than last year
Expenditures by Object	
Salaries	Slightly higher than last year through January; would be much higher had we been paying stipends during the year
Benefits	Similar to last year; staff making prudent benefit selections
Purchased Services	Significantly down from a year ago due to no lunch or transportation service costs incurred to date
Supplies	Higher than last year due to PPE purchases
Capital Outlay	Down significantly due to no Middlefork construction costs
Tuition/Other	Higher this year due to change in payment schedule to NSSD

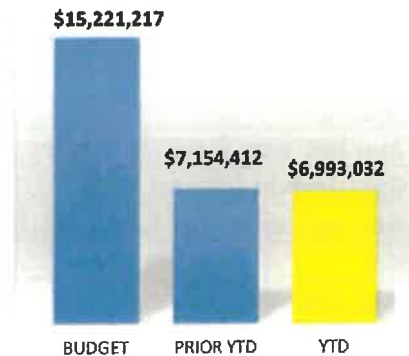
Sunset Ridge School District 29
Summary Statement of Revenues and Expenditures
Operating Funds (Ed, O & M, Trans, IMRF/SS, Working Cash, Tort)
January 2021

REVENUES	PY Month Actual	PY YTD Actual	Budget	Current Year Month Actual	Current Year YTD Actual	Remaining	YTD %
Local Taxes	\$ 1,129	\$ 6,173,818	\$ 13,609,748	\$ 20,674	\$ 6,176,491	\$ 7,433,258	45.4%
CPPRT	\$ 19,574	\$ 77,904	\$ 103,890	\$ 20,581	\$ 72,664	\$ 31,226	69.9%
Investment Earnings	\$ 18,109	\$ 193,985	\$ 135,311	\$ 4,619	\$ 41,979	\$ 93,332	31.0%
Other Local Revenue	\$ 160,613	\$ 359,148	\$ 477,100	\$ 143,088	\$ 198,802	\$ 278,298	41.7%
State Revenue	\$ 77,372	\$ 228,479	\$ 494,615	\$ 69,635	\$ 258,145	\$ 236,470	52.2%
Federal Revenue	\$ 112,957	\$ 121,079	\$ 400,553	\$ 116,801	\$ 244,952	\$ 155,601	61.2%
TOTAL REVENUE	\$ 389,754	\$ 7,154,412	\$ 15,221,217	\$ 375,396	\$ 6,993,032	\$ 8,228,185	45.9%

EXPENDITURES	PY Month Actual	PY YTD Actual	Budget	Current Year Month Actual	Current Year YTD Actual	Remaining	YTD %
Salaries	\$ 658,745	\$ 3,579,382	\$ 8,085,694	\$ 671,402	\$ 3,668,913	\$ 4,416,781	45.4%
Benefits	\$ 149,302	\$ 836,747	\$ 1,826,862	\$ 148,450	\$ 840,969	\$ 985,893	46.0%
Purchased Services	\$ 112,067	\$ 900,096	\$ 1,620,719	\$ 60,375	\$ 612,163	\$ 1,008,556	37.8%
Supplies	\$ 29,220	\$ 289,702	\$ 553,670	\$ 25,853	\$ 371,498	\$ 182,172	67.1%
Capital Outlay	\$ 3,858	\$ 1,391,715	\$ 388,400	\$ 20,233	\$ 126,597	\$ 261,803	32.6%
Tuition/Other	\$ 121,031	\$ 424,674	\$ 888,794	\$ 33,550	\$ 674,694	\$ 214,100	75.9%
TOTAL EXPENDITURES	\$ 1,074,224	\$ 7,422,316	\$ 13,364,139	\$ 959,863	\$ 6,294,834	\$ 7,069,305	47.1%

REVENUE UNDER (OVER) EXPENDITURES	\$ 1,857,078	\$ (584,466)	\$ 698,198
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REVENUES



EXPENDITURES



Sunset Ridge School District 29

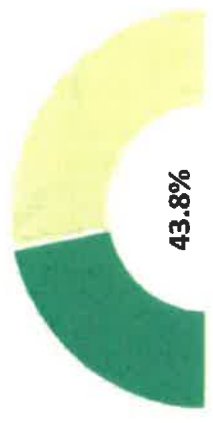
Operating Funds (Ed, O & M, Trans, IMRF/SS, Working Cash, Tort)

