

AGENDA FOR THE REGULAR MEETING OF THE BOARD OF EDUCATION May 20, 2021 - 7:00pm

Per SB2135 the District 31 Board Meeting will be held electronically and in-person in the Field School Learning Center, 3131 Techny, Northbrook, IL

Link for Public Viewing of the Board of Education Meeting Via Zoom <u>Public Comment Link</u> - Link closed at 6:30 pm on May 20, 2021.

7:00 PM

- I. CALL TO ORDER
- II. ROLL CALL OF MEMBERS
- III. ADDITIONS OR CHANGES TO THE AGENDA
- IV. RECOGNITION OF AUDIENCE A. Visitors Requesting to Address the Board - no requests
- V. RECOGNITION
 - A. May Recognition and Celebrations; Celebration of Retirees

VI. PRESENTATION

- A. <u>Humanex Insightex Survey Results</u> Svetlana Popovic, Humanex
- B. Equity Audit Dr. Ivette Dubiel, Systemic Educational Equity, LLC

VII. CONSENT AGENDA

- A. <u>Approve the Open Session Minutes of the April 15, 2021 Regular Meeting of the</u> <u>Board of Education</u>
- B. <u>Approve the Reorganization Minutes of the April 28, 2021 of the Board of Education</u>
- C. <u>Approve the Closed Session Minutes of the April 15, 2021 Closed Meeting of the</u> <u>Board of Education</u>
- D. <u>Approve Warrants for the first half of the Month of April in the Amount of</u> <u>\$261,553.11</u>

- E. <u>Approve Warrants for the second half of the Month of April in the Amount of</u> <u>\$274,715.56</u>
- F. <u>Approve Payroll for the first half of the Month of April in the Amount of</u> <u>\$438,821.37</u>
- G. <u>Approve Payroll for the second half of the Month of April in the Amount of</u> <u>\$444,836.75</u>
- H. Approve Personnel Report
- I. Accept Donations None
- J. Approve Policies None
- VIII. ACTION ITEMS None

IX. INFORMATION AND DISCUSSION ITEMS

- A. Administrative Reports
 - 1. <u>Return to School Update</u> Dr. Erin K. Murphy, Superintendent
 - 2. District 31 By the Numbers Dr. Erin K. Murphy, Superintendent
- B. Cathy Lauria, Assistant Superintendent of Finance and Operations/CSBO
 - 1. Financial Reports April 2021 Review
 - 2. <u>P-Card April 2021</u>
- C. Board Reports verbal
 - 1. Dr. Allison Slade NSSED
 - 2. Laura Greenberg
 - 3. Daphne Frank
 - 4. Melissa Choo Valentinas
 - 5. Meredith Estes
 - 6. Jeffrey Steres
 - 7. Dr. Maria Vasilopoulos
- D. Freedom of Information Act Requests None
- E. Discussion Items
 - 1. <u>Compliance Review Report</u>
 - 2. Confirm Committee and Organizational Involvement
 - 3. <u>Confirm IASB Board training</u>
 - 4. Policies
 - a) <u>Committees and Organizational Involvement</u>
 - b) Public Participation at Board Meetings and Petitions to the Board

c) <u>Residence</u>

F. CLOSED SESSION TO CONSIDER PENDING LITIGATION AND THE APPOINTMENT, EMPLOYMENT, COMPENSATION, OR PERFORMANCE OF SPECIFIC EMPLOYEES.

- G. Action on Appointment, Employment, Compensation, or Performance of Specific Employees
 - 1. Approve FMLA and Extended Leave Request
- H. ADJOURN MEETING

Respectfully submitted,

Dr. Erin K. Murphy Superintendent of Schools

Recognition and Celebration

West Northfield School District 31 May 20, 2021



Winkelman School Update

- ABC Countdown!
- Teacher Appreciation!
- Spring Fling
- Ms. Chlebek book signing!









Field Middle School Update

- Track is Back
- Teacher Appreciation!
- ABC Countdown
- Graduation Preparation







ield Middle School Tige Class of 2021







Celebrating District 31

During the first week of May, District 31 is promoted awareness of exceptionalities in children and youth to celebrate Exceptional Children's Week (ECW).

ECW is a time to celebrate diverse learners and remind all individuals about the importance of acceptance and understanding.



10 Reasons for Inclusive Schools



Celebration of Retirees

Beth Rohrer

Winkelman Elementary School

39 Years in District 31

Young Scholars Destination Imagination

Gifted and Accelerated Programming Classroom Teacher



Barb Braje

Field Middle School

34 Years in the District (10 years at Winkelman and 24 at Field)

Grades Taught: 3rd, 4th, 5th, 6th, 7th, and 8th

Math Teacher for Life! Nationally Board Certified Teacher in Early Adolescent Math

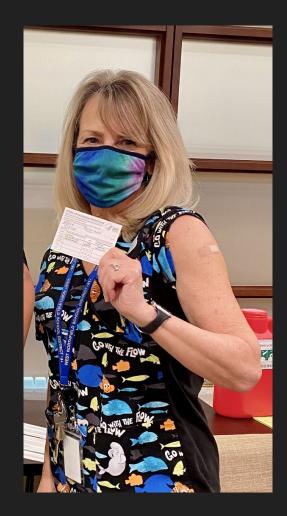


Ruth Ann Nally

Winkelman Elementary School/ NSSED

4 Years in District 31 14 Years at NSSED

School Nurse



humanex ventures

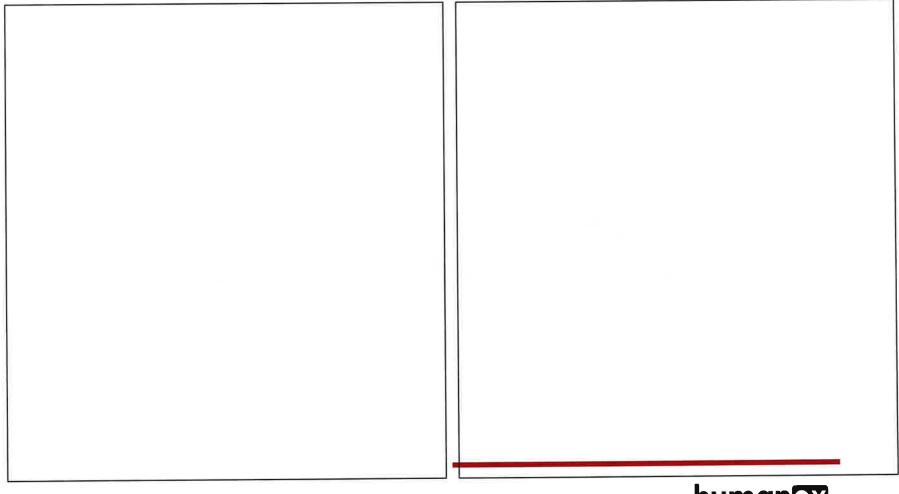
Full Organization

West Northfield SD 31 INSIGHTeX Feedback April 2021



Climate Culture

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The WHY...

Climate

Culture

CLIMATE is more of the system structure, feel, buildings & grounds, welcoming component, feel of the school and people as a whole. Things like cleanliness and décor, organization and appearance. According to Fullan (2007) school **CULTURE** can be defined as the **guiding beliefs and values** evident in the way a school operates. 'School culture' can be used to encompass all the **attitudes, expected behaviors** and values that impact how the school operates.



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How do we measure Culture?

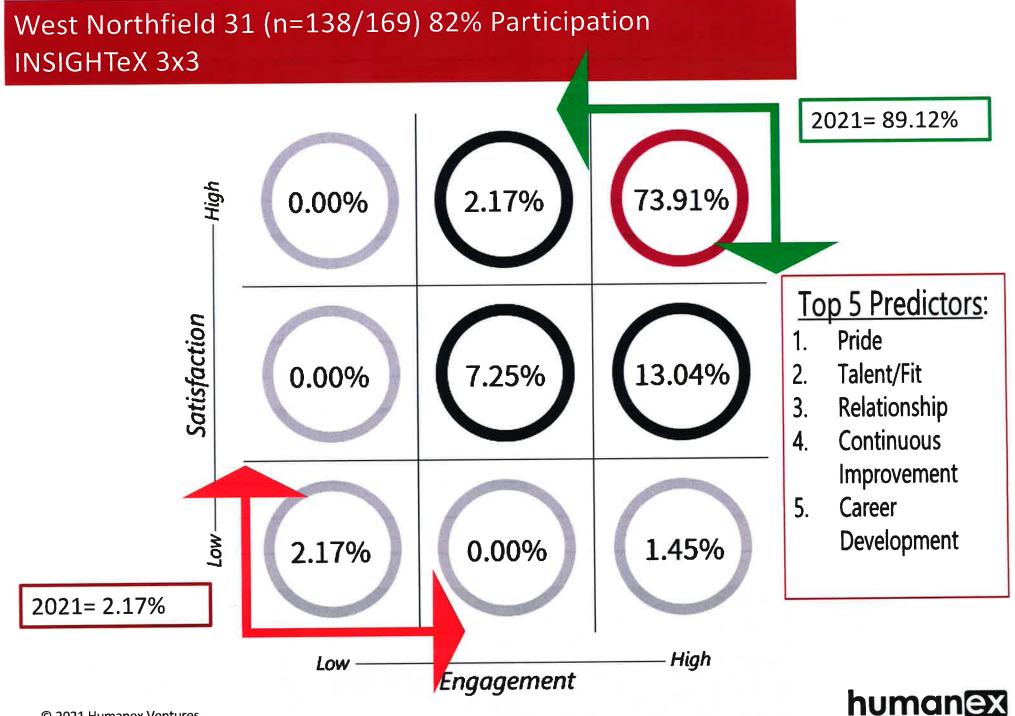
- Online Assessment
- Confidential & Anonymous
- Participation Impact
 - 74 Statements
 - > 15 Dimensions of Climate & Culture
- > Four Areas Assessed:
 - > You
 - Team/Department
 - Administrator or Supervisor
 - > Whole Organization

West Northfield 31 (n=138/169) 82% Participation DIMENSIONS

DIMENSIONS RANK ORDERED	CURRENT MEAN
Engage-Inspire	4.45
Pride	4.36
Satisfaction	4.26
Continuous Improvement	4.25
Quality	4.25
Innovation	4.07
Talent & Fit	3.99
Career Development	3.94
Relationships	3.91
Support-Equip	3.87
Communication	3.85
Training & Development	3.82
Recognition	3.80
Performance Planning	3.76
Mission Conscious	3.70

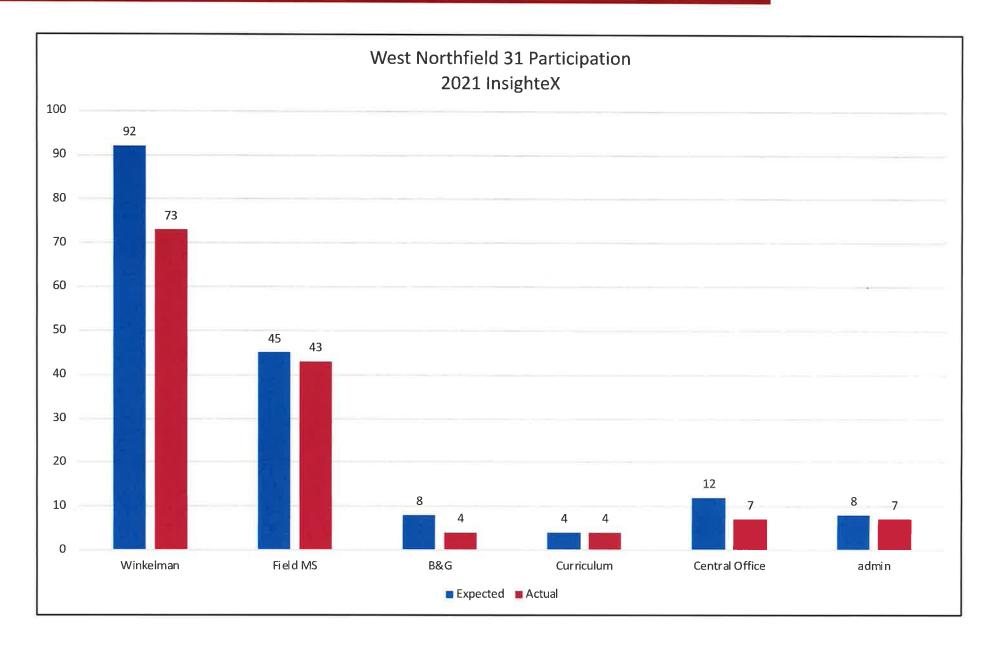


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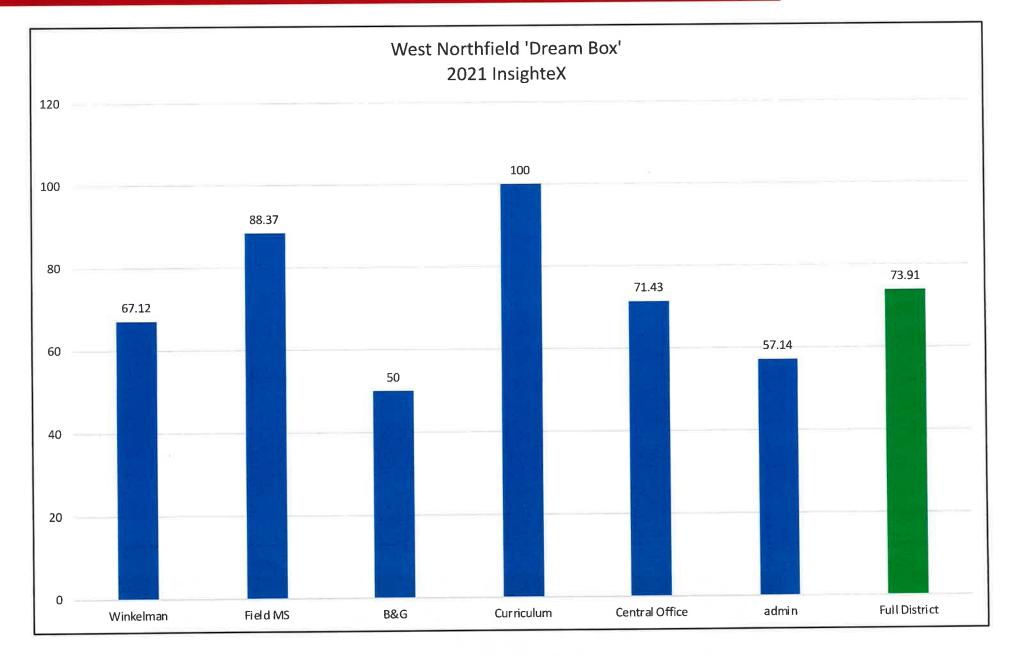


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West Northfield 31 (n=138/169) 82% Participation INSIGHTeX 3x3



West Northfield 31 (n=138/169) 82% Participation INSIGHTeX 3x3



West Northfield 31 (n=138/169) 82% Participation Top Items

RANK ORDERED BY MEAN	DIMENSION	MEAN
4. I feel great pride in the work I do.	Pride	4.75
2. I am fully engaged in the work that I do.	Engage-Inspire	4.72
1. In my role I have the opportunity to do things that I both do well and enjoy.	Talent & Fit	4.64
53. I am committed to the success of our organization.	Engage-Inspire	4.57
12. I am highly committed to and energized by my work.	Engage-Inspire	4.54



West Northfield 31 (n=138/169) 82% Participation Bottom Items

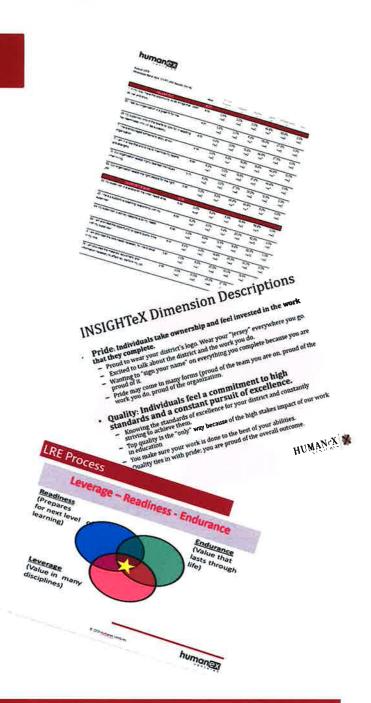
RANK ORDERED BY MEAN	DIMENSION	MEAN
31. I am provided personal coaching from my supervisor.	Relationships	3.11
9. I have received meaningful recognition in the past 10 days.	Recognition	3.19
28. I am provided the opportunity to spend quality time with my supervisor.	Support-Equip	3.28
40. In the past three months, my supervisor has discussed my successes and progress with me.	Performance Planning	3.31
38. My supervisor demonstrates effort in establishing and reinforcing a coaching relationship with me.	Relationships	3.33



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AGENDA

- 1. Overview of survey
- 2. Review Dimension Definitions (pdf)
- 3. Review Culture Snapshot (3x3)
- 4. Review pdf of whole report
- 5. Review Top 5 Dimensions
 - Using the LRE process
 - Select one dimension to sustain and set goals
 - Document on ppt planning sheets
- 6. Review Bottom 5 Dimensions
 - Using the LRE process
 - Select two dimensions to sustain and set goals
 - Document on ppt planning sheets





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West Northfield 31 Goal Setting

What behaviors show us it's going well?	at behaviors get in the way?



Timing is Everything...





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'Text Me, Vox Me, If you want to Reach Me'

- 1. Post the action items
- 2. Revisit the plans and implement
 - Choose people to champion efforts
 - Accountability
- 3. Contact Humanex for support
 - Svetlana.Popovic@humanexventures.com
 - 224-358-2503
 - @SvetsThinkTank



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WEST NORTHFIELD SCHOOL DISTRICT 31 MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION Per SP2135 the District 31 Board Meeting was held electronically and in-person in the Field Learning Center, 3131 Techny Road, Northbrook, Illinois April 15, 2021 at 7:00PM

CALL TO ORDER

The regular meeting of the Board of Education was called to order by President Melissa Choo Valentinas at 7:00pm.

ROLL CALL

Board Members:

Present:	Robert Resis
	Jeffrey Steres
	Maria Vasilopoulos
	Nancy Hammer
	Melissa Choo Valentinas
	Daphne Frank
	Laura Greenberg

District Administration:

Present:
Dr. Erin K. Murphy, Superintendent of Schools
Mrs. Catherine M. Lauria, Asst Superintendent Finance & Operations/CSBO
Dr. April Miller, Principal Field Middle School
Mrs. Shaton Wolverton, Principal Winkelman School
Dr. Janine Gruhn, Assistant Superintendent of Student Services
Mrs. Becky Mathison, Assistant Superintendent of Curriculum & Instruction

In-Person In-Person In-Person Virtual Virtual Virtual

A quorum of the Board was confirmed by President, Melissa Choo Valentinas

RECOGNITION OF RETIRING BOARD MEMBERS

Superintendent Erin Murphy thanked and presented plaques to Member Robert Resis and Member Nancy Hammer for their years of service as Board of Education members for District 31.

COMMENTS FROM AUDIENCE

None

CONSENT AGENDA

Member Nancy Hammer made a motion to approve items A-I of the consent agenda. Member Jeffrey Steres seconded the motion. Final Resolution:

Aye: Laura Greenberg, Maria Vasilopoulos, Nancy Hammer, Robert Resis, Jeffrey Steres, Daphne Frank, Melissa Choo Valentinas Nay: None. The motion passed 7:0.

ACTION ITEMS

Superintendent Erin Murphy summarized the recommendation that the Board of Education approve the proposal for the 2021 summer work wherein she stated the memo shows the range of what we normally do in the summer. The one difference is that a portion of the amount can be allocated to our CARES Act Grant for some projects. This will then free up local funds normally used for these types of projects. The amount allocated is usually higher than the amount used because not all teachers will decide to participate in all the projects that they can, but we want to give them the opportunity to do so.

Member Jeffrey Steres questioned what is the impact if some teachers participate in a given grade and some teachers do not? Superintendent Erin Murphy stated that the work is adjusted depending on who is on the team. We do not expect everyone to attend every meeting. However, the more people that participate the more work can be done.

President Melissa Choo Valentinas questioned that given all the research out there about students having learning gaps due to the COVID impact, we cannot expect everything to be back to normal. Superintendent Erin Murphy stated that the curriculum building and planning for next fall are not separate things and all have been built into the summer work.

Vice President Laura Greenberg made a motion to approve the 2021 Summer Work. Secretary Daphne Frank seconded the motion.

Final Resolution:

Aye: Robert Resis, Laura Greenberg, Maria Vasilopoulos, Nancy Hammer, Jeffrey Steres, Daphne Frank, Melissa Choo Valentinas Nay: None. The motion passed 7:0.

Superintendent Erin Murphy stated that this is a recommendation every year, which is to approve the consolidated district plan and to continue to apply for the Title I, Title II, Title III, Title IV, IDEA Part B and IDEA preschool grants. The grants will focus on the recommendations for the curriculum, special ed, EL, and equity audits and other surveys and measures. At the June Board of Education meeting, the administration will present the budget details for each specific grant once the grant applications are released for application.

April 15, 2021

PAGE 3

Member Jeffrey Steres made a motion to approve the consolidated district plan and to continue to apply for the Title I, Title II, Title III, Title IV, IDEA Part B and IDEA preschool grants. Member Nancy Hammer seconded the motion. Final Resolution:

Aye: Robert Resis, Laura Greenberg, Maria Vasilopoulos, Nancy Hammer, Jeffrey Steres, Daphne Frank, Melissa Choo Valentinas Nay: None. The motion passed 7:0.

Superintendent Erin Murphy recommended the following teachers for tenure for the fiscal year 2022 school year:

- Tara Symons, Winkelman Teacher
- Danielle Macino, Winkelman Teacher
- Allison Burns, Field Teacher

Member Nancy Hammer made a motion to approve tenure of the named teachers. Member Steres seconded the motion.

Final Resolution:

Aye: Nancy Hammer, Robert Resis, Laura Greenberg, Maria Vasilopoulos, Jeffrey Steres, Daphne Frank, Melissa Choo Valentinas

Nay: None.

The motion passed 7:0.

INFORMATION AND DISCUSSION ITEMS

Superintendent Erin Murphy updated the Board of Education on the return to school dashboard wherein she stated that not much has changed. Some of the changes include:

- Sub chart shows some unfilled positions, however, they have been unrelated to COVID absences. Also, the permanent substitute at Field had to take over the Art position due to the teacher retiring in March.
- A message will be going out tomorrow to our remote families through the Superintendent message stating that District 31 is planning for a full return to school along with in-person instruction for next year. However, if you have a child that has a medical necessity, fill out the attached form and the District will walk the family through the process. The township is discussing having a township academy to help with remote learning. We need to gather approximate numbers in order to determine if the academy is needed.

Vice President Laura Greenberg expressed concern over the amount of testing. Also, given that students are coming to the building for testing, should an opportunity to return to in person be explored. Assistant Superintendent Becky Mathison stated the MAP test provides us invaluable information in regards to where the students are at in their learning so that we can make smart decisions instructional for them in the Fall.

Finance

Assistant Superintendent of Finance and Operations, Catherine Lauria, stated that the Monthly Budget Reports for March 2021 were included in the packet, however, some

comments were made:

- Treasurer's Report March ends the completion of the 3rd quarter for our school year. The ending fund balance for February was \$14.5 million and we have since received \$5 million in property tax receipts. Less expenses, this left March with a fund balance of \$18 million. We are currently behind in property tax receipts due to the district, likely due to the ability to pay them later, just as it was in last fall.
- The investment summary reflects the ability to invest in more invest more with the recent property tax receipts. Investments increased to \$16.3 million from the \$11 million last month with an average rate of return increasing to a rate slightly higher than January's rate.
- General Ledger Summary- All fund balances are higher with the exception of capital projects. Some bills were paid recently for capital projects and those expenses were offset by approximately \$20,000 in impact fees from the two current developments.
- Monthly Budget Summary The operating revenues in total, and revenues overall, are within 5% of the prior year. April is the last month we received the CCPRT. We were anticipating less at the beginning of the year, which is still the case, however we have received \$7,000 more than we budgeted. The operating expenses are discrepant in the transportation fund which is a positive note because we are saving money. We will have additional expenses for track.
- The Linear Chart Reflects the FY21 revenues reversed from beginning slighy higher last month to 4% lower this month. Tax receipts are 5% lower than last year at this time.
- P-Card statement is available for review.

BOARD REPORTS

Glenview Plan Commission:

Secretary Daphne Frank stated that she was unable to attend the meeting on the 30th however Superintendent Erin Murphy sent the Board of Education an update.

NSSED

Secretary Daphne Frank attended the meeting wherein she stated the following:

- They approved the 2021-2022 calendar.
- As of July 1, 2021 they will be going with their new name of True North Educational Cooperative 804 which is their official number in the State.
- They voted on the COVID expenses surcharge that is not to exceed 1.55%. Secretary Daphne Frank voted no, per our Board of Education. However, everyone else voted yes so it passed.
- They did a hiring freeze so that they can cover expenses.
- 77% of their staff is vaccinated.

Ed-Red

Vice President Laura Greenberg reported on Ed-Red which is an educational advocacy

group wherein she stated the following:

• Ed-Red is supporting the particular part of the Governor's 2022 plan which protects the early education block of funding as well as protecting some investments of equity and maintaining the elementary school budget.

Superintendent Erin Murphy stated that there is a bill appearing occasionally suggesting the consolidation of small districts. Vice President Laura Greenberg stated that in the past, District 31 was looked at to be consolidated with District 30 but District 30 did not want to consolidate. It is a local decision. The District 31 Board should keep an eye on this.

The Education Foundation:

- Currently funding projects for raising \$40,000 to update the equipment for our Science Room at Field School and the Art Room at Winkelman School. They have reached 25% of their goal.
- The Education Foundation will be presenting a Buddy Bench to Winkelman School
- Looking for new members to join and there are leadership positions available.
- The next meeting will be May 11th at 7:30 and June 8th at 7:30pm.

ΡΤΟ

• The District had an incredibly strong year and they want to celebrate. All the Wildcats, Tigers and staff are invited to give one last cheer for Teacher Appreciation and celebrate the entire community. Come to Winkelman May 7th from 3:00-6:00pm for a pop up book fair.

Northbrook Economic Development Committee

Assistant Superintendent of Finance and Operations, Catherine Lauria reported on the following:

- The committee asked district to comment/discuss the consolidation of districts. Everyone that spoke was in the agreement that the control should stay local.
- There was information on the economic situation overall for Northbrook. The vacancy rates are still increasing (currently 5.4%) and the office vacancies are slightly down.
- Last February 2020, unemployment was at 15.1% and is declined to 6.2% which is slightly better than the state average of 8%.
- Sales tax for general merchandise is up 64%. Food is up 10%.
- There were 8 additional requests for outdoor seating from restaurants and all requests were granted.
- They discussed the climate action plan which includes a series of goals to help reduce the greenhouse gas emissions. The Village approved a sustainability coordinator for that effort, as well.
- 6B tax incentives we discussed as there have been a number of applications. These incentives reduce the property taxes for these companies for the first 14 years. The rate then increases to the regular rate of 25%. None of the applications are for companies within our District 31 area.
- Updates from the school districts were requested. In particular, the discussion was to learn about the impact COVID had on school districts and the plans for next year.

• Efforts continue to proceed with fireworks on the 4th of July.

STUDENT ENROLLMENT

Superintendent Erin Murphy reported enrollment.

FREEDOM OF INFORMATION ACT REQUESTS

1. Zoe Yalcin - SmartProcure - Request and Response

DISCUSSION ITEMS

Superintendent Erin Murphy stated that this year was our Compliance year from the State. We received a lot of compliments on our changes to systems. We have received a perfect score of "A".

MOVE INTO CLOSED

Secretary Daphne Frank made a motion to move into closed session to consider pending litigation, collective bargaining, and the appointment, employment, compensation, or performance of specific employees. Member Maria Vasilopoulos seconded the motion.

Final Resolution:

Aye: Daphne Frank, Maria Vasilopoulos, Robert Resis, Jeffrey Steres, Laura Greenberg, Nancy Hammer, Melissa Choo Valentinas Nay: None. The motion passed 7:0.

ACTION FROM CLOSED

Member Nancy Hammer made a motion to approve the resolution for dismissal of first, second and third year probationary teachers:

- 1. Alexandria Gillespie
- 2. Alexa Rosenzweig
- 3. Adam Pauley

Secretary Daphne Frank seconded the motion. Final Resolution:

> Aye: Robert Resis, Jeffrey Steres, Laura Greenberg, Nancy Hammer, Daphne Frank, Melissa Choo Valentinas, Maria Vasilopoulos Nay: None. The motion passed 7:0

Secretary Daphne Frank made a motion to approve the resolution for honorary dismissal of educational support personnel, Rita Redmond. Member Maria Vasiloplous seconded the

motion.

Final Resolution:

Aye: Jeffrey Steres, Laura Greenberg, Robert Resis, Nancy Hammer, Daphne Frank, Maria Vasilopoulos, Melissa Choo Valentinas Nay: None. The motion passed 7:0

Secretary Daphne Frank made a motion to approve the 2021-2022 compensation for teacher assistants which is a 3% increase and a \$400 COVID bonus. Final Resolution:

Aye: Robert Resis, Nancy Hammer, Maria Vasilopoulos, Laura Greenberg, Daphne Frank, Melissa Choo Valentinas, Jeffrey Steres Nay: None. The motion passed 7:0

Member Nancy Hammer made a motion to approve the 2021-2022 compensation for educational support personnel which includes a 3% salary increase excluding two employees that are adjusting salaries due to a change in their positions or a pay bump plus a \$1,000 COVID bonus. Part time employees, classroom monitors and supervisors, will receive a 3% salary increase and a \$100 COVID bonus. Member Jeffrey Steres seconded the motion. Final Resolution:

Aye: Robert Resis, Nancy Hammer, Jeffrey Steres, Laura Greenberg, Daphne Frank, Maria VasilopoulosMelissa Choo Valentinas Nay: None. The motion passed 7:0

Member Robert Resis made a motion approve the 2021-2022 compensation for administrators as follows:

- 1. Dr. Janine Gruhn, Assistant Superintendent of Student Services, will receive a 2.5% increase and the current Title I stipend will be rolled over into her salary.
- Becky Mathison, Assistant Superintendent of Curriculum and Instruction, will receive a 2.5% increase to her salary.
- 3. Dr. April Miller, Principal of Field Middle School, will receive a 2.5% increase to her salary.
- 4. Shaton Wolverton, Principal of Winkelman School, will receive a 1.5% increase to her salary.
- 5. Justin Cooper, Assistant Principal of Field Middle School, will receive a 1.5% increase to his salary.
- 6. Nino Alvarez, Assistant Principal of Winkelman School, will receive a 1.5% increase to his salary.
- 7. Dr. Erin Murphy, Superintendent of Schools, will receive a 4% increase to her salary.
- 8. All administrators will receive a \$1,000 COVID bonus.

 Catherine Lauria, Assistant Superintendent of Finance and Operations, will receive a \$1,000 COVID bonus which will be rewarded as a post retirement contract.

Member Nancy Hammer seconded the motion.

Final Resolution:

Aye: Robert Resis, Nancy Hammer, Daphne Frank, Maria Vasilopoulos, Laura Greenberg, Jeffrey Steres, Melissa Choo Valentinas Nay: None. The motion passed 7:0

ADJOURN

Member Jeffrey Steres made a motion to adjourn. Member Maria Vasilopoulos seconded the motion.

Final Resolution:

Aye: Robert Resis, Jeffrey Steres, Laura Greenberg, Nancy Hammer, Daphne Frank, Melissa Choo Valentinas, Maria Vasilopoulos Nay: None. The motion passed 7:0 at 10:20pm.

Board President

Board Secretary

Date

WEST NORTHFIELD SCHOOL DISTRICT 31 MINUTES OF RE-ORGANIZING MEETING OF THE BOARD OF EDUCATION Per SP2135 the District 31 Board Meeting was held electronically and in-person in the Field Learning Center, 3131 Techny Road, Northbrook, Illinois April 28, 2021 at 8:00PM

CALL TO ORDER

The re-organizing meeting of the Board of Education was called to order by President Melissa Choo Valentinas at 8:00pm.

ROLL CALL

Board Men	nbers:	
Present:	Jeffrey Steres	In-Person
	Maria Vasilopoulos	In-Person
	Melissa Choo Valentinas	Virtual
	Daphne Frank	Virtual
	Laura Greenberg	Virtual

District Administration:

Present:
Dr. Erin K. Murphy, Superintendent of Schools
Mrs. Catherine M. Lauria, Asst Superintendent Finance & Operations/CSBO
Dr. April Miller, Principal Field Middle School
Mrs. Shaton Wolverton, Principal Winkelman School
Dr. Janine Gruhn, Assistant Superintendent of Student Services
Mrs. Becky Mathison, Assistant Superintendent of Curriculum & Instruction

A quorum of the Board was confirmed by Superintendent, Dr. Erin K. Murphy

ADDITIONS OR CHANGES TO THE AGENDA

None

RECOGNITION OF AUDIENCE

None

RE-ORGANIZING MEETING OF THE BOARD OF EDUCATION

OATH OF OFFICE TO NEWLY ELECTED BOARD MEMBERS

Superintendent of Schools, Dr. Erin K. Murphy, led the new/reelected Board members in the OATH of Office.

SELECTION OF PRESIDENT AND RECORDING SECRETARY PRO TEM

The Board agreed to have Melissa Choo Valentinas act as President Pro Tem and Tina Nielsen as the Recording Secretary Pro Tem.

Roll Call:

Aye: Maria Vasilopoulos, Jeffrey Steres, Laura Greenberg, Daphne Frank, Melissa Choo Valentinas, Meredith Estes, Allison Slade Nay: None.

ELECTION OF BOARD OFFICERS

Member Allison Slade nominated herself. There were no other nominations. Allison Slade was declared President of the Board of Education.

Roll Call:

Aye: Daphne Frank, Maria Vasilopoulos, Jeffrey Steres, Laura Greenberg, Melissa Choo Valentinas, Meredith Estes, Allison Slade Nay: None.

Member Daphne Frank nominated Vice President Laura Greenberg to continue as Vice President of the Board of Education. Member Jeffrey Steres nominated Maria Vasilopoulos. There were no other nominations. Voting results were Maria Vasilopoulos 3, Laura Greenberg 4. Laura Greenberg was declared Vice President of the Board of Education.

Vice President Laura Greenberg nominated Daphne Frank to continue as Secretary of the Board of Education. Member Maria Vasilopoulos nominated Jeffrey Steres. There were no other nominations. Voting results were Daphne Frank 4, Jeffrey Steres 3. Daphne Frank was declared Secretary of the Board of Education.

