

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

Regular Board of Education Meeting:

**Tuesday, January 12, 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
January 12, 2021 – 7:00 p.m.**

The meeting will include an opportunity to provide public comment during the meeting. 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 January 12, 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 Board Meeting – December 8, 2020
 - 2.2 Bills and Salaries
3. **COMMUNICATIONS:**
 - 3.1 Freedom of Information Act Log
 - 3.2 Thank You: Dorothy Bailen
4. **OLD BUSINESS:**
 - 4.1 Discussion and Possible Approval: 2021-2022 District Calendar
 - 4.2 Discussion and Possible Approval: Amendments to Return to School Plan
5. **NEW BUSINESS:**
 - 5.1 Audience Comments/Public Participation
 - 5.2 Board Open Discussion
 - 5.3 Discussion: New Board Member Orientation
 - 5.4 Discussion: Strategic Planning
6. **REPORTS:**
 - 6.1 Return To School Task Force Committee
 - 6.1a Next Meeting: February 8, 2021 at 3:30 p.m.
 - 6.2 Finance/Facilities Committee
 - 6.2a Report from January 12, 2021 Meeting
 - 6.2b Discussion and Possible Approval: 2021-2022 Budget Designation
 - 6.2c 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 Report from January 5, 2021 Meeting

6.4b 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 School and Department Reports

7. CLOSED SESSION:

7.1 To Review the Closed Session Minutes of the Board Meeting – December 8, 2020

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

7.3 To Discuss Matters Relating to Individual Students

7.4 To Discuss Potential Litigation

7.5 To Discuss Collective Bargaining

8. RESUMPTION OF OPEN MEETING:

9. ACTION ITEMS FOR BOARD APPROVAL:

9.1 Closed Session Minutes of the Board Meeting – December 8, 2020

9.2 Employment of Alondra Navarro (Teaching Assistant)

9.3 Family Medical Leave Act Request (Employee A)

9.4 Resignation (Brian Thiel, Network Manager)

10. ADJOURNMENT:

11. UPCOMING MEETINGS:

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

11.2 Regular Board of Education Meeting: February 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
REGULAR BOARD OF EDUCATION MEETING
December 8, 2020
7:00 p.m.**

MINUTES

ROLL CALL: (7:00 p.m.)

Mrs. Detlefsen called the meeting to order at 7:00 p.m. and upon roll call, the following were present:

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

Absent: Mr. Spaan

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

**VOTE TO ALLOW
VIRTUAL PARTICIPATION:**

Mrs. Peterson moved to approve the virtual participation of Mr. Spaan. Mr. Hayes seconded the motion, The Board voted as follows:

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

Absent: Mr. Spaan

Nay: None

THE MOTION WAS APPROVED

CONSENT AGENDA:

Mr. Welch moved to approve the consent agenda and Mr. Subeck second 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:

Dr. Stange reported on one FOIA requests this month for the names and work email addresses for District 29 employees.

OLD BUSINESS

Dr. Stange shared an updated schedule of District 29 Board of Education meetings for the 2020-2021 school year.

NEW BUSINESS

5.1 Audience Comments

There were no audience comments.

5.2 Board Open Discussion

The Board discussed the process by which committees are formed. After the elections, it is generally accepted practice for Board members to inform the Board President of any interest in, or skill set that may lend itself to, certain committee positions, after which the Board President makes the final assignments.

5.3 Discussion 2020-2021 District Calendar

The Board discussed the 2021-2022 District Calendar. As outlined in the District 29 Collective Bargaining Agreement, our school year consists of 182 staff work days (177 student attendance days, 3 institute days, and 2 parent/teacher conference days). Next year, several of the religious holidays fall on weekdays rather than weekends, which gives the appearance that the year is longer than usual.

5.4 Discussion and Possible Approval: Resolution Authorizing Commencement of Vaping Litigation

The Board discussed a possible Resolution authorizing our legal team to represent District 29 in a mass settlement seeking to recover damages from Juul Laboratories for costs incurred from the vaping epidemic that has affected middle and high school aged children across the nation.

Dr. Stange read the Resolution aloud and the following votes were cast:

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

Absent: None

Nay: Mr. Spaan, Mr. Welch

THE RESOLUTION WAS APPROVED

REPORTS:

6.1 Return to School Task Force

After reviewing the latest local, regional, and District metrics, Dr. Stange reported that the Task Force reevaluated its purpose and methods, and explored new ways to continue to constructively serve the District in the second half of the year. He also reported that the District would be sending out a student and a parent survey to gather feedback on the recent remote learning experience.

The next meeting is January 5, 2021, at 3:30p.m.

6.2 Finance and Facilities Committee Report

6.2a Discussion: 2020 Tax Levy Public Hearing

At 7:52 p.m. Mr. Welch. moved to open the Levy Hearing. 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

After no public comment was made, Mr. Hayes motioned to close the Levy Hearing at 7:54 p.m. Mr. Spaan 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

6.2b Discussion and Possible Approval: 2020 Tax Levy

Mr. Hayes moved to approve the 2020 Tentative Tax Levy as presented. Mrs. Peterson 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

**6.2c Discussion and Possible Approval: Resolution
Authorizing a Supplemental Tax Levy to Pay the Principal of
and Interest on Outstanding Limited Bonds of the District.**

The Board discussed how the District has financed the construction of the new Sunset Ridge School relative to the Supplemental Tax Levy. Afterwards, Mr. Hayes motioned to approve a Resolution authorizing a supplemental tax levy to pay the principal of, and interest on, outstanding limited bonds of the District. Mrs. Peterson 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

6.2d The next meeting is January 12, 2021 at 6:00 p.m.

6.3 Education Committee Report

Board member Mrs. Anne Peterson reported that administration led a thorough presentation comparing remote learning as it was in the spring to present day, highlighting lessons learned and continued areas for growth.

The next meeting is March 9, 2021, at 6pm.

6.4 Policy Committee Report

The next meeting is January 5, 2021, at 9am.

6.5 External Relations

6.5a IASB

Board member Mr. Scott Subeck reported that he attended the virtual Annual Conference, and all of the Resolutions that the IASB Resolutions Committee recommended to adopt were adopted. However, the proposed resolution supporting advocating for improved gun storage laws in the state of Illinois, which the District 29 Board had voted to support, was not approved.

6.5b PTO

Dr. Stange reported that their fundraising campaign has been very successful, and that the PTO Gifts proposals are in their last stages of review. The Northwestern Settlement House gift project was a huge hit with families, and both schools are looking forward to upcoming author visits. The next Parent Connections Committee meetings will profile the Advanced Learners Program and our Kindergarten program.

6.5c NSSED

Board member Mr. Bill Hayes reported that they have gone remote through mid-January, but remain available to provide services to in-person districts if needed. They are working closely with individual schools to work on the logistics of providing services in any scenario.

6.5d Northfield Park District

There was no report.

6.5e Village of Northfield

There was no report.

6.5f Foundation Fund

There was no report.

6.6 Administrative Reports

6.6a Enrollment Update

Dr. Stange reviewed the latest enrollment data noting that 5 new students will join the District in January.

6.6b Staffing Update

Dr. Stange reported that the District is seeking to fill one Teaching Assistant position and one Long Term Substitute position.

6.6d School and Department Updates

Dr. Sukenik and Mrs. Keidaisch noted their gratitude for the generosity families displayed during the Northwestern Settlement House project. They reported that the Social Justice Committee is providing meaningful activities for staff to engage in during small group meetings that provide opportunities to dive deep into the experience of personal identity. After winter break, it is expected that more students will be returning to in-person school. In preparation, staff is exploring ways to expose students to different Exploratories, and will communicate any changes in the schedules

to families as plans become finalized. The partnership with the Park District regarding their afterschool program has been very successful. They thanked the teachers and staff for rising to every occasion and exceeding every expectation.

Mr. Beerheide reported that the application for \$53,000 reimbursement of COVID expenses that was promised by FEMA has been denied. However, we are working on an appeal. It seems only a fraction of expenses nationwide have been reimbursed. We are likely to receive some payment from the state, but anticipate it will be very small.

Mr. Dreher reported that he was working on getting estimates to modify classroom space, but it is unlikely we will be able to do any meaningful work towards that before the year ends.

CLOSED SESSION: At 8:30 p.m. it was moved by Mr. Subeck and seconded by Mrs. Peterson that the Board enter into closed session to discuss the closed session minutes of the November 10, 2020 Board meetings; 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; and to discuss potential litigation. 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 9:12 p.m., the following recommendations were made:

10.1 Approval: Closed Session Minutes – November 10, 2020

Mr. Welch moved to approve the minutes 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

10.2 Approval: Employment of Krystin Jaco

Ms. Alpert Knight moved to approve the 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

ADJOURNMENT: It was moved by Mr. Hayes seconded by Mr. Subeck to adjourn the meeting at 9:14 p.m. All were in favor.

President, Board of Education

Secretary, Board of Education

Approved _____, 2021

NORTHFIELD TOWNSHIP SCHOOL TREASURER SCHOOL DISTRICT 29 PAYROLL CERTIFICATION

PAYROLL DATES

12/4/2020

12/18/2020

This is to certify that the Board of Education, Northfield Township School District 29, at its regular meeting of 1/12/2021 took action to ratify employee gross salaries totaling \$685,028.59. The following payroll check numbers were used:

Direct Deposit Advices:

9000003990 - 9000004099

9000004102 - 9000004207

Payroll ACH Payments:

9000004100 - 9000004101

9000004208 - 9000004209

Payroll Checks and Payroll A/P Checks:

50328

50329

50330

50331-50333

Payroll A/P Manual Checks:

100000892

Payroll Check Void:

Payroll A/P Advices:

201800681 - 201800684

201800686 - 201800695

Secretary, Board of Education

President, Board of Education

Date

Date

Payroll Expense Summary Report

Check Date: 12/1/2020 12:00:00 AM - 12/31/2020 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 1110 1305 00 000000	31.05	1.31
ALLEN, ADELAIDE W	10 E 200 2140 1100 00 000000	7,140.88	2,090.69
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	2,639.78
AUGUSTIN, KATHERINE	10 E 200 1200 1104 00 000000	2,290.00	1,488.88
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 1305 00 000000	41.40	1.73
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 1370 00 000000	1,035.00	180.61
BENNETT, MARTI C	10 E 200 1200 1104 00 000000	2,400.00	1,963.12
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	577.51
BROUILLETTE, MONICA	10 E 300 1110 1305 00 000000	165.60	6.93
BROWN, SARA F	10 E 300 1110 1305 00 000000	165.60	6.93
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
BUCHER, MARK	10 E 100 1110 1800 00 000000	676.70	22.82
BUCHER, MARK	10 E 100 1200 1800 00 000000	96.67	22.82
BURGETT, ELIZABETH M	10 E 300 1200 1104 00 000000	2,290.00	1,939.14
CANDEA, AGNES M	10 E 300 1110 1104 00 000000	2,490.00	2,133.62
CHASE-EVERSON, CHRISTINA K	10 E 300 1200 1104 00 000000	2,660.00	824.82
COHEN, CARLY M	10 E 200 1110 1305 00 000000	82.80	3.47
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	1,027.50
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 1305 00 000000	72.45	3.04
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	1,224.72
DREHER, COREY L	20 E 100 2540 1101 00 000000	8,133.38	2,938.28
DUNHAM, EMILY A	10 E 100 2330 1101 00 000000	11,249.40	786.98
FABER, COLLEEN M	10 E 100 2520 1103 00 000000	7,301.44	1,554.24
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	2,104.06
GEORGE, SUSAN E	10 E 300 1110 1305 00 000000	82.80	3.47

Payroll Expense Summary Report

Check Date: 12/1/2020 12:00:00 AM - 12/31/2020 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
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	1,412.34
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	1,806.31
GONZALEZ, KRISTIN L	10 E 200 1110 1305 00 000000	82.80	3.47
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
HANSON, KIMBERLY	10 E 200 1110 1305 00 000000	82.80	3.47
HARDIMAN, SEAN P	10 E 200 1200 1104 00 000000	2,180.00	1,408.50
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	5,187.89	153.04
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
KASPER, DONNA K	10 E 300 1110 1305 00 000000	82.80	3.47
KELLY, SHELLY J	10 E 100 1110 1800 00 000000	5,187.89	75.22
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	1,525.06
KOLAKOWSKI, DONALD J	10 E 300 1200 1104 00 000000	2,580.00	1,539.94
KOTULA, JACQUELINE	10 E 100 1110 1103 00 000000	3,231.26	1,473.72
KOTULA, JACQUELINE	10 E 200 1110 1370 00 000000	236.56	41.26
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	2,368.32
KRISTEN, ANNA	10 E 100 2520 1103 00 000000	6,805.22	2,055.84
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	1,110.14
LEWIS, JOSEPH G	10 E 200 1110 1370 00 000000	1,249.50	52.36
LOFDAHL, DEBRA G	10 E 100 2320 1103 00 000000	3,714.98	951.22
LOGAN, HILARY S	10 E 200 1110 1100 00 000000	7,387.72	1,106.52
LOGAN, HILARY S	10 E 200 1110 1305 00 000000	72.45	3.03
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	1,496.78
MANCIO-TANSLEY, DELMA	10 E 200 1200 1104 00 000000	2,290.00	1,043.02
MARSHALL, NORA P	10 E 100 1110 1800 00 000000	160.01	4.72
MATTERA, LISA M	10 E 200 1110 1100 00 000000	18,103.22	2,433.00
MATTERA, LISA M	10 E 200 1110 1305 00 000000	165.60	6.93