REVENUES - For the Period Ending January 31, 2021

Actual YTD Local Taxes



Actual YTD Other Local Revenue



Actual YTD State Revenue



Actual YTD Federal Revenue

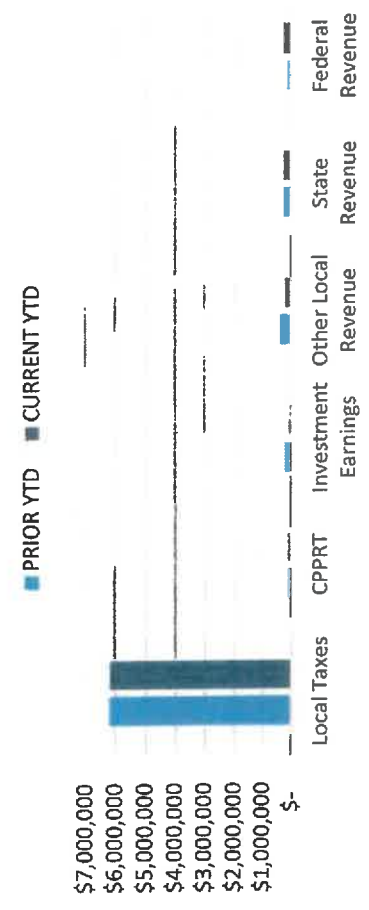


Sources of Revenue YTD

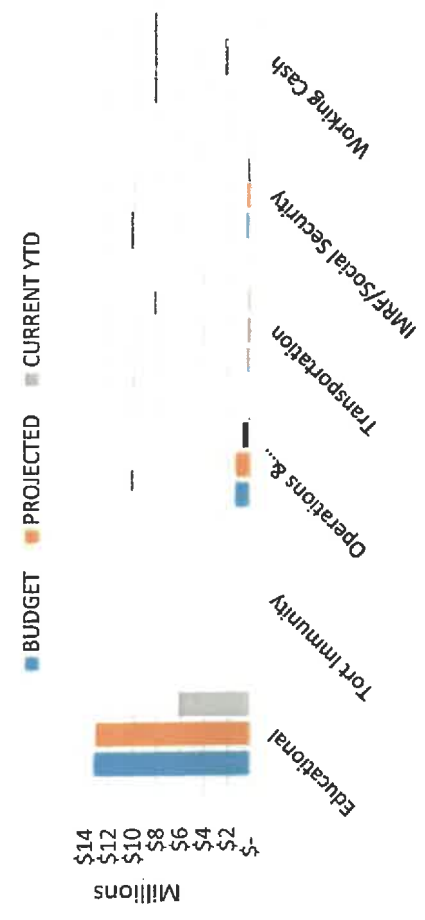
Local Property Taxes	\$ 6,176,491
CPPRT	\$ 72,664
Investment Earnings	\$ 41,979
Other Local Revenue	\$ 198,802
State Revenue	\$ 258,145
Federal Revenue	\$ 244,952

Percent of Total Revenue YTD 45.9%

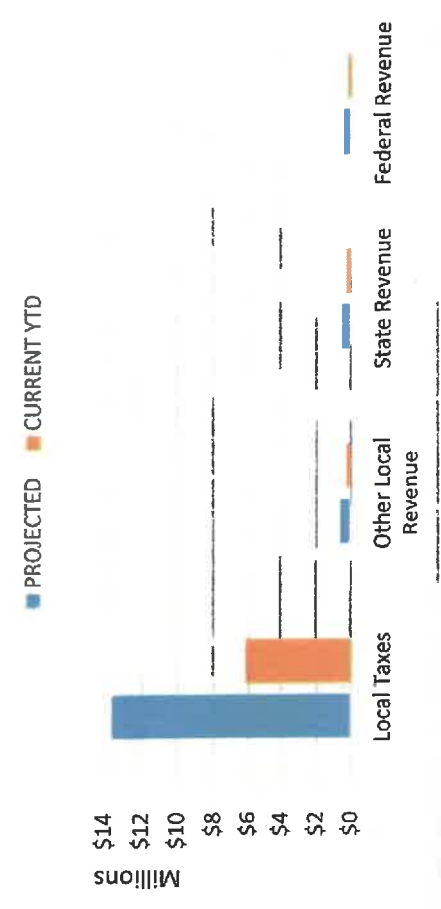
Sources of Revenue



Revenues by Fund



Revenues by Source



Sunset Ridge School District 29

Operating Funds (Ed, O & M, Trans, IMRF/SS, Working Cash, Tort)

EXPENDITURES - For the Period Ending January 31, 2021

Actual YTD Salaries/Benefits



Actual YTD Purchased Services



Actual YTD Supplies



Actual YTD Cap Outlay/Other



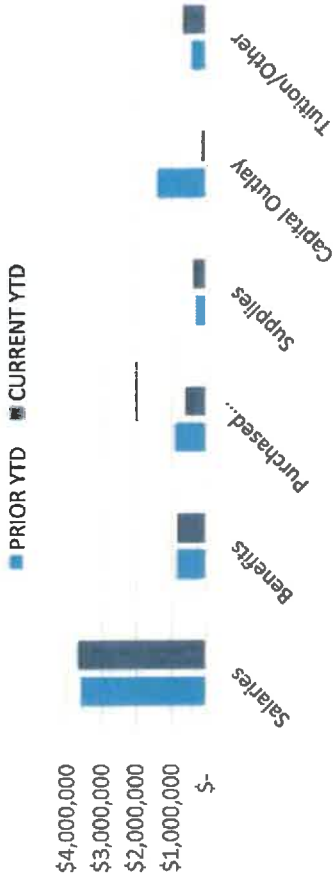
Expenditures by Object YTD

Salaries	\$ 3,668,913
Benefits	\$ 840,969
Purchased Services	\$ 612,163
Supplies	\$ 371,498
Capital Outlay	\$ 126,597
Tuition/Other	\$ 674,694

Percent of Total Expenditures YTD

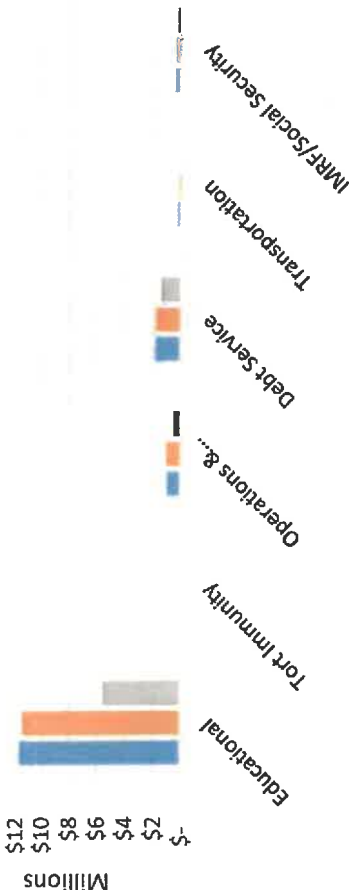
47.1%

Expenditures by Object



Expenditures by Fund

BUDGET PROJECTED CURRENT YTD



Expenditures by Object

PROJECTED CURRENT YTD