SELECTION OF RECORDING SECRETARY

President Allison Slade nominated Tina Nielsen to continue as Recording Secretary. There were no other nominations. Tina Nielsen was declared Recording Secretary for the Board of Education.

Roll Call:

Aye: Melissa Choo Valentinas, Maria Vasilopoulos, Jeffrey Steres, Laura Greenberg, Daphne Frank, Meredith Estes, Allison Slade Nay: None.

SET DATES AND LOCATIONS OF REGULAR BOARD MEETINGS

President Allison Slade moved to approve the Board Meeting Dates for the 2021-2022 School Year as proposed by Superintendent Erin Murphy. Vice President Laura Greenberg seconded the motion.

After further discussion on the locations and in-person meetings of the Board of Education, President Allison Slade stated that we will continue the same process with hopes that everyone will be vaccinated in the next couple of months.

Final Resolution:

Aye: Jeffrey Steres, Laura Greenberg, Daphne Frank, Melissa Choo Valentinas, Maria Vasilopoulos, Meredith Estes, Allison SladeNay: None.The motion passed 7:0.

SELECT ORGANIZATION REPRESENTATIVES

President Allison Slade stated that the Board of Education can express interest in the committees and final assignments and an updated policy will be brought to the June Board of Education meeting.

After further discussion, committee interest was expressed and assignments will be verified next month.

ADJOURN

President Allison Slade made a motion to adjourn. Member Jeffrey Steres seconded the motion.

Final Resolution:

Aye: Laura Greenberg, Daphne Frank, Melissa Choo Valentinas, Jeffrey Steres, Maria Vasilopoulos, Meredith Estes, Allison SladeNay: None.The motion passed 7:0 at 8:36pm.

Board President

Board Secretary

Date

ITEM VII.C REFER TO CLOSED SESSION

TO SCHOOL TREASURER TOWNSHIP 42, RANGE 12 EAST COOK COUNTY, ILLINOIS

This will certify that the attached list of warrants for the **first half of April**, dated <u>April 15, 2021</u>, totaling <u>\$261,553.11</u> was on this day ordered paid. This list includes:

Warrants numbered <u>69496</u> through <u>69582</u>, <u>20002806</u>, and <u>202102725</u> through <u>202102739</u>.

This will certify that the same attached list includes warrant numbered _____ in the amount of \$ which was approved on ______ were this day ordered canceled.

This will also certify that the same attached list includes imprest check numbered in the amount of which was approved on ____ was this day ordered canceled.

This will certify that the attached list of imprest checks for the **first half April**, dated ____, totaling <u>\$___</u> was on this day ordered paid. This list includes:

Warrants numbered

This will certify the attached payment to BMO Corporate MasterCard in the amount of $\underline{\$}$ on_.

The amended warrant total, which includes accounts payable, imprest account and BMO Corporate MasterCard payment is <u>\$261,553.11</u>.

BOARD OF EDUCATION, DISTRICT NO. 31

PRESIDENT	
SECRETARY	
DATED	

Check Nbr Vendor Name	Check Date	Check Amount
202102725 ANZALDI, JESSICA BLAIR 202102726 BARBANENTE, LAURA R 202102727 BATTAGLIA, JEFFREY 202102728 CHLEBEK, ALYSSA 202102729 DE LA FUENTE, WILLIAM 202102730 DELEHANTY, PAULA W 202102731 DELGADO, DAVID 202102732 DELVALLE, JOSE 202102733 FARINELLA, RAY 202102734 GREENE, CALI 202102735 KAPPEL, JAMES JOHN 202102736 MC INERNEY, TOM 202102737 MODERT, STEPHEN	04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021	139.68 159.32 240.00 80.04 400.00 64.65 925.00 525.00 240.00 198.00 700.00 200.00 400.00
202102738 MURPHY, ERIN K 202102739 SHAMES, LORI B	04/15/2021 04/15/2021	100.00 77.23

15 ACH

Check(s) For a Total of

4,448.92

PAGE :

Check Nbr Vendor Name	Check Date	Check Amount
69496 3E ELECTRIC, INC	04/15/2021	190.00
69497 ACCO BRANDS USA LLC	04/15/2021	491.05
69498 Vendor Continued Check	04/15/2021	0.00
69499 Vendor Continued Check	04/15/2021	0.00
69500 Vendor Continued Check	04/15/2021	0.00
69501 Vendor Continued Check	04/15/2021	0.00
69502 Vendor Continued Check	04/15/2021	0.00
69503 Vendor Continued Check	04/15/2021	0.00
69504 Vendor Continued Check	04/15/2021	0.00
69505 Vendor Continued Check	04/15/2021	0.00
69506 Vendor Continued Check	04/15/2021	0.00
69507 Vendor Continued Check	04/15/2021	0.00
69508 Vendor Continued Check	04/15/2021	0.00
69509 Vendor Continued Check	04/15/2021	0.00
69510 Vendor Continued Check	04/15/2021	0.00
69511 Vendor Continued Check	04/15/2021	0.00
69512 Vendor Continued Check	04/15/2021	0.00
69513 AMAZON CAPITAL SERVICES	04/15/2021	3,009.76
69514 AMERICAN BUILDING SERVICES, LL		527.38
69515 AMERICAN TAXI	04/15/2021	441.00
69516 APPLE INC	04/15/2021	379.00
69517 BOOKSOURCE.COM	04/15/2021	157.15
69518 BUILT BEST FENCE CO, INC	04/15/2021	2,914.00
69519 CANON FINANCIAL SERVICES	04/15/2021	5,069.63
69520 CENTER FOR PSYCHOLOGICAL SERVI		550.00
69521 CERAMIC SUPPLY CHICAGO	04/15/2021	550.00
69522 CHICAGO BACKFLOW INC.	04/15/2021	460.00
69523 CITI CARDS	04/15/2021	549.75
69524 COMCAST	04/15/2021	4,633.79
69525 DEMCO INC	04/15/2021	74.08
69526 Vendor Continued Check	04/15/2021	0.00
69527 DISCOUNT MAGAZINE SUBSCRIPTION		835.39
69528 DISTRICT 31 PTC	04/15/2021	1,040.00

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Check Nbr Vendor Name	Check Date	Check Amount
69529 FOLLETT	04/15/2021	1,218.77
69530 FOX VALLEY FIRE & SAFETY	04/15/2021	163.80
69531 FSS TECHNOLOGIES	04/15/2021	93.60
69532 GENESIS TECHNOLOGIES, INC	04/15/2021	6,342.40
69533 GROOT INDUSTRIES INC	04/15/2021	1,320.80
69534 HAUSER, IZZO, PETRARCA, GLEASON&S		1,196.00
69535 HIMES, PETRARCA & FESTER	04/15/2021	2,222.50
69536 HYDE PARK DAY SCHOOL	04/15/2021	5,202.60
69537 INSTRUMENTALIST AWARDS LLC	04/15/2021	82.00
69538 ISCORP-INTEGRATED SYSTEMS CORP		432.00
69539 KELLY SERVICES, INC	04/15/2021	2,763.76
69540 LANGUAGE LINE SERVICES INC	04/15/2021	130.57
69541 LEBENSON, CARLY	04/15/2021	700.00
69542 NICOR GAS	04/15/2021	1,748.48
69543 NORTH SHORE TRANSIT, INC	04/15/2021	45,018.40
69544 NORTHBROOK HARDWARE	04/15/2021	83.66
69545 Vendor Continued Check	04/15/2021	0.00
69546 Vendor Continued Check	04/15/2021	0.00
69547 Vendor Continued Check	04/15/2021	0.00
69548 Vendor Continued Check	04/15/2021	0.00
69549 Vendor Continued Check	04/15/2021	0.00
69550 Vendor Continued Check	04/15/2021	0.00
69551 Vendor Continued Check	04/15/2021	0.00
69552 Vendor Continued Check	04/15/2021	0.00
69553 Vendor Continued Check	04/15/2021	0.00
69554 Vendor Continued Check	04/15/2021 =	0.00
69555 Vendor Continued Check	04/15/2021	0.00
69556 Vendor Continued Check	04/15/2021	0.00
69557 Vendor Continued Check	04/15/2021	0.00
69558 Vendor Continued Check	04/15/2021	0.00
69559 OFFICE DEPOT	04/15/2021	556.13
69560 PITNEY BOWES INC	04/15/2021	598.65
69561 Vendor Continued Check	04/15/2021	0.00

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Check Nbr	Vendor Name	Check Date	Check Amount
69562 69563 69564 69565 69566 69567 69568 69570 69571 69571 69572 69573 69575 69575 69576	Vendor Name PITSCO INC QUEST FOOD MANAGEMENT SERVICES REALLY GOOD STUFF ROE PROFESSIONAL SERVICES #19 SCHOLASTIC INC Vendor Continued Check Vendor Continued Check Vendor Continued Check Vendor Continued Check Vendor Continued Check SCHOOL SPECIALTY SECUREDOCKS, INC SEPTRAN INC STERN, DARRIN SUPER DUPER PUBLICATIONS THE HOME DEPOT PRO TOPLINE TRANSPORTATION CO. TOTAL AUTOMATION CONCEPTS, INC UNITED PARCEL SERVICE	04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021 04/15/2021	Check Amount 1,190.55 90,100.48 100.97 1,000.00 167.14 0.00 0.00 0.00 322.82 5,600.00 36,743.75 295.00 199.00 431.00 10,600.00 1,321.00 24.71
69580 69581	VANGUARD ENERGY SERVICES, LLC VILLAGE OF GLENVIEW VT SERVICES, INC		3,715.39 12,000.00 495.00

87 Computer Check(s) For a Total of 256,052.91

Check Nbr	Vendo	or Name			Check	Date	Check	Amount
20002806	EDUC	ATIONAL	BENEFIT	COOPERATIV	04/07/	/2021	1,	,051.28
	1	Manual	(Check(s) Foi	r a Tot	cal of	1,	,051.28

1 0 15 87 Total For 103 Less 0	ManualChecks For a ToWire TransferChecks For a ToACHChecks For a ToComputerChecks For a ToManual, Wire Tran, ACH & CompVoidedChecks For a ToNet Amount	tal of 0.00 tal of 4,448.92 tal of 256,052.91 uter Checks 261,553.11	
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FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	295.00	0.00	132,904.37	133,199.37
20	OPERATIONS & MAI	0.00	0.00	29,780.96	29,780.96
32	Capital Leases	0.00	0.00	5,069.63	5,069.63
40	TRANSPORTATION F	700.00	0.00	92,803.15	93,503.15

TO SCHOOL TREASURER TOWNSHIP 42, RANGE 12 EAST COOK COUNTY, ILLINOIS

This will certify that the attached list of warrants for the second half of April, dated <u>April 30, 2021</u>, totaling <u>\$266,738.79</u> was on this day ordered paid. This list includes:

Warrants numbered <u>69585</u> through <u>69628</u>, <u>20002815</u>, and <u>20002816</u>.

This will certify that the same attached list includes warrant numbered <u>67860</u> in the amount of <u>\$1202.50</u> which was approved on <u>March 13, 2020</u> were this day ordered canceled.

This will certify that the attached list of imprest checks for the **second half of April**, dated____, totaling <u>\$</u> was on this day ordered paid. This list includes:

Warrant numbered

This will certify the attached payment to BMO Corporate MasterCard in the amount of <u>\$9,179.27</u> on <u>May 2, 2021</u>.

The amended warrant total, which includes accounts payable, imprest account and BMO Corporate MasterCard payment is <u>\$274,715.56</u>.

BOARD OF EDUCATION, DISTRICT NO. 31

PRESIDENT	
SECRETARY	
DATED	

3apckp07.p 05.21.02.00.00-010020

WEST NORTHFIELD SCHOOL DIST 31 Check Summary

11:32 AM 04/29/21 PAGE: 1

Check Nbr	Vendor Name	Check Date	Check Amount
69585	3E ELECTRIC, INC	04/30/2021	6,007.50
	AMALGAMATED BANK OF CHICAGO	04/30/2021	202,758.75
69587	Vendor Continued Check	04/30/2021	0.00
69588	Vendor Continued Check	04/30/2021	0.00
69589	Vendor Continued Check	04/30/2021	0.00
	Vendor Continued Check	04/30/2021	0.00
69591	Vendor Continued Check	04/30/2021	0.00
	Vendor Continued Check	04/30/2021	0.00
69593	AMAZON CAPITAL SERVICES	04/30/2021	1,073.40
69594	AMBER MECHANICAL CONTRACTORS I	04/30/2021	3,735.73
69595	BROGAN'S	04/30/2021	828.40
69596	BUSINESS SOLVER	04/30/2021	73.50
	CALL ONE	04/30/2021	1,321.55
69598	CHICAGO NEURODEVELOPMENTAL CEN	04/30/2021	2,000.00
69599	CONSORTIUM FOR EDUCATIONAL CHA	04/30/2021	2,500.00
69600	DEFRANCO PLUMBING	04/30/2021	11,145.00
69601	DIRECT ENERGY BUSINESS	04/30/2021	7,386.82
69602	FOLLETT SCHOOL SOLUTIONS INC	04/30/2021	966.21
	GRAINGER	04/30/2021	100.28
	GREAT LAKES SERVICE	04/30/2021	377.50
	H-O-H WATER TECHNOLOGY	04/30/2021	130.00
69606	HOME DEPOT CREDIT SERVICES	04/30/2021	225.70
	INSECT LORE	04/30/2021	1,063.32
	INTERPRENET LTD	04/30/2021	220.00
	KELLY SERVICES, INC	04/30/2021	7,157.15
	METRO PREP SCHOOL	04/30/2021	4,715.60
69611		04/30/2021	3,243.73
	NORTHBROOK HARDWARE	04/30/2021	37.75
	NORTHWEST SUBURBAN SPECIAL ED	04/30/2021	15.00
	OFFICE DEPOT	04/30/2021	75.72
	PAC-VAN, INC	04/30/2021	216.00
	PIONEER PRESS	04/30/2021	42.50
6761/	PRUFROCK PRESS	04/30/2021	750.00

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Check Nbr	Vendor Name	Check Date	Check Amount
69619 69621 69622 69623 69624 69625 69625 69626 69627	QUENCH USA, INC QUINLAN & FABISH MUSIC RELIANCE STANDARD LIFE INSURAN Vendor Continued Check SCHOOL SPECIALTY, LLC Vendor Continued Check THE HOME DEPOT PRO UNITED STATES POSTAL SERVICE VERIZON WIRELESS VT SERVICES, INC YIM, YONGTAIK	04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021 04/30/2021	175.00 113.94 742.56 0.00 39.49 0.00 2,659.01 6.23 1,555.95 170.00 400.00

44 Computer Check(s) For a Total of 264,029.29

3apckp07.p 05.21.02.00.0	0-01002	C			WEST NO	DRTHFIELD SCHO Check Summa		11:32 AM PAGE:	04/29/	/21 3
Check Nbr	Vend	lor Name			Check	Date	Check Amount			
20002815 20002816	EDUC GUAR	ATIONAL 2DIAN	BENEFIT	COOPERATIV		/2021 /2021	2,571.27 138.23			
	2	Manual		Check(s) For	r a To	tal of	2,709.50			

3apckp07.p 05.21.02.00.00-010020

WEST NORTHFIELD SCHOOL DIST 31 Check Summary

2 0 44 Total For 46 Less 0	Wire Transfer ACH Computer Manual, Wire '	Checks For a Total of Checks For a Total of Checks For a Total of Checks For a Total of Iran, ACH & Computer Checks Checks For a Total of Net Amount	2,709.50 0.00 0.00 264,029.29 266,738.79 0.00 266,738.79
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FUND SUMMARY

Fund 10 20 30 40	Description EDUCATION FUND OPERATIONS & MAI DEBT SERVICE TRANSPORTATION F	0.00	Revenue 0.00 0.00 0.00	Expense 29,457.52 34,122.52 202,758.75	Total 29,457.52 34,122.52 202,758.75
40	TRANSPORTATION F	400.00	0.00	0.00	400.00

3ap⊏kp08.p 05.21.02.00.00-01	-	WEST NO	ORTHFIELD SCHOOL DIST 31 Check Summary		8:17 AM 04/29/21 PAGE:	
					276323	
Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount	
67860	LEGOLAND DISCOVERY C	E 04/29/2021	lst grade field trip on 5/15/2020	1,202.50	1,202.50	
	l	Void	Check(s) For a	a Total of	1,202.50	

3apckp08.p	
05.21.02.00.00-010033	

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	0	Manual, Wire T	ran, ACH & Computer Checks	0.00
Less	1	Voided	Checks For a Total of	1,202.50
			Net Amount	-1,202.50

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	-1,202.50	-1,202.50

3apckp07.p 05.21.02.00.00-010020		WEST NORTHFIELD SCHOOL DIST 31 Check Summary	
Check Nbr Vendor Name		Check Date	Check Amount
67860 LEGOLAND DISCOVERY	CENTER	04/29/2021	1,202.50
1 Void	Check(s) For	r a Total of	1,202.50

8:17 AM 04/20/21 PAGE: 1 3apckp07.p 05.21.02.00.00-010020

PAGE: 2

0	Manual Checks For a Total of	0.00
0	Wire Transfer Checks For a Total of	0.00
0	ACH Checks For a Total of	0.00
0	Computer Checks For a Total of	0.00
Total For 0	Manual, Wire Tran, ACH & Computer Checks	0.00
Less 1	Voided Checks For a Total of	1,202.50
	Net Amount	-1,202.50
	FUND SUMMARY	

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	-1,202.50	-1,202.50

TO SCHOOL TREASURER

TOWNSHIP 42, RANGE 12 EAST COOK COUNTY, ILLINOIS

This will verify that employee salaries for the first half of April, dated April 15, 2021, in the amount of \$438,821.37 as outlined in detail on this Payroll Summary, were this day ordered paid.

This approval includes:

- (1)Payroll checks numbered:
- (2)Direct deposit payroll checks numbered: 900068055 thru 900068219
- (3)Voided payroll checks numbered:
- (4)Payroll deduction checks numbered: 20002807 thru 20002814 and 69495
- (5)Wire transfer of FICA, Medicare, and F.I.T. Taxes and other deductions and benefits dated: April 15, 2021

This is to certify that I have reviewed this payroll and found it to be accurate and correct.

Assistant Superintendent of Finance and Operations/CSBO

April 15, 2021

BOARD OF EDUCATION, DISTRICT NO. 31

PRESIDENT_____

SECRETARY_____

DATED_____

WEST NORTHFIELD SCHOOL DIST 31

Check Register for Payroll Run: REGUL/REGUAR PAYROLL

PAGE: 181

CHK DATE: 04/15/2021 CHK NBR: 000069495 PAY POST DATE: 04/15/2021 RET POST DATE: 04/15/2021 BUD POST DATE1: 04/15/2021

CIR DRIE: 04/15/2021		PAY POST DATE: 04/15/2021	RET POST DATE:	04/15/2021 BUD POST	DATE1: 04/15/2021		
	DEP NBR: 900068055			BNK1			
PAYMENTS	AMOUNT	DEDUCTIONS	AMOUNT	BASE GROSS	BENEFITS	AMOUNT	BASE GROSS
ADMINISTRATOR	51,376.75	LINCOLN 457	1,187.50	18,894,75	THIS ADMIN	474.36	48,322.55
AMSS	416.67	PLANMEMBER 457	816.07	3,650,92	TRS ADMIN	308.02	48,322.55
AFT SCH ACTIVIT	229 24	AA CREDIT UNION	125.00	4,636.37	DENTAL PPO	43.89	8,625.00
SPECIAL ED STIP	525,63	AAEC CR UNION	1,700_00	7,055.35	EMPLOYER THIS	2,934.52	318,967.94
BOOKKEEPER	2,709.48	AXA PLANMEMBERb	7,931_07	45,577 78	FICA TAX	4,311,77	69,545.22
BOARD SECRETARY	146:23	AXA EQUITABLE	4,330.50	94,651.75	HMO FAMILY INS	559.85	5,407.50
CERT NURSE	2,024:14	AXA Roth 403B	50.00	2,019.79	HMO SINGLE INS	10,291,02	87,002.38
COVID1-25	17 50	MORGAN/CHASE	4,825,00	24,653_67	IL MUNIC RETIRE	6,313.90	65,838.31
COVID 26+	187,50	bank one %	189,22	1,892 18	TAXABLE LIFE IN	37.33	56,007.16
CUSTODIAN-OVTM	219.21	MORGAN CHASE	100.00	800 80	Life Insurance	234.42	416,781.95
COMMUNICATIONS	1,233 00	CONSUMERS CU	100.00	2,468,25	MEDICARE TAX	6,017.02	414,970.11
CUSTODIAN-REG	11,721.62	DENTAL HMO	326,22	57,322.65	PPO SINGLE INS	59,887.42	309,606.35
DEDUCT DYS/HRS	-305.05	DENTAL PPO	2,587.30	233,203.54	FAMILY PPO	3,725.30	31,032.88
DEDUCT DYS/HRS	-1,667.12	DEPD CARE-S125	833.36	14,255.26	THIS ADMIN	637.20	48,322.55
LUNCH ROOM DUTY	1,944.46	UNION DUES	5,355.90	307,243.26	TEACHER RETIRE	1,850.01	318,967.94
LUNCHROOM - T	2,471,78	EE PPO-S PAYMNT	925,66	219,296.48	TRS ADMIN BENEF	4,779.15	48,322.55
RETIREMENT	1,656,24	FICA TAX	4,311.77	69,545,22			
SECRETARY/CLER	25,300.39	FIRST MIDWEST	905.00	4,176.38			
SECRETARY/CLERK	748.00	FIRST MIDWEST 2	150.00	4,176=38			
SUB TCH LG TERM	807.93	FED ADD-ON AMT	1,040.15	000			
SUBSTITUE TCHR	2,180.15	FEDERAL TAX	37,639,32	365,770,49			
CLASS SUPPORT	1,520.53	GLENVIEW STATE	700.00	2,363 92			
TEACHER ASTNT	301.71	HARRIS BK 2	505,78	9,399.16			
TEACHER ASTNT	20,741.08	HMO-FAMILY	3,359.10	17,691.90			
TEACHER	308,835.44	Huntington	600.00	1,464.56			
TRANSLATION	270.40	IL MUNIC RETIRE	2,962,74	65,838.31			
TEACH EX DAYS	3,208.46	IMRF-CONTRIBUTI	219.34	4,942.88			
		LINCOLN INVESTM	5,295.00	59,081.36			
		LEGAL SHIELD	7 98	4,062.38			
		LINCOLN R-403B	1,128.33	6,463.84			
		MEDICARE TAX	6,017.02	414,970.11			
		MORG STANLEY	200.00	3,159.29			
		MÉD SPEND S125	531.02	24,628.34			
		NORTHSHORE	400.00	4,358.96			
		PPO-FAMILY	9,089.73	43,741.00			
		PRIEMIER CR UN	350.00	8,009.88			
		STATE ADD-ON IL	271.00	0.00			
		STATE TAX - IL	17,489.19	365,770,49			

WEST NORTHFIELD SCHOOL DIST 31

Check Register for Payroll Run: REGUL/REGUAR PAYROLL

10:42 AM 04/12/21

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CHK DATE: 04/15/2021 CHK NER: 000069495 PAY FOST DATE: 04/15/2021 RET FOST DATE: 04/15/2021 BUD FOST DATE1: 04/15/2021

	DEP	NBR: 900068055	PAY POST QTR :	02 BA I	K : BNKI	L			
PAYMENTS		AMOUNT	DEDUCTIONS		AMOUNT	BASE GROSS	BENEFITS	AMOUNT	BASE GROSS
			TRS THIS		3,955.19	318,967.94			
			Think Mutual		400.00	3,406.46			
			TERM LIFE		250.66	94,770.44			
			TEACHERS RET	IRE	28,707.09	318,967.94			
			WELLS FARGO		100.00	3,233.13			
CHECKS	CUR GROSS	YTD GROSS	CUR DED	YTD DED	CUR BEN	YTD BEN			
165	438,821.37	3,093,320.68	157,968.21	1,109,429,27	102,405.18	709,299.13			
	FED TX GRS	STA TX GRS	FICA GROSS	MED GROSS	NET PAY				
	365,770.49	365,770.49	69,545.22	414,970.11	280,853.16				
	CHK NET PAY 4	DEP NET PAY	P NET PAY	NET PAY	+ ACH DEDS	= TOT NET PAY			
	0.00	280,853.16	280,853.16	280,853.16	11,350.00	292,203.16			

NOTE: ABOVE YTD TOTALS REFLECT AMOUNTS PAID ONLY FOR PEOPLE INCLUDED IN THIS PAYROLL RUN

WEST NORTHFIELD SCHOOL DIST 31

10:29 AM 04/12/21

1

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

PAGE :

CHECK DATE 04/15/2021 - Check Number Sequence

	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY	+ BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS - BENEFIT	= PAY
AXIUM-GIBSON, DEENA	SEC	900068055	2,733.37			929.93	1,803.44	118.09	84.41	144,46			1,456.48
BLANKENHEIM, EDMUND M	MAINT	900068056	3,894.19		2.87	217.15	3,679.91	364 01	182,16	294,55		2.87	2,836.32
DEL BOCCIO, DAVID J	TECHN	1 900068057	4,630.41		2.87	708.37	3,924,91	397.36	194 28	354.23	250.00	2.87	2,726.17
GARARD, HAYLEY	COMM	J 900068058		1,233.00			1,233.00		26.74	94,33			1,111_93
GRUHN, JANINE	AA	900068059	5,407.50	416.67	2.87	75.87	5,751.17	799.13	284.68	83.35		2.87	4,581.14
KORSHAK, CORY	CUS	900068060	1,516.79			78.56	1,438,23	144.55	71.19	115.21	150_60		956.68
KUJAWINSKI, SHERI L	BKK	900068061	2,709.48			121,93	2,587 55	193.74	123.19	207.28	750.00		1,313.34
LAURIA, CATHERINE	AA	900068062	7,055.35	423.32	2.87	893 _{:*} 89	6,587.65	983.16	326.09	107.80	3150.00	2.87	2,017.73
LE-MON, JACQUELYN	TCH	900068063	2,911.03			312 25	2,598=78	279.54	123.74	42.00	54.10		2,099.40
LORKIEWICZ, ANDRE	CUS	900068064	1,768.54			89.89	1,678_65	130,40	78.19	134.47			1,335.59
MATHISON, REBECCA	AA	900068065	6,041.67		2.87	2006.63	4,037.91	263.41	195.07	82.07		2.87	3,494,49
MURPHY, ERIN K	AA	900068066	8,625.00		11.50	250.00	8,386.50	1832.14	41023	125.06		11.50	6,007.57
NIELSEN, CHRISTINA M	SEC	900068067	3,526.25			244:03	3,282,22	469.32	157.57	262.92	68.74		2,323.67
PETERS, JAMES N	CUS	900068068	1,585.72	13.67		71.97	1,527.42	155.25	75.61	122.35			1,174.21
REDMOND, RITA	SEC	900068069	1,896.17			135 84	1,760.33	71.45	72.44	141,01			1,475.43
STEINBERG, WENDY	SEC	900068070	2,083_34			93 75	1,989,59	161_17	98.48	159,38			1,570.56
STONE, JULIE M	TCH	900068071	3,558.02			399_16	3,158,86	279-98	151 47	51,09	54.10		2,622.22
SWIFT, MEGHAN	SEC	900068072	1,987.59			99 75	1,887,84	201.97	93.45	151 22			1,441.20
BISHOP, KRISTINA	TCH	900068073	4,107.52			520.18	3,587,34	352.90	177.57	59,02	62.08		2,935,77
BLACKMAN, JACQUELINE	TCH	900068074	2,690.74	-785.67		281 61	1,623,46	148.62	75 79	27 09	54.10		1,317.86
BLACK, MADELINE	SEC	900068075		719.73		32:39	687.34	8.97	34.02	55.06			589.29
BRAJE, BARBARA	TCH	900068076	5,633.75	338.03		1648.04	4,323.74	749.07	214 02	86.06	54 10		3,220.49
BURNS, ALLISON	TCH	900068077	2,887.31	189.04		357.55	2,718_80	342.71	129.63	43,99	54_10		2,148.37
CARVELL, CASE	TCH	900068078	2,887.31	121.45		331 67	2,677.09	375.61	132 52	4329	54 10		2,071.57
CERNIGLIA, ALLISON	AST	900068079		800.80		36.04	764 76	13.73	37.86	61 26	100.00		551.91
CERNIGLIA, KRISTINA	TCH	900068080	3,444.31	215.58		711.30	2,948.59	353.92	145.95	52, 54	454.10		1,942.08
CHOI, JOENN I	TCH	900068081	3,724_43			814 34	2,910.09	387.45	139015	53,82	54.10		2,275.57
COOPER, JUSTIN	AA	900068082	4,636.37		2.87	210 79	4,428.45	826.50	219.21	67.07	125.00	2.87	3,187.80
CUMBLAD, LISA	TCH	900068083	2,702.98	-549.51		257.04	1,896-43	178.03	88.97	30.70	54.10		1,544.63
DAMON, JONATHAN M	TCH	900068084	3,558.02			1224.76	2,333.26	116.41	95.90	43.10	54.10		2,023.75
ELLIS, ALEXIS	TCH	900068085	3,444,31			1211 29	2,233.02	279.10	110.53	37.86	54.10		1,751.43
FERNANDEZ, JULIA	TCH	900068086	3,524-81			1292.85	2,231.96	168.75	105.58	39.48	54.10		1,864.05
FREGA, MARTIN D	TCH	900068087	4,548-36			651_54	3,896,82	368.54	187,99	65.79	504,10		2,770.40
GANDHI, NISHA	TCH	900068088	2,333,90	75.42		291.25	2,118,07	112.09	90.15	34.29	54.10		1,827.44
GASTELUM, TANIA	NURSE	900068089	2,069.63			215 93	1,853,70	101.86	81.96	29.95	54.10		1,585.83

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Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

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	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY	+ BENEFIT	SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENEFIT	= PAY
HILL, KAREN	AST	900068090	1,224.17	58.50		60.36	1,222.31	123.03	60.50	97.91				940.87
HULTING, MARY BETH	TCH	900068091	4,407.39	151 17		486.51	4,072.05	345.77	176.94	65.81	54.10			3,429.43
JACOBY, JULIE	TCH	900068092	2,628.01	172.53		1172.20	1,628.34	274.77	75.63	32.12	54.10			1,191.72
JEZUIT, DEBORAH	TCH	900068093	2,042,23	21.69		261.34	1,802_58	145.27	84.33	29,93	104.10			1,438.95
KIM, NANCY C	TCH	900068094	3,691,49			948.64	2,742.85	311.24	116.18	45.25	304.10			1,966.08
KOLODZIEJ, CAITLIN	TCH	900068095	2,754.94			430.06	2,324.88	258.70	115.08	39.76	54.10			1,857.24
KONDELA, DAVID J.	TCH	900068096	4,130.85			2000.14	2,130.71	215.99	100.57	47.90	54.10			1,712.15
LAUDER, KATHERINE T	TCH	900068097	3,067.12			747.41	2,319.71	202.49	114.83	41.45	54.10			1,906.84
MAHER, ELIZABETH	TCH	900068098	4,863.70			1579.63	3,284.07	509 14	162.56	59.19	54.10			2,499.08
MALONEY, ANNETTE	SEC	900068099	2,468.25	748.00		180 13	3,036.12	454.59	150.29	243.21	100.00			2,088.03
MENOLD, JESSE	TCH	900068100	2,517.24			257.76	2,259 48	193.55	111.84	36.50	54.10			1,863.49
MILLER, APRIL	AA	900068101	5,633.33		2.87	23.57	5,612.63	1015.41	272 93	81.34			2.87	4,240.08
MILLER, MICHAEL J	TCH	900068102	4,444.05	266.65		505.94	4,204.76	745.52	208.14	67.96	1137.43			2,045.71
MOON, SUEJIN	TCH	900068103	3,397.37			360.85	3,036.52	222.30	145.41	49.07	54.10			2,565.64
NAGY, KATHLEEN	TCH	900068104	2,628.01			381.04	2,246,97	280.98	111.22	37.57	54.10			1,763.10
NEWMAN, SANDI R	TCH	900068105	4,222.78			750.69	3,472.09	339.07	171.87	60,60	1109.10			1,791.45
PAULEY, ADAM	TCH	900068106	2,295.05			271.54	2,023 51	171 78	100.16	32.75	54.10			1,664.72
PEACHEY, ERIN	TCH	900068107	2,190.36	172.53		378 89	1,984.00	223 13	98.21	33.73	54.10			1,574.83
PETRILLO, KATHRYN	AST	900068108	905 15	58.50		43.36	920,29	29.28	39.68	73,72				777.61
PRINCIPI, MARGARET	TCH	900068109	2,348,69			277.03	2,071.66	202.99	102.55	33.53	54.10			1,678.49
ROCHE, TRISTAN	TCH	900068110	2,955.52			345.18	2,610.34	214.16	119.41	42.24	54 10			2,180.43
RUIZ, ERNESTO	TCH	900068111	2,242.10	86.43		548.31	1,780.22	96.47	83.36	30.21	54.10			1,516.08
SACKLEY, MICHAEL	TCH	900068112	3,194.39			350.86	2,843,53	263.64	140.75	45.97	254.10			2,139.07
SARRAFIAN, EDWIN	AST	900068113	960.23	85.31		82.10	963,44	13.84	41.81	69.14				838.65
SIMS, JĒRĒMY	AST	900068114	974.64	58,50		78.08	955.06	80.96	47.28	76.50				750.32
SPRANDEL, THERESA	TCH	900068115	3,243.98			345.15	2,898,83	248.78	138.59	46.85	54.10			2,410.51
STODOLA, HEATHER MILES	TCH	900068116	2,970.64			427.95	2,542.69	306.62	120.96	42.73	54.10			2,018,28
VOGELSBURG, KAI	TCH	900068117	2,042.23			209.12	1,833,11	148.93	90.74	29.61	399.10			1,164.73
WOLNEY, PAMELA J	TCH	900068118	3,898.63			606.07	3,292,56	471.59	158.08	55.71	54.10			2,553.08
EGAN, AMBER	SUB	900068119		1,087.93		111.40	976.53	46.14	48.34	15.77				866.28
EISENSTADT, LOWELL	SUB	900068120		130.00		13.31	116.69		0.88	1:89				113.92
KIM, JINHEE	SUB	900068121		270.40			270.40	10.58	13.38	20.68				225.76
MATGOUS, EMILY	LUNCH	900068122		654.50			654.50	13.16	32.40	50.07				558.87
MCMILLIN, MEGHAN	SUB	900068123		260.00		26.62	233.38		6.65	3.77				222.96
MUNIZ, FRANK	LUNCH	900068124		276.25			276.25		13.67	21.14				241.44