Payroll Expense Summary Report

Check Date: 12/1/2020 12:00:00 AM - 12/31/2020 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
MATTERA, LISA M	10 E 200 1110 1370 00 000000	1,076.40	45.09
MERTES, ANN B	10 E 300 2130 1103 00 000000	4,721.34	1,367.88
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	2,272.06
MORGAN, DENISE G	10 E 100 1110 1800 00 000000	320.02	9.44
NAGY, ROBIN A	10 E 300 1110 1100 00 000000	3,220.12	280.74
NELSON, LYNN S	10 E 300 1110 1100 00 000000	5,862.34	531.93
NELSON, LYNN S	10 E 300 1110 1305 00 000000	51.75	2.17
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	2,157.92
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
OSSYRA, MAUREEN	10 E 100 1200 1800 00 000000	773.37	59.16
OYER, AMY K	10 E 200 1200 1104 00 000000	2,290.00	1,485.02
PARKS, DAVID L	20 E 300 2540 1103 00 000000	5,529.68	2,319.40
PECK, MARCI C	10 E 200 2130 1103 00 000000	6,000.00	2,885.20
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	717.58
PROMMER, ROSEMARY F	10 E 300 1110 1104 00 000000	2,180.00	2,887.66
QUESADA, KYLA H	10 E 200 2410 1103 00 000000	4,243.00	2,024.88
RASSO, CLAIRE A	10 E 200 1110 1305 00 000000	20.70	0.87
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	759.64
SCHMIDT, KATHARINE A	10 E 300 1110 1104 00 000000	2,180.00	1,465.64
SCHRADER, RACHEL A	10 E 200 1110 1100 00 000000	9,171.16	1,305.30
SCHRADER, RACHEL A	10 E 200 1110 1305 00 000000	82.80	3.47
SCHUR, REBECCA L	10 E 200 1110 1305 00 000000	82.80	3.47
SCHUR, REBECCA L	10 E 200 1200 1100 00 000000	5,931.80	1,117.49
SHAH, MONIKA C	10 E 200 1200 1104 00 000000	2,180.00	2,077.56
SISLOW, DAVID J	10 E 200 1110 1100 00 000000	6,228.92	1,517.56
SISLOW, DAVID J	10 E 200 1110 1305 00 000000	10.35	0.44
SMITH, LOIS C	10 E 100 1110 1800 00 000000	653.37	49.98
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 1305 00 000000	82.80	3.47
STONEQUIST, SUSAN M	10 E 200 1110 1370 00 000000	786.60	32.96
STYCZEN, SHERI L	10 E 100 1110 1101 00 000000	10,625.00	2,360.62
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	5,187.89	75.22
THIEL, BRIAN D	10 E 100 1110 1103 00 000000	2,478.00	608.21
TIVERS, SARA R	10 E 300 1200 1104 00 000000	2,400.00	2,618.70

Payroll Expense Summary Report

Check Date: 12/1/2020 12:00:00 AM - 12/31/2020 12:00:00 AM

Sunset Ridge School District 29, IL

Full Name	Pay Account	Total Paid	Total Benefits
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	5,187.89	153.04
VARUGHESE, NEHA R	10 E 100 1800 1100 00 000000	5,677.74	1,036.28
VARUGHESE, NEHA R	10 E 300 1110 1305 00 000000	62.10	2.60
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	654.94
WIDDES, MICHELE L	10 E 200 1110 1100 00 000000	9,812.60	1,732.80
WIDDES, MICHELE L	10 E 200 1110 1305 00 000000	20.70	0.87
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
WILKINSON, MATTHEW A	10 E 300 1110 1305 00 000000	165.60	6.93
ZOGBY, ROBIN C	10 E 200 1110 1100 00 000000	9,215.04	696.50
ZOGBY, ROBIN C	10 E 200 1110 1305 00 000000	82.80	3.47
Totals:		685,028.59	143,555.46

Bank Account Details

Sunset Ridge School District 29, IL

Check Number	Check Date	Name on Check	Amount	Type
100000892	12/31/2020	ISDLAF FEES	36.94	M - Manual
201800681	12/04/2020	ILLINOIS DEPARTMENT OF REVENUE	13,344.34	W - Wire Transfer
201800682	12/04/2020	INTERNAL REVENUE SERVICE	49,836.26	W - Wire Transfer
201800683	12/04/2020	THIS	5,959.28	W - Wire Transfer
201800684	12/04/2020	TRS	26,430.63	W - Wire Transfer
201800686	12/30/2020	DELTA DENTAL OF IL	4,423.90	W - Wire Transfer
201800687	12/30/2020	RELIANCE STANDARD LIFE INSURANCE COMPANY	381.46	W - Wire Transfer
201800688	12/30/2020	TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS,	350.18	W - Wire Transfer
201800689	12/30/2020	UNITED HEALTHCARE VISION	429.70	W - Wire Transfer
201800690	12/18/2020	ILLINOIS DEPARTMENT OF REVENUE	13,306.57	W - Wire Transfer
201800691	12/18/2020	IMRF	18,014.10	W - Wire Transfer
201800692	12/18/2020	INTERNAL REVENUE SERVICE	52,690.33	W - Wire Transfer
201800693	12/18/2020	THIS	5,938.19	W - Wire Transfer
201800694	12/18/2020	TRS	26,337.04	W - Wire Transfer
201800695	12/10/2020	HORACE MANN	63.00	W - Wire Transfer
50328	12/04/2020	SMITH, LOIS C	565.21	R - Regular
50329	12/04/2020	ILLINOIS EDUCATION ASSOCIATION	2,052.96	R - Regular
50330	12/18/2020	ILLINOIS EDUCATION ASSOCIATION	2,052.96	R - Regular
50331	12/30/2020	EDUCATIONAL BENEFIT COOPERATIVE	105,677.70	R - Regular
50332	12/30/2020	MADISON NATIONAL LIFE	901.30	R - Regular
50333	12/30/2020	NCPERS GROUP LIFE INS	25.00	R - Regular
Check Grand Totals:			328,817.05	

Bank Account Details

Sunset Ridge School District 29, IL

Check Number	Check Date	Name on Check	Amount	Type
9000004100	12/04/2020	TSA CONSULTING GROUP, INC.	22,969.98	A - ACH
9000004101	12/04/2020	WAGEWORKS	7,704.10	A - ACH
9000004208	12/18/2020	TSA CONSULTING GROUP, INC.	22,969.98	A - ACH
9000004209	12/18/2020	WAGEWORKS	7,704.10	A - ACH
Check Grand Totals:			61,348.16	

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 1/12/2021 took action to ratify the attached **Accounts Payable Bills, totaling \$75,678.08.**

The following check numbers were used:

Vendor A/P:

A/P Checks	50907-50938	\$ 74,888.17
	Total:	<u>\$ 74,888.17</u>
 A/P ACH's	 9000000014-9000000023	 \$ 789.91
	Total:	<u>\$ 789.91</u>
	 Grand Total:	 <u><u>\$ 75,678.08</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
50907	ACADEMIC ADVANTAGE	iPad Repairs	01/12/2021	185.00
50908	APPLE INC.	Laptop for MFS Principal (Apple MVVJ2LL/A)	01/12/2021	2,199.00
50909	CDW GOVERNMENT, INC.	SOPHOS Intercept X upgrade (Electronic distribution)	01/12/2021	1,081.12
50910	CHICAGO TRIBUNE MEDIA GROUP	Annual Statement of Affairs Listing (11/26/20) Display Advertising - Levy Notice (11/26/20)	01/12/2021	630.00
50911	CLASSROOM CONNECTION DAY SCHOOL	Student Tuition (Nov'2020)	01/12/2021	7,435.80
50912	DES PLAINES GLASS COMPANY	SRS: Operable window for science classroom	01/12/2021	3,405.00
50913	FOX VALLEY FIRE & SAFETY	MFS: Annual fire alarm inspection	01/12/2021	820.00
50914	FRANCZEK	Legal Services rendered as of 11/30/2020	01/12/2021	10,048.50
50915	GDI SERVICES INC.	District: Janitorial services for December 2020	01/12/2021	15,122.66
50916	GRAINGER, INC.	District: Caution tape	01/12/2021	25.64
50917	HALLORAN & YAUCH, INC.	SRS: Irrigation system drainage	01/12/2021	250.00
50918	INTEGRATED SYSTEMS CORPORATION	Service Bureau Subscription Fee	01/12/2021	134.00
50919	INTERMOUNTAIN DEACONESS CHILDREN'S SERVICES	Student Tuition and Room & Board (Dec'2020)	01/12/2021	12,471.62
50920	LENOVO GLOBAL TECHNOLOGY (UNITED STATES) INC.	Chromebook Repair Chromebook Repair	01/12/2021	508.54
50921	MIDAMERICAN ENERGY COMPANY	SR Service 10/13-11/12/20 (Energy Supply & Electricity Distribution)	01/12/2021	1,851.07
50922	NASCO	Art supplies (Initial/partial delivery) Art supplies (Final PO delivery)	01/12/2021	495.60
50923	NEWHOPE ACADEMY	Student Tuition (Dec'2020)	01/12/2021	3,143.70
50924	NIR ROOF CARE, INC.	MFS: Repairs to kindergarten canopy roofs	01/12/2021	5,000.00
50925	NORTHSHORE UNIVERSITY HEALTHSYSTEM	COVID-19 Employee Testing (Nov'2020) (Qty: 4)	01/12/2021	400.00
50926	NORTHWEST SUBURBAN SPECIAL ED. ORGANIZATION	D/HH Programs and Itinerant Services (Fall 2020-2021)	01/12/2021	1,416.60
50927	ORKIN	SRS: Pest management services for December 2020 MFS: Pest management services for December 2020	01/12/2021	120.00
50928	PEARSON ASSESSMENTS - NCS PEARSON INC.	SSIS-SEL ED PRT/TCH/STU Score Report	01/12/2021	35.00
50929	PITNEY BOWES	SRS Postage meter rental (11/16/20-2/15/21) (Serial #4699137 and #0169362)	01/12/2021	150.00
50930	RAMROD DISTRIBUTORS	MFS: Janitorial supplies SRS: Janitorial supplies SRS: Janitorial supplies	01/12/2021	224.48
50931	READING PLUS	Subscription Renewal (1/1-12/31/21) (101 Single Seats)	01/12/2021	5,555.00
50932	STATE INDUSTRIAL PRODUCTS	MFS: Boiler treatment chemicals	01/12/2021	280.34
50933	STERICYCLE INC.	District: Medical waste disposal monthly	01/12/2021	85.96
50934	SYMMETRY ENERGY SOLUTIONS, LLC	Natural gas supplier/commodity charges (Nov'2020)	01/12/2021	875.80
50935	TEACHERS PAY TEACHERS (TPT)	Spanish Classroom Lesson Supplies & Learning Materials	01/12/2021	38.00
50936	TSA CONSULTING GROUP, INC.	Retirement Plan Administration & Compliance Services - Dec'20	01/12/2021	50.00

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
50937	VILLAGE OF NORTHFIELD	Water/Sewer - Middlefork (11/16-12/21/20) (Acct: 670400340000) Water/Sewer - Sunset Ridge (11/23-12/22/20) (Acct: 670400360000)	01/12/2021	163.62
50938	WASTE MANAGEMENT NORTH	Waste hauling services - MF Waste hauling services - SRS	01/12/2021	686.12
Grand Total:				74,888.17

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
9000000014	BEERHEIDE, THOMAS R	Cell phone reimbursement	01/12/2021	50.00
9000000015	DEMPSEY, PAIGE A	Reimbursement for classroom supplies	01/12/2021	233.91
9000000016	DREHER, COREY L	Cell phone reimbursement	01/12/2021	50.00
9000000017	DUNHAM, EMILY A	Cell phone reimbursement	01/12/2021	50.00
9000000018	KELLY, SHELLY J	Reimbursement for classroom purchases	01/12/2021	31.00
9000000019	KIEDAISCH, JENNIFER A	Cell phone reimbursement	01/12/2021	50.00
9000000020	ROBERTS, CHRISTINE D	Professional Growth - NCSS Virtual Conference for Social Studies	01/12/2021	175.00
9000000021	STYCZEN, SHERI L	Cell phone reimbursement	01/12/2021	50.00
9000000022	SUKENIK, IVY D	Cell phone reimbursement	01/12/2021	50.00
9000000023	THIEL, BRIAN D	Cell phone reimbursement	01/12/2021	50.00
Grand Total:				789.91

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 1/12/2021 took action to ratify additional vendor disbursements issued during December 2020 & January 2021.

The following check numbers were used:

Vendor A/P:

A/P Checks	50878-50906	\$ 130,198.93
		<u>\$ 130,198.93</u>
A/P Voids	None	\$ -
A/P Advice(s)	201800452	\$ 4,111.36
	201800453	\$ 864.59
	201800454	\$ 14,654.60
		<u>\$ 19,630.55</u>
Total		<u><u>\$ 149,829.48</u></u>

Student Activity:

Checks	None	\$ -
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
50878	CALL ONE	Phone Service: 12/15/20-1/14/21	12/23/2020	1,058.74
50879	CENGAGE LEARNING	Gale eBook annual hosting fee renewal (12/9/20-12/8/21)	12/23/2020	50.00
50880	COMCAST CABLE	Internet Service 12/13/20-1/12/21 (Acct: 8771 10 130 0311103)	12/23/2020	308.55
50881	DAVIS, HILLARY E	Reimbursement for purchased Classroom Supplies (Amazon receipts submitted)	12/23/2020	61.86
50882	DE LAGE LANDEN FINANCIAL SERVICES	Contract #500-50096203 - Copier Lease Payment (10 Konica Minoltas)	12/23/2020	1,458.29
50883	FOLLETT SCHOOL SOLUTIONS, INC.	EBooks for the Sunset Ridge Learning Center (FY20-21 PTO Approved Gift) October 2020 book order for the SRS Learning Center (\$1,000 Annual PTO Library Contribution) October 2020 book order for the SRS Learning Center (final delivery) Bluestem and Monarch books with cataloging (1st shipment) Bluestem and Monarch books with cataloging (2nd/final shipment)	12/23/2020	3,409.93
50884	GENERAL MECHANICAL SERVICES	MFS: Boiler repairs SRS: HVAC maintenance contract quarterly - 10/1/20-12/31/20 MFS: HVAC maintenance contract quarterly - 10/1/20-12/31/20	12/23/2020	6,385.00
50885	GRAINGER, INC.	MFS: Exterior light bulbs MFS: Light fixtures and bulbs District: Nitrile gloves District: Nitrile gloves	12/23/2020	407.49
50886	HALOCK SECURITY LABS	Consulting Fees (11/9-11/15/20)	12/23/2020	350.00
50887	HYDE PARK DAY SCHOOLS	Student Tuition (Nov'2020)	12/23/2020	4,422.21
50888	INTEGRATED SYSTEMS CORPORATION	Service Bureau Subscription Fee	12/23/2020	134.00
50889	INTERMOUNTAIN DEACONESS CHILDREN'S SERVICES	Student Tuition and Room & Board (Nov'2020) Student Room & Board not previously invoiced/missed by service provider (2 days total)	12/23/2020	17,584.94
50890	KAMP, DEBRA A	Classroom Supplies Reimbursement; receipts have been submitted	12/23/2020	77.96
50891	MILIEU DESIGN LLC	SRS: Landscaping services	12/23/2020	480.00
50892	NELSON, LYNN S	Composition books for the Spanish Notebooks for 2nd through 4th Grades (receipt has been submitted)	12/23/2020	16.56
50893	NQC LITERACY LLC	Virtual One-on-One Coaching Meetings (12/9, 12/10)	12/23/2020	1,800.00
50894	NSSD	NSSD December Billing Remaining 25% of Extended Cost for IDEA Fees (IDEA PD Support Fee; IDEA Admin Support Fee, IDEA PreSchool Admin Support Fee) OT/PT, Coaching, and other Contractual Services	12/23/2020	85,095.65
50895	OFFICE DEPOT	Supplies	12/23/2020	204.45
50896	PALOS SPORTS	Yoga mats (Qty: 24)	12/23/2020	286.32
50897	PEARSON ASSESSMENTS - NCS PEARSON INC.	WIAT-III Enhanced Record Forms/Response Booklet Combo WIAT-4 Q-Global Score Report (Digital)	12/23/2020	187.00
50898	PERFORMANCE SERVICES, INC.	Semi-Annual Billing of the Performance Assurance Agreement (Year 3)	12/23/2020	530.50
50899	PIONEER PRESS	Winnetka Talk - Middlefork Subscription (through 3/28/21) - Print & Digital	12/23/2020	31.20
50900	PROSTAR SURFACES, INC	SRS: Gym floor refinishing	12/23/2020	2,980.00
50901	R.E.M. VIDEO & PHOTOGRAPHY	SRS Mural Order (Job #1728)	12/23/2020	30.00
50902	RAMROD DISTRIBUTORS	District: Hand sanitizer MFS: Lounge supplies SRS: Janitorial supplies	12/23/2020	428.65