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	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE	NET
EMPLOYEE NAME	TYPE	NOMBER	PAY	+ PAY	+ BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS - BENEFIT	= PAY
PASHOS, GEORGIA	AST	900068125		259.05			259.05		12.82	19.82			226.41
PIERRE, ASTRIDE	LUNCH	900068126		584.46			584.46		14,24	44.71			525-51
THOMAS, DESMOND	LUNCH	900068127		429.25			429.25	36.15	21.25	32.83			339.02
TOMA, DALARA	SUB	900068128		700.00		71.68	628.32	3.11	31.10	10,15			583.96
WEISS, ANITA I	SUB	900068129		560.00			560.00		21.96	8,12			529.92
ZARE, ARASH	SUB	900068130		65.00		6,66	58,34		2.89	0.94			54.51
ALLEYA, KELLY	TCH	900068131	2,649.87			308222	2,341.65	181-91	111.01	37.89	54.10		1,956.74
ALVAREZ, NINO	AA	900068132	4,666.67		2.87	323,57	4,345.97	711.41	210.23	67.32		2.87	3,354,14
AMREIN, ALEXANDRA	TCH	900068133	2,754:94			388.95	2,365.99	267.75	117.12	39.12	54.10		1,887.90
ANZALDI, JESSICA BLAIR	TCH	900068134	3,423.58			612,10	2,811.48	365,75	129.37	49.11	54.10		2,213.15
AYDT, ALICIA A	TCH	900068135	3,558.02			1191,48	2,366.54	407.28	117.14	39.60	54.10		1,748.42
BARBANENTE, LAURA R	TCH	900068136	3,423.58			453.53	2,970.05	278.82	147.02	49.45	54.10		2,440.66
BAUMANN, JACKELINE J	TCH	900068137	3,669.28			422,24	3,247.04	290.56	160.73	53.01	54.10		2,688.64
BERGEN, KATHLEEN P	SEC	900068138	2,760.51			146.73	2,613_78	361.68	129.38	209.38			1,913.34
BERKOWSKY, JENNA	TCH	900068139	2,139.85			219.12	1,920.73	209.21	95.08	31.03	54.10		1,531.31
BORDLEY, HEATHER	TCH	900068140	2,628.01	32.37		930 84	1,729_54	157.86	80.70	29.97	54.10		1,406.91
BORST, SHAUN	CUS	900068141	1,489=22			89 52	1,399.70	96.92	64.39	112.12			1,126,27
BYRNE, GINA	TCH	900068142	2,459.74			302,34	2,157.40	187.85	106,79	34.93	54.10		1,773.73
CHANKIN, ERIN	TCH	900068143	3,444 31	258.96		415.74	3,287.53	507.36	162,73	53.17	54.10		2,510.17
CHERKASSKY, GEORGIY	AST	900068144	945.99	57.63		45.16	958.46		41.57	76.77			840 12
CHINITZ, LISA G	TCH	900068145	4,836 78	290.21		525.00	4,601,99	661.81	262.80	74.34	54.10		3,548.94
CHLEBEK, ALYSSA	TCH	900068146	2,390.19			244,76	2,145.43	219.22	106.20	34,66	54.10		1,731.25
CISS, ALYSSA	TCH	900068147	2,090.47	113.30		227.67	1,976.10	187-59	92.92	31.93	54.10		1,609:56
DASKAS-SAMARINIOTIS, CH	R AST	900068148	1,019.16	13.38		77.49	955.05	34:55	47827	72.48			800.75
DEATON-LEV, JOAN	TCH	900068149	2,690.74			2425.54	265.20	17.68	12.15	39.02	5410		142.25
DIMOPOULOS-GRANDE, DEME	F TCH	900068150	2,517.24			424 29	2,092.95	173.57	103,60	35.97	54.10		1,725.71
DNHA, ZHEEN NZAR	AST	900068151	907.11			40.82	866.29		25.25	69.39			771.65
EWALD, KALLIE	TCH	900068152	2,820.71			439-52	2,381.19	310.51	117.87	39.66	54.10		1,859.05
FALZONE, CHRISTINA	TCH	900068153	2,980.50			1273 35	1,707.15	176.82	84.50	31.14	54.10		1,360.59
FIORENZA, DAVID	CUS	900068154	1,289.04	133.32		86 52	1,335.84	132.26	66.12	107.00			1,030.46
FISHER, KARRIE	TCH	900068155	3,288.81			383.10	2,905.71	386.49	138 93	47.02	54.10		2,279.17
GEARY, MICHELLE	TCH	900068156	2,911=03	161.85		595.45	2,477.43	252.85	122.63	44.40	54.10		2,003.45
GEBERT, ALLISON G	TCH	900068157	4,407.39			1234.91	3,172.48	281261	152.14	52355	554.10		2,132:08
GILLESPIE, ALEXANDRIA	TCH	900068158	1,808.16	16.19		230.23	1,594.12	121.05	74.07	25.82			1,373.18
GLEN, CHARLES	CUS	900068159	1,289-04	72.22		71-56	1,289-70	126.72	54.04	103.31			1,005.63

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	EMPL	CHECK	CONTRACT	OTHER TAXA	BLE FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE N
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY + BENEI	FIT - SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS - BENEFIT = P
GOMBODORJ, ARIUNZAYA	AST	900068160	960.23		43.21	917.02		45.39	73.45		798.
GOOCH, TRISHA	TCH	900068161	3,269.05		521.28	2,747,77	391.16	136.01	46.87	154.10	2,019
GOTT, VERONICA	ŤCH	900068162	2,995 63		480.51	2,515,12	202.73	119.60	43.09	279,10	1,870.
GREENE, CALI	TCH	900068163	3,050,15		348.86	2,701.29	225.07	128.82	43.70	54.10	2,249.
GREENFIELD, LISA H	TCH	900068164	4,821,74		1486.31	3,335,43	477.77	165.10	55.52	309.88	2,327.
GRIVA, OURANIA	AST	900068165	932.06		41.94	890.12	28.01	44.06	71.30		746.
GUGGENHEIM, JANICE	AST	900068166	1,081.69		75.68	1,006.01	18.10	43.92	80.58		863.
HEUBERGER, ALLISON	TCH	900068167	3,194,39		375.86	2,818.53	405.72	139.52	45.97	54.10	2,172.
HONG, DEBORAH N	TCH	900068168	3,243.98		868.72	2,375.26	269.79	112.68	46,51	243.32	1,702.
ITURRALDE, RENE	CUS	900068169	1,337.29		82.69	1,254.60	58.01	47.41	100.50		1,048.
JENKINS, QUINCY	TCH	900068170	3,444_31		469.83	2,974 48	219.09	132.67	48.24	54.10	2,520.
JOHNSON, LISA	TCH	900068171	2,628.01		872.85	1,755.16		77:08	29.35	54.10	1,594
KALOTIHOS, KATHY	TCH	900068172	3,930.65		619.58	3,311.07	319.74	163,90	55.80	54.10	2,717
KIM, KYUNG SHIN	AST	900068173	1,039.24		46.77	992 47	85.45	49.13	79.50		778.
KULBEDA, MELISSA	TCH	900068174	2,58933		1092.29	1,497.04		230.51	25.55	54.10	1,186.
LAPALERMO, ELIZABETH A	TCH	900068175	2,517 25	-331.94	242.74	1,942.57	232.67	96 16	31,41	54.10	1,528.
LEBLANC, JAMES M	TCH	900068176	2,903 54	313.02	622 95	2,593.61	353.32	128.38	46.30	54.10	2,011.
LÉÉ, SCOTT	SEC	900068177	1,896,17		107.84	1,788.33	186.56	88.52	143.25		1,370
LEPINE, KATHRYN	TCH	900068178	2,711,12		327 62	2,383,50	208.44	117.98	39.31	54,10	1,963.
LES, DIANE	AST	900068179	1,034,44	58.50	49.18	1,043.76	43.38	51,67	83.61		865.
LEVY, KELLI L	TCH	900068180	3,898,63		1266.36	2,632.27	365.75	130.30	44.54	54.10	2,037.
LIST, GABRIELLE	TCH	900068181	2,472 42		295.31	2,177.11	275.61	117.77	35.24	1354.10	394.
LIVADITIS, ANASTASIA	AST	900068182	947.02		42.62	904.40		33.57	72,45		798.
MACINO, DANIELLE	TCH	900068183	2,754.94		318.63	2,436.31	214.77	120.60	39.42	54.10	2,007
MARTINEZ, ALINA	TCH	900068184	2,042.23		222.08	1,820.15	147.38	90.10	29.42	54.10	1,499.
MCGRATH, KAREN	TCH	900068185	2,995.63		886-80	2,108.83	196.46	99.61	40.10	404.10	1,368.
MERRILL, LYNN	PSY	900068186	3,288_81		373.30	2,915,51	428,06	144.32	47.16	54.10	2,241
MIRON, ADELINE	TCH	900068187	2,305 80		322.19	1,983.61	117.45	88,39	32.19	54.10	1,691
MOUARAKI, SARAH	AST	900068188	861,98		79.31	782,67	37.02	32.86	62.69		650
MUELLER, COLLEEN	AST	900068189	960.23		43.21	917.02	30.70	45.39	73.45		767.
NORMAN, JENNA	TCH	900068190	2,517:24		294.29	2,222.95	236.28	105.14	35.97	54.10	1,791.
PALANCK, ERIC	TCH	900068191	2,390.19	258.96	534.01	2,115,14	215.63	99.86	36.56	754.10	1,008-
PAUL, LISA	AST	900068192	946 50		42.59	903 91	29.39	44.74	72.40		757.
PEARCE, GINA	TCH	900068193	3,288.81		374.73	2,914.08	272.11	144.25	47.50	54.10	2,396
PERRYMAN, JENNIFER	TCH	900068194	2,754.94	64.74	486.69	2,332,99	310.49	165.48	40.70	54.10	l,762.

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	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY	+ BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS - BENEFIT	= PAY
REDMOND, LESLIE	TCH	900068195	3,288.81			381.30	2,907.51	206.82	129.23	47.04	54.10		2,470,32
REYES, KARÉN	TCH	900068196	3,558.02			579.34	2,978.68	441.96	147_44	51.59	54.10		2,283.59
RICORDATI, JANE H	TCH	900068197	4,589,94			1067.97	3,521,97	482.65	169.44	66.37	54.10		2,749.41
RISTIC, GORDANA	AST	900068198	1,050.46	101.16		51.82	1,099.80	27.48	48.56	88.10			935.66
RIXIE, CLAIRE	TCH	900068199	2,252.58			367.19	1,885.39	155.21	88.43	32,13	54.10		1,555.52
RIZKALLA, ROSE MERY	AST	900068200	989.26	58.50		47.15	1,000.61	39.06	49.53	80.15			831.87
RODZIEWICZ, NANCY A	AST	900068201	1,066.22			47.98	1,018.24	40.82	50.40	81.57			845,45
ROHRER, BETH	TCH	900068202	5,633.75	338.03		635.08	5,336,70	691.18	259.27		54.10		4,332.15
ROSENŹWĖIG, ALEXA	TCH	900068203	1,808.16			201.02	1,607.14	122.13	79.55	25.99			1,379,47
RUDOLPH, AMY	TCH	900068204	2,690,74			275.54	2,415.20	212.24	119.55	39.02	54.10		1,990.29
SACK, AMY R	TCH	900068205	2,925.78			315.26	2,610.52	171.18	129.22	42.20	54.10		2,213.82
SCOTT, DANIEL	TCH	900068206	2,754.94	215.91		1004.63	1,966.22	215.65	97.33	34.37	54.10		1,564.77
SHAMES, LORI B	TCH	900068207	3,755.01			1337.71	2,417.30	213.32	119.66	52.41	54.10		1,977,81
SHOEMAKER, CAROLYN K	TCH	900068208	3,243.98			1113.78	2,130.20	156.54	100.55	35, 70	54.10		1,783.31
SMOCZYNSKI, ANNE	TCH	900068209	3,140.34	59,88		618.23	2,581.99	314.39	127.81	45.82	54.10		2,039 87
SOLOVY, ROSE	TCH	900068210	2,042.23			245.65	1,796.58	144.55	84.03	29.08	54.10		1,484,82
SONEN, HEIDI	AST	900068211	989.26	58.50		47.15	1,000.61	17.56	43.65	80.15			859.25
SULLIVANT, KATHRYN	SEC	900068212	1,464,56			65.91	1,398.65	160.79	63,63	112.04	600.00		462,19
SYMONS, TARA	TCH	900068213	2,589.33			286.11	2,303.22	134.30	99.31	37.24	54.10		1,978.27
URGO, ANTHONY	CUS	900068214	1,445.98			96.94	1,349.04	133.84	66.78	108.06			1,040.36
VANNAVONG, LIDDA	TCH	900068215	2,042.23			245.65	1,796.58	75.07	84.03	29.08	54.10		1,554.30
WILKIN, CLARE	TCH	900068216	2,955.52			2289.18	666.34	53.72	31.17	42.33	54.10		485.02
WOJCIECHOWSKI, AMANDA	TCH	900068217	3,691.49			2023.10	1,668.39	101.55	82.59	53 34	54.10		1,376.81
WOLVERTON, SHATON	AA	900068218	5,416.67		2.87	43.89	5,375.65	709.20	256.30	77.91		2.87	4,329.37
YEE, ELENA	AST	900068219	946.04	44.91		54.93	936.02		22.82	64.64			848.56
SUMMARY TOTALS			\$426,063.59		\$37.33	¢2	365,770.49	\$1	.7,760.19	\$1	18,111.55	\$37.33	
				\$12,757478	\$1	73,088.21	\$3	38,679.47	\$1	LO,328.79			\$280,853,16
0 CHECK(S) REPOR	TED	\$0.	00										
165 DEPOSIT(S) REP	ORTED	\$280,853.	16										
TOTAL		\$280,853.	16										

Check Nbr	Vendo	r Name			Check Date	Check Amount
69495	NORTH	SUBURBAN	TEACHERS	UNION	04/15/2021	5,355.90
	1 (Computer	Chec}	k(s) Foi	r a Total of	5,355.90

Check Nbr	Vendor Name	Check Date	Check Amount
20002808 20002809 20002810	EDUCATIONAL BENEFIT COOPERATIV GUARDIAN IL DEPT OF REVENUE NORTHBROOK BANK & TRUST CO	04/15/2021 04/15/2021 04/15/2021 04/15/2021	88,360.49 2,957.41 17,760.19 59,337.05
20002812 20002813	TEACHER'S HEALTH INSURANCE SEC TEACHERS RETIREMENT SYSTEM TSA CONSULTING WEST NORTHFIELD SD FSA ACCOUNT	04/12/2021 04/15/2021	8,001.27 35,731.03 20,738.47 1,364.38

8 Manual Check(s) For a Total of	234,250.29
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8	Manual Checks For a Total of	234,250.29
0	Wire Transfer Checks For a Total of	0.00
0	ACH Checks For a Total of	0.00
1	Computer Checks For a Total of	5,355.90
Total For 9	Manual, Wire Tran, ACH & Computer Checks	239,606.19
Less 0	Voided Checks For a Total of	0.00
	Net Amount	239,606.19

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	220,522.95	0.00	86.76	220,609.71
20	OPERATIONS & MAI	8,667.69	0.00	0.00	8,667.69
51	FICA -SOCIAL SEC	10,328.79	0.00	0.00	10,328.79

TO SCHOOL TREASURER

TOWNSHIP 42, RANGE 12 EAST COOK COUNTY, ILLINOIS

This will verify that employee salaries for the second half of April, dated April 29, 2021, in the amount of \$444,836.75 as outlined in detail on this Payroll Summary, were this day ordered paid.

This approval includes:

- (1)Payroll checks numbered:
- (2)Direct deposit payroll checks numbered: 900068220 thru 900068382
- Voided payroll checks numbered: (3)
- Payroll deduction checks numbered: (4)20002817 thru 20002825 and 69583 and 69584
- Wire transfer of FICA. Medicare, and F.I.T. Taxes and other deductions (5)and benefits dated: April 29, 2021

This is to certify that I have reviewed this payroll and found it to be accurate and correct.

Assistant Superintendent of Finance and Operations/CSBO

Anay 10, 2021

BOARD OF EDUCATION, DISTRICT NO. 31

PRESIDENT_____

SECRETARY_____

DATED

4packr01.p

05.21.02.00.00-010121

WEST NORTHFIELD SCHOOL DIST 31 Check Register for Payroll Run: REGUL/REGUAR FAYROLL

PAGE : 186

CHE DATE: 04/23/2021 CHE NER: 000060583 PAY POST DATE: 04/29/2021 RET POST DATE: 04/20/2021 BUD POST DATE1: 04/10/2021 BUD OVERRIDE POST DATE: 04/29/2021 DEP NER: 900008000 PAY POST GTR : 02 BANK : BNK1

	AMOUNT	DEDOCTIONS	AMOUNT	BASE GROSS	BENEFITS	AMOONT	BASE GROSS
ADMINISTRATOR	51,194,75	LINCOLN 457	1,187 50	18,894,75	THIS ADMIN	474.36	48.322.19
AMSS	416 87	FLANMENDER 457	914.37	1,450.90	TES ADMIN	308	48,322,55
AFT SCH ACTIVIT	280 RC	AA CREDIT UNLOW	25.00	4,634. 57	DENTAL PPD	43 89	R1605_00
SPECIAL ED STIP	M212 _ 6.3	AAEC OR UNION	3.702.00	7,055.35	EMPLANER THIS	2.98t.83	324,107,49
FOORBEEDER	2,709.47	AXA PLANMEMBERD	7,931,07	45,577.79	FICA TAX	4,357.41	70,281.05
HOARD SECRETARY	145.21	AXA EQUITABLE	4,170 50	94,051.75	HMO FAMILY INS	559.85	51407 10
CENT NURSE	4. 4. 54	ANA ROTE 4038	50 00	2.01+179	HMC SINGLE INS	10,201,22	87,002.38
COMIDIAN	÷ 2,	HORGAN, CHASE	1,275,00	24,453 (12	IL MUNIJ RETIRE	4,380 10	55,517.01
COVID 25.	156.00	bank one %	189,22	1,392,18	TAXABLE LIFE IN	37 33	54,007,14
COSTODIAN OVIM	1.459.07	MORGAN CHASE	150.05	800,80	Life Insurance	2 - 4 - 42	404,851,55
COMMUNICATIONS	1、空安田 赤白	INNSUMERS IU	200.00	5,067,18	MEDICARE TAX	7,124 25	400,940,44
USTDORAN REA	14/ - 45	DENTAL HMC	\$25.22	57,321.45	PPO SINGLE INS	57,887,42	300.606.55
CUSTORIAN REG	11,721.60	(ENTAL SPO	2,557,10	273,201,54	FARILY PPO	3,725,30	31,012,88
CURRICULUM WRITH	8.25.36	DEPD CARE-S125	831.34	14.255 26	THIS ADDIN	437 20	48,322,55
DEDUCT DYS/HRS	-245.34	INCON DUES	5, 355, 10)	107,241,22	TEACHER RETIRE	1,879,91	124,107 40
DEDUCT DYNCHRS	1.73000	SE FPI S PAYNET	325 74		TRS ADMIN BENEP		
MARCH DOWN TOWN	2.24 . 115	FICA TAX	4,357.42	77.291.05	TOO AUNTO PERSE	4,729,15	48,722.55
128 (SOL)8 7	4.1.1.1.1.	FIRST MIDWERT	(60.672301)	1.596.148			
E TIREMENT	Sector J.R.	FURST MEDWEAT 1	250 100	4. 1994 J 189			
FURDIAL TO CAR	\$54.05 Ste	THE ALL IN ME	2,440,155	01480			
MART EL HIS TEAM	51018-22	FEERAL TAX	49.491.118	171,228,37			
PUBSTITUE TORE	61886 IN	GLERVIEW STATE	704	2,243,72			
TASS SUPPORT	1,620.53	HARRIS BK 2	54%,778	9,390.16			
TEACHER ASTINT	464、金可	E103-11441137	5, (50(15)	17.641.90			
FEACHER AS INT	22,741 08	Hartington	600-06	1.559.56			
FACIER	3/18.251 44	I MUNIC RETIRE	2,004.21	56,537,23			
FEACH EX DAYS	342.004.448	MRF CONTRIBUTI	237.86	0.108.00			
		LINCVIN INVESTO	5,315, 12	59,/81,94			
		LEDAL SHIELD	9.10	4,272,39			
		LINCOLN R-401H	1,128.33	6,463 84			
		MEDICARE TAX	5,104 23	420,980,45			
		MORG STANLEY	202.00				
		MED SPEND S125		32459:215			
		N ROHSHOLE	541.02 200 Ga	24.628.34			
		PPD-SEWITZ DARCHONALD		16, 31,8, 35			
		PRIEMIER CR UN	0.02.03 .E.A. A.A.	4101042 00			
		STATE ADD ON 11	550,04 371 ke	8.3013.88			
		PATE TAX II	271-66 17.774-4	0.00.			

WEST NORTHFIELD SCHOOL DIST 31

Check Register for Payroll Run: REGUL/REGUAR PAYROLL

9:53 AM 04/26/21

PAGE: 187

CHE DATE: 04/29/2021 CHE NBE: 000065583 PAY POST DATE: 04/29/2021 RET POST DATE: 04/29/2021 BUD POST DATE: 04/33/2021 BUD OVERRIDE POST DATE: 04/29/2021

	DEP	NBR: 900060220	PAY POST QTR ;	02 BAB	K : BNK1				
PAYMENTS		AMOUNT	DEDUCTIONS		AMOUNT	BASE GROSS	BENEFITS	AMOUNT	BASE GROSS
			TRS THIS		4,018 90	324.107.40			
			Think Mucual		400.00	5,466,46			
			TERM LIFE		450,00	24.775.44			
			TEACHERS RET	IRE	29.149 71	324,207,49			
			WEILLS FARGO		100 00	3,233.23			
HECKS	CUP ORDER	210 (35)35	OUR DEP	YTD DED	WIR BEN	2711 BEN			
1517	444,835,75	3,116,175-03	15-,907.44	1,269.073.06	102,682_20	811,003-48			
	FED TX GRS	STA IX ORS	FICA UROSS	MED JROSS	NET PAT				
	871,228.07	-71,228 37	74.281.05	420, 995.49	254.530.31				
	CHY NET PAY	DEP NET PAT	- NET PAY	NET PAY	· ACH DEDS	- TOT NET DAY			
	0.00	284,239,11	284,839,31	234,339,11	11,252,65	296.039.11			

NUTE AN VE TTO TUTALE PERSON ADDINGS FALL MEN FOR PEOPLE IN MILLER IN THIS PARKOUN KON

05.21.02.00.00-010006

WEST NORTHFIELD SCHOOL DIST 31

9:40 AM 04/26/21

PAGE :

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

CHECK DATE 04/29/2021 - Check Number Sequence

	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAL	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY	BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS		- BENEFIT	= PAY
AXIUM GIBSON, DEENA	SEC	900069220	2,733.37			929 91	1,903.44	118,09	84.41	144 45				11/466.48
BLANKENHEIM, EDMOND M	MAINT	200023551	3,894,19		2,87	217.15	3,579.91	364:01	182 16	224,55			2 47	2,835,32
DEL BOCCIO, DAVID J	TECHN	909062222	4,630.41		2 87	708 17	3,924,91	397.36	154,28	354 33	250.00		2 87	2.725.17
GARARD, HAYLEY	COMMU	900068223		1,068,60			1,068 60		13.61	31:74				958.25
GRUEN, JANINE	AA	960068224	5.407.50	416.67	3 87	75.37	5,751,17	799.16	254.68	83.35			2.27	4,591 14
KORSHAK, CORY	CUS	90068225	1,516,79	185.21		86 89	1,615.11	165177	79.95	129,38	169.12		0.000	1,678.89
KUJAWINSKI, SHERI L	BKK	930068226	2,709,48			121 23	2,587.54	103.74	123,19	207.28	500.00			1.561 34
LAURIA, CATHERINE	AA	900068227	7,055,35	423 32	2 87	893 89	6,587.65	383 16	325.09	107.80	3152.00		2 07	5,617.73
LE-MON, JACQUELYN	TCH	900069228	2,911.03	41.60		316.51	2,636.12	287.07	125.58	42,61	54.10			2,126.76
LORKIEWIÖZ, ANDRE	CUS	900066229	1,763.54	343.01		105-32	2,006.23	169.21	94.41	160.71	1111/11/1			1,581.40
MATHISON, REBECCA	AA	00068240	6,041.67		2:87	2006.63	4,037.91	263.41	195.07	82.07			2 37	3,494.49
MUREHY, ERIN K	AA	900068231	8,625.00		11.50	250 00	8.180.50	1972.14	410.23	125.06			25.86	6,004.57
NICLSEN, CHRISTINA M	SEC	900068232	3,526.25			244 (13	3,282 22	469.32	197.57	262 92	68 74			2,323,57
PETERS, JAMES N	CUS	300064233	1,585;72	59125		74.02	1,5/20.95	160.47	77.74	125.84				1,206 33
REDMOND, RITA	SEC	200068234	1.896.17			135 84	1,260.03	71.45	72.44	141 01				1,495.43
STEINBERG, WENDY	ser	960068245	2,083.34			93 75	1.933.59	161.17	98.48	159 18				1.676.75
STONE, SULIE M	". "H	900068046	3,558,02	41 60		493 13	1.1.16.15	384 46	153 31	51.69	54.10			2.451 53
SWIFT, MEGHAN	SEC	+00068237	1,987.59			00.75	1.867.03	201,97	93.44	151-22				1,441.20
BISHOP, ERISTINA	TCH	000008235	4,107 50			521 15	5,587 14	152 21	177,57	59:02	62 38			2,017. 27
BLACEMAN, JACQUELINE	ТСН	900068239	2,190,74	785 67		281.01	1.521.46	148.42	75,79	27:09	54.10			12312.86
BLACK, MADELINE	SEC	200058210		719.73		32 39	637.34	2:07	34 Oz	55 46				684.25
BRAJE, SARBARA	TCH	900068241	5,633.75	338.93		1642 04	4,323.74	745.07	214.02	85 06	54 10			3,220,00,49
BURNS, ALLISON	TCH	300058242	2,887.31	219 58		360.27	2,742.62	347 61)	130 80	64.38	54.10			22165174
CARVELL, CASE	TCH	100648243	2.897.31			313 23	2,558.08	\$51.42	127 12	41 20	54:10			1,994,072
CERNIGLIA, ALLISON	AS I	900968244		800.80		15 Q4	704.76	13.73	37.86	61226	100 00			961. 9E
CERNIGLIA, KPISTINA	T 28	900061245	3,444 31	263.70		115,28	1,009,73	355 78	143:09	53.53	454.10			5,7881.34
CHOI, JUENN I	TCH	900068246	3,724.43			814 34	2,010.09	137145	139-15	53.82	54.10			2,27K:57
COOPER, MUSTIN	AΑ	000068247	4,436,37		2 87	230 29	4,428 49	826 8 0	219 21	67 07	125 -00		2 47	1,157 (8)
CUMBLAD, SISA	CCH .	900068248	2,702 98	-54% 51		202:04	1, 36.44	178 03	93.97	20.70	54-10			1,044.64
DAMON, JONATHAN M	TCE	904068249	3,558.02			1226.76	2,133.20	1 8 41	원동_ 뒷P	43.10	54.10			2,023.75
ELLIS, ALEXIS		900068250	3,444.31			1211-29	2,233.02	279_10	110.53	37 44	54.10			1,751,43
FERNANDEZ, JULIA	TCH	000066251	3,524 81	172,53		1310.52	2,184.82	186 25	113,20	41.98	54.10			1,951,29
FREGA, MARTIN D	TCH	900068252	4,548136	365.75		669 120	4,226,01	424 18	204 23	72.23	504.10			3,022.33
GANDHI, NISHA	тсн	900068253	2.333.90	160.63		300 89	2.202.04	122.23	9434	35 66	54,10			1.896.31
GASTELOM, TANIA	NURSE	900069264	2,069 64			215,00	1,883.70	101 30	81.20	29 12	54.10			1,085,53

05.21.02.00.00-010006

WEST NORTHFIELD SCHOOL DIST 31

9:40 AM 04/26/21 PAGE:

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

CHECK DATE 04/29/2021 - Check Number Sequence

	EMPL.		CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FRDERAL	STATE	SOC SEC	OTHER	REIMERS	TAXABLE	NE
EMPLOYEE NAME	TYPE		PAY	+ PAY	+ BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENEFIT	= PA
HILL, KAREN	AST	900068255	1,224.17	58.50		60.35	1,222.31	123.03	60.50	27.51				941,8
EULTING, MARY HETH	тсн	900068256	4,407-19	237 27		495.32	4,149:34	754 61	180_65	67 06	54.20			3,092 8
JACOBY, JULIE	TCH	900048257	2,528.01	215 91		117€.63	1:687 29	278_35	227 54	12.75	54 10			1,224 5
JEZUIT, DEBORAH	TCH	900068268	2.042.23			259.13	1,733,11	142,33	\$3.37	29.61	104 10			1,421.1
KIM, NANCY C	TCH	900063259	1,691 49	41:50		3511.92	2,780 18	319,45	118.03	45 86	304,10			1,992.7
KOLOHZIEJ, CAITLIN	108	303055260	2,754 94			430.06	2,324.88	258 20	115 08	39.79	54 10			1,357.2
KONDELA, DAVID J	тсн	900068261	4,130.85			2000 14	2,130,71	215 9 ;	100.57	47,90	54.10			1, 712.1
LAUDER, MATHERINE T	TCH	900069262	3,067 12	100.84		257.74	2,410 22	212 82	149.31	42,91	54.10			1,381.9
MAHER, ELIZABETH	TCH	900068263	4,863,70			1479,63	3,284 07	509.14	162.56	59,15	54 10			2,499.0
MALONEY, ANNETTE	SEC	900068264	2,468.25			145 47	2,321.78	297,44	114,93	135 98	100.00			1,413.4
MENOLD, JESSE	TCH	900068265	2,517.34			257,75	2,259 48	193,55	11.84	36 50	54.IV			1.843 4
MILLER, APRIL	AA	300066266	5,633.33		2 . 57	23.5/	5.612 63	1015.41	372 53	81.34			2.87	4.240 0
MILLER, MICHAEL J	TCH	900008247	4,444,05	265.66		505.24	4.304 75	745,52	268/14	67.95	1137,43			2,045.7
MOON, SUEJIN	TCH	900019248	3,397 37			362,85	3,036,62	232 ± 30	145.41	45 22	14.10			2,145.6
MAGY, KATHLEEN	TCH	9001168265	2.528.01			181.04	2,244 97	250 98	111 22	37,57	54 10			1,763-1
NEWMAN, SANDI R	TCH	\$10008230	4.222 73	19 73		752.24	3,484 41	340 55	122.48	60 80	1109 10			1,8-1.4
PAULEY, ADAM	TOR	800018071	2,295 05			271 14	2.021.51	171 72	100,16	32 75	54 10			1,664
PEACHEY, ERIN	T:B	10101048272	2,100.36	194 22		(8111)	2,001 47	227 41	99 17	12 04	54100			1,535.3
PETRILLO, MATHEYN	$\Delta S T$	2-0069200	205.1°	58.50		43.55	120 ; 29	15,29	61.16	73.72				222.7
PRINCIPI, MARGARET	TCH	2000r 8374	2,348 49	41.60		梁晋书51 HD	2,108,69	211 21	104:19	34 13	54.121			1.725
ROCHE, TRISTAN	TCH	904668275	2,535.02	278.87		\$73.74	2,860.65	242.75	191.05	46.28	54 (10			2, ses 1
RCIZ. SRNESTO	TCH	9/1904-8274	2,242 10	474,87		533 14	2.129.92	137.76	100.60	36,55	34,10			1 10 5
SACKLEY, MICHAEL	TCH	9290-8277	1,194 39			150 56	2,843 54	263.64	14.00, 75	48 97	254.118			2.139 0
SARRAFIAN, EDWIN	851	9190-6276	7 A J _ 2 3	5.6 - 5.0		72.85	945 33	32309	· [1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	15. 77				472.7
SIMS, JEREMY	AST	930068179	374 64	58.70		78.008	955106	80,96	47 28	76 50				750 3
SPRANDEL, THERESA	TCH	200043230	3,243 98	307.51		3.77 , $6 \times$	5,174,87	281,17	152124	51.31	54,20			2.635.6
STOROLA, HEATHER MILLES	11. T. T.	F;0048291	2, 170, 64			427.05	2,542.69	205.62	120 96	42.73	54.14			2,019 2
OGELSBURG, KAI	TCH	200068082	2,042 23			209 12	1,843,11	148.94	30.74	29.61	399.00			1,164.7
WOLNEY DAMELA J	TTH	300009083	1,398 (3			9.04 021	1.202.56	471.09	113.08	55 71	54.10			2 5 3 4
GAN, AMBER	SUB	900068294		2,693110		275,77	2,417,33	239.63	019 66	3 = 05				2.018
EISENSTADT, LOWELL	SUB	900068285		130.00		13 31	116.69		3 33	9.9				113 \$
HAGGIS, GEORGE A	SUB	900068286		140.00		14 14	125.86			2 05				123 4
MATGOUS, EMILY	OUNCH	900068287		688.50			658 50	16.55	34.08	52.57				585 1
TUNIZ, FRANK	JUNCH	JPC668288		356175			38475		19 14	29.59				338.0
PASHOS GEORGIA	AST	302148288		413-54			411.54		20.47	31 64				· · · · · · · · · · · · · · · · · · ·

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WEST NORTHFIELD SCHOOL DIST 31

9:40 AM 04/26/21

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

CHECK DATE 04/29/2021 - Check Number Sequence

PAGE :

	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	PED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMERS	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY	+ BENEFIT	- SHELTER	- GROSS	- TAK	- TAX	- TAX	- DEDS		BENEPIT	= PAY
PIERRE, ASTRIDE	LUNCH	900068290		638.50			688 50		 19.39	52.57				616,44
THOMAS, DESMOND	LUNCH	900068291		497.25			497.25	36.15	24.61	38.04				398.45
TOMA, DALARA	5418	900048292		2,175.86		222 81	1,953.05	153.69	95.08	31 55				1,671,13
WEISS, ANITA I	SUB	905068293		706.0G			700.00		28,89	10.15				660,00
ALLEYA, KELLY	TCH	900068294	2,649.97	41.60		312 47	2,379.00	186.14	112,85	38.49	54.10			1,987,42
ALVAREZ, NINO	25	900063295	4,666.67		2 87	323:57	4,345.97	711,41	210.23	67 32			2.87	3,354,14
AMPEIN, ALEXANDRA	TCH	900068296	2,754.94			189 35	2,365.99	257.75	117.12	\$9.12	54-10			1,887.90
ANZALDI, JESSICA BLAIR	TCH	900068297	3,423.58			612 10	2,811.49	365.75	139.37	49.11	54.10			2,2.3.15
AYDT, ALICIA A	TCH	900068298	3,558.02			1197 48	2,366.54	407.28	117.14	39_60	54.10			1,748,42
BARBANENTE, LAURA R	TCH	900068299	3,423.58			453,53	2,970-05	278.82	147,02	49.45	54 10			2,440,66
BAUMANN, JACKELINE J	TCH	900068300	3,669-28			422.24	3.247.04	290.58	160.73	53.01	54.10			2,688,64
BERGEN, KATHLEEN P	SEC	500068301	2,760-51			146.73	2,613,78	361,68	129-38	209 38				1,913 14
BERKOWSKY, JENNA	TCH	900069302	2.139.85	41.60		223,38	1,758 07	216,74	96 92	31 63	54:10			1.558.68
BORDLEY, HEATHER	TCH	900068303	2,628 01			827 53	1,700.45	154.52	79.23	39.50	154-10			1,283;08
BORST, SHACK	CUS	900046104	1.489 22	804 - 194 194		91 84	1,448.74	102.61	65.81	116.05				1,103 07
BYRNE, GINA	TCH	900008305	2.459.74			302 34	2,157 40	187 85	105:29	34.93	54 10			1,773-73
HANKIN, EREN	TCH	900003366	3,444.31	291.42		419.04	3, 3, 6, 58	513:45	164 17	53:54	54,10			2,531.22
CHERKASSKY, GEORGLY	AST	\$000AB307	945 99	57.63		45 10	158 44		41.57	76 97				840 12
CHINITZ, LIFA C	TCH	900068308	4.435.78	250-01		525.00	4,601 99	551.81	262:50	74.34	54,10			2.543:94
CHLEBEK, ALYSSA	TUH	900048309	2,350 19			244 14	2,145.43	219.22	106-20	34 66	54,10			1,711.25
CISS, ALYSEA	TCH	900048310	2,090-47	126 59		239 27	2,077.79	204.34	97.95	33 57	64.10			3,657.83
DASKAS-SAMARINIOTTS, CHR	AST	900048311	1,519.16	13 48		77.49	955 05	34,55	47 27	721/48				300175
DEATON-LEV, JOAN	TCH	300068312	2,690 74			2425 54	265.20	17.6E	12:15	39 02	54,15			142.25
IMOPOULOS GRANDE, DEMET	TCH	900048313	2.517 24			424 29	2,692.95	173:57	103.60	35 37	54.10			1,725-71
DNHA, ZHEEN NZAR	AST	900068314	907.11			48.82	866 29		25 1 5	49.39				791,65
WALD, KALLIE		96064415	2,820_71			439152	2,38),119	310.51	117 67	39.66	54.10			1,855.05
ALZONE, CHRISTINA	TOR	900068316	21980.50			1273695	1,707,15	176.82	84 50	31.14	54.10			1,360 99
CORENZA, DAVID	CUS	910063312	1,259.04	488 84		102.51	1.674_37	173.00	82 5)	134 21				1.235 25
FISHER, KARRIE	TCH	\$00058318	1,288 81			353130	2,905 71	386.49	138 73	47.02	54.10			2,279,17
BEARY, MICHELLE	TCH	900068319	2,911 03	145.67		591.79	2,462.51	249.65	121.91	44.17	54.10			1,793-08
BEBERT, ALLISON G	TCH	900068320	4,407:39			1234 91	3,172.48	291.61	152 14	52.55	554.10			2,132 03
SILLESPIE, ALEXANDRIA	î CH	900358321	1,808 16	16.19		230.23	1,594.12	121.05	74 07	25.82	10012-33			1, 173-18
BLEN. CHARLES	COS	900068322	1,289:04	477.73		89.81	1,676.96	173.19	73.21	134 33				1, 296 23
OMBCDORJ, ARIUNZAYA	AST	900058303	960-23			43 21	917 (2	# 13 34	45 - 49	71.45				798 18
HOCH, TRISHA	TCH	900018324	3,269 05			021 ZA	2,747,77	391 16	136 01		264.20			
						and the second second	49 CT 53 E E	スタム、ム際	730 47	46.87	154.10			2,019 63

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WEST NORTHFIELD SCHOOL DIST 31

9:40 AM 04/26/21

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

CHECK DATE 04/29/2021 - Check Number Sequence

PAGE:

	EMPL	CHECK	CONTRACT	OTHER TAXABLE	FED TAX	PED TAX	PEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY + BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS - BENEFIT	= PAY
GOTT, VEPONICA	TCH	900068325	2,995.63		430,51	2,515.12	202.73	113.60	43.09	279.10		1,570 40
GREENE, CALI	тсн	100068326	3,050 15		348 86	2.701 23	225.07	128.52	4.3 713	54.10		2,249,60
GREENFIELD, LISA H	TCH	900068327	4,821.74		1486:31	3,135,43	477.77	165.10	55.52	109.38		2, 127.16
GRIVA, OURANTA	AST	900068328	932.06	18 22	44 78	903,50	30.10	44.72	68,36			760 32
GUGGENHEIM, JANICE	AST	900068329	1.081 69		746.69	1,005,01	18.10	43, 92	80 58			563-41
HEUBERGER, ALLISON	SCH.	300068330	3,194:39		175,86	2,818 53	406.72	133.52	44 97	54 19		2,172.22
HOND, DEBORAH N	TCH	20068331	3,243,58		868 72	2,175.24	269,79	112.68	45 1	243 12		1,702.35
TTURRALDE, RENE	CUS	900058332	1,337 29		82 69	1.254 60	58.01	47.41	100,50			1,048.58
JENKINS, QUINCY	TCH	900066333	3,444.31		463,81	2,974 48	219.09	132 67	48,24	54,10		2,520.38
JOHNSON, LISA	TCH	900068334	2.628.01		872 81	1,755,16		77-08	29-35	54=10		1,594 5]
KALOTIHOS, KATHY	TCH	900068335	3,930.65		619.58	3,311 07	319.74	163.50	55 80	54.10		2,717.53
KIM, KYUNG SHIN	AST	900068336	1,039.24		46,72	992 47	85.45	45-14	29:50			775,39
KULBEDA, MELISSA	TCH	000068337	2,589,33		1092 29	1,497.04		230 51	23.00	54-14		1,186 88
LAPALERMO, ELIZABETH A	TCH	900068338	2,517 25	-131.94	244,74	1,942 57	232967	%6 ,1€	31 41	54:10		1,528.23
LEBLANC, JAMES M	109	900068339	2,903,54	291 33	520.73	2,574 14	349.28	127.42	45 78	56.50		1,997,36
lee scott	REC	900068140	1,996 10		207 84	1,/68_33	156,66	88.43	143-25			1,370-00
DEPINE, FATHRYN	TTH	300068341	2,711 12		31.4 8.2	2, 183 50	208 44	117.53	39 41	54.10		1,963 67
LES. DIAME	AST	900068342	1,034,44	$\overset{K}{=} \overset{K}{\to} \cdots \overset{T_{k}}{\to} \tau^{n_{k}}$	4 19 2 9	1-043-76	43.38	51.62	5 × 41			365.10
LEVY, KELLI L	1014	909068343) 958 KI		1296 30	2,532 27	365.75	1,0:30	44 E 4	54.10		2,037 58
LIST. GABRIELLE	TCH	500068344	2,472 42	41 60	212 25	2,214 46	281.83	119-62	35 34	11/4.12		421 07
LIVADITIS, ANASTASIA	AST	900068345	747.02		42.62	204140		33.52	72 45			738 33
MACINO, DANIELLE	TCH	900068346	2,754_94	212.17	230 73	2,191-74	185,43	108,49	15.47	84 LC		1,808 25
MARTINEZ, ALINA	TCH	500068347	2,042-23		210 20 4	1,220 25	147.33	10.1.	29 42	54.10		1,400.15
MCGRAIN, NAREN	ICH	980068348	2,995.63		886 50	2,108 83	195.44	79-81	40.10	404-10		1,368 56
MERRULL, LINN	PSY	100058349	3,283,81	47.60	377.62	2,953,84	435.92	146.17	17 76	54 10		3,268,90
MIRON, ADELINE	TCH	500058350	2,365,360		322 19	1,783.6	217 45	83 12	32 15	54 10		1,651 48
MDUARAKI, SARAH	AST	950068351	861.98		70.32	782 67	37.02	32 86	62 69			650,10
MIELLER COLLEEN	AST	902063452	369.23		41.21	∍17_02	30.70	45 49	73.45			767 48
NORMAN, JENNA	TCH	900068353	2.517 24		294 29	2,222 95	236 28	106-14	15 97	54 .10		1,701-46
PALANCK, ERIC	TCH	500068354	2,390 10	323 - 70	546.54	2.173 25	228.34	102.74	37-66	254.10		1,250.52
PAUL, LISA	AST	900068355	946.50		42.52	901-91	29.39	44 ± 74	72 40			757138
PEARCE, GINA	тсн	900068356	3,285,81		324.23	2,914,03	272 (11	144.25	47:50	54.10		2,396.12
PERRYMAN, JENNIFER	TCH	900068357	2,754.94	113.30	\$ 11.67	2.376 57	320:07	167:64	et 40	54.20		1,793.36
REDMOND, LESLIE	TCH	100068358	1,288.81	(4) (4日	\$85.57	2, 244, 34	355.68	140 87	47.65	54 10		2,346 54
REYES, MAREN	.CH	900768359	3,558,02		574.24	2,978,94	441 06	147-64	51.59	54 10		2,283.59

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WEST NORTHFIELD SCHOOL DIST 31

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PAGE: 5

Check Summary (Gross and Net Amounts) for Payroll Run Number REGUL / REGUAR PAYROLL

CHECK DATE 04/29/2021 - Check Number Sequence

	EMPL	CHECK	CONTRACT	OTHER	TAXABLE	PED TAX	PED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBRS TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	PAY	+ PAY -	BENEFIT	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	* DEDS - BENEFIT	
RICORDATI, JANE H	TCH	100068360	4,589,94	41.60		1672 23	3,559 31	490,36	171:29	66.37	54010		2,776.09
RISTIC, GORDANA	AST	900065361	1,050_46	101,16		51.82	1,899 80	27 48	48 56	88.10	2		935.66
EIXIE, CLAIRE	TGI	000068362	2,252,58			367 19	1,885.39	155,21	89 43	32 13	54 10		1.555 52
RIZKALLA, ROSE MERY	AST	900068363	989,26	58.50		47 15	1,000.61	35.06	491-53	80:15			831.87
RODZIEWICZ, NANCY A	AST	900068354	1,066 22			47.98	1,018,24	40252	50 40	81.57			845.45
ROHRER, BETH	TCH	910048365	5,633.75	338.03		535.08	5,336 70	691.18	259127		54.10		4.332.15
ROSENZWEIG, ALEXA	TCH	1 1005E366	1,855,16			201 02	1,607.14	122.13	79.55	25_99			1,379,47
RUDEDLPH, AMY	тсн	900066347	2,650 74			275.54	2,415.20	212.24	119.55	39.02	54.10		1,990.29
SACK, AMY R	TCH	900068368	2,925.78			315.26	2,610,52	171.18	129 22	42 20	54.10		2,213.83
SCOTT, DANIEL	TON	900068369	2,754:94	291.33		1012.34	2,033 93	229.44	100.68	35.46	54.10		1,014-25
SHAMES, LORI B	108	300068170	3,755.01			1347-71	2,417.30	233.32	119.66	52 41	54.10		1,977.81
SHOEMAKER, CAROLYN K	TCH	900058371	3,243:98			1113.78	2,130.20	156.54	100.55	35.70	54-10		1,783 31
SMOCZYNSKI, ANNE	TCH	900068372	3,140034	140216		626 46	2,654 04	129.11	131-37	44 33	54 10		2,092.48
SOLOVY, ROSE	TC'H	200068373	2,042 21			245.65	1,796.58	144 55	84 03	29.08	54-10		1,484.62
SONEN, HEIDI	PST	100068374	989126	58.50		47,15	1,000.61	17.56	43.65	50,15			959,25
SULLIVANT, KATHRYN	SEC	900058175	1,464156			65 91	1,398-65	160.79	63.63	132-04	600.00		462 15
SYMONS, TARA	TCH	900068176	2.589 33			284-11	2, 405.22	134 30	99 31	37.24	54.17		1, 73.27
URGO, ANTHONY	CUS	900068377	1,415,99			16 94	1,349-04	113.84	66.78	108.06			1,040.36
VANNAVONO, LIPUA	Ç.H	100068378	2,042.23			245. 85	1,751 58	75 07	34 05	20.08	54=10		1,454,10
WILKING CLARE	1577	909068179	2,955.52			2285 18	666 34	53 72	31 17	42=33	54 10		495.02
MOUCLECHDWSKI, AMANDA	TCH	SPONERJED	3.411.49			2023.10	1,648 37	101.55	82 5 2	53 34	64.10		1,076-81
WOLVERTON, SHATON	AA	100068381	5,416-67		2.87	43 89	5,375 65	709.20	255:30	77.91		2.87	
YER, ELENA	AST	900068182	946_64	44-51		94 -93	934 02		22 82	64164			848 54
SUMMARY TOTALS			\$436.063,59		\$37 33	3	371,228.02	\$2	8,038.45	\$1	7,990207	517 24	
				\$18,773-16		3,646,01	Ş	9, 971.23	SI	0,461.64			\$284,839.31
CHECK (S) REPOR	TEC	50.	9.0										
163 DEPOSITIS) REP	CRIED	\$294,839	11										
TOTAL		\$284.979.	01										

WEST NORTHFIELD SCHOOL DIST 31 Check Summary

Check Nbr	Vendo	or Name			Check Date	Check A	Amount
		L SHIELD H SUBURBAN	TEACHERS	UNION	04/29/2021 04/29/2021		15.96 355.90
	2	Computer	Check	(s) For	r a Total of	5,3	371.86

WEST NORTHFIELD SCHOOL DIST 31 Check Summary

Check Nbr	Vendor Name	Check Date	Check Amount
20002818 20002819 20002820 20002821 20002822 20002823 20002824	EDUCATIONAL BENEFIT COOPERATIV GUARDIAN IL DEPT OF REVENUE IL MUNICIPAL RETIREMENT FUND NORTHBROOK BANK & TRUST CO TEACHER'S HEALTH INSURANCE SEC TEACHERS RETIREMENT SYSTEM TSA CONSULTING WEST NORTHFIELD SD FSA ACCOUNT	04/29/2021 04/29/2021 04/29/2021 04/29/2021 04/29/2021 04/26/2021 04/29/2021	88,360.49 2,957.41 18,038.49 19,109.04 60,794.51 8,112.29 36,180.09 20,738.47 1,364.38

9	Manual	Check(s) For a	Total of	255,655.17
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WEST NORTHFIELD SCHOOL DIST 31 Check Summary

9 0 2 Total For 11 Less 0	ManualChecks For a Total ofWire Transfer Checks For a Total ofACHChecks For a Total ofComputerChecks For a Total ofManual, Wire Tran, ACH & Computer ChecksVoidedChecks For a Total of	255,655.17 0.00 0.00 5,371.86 261,027.03 0.00
	Net Amount	261,027.03

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	226,991.12	0.00	43.38	227,034.50
20	OPERATIONS & MAI	10,836.00	0.00	0.00	10,836.00
50	IL MUNICIPAL RET	12,694.89	0.00	0.00	12,694.89
51	FICA -SOCIAL SEC	10,461.64	0.00	0.00	10,461.64

West Northfield School District 31 Personnel Report Prepared for May, 2021

Appointments - Ratify/Approve

Last Name	First Name	Position	Location	FTE	Lane/Step	Annual Base Salary	Anticipated Total Cost	Effective Hire Date
Cho	Suzy	Early Childhood Teacher	Winkelman	1.0	Lane III, Step 5	\$60,817	\$75,442.04	8/16/2021
Miller	Kimberly	Early Childhood Teacher	Winkelman	1.0	Lane IV, Step 8	\$69,050	\$70,584.44	8/16/2021
Gallup	Meghan	Special Education Teacher	Winkelman	1.0	Lane 1, Step 3	\$51,951 plus four days	\$53,105.48	8/16/2021
Hickey	Colleen	Music Teacher	Winkelman	1.0	Lane 1, Step 5	\$54,500 plus four days	\$69,834.97	8/16/2021
Huegelmann	Kurtis	Special Education Teacher	Winkelman	1.0	Lane 1, Step 1	\$49,522 plus four days	\$84,593.68	8/16/2021
Cho	Esther	EL Teacher	Winkelman	1.0	Lane 2, Step 8	\$61,645 plus four days	\$77,357.85	8/16/2021
Maloney	Annette	Reassignment to Manager of Data Systems	District	1.0	N/A	\$75,000	\$95,130.31	7/1/2021

Resignations

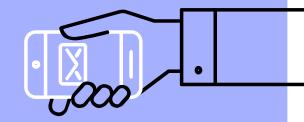
Last Name	First Name	Position	Location	FTE	Effective Date of Resignation
Gott	Veronica	EL Requests, Multilingual Programs	Winkelman/Field	1.0	6/4/21

Voluntary Termination Program (Intent to Retire Notification)

Last Name First Name		Position	Location FTE		Effective Date of Retirement	
Maher	Elizabeth	Physical Ed Teacher	Field	1.0	June 2024	

FMLA Requests (not to exceed 12 weeks)/Leave of AbsenceFMLA Requests (not to exceed 12 weeks)/Leave of Absence

Last Name	First Name	Position	Location	FTE	Length of Leave Requested	Anticipated Start Day of Leave	Reasons or Remarks
Nagy	Kate	EL Social Studies & Resource	Field	1.0	12 Weeks	10/26/2021	



Updated Health and Safety Information

West Northfield School District 31 May 2021

Updates

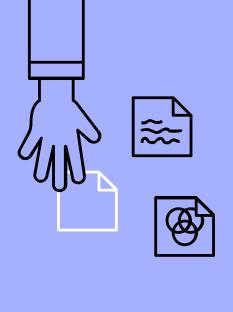
Vaccine Opportunities for Students:

- Field Only-May 21 at Field
- Northbrook Village
 May 18 at Grainger
- Glenbrook
 Hospital-June 6

All have a second date for shot 2

Remote Learning for Fall 2021:

- Approximately two students
- Interested in exploring virtual academy options at the point.
 Vaccine dependent.





perations School Based Public Health Scheduling and Procedures State of Illinois Phases **IDPH** Mitigations **Student Attendance** Glenview/Northbrook Ordinances **CCDPH Metrics** Community Public Health **Region 10 Public Health** Sub Fill Rate



2	Weekly Cases per 100,000	Weekly Test Positivity Rate	Weekly Overall Case Number Increase	Weekly Youth (under age 20) Case Number Increase
Region 10 - Suburban Cook County ¹ 5/2 - 5/8	122	4.1%	3030 ² (5/2 - 5/8) = -19.8% 3780 ² (4/25 - 5/1) = 2.1% 3701 ² (4/18 - 4/24)	793 ² (5/2 - 5/8) = -18.5% 973 ² (4/25 - 5/1) = 14.5% 850 ² (4/18 - 4/24)
Northfield Township ³ 5/2 - 5/8	68	2.1%	63 (5/2 - 5/8) = -41.7% 108 (4/25 - 5/1) = 18.7% 91 (4/18 - 4/24)	18 (5/2 - 5/8) = -25.0% 24 (4/25 - 5/1) = -4.0% 25 (4/18 - 4/24)
Northfield Township plus Adjacent Zip Codes⁴ 5/2 - 5/8	90	2.1%	443 (5/2 - 5/8) = -23.6% 580 (4/25 - 5/1) = -6.3% 619 (4/18 - 4/24)	123 (5/2 - 5/8) = -11.5% 139 (4/25 - 5/1) = -11.5% 157 (4/18 - 4/24)

Note: Data will be updated prior to the Board meeting.

100% Filled	Short 1-2 Subs	Short 3+ Subs				
Week of	School	Monday	Tuesday	Wednesday	Thursday	Friday
March 29- April 2	Field					
April 2	Winkelman					
April 5-9	Field					
	Winkelman					
April 12-16	Field					
	Winkelman					
April 19-23	Field					
	Winkelman					
April 26-30	Field					
	Winkelman					
May 3-7	Field					1
	Winkelman					
May 10-14	Field					
	Winkelman					



May 2021 Highlights

- Winkelman hosted the Education Foundation "Walk the School" Event, which allowed parents on campus for the first time all year to walk with their child and his/her class.
- Approximately 80 Field students are participating in track. This is the first time all year Field has been able to offer an extracurricular activity.
- District 31 is working on a partnership with Radan wellness to offer Covid-19 vaccines to our students 12 and older at Field in May. We are also partnering with Glenbrook hospital to offer an additional opportunity for vaccines for families at Winkelman in June.
- Seventh grade student Liam Madden developed a proposal for a composting program at Field. After presenting his plan to both Dr. Murphy and Dr. Miller, his composting proposal has been approved for implementation in the fall.
- Field alum Justin Hamelin made picnic tables with benches and regular tables as part of his Eagle Scout initiative. These were donated to Field.
- ³⁸ Field graduation will take place in-person for our 8th graders on June 4 at 7 p.m. at GBN.

Issues, Items, and Next Steps

- School and district leadership teams will be setting goals and action around the Humanex INSIGHTeX data over the summer and early fall for implementation during the FY22 school year.
- Strategic planning will occur in June and July with a final strategic plan to be presented to the BOE in August.
- A District Equity Leadership Team (DELT) will be convened in the fall to build the FY22/ FY23 action plan.



Families We Serve

51 # # Early Childhood Students 540→ ### Winkelman Students

Field Students

292 → ###



K-9 Students $24 \rightarrow ##$ Enrolled Out of District $169 \rightarrow ##$

Students Elgibile for Free and Reduced Lunch



179 → ### English Language

Learners

 $125 \rightarrow ###$ Students with IEPS and 504 Plans

SIX→

Teacher

Attendance **96.5%**→

###

Homeless Students in Accordance with McKenney Vento



Zero → Four Discipline Suspensions



Full Time Teachers96 School Year 19-20

101 School Year 20-21

112* School Year 21-22

Includes 5 sections more than "normal," reinstatement of Winkelman Accelerated Teacher, reinstatement of Intervention, reinstatement/addition of coordinators, approved extra math teacher at Field, and absorption of NSSED programs such as Early Childhood. Semester 1 Substitute Fill Rate **73%** Semester 2 Substitute Fill Rate **82%** (*to date*)

Teacher Retention

82% School Year 19 - 20 79% School Year 20 - 21 92% (Anticipated) School Year 21 - 22

Administrator Retention

62% School Year 19 - 20 **62%** School Year 20 - 21 **100%** (*Anticipated*) School Year 21 - 22

Active Substitutes NA School Year 19 - 20 25 School Year 20 - 21

25 (Anticipated) School Year 21 - 22

Teacher & Admin Engagement/ Feedback

69.2% Engaged with a Curriculum Coordinator (78% have a content specific coordinator to partner with; survey was anonymous)

Coming Soon 5Essential Survey Data and Humanex INSIGHTeX Survey Data



Student

Attendance

95.5% →

###

Attendance Data

100% of Teachers

Proficient or Excellent

for school year 19-20,

20-21, and anticipated

for 21-22

R Contact Superintendent Dr. Erin Muprhy at **emurphy@district31.net**.

West Northfield School District 31



April 2021 Financial Budget Review - Thursday, May 20, 2021

TREASURER'S REPORT

Bank Reconciliation Report –

Overall fund balance for the last three months: February \$14.5MM – March \$18.1MM – April \$18.2MM

April 2020's fund balance was \$18.6MM reflecting stability in the financial condition of the district. Though our largest resource was distributed a bit differently this year, we have continued to rebound from the delay of tax receipts.

The General Ledger Summary - A review by fund indicates individual fund balances are slightly higher versus last month for the Education, Operations & Maintenance, and the Transportation Funds, due to tax receipts. Once the Agency Tax Rate Report is received from the county, receipts will be reallocated. This occurs in June.

The General Ledger Summary also reflects an 80% increase in the collection of fees from March, \$80,000 to \$146,000. Though fees are lower for next year, this amount is slightly higher than last year. Fees are in the liabilities section called deferred revenues.

Investment Summary – The amount invested, almost \$16.2MM, is similar to the prior month and about \$800,000 more than April 2020. Average interest rate is over half a percent at .057 compared to over .08 last April. Interest to date is \$27,000, or 11% of last year's interest earned, \$245,000, from investing bond funds.

Monthly Budget Summary -

Revenues – Total operating revenues are within 2% from the prior year. Last month, we reported CPPRT to be \$7K more than budgeted by end of April. Surprisingly, we also received May CPPRT of \$154,000. This will bring the annual amount to be the highest year for CPPRT - \$551,000, for at least the last ten years. This allowed us to record 100% of the budgeted revenues for Capital Leases which will help that fund balance. Capital Project receipts are also over budget due to a higher level of impact fees.

Expenses – For operating expenses, FY21 is 8% lower than the prior year, again mainly due to less transportation expense but most funds are lower. O&M is slightly higher. For non-operating expenses, debt service payments were paid early which explains the % difference.

<u>Bar Chart</u> – Blue and orange bars reflect revenues. FY21 revenues surpassed receipts from last April, as a % of budget. The expenses, yellow and dark blue bars, remain under budget based on % of budget and are less dollars spent than last year, to date.

TREASURER'S REPORT FOR THE MONTH OF April 2021

Bank Reconciliation Summary

Northbrook Bank & Trust	
Payroll/Vendor	846,754.73
Reconciling Item	
AP Liability	
Money Market	438,150.36
Imprest Fund	1,899.93
Flexible Spending	9,841.79
Illinois Bank - Acct 201	
Credit Card Account	219,803.10
Deposits in Transit	-
ISDLAF	
ISDLAF - Acct 111 Liq	577,777.08
Property Tax deposit in transit	82.90
ISDLAF deposit in transit	100 -
Investment purchase in transit (D225 error)	
ISDLAF - Acct 218 Liq	2.49
ISDLAF - Acct 218 MAX	67,909.76
ISDLAF - Acct 219 Liq	<u>-</u>
ISDLAF - Acct 219 MAX	0.56
MM	3,250,000.00
CDs	7,648,100.00
IL Trust Term Series	3,775,000.00
PMA	1,499,900.84
Northbrook Bank	
ISDLAF	2
Deferred Revenues	(146,460.00)
Ending Fund Balance	18,188,763.54
A	

- Pauria, CSBO

Catherine M. Lauria Asst. Superintendent of Finance & Operations

Dr. Erin K. Murphy Superintendent

. 2

West Northfield School District 31 General Ledger Summary

April 30, 2021

FUND			DEBT S	ERVICE			IMRF/SOCIA	L SECURITY					
	10	20 Operations &	30 Bond	31 Bond	32 Capital	40	50	51 FICA/MED	60 Capital	70 Working	79	80	
Beginning Fund Balance	Education 6,596,028.26	Maintenance 900,258.68	lssuance (1,264,680.17)	issuance 1,974,067,80	Leases (381,687.85)	Transportation 448,639.17	IMRF 118,431.88	SS 41,608.79	Projects 514,467.12	Cash 5,844,370.71	Escrow	Tort 33.76	TOTAL 14,791,538.15
Receipts Expenses Balance	15,303,327.21 12,685,311.48 2,618,015.73	1,398,069.27 1,096,056.93 302,012.34	825,912.50 (825,912.50)	778,623.03 1,075.00 777,548.03	150,000.00 140,322.53 9,677.47	1,135,930.31 520,940.20 614,990.11	145,090.51 128,760.39 16,330.12	220,681.08 192,994.10 27,686.98	102,557.76 246,519.22 (143,961.46)	838.57 838.57	छत्। जन	30 32 35	19,235,117.74 15,837,892.35 3,397,225.39
Abatement from WC to ED Abatement from WC to O&M Add'l transfer O&M to Capital Projects													
Ending Fund Balance	9,214,043.99	1,202,271.02	(2,090,592.67)	2,751,615.83	(372,010.38)	1,063,629.28	134,762.00	69,295.77	370,505.66	5,845,209.28	27/	33.76	18,188,763.54
Cash 1010 Cash 3105 Cash 3130 Cash 3145 Imprest 1050 FSA 1051 Investments 1803	32,522,216.69 (1,130,558.08) (103,349.44) (38,236,593.28) 3,612.43 9,841.79 16,250,783.88	(11,939,894.58) 465,988.90 12,651,728.20 (1,712.50) 26,161.00	(3,522,191.80) - 1,285,796.23 - - 145,802.90	(4,056,564.62) 6,807,454.45 726.00	(1,782,312.58) 58,000.00 1,352,302.20	(5,174,027.18) 301,797.27 323,152.54 5,592,849.18 64,407.47	(1,438,426.92) 379.65 1,474,835.90 97,973.37	(2,107,391.18) 1.60 2,176,685.35	(5,398,203.97) 742,541.02 4,870,231.61 155,937.00	3,771,113.87 2,670,482.95 (596,387.54)		(27,563.00) - - 27,596.76	846,754.73 438,150.36 219,803.10 645,772.79 1,899.93 9,841.79 16,173,000.84
Loans Transfer Liability Accounts Payable Defer. Rev Preschool FY22 - Cumulative Cumulative Deferred Revenue FY22 Center for Gifted Summer - Deferred Refund of Fees Total	(20,923.00) (71,987.00) (9,000.00) 9,214,043.99	1,202,271.02	(2,090,592.67)	2,751,615.83	(372,010.38)	(44,550.00) 1,063,629.28	134,762.00	69,295.77	370,505.66	5,845,209.28		33.76	(20,923.00) (116,537.00) (9,000.00) 18,188,763.54

	Investment Summary as of April 30, 2021								
Туре	Purchase Date	Maturity Date	# of Days Invested	Purchase Amount	Interest%	Total Interest	Total		
Treasury Bill	2/12/2021	6/10/2021	118	999,936.67	0.020	64.65	1,000,001.3		
Treasury Bill	2/26/2021	7/8/2021	132	499,964.17	0.020	36.16	500,000.3		
TOTAL PMA			-	1,499,900.84	0.020	100.81	1,500,001.6		
CD	3/12/2021	6/14/2021	94	1,250,000.00	0.010	32.19	1,250,032.1		
CD	2/26/2021	6/14/2021	108	1,250,000.00	0.010	36.99	1,250,036.9		
CD	3/12/2021	6/29/2021	109	500,000.00	0.010	14.93	500,014.9		
CD	3/12/2021	7/14/2021	124	250,000.00	0.010	8.49	250,008.4		
ISDLAF	3/12/2021	8/3/2021	171	249,900.00	0.041	48.00	249,948.0		
CD	3/12/2021	8/12/2021	153	1,500,000.00	0.010	62.88	1,500,062.8		
ISDLAF	3/12/2021	8/30/2021	171	249,900.00	0.010	11.71	249,911.7		
ISDLAF	3/12/2021	8/30/2021	171	249,900.00	0.060	70.25	249,970.2		
ISDLAF	3/12/2021	9/14/2021	186	249,800.00	0.112	142.57	249,942.5		
ISDLAF	3/12/2021	9/14/2021	186	249,900.00	0.070	89.14	249,989.1		
ISDLAF	3/12/2021	9/14/2021	186	249,800.00	0.110	140.02	249,940.0		
ISDLAF	3/12/2021	9/14/2021	186	249,600.00	0.250	317.98	249,917.9		
ISDLAF	3/12/2021	9/14/2021	186	249,700.00	0.202	257.03	249,957.0		
ISDLAF	3/31/2021	10/14/2021	197	249,900.00	0.050	67.44	249,967.4		
ISDLAF	3/31/2021	10/14/2021	197	249,700.00	0.050	202.15	249,902.2		
ISDLAF	4/30/2021	10/28/2021	181	150,100.00	0.060	44.66	150,144.6		
ISDLAF	4/30/2021	10/28/2021	181	249,900.00	0.060	74.35	249,974.3		
TOTAL CD/ISDLAF	4/ 50/ 2021	10,20,2021	101	7,648,100.00	0.066	1,620.78	7,649,720.		
			ite						
Savings Deposit	3/16/2021	8/30/2021	167	1,250,000.00	0.050	285.96	1,250,285.9		
Max Safe MM	3/31/2021	9/4/2021	157	500,000.00	0.040	86.03	500,086.0		
Max Safe MM	3/31/2021	9/29/2021	182	1,500,000.00	0.040	299.18	1,500,299.:		
TOTAL MM			3	3,250,000.00	0.043	671.17	3,250,671.3		
IL Trust Liq	2/12/2021	5/13/2021	90	500,000.00	0.050	61.64	500,061.6		
IL Trust Liq	1/29/2021	5/13/2021	104	1,000,000.00	0.050	142.47	1,000,142.4		
IL Trust Liq	1/29/2021	5/27/2021	118	1,275,000.00	0.050	206.10	1,275,206.:		
IL Trust Liq	4/30/2021	10/14/2021	167	1,000,000.00	0.040	183.01	1,000,183.0		
Total IL TRUST				3,775,000.00	0.048	593.22	3,775,593.2		
				16,173,000.84	í. I	2,985.98	16,175,986.8		
			PMA =	1,499,900.84					
			CDs =	7,648,100.00					
			MM=	3,250,000.00					
			IL TRUST=	3,775,000.00					
				16,173,000.84	0.057				
			3	10,1/3,000.84	0.057				

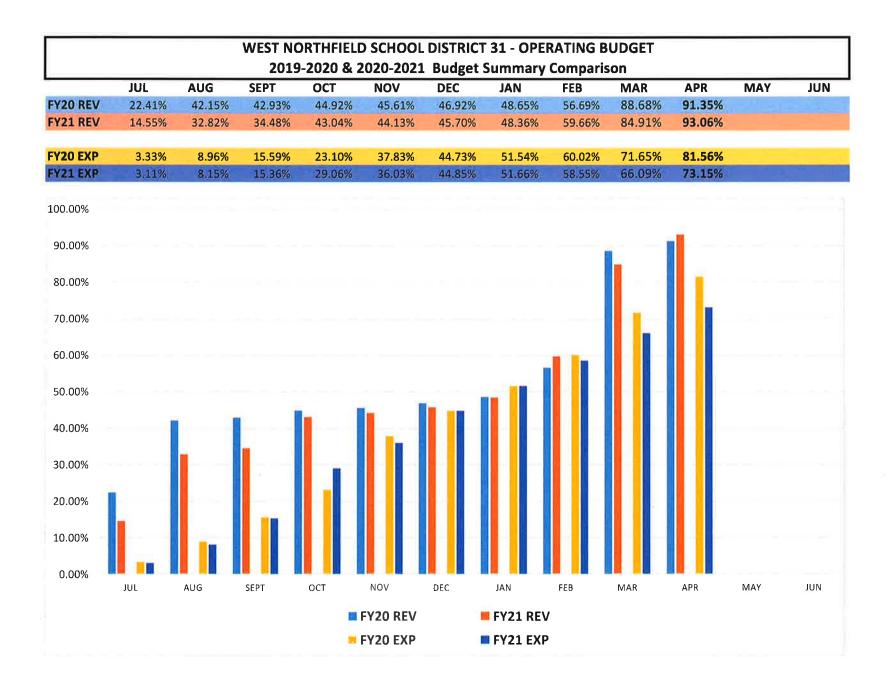
Monthly Budget Summary - 2020-2021

YTD April 30, 2021 % of Fiscal Yr

83.33%

BASED ON FINAL BUDGET

		20	19-2020 Current Ye	ear		2020-2021 Prior Yea	ır
REVENUES by Fund	CUND	DUDOFT					
	FUND	BUDGET	YTD RECEIPTS	% of Budget	BUDGET	YTD RECEIPTS	% of Budget
Education	10	16,341,049.00	14,968,831.76	91.60%	16,405,738.00	15,303,327.21	93.28%
Operations & Maintenance	20	1,501,247.00	1,324,842.70	88.25%	1,499,420.00	1,398,069.27	93.24%
Transportation	40	960,974.00	897,524.03	93.40%	1,222,730.00	1,135,930.31	92.90%
IL Municipal Retirement Fund	50	219,731.00	172,772.19	78.63%	164,427.00	145,090.51	88.24%
Social Security - FICA/MED	51	210,731.00	206,596.44	98.04%	248,618.00	220,681.08	88.76%
Working Cash	70	30,527.00	27,638.85	90.54%	20,603.00	838.57	4.07%
Tort Immunity	80	0.00	0.00	N/A	0.00	0.00	0.00%
		19,264,259.00	17,598,205.97	91.35%	19,561,536.00	18,203,936.95	93.06%
Debt Service - Property Tax Levy	30/31	855,802.00	781,047.96	91.27%	889,154.00	778,623.03	87.57%
Debt Service - Capital Leases	32	150,000.00	74,984.83	49.99%	150,000.00	150,000.00	100.00%
Capital Projects	60	1,090,000.00	1,077,050.10	98.81%	75,000.00	102,557.76	136.74%
		2,095,802.00	1,933,082.89	92.24%	1,114,154.00	1,031,180.79	92.55%
Total Revenue Budget	Total	21,360,061.00	19,531,288.86	91.44%	20,675,690.00	19,235,117.74	93.03%
EXPENSES by Fund							
	FUND	BUDGET	YTD EXPENSES	% of Budget	BUDGET	YTD EXPENSES	% of Budget
Education	10	15,754,209.03	12,753,159.35	80.95%	16,936,323.00	12,685,311.48	74.90%
Operations & Maintenance	20	1,537,993.00	1,096,366.78	71.29%	1,512,496.00	1,096,056.93	72.47%
Transportation	40	868,750.00	794,298.33	91.43%	1,104,000.00	520,940.20	47.19%
IL Municipal Retirement Fund	50	150,151.00	121,803.06	81.12%	180,193.00	128,760.39	71.46%
Social Security - FICA/MED	51	252,453.00	189,548.63	75.08%	258,818.00	192,994.10	74.57%
Working Cash	70	1,000,000.00	1,000,000.00	100.00%	0.00	0.00	N/A
Tort Immunity	80	0.00	0.00	N/A	0.00	0.00	N/A
	2	19,563,556.03	15,955,176.15	81.56%	19,991,830.00	14,624,063.10	73.15%
Debt Service - Property Tax Levy - Bonds	30/31	896,848.00	608,948.79	67.90%	826,988.00	826,987.50	100.00%
Debt Service - Capital Leases	32	179,953.00	174,504.59	96.97%	178,505.00	140,322.53	78.61%
Capital Projects	60	6,550,000.00	5,811,189.13	88.72%	300,000.00	246,519.22	82.17%
	7	7,626,801.00	6,594,642.51	86.47%	1,305,493.00	1,213,829.25	92.98%
Excludes \$1MM O&M Transfers and	Tetal	27,190,357.03	22,549,818.66	82.93%	21,297,323.00	15,837,892.35	74.37%
	Total	27,100,007.00					
includes \$1MM in Working Cash Transfers	Total	6,550,000.00					







INVOICE

April 05, 2021

West Northfield Dist 31 3131 Techny Road Northbrook, IL 60062

ATTN:

Invoice Number: 0702521-2104 Invoice Amount: \$ 9,179.27

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending April 05, 2021.