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
50903	TEACHERS PAY TEACHERS (TPT)	Civil War & Reconstruction Resources - 5th Grade Social Studies TpT teaching materials for Spanish classes at Middlefork and Sunset Ridge Schools	12/23/2020	107.58
50904	TSA CONSULTING GROUP, INC.	Retirement Plan Administration & Compliance Services - Nov'20	12/23/2020	50.00
50905	UNITED DISPATCH AGENT FOR 303 TRANS	Student Transportation (Nov'2020)	12/23/2020	454.40
50906	YORKE PRINTE SHOPPE	Sunset Ridge District Newsletter - Fall 2020 & Mailing Services	12/23/2020	1,807.65
Grand Total:				130,198.93

Check Listing with Detail

Sunset Ridge School District 29, IL

Check Number	Vendor Name	Invoice Description	Check Date	Amount
201800452	COMCAST	Ethernet Service (Acct 901517718)	12/21/2020	4,111.36
201800453	NICOR GAS	MF Gas delivery charges (10/1-11/1/20) SRS Gas delivery charges (10/1-11/1/20)	12/21/2020	864.59
201800454	MASTERCARD	Card 9065 SRS Account 3 - NIU Outreach Card 3092 Dunham - Audible, Amazon, TeachersPayTeachers, Boom Learning, Indeed Card 1630 Dreher - Amazon (Purchase due to Covid-19) Card 1630 Dreher - Lowes, Cubesmart, Headrush Tech, School and Office Direct.com Card 9958 Kiedaisch - Home Depot (Purchase due to Covid-19) Card 9958 Kiedaisch - Dunkin, Amazon, Panera Bread, Smartsign, Walgreens, Illinois Principals Assoc, Paperless Post, Quizlet.com Card 6857 Beerheide - Amazon, Inreach Online Cme, Illinois Skycon, Illinois Asbo, Northshore Pizza Company, Pizanos Pizza, Usps.com Postal Store Card 3983 Stange - Keurig, Flowers4dreams, Corner Bakery, Lake Co, ROE 34 Card 8395 Sukienik - Amazon: Books for District Parents - Distance Learning books PTO-approved gift Card 8395 Sukienik - Amazon, Marshall Memo, Ilmea Card 3150 Styczen - Zoom.Us (Covid-19 related purchases) Card 3150 Styczen - Amazon, Lucidchart.com, Sage Publication, Learning A-Z LLC, Edpuzzle Pro Teacher, Apple.com, Web Networksolutions, Padlet Software, Boom Learning, Smore.Com, Lake Co. ROE 34, Pro Imprint, Peardeck.com, Zapier.com, TVMusicPlay, Screencloud	12/16/2020	14,654.60
Grand Total:				19,630.55




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: January 12, 2021

SUBJECT: Freedom of Information Act Requests Log

The District received the following Freedom of Information Act (FOIA) request since the December 2020 Board of Education meeting.

Requestor	Date of Request	Information Requested	Response	Date of Response
Kaza Rhan Locallabs.com	12/14/2020	Board member names, email addresses, term dates, compensation	Provided link to Board Member webpage. Noted no compensation.	12/15/2020

December 1, 2020

Dear District #29

Board of Education,

I want to thank you for the beautiful floral arrangement sent in sympathy for my mom. I deeply appreciate your kindness and thank you for your prayers and thoughts. I am blessed to be part of the District #29 family.

Thank you again.

Fondly,

Dodi Bailen



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: Sunset Ridge District 29 Board of Education

FROM: Edward J. Stange 

DATE: January 12, 2021

SUBJECT: 2021-2022 District Calendar

The purpose of this memo is to continue the discussion regarding the development of the 2021-2022 School District 29 calendar. Historically, we begin discussing the calendar for the upcoming year in the fall of the prior year, with a goal to finalize the calendar by January.

The following parameters have historically driven the development of the District 29 Calendar:

1. Per the District 29 Collective Bargaining Agreement, our District Calendar should have 182 staff work days (177 student attendance days, 3 Institute Days, 2 Parent-Teacher Conference Days).
2. The New Trier Township schools are planning a Township-Wide Institute day addressing “social emotional wellness” on February 18, 2022.
3. District 29 generally follows the calendar for New Trier High School relative to the timing of winter and spring breaks.
4. District 29 generally plans the 8th grade graduation on a Monday or Tuesday.
5. District 29 generally plans for the last day to school to be on a Tuesday or Wednesday (to allow for the possible use of emergency closing days).

Given these parameters, a draft proposal for the 2021-2022 District 29 Calendar is attached for discussion and possible approval at the January 12, 2021 Board of Education meeting.

On a related note, a recent education omnibus bill (HB 2170) is recommending that for each of the 2021-22, 2022-23 and 2023-24 school years that each school board include in its calendar for the school term a minimum of 15 days of additional pupil attendance and five days of in-service training for teachers. The bill proposes that each school board would be able to choose how to reach the 15 days by either extending the length of the school day or extending the length of the school year. The proposed legislation specifies that a provision in the law requiring school employees to be paid for additional time on the basis of their regular contracts does not apply to these additional days. There will be a lot of questions and concerns around this proposed legislation, and we will be monitoring the developments closely.

Despite this potential legislation, I am recommending that the District 29 Board of Education approve the proposed 2021-2022 District Calendar as presented.

Please contact me if you have any questions.

SUNSET RIDGE SCHOOL DISTRICT 29
PROPOSED
2021-2022 CALENDAR

Month	Date	Day	Explanation
AUGUST (7 days)	19	Thursday	TEACHER INSTITUTE - NO SCHOOL
	20	Friday	TEACHER INSTITUTE - NO SCHOOL
	23	Monday	FIRST DAY OF SCHOOL (FULL DAY)
SEPTEMBER (19 days)	6	Monday	LABOR DAY - NO SCHOOL
	7	Tuesday	NON ATTENDANCE DAY - SCHOOLS CLOSED
	16	Thursday	NON ATTENDANCE DAY - SCHOOLS CLOSED
OCTOBER (20 days)	15	Friday	SCHOOL IMPROVEMENT DAY-EARLY DISMISSAL
	19	Tuesday	PARENT/TEACHER CONFERENCES - NO SCHOOL
NOVEMBER (17 days)	22-26	Mon-Fri	THANKSGIVING BREAK - NO SCHOOL
DECEMBER (13 days)	17	Friday	SCHOOL IMPROVEMENT DAY-EARLY DISMISSAL
	12/20/21-12/31/22		WINTER BREAK - NO SCHOOL
JANUARY (20 days)	3	Monday	CLASSES RESUME
	17	Monday	MARTIN LUTHER KING DAY - NO SCHOOL
FEBRUARY (17 days)	17	Thursday	PARENT/TEACHER CONFERENCES - NO SCHOOL
	18	Friday	TEACHER INSTITUTE - NO SCHOOL
	21	Monday	PRESIDENTS' DAY - NO SCHOOL
MARCH (19 days)	25	Friday	SCHOOL IMPROVEMENT DAY-EARLY DISMISSAL
	3/28/22-4/1/22		SPRING BREAK - NO SCHOOL
APRIL (19 days)	4	Monday	CLASSES RESUME
	15	Friday	NON ATTENDANCE DAY - SCHOOLS CLOSED
MAY (21 days)	30	Monday	MEMORIAL DAY - NO SCHOOL
JUNE (5 days)	6	Monday	8TH GRADE GRADUATION
	7	Tuesday	LAST DAY OF SCHOOL-EARLY DISMISSAL
* If emergency days are used, the calendar may be extended up to 5 school days (June 14, 2022) .			

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

2021-2022 SCHOOL YEAR CALENDAR

<u>2021</u>	August	19	Thursday	Opening Institute – Day 1
		20	Friday	Institute – Day 2
		23	Monday	First Day of Student Attendance (N/1:25 p.m.; W/1:45 p.m.)
	September	6	Monday	Labor Day – Holiday (no school)
		7	Tuesday	Rosh Hashanah – Holiday (no school)
		16	Thursday	Yom Kippur – Holiday (no school)
		24	Friday	Early Dismissal for Students (N/12:00 p.m. & W/12:20 p.m.)
		27	Monday	Late Arrival for Students (N/10:15 a.m. & W/10:35 a.m.)
	October	7	Thursday	Freshman Go-To-School Night (Northfield Campus) Regular School Day on Winnetka Campus
		8-11	Friday-Monday	Fall Break – Holiday (no school)
		22	Friday	Early Dismissal for Students (N/12:00 p.m. & W/12:20 p.m.)
		25	Monday	Late Arrival for Students (N/10:15 a.m. & W/10:35 a.m.)
		29	Friday	First Quarter Ends
	November	10	Wednesday	Parent-Teacher Conferences (evening) (regular day for students)
		11	Thursday	Parent-Teacher Conferences (afternoon and evening) (no school for students)
		12	Friday	Institute Day (no school for students)
		24-26	Wednesday – Friday	Thanksgiving – Holiday (no school)
	December	18	Saturday	Winter Break Begins
<u>2022</u>	January	3	Monday	School Resumes after Winter Break
		17	Monday	Martin Luther King Day – Holiday (no school)
		18-20	Tuesday – Thursday	First Semester Exams
		21	Friday	Grading Day (<i>see footnote #1 below</i>)
		24	Monday	Last Day of First Semester (N/1:25 p.m.; W/1:45 p.m.)
		25	Tuesday	Second Semester Begins
	February	18	Friday	Institute Day – (no school for students)
		21	Monday	Presidents' Day – Holiday (no school)
	March	11	Friday	Early Dismissal for Students (N/11:40 p.m. & W/12:00 p.m.) Juniors - Illinois Science Assessment 12:40 p.m. – 2:30 p.m.
		14	Monday	Late Arrival for Students (N/10:15 a.m. & W/10:35 a.m.)
		25	Friday	Third Quarter Ends
		26	Saturday	Spring Break begins
	April	4	Monday	Classes Resume
		12	Tuesday	Pending - April State Testing Day for Sophomores and Juniors; Regular School Day for Freshmen; No School for Seniors
		14	Thursday	Pending - April State Testing Day for Freshman; Regular School Day for the Winnetka Campus
		15	Friday	Good Friday – Holiday (no school)
	May	6	Friday	Early Dismissal for Students (N/12:00 p.m. & W/12:20 p.m.)
		9	Monday	Late Arrival for Students (N/10:15 a.m. & W/10:35 a.m.)
		29	Sunday	Commencement – (time & location TBD)
		30	Monday	Memorial Day – Holiday (no school)
	June	3-7	Friday - Tuesday	Second Semester Exams
		8	Wednesday	Grading Day (<i>see footnote #2 below</i>)
		9	Thursday	Last Day of Student Attendance (N/1:25 p.m.; W/1:45 p.m.)
		13	Monday	Summer School Begins

****Grading days are tentatively scheduled and frequently used as make up days or exam days. Family travel is highly discouraged.**

1. If an emergency day is used before January 21, then January 21 will be a student final exam day.
2. If an emergency day is used on or after January 24, then June 8 will be a student final exam day.




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: January 12, 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 the content of any additional orientation sessions, and set the dates and times for any additional training sessions. There will be an item on the January 12, 2021 Board of Education meeting agenda to discuss this topic.

Attached to this memo are two documents for your review and consideration:

1. Board Governance Basics – An training document created by the Illinois Association of School Board
2. Board Member Reference Manual – A first draft of reference document that I have created to help support Board members. I would appreciate any feedback on the information included in this document, or additional information you think would be helpful.

School Board Governance Basics



Foundational Principles of Effective Governance
Code of Conduct
School Board Member Opportunities and Expectations

School Board Governance Basics

- Foundational Principles of Effective Governance
- Code of Conduct
- School Board Member Opportunities and Expectations

The *Foundational Principles of Effective Governance* have served as the Illinois Association of School Boards' primary document to explain the role of school board members in their district. These six principles are the cornerstone of IASB's beliefs about the governance process.

Supporting these principles are certain rights and responsibilities. These include the *Code of Conduct*, a document that states 12 standards for ethical and effective behavior for all school board members. Coinciding with these responsibilities are the *School Board Member Opportunities and Expectations*.

Combined, these documents form the basic tenets of School Board Governance.

Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each school board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the board:

1. The board clarifies the district purpose.

As its primary task, the board continually defines, articulates, and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits the school district should deliver, thereby providing the entire system with clarity of purpose and a clear direction. A school board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district's purpose, direction, priorities, and desired outcomes and are recorded in statements of core values/beliefs, mission, vision, and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the school board in written board policy.
- Well-crafted ends enable the school board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

2. The board connects with the community.

The school board engages in an ongoing two-way conversation with the entire community. This conversation enables the board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for district improvement, and to inform the community of the district's performance.

- Community engagement, also called public engagement or civic engagement, is the process by which school boards actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for their public schools.
- Effective community engagement is essential to create trust and support among community, board, superintendent, and staff.
- A board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.
- The school board must be aggressive in reaching out to the community — the district's owners — to engage people in conversations about education and the public good. In contrast, people who bring customer concerns to board members should be appropriately directed to the superintendent and staff.

continued

3. The board employs a superintendent.

The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.