Your payment is due May 02, 2021.

Payment will be automatically withdrawn from your bank account if your organization has pre-arranged payment. If not, please remit payment by electronic means or by mailing a cheque for the Invoice amount to the appropriate address below. Payments must be sent with a detailed breakdown of how the payment needs to be applied, including the 16 digit card numbers and the total amount to be paid to each individual card.

BMO Harris Accounts	Diners Club Accounts						
Payment By Mail	Payment By Mail						
BMO Harris	Diners Club						
P.O. Box 5732	P.O. Box 5732						
Carol Stream, IL 60197-5732	Carol Stream, IL 60197-5732						
Payment By Overnight Delivery	Payment By Overnight Delivery						
FIS	FIS						
BMO Harris Bank Attn: Lockbox# 5732	BMO Harris Bank Attn: Lockbox# 5732						
270 Remington Blvd, Suite B	270 Remington Blvd, Suite B						
Bolingbrook, IL 60440	Bolingbrook, IL 60440						

If you have any questions regarding this invoice or supporting documents, please contact Corporate Client Services:

BMO Harris Accounts	Diners Club Accounts
By Phone: 1-855-825-9234	By Phone: 1-800-2-DINERS (1-800-234-6377)
By e-mail: corporate.clientservices@bmo.com	By e-mail: dinersclub.service@bmo.com

Thank you for your continued business.

* -----

Please attach a copy of this invoice or the information below this line with your cheque payment.

West Northfield Dist 31	Invoice Number:	0702521-2104
3131 Techny Road	Amount Paid:	\$ 9,179.27
Northbrook, IL 60062	Payment Due Date	: May 02, 2021

RUN DATE: 04/08/2021

(mg +/20/21 0 1/23/21

Cardholder: Catherine Lauria

Billing Cycle: March 5 - April 6, 2021

+

Last 4 # of P-Card:

2478

Page: 1 of 1

Page 1 total \$

Page 2 total \$

Grand Total \$

1,112.50

1,112.50

Date of Purchase	Account Number	Vendor	Purchaser	Description of purchase	Grant (X)	Supplies	Meals	PD/ Subscript	Travel	Misc.	Total
3/16/21	10E000 2510 3320 00 002510	IASBO	Lauria	Annual conference				\$ 545.00			\$ 545.00
3/22/21	10E002 2220 4400 00 002220	NY Times Digital	Cerniglia	New York Times digital subscription				\$ 7.50			\$ 7.50
3/22/21	10E000 2570 3412 00 002570	USPS	Gibson	Stamps		\$ 110.00					\$ 110.00
3/29/21	10E000 2130 3190 00 002130	Raden Wellness	Murphy	COVID-19 TESTS District	ρ					\$ 150.00	\$ 150.00
3/30/21	10E000 2130 3190 00 002130	Raden Wellness	Murphy	COVID-19 TESTS District	D					\$ 150.00	\$ 150.00
3/30/21	10E000 2130 3190 00 002130	Raden Wellness	Murphy	COVID-19 TESTS District	10			_		\$ 150.00	\$ 150.00
											\$
											\$
7											\$
			•			\$ 110.00	\$-	\$ 552.50	\$ -	\$ 450.00	

Approved and Mauria 4/15/21 Date: **District Approved** and Date:

PURPOSE: Summary Report Rocaw 4/15/21 EMPLOYEE IN Dave Del Boccio Name

P-CARD N	5550-0800-0081-7432	BILLING PERIOD:	From	3/6/2021
			То	4/5/2021
Position		SSN		
Supervisor				

Date	Account	Description		GRANT	Meals	Phone	Supplies	Conference Fees	Misc.	Total
3/10/2021	10E 000 2660 4100 00 002660	CDWG	laptop carry bags (10)		C. Strager					\$188.10
3/11/2021	10E 000 2660 4400 00 002660	SmartSign/Asset Tiger	asset management system annual license		的现代	and the second		自己的特别能力的	Classes of a	\$350.00
3/12/2021	10E 000 2660 3320 00 002660	Amplified IT	Security Specialist certification training (Dave)							\$350.00
3/12/2021	10E 000 2660 4400 00 002660	Fresh Desk	help desk software							\$15.00
3/13/2021	10E 000 1220 4100 00 004620	Apple	SOTO (student on task)app licenses (3)	X						\$29.97
3/14/2021	10E 000 2660 4400 00 002660	Zoom	Zoom licenses for Erin							\$340.00
3/26/2021	10E 000 1220 4100 00 004600	Apple	TouchChat app license (1)	×	1			and the second		\$299.99
							de la seconda de			
				In the second						
					1201		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	and Standard I		
	· · · · · · · · · · · · · · · · · · ·							1		
										and the
										A State of the second
					. 10.0					1997
			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	and the second second
APPROVED:	Catherine Lauria		Confauria 4/15/21	NOTES:				_	Subtotal Advances	\$1,573.06
			0,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Total	

For Office Use Only

				P-Card Expense Report								
Cardholder:	April Miller		18	Last 4 # of P-Card:		1334						
Billing Cycle:	March 6 - April 5								Page:	1 of	1	
Date of Purchase	Account Number	Vendor	Purchaser	Description of purchase	Grant (X)	Supplies	Meals	PD	Travel	Misc.	Τα	otal
	10E002-1100-4100-00-001000	Vista Print	Cooper	Student Post Cards			x				\$ 7	6.49
									-	-		
					-							
											Called .	1
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8/9/21	10-E-001-1100-4109-00-001000	Teachers Pay Teachers	Shames	Earth Systems		\$ 15.00					\$	15.00
8/15/21	10-E-001-1100-4109-00-001025	EAI Education	Stone	Math Supplies				1.4.2		\$ 452.08	\$	452.08
8/15/21	10-E-001-1100-4109-00-001000	Teachers Pay Teachers	Perryman	Home Kit Prep Materials		\$ 52.60						\$52.60
/18/21	10-E-001-1100-4109-00-001020	WB Mason	Redmond	Economy Shelf Bins						\$ 51.99	\$	51.99
8/28/21	10-E-001-1100-4109-00-001000	Teachers Pay Teachers	Shames	Digital Lessons		\$ 12.50				- 1/24	\$	12.50
/30/21	10-E-001-2150-4109-00-002150	RedShelf	McGrath	Vocabulary						\$ 165.22	\$	165.22
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Cardholder: Janine Gruhn

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1619

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Billing Cycle: March 6 - April 5, 2021

Date of Grant PD/ **Description of purchase Account Number** Vendor Purchaser **Supplies** Meals Total Travel Misc. (X) Purchase Subscript 3/17/21 10-E-000-1220-4100-00-004620 cowriter Janine writing program X \$ 19.96 \$ 19.96 \$ -\$. \$ -\$. \$. \$. \$ -\$. \$. \$. \$. \$ -\$. \$. \$ \$ -\$. 4. Hyenail See email approval. Compairie 4/20/21 \$ -\$ 19.96 \$ -\$ -\$ -Approved and Date: Page 1 total \$ 19.96 District Approved Page 2 total \$ and Date: Grand Total \$ 19.96



Deena Gibson <dgibson@district31.net>

Fwd: April pcard

2 messages

Meghan Swift <mswift@district31.net>

Tue, Apr 20, 2021 at 8:02 AM To: Cathy Lauria <clauria@district31.net>, Deena Gibson <dgibson@district31.net>, Sheri Kujawinski <skujawinski@district31.net>

Hello,

Please see the attached pcard and documents. Janine's approval is below.

Thanks!

Meghan Swift Administrative Assistant to Student Services West Northfield School District 31

mswift@district31.net 847-313-4414

----- Forwarded message ------From: Janine Gruhn <jgruhn@district31.net> Date: Tue, Apr 20, 2021 at 7:46 AM Subject: Re: April pcard To: Meghan Swift <mswift@district31.net>

Approved

On Tue, Apr 20, 2021 at 7:43 AM Meghan Swift <mswift@district31.net> wrote: Hey Janine,

Is this okay to process?

Thanks!

Meghan Swift Administrative Assistant to Student Services West Northfield School District 31 mswift@district31.net 847-313-4414

Dr.Janine Gruhn **Director of Special Education** West Northfield District 31 (847)313-4411 Jgruhn@district31.net

3 attachments

20210420_072149.jpg 4170K

				P-Card Expense Report								
Cardholder:	Erin Murphy			Last 4 # of P-Card:		0645						
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3/15/21	10E002 2410 3320 00 002410	IPA	Tina/April	IPA Administrator 2020-2021 Membership				\$ 399.00		1000	\$	399.
3/15/21	10E000 2210 3320 00 004620	PESI	Tina/Jesse	PESI - Changing The ADHA Brain (504 Coordinator - Jesse Menold)				\$ 219.99			\$	219.9
3/17/321	10E000 2030 6400 00 002030	NSPRA	Tina/Hayley	NSPRA - Annual Membership				\$ 285.00				2
3/18/21	10E000-2320 4100 00 002320 1)	Totally Promotional	Tina	Colored Plastic Sport Bottles for the "Welcome To Dist 31" bags		\$ 539.00					\$	539.0
3/22/21	10E000 2320 4100 00 002320	The Master Teacher	Tina	1 Retiree Apple and 2 Plaques for outgoing Board Mbrs		\$ _ 275.03	25				\$	258.8
3/22/21	20E002 2542 3230 00 002542	Lakeland Septiv Svs	Ed	Field School Kitchen Grease Trap cleaned		258	0			\$ 250.00	\$	250.0
3/22/21	20E001 2542 3230 00 002542	Lakeland Septiv Svs	Ed	Winkelman School Kitchen Grease Trap cleaned						\$ 250.00	\$	250.0
3/30/21	20E00 2540 3320 00 002540	PayPal - AFE	Ed	Association of Facilities				\$ 250.00			\$	250.0
3/31/21	10E000 2320 4100 00 002320 (2.)	4Imprint	Tina	Blankes for staff for Teacher's Appreciation Day		\$ 1,941.09					\$	1,941.0
3/31/21	10E001 /100 4/00 0000 100	o Inc		calls like this. He checked into his number and it is reported as went to "dark web". BMO shows the only description as elementary secondary school purchase. They will be refunding \$395.00 within 10-14 business days and sending a new card. The confirmation #202110590658. Spoke to Eli, EE ID#POUE01 1-866-418-8154						\$ 395.00	\$	395.0
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4/15/21

May 13, 2021

Dr. Erin Murphy Superintendent West Northfield SD 31 3131 Techny Road Northbrook, IL 60062

Dear Dr. Murphy,

The North Cook ISC/ROE5 is authorized by the Illinois State Board of Education to conduct Compliance Visits of the school districts located within its boundaries every four years. During March 16-18, 2021, the NCISC/ROE5 Compliance Team consisting of Richard Duran, Shirley Bloom, April Jordan, and Tom Bookler inspected records, policies, programs, credentials, and curriculum to determine the West Northfield SD 31 Recognition Status as outlined in the online IARSS/ISBE 2020-21 School and District Evaluation Form. Prior to our visit, members our Health Life/Safety Team performed their annual inspection. This is a summary of the findings of those visits.

COVID-19 Impact on the usual Compliance Visit:

Due to changing COVID-19 restrictions, we were unable to conduct the usual 2-3-day onsite visit including touring the schools and talking to teachers, students, and staff about the schools and the programs or changes since our last visit four years ago. We relied upon email exchanges of documents and photographs; phone/zoom interviews; reviewing items on the district website; and notes from past visits to complete our review. A New Online School Evaluation Format (Standardized across Illinois) enabled district personnel to attach required supporting documents directly to the online evaluation. Conveniently, those documents will remain in place subject to updating as necessary when we return for our next evaluation in four years, thus saving district personnel precious time in the future. We were able to complete an onsite visit on April 27,2021 to verify personnel files and briefly tour the district. As a result of all these activities, we are pleased to report that your Final Total Score is 100%.

The NCISC/ROE5 Visiting team would like to thank the West Northfield SD 31 host team consisting of Dr. Erin Murphy, Superintendent; Tina Nielsen, Executive Assistant to the Superintendent; Becky Mathison, Assistant Superintendent of Curriculum and Instruction; Dr. Janine Gruhn, Assistant Superintendent for Student Services; Catherine Lauria, Assistant Superintendent for Finance and Operations; and Ed Blankenheim, Director of Building and Grounds for their courtesy, cooperation, and candor. The preparation for our visit was very complete. Thanks to all who assisted in this effort.

Commendations:

The Compliance Team wishes to commend the School District on the following:

1. We begin with a recognition of the Teachers and Aides, the Frontline of American Education, for their Determination and Adaptability to provide meaningful educational experiences during these constantly changing times.



School and District Evaluation Instrument

North Cook ISC, 2020-2021

District	West Northf	ield SD #31		
Superintendent	Erin Murphy	r		
Superintendent License	196719 3131 Techny, Northbrook IL			
Address				
Attendance centers	2	Pupils 900	Licensed staff 95	
Mandate waivers				
NONE				
District financial number and	status			
05-016-0310-02 Recognitio				

Recommended recognition status Fully recognized

Equity Audit Report

Prepared for: West Northfield School District 31

Spring 2021

A special thank you to West Northfield School District 31 District Equity Leadership Team

Nino Alvarez, Winkelman Assistant Principal Jessica Anzaldi, Winkelman EL Teacher Heather Bordley, Winkelman Music Teacher Kristie Cerniglia, Field Library Justin Cooper, Field Assistant Principal Karrie Fisher, Winkelman Library Nisha Gandhi, Field Teacher Allison Gebert, Winkelman Teacher Dr. Janine Gruhn, Assistant Superintendent of Student Services Allison Heuberger, Winkelman Special Education Teacher Nancy Kim, Field Teacher Lisa Kovarik, Field Teacher Katie Lauder, Field Teacher Cathy Lauria, Assistant Superintendent of Finance and Operations Kelli Levy, Winkelman Teacher Becky Mathison, Assistant Superintendent of Curriculum and Instruction Dr. April Miller, Field Principal Adeline Miron, Winkelman Teacher Dr. Erin Murphy, Superintendent Erik Palanck, Winkelman Teacher Allison Putt, Field Special Education Teacher Amy Sack, Winkelman Social Worker Lori Shames, Winkelman Teacher Shaton Wolverton, Winkelman Principal Pam Wolney, Field Teacher

Equity Audit conducted by Systemic Educational Equity, LLC Copyright reserved, 2021.

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EXECUTIVE SUMMARY

This executive summary is a brief synopsis of the Equity Audit findings. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity©* - which serves as a roadmap to organizational transformation. The full Equity Audit report that follows this executive summary provides comprehensive information about the purpose of an equity audit, as well as its features, process, and quantitative and qualitative research details. The full equity audit report includes findings, and considerations for next steps informed with current research.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

- 1.1 Develop common language around equity, and effectively communicate it with all stakeholders.
- 1.2 Develop a Board policy, a Board statement and/or district statement on equity.
- 1.3 Develop transparent, intentional, measurable, and accountable equity goals.
- 1.4 Implement practices to attract highly qualified diverse teams by race/ethnicity and gender.

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student.

- 2.1 Develop equitable access and opportunity of advanced learning programming for BIPOC students while detracking to amplify talent development for all students.
- 2.2 Interrogate the IEP process to ensure equitable access and opportunity.
- 2.3 Review, with a critical lens, the MTSS identification process for students to receive Tier 2 and Tier 3 supports.
- 2.4 Examine unequal growth consistencies in the benchmark and standardized assessments.
- 2.5 Embed culturally responsive curriculum and resources in each content and grade.

STUDENT VOICE, CLIMATE AND CULTURE

To consistently seek students' feedback and experiences and nurture a positive, authentic, and meaningful organizational culture and climate.

- 3.1 Reform the implementation of SEL with an equity lens.
- 3.2 Develop a student equity advisory committee.

PROFESSIONAL LEARNING

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

4.1 Train all staff on educational equity.

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school and district.

- 5.1 Develop and actively collaborate with a community equity advisory committee.
- 5.2 Develop comprehensive translations to families in multiple languages.

Section 1

INTRODUCTION

During school year 2020-21, West Northfield School District 31 engaged in an equity audit. An equity audit is a proactive opportunity to critically examine systemic equity movement. The purpose of the equity audit is to clearly identify areas of strength, and especially recognize needed improvement to advance equity.

What is equity?

There are numerous definitions of equity and each district would decidedly choose which adhere to their values. The consistent theme in *quality* educational equity definitions include language that clearly state school systems are responsible for their own inequities, particularly among historically marginalized populations. These populations are marginalized based on categories that include, but are not limited to Black, Indigenous, and People of Color (BIPOC), gender, gender identity, sexuality, socio-economic level, differently abled individuals, citizenship status, English Language Learners (ELL)/emergent Bilinguals, minoritized religions and other disenfranchised identity groups. The Midwest and Plains Equity Assistance Center (MPEAC), which is funded by the U.S. Department of Education, Office of Civil Rights, defines educational equity as:

> When educational policies, practices, interactions, and resources, Are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduced disparities in outcomes regardless of individual characteristics and cultural identities.

> > MPEAC, Equity Digest, April, 2019

The American Institute for Research (2018) recognizes a similar definition. It states, "Educational equity is achieved when *all* students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society". Several equity-focused entities such as The Education Trust, Learning for Justice and Rethinking Schools advocate that equity must disrupt any forms of "ism's". That is, racism, classism, sexism, normative beliefs associated with heterosexuality, cisgender, national origin, and other forms of superiority based

on dominant social constructs and identities. The National School Board Association (NSBA) defines educational equity as:

We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

The NSBA delved further by developing DIRE – Dismantling Institutional Racism in Education Initiative¹ - which urges school systems across the country to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of racial disparities is expressed by numerous professional education organizations, including but not limited to the School Superintendents Association (AASA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and National Education on Education. In Illinois, the number of professional education entities that advocate for equity and social justice of historically marginalized groups are abundant. Consider such associations as the following: Illinois State Board of Education (ISBE), Illinois Education (IPA); all of whom demonstrate equity minded policies and practices. It is clear that educational equity explicitly disrupts racial inequities by holding school systems accountable to advance equity for all historically marginalized groups.

¹ nsba.org

RESEARCH

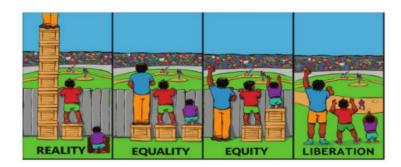
To understand equity, one must understand inequities and how every major U.S. system – criminal justice, education, employment, health care, housing, - has been designed to be inequitable. In other words, these systems were not created to benefit all members of society. They are inherently unequal. Educational equity mandates committed, systemic transformations at all levels to mitigate the inequities while leveraging access, opportunity, and outcomes for each student (Kincheloe, 2008; Gorski, 2018; Aguilar, 2020). By doing so, we actively work to transform systems and the leaders that occupy them (Shields, 2019; Blankstein et al, 2016). Such whole system transformations include the following:

- 1. Foster deep commitment to the moral imperative.
- 2. Small number of ambitious goals relentlessly pursued.
- 3. Establish a developmental culture and investment in capacity building.
- 4. Build leadership at all levels.
- 5. Cultivate district wide engagement.
- 6. Learn from the work.
- 7. Use transparent data to improve practice for innovation and improvement.

(Fullan, 2015).

In recent history, many school districts across the country have increased their knowledge, skills, and commitment to educational equity but many more have not. Although the growing attention is welcomed, educational equity cannot be perceived as the latest initiative or trend. It is not an initiative at all. It is a transformative shift that encapsulates the ways schools should operate. We cannot do school well without authentic reflection and action toward equity for all students. If the primary premise of schooling is to cultivate future generations to be contributing members of greater society, then the principles of human development, socio-economic and political environments are ingrained (Howard, 2010; Diem & Welton, 2021). Educational equity is critical. Lives depend on it. History has demonstrated the need for equity to courageously unravel power and privilege among individuals and within institutions (Kim, 2020). The increasing popularity around equity over the last several years has led to several visual illustrations to describe its complexities. A quick internet search yields many images including the² popular one below (Lynch, et al, 2020).

The image on the far left represents the *reality* that not all people are afforded the same advantages, and that some individuals may have great advantages than others thus



immediately creating unequal opportunities. While the second image to the left points out that when equal resources are provided, it does not lead to *equality*, as some individuals still maintain their advantages and disadvantages. The third image, or the one with the word *equity* underneath, indicates that we advance toward fairness and justice when individuals are given what they require to ascertain opportunities. Finally, the image on the far right exclaims that *liberation* is the goal by eliminating the fence. Metaphorically, the fence represents the systems that perpetuate unequal and inequitable outcomes (Lynch, et al, 2020). In schools across the country, students are legally and justifiably able to ascertain access and supports to aid in their learning, such regardless of legal status, special education need and language (Kim, 2020).

However, national data has shown that despite the law and morality of supporting children and their learning, academics are not fair. Scholars understand that legal protections for these groups is insufficient to reach equity (Desmond & Emirbayer, 2020; Diem & Welton, 2021). An urgent investigation to how society and institutions perpetuate inequities by examining biases, explicit and implicit, is necessary to unpack narrow or limited mindsets, beliefs, and practices. Equity begs the question whether certain district policies and procedures are exclusionary or catered to dominant views, whether academic supports are effective, whether students are being heard, whether other factors are contributing to disparities or a combination of all the above and more. In other words, have we examined all with an equity lens?

² Creator, Craig Froehle, Ph.D., University of Cincinnati

A fundamental urgency about educational equity is that every area must be examined with an equity lens. It requires attention to demographic conditions of disenfranchised populations. Educational equity organically advocates for support and programs to exist, but it also demands deeper leveraging than academic programs. This is the first and possibly most challenging shift toward prioritizing educational equity, which is the attitudes, behaviors and actions to consider all aspects of schooling with an equity lens, because education systems have been designed to benefit White, middle-class, heterosexual, cisgender, Christian, fully cognitive functioning, able-bodied, English-speaking and other dominant social constructed identities (Ladson-Billings, 1994; Schuerick and Skrla, 2003; Dweck, 2007; Lewis & Diamond, 2015). Unfortunately, too many of those dehumanizing perspectives are not exclusive to history, which is why equity is considered one of the fundamental dynamics in the development of Every Student Succeeds Act (ESSA) – the 50-year-old national education law for equal opportunity in education among all U.S. states. When standardized assessments are reviewed, we must acknowledge the limited capacities of such tests to accurately measure student at a given time. We must disaggregate student data by demographics and special populations to investigate the underlying conditions of its existence (Johnson, 2002; Williams, 2003; Ross, 2010; Kendi, 2019). When we scrutinize racial discipline data, we must do so with an understanding of root causes to inappropriate assumptions to transform historical power and privilege (Ladson- Billings, 1994; Howard, 2010; Ross, 2010; DiAngelo, 2018). When we review the student populations participating in rigorous opportunities and those identified as readily able to partake, we must do so void of deficit thinking (Sleeter, 2012; Kendi, 2019; Gorski & Pothini, 2018). To keep educational equity at the forefront of all deliberations, there must be intentional and continuous conversations about it in every aspect of schooling (Singleton & Linton, 2006; Gorski & Pothini, 2018).

Thoughtful, critical, and systemic equity considerations ought to be embedded in all the work of an educational institution, including but not limited to curriculum development, assessments, professional development, discipline, and programmatic structures (Darling-Hammond, 2010; Chenoweth & Theokas, 2012; Gorksi, 2018; Edley et al, 2019). These discourses and actions must be relentless and continuously allow for improvement contributing

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to equity as foundational and a moral imperative (Freire, 1970; Kincheloe, 2008; Gorski, 2018). It demands a continuous and heartfelt commitment for every child to be successful. A firm understanding of educational equity clearly imparts the knowledge that equity is transformative and good for all students (Shields, 2019); even the most advantaged pupils do better in an equitable school setting (Boykin & Noguera, 2011; Shields, 2019; Smith et al, 2017; Gorski, 2018).

This is important to point out as equity can be narrowly viewed as taking from one to give to another rather than the critical recognition that sameness for all does not equate to fairness. It also must be understood that individuality does not contribute to a holistic society. Collective voices foster harmony, but too often in schools' individual interests outweigh the betterment of a community, which tend to further oppress marginalized people.

Although an equity audit can provide a comprehensive view, it cannot fully capture all the efforts to advance equity. There are educator practices occurring daily throughout any district to ensure students are getting what they need to be successful, and to address inclusion and inequities ingrained in the system and structures. However, when districts create and monitor equity-driven plans with associated measurable indicators, then the opportunity and expectations gaps experienced by marginalized students may be narrowed (Scheurich & Skrla, 2003, Edley et al, 2019). The intent of an equity audit is to identify inequities, and then it is the district's responsibility to formulate a plan. When districts create a plan to advance equity, it is presumably to establish systemic improvements (Skrla et al, 2009; Edley et al, 2019). In doing so, the research is clear that there is no absolute or one way to this work. There is no one size fits all or pre-packaged program to guarantee equity for all students. Strategies that suggest "best" practices to meet the needs of *all* students or one measuring tool or assessment to demonstrate fulfillment of educational equity should be approached with caution. Such suggestions perpetuate singular attitudes that all students will be successful by utilizing one or a few approaches. Kim Anderson, Executive Director for the National Education Association (NEA), stated that the most important challenge facing public education today is equity (Peters, 2019).

Educational equity is a *continual* pursuit to enable all students to have equitable access and opportunity as demonstrated by outcomes (Blankstein et al, 2016; Smith et al, 2017). It is an approach constantly fluctuating based on the circumstances of each student while paying particular attention to a student's diverse background and experiences (Ladson-Billings, 1994; Kendi, 2019; Edley et al, 2019). All the recommendations in this equity audit report are firmly grounded with current research as well as the unique considerations of **West Northfield School District 31.**

National Student Demographics

The increasing demand by federal and local governments call for state boards of education and school districts to address the academic and opportunity gaps among minoritized demographics, which is the fastest-growing populations in the United States. These demographic shifts mirror the global, racial, ethnic, and cultural diversity. Schools must become the epicenter of modeling a deep understanding of the sociopolitical context and affirm the welcoming benefits of racial and ethnic diverse communities (Wells, et al, 2016).

According to the U.S. Department of Education, National Center for Education Statistics (NCES), there are approximately 56.4 million students enrolled in PreK-12 education. With a majority attending public schools – approximately 50.7 million students.

Table 1.1: Historical, current, and projected enrollment in U.S. K-12 public
schools by race/ethnicity

Race/Ethnicity	1995	2021	2029
American Indian/Alaska Native	<1%	<1%	<1%
Asian/Pacific Islander ³	4%	6%	7%
Black	17%	15%	15%
Hispanic/Latinx ⁴	14%	28%	28%
Two or More Races	NA	5%	6%
White	65%	46%	44%

NA = not available

NCES reports the following:

³ Pacific Islander was combined with Asian until 2007. Since 2008, Pacific Islander was its own racial/ethnic category, and from that time rounds to zero.

⁴ Hispanic is considered an antiqued term as it refers to people whose origin are from Spain. For the purpose of this report, Hispanic/Latinx will be used as an all-encompassing category for Hispanic/Latina/Latino.

Illinois Student Demographics

In Illinois, there are currently 2 million students enrolled in PreK-12 schools. According to the 2019-20 Illinois Report Card, the chare below represents the student demographic between 2016 and 2000.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled inIllinois PreK-12 public schools						
Race/Ethnicity 2016 2020						
Asian	5%	5%				
Black	17%	17%				
Hispanic/Latinx/Latinx 26% 27%						
Two or More Races 3% 4%						
White	48%	48%				

The need to be equitably responsive to students' needs extends beyond race and ethnicity. Attention and resources are also necessary for special student populations – ELL, FRL and IEP. According to the 2019-20 Illinois Report Card, the following is reported:

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12public schools							
Special Populations 2016 2020							
English Language Learner (ELL)	11%	13%					
Free/Reduced Lunch (FRL) 50% 49%							
Individualized Education Plan (IEP)							

HISTORICAL SYNOPSIS OF DISTRICT EQUITY WORK

The following is a historical synopsis of equity work at West Northfield School District 31:

Systems

- The West Northfield School District Board of Education has adopted a more equitable calendar, which includes days off for holidays beyond the Jewish, Christian, and Federal holidays traditionally taken by District 31.
- The Board of Education adopted an anti-racism statement in June 2020.
- Board of Education policies have been updated to reflect IASB PRESS recommended changes related to equity.
- For many years, District 31 has worked with their food service provider in order to accommodate free meals for those qualifying for waivers. As the burden shifted too heavily on the food service company, the district assumed extra costs to keep this program in place.
- In 2019-2020, District 31 increased food service opportunities to include breakfast in order to support more students. However, with the advent of Covid impacts on the system, District 31 became eligible for the Summer Food Service program. All families now receive 7 lunches and 7 breakfasts per week, including holidays. Families do not need to provide financial need information to receive this benefit. In addition, we also offer weekly bus drop off service for meals. This service has been available during breaks and holidays as well.
- The Board of Education has modified the fee structure. More items and services are included in the fees, which can be waived for students with financial needs. No students need to pay for individual collections for activities, programs, field trips, sports, the yearbook, etc. For the 2020-2021 school year, the PTO and District partnered to provide all school supplies to students at no cost.
- Since 2019, District 31 has engaged in an equity audit, EL audit, special education audit, and curriculum audit in order to critically evaluate all aspects of the system.
- The District 31 Board of Education has subsidized at least 50% of the cost of busing for all students, and 100% of the students who have demonstrated financial need.

Teaching and Learning

- School libraries have been building library collections that better reflect the diversity of students and contemporary topics. Emphasis has been placed on purchasing high interest and appropriate items in a variety of languages. Collection curation processes have been developed.
- Curriculum collection curation processes have also been developed. Outdated materials have been examined and purged.
- Careful consideration is given when opportunities such as field trips and assemblies are planned to ensure that it reflected a variety of backgrounds and topics.
- District 31 has invested in a 1:1 technology program in which every student is provided a device to use at home and at school. As a part of that program, District 31 will also provide "hot spots" if a students or family does not have wireless access.
- District 31 field trips, activities, and some school supplies are provided to students. These items are partially covered by fees, which can be waived for financial need.
- During the 2020-2021 school year, full in-person and full remote options were provided for all students.

- District 31 has partnered with the PTO and the community to provide supplies, cold weather gear, and other items to families and students as needed.
- Field Middle School has a building wide executive functioning program for all students. In this program all students are provided to all students to ensure equitable access.
- District 31 has been evolving the "gifted" program to be a more "Advanced Learning Program." Included in this programming change is a more defined way to gain access, an appeals process, as well as a pathway for enrichment in less traditional subjects.
- Field and Winkelman offer (in non-Covid years) after school programs available to all students, as space allows.

Student Voice, Climate and Culture

- Field Middle School students have historically taken the 5 Essentials survey. Fifth grade students at Winkelman also now take this survey.
- Both Field and WInkelman have a student council that provides for student voice and advocacy. At Field, any student may participate in student council.
- Field Middle School students take a yearly social emotional screener designed to get feedback and information from students to increase support.
- Both Field and WInkelman offer surveys on a variety of topics including, but not limited to, remote learning, executive functioning, activities, etc.
- Field offers middle school transition opportunities for all students, as well as surveys to evaluate and adjust transition opportunities.
- Field offers weekly student spotlight to increase community, as well as "student of the month" to honor students.
- Eighth grade students participate in IEP meetings. Plans are in place to increase involvement.
- Field offers a recognition program with different pathways for student recognition including academic achievement, improvement, effort, and citizenship/leadership

Professional Learning

- Topics over the last several years have included inclusion and equity, with a goal of having multiple opportunities for discussion and reflection as opposed to "one and done".
 - February 2020- Leading for Equity and Excellence in the School Setting (admin and DLT) -Dr. Ivette Dubiel
- 2020-2021 School Year
 - o Assessment Strategies for Remote and In-Person (available to all staff)- Lisa Westman
 - o Building Resilience During a Pandemic (all staff) Dr. Doug Bolton
 - Cultivating Resilience During Covid 19 (Self Care-Choice to Attend)-Dr. Doug Bolton
 - Collaborative Problem Solving-Dr. Doug Bolton
 - Cohesive Lessons for Remote and In-Person (available to all staff)- Becky Mathison
 - Differentiation, Social Distancing, and Remote Learning (available to all staff)- Becky Mathison
 - o Distance Learning for English Language Learners (available to all staff)- Veronica Gott
 - Equity 101 (all staff) Dr. Ivette Dubiel
 - Evidence-Based Instructional Strategies (Field)- Becky Mathison
 - Fostering Community in the Classroom (available to all staff)- Leslie Redmond

- Hip Hooray...Make Your Small Groups Today! (available to all staff)- Jacqui Le-Mon and Leslie Redmond
- Inclusive Practices (all staff)- Erin Kranz
- Live Streaming (all staff)- Nino Alvarez and Becky Mathison
- Protect Yourself and Your Community with the COVID-19 Vaccine Dr. Michael Jon TeKippe
- o Rush Executive Functioning (select Winkelman and Field staff)- Dr. Georgia L Bozeday
- Signs of Anxiety (available to all staff)- Amy Sack
- The Whole Child, Culturally and Linguistically Responsive Teaching (Field) Becky Mathison
- Understanding Implicit Bias (all staff) Dr. Ivette Dubiel
- Countering Coronavirus Stigma and Racism from the National Association of School Psychologists. (sent out as parent resource)
- Universal Design For Learning-West Ed
- MTSS Overview-West Ed
- o MTSS Updates-West Ed
- o MTSS Tiered Interventions-West Ed
- MTSS PSDA Cycle-West Ed
- West Ed Topics
- o Maggie Essig from the IRC presented audit information

Family and Community as Agency

- District 31 has a Bilingual Parent Advisory Committee (BPAC)
- District 31 has developed a Special Education Parent Advisory Committee
- PTO and Ed Foundation remain active in school fundraising and activity efforts designed to support all students and engage the community.
- District 31 has intentionally increased materials being translated into Spanish, Mongolian, and Korean, including handbooks and regular communication.
- A "Welcome to District 31" kit has been developed for new families to help them become familiar with District 31 needs.
- District 31 and building principals communicate with families regularly.
- District 31 has increased engagement with families through social media.
- For the 2020-2021 school year, a parent education/engagement series was developed and available over zoom. Topics include:
 - How to Help our Kids Thrive in a Digital World Devorah Heitner
 - o Fostering Independence at Home: Executive Functioning Dr. Georgia Bozeday
 - o Building Resilience During a Pandemic (parent presentation) Dr. Doug Bloton
 - Equity 101 (open to community) Dr. Ivette Dubiel
 - o Protect Yourself and Your Community with the COVID-19 Vaccine Dr. Michael Jon TeKippe
 - o Community Resources District 31 Staff
 - Who Do I Contact About... District 31 Staff
 - Student Services Overview District 31 Staff
 - o eLearning Parent Technology Tips District 31 Staff
 - Online Learning Platforms District 31 Staff
 - Participation and Grading District 31 Staff
 - Interpretation and Translation Services District 31 Staff
- District 31 will be engaging in the strategic planning process in the summer of 2021. Process will include stakeholders including parents and the community.

EQUITY AUDIT PROCESS

The *Five-Phases of an Equity Audit*[©] is a fact-finding quantitative and qualitative process that aids in identifying areas of growth, and specifically recommended areas of needed improvement to advance educational equity. The timeline is approximately one year.

Illustration 1.1: Visual Representation of Five-Phases of an Equity Audit[©]



Pre-Phase 1

District forms a District Equity Leadership Team (DELT). Guidance is provided to district leadership by the auditor into forming a team of approximately 25-30 staff members.

Phase 1

DELT meets with the auditor and conducts a *District/School Assessment on Systemic Equity*[©] to discuss and rate areas of strengths and needed improvement in its organization. The results of that assessment are a data point in this report (see pages 19-25). During Phase I, DELT is provided with the *Data with an Equity Lens*[©] document to identify the quantitative data the district will collect and submit to the auditor to analyze. DELT is also provided a bank of sample questions for stakeholder focus groups - staff, students, and parents/guardians/caretakers. For ease of reference, the stakeholder group, parents/guardians/caretakers will be notated as families.

Phase 2

Approximately three to four months are allocated to gather the agreed-upon data.

Phase 3

The auditor conducts focus groups. In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Focus group occur by stakeholder role, and there is no intermingling of stakeholders in focus groups (Stewart & Shamdasani, 2014). In other words, students participate with students, staff participate with staff members and so on. Names and identifying information of focus group participants are not used in this report and kept confidential.

Many quotes from all focus groups are extracted. Any assertion to identify focus group participants is based on assumption, and to protect confidentiality, any indication of identity was withheld in the extracted quote.

Table 1.4: Focus Groups and Participants						
Focus Groups	Total Number of Focus Groups	Total Number of Participants				
Staff	9	41				
Students	6	42				
Families	6	28				
TOTAL	21	111				

Students

- 1. What are ways you and a teacher have connected? What about other adults in the school?
- 2. How have adults in the school setting supported your academic success? personal success?
- 3. How have you felt welcomed and included in your school? How have you not felt welcomed and included in your school?
- 4. How have your peers been welcoming and inclusive or not welcoming and inclusive?
- 5. In what ways has your unique identity and experience been celebrated or valued by your school? By your teachers(s)?
- 6. Have you felt comfortable speaking up when you need help or are having a hard time? In what ways have you been able to express what you are feeling?

- 7. How has the school or your teachers supported the development of your or student voice?
- 8. Is there anything else you'd like to add or share?
- Staff
- 1. What are some examples of how your school has closed or narrowed the opportunity gap for students? What are areas to consider to close or narrow the opportunity gaps?
- 2. What are the greatest challenges your school or district face when it comes to equity?
- 3. How has equity impacted your instruction and relationship with students?
- 4. How has equity impacted your view of student discipline? Are students being treated equitably?
- 5. In what ways, have positive, meaningful relationships been built with students? With families?
- 6. Is there anything else you'd like to add or share?

Families

- 1. When you hear "equity" what comes to mind?
- 2. In what ways, do you believe your school is doing a good job in meeting the needs of all students?
- 3. What are the areas of needed improvement in order to meet the needs of all students?
- 4. How has the school/teachers supported your child(ren) academic success?
- 5. Have you experienced and/or do you have concerns that you believe are inequitable or unfair? Please describe.
- 6. Do you feel like your voice is heard? Do you feel comfortable bringing up concerns and/or ideas that you have with the school?
- 7. Is there anything else you'd like to add or share?

Phase 4 & Phase 5

During these phases, an extensive analysis is conducted of all quantitative and qualitative data. A draft report is submitted to the district Superintendent for review. The purpose of the draft is to allow the Superintendent and/or designees to ensure accuracy, while no edits of findings are allowed. After the review, a final report is submitted. This report serves as the definitive equity audit report.

NEEDS ASSESSMENT

As part of Phase I of the Equity Audit, DELT completed *a District/School Assessment on Systemic Equity*[©] to provide context, deeper discussion and understanding about equity. Prior to completing this assessment, DELT members were grouped to complete the needs assessment. The needs assessment provided an opportunity for self-reflection on ten components of equity against the given rubric. For each component, groups were tasked to provide a rating and rationale as well as suggestions for next steps. An "X" was marked in the needs assessment to designate the group ratings, and the bullet-point list is indicative of group responses for that "X". If there is an "X", but no bullet-point comment, it was left blank by the group completing the needs assessment. The rubric description is listed below:

- **Robust**: Systemic and committed throughout the district and all schools, widely communicated to all stakeholders.
- **Strong, but focus needed**: Developing stages across the district and schools, but clear expectations and directions are needed.
- In Progress: We're working on it, but not yet what we'd call strong.
- **Developing:** We're just getting started on this work

	Component	Developing	In Progress	Strong, but structure	Robust			
LANGUAGE - C diversity and i	JNDERSTANDING, CONSISTENT Dur district has clearly defined equity, nclusion. We have communicated these	хххх	х	needed				
community.								
Rationale for Rating Developing • Representative of the Board's views on equity and how they are interpreting it. We don't have a clear understanding of equity v equality. Work has started on inclusion. • Have had conversations but not everyone seems to be on the same page. There is an understanding but no consistency. Students are more aware of diversity, but they have no concept of what equity is. They think about fairness, not equity. Inclusion- students are aware but do not have a lot of background knowledge on the topic. Students can understand obvious differences but struggle to understand when it isn't as obvious. Ou district has cultural and economic diversity, and we need to look at this info when determining what is equitable. • The district has offered equity and inclusion professional development in the form of outside speakers presenting to all staff. Additionally, staff complete an online course					nclusion. here is an ut they have n- students dents can obvious. Our o when ne form of			
In Progress	regarding cultural competence, as required by the state of Illinois.No documentation to reference communication to staff or community.							
	much with the community.							
Suggestions for Next Steps Developing Equity audit, PD for staff, parents, board on common vocabulary to develop common understanding, follow up with development of board norms and protocols, communicating consistent language for accessing resources throughout the school district. Work with parent organizations on equity v equality, develop policy review practices. • Start opening these conversations with students. Can't ignore the topic. There needs to be an overarching theme with what is the dynamics of the school/ community. Could use advisory time to have these discussions to lead towards more comfort and acceptance. With little kids' literature can be avenue to talk about these topics. Educating parents can lead towards better understanding for little kids (they take the lead of their parents). Sharing is important verbal or written. • Develop PD goals around equity so that everyone is working with the same base knowledge and understanding of what equity is and why it makes a difference. There should be a common language across the district, in both schools. • Clearly define equity, diversity, and inclusion. Communicate to staff and community and develop a periodic evaluation process to ensure common understanding. In Progress • Have more staff and parent input into what makes our culture more based in equity,				e school y review ere needs to hity. Could and pics. y take the base nce. There mmunity and				
	diversity, and inclusion. After contained by the set of	onsulting with t	he community	have a declara				

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	Component	Developing	In Progress	Strong, but structure needed	Robust
Our district ha	'ISION AND/OR STRATEGIC ALIGNMENT - as a clear mission and vision for equity as our Board policies, district goals, and/or value statements.	х	хххх	liceded	
		for Rating			
Developing In Progress		table opportur ers collaborativ There is mentioner values are: eaningful and a s and fosters control of the start ons, and enrice learning." Strategy 3 ions, and enrice learning." Strategy 3 and is and cort ng goal / progra ity such as 7:00 and recently ad itroversy, sent	nities for all stu e partnerships ion of equity and "We embrace of authentic class reativity and in 8: "Develop a so hment based of ategic Plan Goa munity membres updates." To 26, 6:026, 6:00 opted an anti- an anti-racism	dents in an en- among stakeh nd diversity in our diversity ar room instruction novation thro- ystem that pro- on assessment al 4 Strategy 10 bers through o The board has t 1, 6:005, 6:014 racism statement letter from the	vironment olders while this vision. Ind believe it on that ugh a variety vides for results for : "Expand utreach, the legally c. ent however e Board,
	 which was also clouded in contrast the rest of the Board, strategic opportunities for true equity, be equity in different topics and action of the topics and action of the topics but are n conversation but did not get interpret the diversity within our district. plan. Missing the consistency in everything we are doing. Need need to happen to make change There are good intentions to an have not had adequate time to Referenced in our District Vision 	the statement was veiled in controversy, sent an anti-racism letter from the Board, which was also clouded in controversy, Board members asking for white privilege PD for the rest of the Board, strategic plans celebrate diversity but does not provide actionabl opportunities for true equity, board endorsement of equity audit, conversation about equity in different topics and actions. These touch on topics but are not overt/ spelled out. It sounded nice in the conversation but did not get into the details. Committees were not representative of the diversity within our district. It is hard to come up with student leadership without a plan. Missing the consistency in what the mission is, and it is not embedded into everything we are doing. Need to shift the mindset, it is easy to say things, but actions need to happen to make change. There are good intentions to analyze and utilize the data in order to form goals, but we have not had adequate time to do this.			
		for Next Steps			
Developing	 Once a common understanding established, the thread of that s goals so that we can ensure eac focused goals to allow for easie 	should be pulle h is formulated	d through eacl d through an e	n of the strateg quity lens. Few	gic plan's er and more
In Progress	 Starting a new strategic plan bas special ed audit, EL audit, and cor fashion (or will). Student led report to the board More staff time to analyze data instruction. Providing families n needs. Revisit Mission, Vision, Strategie 	urriculum audi each month al as well as PD c nore resources	t. All of them a bout culture ar on how to use t to become en	ddress equity in ad climate. the data to hel gaged based of	n some way p/drive our

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| Equity Audit Report | Spring 2021

	Component	Developing	In Progress	Strong, but structure needed	Robust
equity-driven	ALS - Our district has a plan that includes goals and measurable objectives to hold e for advancing systemic equity. Rationale	XXXXX		needed	
Developing	 Nothing much is measurable, o professional development. Surface conversations recognize service. Intention is great but h objectives. There are not any known goals There are school improvement but not explicitly about equity, component 2 regarding district Unable to clearly identify that component is measured. 	e but not follov ow do we get t or plans. plan achievem inclusion, and goals. urrent district	ving through. J here? We do n ent goals relate diversity. Refer	ust providing t ot see any mea ed to special po also to respor	he topics lip asurable opulations
Developing	Suggestions for Next Steps eveloping Finalize audit in preparation for a strategic plan rewrite, compare the recommendation of all the audits that have been completed or are in the process of being completed. Survey students throughout the year about equity. Have teachers talk about how they address kindness in their classrooms to have a common language. Student focus groups monthly to share. PD on how to use data to drive instruction and form goals. We also need time to develop this. Refer to response in component 2. 				
	 Revisit strategic plan-develop e Component 	Developing	In Progress	Strong, but structure needed	Robust
within each co resources alig and culturally	AND LEARNING - In each grade and ontent, we have curriculum and ned with equitable pedagogical beliefs responsive instructional practices that ination of implicit biases and affirmation f-identities.	хххх	х		
	Rationale	for Rating			
 Developing Interest but not action, actions are more surface level such as an assembly or an event, enhanced library section, purchased books in the language of the people we service, work on inclusion has begun. We are trying but not there yet. Younger grade taking baby steps. Everyone wants this but how do we get there? There is not a clear and consistent curriculum reflective of culturally responsive practice. Systematically, not with intention, however our libraries are making positive strides, and this summer our Middle School ELA curriculum is addressing this, and some elementary grade levels. We do not have a common understanding of Culturally Responsive teaching. 					
In Progress	 Staff recognize that our student however, some thinking and ac meeting diverse needs that equ 	tions demonstr			

	Suggestions	for Next Steps					
Developing	PD for curriculum staff on cultu	rally responsive	e practices to	oromote intenti	onality.		
	 Look at resources and PD oppor 	rtunities. Need	to review curr	iculum to make	sure we		
	are not missing racial underton						
	More time to develop and colla				cally.		
	 Training and implementation of 				-		
In Progress							
In Progress	 Provide professional developmentaria 			-	is is and		
	how to approach instruction in			1			
	Component	Developing	In Progress	Strong, but	Robust		
				structure			
				needed			
	PROGRAMMING - Across the district, we						
	tinue to take a critical lens to our						
	gramming (e.g., ESL, SPED,	XX	XXX				
	s/AP, etc.) to analyze student						
representatio	n by socially constructed identities.						
	Rationale	for Rating					
Developing	 We are aware of socially construct 	ucted identitie	s, but we don'	t use that in how	w students		
	are placed in classrooms/progra	ams.					
	 Placement into programs is prir 	marily based up	on academic p	performance an	d not the		
	community demographic.						
In Progress	Initiated studies on special educ	cation. EL. curr	iculum. We ha	ve brought bacl	c to D31		
	students who are typically place			-			
	services for EL, work has started		-				
	 Discussions have started on this 	-	-				
	different backgrounds.	s topic. Need to	meet the nee	eus of students	nom		
	-	بالمحمد والمنابع			ماه همه امم		
	 Placement into programs are provident of the program of the program	iniarily based i	upon academic	c performance a	and not the		
	community demographic.						
		for Next Steps					
Developing	 Special education-continue to w 						
	more work with the board to ur						
	lens, revisit gifted/accelerated p				entation		
	post-pandemic, review EL programming at the middle school.						
	Educate staff on how culturally	constructed id	entities affect	academic progr	amming.		
In Progress	The district that needs to provid	de financial sup	port to bring i	n speakers for s	tudents to		
	see experts in different fields.						
	• Examine placement into programs by special populations. Expand placement processes						
	to include more than academic						
	demographic. Provide needed p	•					
	processes include equitable pra						
	Consider alternative measures t						
		to lacinary plac	ement seyone				

	Component	Developing	In Progress	Strong, but structure needed	Robust
6: DISCIPLINE/BEHAVIOR/STUDENT SUPPORTS - Our district regularly analyzes student discipline data and disaggregates said data by race and special populations categories, as well as intersectionality of known social constructs. We have proactive practices XXX XX in place (e.g., restorative justice, trauma-informed resources, SEL approaches, etc.) to support all students, especially historically marginalized populations.					
	Rationale	for Rating			
Developing	 We would not be having this co course being offered by the dist but need to recognize other tra recognize adverse childhood ex There is not consistency with ha there are only opportunities for No systemic process in place, he 	rict. Covid is th umas that we r periences. andling redirect growth.	ne catalyst for t need to be cog tion. There are	rauma informe nizant of. Neec	ed practices I to
In Progress					
	Suggestions 1	or Next Steps			
Developing	 More PD/ education for staff. Having consistent expectations across all grade levels. Training on methods for redirections for all staff. Having a PBIS system to encourage better behavior. Develop a system to periodically review discipline data and align PD district-wide-this is an ongoing process of reviewing data and provided needed PD. 				
In Progress	 MTSS leadership team to develop ractices, for 20-21 a social emonand for programming for studer Review discipline data by special staff understand the why behin area of trauma informed instruct Component 	otional task for hts around trau al populations, d this practice.	ce is working c ıma. provide profes Provide profes	on resources fo sional develop ssional develop	r teachers ment so that
consistently s feedback and organizationa		хх	xxx	incucu	
		for Rating			
 Clubs are developed more around staff interests than student interests, limited surveys, limited student leadership opportunities and advisory groups. We occasionally survey students, but not consistently. 					
In Progress	We would like to see more stud should hear what their perspect		-		on. We

	West Northfield School District 31	Equity Audit	t Report Sp	ring 2021					
 Field does survey students on feedback on extracurricular activities to plan for the future. Winkelman has not previously surveyed students on their interests. Student surveys are conducted, and the data is utilized in various ways depending on the context. It is used to inform planning- for example, Foundations surveys regarding lunch and recess and subsequent planning. 									
	Suggestions	or Next Steps							
Developing	Suggestions for Next Steps Developing Develop regular survey practices for students, consider student leadership opportunities. Elicit ideas from students. Incorporate student voice in the improvement of climate and culture.								
In Progress									
	Component	Developing	In Progress	Strong, but structure needed	Robust				
implemented	ENT & RETAINMENT - We have practices to attract and retain highly erse teachers and administrators at our	хххх	x						
	Rationale	for Rating	•						
Developing	 We are more traditional in our mentoring program but the foc The diversity of our student pop attracts highly qualified teacher retaining them. Team has no information to sup 	us has not been pulation does n rs and administ	n on retention. ot match that rators but has	of the staff. Th	e district				
In Progress	 No one looks to find new hires to is open to it, looking for the mo not help culture of school. 	that are bring in st qualified peo	n the cultural a	-					
		or Next Steps							
 Developing Develop a more robust recruitment plan that includes social media, literature, job fairs, etc. Review salary schedule to see if it supports retention. Having a hiring committee to train staff on the criteria we are looking for in order to make a more inclusive staff. Review recruitment process and implement practices to recruit diverse staff Review recruitment process and implement practices to recruit diverse staff. 									
In Progress	Be open to diversity.								

	Component	Developing	In Progress	Strong, but structure needed	Robust					
	IAL DEVELOPMENT - Our district has									
	its commitment to equity by offering a									
	professional development and growth	XXXX	X							
to all staff.	Dationala	for Doting								
Developing	More consistency with offering	for Rating	auque strande		and MTSS					
Developing	etc., the PD is still "one size fits	•		such as inclusio	on anu ivi i 55,					
		o equity discussions at PD, mostly at teacher-to-teacher level.								
	 We are conducting an equity au 	-								
In Progress • The quality of some of the PD was not geared towards implementing change. There is										
_	not much follow through with s	-	•							
	Suggestions	for Next Steps								
Developing	 Develop a PD plan that offers m for all. 	ore differentia	ted choice in a	ddition to the	PD needed					
	• Provide opportunities to talk at	more of a dist	rict level about	these topics.						
	Results of audit-follow recomm	endations.								
In Progress	 More quality PD geared toward 	-		-	that are					
	presented. Following up with Pl									
	Component	Developing	In Progress	Strong, but	Robust					
				structure needed						
-	D COMMUNITY AS AGENCY - We have									
-	place to actively seek out and/or sustain									
	n and engagement with	XXXX	Х							
parents/guard	ians/caretakers on issues of equity.	for Rating								
Developing			acad translatio	n communica	tion is not					
	 Lots of communication/different modes, increased translation, communication is not two-way, involvement in parent organization tends to be homogenous, SPED advisory committee established, BPAC was established, for the pandemic we started parent staff advisory group and two parent opportunities for learning in the fall. There are protocols but not communicated to all groups. There are missing voices when decisions are made. No evidence of a structure 									
In Progress	 We do translate documents into translators during meetings (co are able to translate for families 	nferences, IEP								
		for Next Steps								
Developing	Parent university cycle, add tow		-							
	 Provide avenues for different gr who doesn't have access to what valued? 	•								
	No evidence of a structure.									
In Progress	 We do translate documents into translators during meetings (con are able to translate for families 	nferences, IEP								

Section 2

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach. A table and/or chart of all data is included in this report. Quantitative data that revealed inequities contributed to the audit findings. Data that did not show inequities is listed below the table.

The table below is an index of quantitative data submitted.

Index of Quantitative Da	ata Submitted
Table/Chart 2.1 – 2.2	Student count by race/ethnicity ⁵
	Student count by special populations ⁶
Table/Chart 2.3 – 2.4	Student demographic by IEP
Table/Chart 2.5 – 2.6	Student demographic in ELA ⁷ and Math advanced learning
	programming
Table/Chart 2.7 - 2.8	Student demographic in MTSS ⁸
Table/Chart 2.9 – 2.12	Student demographic by discipline
Table/Chart 2.13 – 2.18	Student demographic in MAP ⁹ benchmark assessment
Table/Chart 2.19 – 2.24	Student demographic of achievement in standardized assessment
Table/Chart 2.25 – 2.26	Student demographic by absenteeism
Table/Chart 2.27	Demographic of languages spoken by students
Table/Chart 2.28 – 2.29	Demographic of Education Foundation members
Table/Chart 2.30 – 2.31	Demographic of Board of Education members

- Table/Chart 2.1 & 2.3: Student demographics
- Table/Chart 2.9-2.12: Student discipline data
- Table/Chart 2.17 & 2.18: Student percent that met or exceeded growth in ELA and MATH on MAP by intersectionality race/ethnicity and special populations
- Table/Chart 2.21 & 2.24: Student percent that met or exceeded growth in PARCC by ELA and MATH by intersectionality

⁵ Race/ethnicity includes students that identify as Asian, African American, or Black/African American/African American, Hispanic/Latinx/Latinx, Latino/a/x, Pacific Islander, Two or More races, White or Caucasian. None of the data included American Indian as there was no self-reporting identity. For the purpose of this report and/or in alignment with Illinois State Board of Education (ISBE), the following racial categories were used; Asian for Asian or Pacific Islander, Black/African American for African American or Black, Hispanic/Latinx for Hispanic or Latina/o, and White for White/Caucasian.

⁶ Special populations refer to English Language Learners (ELL), Free/Reduced Lunch (FRL) and Students with Individualized Education Plan (IEP).

⁷ ELA = English Language Arts

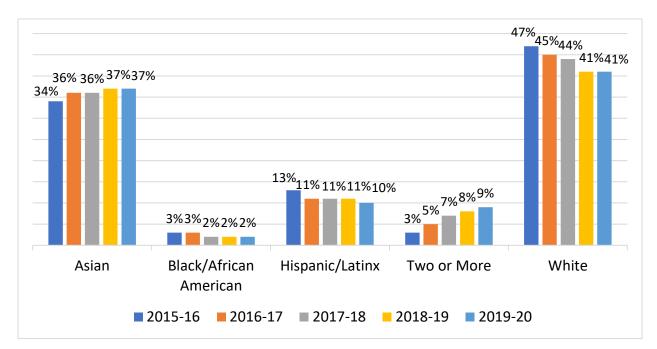
⁸ MTSS = Multi-Tiered System of Supports

⁹ MAP = Measure of Academic Progress is a districtwide benchmark assessment.

Year	Asian	Black/ African American	Hispanic/ Latinx	Two or More	White	Total
2015-16	304	27	116	27	420	894
2016-17	314	26	96	44	392	872
2017-18	318	18	97	62	388	883
2018-19	320	21	95	72	360	868
2019-20	323	20	87	80	359	869

Table 2.1: Student demographic count by race/ethnicity

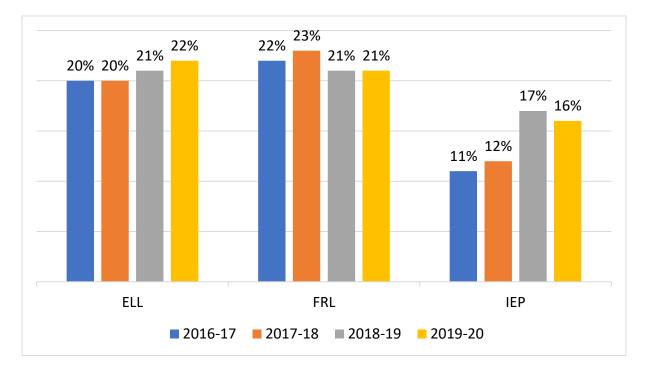




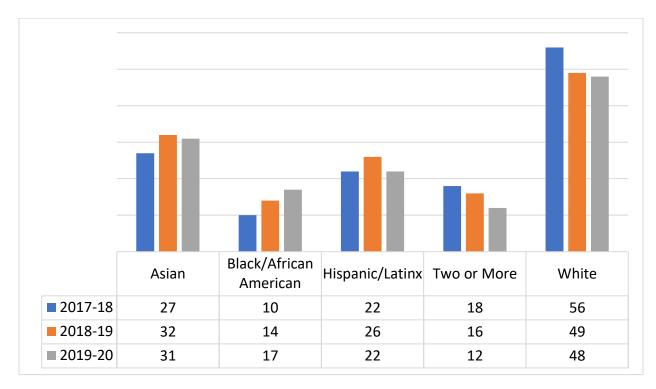
	El	LL	FRL		IEP	
Year	Yes	No	Yes	No	Yes	No
2016-17	174	698	192	680	92	780
2017-18	175	708	200	683	105	778
2018-19	181	687	179	689	144	724
2019-20	190	679	183	686	137	732

Table 2.2: Student demographic count by special populations

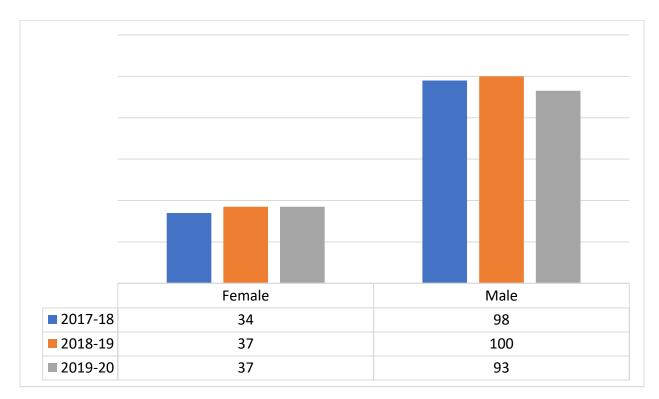
Chart 2.2: Student demographic percent by special populations







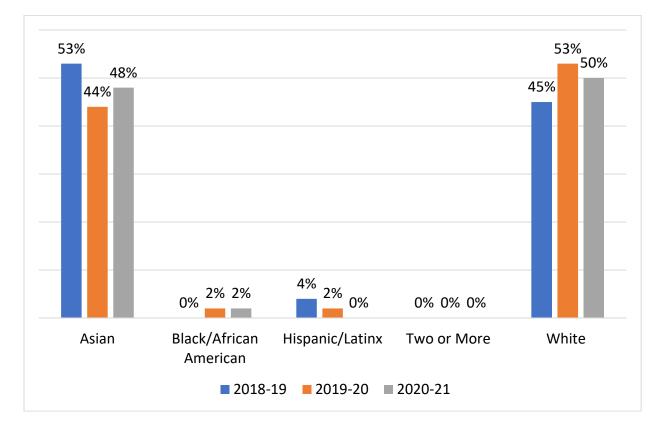
Table/Chart 2.4: Student count of IEP by gender



		Black/African				
Year	Asian	American	Hispanic/Latinx	Two or More	White	Total
2018-19	29	0	2	0	25	56
2019-20	28	1	1	0	34	64
2020-21	19	1	0	0	20	40

Table 2.5: Student count in ELA¹⁰ advanced learning program by race/ethnicity

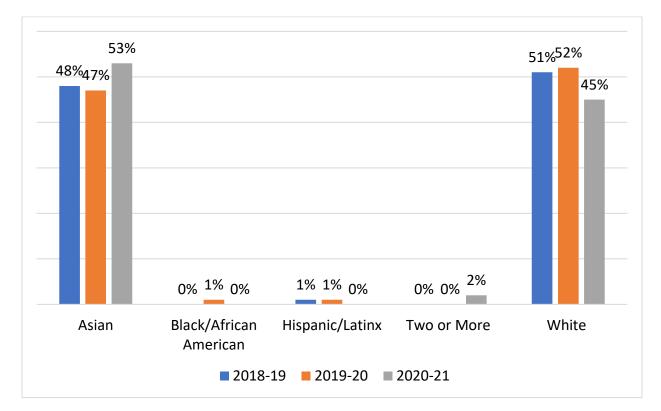
Chart 2.5: Student percent in ELA advanced learning program by race/ethnicity

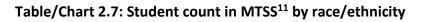


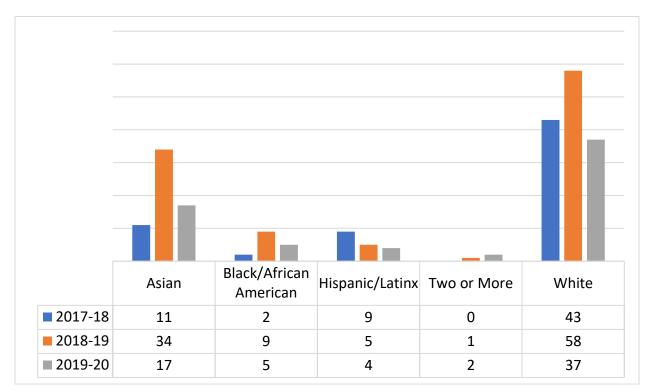
		Black/African				
Year	Asian	American	Hispanic/Latinx	Two or More	White	Total
2018-19	92	0	1	0	97	190
2019-20	84	1	1	0	94	180
2020-21	56	0	0	2	48	106

 Table 2.6: Student count in MATH advanced learning program by race/ethnicity

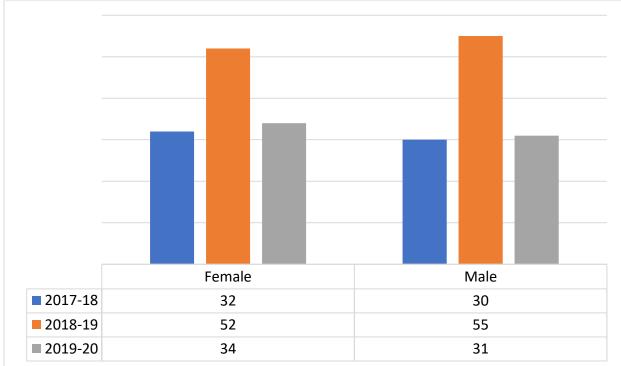
Chart 2.6: Student percent in MATH advanced learning program by race/ethnicity