- An effective school board develops and maintains a productive relationship with the superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities, and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.
- Although the board is legally required to approve all employment contracts, the board delegates authority to the superintendent to select and evaluate all district staff within the standards established in written board policy.

4. The board delegates authority.

The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written board policies that designate district ends and define operating parameters.

- Ultimately, the school board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the superintendent and staff to pursue board ends single-mindedly and without hesitation. A board that does (or re-does) staff work disempowers the staff. High levels of superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the school board must discipline themselves to trust their superintendent and staff and not involve themselves in day-to-day operations.

5. The board monitors performance.

The board constantly monitors progress toward district ends and compliance with written board policies using data as the basis for assessment.

- A school board that pursues its ends through the delegation of authority has a moral obligation to itself and the community to determine whether that authority is being used as intended.
- Unless the board is clear about what it wants, there is no valid way to measure progress and compliance.
- A distinction should be made between monitoring data (used by the board for accountability) and management data (used by the staff for operations).
- The constructive use of data is a skill that must be learned. The board should have some understanding of data, but will typically require guidance from the staff.

6. The board takes responsibility for itself.

The board, collectively and individually, takes full responsibility for board activity and behavior — the work it chooses to do and how it chooses to do the work. Individual board members are obligated to express their opinions and respect others’ opinions; however, board members understand the importance of abiding by the majority decisions of the board.

- The school board’s role as trustee for the community is unique and essential to both the district and community.
- While the board must operate within legal parameters, good governance requires the board be responsible for itself, its processes and contributions. Board deliberations and actions are limited to board work, not staff work.
- The board seeks continuity of leadership, even as it experiences turnover in membership. The board accomplishes this by using written board policies to guide board operations, by providing thorough orientation and training for all members, and by nurturing a positive and inviting board culture.

Code of Conduct for Members of School Boards

As a member of my local school board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my board membership for personal gain or publicity.
3. I will recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a board meeting.
4. I will take no private action that might compromise the board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow board members and will participate in board discussions in an open, honest, and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend, and actively participate in school board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the board, and remain reasonably knowledgeable about local, state, national, and global education issues.
9. I will respectfully listen to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the superintendent, respecting the superintendent's authority to advise the board, implement board policy, and administer the district.
11. I will model continuous learning and work to ensure good governance by taking advantage of board member development opportunities, such as those sponsored by my state and national school board associations, and encourage my fellow board members to do the same.
12. I will strive to keep my board focused on its primary work of clarifying the district purpose, direction and goals, and monitoring district performance.

School Board Member Opportunities and Expectations

This is a summary of the rights and treatment that all board members are entitled to expect as members of the school board. These rights are limited to the board's legal operating authority and should not be interpreted to extend an individual's authority as a board member. The school board recognizes that good governance operations depend on each board member being able to expect the following in a manner consistent with board policy:

On joining the school board

1. A thorough orientation to the board, including the board's governing process — the work the board chooses to do and how the board chooses to do the work.
2. A thorough orientation to the district's operations, finance, and structures.
3. Access to the district's school board policy manual, the board's regular meeting minutes for the past year, material explaining the board's roles and responsibilities, and other information that might facilitate a better understanding of district operations.

Before a meeting

1. Notification of board meetings and receipt of meeting agendas at the same time that other board members receive theirs and consistent with board policy.

2. An opportunity to propose the addition of pertinent items to the agenda.
3. The timely receipt of information before each meeting that will enable the board member to make informed decisions.

During a meeting

1. Board meetings that start on time, stay on task, and end at a reasonable time.
2. Unless restricted by board policy, the opportunity to question the appropriateness of any item on the agenda, to request the removal of an item from a consent agenda for independent consideration, and to propose changes before the agenda is approved.
3. The opportunity to make and second motions regarding agenda items and to move to defer action on any agenda item or to enter into closed session as allowed by law.

4. An opportunity to request the justification, alternatives, and consequences for items presented for a decision and to participate in full and free discussion before voting.
5. The opportunity to express opinions during a board meeting without interruption and ridicule, as well as civil and respectful treatment by all other school board members and staff members.
6. The opportunity to speak candidly during a legally called closed session without concern for being repeated or confidentialities being breached after the meeting.
7. The opportunity to remind other board members of policy and legal responsibilities, including those imposed by the Open Meetings Act, without fear of reprisal. This includes the ability to suggest that the board or an officer, whichever is appropriate according to board policy, consult with the board attorney about the legality of a current or planned action or procedure.
8. The opportunity to request that a roll call vote be taken and, when a voice vote is taken, the opportunity to request that the minutes reflect an individual's vote.
9. The opportunity to suggest the correction of any inaccuracies in the minutes before their approval while recognizing that minutes are not a meeting transcript.

10. The opportunity to participate in the process of selecting officers when the board reorganizes at an open meeting.
11. The opportunity to participate in all policy making functions including suggesting changes to board processes.

In general

1. Similar opportunities afforded other members of the board including the opportunity to have expenses reimbursed pursuant to board policy for attending non-district meetings and educational opportunities.
2. A professional relationship with the superintendent in which both parties respect each other.
3. The receipt of timely, accurate responses from the superintendent to reasonable inquiries.
4. The opportunity to express personal opinions and viewpoints provided no attempt is made to undermine board action, misrepresent the majority board opinion, or otherwise violate board policy or this "School Board Member Opportunities and Expectations."
5. The opportunity to participate in regular board self-evaluations.
6. Access to relevant data pertaining to district and board performance.

August 2008, IASB

* The items listed are not generally legally enforceable. Instead, they are items that will enable an individual to fulfill his or her duties and responsibilities as a school board member.

Want to learn more?

Learning the basics of school board governance is just the beginning. As a leader in your community, you will want to apply these ideas with your full board team and IASB's Field Services Directors are ready to guide your work. We have a variety of customized workshops available to fit your needs. Call today to further discuss the elements of governance work and how you can strengthen your board.



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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

BOARD OF EDUCATION

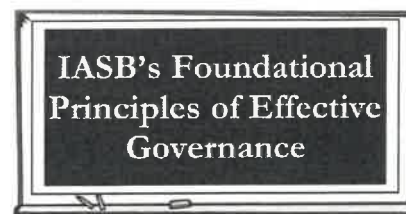
NEW MEMBER ORIENTATION MANUAL

January 2021

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CHAPTER 1



Obligation to Govern Effectively

The “Foundational Principles of Effective Governance” have served as the Illinois Association of School Boards’ (IASB) primary document to explain the role of school board members in their district. These six principles are the cornerstone of IASB’s beliefs about the governance process.

Supporting these principles are certain rights and responsibilities. These include the “Code of Conduct,” a document that states standards for ethical and effective behavior for all school board members. Coinciding with these responsibilities are the “School Board Member Opportunities and Expectations.” Combined, these documents form the basic tenets of School Board Governance.

As the corporate entity charged by law with governing a school district, each school board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the board:

1. The Board Clarifies the District Purpose

As its primary task, the board continually defines, articulates and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits the school district system with clarity of purpose and a clear direction. A school board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district’s purpose, direction, priorities and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the school board in written board policy.
- Well-crafted ends enable the school board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

2. The Board Connects With the Community

The school board engages in an ongoing two-way conversation with the entire community. This conversation enables the board to hear and understand the community’s educational aspirations and desires, to serve effectively as an advocate for district improvement and to inform the community of the district’s performance.

- Effective communication is essential to create trust and support among community, board, superintendent and staff.
- The school board must be aggressive in reaching out to the community – the district’s owners – to engage people in conversations about education and the public good. In contrast, people who bring customer concerns to board members should be appropriately directed to the superintendent and staff.

- A board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.

3.The Board Employs a Superintendent

The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.

- An effective school board develops and maintains a productive relationship with the superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.
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The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written board policies that designate district ends and define operating parameters.

- Ultimately, the school board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the superintendent and staff to pursue board ends single mindedly and without hesitation. A board that does (or re-does) staff work disempowers the staff. High levels of superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the school board must discipline themselves to trust their superintendent and staff and not involve themselves in day-to-day operations.

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6. The Board Takes Responsibility for Itself

The board, collectively and individually, takes full responsibility for board activity and behavior – the work it chooses to do and how it chooses to do the work. Individual board members are obligated to express their opinions and respect others' opinions; however, board members understand the importance of the board ultimately speaking with one clear voice.

- The school board's role as trustee for the community is unique and essential to both the district and community.
- While the board must operate within legal parameters, good governance requires the board be responsible for itself, its processes and contributions. Board deliberations and actions are limited to board work, not staff work.
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In general ...

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2. A professional relationship with the superintendent in which both parties respect each other.
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5. The opportunity to participate in regular board self-evaluations.
6. Access to relevant data pertaining to district and board performance.

The items listed are not generally legally enforceable. Instead, they are items that will enable an individual to fulfill his or her duties and responsibilities as a school board member.

Source: Illinois Association of School Boards

Sunset Ridge School District 29 is governed by a school board consisting of seven members. The board's powers and duties include the authority to adopt, enforce and monitor all policies for the management and governance of the District's schools.

Official action by the school board may only occur at a duly called, and legally conducted, meeting at which a quorum of board members is physically present.

School board members, as individuals, have no authority over school affairs, except as provided by law or as authorized by the board.

Roles and Expectations

Sunset Ridge School District 29 strongly adheres to the principle that it is a collaborative school community comprised of students, parents, educators/support staff, and community who each contribute significantly to the success of every child. The role of each member is important and creates the concept of a total school community. Parent/guardian participation in the education of their child(ren) is a critical component to each individual's success.

- Parents are the primary lifelong teachers of children.
- A well-prepared staff willing to grow professionally is essential for learning.
- Children should learn to make responsible choices.
- Learning takes place through personal effort, collaboration and taking reasonable risks.
- Children need a safe, supportive environment in which to learn.
- District 29 participates in a global community of learning resources.

Powers and Duties of the School Board

The major powers and duties of the school board include, but are not limited to:

1. Organizing the board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the board's responsibilities in accordance with State and federal law.
2. Formulating, adopting, and modifying board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a superintendent and other personnel, making employment decisions, dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the superintendent, in his or her charge of the District's administration. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
5. Entering contracts using the public bidding procedure when required.
6. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
7. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
8. Approving the curriculum, textbooks, and educational services.
9. Evaluating the educational program and approving School Improvement and District Improvement Plans.
10. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School, and student performance.
11. Establishing and supporting student discipline policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
12. Establishing attendance units within the District and assigning students to the schools.
13. Establishing the school year.
14. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
15. Providing student transportation services pursuant to State law.
16. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.

17. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual board member must, if an allegation is raised to the member during an open or closed board meeting that a student is an abused child as defined in the Act, direct or cause the board to direct the superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.
18. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the board shall defend, indemnify, and hold harmless school board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 10-22.34b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS 5/21A-5 et. seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

Challenging Lessons from Experienced Board Members

Experienced board members from across the nation were asked to identify the most difficult lesson or fact they had to learn about board service. Here's what they said most often.

- Learning to acknowledge publicly that you have no power and authority as an individual board member; that only the board as a whole can make policies and decisions for the school district.
- Determining what your function is on the board and how to accomplish it effectively.
- That no matter what you think you know about board service when you first come on board, you still have a lot to learn.
- Recognizing the difference between setting policy (the board's job) and administering the schools (the superintendent's job).
- That you must represent all the students. Your decisions must be made in the interest of the total school system and not made solely for special groups or interests.
- Learning how to respond to the complaints of citizens, school administrators, and other staff.
- That change comes slowly.
- That you can't solve everyone's problems by yourself.
- That you must think deeply and sometimes accept a reality that is contrary to your own beliefs.
- That effective board service means being able to hold the minority viewpoint when voting on a given issue; then openly supporting the majority vote of the board in your community.
- Discovering how the schools are funded.
- That the primary focus of all board decisions must be student growth and development.

Source: National School Boards Association Becoming A Better Board Member

CHAPTER 2



Top 10 Reasons to Become a School Board Member

10. Because I really like to sit on hard chairs for extended periods of time.
9. Because there are very few foods I don't enjoy, or at least won't eat.
8. Because I enjoy being at numerous evening events. (You may have a problem if your spouse enjoys you being at these meetings.)
7. Because I like a challenge.
6. Because educators made a real difference in my life.
5. Because I have the gift to listen, hear, and understand positions that are different from my own.
4. Because I have the ability to be ardent in my beliefs or opinions, but also the ability to compromise when necessary.
3. Because I want our children and young people to be successful in school and I don't care who gets the credit.
2. Because I realize that every child has the ability and right to be as good an education as we can provide.
1. Because I believe I can make a difference in the education of the children and young people where I live.

Source: William J. Phalen, Sr. Calvert County, MD Board of Education

School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of school board members, various public policy propositions, and advisory questions. Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The canvass of votes is conducted by the election authority within 21 days after the election.

The board, by proper resolution, may cause to be placed on the ballot: (a) public policy referendum according to Article 28 of the Election Code, or (b) advisory questions of public policy according to Section 9-1.5 of the School Code.

The board Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer and otherwise provides information to the community concerning District elections.

School Board Member Qualifications

A school board member must be, on the date of election a United States citizen at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding election, and a registered voter.

Reasons for making an individual ineligible for board membership include holding an incompatible office and certain types of state or federal employment. A child sex offender, as defined in state law, is ineligible for school board membership.

Board Member Term of Office

The term of office for a School board member begins immediately after both of the following occur:

- The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the Consolidated Election held on the first Tuesday in April in odd-numbered years; and
- The successful candidate takes the Oath of Office as provided in board policy. The term of office ends four years later when the successor assumes office.

Traits of Effective Board Members

Effective board members have a number of traits in common, yet it is important to realize that these characteristics are not acquired immediately.

Knowledge and experience are not alone sufficient. Board members must be willing to learn and be open to new knowledge. In addition, an effective board member has a commitment to all children of the district. It is important the board members possess courage and a conviction of the importance of public education. They must be committed to fulfilling their responsibilities in areas of board work. Members must also have the ability and willingness to make decisions and must have a commitment to the democratic process.

In addition, an effective board member must have time and energy to commit to the work of the board, the ability to accept the will of the majority, respect for education as a profession and the ability to communicate well with others.

An effective board member makes every attempt to attend all board meetings and prepares for meetings by reading and analyzing the agenda and support information. Effective board members avoid springing surprises at board meetings, abide by board policies and rules, and hold off making personal decisions until all the evidence has been provided and board discussion is completed. An effective board member strives to foster unity and harmony among the board and differentiates between problems that require board action and those which should be solved by administration. This board member supports the superintendent's or administrator's authority, shares responsibility for board decisions, accepts and evaluates criticism and advice objectively, avoids personality conflicts and improves personal boardsmanship qualities. Responsible board members are more effective board members. They listen to their constituents but, as individuals, respect the corporate authority and responsibility of the board.

Source: Iowa Association of School Boards Member Handbook

Board Member Duties

The duties and obligations of an individual board member shall include the following:

- Familiarize himself/herself with the Illinois School Code and other applicable state and federal law, regulations of the Illinois State Department of Education and Sunset Ridge School District 29 policies and procedures;
- Have knowledge of educational goals and objectives of the District;
- Work harmoniously with other board members;

- Vote and act impartially in the board meetings for the welfare of the district;
- Accept the will of the majority vote in all cases and support to the resulting policy or action;
- Promote both the interest in and support for District policies and programs; and,
- Refer complaints to the proper school authorities and to abstain from individual counsel and action.

Board Members Visiting Schools

Board members are encouraged to be informed about our schools, and visits to our schools can be part of that process. Periodic visits to the schools will be scheduled for the board and superintendent at mutually agreed upon times. If a board member wishes to visit one or more of our schools, he/she should first inform the superintendent of schools of his/her desire to visit a school(s) and the superintendent of schools will then work with the school principal(s) to schedule a school visit for the board member. When visiting any of our schools, board members must be mindful that they do not serve in an administrative function and should not attempt to direct, criticize or discipline staff members.

Board Member Removal from Office

If a majority of the board determines that a board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.

Vacancies on the School Board

Elective office of a school board member becomes vacant before the term's expiration if:

- Death of the incumbent;
- Resignation in writing filed with the secretary of the board;
- Legal disability of the incumbent;
- Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child;
- Removal from office;
- The decision of a competent tribunal declaring his or her election void;
- Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in The School Code are violated;
- An illegal conflict of interest; or
- Acceptance of a second public office that is incompatible with board membership.

Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within 5 days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the board to fill vacancies shall meet any residential requirements as specified in The School Code. The board shall fill the vacancy within 45 days after it occurred by a public vote at a meeting of the board. Immediately following a vacancy on the board, the board will publicize it and accept resumes from District residents who are interested in filling the vacancy. After reviewing the applications, the board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

Board Member Oath

Each School board member, before taking his or her seat on the board, shall take the following oath of office:

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors, as the case may be) of (name of School District), in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets; I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board, while respecting the privacy of students and employees;

I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public board meeting; and

I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The board president will administer the oath in an open board meeting; in the absence, of the president, the vice president will administer the oath. If neither is available, the board member with the longest service on the board will administer the oath.

The board adopts the Illinois Association of School Boards' "Code of Conduct for Members of School Boards." A copy of the Code shall be displayed in the regular board meeting room.

Board Member Code of Conduct

As a member of my local school board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

- I will represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
- I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my board membership for personal gain or publicity.
- I will recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a board meeting.
- I will take no private action that might compromise the board or administration and will respect the confidentiality of privileged information.
- I will abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
- I will encourage and respect the free expression of opinion by my fellow board members and will participate in board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
- I will prepare for, attend and actively participate in school board meetings.

- I will be sufficiently informed about and prepared to act on the specific issues before the board, and remain reasonably knowledgeable about local, State, national, and global education issues.
- I will respectfully listen to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
- I will strive for a positive working relationship with the superintendent, respecting the superintendent's authority to advise the board, implement board policy, and administer the District.
- I will model continuous learning and work to ensure good governance by taking advantage of board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow board members to do the same.
- I will strive to keep my board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

Board Member Conflict of Interest

No School board member shall have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State law.

Board members must annually file a Statement of Economic Interests as required by the Illinois Governmental Ethics Act. Each board member is responsible for filing the statement with the county clerk of the county in which the District's main office is located by May 1.

Qualifications, Term, and Duties of Board Officers

The school board officers are: President, Vice President, and Secretary. These officers are elected or appointed by the board at its organizational meeting.

President

The duties of the president are to:

- Focus the board meeting agendas on appropriate content and preside at all meetings;
- Make all board committee appointments, unless specifically stated otherwise;
- Attend and observe any board committee meeting at his or her discretion;
- Represent the board on other boards or agencies;
- Sign official District documents requiring the president's signature, including board minutes and Certificate of Tax Levy;
- Call special meetings of the board;
- Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
- Ensure that a quorum of the board is physically present at all board meetings;
- Administer the oath of office to new board members; and Serve as the board's official spokesperson to the media;
- Serve as the primary contact with the Superintendent.

The president is permitted to participate in all board meetings in a manner equal to all other board members, including the ability to make and second motions. The vice president fills a vacancy in the presidency.

Vice President

The vice president performs the duties of the president if the presidency is vacant, the president is absent, or the president is unable to perform the office's duties.

Secretary

The duties of the Secretary are to:

- Keep minutes for all board meetings and keep the verbatim record for all closed board meetings;
- Mail meeting notification and agenda to news media who have officially requested copies;
- Keep records of the board's official acts, and sign them, along with the president, before submitting them to the treasurer at such times as the treasurer may require;
- Report to the treasurer on or before July 7, annually, such information as the Treasurer is required to include in the treasurer's report to the Regional Superintendent;
- Act as the local election authority for the District;
- Arrange public inspection of the budget before adoption;
- Publish required notices;
- Sign official District documents requiring the secretary's signature; and
- Maintain board policy and such other official documents as directed by the board;
- Assemble board meeting material and provide it, along with prior meeting minutes, to board members before the next meeting

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The board appoints a secretary pro tempore, who may or may not be a board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special board election.

CHAPTER 3



The school board desires that its individual members learn, understand, and practice effective governance principles. The board is responsible for board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The board president and/or superintendent shall provide all board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each board member is responsible for his or her own compliance with the mandatory training laws that are described below:

- Each board member must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term that begins after that date.
- Each board member must complete training on the Open Meetings Act within one year of that date. Each board member taking office after January 1, 2012 must complete this training no later than 90 days after taking the oath of office. After completing the training, each board member must file a copy of his or her certificate of completion with his or her board.
- Each board member must complete a training program on PERA evaluations before participating in a vote on a dismissal based on an optional alternative evaluative dismissal process.

The superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each board member, including both mandatory and non-mandatory training.

New Board Member Orientation

The orientation process for newly elected or appointed board members includes:

The board president or superintendent, or their designees, shall give each new board member a copy of or online access to the Board Policy Manual, the board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the board's roles and responsibilities.

- The board president or designee shall schedule one or more special board meetings, or schedule time during regular meetings, for board members to become acquainted and to review Board processes and procedures.
- The board president may request a veteran board member to mentor a new member.
- All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Board Member Request for Information

It is important for board members to be informed about the school district and the performance of our students. The superintendent of schools and school administrators regularly provide board members with data and information via the weekly Board Bulletin and presentations at board meetings. Board members who seek additional information are to work through the superintendent of schools to obtain this information, which will be provided to all board members.

Board Member Expenses

No school board member may receive compensation for services.

The board may advance or reimburse members the actual and necessary expenses incurred while attending:

- Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
- County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
- Meetings sponsored by an organization in the field of public-school education.

In addition, the board may reimburse a member for registration fees or tuition for a course that allowed the member to comply with the mandatory training described in policy 2:120, Board Member Development, or other training provided by one of the providers described in the above list. When possible, registration fees will be paid by the District in advance.

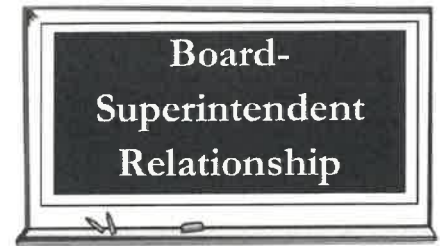
Board Self-Evaluation

The board will conduct periodic self-evaluations with the goal of continuous improvement.

Transportation; Hotel/Motel; Meals; and, Miscellaneous Expenses

The least expensive transportation will be used, providing that no hardship will be caused to the board member. Board members will be reimbursed for: air travel at the coach or single class commercial airline rate; rail or bus travel at actual cost (rail or bus travel costs may not exceed the cost of coach airfare); use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes; toll charges and parking costs; automobile rental costs when the vehicle's use is warranted; taxis, airport limousines, or other local transportation costs; hotel/motel charges; meal charges; and, other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense voucher, attaching receipts if possible.

CHAPTER 4



The school board employs and evaluates the superintendent and holds the superintendent responsible for the operation of the District in accordance with board policies and State and federal law.

The board-superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the board and superintendent.

The board considers the recommendations of the superintendent as the District's Chief Executive Officer. The board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

Evaluation of the Superintendent

A fair and meaningful evaluation process builds a positive and productive relationship between the board and the superintendent. The annual evaluation of the superintendent uses a process that addresses measurable goals and objectives, leadership, and evidence of meeting goals. The evaluation consists of four parts:

- I. Essential Duties and Responsibilities:
 1. Educational Leadership
 2. Administration Management
 3. Personnel Management
 4. Communications/Public Relations
 5. Other Areas of Suggestion, Concern
- II. Superintendent's Self Evaluation on Goals and Outcomes for Current School Year
- III. Contractual Goals for Upcoming School Year
- IV. Evaluation Summary by School Board including Comments, Supporting Evidence and Rating

The goals and progress towards them are an ongoing conversation with the board and superintendent.

Board-Superintendent Expectations

The Board Expects:

- To receive periodic communication from the superintendent to update District information.
- To be notified initially as soon as possible for:
 - School emergency (lock down, fire, etc.)
 - Student emergency (arrest, injury, illness, death, etc.)
 - Staff emergency (arrest, injury, illness, death, etc.)

- To receive board packets and supporting documentation on the Friday before the scheduled regular board meeting on the following Tuesday, or the day preceding a special board meeting.
- For all Board members to receive the same information:
 - One member's request for additional information results in all members receiving or having the same access to the information.
 - Special communications are made to all board members.
 - Reasonable requests for additional information are satisfied in a timely manner.
- For the Board members treat each other and the staff with respect.
- For the superintendent and the staff treat all board members with respect.
- For the superintendent may meet with the board president on the Wednesday or Thursday prior to the scheduled regular board meeting on the following Tuesday to review and discuss the meeting agenda.
- For the superintendent provides a self-appraisal of performance according to the Evaluation Plan.
- No surprises!

The Superintendent Expects:

- That requests for placing items on the agenda will be received 10 days prior to the board meeting.
- That direction is only given at board meetings when a majority of the board votes to give direction.
- That board members are respectful toward the staff, and of the staff's time.
- That board members read all supporting documentation before the board meeting.
- That board members contact the superintendent with questions about agenda items or support materials by noon on the day of the scheduled board meeting.
- That board members provide feedback and a summative evaluation of the superintendent's performance according to the evaluation process timeline.
- No surprises!

Learning Together as a Board-Superintendent Team

A board member is elected to one of the most important roles in education: school governance. Learning together as a board-superintendent team, coupled with deep conversations about implications of that learning for your district, is critical to building a shared focus strong enough to maintain your commitment to leading long-term improvement efforts. The board's learning is focused around the board member's role in the context of school improvement. It's also about gaining broader understanding and background, networking with other school boards and learning from their success and experiences. To fulfill this important role, effective school boards:

- Establish board learning time, commit agenda time around school improvement efforts and learn together in the context of the district's goals and improvement initiatives.
- Engage in deep conversations about the implications of their learning in order to build a shared focus through shared information and discussion.
- Build a trusting and supportive relationship with the superintendent, in which both the board and superintendent develop a willingness to lead and to allow others to fulfill their leadership roles.
- Lead through thoughtful policy development, based on shared learning, to build momentum and capacity for change to embed expectations for improvement in the culture of the school district.

Source: Iowa Association of School Boards Member Handbook

Communications To and From the Board

Staff members, parents, and community members should submit questions or communications for the school board's consideration to the superintendent. The superintendent shall provide the board with a summary of these questions or communications and provide, as appropriate, his or her feedback regarding the matter. If contacted individually, board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the superintendent's office. Board members will not take private action that might compromise the board or District. There is no expectation of privacy for any communication sent to the board or its members individually, whether sent by letter, email, or other means.

Committees

The School Board may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board – it may only make recommendations to the Board.

Standing Board Committees

A standing committee may be created for an indefinite term although its members will fluctuate. District 29 currently has 3 Standing Committees: Finance & Facilities, Education, Policy.

Ad Hoc Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion. District 29 currently has 1 Ad Hoc Committee: Return to School Task Force.

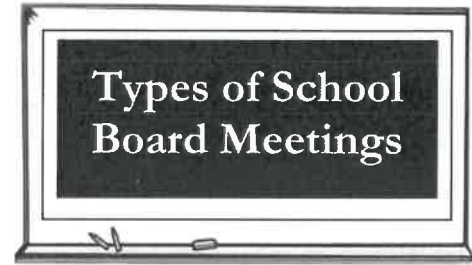
School Attorney

The School Attorney shall be appointed to serve as the legal advisor to the board and superintendent. Compensation shall be agreed upon in advance.

The attorney shall:

- When requested by the superintendent or board president, serve as counselor to the board at regular meetings and special meetings in writing.
- At the request of the board, represent the District in litigation to which the board may be a party or in which it may have an interest.
- Render a written opinion on any legal question when requested by the superintendent or board president.
- Approve, prepare, or supervise the preparation of all legal papers and instruments executed by the officers of the board, and perform such other legal duties as the board may request.
- Be available for consultation as requested by the superintendent, designee, or board president.

The board shall retain the right to consult or employ other attorneys on matters of special concern, or to terminate an attorney on retainer with an appropriate adjustment in the retainer fee.



CHAPTER 5

General Meetings

For all meetings of the school board and its committees, the superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the board. Unless otherwise specified, all meetings are held in the District's main office. Board Policy 230, School Board Meetings, governs meeting quorum requirements.

Regular Meetings

The board announces the time and place for its regular meetings at the beginning of each calendar or fiscal year and sets the schedule at the organizational meeting of the board of education. The superintendent shall prepare and make available the calendar of regular board meetings. Meeting dates may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting. Items not specifically on the agenda may still be considered during the meeting.

Closed Meetings

The board and board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).

6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public or public property. 5 ILCS 120/2(c)(8).
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self- insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).

The board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

No final board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no agenda change.

Special Meetings

Special meetings may be called by the President or by any 3 members of the board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting. Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice. No matters will be discussed, considered, or brought before the board at any special meeting other than such matters as were included in the stated purpose of the meeting.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Organizational School Board Meetings

During a March meeting in odd-numbered years, the school board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

- Each successful candidate, before taking his or her seat on the board, shall take the oath of office.
- The new school board members shall be seated.
- The school board shall elect its officers who assume office immediately upon their election.
- The school board shall fix a time and date for its regular meetings.