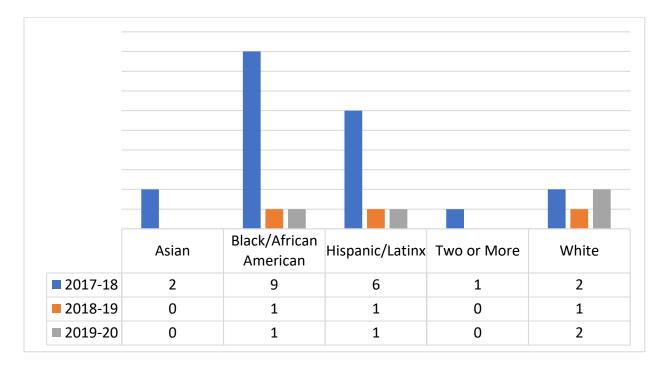


Table/Chart 2.8: Student count in MTSS by gender

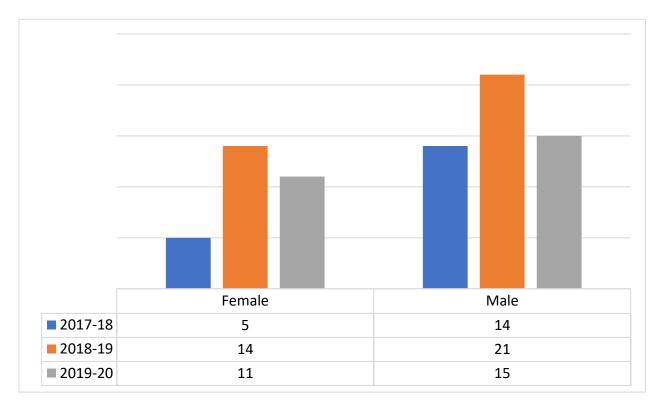


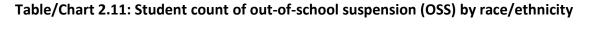
¹¹ MTSS = Multi-Tiered System of Supports

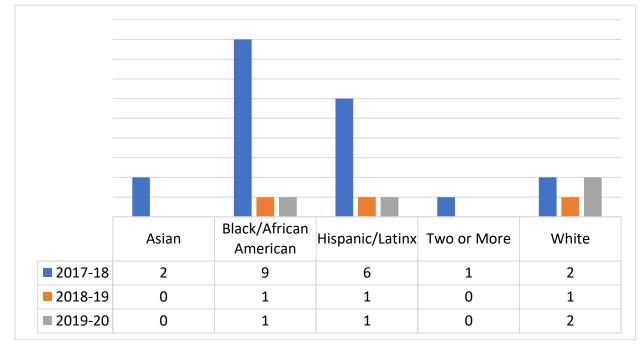




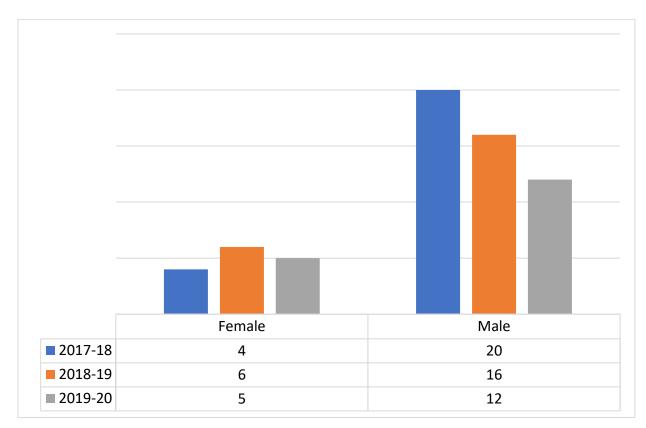
Table/Chart 2.10: Student count of in-school exclusion by gender







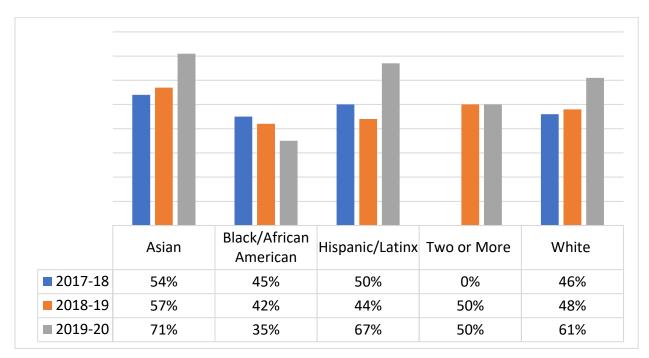
Table/Chart 2.12: Student count of OSS by gender



		Black/African			
Year	Asian	American	Hispanic/Latinx	Two or More	White
2018-19	171/241	6/17	16/24	1/2	177/292
2019-20	128/226	8/19	14/32	1/2	133/277
2020-21	124/230	9/20	21/32	0/1	140/307

Table 2.13: Student count that met or exceeded growth in ELA on MAP¹² by race/ethnicity

Chart 2.13: Student percent that met or exceeded growth in ELA on MAP by race/ethnicity

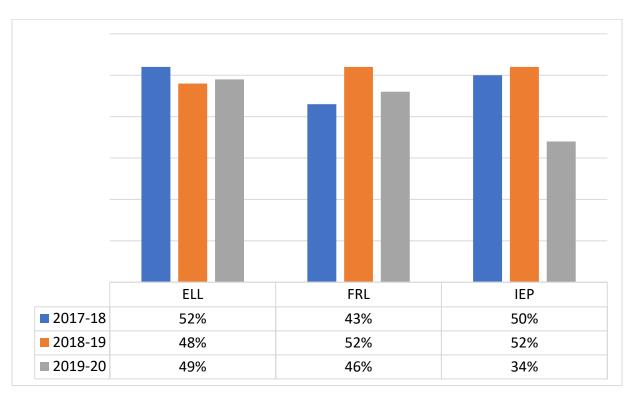


¹² MAP = Measure of Academic Progress is a districtwide benchmark assessment. Percent aligns with annual winter growth.

	E	LL	FRL		IEP	
Year	Yes	No	Yes	No	Yes	No
2017-18	38/77	275/501	70/151	243/427	17/50	296/528
2018-19	39/81	243/477	69/132	213/426	29/56	253/502
2019-20	44/85	264/514	65/150	243/449	26/52	282/537

Table 2.14: Student count that met or exceeded growth in ELA on MAP by special populations

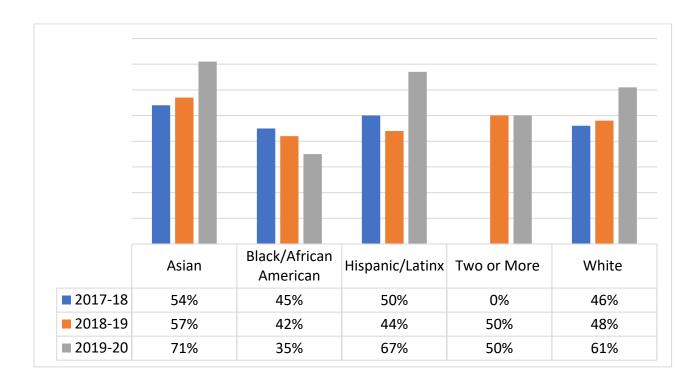
Chart 2.14: Student percent that met or exceeded growth in ELA on MAP by special populations



		Black/African			
Year	Asian	American	Hispanic/Latinx	Two or More	White
2018-19	171/241	6/17	16/24	1/2	177/292
2019-20	128/226	8/19	14/32	1/2	133/277
2020-21	124/230	9/20	21/42	0/1	140/307

Table 2.15: Student count that met or exceeded growth in MATH on MAP by race/ethnicity

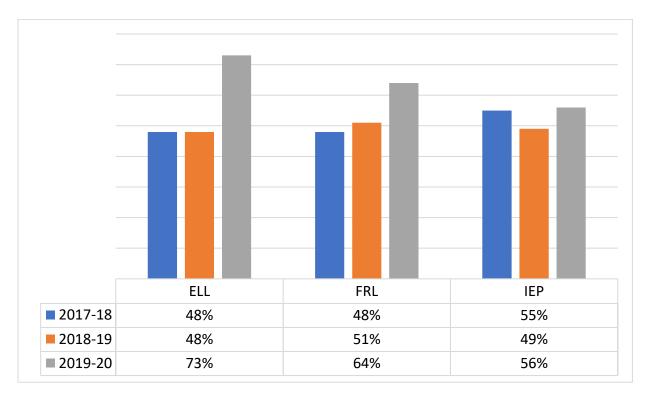
Chart 2.15: Student percent that met or exceeded growth in MATH on MAP by race/ethnicity

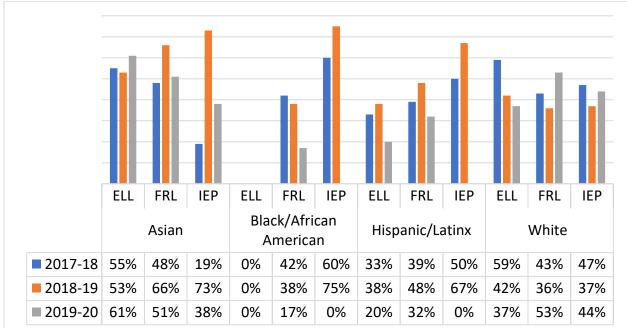


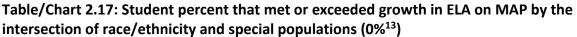
	ELL		FI	RL	IEP		
Year	Yes	No	Yes	No	Yes	No	
2017-18	56/77	317/502	96/151	277/428	28/50	345/529	
2018-19	39/81	245/477	67/132	217/426	28/57	256/501	
2019-20	41/86	255/517	73/151	223/452	35/64	261/539	

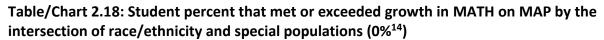
Table 2.16: Student count that met or exceeded growth in MATH on MAP by special populations

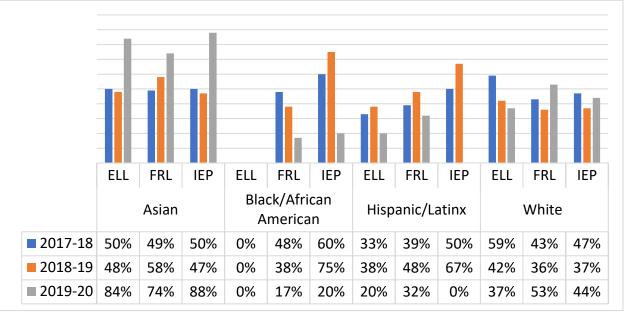
Chart 2.16: Student percent that met or exceeded growth in MATH on MAP by special populations





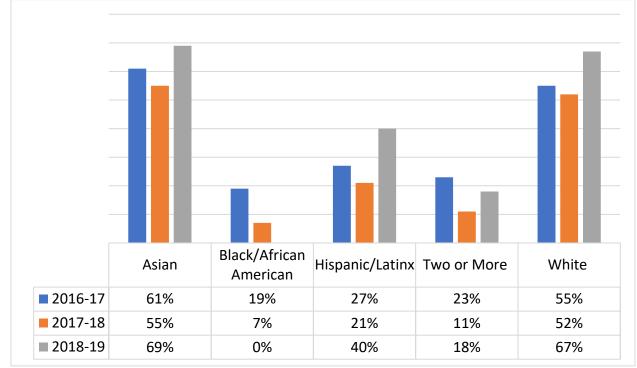




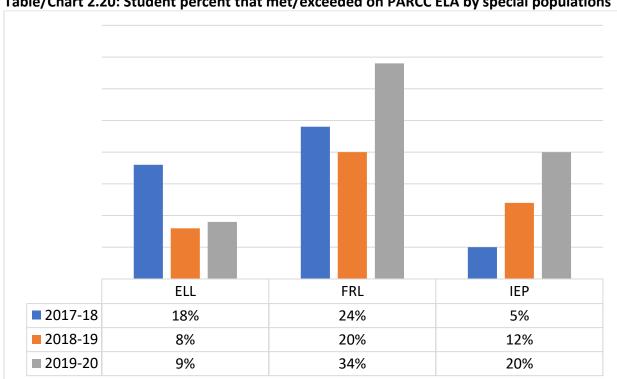


¹³ 0% signifies none reported in data set

¹⁴ 0% signifies none reported in data set

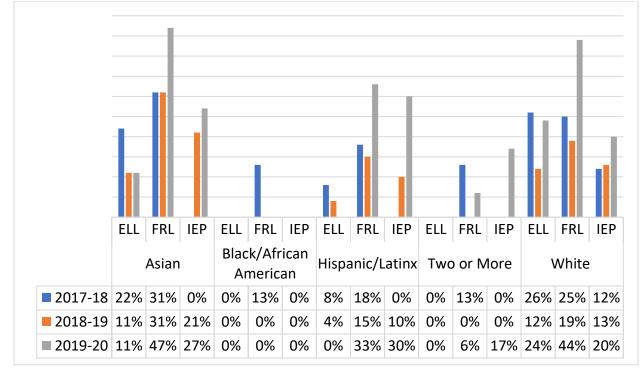


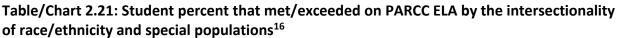
Table/Chart 2.19: Student percent that met/exceeded on PARCC ELA¹⁵ by race/ethnicity

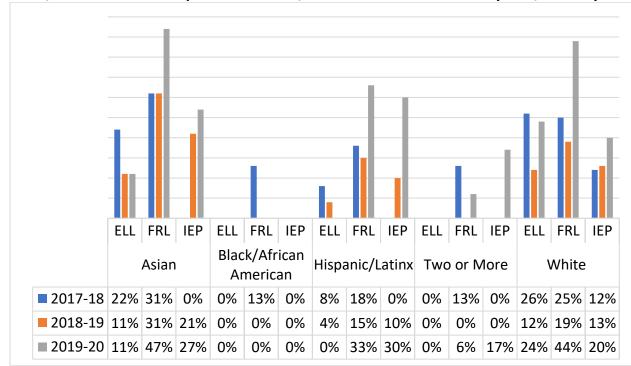


Table/Chart 2.20: Student percent that met/exceeded on PARCC ELA by special populations

¹⁵ PARCC = Partnership for Assessment of Readiness for College and Careers. Data set reflects students who earned a 4 (met) or 5 (exceeded) on this standardized assessment for combined grades of 3-8.

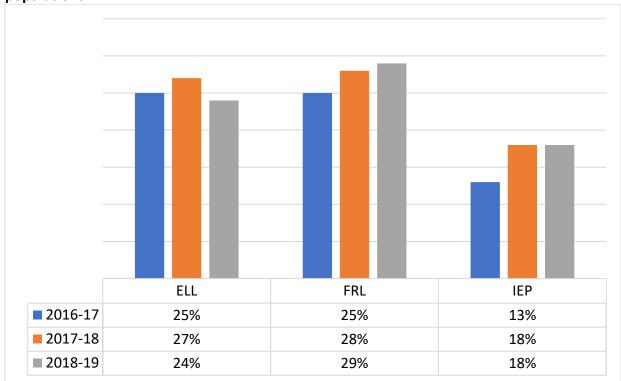


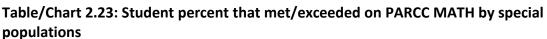




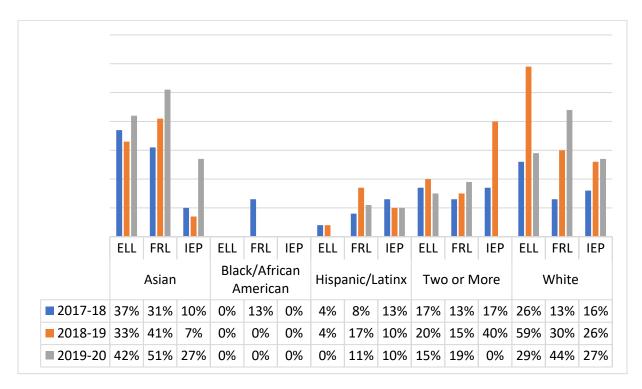
Table/Chart 2.22: Student percent that met/exceeded on PARCC MATH by race/ethnicity

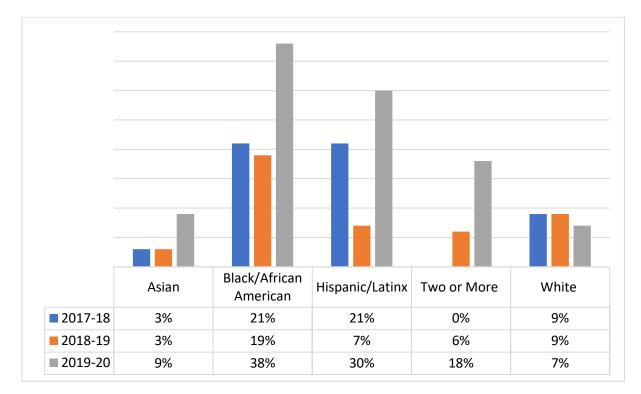
¹⁶ 0% signifies none reported in data set

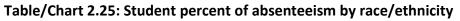




Table/Chart 2.24: Student percent that met/exceeded on PARCC MATH by the intersectionality of race/ethnicity and special populations







 ELL
 FRL
 IEP

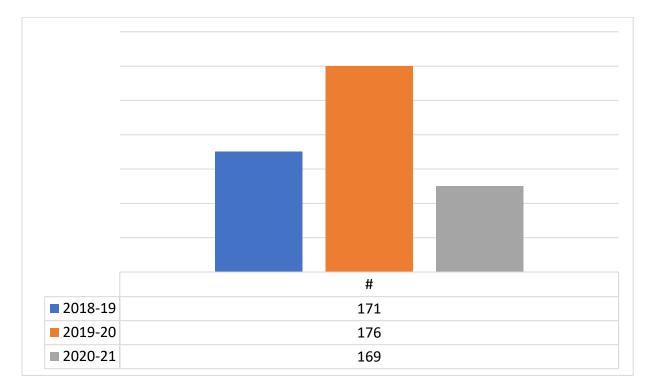
 2017-18
 6%
 16%
 15%

 2018-19
 6%
 8%
 10%

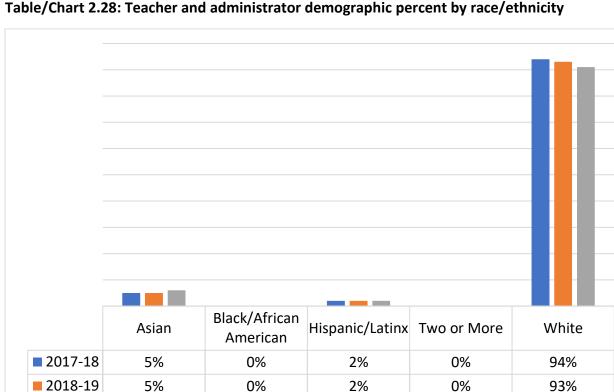
 2019-20
 29%
 27%
 19%

Table/Chart 2.26: Student percent of absenteeism by special populations





¹⁷ The number does not include native English speakers



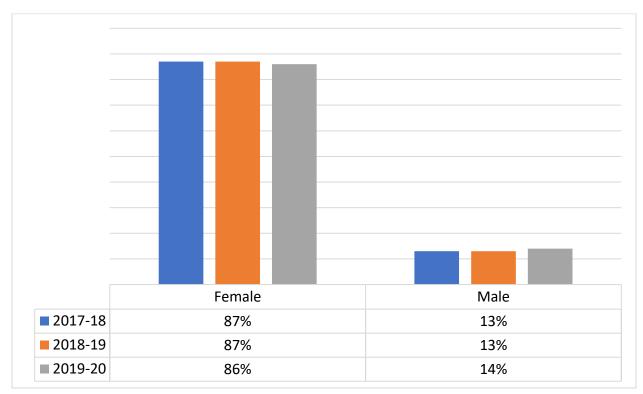
Table/Chart 2.28: Teacher and administrator demographic percent by race/ethnicity

Table/Chart 2.29: Teacher and administrator demographic percent by gender

0%

2019-20

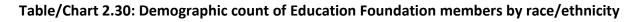
6%

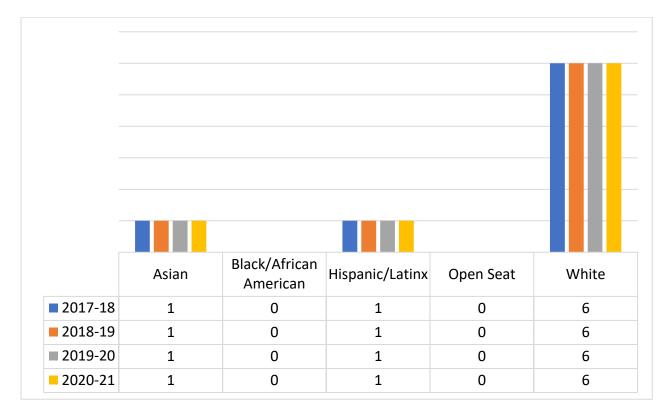


2%

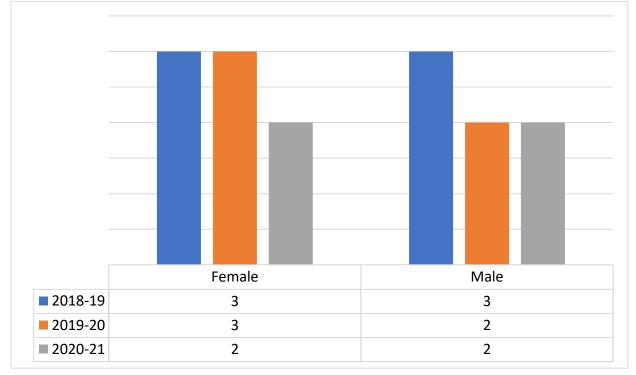
0%

91%

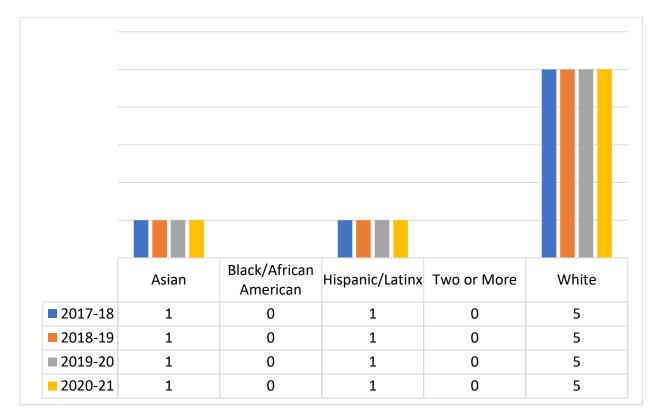




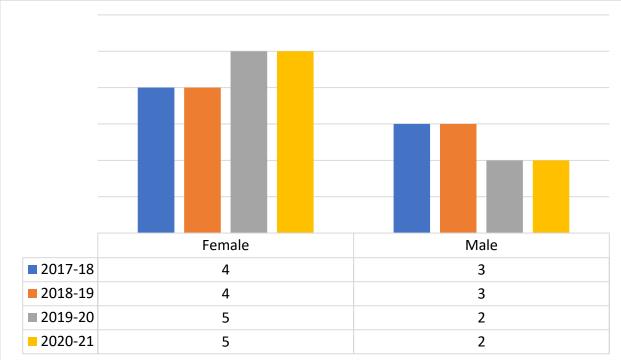
Table/Chart 2.31: Demographic count of Education Foundation members by gender







Table/Chart 2.33: Demographic count of Board of Education members by gender



Section 3

QUALITATIVE DATA

Focus group responses were analyzed and categorized into the accountability

framework - Five Strands of Systemic Equity[©]:

Systems: To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

Teaching and Learning: To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

Student Voice, Climate and Culture: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

As such, responses that aligned with districtwide or building-wide decision-making such as policies, programs, procedures, processes, and personnel were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, culturally responsive practices, and academic programs were categorized under **Teaching and Learning**. Responses that aligned with student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that aligned with family and community communication, engagement and empowerment were categorized into **Family and Community as Agency**.

Areas of strength and needed improvement were identified to determine emphasis. Below is a visual representation of the qualitative thematic coding and analysis.

Quotes from the stakeholders related to **Systems** was extracted. Themes under each strand are listed in Table 3.1.

From students

- "By giving [us] more holidays off for more cultures, our school board helps people. Feels more inclusive and like a community. Before holidays only for Christians and Jewish people, and now more Indian holidays off. That brings more diversity to us and feels like we've made progress by this especially since our district is one of the most diverse ones."
- "I think that there should be a little bit of time during the day where you can ask your teachers about assignment not just at the morning. Not consistent."

From staff

- "One thing our school has done, over the last couple of years is taken equity seriously and making sure Bilingual teachers represent student population. For example, Mongolian population has grown over 7-8 years so have translators. Have tried to hire Mongolian Bilingual teachers and trying to have people that can translate for that population."
- "We cover fees for everybody. It's small but meaningful and everyone gets a yearbook. Parents don't have to pay the fee. There is not one child that did not receive the yearbook while everyone gets this treasure so these type of financial help is great."
- "Thinking about this [pandemic] time, we have done a lot with technology and getting students 1:1 tech devices."
- "In this pandemic year, we have provided resources and school supplies for all of our students, and get them what they need in the classroom setting. Same thing for everyone."
- "Any student is able to join [extracurricular clubs] and bus will take anyone home even if not regular bus rider."
- "Glad district is going through this [equity audit] process and hope follow through with to areas grow on and celebrate."
- "At middle school level, executive functioning program includes materials for every student. They get same backpacks, folders. System is set-up equally for all students."
- "We do have extracurriculars and bus provided for students, but does not help for students playing sports against other schools, because it [bus] goes beyond the time. Had students who did not participate because the bus doesn't work for their schedule."
- "Sometimes district or schoolwide bilingual translator does not get information until after it goes out to parents. So [bilingual parents] get it later than everyone else. Not for everything, but happens more often than it needs to. Finding a way to get it out at the same time for multiple languages."
- "The first thing that comes to my mind is the difference among SES (social-economic status) groups. Some students come from large, beautiful homes and some students are homeless. Such a large disparity. Can have six students in one bedroom apartment in their homes and that is really challenging.

- "We have two extremes in some respect. The entire structure of our district lends itself to not being equitable."
- "A lot of it is parents with hearts of gold and want to do good, and they want to feel good. They are not always looking out for all students. Donating coats makes them feel good as opposed to promoting dignity of people. Parent groups are lovely, kind but don't understand equity. They think it's about giving and not about the systems."
- "In BOE we need more diverse parents. There are no parents from EL population or low SES who are living that life so BOE members can hear that information. There should be BOE members from special populations."
- "We do provide report cards in many different languages and we offer translation services for all parent/teacher conferences. Some opportunities do feel like our district sends out communication to families that are lengthy and difficult language, only in English and worry that some of our families are missing out in this information. Don't see much information about state programs (e.g., ISBE funded grants) and didn't see that communicated from district to families."
- "It's not just being White, but a matter wealth, and advocating. Those that speak the most or have the opportunity are the ones that get the most benefit."

From families

- "Pleased to see new people of color hired. Good for school."
- "When there are concerns, teachers and administrators put students' best interest first. They have been very transparent. More so than ever this year - sending a note, constant communication, the updates/transparency."
- "I think we have the best teachers around. They are available. They have great ideas. Think outside of the box. I can't say enough good things about the teachers. I don't think we've had one teacher that we did not love. When class size was too big, we went to BOE meetings and they brought in aides."
- "Thankful for the district for wanting to do this audit."
- "Hyper focused on the improvements and the teachers are hyper focused on student needs. Small class sizes. From my personal experience did not notice things slipping through the cracks. Do notice they have a hard time with ESL parent communication; although, I see good things that the teachers do to try and communicate to everyone. Think they are doing a good job."
- "How to navigate [school website] for self. But, wonder if ESL parents or working parents don't have time to call school multiple times. That information should be readily available. It's hard and should be information easy to sign-up for conferences."
- "More diversity needed. All of my children's teachers have been White."
- "With Columbus Day, could we at least say Indigenous People's Day?"
- "We need more diverse representation in staff and faculty."
- "Acknowledging Indigenous Peoples' Day. Engagement of more families. We sell our diversity in the district but it's the students and families that are diverse, not the teachers. We are a diverse community. Hire staff that represents our students is

conscious thing the district could do. I have voiced to district many times. When POC are hired, they tend to be support staff, custodial and that sends a message too."

- "If someone would like assistant in multiple languages in meetings or BOE, we don't offer that. The district does not put information out where translation could be offered.
 If people want or need at the BOE level, the district should be more proactive that interpreter services is available.
- "BOE composition is not represented diversely by community. We could assume that more diverse recruitment is needed or maybe it can a bias."
- "Constant rotation of staff. Criticism about curriculum development but haven't had someone in place long enough to implement and change it. Different approach to the curriculum or staffing. There is no ability to make changes because they are let go. Then critique by BOE that we haven't made any changes, but the reality is that nobody has been in place as a staff member long enough to put those changes in place. It is not hard if you build relationships with people and understand what they need. Go through the curriculum and instruction."
- "There could've been a better job in choosing the school calendar. A lot of students' religions and ethnicity as well as social holidays that go on the calendar. I know it's impossible for school to accommodate everybody, but does feel that Christian/Jewish community large and Muslim ignored."
- "It's highly inequitable that we don't have an ESL director. Tacked on to responsibilities to SPED or C&I director and partially a resourced stipend for teachers instead. We have a high percentage of ESL students mainly at elementary. There needs to be a greater attention to talking about ESL students when discussing equity."
- "BOE meetings is very divisive. In regards to calendar, which religious holidays to have off, which I support, but as a working parent, it would've been nice to have more forewarning. Now having an additional 8 days off and gets to be equitable, but maybe more notice could have fared better especially this school year. Calendar does not align with high school and if high school students are watching elementary students [difficult]. Students agree to approving calendar, but I think in being equitable lost sight of how to inform parents."
- "We're the ones who show up, engaged and we know about the accelerated program, but no one to discuss what it is, how to test, how to get in as well as education foundation meetings too. For example, if you would like assistant in multiple languages in meetings or BOE, we don't offer that either."

Table 3.1: For	us group the	mes aligned with SYSTEMS	S
Theme	Stakeholder	Areas of strength	Areas of needed
			improvement
Districtwide	students	-increased inclusivity of	-universal check-ins with
policies,		historically marginalized	students for assignment
processes,		religions	support
procedures,	staff	-heightened attention to	-community communication
resources, and		equity action	readability
equity-focused		-mitigating technological	-community communication
decision-		needs with supports and	released in multiple
making		devices during remote	languages simultaneously
		learning	-advocacy disadvantages
		-eliminating fees to	based on socio-economic
		leverage access to	levels
		resources (e.g., yearbook)	-diverse representation on
		-access to extracurriculars	BOE
		-resources to all students	-community SES disparities
		-well-resourced district	compounded in views of
		-increase Bilingual	privilege and access
		personnel	-inequitable attention based
		-pursuit of an equity audit	on SES status
	families	-student centered	-hire of diverse certified staff
		-small class sizes or	-amplify equity through
		additional support provided	recognition of historically
		for larger classes	marginalized religions and
		-regular communication	groups (e.g., Indigenous
		from district to community	People's Day)
		-highly, qualified staff	-contentious BOE
		-caring teachers	relationships and
		-increased transparency to	communication with
		the community	community
		-consistent willingness to	-lack of information about
		improve	access to accelerated
		-growing desire to	programming
		communicate to all	-inconsistent or absence of
		-incremental improvements	communication translated in
		to the hiring of people of	languages other than English
		color	to families

In this section, some of the quotes from the stakeholders related to **Teaching and**

Learning was extracted. Themes under each strand are arranged in Table 3.2 that follows.

From students

- "The teachers simplify work to us. They do hard work to explain to us and make sure we
 understand and end of each lesson, the teachers ask us if anyone needs confirmation
 and what we're doing like doing a lesson and if don't understand, raise our hand and ask
 to be explained more. I honestly like how they take their time to go through it and
 explain the lessons clearly."
- "There are some teachers when we're talking about certain topics and different views let us include our own opinions and how we interpret different parts of history."
- "I feel welcomed and included in my school because when do lesson and work, we get time to share out our ideas and teachers write our ideas on the board, and that makes us feel included and part of something."
- "The learning is personalized and we're all different. Try to make sure that the learning
 is all personalized like if miss school due to religious holiday, they are understanding.
 Teachers careful with making sure everyone is valued individually and no one is grouped
 together and everyone has different needs. That each are their own person. People
 always accept who we are and our beliefs. Few friends asked questions about my
 culture, and how we celebrate, and we ask each other. I asked other students to come
 to my dance recital for my culture. My teacher came too."
- "As far as culture, there were some instances last year where people were not nice about different religions, cultures, not make fun of them, but the teachers didn't really talk about different religions. Like sometimes talk about it but not that much."

From staff

- "Overall, as a school, grade level is really trying to be more mindful of materials that are chosen like variety of books, anchor books with characters of all SES, faces, ethnicities and all types of characteristics. Updated our classroom resources and there has been a focus on that, improvements still need to be made but moving in that direction."
- "I do reading groups not limited to students' range on test scores. I try to see students as a whole. I have math groups and put in highest math group so not limited to just test scores. I wonder how they are doing, look at information they come in with, trying to see whole picture - equity as race, language skills - and I try to see the whole students."
- "Try to make instruction as accessible as possible. I redo a lesson from the previous year, think about learning style, resources kids have available, we started making videos, continued doing that so kids have access to those lessons. I color code, I write out, use colors so kids can see things more clearly. I make myself available before and after school and during lunch. Answer my email all hours of the day and on weekends, maybe they don't have another resource to answer at home."
- "There was student supposed to have domains opened up in spring. Mom never brought up and process started anyway. Then process had to start over again. This

would never happen if BOE student. If I didn't advocate nothing would have happened for this child."

- "Providing accessible curriculum and instruction that allows translation. We need access
 to be culturally relevant. Some of our EL students cannot access a packet providing
 time for our support staff to make accommodations that are necessary. We have great
 staff that want to help students with their needs but aren't given curriculum early
 enough to make accommodations necessary to help those students."
- "I think we need to address at some point all issues surrounding politically equity and Black/African American/African American Lives Matter. Population of students is quite diverse. We want to make sure kids know how to handle those tough conversations about politics, nationality, and race. Raising kids that are empathetic to each other. I think we need to allow for kids to have more of a voice and express how they feel about things - in a way that is helpful as a group."
- "We need to address the discrepancy in performance when looking at special populations."
- "Challenge for us is the inconsistency of services. We've had literacy support and intervention and a lot of students receive that support, but it changes yearly."
- "Another thing that changes from year to year is whether we have ways that make a student qualify for services. It's ambiguous."
- "It's the system that is not in place. We have all of these departments doing the best we can. We are overwhelmed because we don't have the system especially for EL. Viewed that they [students] have years needed for language development and using that blanket statement to not provide those services and easier to cut our numbers down. And then come to them later but later they are then behind."
- "Sometimes they [students] don't even take the test. Data doesn't support them in core plus and if they push enough, we allow them, see how they do, monitor and make changes if needed. Small group of parents who are vocal and know how to work the system and make it happen for their kids."
- "When looking at curriculum, people married to their curriculum and they love that unit. More to be done with culturally relevant to students. Battle to change. To teach X and Y for this topic and a struggle because we love certain things but not necessarily relevant or good for all of our students."