Posting Meeting Notices on the District Website

In addition to the other notices specified in this policy, the superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the board approves a new schedule of regular meetings; (2) a public notice of all board meetings; and (3) the agenda for each regular meeting which shall remain posted until the regular meeting is concluded.

School Board Meeting Procedure

Agenda

The school board president is responsible for focusing the board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the board president. The president shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before board action. Upon the request of any board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Items submitted by board members to the superintendent or the president shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. Items not specifically on the agenda may still be discussed during the meeting; no action will be taken on such items.

The superintendent shall provide a copy of the agenda, with adequate data and background information, to each board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with board policy 2:200, Types of School Board Meetings.

The board president shall determine the order of business at regular board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, however, is not counted in determining whether a measure has been passed by the board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the board’s minutes. An individual board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The board secretary shall keep written minutes of all board meetings (whether open or closed), which shall be signed by the president and the secretary. The minutes include:

- The meeting’s date, time, and place;
- Board members recorded as either present or absent;
- A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
- On all matters requiring a roll call vote, a record of who voted “yea” and “nay”;
- If the meeting is adjourned to another date, the time and place of the adjourned meeting;
- The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
- A record of all motions, including individuals making and seconding motions;
- Upon request by a board member, a record of how he or she voted on a particular motion; and
- The type of meeting, including any notices and, if a reconvened meeting, the original meeting’s date.

The minutes shall be submitted to the board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The official minutes are in the custody of the board secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the board’s approval; they may be inspected in the District’s main office, in the presence of the Secretary, the superintendent or designee, or any board member. Minutes from closed meetings are likewise available, but only if the board has released them for public inspection. The minutes shall not be removed from the superintendent’s office except by vote of the board or by court order.

The board's open meeting minutes shall be posted on the District website within 10 days after the board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The superintendent, or the board secretary when the superintendent is absent, shall audio record all closed meetings. If neither is present, the board president or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual board members may listen to verbatim recordings when that action is germane to their responsibilities. In the interest of encouraging free and open expression by board members during closed meetings, the recordings of closed meetings should not be used by board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the board must be physically present at all board meetings. A majority of the full membership of the board constitutes a quorum.

Provided a quorum is physically present, a board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or superintendent will inform the board president and make appropriate arrangements. A board member, who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the board meeting including voting on any item.

Rules of Order

Unless State law or board-adopted rules apply, the board president, as the presiding officer, will use Robert's Rules of Order, Newly Revised (10th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open board meeting. Special requests to facilitate recording or broadcasting an open board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb board members, other meeting participants, or members of the public. The board president may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

Public Participation at School Board Meetings

The board of education, as a representative body of the district, wishes to provide an avenue for any citizen to express his/her interest in and concern for the public schools. Accordingly, the public is invited to attend any regular session of the board of education. The board meets monthly to determine and act on the needs of the schools and to review their progress in accomplishing pre-established goals. As such, board meetings are business meetings which must be conducted orderly and efficiently. Thus, while any citizen may observe a regular meeting, participation by non-board members is encouraged but regulated by certain procedures.

Any resident of the district, members of the schools' staff, or non-resident, may address the board of education during the public comment section of the meeting.

Citizens Desire to Be Placed on the Agenda

Person or persons wishing to be placed on the agenda must first notify the superintendent in writing by fully identifying themselves and the topic to be discussed. The superintendent, upon receipt of a properly executed request, will set a date for inclusion on the agenda as soon as practicable. The placement on the agenda of persons wishing to appear before the board shall be organized according to the time of the submitted written request as received by the superintendent.

To Speak at a Board Meeting

The total time for participant input (public comment) on any one agenda item may be limited by majority vote of board members present. A speaker's privilege may be terminated if he persists in improper conduct or abusive remarks.

At a public meeting of the board of education, no person may initiate charges or complaints against individual employees of the district or challenge instructional materials used in the district. All such charges, complaints or challenges shall be presented according to established policies.

What YOU Can Do To Get The Most Out Of Your Board Meetings

As an individual member of your board, you're not in control of the board meeting, but there are some things you can do to make the most of them. Here are some tips from your school board colleagues:

- Do your homework. When you get the agenda and back-up materials, read them and be prepared to contribute to the discussion. Plan your questions in advance and jot them down before coming to the meeting.
- If you do not get the information you need, check with the superintendent or your board president before the meeting.
- Try to know in advance what is expected of you. Be prepared to make any presentation expected.
- Organize your papers before arriving at the boardroom. Bring everything you need.

- Arrive on time.
- Keep the board agenda and objectives in mind.
- Don't spring any "surprises" on the board.
- If you're unprepared, don't fake it. If others are obviously unprepared, but are debating the issues anyway, try to cut them off as diplomatically as possible (a motion to table is one method).
- Work to reach agreement on the issues and come to a decision. If the discussion gets bogged down, try to summarize and encourage action.
- Avoid having a hidden agenda – saying one thing and meaning another.
- Avoid espousing personal philosophies at length.
- Don't attack personalities, attack problems.
- Keep your eyes open. If, in mid-sentence (or mid-argument), you realize that everybody around you is either glaring at you, blushing for you, or packing up to go home, take the hint and stop talking.
- Don't dominate discussions.
- Broaden your concerns. No matter what special interest group encouraged your election or appointment, once on the board, you should cast your votes according to your conscience. Vote with the knowledge that, as a board member, you almost always know more sides of an issue than your constituents do.
- Do not debate issues with members of the audience.

Source: National School Boards Association Becoming A Better Board Member

CHAPTER 6



The school board governs using written policies. Written policies ensure legal compliance, establish board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends. All District 29 Board Policies are available from our website at https://www.sunsetridge29.org/board_of_education/board_policy

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the superintendent. Suggestions from all others should be made to the board president or the superintendent. The standing Board Policy Committee will make proposed changes, additions, deletions to existing Board Policies.

The superintendent is responsible for: 1) providing relevant policy information and data to the board; 2) notifying those who will implement, be affected by or required to implement a proposed policy and obtaining their advice and suggestions; and, 3) drafting policy recommendations into written form for board deliberation. The superintendent shall seek the counsel of the board attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions proposed by the Policy Committee will not be adopted at the board meeting at which they are first introduced, except when: (1) appropriate for a Consent Agenda because no board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies.

The board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board Policy 240, Access to District Public Records.

Board Policy Review and Monitoring

The board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The board may use an annual policy review and monitoring calendar.

Policy Implementation

The board will support any reasonable interpretation of board policy made by the superintendent. If reasonable minds differ, the board will review the applicable policy and consider the need for further clarification. In the absence of board policy, the superintendent is authorized to take appropriate action.



CHAPTER 7

Access to District Public Records

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. **Definition**

The District's public records are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Freedom of Information Officer

The superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the superintendent of the responsibility for the action that was delegated. The superintendent or designee(s) shall report any FOIA requests and the status of the District's response to the board at each regular board meeting.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. All requests for inspection and copying shall immediately be forwarded to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

- The requested material does not exist;
- The requested material is exempt from inspection and copying by the Freedom of Information Act; or
- Complying with the request would be unduly burdensome.

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response

for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

Notwithstanding the above, the Freedom of Information Officer shall respond to requests for commercial purposes and to recurrent requesters (as those terms are defined in Section 2 of FOIA) according to Sections 3.1 and 3.2 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Copying Fees

Persons making a request for copies of public records must pay any applicable copying fee. The Freedom of Information Officer shall, as needed, recommend a copying fee schedule for the board's approval. Copying fees, except when fixed by statute, are reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. No copying fee shall be charged for the first 50 pages of black and white, letter or legal sized copies. No copying fee shall be charged for electronic copies other than the actual cost of the recording medium.

Fees for Responding to a Request for a Commercial Purpose

In addition to copying fees, persons making a request for a commercial purpose, as defined in FOIA, must pay a fee of \$10 for each hour spent by personnel in searching for and retrieving the record. However, no fees shall be charged for the first 8 hours spent by personnel in searching for or retrieving a requested record. The District also charges the actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage facility under contract with the District.

Whenever the District charges any fees to a requester making a commercial request, the Freedom of Information Officer shall provide the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records.

Access

The inspection and copying of a public record that is the subject of an approved access request is permitted at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, a description of the District and the methods for requesting a public record.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the board attorney (e.g. a litigation hold), District auditor, or other individual authorized by the school board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

CHAPTER 8



A student, parent/guardian, employee, or community member in the School District should notify any District complaint manager if he or she believes that the school board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or board policy, or have a complaint regarding any one of the following:

- Title II of the Americans with Disabilities Act
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
- Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
- Bullying, 105 ILCS 5/27-23.7
- Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
- Curriculum, instructional materials, and/or programs
- Victims' Economic Security and Safety Act, 820 ILCS 180
- Illinois Equal Pay Act of 2003, 820 ILCS 112
- Provision of services to homeless students
- Illinois Whistleblower Act, 740 ILCS 174/.
- Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
- Employee Credit Privacy Act, 820 ILCS 70/.

The complaint manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines under this procedure may be extended by the complaint manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any district complaint manager. The complainant shall not be required to file a complaint with a particular complaint manager and may request a complaint manager of the same gender. The complaint manager may request the complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s).

Investigation

The complaint manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the complainant is a student under 18 years of age, the complaint manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the complainant will not be disclosed except: (1) as required by law, this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the complaint manager shall file a written report of his or her findings with the Superintendent. The complaint manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the superintendent, the written report shall be filed with the board, which will make a decision in accordance with the following section of this policy. The superintendent will keep the board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the complaint manager's report, the superintendent shall mail his or her written decision to the complainant by U.S. mail, first class, as well as to the complaint manager.

Within 10 school business days after receiving the superintendent's decision, the complainant may appeal the decision to the board by making a written request to the complaint manager. The complaint manager shall promptly forward all materials relative to the complaint and appeal to the board. Within 30 school business days, the board shall affirm, reverse, or amend the superintendent's decision or direct the superintendent to gather additional information. Within 5 school business days of the board's decision, the superintendent shall inform the complainant of the board's action.

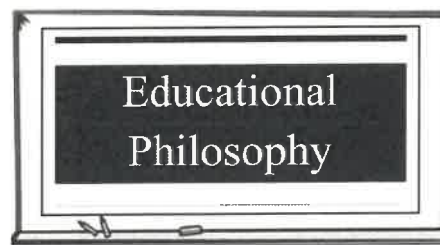
This grievance procedure shall not be construed to create an independent right to a hearing before the superintendent or board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinator and Complaint Managers

The superintendent shall appoint a nondiscrimination coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The superintendent shall appoint at least one complaint manager to administer the complaint process in this policy. If possible, the superintendent will appoint 2 complaint managers, one of each gender. The District's nondiscrimination coordinator may be appointed as one of the complaint managers. The superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the nondiscrimination coordinator and the complaint managers.

CHAPTER 9



Mission

The Mission of Sunset Ridge School District 29, developed through the strategic planning process, is “Cultivating a learning community that engages the hearts and minds of students, one child at a time.”

Through this mission the District emphasizes the importance it places on parental partnerships, a well-rounded educational experience, and attention to the individual needs of learners. The responsibility of providing a quality education for students requires the cooperation of District personnel, parents, students, and the community. Parents are recognized as the first and most important teachers of children and their partnership in cultivating our learning community is critical. Quality education is achieved through a balanced and comprehensive educational program. The District 29 instructional program addresses needs in all areas of the child’s development; social, emotional, academic, artistic, and physical. Recognizing that students have varied abilities, aptitudes, interests, and backgrounds, Sunset Ridge School District 29 strives to provide supports that are tailored to the unique learning needs of individual students, and to motivate and challenge individual students at an appropriate level of difficulty.

Strategic Plan Philosophy

The District believes that a well-developed strategic planning process and product is necessary to ensure that efforts reflect the priorities of the community, and District staff are held accountable for executing those priorities. The Strategic Plan is developed with input from stakeholders and documents the District’s mission, beliefs, prioritized goals and expected outcomes. The history of Strategic Planning in District 29, as well as the current District 29 Strategic Plan Document are available on the District website at https://www.sunsetridge29.org/district/district_information/strategic_plans

Guiding Principles

The Sunset Ridge School District 29 Strategic Plan identifies the following core beliefs:

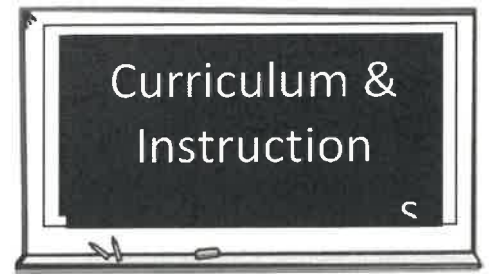
- The whole child is at the heart of all decisions.
- Each child deserves an education tailored to his or her unique abilities, learning style, social and emotional needs.
- Commitment to excellence drives continuous improvement.
- Student growth and learning thrive in communities that embrace creativity and innovation, critical thinking and problem solving, collaboration, communication and self-advocacy.
- Exceptional educational programming fosters ethical, respectful, independent and socially responsible citizens.

Our Formula for Success

In framing the District 29 Strategic Plan, the authors identified the following as seminal to the success of the District:

- Recruit and retain the most effective, professional and committed staff;
- Cultivate a safe, supportive and intimate learning community;
- Promote active parent engagement, community partnerships and strong student-staff connections
- Implement innovative curricular and instructional practices supported by effective professional development;
- Tailor curriculum and instructional practices to children's unique abilities, learning styles, and social and emotional needs;
- Utilize quantitative and qualitative data and research to guide decision making and drive student growth;
- Maintain transparent and strategic fiscal management.

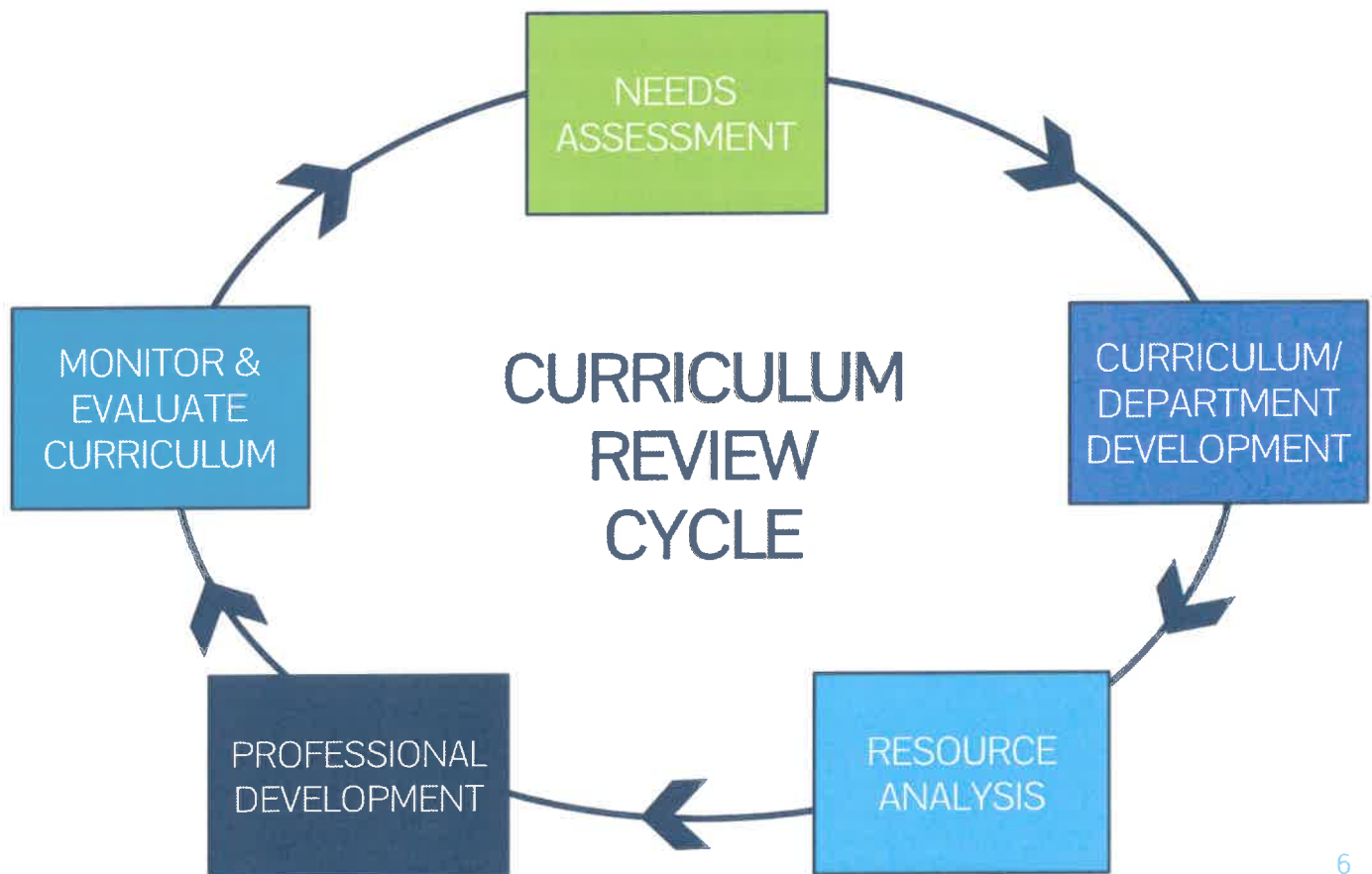
CHAPTER 10



Curriculum Review Process

The diagram below illustrates the curriculum/department review cycle in District 29. The process and scheduling of content area(s) targeted for review is developed in consultation with the Sunset Ridge Education Association and the Board of Education.

Curriculum review begins with a “Needs Assessment”, where established state and national standards are collected and analyzed, a gap analysis comparing the current District practices to established standards and assessment data is conducted. During the “Curriculum/department development” stage, the team articulates the vision and goals for the curricular area/department. Potential supports for areas of targeted development are explored and piloted during the “Resource Analysis” stage. During the “Professional Development” stage, training and support is provided. Finally, on-going assessment data is collected to drive continuous improvement efforts.



Education Committee

The Education Committee of the District 29 Board of Education is the main source for vetting curriculum changes. Reviews of specific curricular areas are executed by committees of staff, parents, and Board members outside the Education Committee. However, the work and recommendations of the individual committees is always brought back to the Education Committee for final review and approval. The Education Committee meets on a regular basis throughout each school year on a schedule determined by the Board of Education in cooperation with the Education Committee Chairperson (assigned by the Board of Education).

Assessment

The District 29 team employs state of the art technology to assess the educational needs of our students and to evaluate the effectiveness of our instructional programs.

Illinois Assessment of Readiness (IAR)

In 2019 Illinois State Board of Education (ISBE) replaced the previous annual student academic assessment protocol (PARCC) with the IAR (Illinois Assessment of Readiness) test. The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public-school district. IAR assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English Language Arts and Mathematics to students in grades 3-8. In District 29 the IAR assessment is administered in an online format. For more information about the IAR, please visit <https://www.isbe.net/iar>

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. These assessments are tailored to each individual student via a state-of-the-art computer adaptive program that provides standardized results data irrespective of the child's age or grade. They are more cost effective, time-efficient, and useful for instructional planning and monitoring student's academic growth over time than other traditional assessments.

The MAP tests are administered to all students in grades 3-8 in the fall (September) and Spring (May). Please For more general information regarding the MAP testing program, please visit the [Northwest Evaluation Association's Website](http://www.nwea.org) (www.nwea.org).

CHAPTER 11



What is a School District's Budget?

Illinois law requires the Board of Education to budget its income and expenses each year and to make the budget available for public inspection before final adoption. The annual budget serves three major purposes:

- The budget represents a plan for receiving and expending money. It tells the school board, its employees and the public how much the school district can spend during the year and for what purposes.
- The budget provides information necessary to determine the amount of school taxes that must be levied on real property, and how much the district expects to receive from state and federal governments.
- The budget also satisfies a minimum level of financial and program information, meets requirements imposed by Illinois law, and provides both expending and taxing authority.

A school district budget is actually many budgets rolled into one. The budget consists of nine major funds or accounts specifically defined by how the money is collected, held and spent. Among them are:

- Education
- Operations and Maintenance
- Bond and Interest
- Transportation
- Municipal Retirement/Social Security
- Site Construction/Capital Improvements
- Working Cash
- Fire Prevention and Safety

The single largest fund is the Education Fund. In addition to all of the direct costs of instruction (e.g., teacher salaries, benefits), this fund includes any expenditure not specifically covered in another fund.

While the board of education may, from time to time, make transfers between various items in any one fund, there are limitations to these transactions. Changes may also be made, again with board approval, to transfer money between certain operating funds. Neither of these actions will necessarily improve the financial health of the district. However, they can be used to maintain cash flow, to meet payments, and to avert/defer options.

Who Decides What is in the School District's Budget?

Some of what goes into the school district budget is determined by the Board of Education, based on the advice of its professional staff and local citizens. However, many budget decisions are forced on the board by factors beyond its control.

Each year the administrative staff gathers information from a variety of sources and presents the school board with a proposed budget. After carefully reviewing the budget, the board gives tentative approval and puts it on file for public inspection. The board gives final approval of the budget only after a public hearing.

The timeline for developing a tentative budget to its adoption varies from district to district. The budget must be adopted by September 30, after which it must be filed with the county clerk within 30 days.

Numerous factors are at work throughout this seemingly simple process. Some of these factors affect school income; some affect expenses. Taken together, these factors represent the financial cards dealt to each Illinois school board, as explained in the following sections.

How is the District Income Determined?

Four major factors determine the amount of money available for the school budget. They are as follows:

Property values — The total property value in a school district determines how much revenue the district is capable of raising from property taxes. Some school districts have very high property values, sometimes including utilities or industries. Others have low property values. The Illinois school finance formula is designed to equalize these differences in revenue capabilities among school districts in order to equalize educational opportunity for all children regardless of where they live. However, the formula is funded far below the actual cost of running schools, and a school board's ability to raise additional income beyond the state's guaranteed level depends heavily on the district's total "property wealth."

Tax rates — Like property values, tax rates play a key role in determining the amount of a school board's local revenue. Like property values, tax rates are also usually beyond the school board's control. Property values are set by the marketplace and the assessor. Maximum tax rates are established by the State of Illinois and can be raised above the maximum only with the approval of voters at a referendum. The school district's tax rate determines whether the school board can spend at, above or below the state's guaranteed amount, which is always much less than the actual average cost of running schools.

State appropriations and federal aid — Each year the State of Illinois appropriates a fixed amount of dollars for the schools. Some of those dollars fund the General State Aid program; some fund special programs. General State Aid is designed to "equalize resources," funneling the greatest amount of aid to districts with the lowest property values. The size of the annual appropriation determines the level at which resources are equalized. Because that level is lower than the actual cost of running schools, school districts must also rely on additional property tax revenue and income from other sources. General state aid represents about one-fifth of total school district income in Illinois. Combined with state "categorical" grants and other funds, state payments represent one-third of the typical school budget. Federal aid contributes another 10 percent to Illinois schools.

Pupil enrollment — The Illinois resource equalization system — which involves two out of three school districts assumes that school costs go up or down precisely with pupil enrollment, i.e., that it costs exactly twice as much to educate two pupils as it does to educate one. The school district's revenue, therefore, goes down when enrollment declines. Unfortunately, many of the district's more burdensome expenses do not go down with enrollment unless the decline is so great that some jobs or salaries can be eliminated, a school building closed, major services out-sourced, or curriculum and extra-curricular activities cut.

Combined, these four factors determine how much money a school board is capable of generating for the schools. Local property values and tax rates determine how much money the board can raise from property taxes. Pupil enrollment and local property values determine how far the state will go in making up the difference between the guaranteed amount and the amount raised from local property taxes. Federal dollars don't factor into this formula but they complement and sometimes confuse the process when boards and administrators attempt to make or explain critical decisions on what the district can afford to offer.

How is Federal Aid Determined?

Appropriations for federal and state aid to public schools are determined by the United States Congress and the Illinois General Assembly, respectively. In both cases, the process is much the same. Appropriations bills are developed in committee, based upon the recommendations of the President or the Governor and their advisors, and upon testimony from interested parties.

The bills that emerge from committee may be further modified through amendments before they are voted upon. In both the federal and state processes, the Senate and House of Representatives must pass the bill. It is common for the two houses to pass different bills and for a compromise to be worked out by a committee formed of members from both houses. Finally, the President or Governor must sign the appropriation bill for it to become law.

At both federal and state levels, the process is complicated by the various political factors that accompany consideration of any important piece of legislation. In the case of the education appropriation bills, federal and state law-makers alike are bombarded with information and opinion from dozens of interest groups, and also must consider the opinions of their constituents who do not testify or write letters but may remember their actions in the next election.

In addition, these decisions are influenced by the amount of money available in any given fiscal year. Lean times or economic recessions can significantly alter state or federal appropriations, regardless of actual need.

Most federal funds are distributed to each of the 50 states in the form of “block grants.” The amount each state receives is based on student population and need. Other federal funds are distributed to the states to help them provide education for handicapped children, economically disadvantaged children, and other special purposes. Most of these funds are re-distributed to school districts that have special need or otherwise qualify.

It should be noted that federal aid covers only a small fraction of the cost of special programs for the handicapped or disadvantaged. Some of these costs are financed by special state grants, but most of the cost must be paid from general funds in the school district budget.

Where does Local Revenue Come From?

A school district budget includes revenue from many sources. Most of those sources are relatively small in amount and serve special purposes — school lunch money, rentals, income from school activities, insurance proceeds and interest are some examples.

The major source of local revenue for public schools is the property tax. The property tax consists of:

- the real estate tax, which is a tax on the real property of homeowners and businesses. This tax represents the largest single source of revenue for Illinois public schools. It is collected by the county and distributed to taxing bodies.
- the corporate personal property replacement tax, which is the tax on businesses and utilities that takes the place of the abandoned tax on personal property. This revenue is significant for some school districts but not for others, depending upon the amount of local business and industry. It is collected by the state and distributed to school districts and other taxing bodies.

The tax on real property also funds a variety of local services, including county and municipal governments, libraries, parks and others. On a statewide average, however, more than half of the typical property tax bill goes for public schools.

The amount of money a school district can realize from the tax on real property is determined by two factors:

- the total assessed value of all taxable property in the district;
- the school district's authorized tax rate.

For example, if property values total \$10 million and the authorized tax rate is 3.5 percent, the district can expect to receive up to \$350,000.

The amount of assessed property value is determined by the elected assessor, who acts in accordance with state law. The law requires that property in all Illinois counties except Cook be assessed at one-third of its fair market value. In Cook County, residential property is assessed at just 16 percent of market value and commercial property is assessed at up to 38 percent.

The amount of the school district's tax rate is determined by the total amount of taxes levied by the Board of Education. However, the tax rate cannot exceed the maximum rate established by law unless that maximum is increased by voters at a referendum.

In addition, for school districts in Cook, five collar counties and 33 other counties that have adopted the "tax cap," a state law limits property taxes extended to a maximum percentage increase over the prior year's extension, regardless of what might happen to school enrollments or school costs.

Stated briefly, the school board adopts a tax levy once each year based on its approved budget. The levy states the amount of property tax income needed to balance the budget.

The county clerk then applies the levy against the district's total assessed property value to determine whether it falls within the authorized tax rate. (For example, a tax levy of \$350,000 applied against a total property assessment of \$10 million would produce a tax rate of 3.5 percent.) The county clerk reduces the school board's levy if it produces a tax rate that is above the authorized rate.

Where Does the Income Go?

A school district consists of people, buildings, equipment, and supplies. Thus, a typical school district in a typical year will spend about two-thirds of its income to compensate employees and about one-fourth to heat, light and maintain its buildings. The money that remains usually less than 10 percent goes mostly for equipment and supplies.

Another way to look at the school district budget is by type of program or activity. A typical school district spends 50 percent of its funds on student instruction, plus another 15 percent on other student and community services. Insurance, utilities, maintenance, supplies and other fixed charges usually amount to more than 20 percent. Capital outlay, bond retirement, interest, administration and other costs consume the remaining five to 15 percent. Numerous factors affect where a school district's income goes. For example:

- Instructional costs vary with the number of teachers in relation to the number of students (class size) and the amount of compensation (salaries and benefits) paid to the average teacher;
- Operating costs vary with the number, size, age and relative energy-efficiency of school buildings;
- Bond retirement and interest costs, i.e., borrowing and the cost of borrowing, vary with the amount of long-term and short-term debt;
- Other costs vary with the variety and number of programs and services offered to students and the community.

How can District's Reduce Costs?

What happens when local taxes, state and federal aid don't cover the cost of essential school services? What choices does the school board have if state or federal funding is reduced, local property wealth declines, or voters won't raise taxes?

Schools can realize small savings by cutting back on supplies, postponing improvements or maintenance, lowering utility expenses, cutting staff by attrition, combining duties, eliminating extra-curricular activities, or by reducing other services available to students or the community. However, to make significant or broad cost reductions, a school board must look to its major expenses – people and buildings. Only by eliminating jobs or closing buildings can a school board make significant budget cuts.

If the board opts to eliminate teaching jobs or close buildings, curriculum and class sizes may be severely impacted. Unless enrollment is declining, these cuts will severely strain the system. Class sizes will grow; facilities will have to be shared; equipment will wear out faster; and maintenance needs/costs will increase. More importantly, individual and overall student performance could be compromised if curriculum cuts are deep or long lasting.

That's why many school administrators keep updated reports and long-term data on population projections, community development, the job market and labor costs, utility capacity and delivery, land values and housing markets. This data can be highly useful in the district's strategic planning. Neither may reduce the frequency or timing of economic downturns, but they can reduce the severity or duration.

In the short term, the school board can control costs only by limiting the amount spent for each teacher, each program, each building, its equipment and supplies, and ultimately the amount spent on each student. While it may find some success in limiting expenses or negotiating wage and benefit concessions, the board is still required to meet state and federal education standards.

In addition to the needs of the regular student population, schools have to provide services or facilities for the handicapped, those who speak little or no English, special education students, truants, and children with other needs. State and federal law also require food service, driver's education, pupil transportation and other services whose costs are not entirely subsidized with outside funds.

The board may have a clear vision for the community wants and needs, but it is the board's responsibility to find the support for this vision and to deliver it. Remember, property wealth and population (and resulting enrollment) are the key factors in a school district's financial resources and its ability to raise revenue or control costs.

How to Evaluate the Finance Health of a District?

Although there are some similarities, the financial health of a public-school district should not be evaluated in the way one evaluates a private company. In the private sector, the first place to look is at "the bottom line" — profits. You would also look at a listing of assets and liabilities (balance sheet) to see whether the investors' equity has grown through long-term profitability.

The financial health of a school district is also reflected in financial reports. A statement of current income and expenditures will show whether the district is operating within its means. A balance sheet will show assets, liabilities and fund balances. It will also show whether the district has accumulated any debt against future income.

This essential information is contained in the school budget. It must be available in the school district office and on file with the county clerk. Comments or questions on the budget can also be submitted at a public hearing before its passage (no later than Sept. 30 of each year). Other financial information can be found in the district's School Report Card and in its Annual Financial Report.

The difference between evaluating businesses and public schools, however, comes in the school district's reasons for existence. While profitability is the chief measure of a company's success, a school district's aim is to break even financially while providing a satisfactory educational program for every child who attends.

Generally speaking, a school district is considered financially healthy when three conditions are met:

- The schools are providing all of the programs and services necessary to meet the needs of students as defined by the state and the community;
- Efficient business and educational practices produce satisfactory values for each dollar spent;
- Income matches expenditures each year; or if not in every year, then income and expense should balance over a period of three or four years.

In evaluating financial health of a school district, appearances can be deceiving. For example, a school district can get very high marks in terms of quality programs and services — but can't accomplish it without spending more than it can afford. Of course, school boards frequently must borrow in order to pay bills on time, but this is typically a cash flow problem caused by delays in receiving tax income or state aid. This form of debt is repaid from *current* income and does not represent a deficit budget.

However, debt incurred against *future* income is not consistent with financial health, especially if it is permitted to grow over a period of several years.

On the other hand, a balanced budget also can be deceiving. In order to make expenses fall within income, a school board may be compelled to reduce programs or services below what the community needs or what the state requires. Yet, by looking only at financial statements, one might conclude that the district is "financially healthy."

Many school boards find themselves in a dilemma, therefore. They must lower the quality of their schools or operate with a budget that's out of balance. Neither alternative is attractive. To get out of the dilemma, taxpayers typically urge school boards to become more efficient — to eliminate "frills and waste." Many school districts have introduced management systems for finding and eliminating unnecessary expenses. Where that is not enough to balance the budget, more radical steps must be taken. The school board has only limited options:

- Adopt a deficit budget and hope a more satisfactory solution will arise in the future;
- Increase each teacher's workload (larger class size) or eliminate courses;
- Ask voters to approve a tax increase.

While chances are good that a school district is financially healthy if it has to do none of the above, a few school boards in Illinois find themselves having to resort to all three just to survive.

What is it Difficult to Cover Expenses?

There are at least four reasons why school boards have difficulty balancing their budgets. All districts are affected by these problems, but some are financially better able to deal with them than are others.

a) Inflation — Inflation has about the same effect on schools as it has on personal household budgets:

everything costs more each year. More than half of the typical school district budget consists of salaries, which need to be increased as inflation reduces the purchasing power of the dollar.

b) Tax relief — The Illinois General Assembly has enacted a number of measures over the years to hold the line on real estate taxes. These measures are designed to relieve the impact of inflation on property values. For school districts that cannot raise tax rates without voter approval, freezing property values also freezes property tax income.

Tax relief measures that have eroded school income include the following:

- A general homestead exemption for homeowners that exempts increases in market value from property taxes;
- A special homestead exemption for senior citizens;
- A special exemption for disabled veterans;
- An exemption for homestead improvements that increase market value;
- Preferential treatment for farm land that has a high market value in relation to productivity;
- A cap on increases in tax extensions in the counties around Chicago and many other counties that have adopted the Property Tax Extension Limitation Law.

Also, numerous municipalities have adopted “enterprise zones” or “tax increment financing districts.” These are economic incentive programs for businesses and employers that permit them to abate or divert some property taxes from local taxing districts (including many school districts) to use for private or community development.

Most school boards have no desire to increase property taxes. (Remember, school board members pay property taxes, too.) However, these tax relief measures were designed to reduce the impact of inflation on property taxes at a time when inflation was driving up the cost of everything else. In earlier times, modest annual increases in property values kept pace with modest annual increases in school costs. Today, however, school costs go up while assessed property values in many areas are kept artificially low through special exemptions and preferential assessments.

c) State Funding — A recent study ranked Illinois amongst the lowest relative to the percentage of education funding that comes from the state. According to the study, Illinois (on average) only contributes about 24% of the money for educating public K-12 students, compared to the national average of 45%. Thus, public schools in Illinois are heavily reliant on local property taxes to make up the difference, thus creating a significant funding inequity between schools across the state.

In August of 2017, the State enacted the new Evidence-Based Formula (EBF) to help create more funding equity and allow for greater student success. The EBF system prioritized the allocation of state dollars to districts deemed “most in need.” Under the formula, districts that receive the majority of their revenue from local property taxes (like District 29) receive very little state funding, whereas districts that receive less in local property tax revenue receive significantly more state aid. The chart below shows that District 29 receives approximately 89% of the funds used to operate our schools from local property taxes. Property tax proceeds are collected twice annually (March and August).

d) New programs — Public school services have been expanded and made available to many more people over the past 25 years, presumably to the benefit of the state, the nation and the individuals served. These new services placed new demands on the school budget.

For example: each Illinois school district today is held legally responsible for the education of all children in the district, regardless of physical, mental or emotional handicap. Costs associated with these special students tend to be much higher than the costs of regular programs.



CHAPTER 12

Individuals that work in District 29 are divided into four (4) categories (Administrative staff, Certified Staff, Non-Certified Staff, and Vendor Staff). Each group of individuals works under a separate contractual relationship and agreement.

Administrative Personnel

All District 29 administrators (e.g., Superintendent, Principals, Directors) have individual multi-year contracts. These contracts are developed in consultation with the District 29 legal counsel, and outline the various parameters of the employment agreement including compensation and performance evaluation. All administrative contracts are approved by the Board of Education and range in length from 3-5 years.

Certified Personnel

District 29 employees in certified positions (e.g., teacher, psychologist, speech pathologist) are members of the Sunset Ridge Education Association (SREA). This union is the exclusive collective bargaining unit of District 29 and negotiates the parameters of their contract (e.g., compensation, performance evaluation) directly with the Board of Education in a formal Collective Bargaining Agreement (CBA). The current (2019-2024) CBA is available for public viewing on the District 29 website at

https://sunsetridge29.org/UserFiles/Servers/Server_570539/File/District/Administration/Styczen/District%20Documents/2019-2024%20D29%20Collective%20Bargaining%20Agreement-Final%20Copy.pdf

One ratified, any change or modification to the CBA is, by definition a “change in working conditions” that must be collectively bargained between the District 29 Board of Education and the SREA.

Non-Certified Personnel

District 29 employees in non-certified positions (e.g., secretary, teaching assistant, custodian) has an individual contract with the Board of Education that specifies the term of their employment.

Vendor Staff

District 29 currently utilizes several third-party vendors to provide a variety of services (e.g., night custodial service, food service, transportation service, maintenance services). Contracts for third party vendors are developed by the District 29 legal counsel and approved by the Board of Education.

A list of vendors contracts over \$25,000 is available on the District website at

https://www.sunsetridge29.org/UserFiles/Servers/Server_570539/File/Business%20Office/Contracts%20Greater%20than%2025000%20for%20Website.pdf.




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: January 12, 2021

SUBJECT: Preparation for Strategic Planning

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

Historically, 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

The timeline to complete the entire strategic planning process can take several months, depending on the time of year when the process is initiated, the extent of focus group meetings, and the availability of participants. In addition, the status of the COVID-19 pandemic may significantly influence the strategic planning process and the timeline to complete it.

I would like to have a discussion with the Board of Education regarding your expectations for completing the strategic planning process, so we can all be best prepared and ensure that we can meet the projected timeline expectations.

Please contact me if you have any questions.



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TO: Board of Education
Dr. Ed Stange, Superintendent

FROM: Tom Beerheide, Chief School Business Official
TRB

DATE: January 12, 2021

SUBJECT: Budget Preparation

Proposed Action by Board of Education

Designate Tom Beerheide, Chief School Business Official, to begin the 2021-2022 budget development process.

Background

The annual budget is adopted by all public elementary, secondary and unit school districts and includes all funds, that when taken as a whole, set the plan for accomplishing the financial goals of the local board of education. All budgets must be entered (and adopted no later than September 30th) on the School District Budget Form (ISBE 50-36) provided by the Illinois State Board of Education.

The budget is designed to:

- Satisfy a minimum level of financial/program information for state, local and federal governments
- Provide both expending and taxing authority
- Meet requirements imposed by Illinois Law

Attachment

**RESOLUTION OF THE BOARD OF EDUCATION OF SUNSET RIDGE
SCHOOL DISTRICT NO. 29**

WHEREAS, the Board of Education of Sunset Ridge School District 29, Cook County, Illinois ("Board") that Tom Beerheide, Chief School Business Official, is hereby appointed to prepare a budget for said School District for the fiscal year beginning July 1, 2021 and ending June 30, 2022, which budget shall be filed with the Secretary of this Board.

WHEREAS, pursuant to Section 17-1 of The School Code, 105 ILCS 5/17-1, the budget shall be established and prepared according to the provisions contained within this section of the School Code.

NOW, THEREFORE, be it hereby resolved by the Board of Education of Sunset Ridge School District 29, Cook County, Illinois, as follows:

Section 1 Designate the individual indicated above to begin the budget development process

Section 2 This Resolution shall be in full force and effective immediately upon its adoption.

ADOPTED this 12th day of January, 2021, by the following roll call vote:

AYES:

NAYS:

ABSENT:

President, Board of Education
Sunset Ridge School District 29

ATTEST:

Secretary, Board of Education
Sunset Ridge School District 29




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TO: District 29 Board of Education

FROM: Edward J. Stange 

DATE: January 12, 2021

SUBJECT: Policy Committee Update

The District 29 Board of Education Policy Committee met on Tuesday, January 5, 2021. The only agenda item for discussion was Board Policy 471: Pandemic Preparedness (see attached).

In light of the current COVID-19 Pandemic, some public school district are considering amending their pandemic preparedness policy to afford the ability of the district to require that employees obtain a COVID-19 vaccine.

Regarding the legality of such a policy, the general legal counsel has been as follows:

- The Equal Employment Opportunity Commission acknowledged that employers' mandatory-vaccination policies would not violate the ADA or Title VII, as long as they contain exemptions for religious reasons and for individuals with a disability. However, whether public school districts have such authority is not specifically addressed in the EEOC's guidance and should be discussed with legal counsel. Discussion with legal counsel is particularly important here, where the FDA has issued an Emergency Use Authorization (EUA) for the current vaccines and not a full approval, and EUAs require vaccine recipients to be informed that "they have the option to accept or refuse the vaccine."
- Even with a mandatory-vaccination policy, employees who are not vaccinated because they qualified for an exemption can be excluded from the workplace only if they "pose a direct threat to the health or safety of [themselves] or others." Whether they pose a direct threat must be assessed on the following factors: (a) the duration of the risk; (b) the nature and severity of the potential harm; (c) the likelihood that the potential harm will occur; and (d) the imminence of the potential harm.
- Before excluding such an unvaccinated employee who poses a direct threat—i.e., who will expose others to the virus at the worksite—the employer has to determine if there is a reasonable accommodation (absent undue hardship) that would eliminate or reduce this risk so the unvaccinated employee does not pose a direct threat.

- Requiring proof of COVID-19 vaccination is permitted under the ADA and is not considered a disability-related medical inquiry, as long as additional medical information is not requested or shared. Pre-vaccination questions *might* implicate the ADA and/or the *Genetic Information Nondiscrimination Act*, depending on the circumstances, so discuss the details with legal counsel

At this point in time, the District 29 legal counsel is not recommending the revision of our Pandemic Preparedness policy to mandate vaccinations for employees. They have suggested that we let the issue “play out” before enacting any changes.

Please contact me if you have any questions.



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ENROLLMENT REPORT

January 12, 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	(15/1, 15/2, 15/1, 12/3)	57/7
1	(15/2, 16/2, 14/3)	46/7
2	(12/4, 17/0, 15/1)	44/6
3	(15/1, 13/2, 13/2)	41/5

**Totals: 188/25
(88.3% 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	(14/1, 16/0, 13/3)	43/4
5	(15/0, 15/0, 16/1)	46/1
6	(12/0, 9/3, 10/4, 11/0)	42/7
7	(15/3, 11/2, 14/0, 15/0)	54/4
8	(10/0, 13/1, 13/1, 13/0)	49/2

**Totals: 234/18
(92.9% In Person)**



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TO: District 29 Board of Education

FROM: Edward J. Stange 

DATE: January 12, 2021

SUBJECT: 2020-2021 Staffing Update

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

Advertised Positions

Maternity Leave Substitute (5th Grade)

Teaching Assistant (6th Grade)

Approved

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