From families

- "My son is in PreK and he has severe disability. We're previously from another school district when introduced to this school district, we went to school and no equipment available based on his needs. But, within a couple of weeks of starting, the school was able to get a lot of equipment for him by Day 1. They have gone beyond to design the room to fit his needs. Staff really cares for him. Good experience with the school."
- "One of my children has a disability and she is very aware of students with IEPs and disabilities. Seems as though the extra help is provided. Good job in that area."
- "District has come a long way for SPED. We're fortunate enough to have private insurance and if he need additional services can access it, but know that not everyone

has access to it. If needed an outside advocate for SPED, I can access it, not sure if everyone can."

- "How do we incorporate other cultures? Don't want to see things relegated to month or week. Things more incorporated in every lesson like ELA and history. Like to see a variety of cultures represented. Haven't seen that here and is district considering that? We need more than one month."
- "Curriculum could be more inclusive."
- "I know our students are learning. The question from me is the pace that they are learning or being exposed to appropriate? Students are supported but not necessarily the students with unique needs. For instance, if your students falls above needs improvement, what do schools do more? Is that we don't really bother unless the student is in the lowest category? How personalized do we meet the students' needs? Who decides the barriers? is it systemic? Otherwise, you don't have access to extra services."
- "Robotics and coding are available but as additional after-school program. Wish it was part of the curriculum on par with other schools."
- "I would like to see proactive anti-bias, anti-racist curriculum in addition to teaching more diverse culture beyond food and holidays as well as racism, stereotypes, and cooperative education. I learned one of the biggest ways in working in diverse groups is through cooperative learning."
- "Tracking into 3rd grade that leads to the highest SES groups clicking together and also ends up being reflected in racial friendships. Clickish behavior, but don't know of other options available other than what I see that in my own students."
- "Students need to learn about White supremacy. Because they are White, they have privileges that other non-White don't have (e.g., diverse au pair). It is responsibility of school to provide opportunities we're talking about, but mainstream and privileged people need a bit more perspective on that privilege. Not many opportunities for students to share like we would like to because any opportunity to share gets shut down by teachers because they feel they are not able to have those conversations."
- "Would like to see proactive ABAR curriculum in addition to teaching more diverse culture beyond food and holidays as well as racism, stereotypes, and cooperative education. I've learned one of the biggest ways in working in diverse groups is through cooperative learning."

Theme	Stakeholder	with TEACHING AND LEAF Areas of strength	Areas of needed
meme		, a cas of strength	improvement
Academics,	students	-supportive and dedicated	-inconsistent, responsive
academic		teachers	supports to students for
programming,		-instruct with care	assignment understanding
Instructional		-personalized learning	and completion
supports,	staff	-personalized learning	-inequitable access to
resources,		-commitment to offer	academic programming and
assessments		supports	services (e.g., EL, SPED,
		-increased access to	advanced learning)
		curriculum and learning	-performance discrepancy
		supports	among special populations
	families	-quality SPED supports	-curriculum pacing
		-students learning	-lack of attention to average-
		-flexible, supportive staff	scoring students
		ý 11	-integrating STEM, robotics,
			and similar curriculum during
			the school day for all
			students
Culturally	students	-the opportunities to learn	-lack of cultural
Responsive		about cultures	representation in curriculum,
Pedagogy		-student voices in the	resources, and instruction
		learning	-consistent discussion and
		-culturally responsive	navigation of equity-related
		opportunities	topics
	staff	-increased resources of	-teachers not culturally
		culturally representative	responsive
		books	-lack of diverse
		-an increase in embedding	representation in curriculum
		culturally responsive	-differentiate for middle-level
		practices	students
		-growing thoughtfulness on	-unfair tracking systems
		diversifying resources	-lack of sufficient instruction
		aimed to be reflective of	to students about equity,
		student population	anti-bias, and anti-racist
			topics
	families	-incorporation of culture in	-need for expanded and/or
		ELA and Social Studies	in-depth culturally responsive
			instruction
			-need for diverse curriculum

In this section, some of the quotes from the stakeholders related to Student Voice,

Climate and Culture was extracted. Themes under each strand are arranged in 3.3 table that follows.

From students

- "Like when teachers are able to congratulate us by nominating us as students of the week or month if we're doing great. Consistent with our work and give us positive feedback."
- "I think that there should be a little bit more time during the day when you can ask your teachers about assignments and not just at the morning."
- "My peers are welcoming and inclusive to me."
- "I feel welcomed when people choose me for small group."
- "All of my teachers give each person an opportunity to say or do something they want, so if one student wants something, teachers recognize students in a different way."
- "We do learn how people are different and the same because of the color of our skin and know at one point of the school year we talk about that."
- "If I'm scared to compete with best students in class, my teacher tells me to be confident and that really helps me."
- "I know other people haven't felt welcomed when they say we don't want you in our group. And sometimes people don't like other students because they think they are weird or mean to them a lot and they don't want them in their group."
- "Teachers and staff members have helped me with student voice by giving us a level of confidence, strengths and learning ability. Teachers making us video in class or homework to help us learn because sitting there reading isn't the most fun. Asking questions and helping us gives us more confidence. This year with option of in-person and online helps with student comfort level. Feel like teachers are very conscientious about how we have different needs. Help different people and keep trying to help us be better people and basically help us with the best ways to learn."
- "Teachers are good at encouraging the students and no shame if not meeting expectation. It's ok for you to ask questions. Before Covid, we talked about speaking up if something happened to us and we read books about confidence during ELA times."
- "I've only had a bond with one person and that was a bus driver. Sometimes he makes jokes. Sometimes fun. I think maybe if I had that bond with teachers, it would be a lot better for me."
- "Sometimes I feel different than others and know that being different in most ways is a good thing, but don't know a lot of people that have the same religion as me. There are people I like because they stand up for me and if something goes wrong, they ask me what happens. Think we're good with each other and understand each other and we should be treated the same no matter religion, wherever you are from. We're all in the U.S. right now and thinking that everyone isn't the same is a good thing."

• "Some people when express feelings with teachers, they sometimes overexaggerate on what actually happened, even if they did something wrong. They try to make it sound like another person did more wrong. Sometimes teachers don't understand, and they think students are smart enough to not over exaggerate but some are."

From families

• "Teachers attend events outside of school, attend students' extra -curricular (e.g., sports, performance) and support their students in these external events. Teachers and students love it. It really builds awesome relationships."

From staff

- "For coaches and those leading extracurriculars, it allows for connecting with students. Allowing for different opportunities for clubs. Finding those connections that way."
- "We have a done a wonderful job on educating parents. They are the ones advocating for some and also want their checklist too. Have not done a lot of restorative justice. Been some, but not really systemic approach to remediation. There are individuals that do it, but not part of our system."
- "The challenge of getting staff to understand that discipline is not about being equal either. That it is about equity. Circumstances dealing with students that it is not a one size fits all, just like instruction. That can create friction sometimes with lack of understanding."
- "If there is a child who is struggling, we have one person to make a positive connection with the child and parent someone who can help them come back to the level we know they can be always a positive thing, never a negative way."
- "We have some talented teachers that really get to know who the students are, and the goal is every student has a connection like that. Many teachers gifted at building relationship with students and finding out what is unique, fun, important to that students."
- "For the first time, we have an administration team that views discipline in similar way of knowing that not one size fits all. But not all staff gets it. Sometimes they [staff] want checklist based on behavior at for all students, because they do not understand students' culture, background or what's going on at home. It's a myriad of factors, but want checklist because segment of population, as opposed to all the students, are well-resourced. It's disproportionate amount of students that are in trouble, are not wealthy or who are white students."
- "One thing that has been good this year is we started a bunch of read a louds and SEL every day. Read alouds related to hot topics (e.g., equal rights, BLM). While we don't have large Black/African American/African American population, the students wanted to talk about it. They have a lot of feelings about racism for themselves and making SEL block times to talk and not just about dance and food, but more than that. The students want a voice, and it has to be embedded in the conversation with students. What's going in their lives? What's happening before and after schools? That we value what they are going through."

- "There has been a big problem with discipline over many years and how you can have two students that exhibit behavior, but follow-through will look differently depending on who their parents are. No consistency. Should it be consistent? Look at students individually and understand. Look at differences. Have one student gets ISS or OSS and another student gets a laugh-off or OK, we'll call parents. Students know it and see it."
- "Discipline is not equitable and how not been for years. This is nothing new."
- "This year, we have offered more teaching programs for parents to help them learn about the district. Help their child at home during this pandemic since teaching remotely this year. I have gone to each students' home several times to read to them in their yard. Make connections with them in a safe way."
- "There is no discipline in terms of the way we let the students treat adults which is awful. The way students treat adults. There is no respect and maybe something is not taught at home, so we teach at school, but not follow-through. Students see the way other students treat teachers and nothing has been done about it. Look at it as if students having issues and need to work on it. Teach coping skills but also look at rest of the class, and what they see or what they think is acceptable. In primary grades, teaching students how to behave and see other students misbehave. Teaching them that's ok. Sweeping problem under the rug rather than addressing it."
- "Discipline/behavior management needs to be every day. Reinforcements of behaviors are only effective when dealt with immediately. We collect the tickets and all they know is that their names announced over intercom to get free lunch with administration. Discipline is most effective when dealt with immediately. Many of these students are 5-7 years old and they don't remember what they did for what they are being acknowledged. We need a bit more TLC (tender, loving care) and not face consequences. It's more about soften their life and be more kind to them."
- "Behavioral part of the culture sometimes if student is yelling. Made me stop and kind of think that in some cultures, communication is different. Rather than raising their hand, I have to learn more about background, where students come from and think if behavior is rooted in that particular culture."
- "A lot of things are eye-opening. I have noticed that when it comes to power or lack of power for some students. I am their only advocate and the seriousness of that. Some students have no other options. They all start from different places in life and the amount of catching up they have to do like knowing how to ask for something. Difference between students who may ask for help and a student that is yelling because it's the only way know how to ask. How much that sets them apart?"
- "Been in district long time and feel like I can speak up but have definitely gotten in trouble for speaking up trying to advocate for students. District needs to take more open approach to teachers' opinion, and we don't always have a good response. Newer teachers are still scared and do not advocate for what is right. Sometimes they don't want to fight that battle, because feel so defeated, and because said no to so many times."

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Theme	Stakeholder	Areas of strength	Areas of needed improvement
Student climate/culture, student voice, student experience, student input	students	 -recognition for academic performance -extracurricular club opportunities -inclusivity and increased discussion of students' lived experiences -teachers attend external events for students -caring teachers -positive, meaningful relationships with teachers -students are learning 	-irregular exclusion by peers
	staff	-coaching and extracurricular opportunities contributing to relationship-building with students -ensuring adult connection for each student -strong relationships with students between teachers and students	-need for restorative practices -inconsistent perception of student misbehavior and subsequent discipline -meaningful SEL throughout the school day and perceived as an add-on
	families	-teachers attend students' external events outside of school day	-lack of student development on issues of equity and its impact on culture and climate

In this section, some of the quotes from the stakeholders related to **Professional**

Learning was extracted. Themes under each strand are arranged in Table 3.4 that follows.

From staff

- "Think a lot of us as educators vary in the cultural proficiency continuum, and the last being action. Getting to that point where we just don't know it, agree with it, but we're taking action and looking forward to next step of this audit."
- "We have staff that love students and want them to be happy. They do a good job. But, when students are placed in a situation outside of their comfort zone, they misbehave. They come out of their box. Speak back to you and maybe say bad words. How do we make sure we are fair when taken out of our comfort zone? We need to think deeper. More training needed."
- "Finding more of a need to create background information knowing some of our students. They go to high end programs, museums and others have never experienced it. Different means of reinforcing thing so if parents don't have someone at home to support and read to them at home, they still have an opportunity to learn."
- "We could use more PD in regards to differentiation. Lot of ways we could be differentiated differently for students."
- "Staff don't understand anti-racist and that shift. I love all my students and not realizing how I might impact students. A lot of education for staff needed."
- "Staff buy-in that there is an issue with equity and don't delve deeper into numbers and special populations, and areas of need in our schools."
- "Understanding what the different cultures are what they do to represent is an area of need for staff and students."

From families

- "We need to build teacher capacity on race and conscious conversations. Anti-racism focus on PD for staff growing attention. Teachers are not comfortable engaging in the conversation. When teachers don't engage students about John Lewis and Ruth Bader Ginsburg, it's a missed opportunity because that's how we can create more race conscious students. Students would like to see staff doing more with that."
- "Talking with my neighbor about district [withheld] and how positive the experience was; but for her, they asked if she [belonged] in the district. She is of a different race than I am. All we can surmise is that the experience was different because we are different races. We dealt with the same person. Perhaps implicit bias training can be beneficial."
- "Teachers comfortably discussing religion diversity. We have a large representation of different faiths. School districts just gave us days off based on religions, but teachers have said not comfortable bringing those conversations into the classroom because they've told them they can't discuss religion. District giving days off doesn't necessarily guarantee knowing those religion."

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Table 3.4: The	Table 3.4: Themes aligned with PROFESSIONAL LEARNING						
Theme	Stakeholder	Areas of strength	Areas of needed improvement				
Professional development continuum	staff	-growing attention to equity PD	-inconsistent exposure, experience, and comfort level with equity-related topics -need for differentiated PD on equity and ABAR -existence of cultural indifference among staff member				
	families		 -lack of racial consciousness, and competency to racial equity -implicit bias training -teachers uncomfortable talking about different religions and cultures 				

In this section, some of the quotes from the stakeholders related to Family and

Community as Agency was extracted. Themes under each strand are arranged in Table 3.5 that

follows.

From staff

- "The amount of technology has led to increased and frequent teacher/parent connection. Teachers and parents commenting on technology and it helps with more meaningful relationships in the year."
- "There has been a great effort for parent education this year. Trying to reach parent community. Don't know if participation as great as hoped for that would've benefit but effort was there to provide parent education."
- "Gone so far as provide hot spots to families that don't get great net service. There is effort to translate in the 3 main languages is an effort at least to try and close the gap so families know what is going on. Students feel more comfortable at what looking at, communication has helped with families to close that gap."
- "We're two district school. We see students from K-8th. As a small district, we have a loving, nurturing environment. These families become who you are and it does not end at district level. It continues past 8th grade. We have the ability to really grow with the students and their families."
- "There were a few activities after school where families are invited. It is also how we can build relationships with families. Any time they can come to the school can help build relationships, like winter activity where parents can come. It's nice to get parents inside the school some way or another."
- "Enjoy having parent/teacher conferences in October rather than coincide with report cards. Gives real opportunity to have conversation with families, and more conversation about students rather than exclusively academics. Get to know the families a bit more. Also, academic and SEL goals."
- "[Bilingual supports] has helped to foster meaningful relationships with families. Help to get families involved in school functions. A great asset for the district."
- "We have large EL population and we have to look at it in different ways. ELs whose language is only concern, but also ELs who have low SES or limited education themselves while some EL families know how to use that information. But some low SES EL families don't know how to access it, and using students to explain to the parents, but not quite working as well as it should be."

From families

- "With E-learning, district did provide students that did not have right technology at home. Some through help of PTO and foundation fundraising."
- "I think we have a lot of vocal parents. A lot is discussed and not sure if outcome is what everybody is desired but not hesitate in doing. Communication is pretty open and have not had any negative feedback in providing communication."
- "Teachers are really good responding to families."

- "PTA donated school supplies for all students because mix of income levels. After school clubs are offered and helps to get students involved for working families, being watched after school to support families."
- "For the remote students, expectation is that families will provide things, and it is not assumed all families are starting from the same point, so the district is providing the same materials for all students, so every student is being afforded the same opportunity."
- "Would like to see the district plan help parents navigate the system. Maybe pairing them up with a school pro to help. This is who you can contact if you need help. Buddying up with other parents. That was a connection I sought outside of the district."
- "Regarding language, I have noticed if you need a translator, you have to let so-and-so know but if people need help, they may not seek it out."
- "The communication that gets sent home is sometimes so language heavy and late. There has to be an opportunity for translation at the very beginning and pare down the language. Too much information. Too wordy."
- "Needs to be awareness that communication is more than sending information home, especially if not being heard or understood. We're not communicating properly."
- "I've been years in the district, sometimes never get a response back. Some teachers get back really quickly and are fantastic. It's more often than not. But others, never get a response from."
- "Make emails more readable."
- "Heard comments that people think racism doesn't exist in our district because it's so diverse or not talked about. That does not mean it doesn't exist. Diversity does not mean anti-racist. Hope our district can take all of our strengths and train the rest of Northbrook. Great thing to have many different SES, religions, cultures - bring to bigger level, not just district level."
- "Communication is my big thing. Extreme opposite and feel like outlier in communicating to all. See teachers struggling to get those partnerships and communicate with families. I do see how hard it is to get communication to other parents and that half don't speak English and wonder how good of a job we do in encouraging that communication."
- "We need help in recruiting more parent participation. Not sure how much more get diversified representation, even at the BOE members. Lots of people stepping up for these positions but yearning to hear from many more. I hope people encourage someone in their network to encourage them to be more actively involved."
- "Being new to the district, I had emailed several people and let them know I did not know what I was doing and received no response. Then issue at school with [withheld]. Emailed a higher up. Did not get a response. It was dealt with but never received communication. Regardless of the situation, should've got an email from any administrator. Don't know if that was theme throughout year because they don't know who I am, maybe they are getting bombarded with emails, but what was said to my student was unacceptable and that should've been a phone call, but I didn't even get a phone call."

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Theme	Stakeholder	Areas of strength	Areas of needed improvement
Family inclusion, community care and empowerment	staff	-staff cares for the community -provide technical support to families -translation services provided to families -early parent/teacher conferences during school year -increased Bilingual supports for families -increase in family education	-supporting low SES and low SES/EL families through communication and navigating the school systems
	families	-supporting families by offering extracurriculars to students -open communication -teachers communicate frequently to families	-family-to-family supports to navigate school systems -lack of communication to families in multiple languages -communication home is too language heavy -sense of partnership and communication between school and home lacking especially for EL families -inconsistent responses to families when they reach out to the school

Section 4

FINDINGS AND RECOMMENDATIONS

As the district implements any of the equity audit findings, the following is suggested for

implementation:

- 1. District leadership distribute full report to BOE members
- 2. District leadership distribute the Executive Summary (or full report) to DELT members
- 3. District leadership adopt all equity audit findings utilizing an accountability framework
- 4. District leadership create, implement, and monitor progress of equity goals each year with accountable, measurable, and transparent features.
- 5. District leadership maintain the existence of DELT to collaboratively develop and monitor equity goals.

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine next steps, and continuously monitor progress and improve toward systemic equity. The district must invest time and resources to consistently advance systemic equity. To aid in the implementation practice of an accountability framework, each finding is arranged by the *Five Strands of Systemic Equity*. Each of these strands are equally critical and should be pursued simultaneously. They are numbered for reference, not by importance.

- **1. Systems:** To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.
- 2. Teaching and Learning: To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.
- **3. Student Voice, Climate and Culture**: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.
- **4. Professional Learning:** To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.
- 5. Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

1.1

DEVELOP COMMON LANGUAGE AROUND EQUITY, AND EFFECTIVELY COMMUNICATE IT WITH ALL STAKEHOLDERS.

EVIDENCE

Findings

The needs assessment revealed that there was no consistent language on equity. Focus group responses provided further evidence that the equity interpretations varied. Besides a one-time, anti-racism district statement, there is no policy or structure to demonstrate the district's commitment to equity signifying performative equity.

Recommendations

The first systemic goal for the district is to determine what equity means to their institution. DELT may be in the best position to research critical definitions or develop their own. The district should be mindful that educational equity should actively identify barriers that perpetuate disenfranchisement often experienced by historically marginalized populations while ensuring that *all* students benefit from equitable structures and systems.

<u>Research</u>

Critical race theory is studied in numerous disciplines and scholarships. It is a foundational framework to interrogate educational equity achievement to disrupt racial injustice (Ross, 2010). This auditor expands educational equity to encompass a long list of historically marginalized identities in addition to race. To be clear, however, critical race theory and the identity of race remains the central approach in establishing the existence of institutional and structural inequities. It is important to point this out as equity has become loosely used (Aguilar, 2020). By clearly defining equity, the district positions itself to develop critical reflection and discourse to combat systemic racism and other forms of -isms (Bocala & Holman, 2021). School leaders have the capacity to lead their staff in developing a vision and common language aimed to achieve equity (Diem & Welton, 2021).

1.2 DEVELOP A BOARD POLICY, A BOARD STATEMENT AND/OR DISTRICT STATEMENT ON EQUITY.

EVIDENCE

Findings

As of the date of this report, the district has not established any official documentation to demonstrate systemic commitment to equity. To amplify the district's responsibility to equity, a BOE policy, BOE statement and/or district statement is a critical action.

Recommendations

The purpose of a policy and/or statement is to signify leverage to advance systemic equity. This is a common, legal understanding and strategy to support equity work. In researching existing policies and statements in other districts, a glaring difference among them is the explicit or absent language used in naming the various forms of biases and oppression -

racism, sexism, classism. etc. Research reveals that a district's adoption of equity language will be based on their community – students, staff, and families. In other words, to cater to the unique needs of the district, it may be beneficial to work with DELT in developing a stakeholder survey without compromising understandings associated with equity. The district will want to include the newly developed equity definition into its BOE policy, BOE statement and/or district statement.

<u>Research</u>

Through the implementation of a board policy and/or statements, the district will be in a leveraged role to acknowledge the systemic way its practices and narratives obstruct equity work. Board of education members can rally behind equity through these powerful statements and critically examine the structural changes needed (Savage-Williams, 2018). The need for explicit policies on anti-racism are necessary to uphold the district's stance and long-term commitment of equity (Diem & Welton, 2021).

1.3 DEVELOP TRANSPARENT, INTENTIONAL, MEASURABLE, AND ACCOUNTABLE EQUITY GOALS.

EVIDENCE

Findings

As of this date and according to the need's assessment, there is currently no systemic equity action plan in place. Through the implementation of an equity action plan or equity-specific goals, the district is positioned to intentionally mitigate inequities.

Recommendations

The district should adopt an accountability framework that allows for intentional equity action. Such a framework should offer measurable opportunities to monitor progress. It should also lend itself to identifying alignment to existing policies and structures. As the district journeys through this process, it is urgent that an equity lens be applied in all its policies, procedures, processes, interactions, and resources. In doing so, the district critically considers how it is identifying and removing barriers while advancing equity. Ideally, equity action plans contribute to robust, systemic, and transformative culture and climate shifts. Systemic equity movement in any organization requires information.

<u>Research</u>

Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019). Through the implementation of a specific equity plan, the district may readily identify indicators to monitor progress of its culture and climate shift. A design process that is feasible through an equity plan, and not a typical districtwide strategic plan. Equity must be systemic to ensure collective responsibility in disrupting inequities especially encountered by historically marginalized groups (Singleton & Linton, 2006; Shield, 2019).

1.4

IMPLEMENT PRACTICES TO ATTRACT HIGHLY QUALIFIED DIVERSE TEAMS BY RACE/ETHNICTY AND GENDER.

EVIDENCE

Findings

White teachers and administrators have represented 94%-95% of staff over the last three years. During SY 2017-18, 2018-19 and 2019-20, Asian teachers and administrators represent 2%-3% while Hispanic/Latinx/Latinx teachers and administrators have consistently represented 2%.

Recommendations

Across the country, school districts struggle to recruit racially diverse candidates as less people of color seek a career in education. The district can explore recruitment efforts through the education of young people to describe the importance of teachers. Although there are infinite ways to attract and recruit high-quality teacher candidates, the district may find it needs to consistently be innovative in its recruitment process. For instance, outreach to affinity groups at local colleges and universities as well as local affinity groups in the community. The district may need to consider its interviewing and hiring practices for implicit biases. This will provide an important insight to one's identity, positionality, and critical understanding of equity. Unfortunately, it must be clearly stated that in no way does this suggest the district lower their bar of a qualified candidate, but it is to indicate that people on interviewing teams often select candidates that share their experiences and backgrounds.

<u>Research</u>

The benefits of a historically marginalized diverse staff include increased positive adultstudent relationships, higher student engagement, meaningful connections to the school, mitigating access and expectation gaps, as well as improved intergroup relations, rolemodeling and combating of stereotypes and biases (Ladson & Lewis, 2016; Wells, et al, 2016; TeachPlus, 2019).

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

2.1 DEVELOP EQUITABLE ACCESS AND OPPORTUNITY OF ADVANCED LEARNING PROGRAMMING FOR BIPOC STUDENTS WHILE DETRACKING TO AMPLIFY TALENT DEVELOPMENT FOR ALL STUDENTS.

EVIDENCE

Findings

With urgency, the district should act upon the racial and special population inequity in its advanced learning programming. The multiple year data revealed significant racial disproportionality. This trend is indicative of inequitable access, opportunity and expectations gaps affecting Black/African American/African American, Hispanic/Latinx/Latinx and Two or More races' students.

In 2017-18, the advanced learning program for ELA comprised of 56 students of which Asians represented 52% and Whites represented 45%; however, during the same school year, the Asian demographic was 36% and White 45% of the total student population. In other words, there is a balance or over-representation of Asian and White students in the advanced learning programming compared to the total number demographic of these racial groups. There is absolute disproportionality or absence represented in the advanced learning programming among Black/African American/African American, Hispanic/Latinx/Latinx or Two or More students during 2017-18. During this same school year, there were zero Black/African American or Two or More Races students in advanced learning ELA programming, and 2 Hispanic/Latinx/Latinx students in the program or 4% compared 11% of the total student population. This racial inequitable trend continues in 2018-19 and 2019-20.

During 2018-19, the ELA advanced learning program comprised of a total of 64 students, which 44% of Asians and 53% of Whites compared to 2% of Black/African American/African American, 2% of Hispanic/Latinx/Latinx and zero Two or More races' students. Again, revealing disproportionality compared to the racial demographic of that year: Asian- 37%, Black/African American/African American-2%, Hispanic/Latinx/Latinx - 11%, Two or More – 8% and White – 41%.

During 2019-20, the ELA advanced learning program comprised of a total of 40 students, of which 48% were Asians and 50% were Whites compared to 3% of Black/African American/African American and zero for Hispanic/Latinx/Latinx and Two or More races' students. The racial demographic of students for 2019-20 were as follows: Asians – 37%, Black/African American/African American-2%, Hispanic/Latinx/Latinx-10%, Two or More–9% and White-41%.

The inequitable racial disparities in advanced learning programming are not exclusive to ELA. It is also evidenced, and with greater imbalance, in math. During 2017-18, 190 students were in advanced learning math, more than double of ELA, yet Black/African American/African American, Hispanic/Latinx/Latinx or Two or More races' students were hardly represented. In 2017-18, Asians made up 48% and Whites made up 51% of advanced learning math, while zero Black/African American/African American and Two or More races' students were in the group, while 1 Hispanic/Latinx/Latinx or less than 1% was included.

In 2018-19, the advanced learning math program comprised of 47% of Asian and 52% of White, while there was less than 1% or 1 Black/African American/African American and 1 Hispanic/Latinx/Latinx student in the program during the same year. The racial demographic percent during 2018-19 was as follows: Asian- 37%, Black/African American/African American -2%, Hispanic/Latinx/Latinx-11%, Two or More-8% and White-41%.

In 2019-20, the advanced learning math program comprised of 53% of Asian and 45% of White, while there were zero Black/African American/African American or Hispanic/Latinx/Latinx students, and 2% of the Two or More races students. The racial demographic percent in 2019-20 was the following: Asian-37%, Black/African American/African American-2%, Hispanic/Latinx/Latinx-10%, Two or More-9% and White-41%.

Recommendations

Analyze multiple entry possibilities for students to be recommended into advanced learning programming, such as teacher recommendations. The district could benefit in the exploration of advanced learning education possibilities for ELL students and/or twice exceptional programs. There may be resource limitations for such considerations, but a long-term plan to consider the possibilities and/or incorporate practices that work well in these programs for students should be thoroughly explored. A growing number of districts throughout the country are also extinguishing their advanced learning /talented programs as it perpetuates tracking, and unfair caste system among learners. Instead, many districts are providing rich, robust supports to general education teachers so they may be able to challenge learners in their own classrooms.

<u>Research</u>

Low expectations for students of color is considered one of the most egregious forms of structural racism in schools (Kendi, 2019; Aguilar, 2020). Yet, homogenous ability grouping reveals that Asian and White students have considerable advantages. This is a national epidemic. The Office of Civil Rights has consistently reported disproportionate representation of Black/African American/African American and Hispanic/Latinx/Latinx students in advanced learning programming, even when socioeconomic status and classroom environments are similar. This is indicative of systemic structures and individual biases that may be unintentionally selective of White and Asian students for advanced learning identification.

There must be critical understanding to the distinction of non-bias versus anti-bias in tracking and its impact on equity (Mickelson, 2020).

2.2

INTERROGATE THE IEP PROCESS TO ENSURE EQUITABLE ACCESS AND OPPORTUNITY.

EVIDENCE

Findings

The quantitative data over a few years indicate racial disparities for students with an IEP, and the staff focus groups overwhelmingly point out that IEPs are being considered for privileged and advantaged community members compared to underprivileged and disenfranchised students. The quantitative data reveals the following. In 2017-18, there were a total of 133 students with an IEP. The racial make-up of those students were as follows: Asians-20%, Black/African American/African American-8%, Hispanic/Latinx/Latinx-17%, Two or More-14% and White-42%. The total racial demographic for that year was, Asians-36%, Black/African American/African American-2%, Hispanic/Latinx/Latinx-11%, Two or More-7% and White-44%. In 2018-19, there were a total of 137 students with an IEP. The racial demographic during that time was as follows: Asians-23%, Black/African American/African American-10%, Hispanic/Latinx/Latinx-19%, Two or More-17% and White-36%; while, the percent racial demographic of students was the following: Asians-37%, Black/African American/African American-2%, Hispanic/Latinx/Latinx-11%, Two or More-8%, and White-41%. In 2019-20, there were a total of 130 students that qualified for IEP services. The percent of students with an IEP by racial categories during this time was as follows: Asian-24%, Black/African American/African American-13%, Hispanic/Latinx/Latinx-17%, Two or More-9%, and White-37%.

In comparing students that qualify for advanced learning programming and IEP, there is a trend in the district that Black/African American/African American and Hispanic/Latinx/Latinx students are overrepresented in a different [dis]ability categories while grossly underrepresented in advanced learning programming, or a positive academic offering.

Additionally, staff and community focus groups overwhelmingly stated that there were inequitable biases associated with access to IEP services for students.

Recommendation

The district would benefit from examining its authentic access to SPED programming by each student while also eliminating any favored advocacy based on a families' socio-economic or social capital positionalities. A students' ability status is not the same as a students' needs. In other words, access to additional support should not require financial and personal allocation unless there is a critical [dis]ability that is preventing the student from learning. While, at the same time, if a student necessitates intensive reading intervention that should be received as opposed to issuing an IEP if it is not warranted, or worse yet, because it is rooted in a sociopolitical context and inequitable power structures. Typically, when families advocate for students, districts have 14 days to respond to requests. This may not be enough time as staff members often require additional time to ascertain additional information, such as access to supports and the MTSS process. Gaining access to IEP services should consistently be

equitable based on a student's needs, and how the [dis]ability may adversely affect the pupil's access to their education. It will always be necessary to provide the supports, accommodations and supplementary aids and services.

Research

Students that are positioned to believe in themselves in certain situations such as belonging in an Honors and AP class are likelier to succeed (Boykin & Noguera, 2011). A common element in schools where a large percentage of students performed at high academic levels tended to have a climate of respect and high expectations for all students (Scheurich & Skrla, 2003).

2.3

REVIEW, WITH A CRITICAL LENS, THE MTSS IDENTIFICATION PROCESS FOR STUDENTS TO RECEIVE TIER 2 AND TIER 3 SUPPORTS

EVIDENCE

Findings

Interestingly, there is a racial disproportionately of students that have an IEP, yet Black/African American/African American and Brown Hispanic/Latinx/Latinx are hardly represented in MTSS supports compared to their Asian and White counterparts. In other words, MTSS is a process that typically allows for intentional, personalized supports, often prior to IEP evaluation, but it appears mostly Asian and White students receive this differentiated and elevated assistance. During 2017-18, the following racial make-up percent existed for MTSS-qualifying students: Asian-17%, Black/African American/African American-3%, Hispanic/Latinx/Latinx-14%, Two or More-0%, and White-66%. In 2018-19, the racial percentage of MTSS-qualifying students were as follows: Asian-32%, Black/African American/African American-8%, Hispanic/Latinx/Latinx-5%, Two or More-less 1%, and White-54%. For 2019-20, the racial percent of students receiving MTSS supports were the following: Asians-26%, Black/African American/African American-7%, Hispanic/Latinx/Latinx-6%, Two or More-3%, and White-57%. No gender inequities were identified in reviewing the quantitative data for students accessing MTSS services.

Recommendations

Equity is grounded on eliminating barriers and widening access, voice, and centering for ignored, negated minoritized identities. The supports derived from an MTSS, when done well and is part of a Tier 1 environment, is a critical component to disrupt isolation. The district may consider Universal Design for Learning (UDL) is an instructional design framework to mitigate inequities. The district may benefit in its practice as there appears to be intersectionality disproportionality of MTSS supports. Following this audit, the district will want to interrogate the reasoning behind the disparity. Progress-monitoring the culture and climate of students' learning environment in the Tier 1 setting may provide important information to their Tier 2 and Tier 3 designations. An equity report card to the MTSS process decision-making (McCart & Miller, 2020) may be an added, systemic process.

<u>Research</u>

MTSS practices that center critical and reflective scrutiny on organizational attitudes on equity lends toward universal beliefs that all students can achieve at high levels (McCart & Miller, 2020). Equity-based MTSS harnesses working systems, and allows for continuous, critical assessment (McCart & Miller, 2020). UDL was created to eradicate inequities as the process begins by identifying barriers that perpetuate unequal access and engagement (Cardin & Novak, 2021). UDL provides tools to be accountable by empowering students' potential and diverse ways of success (Fritzgerald, 2020).

2.4 EXAMINE UNEQUAL GROWTH CONSISTENCIES IN THE BENCHMARK AND STANDARDIZED ASSESSMENTS.

EVIDENCE

Findings

According to MAP percentage of growth over three consecutive years, there is inconsistent growth in meeting or exceeding benchmarking in ELA or math. Between 2017-18 and 2018-19, all racial categories of students increased in ELA from the previous year with the exception of White students, who dropped 10%. However, between 2018-19 and 2019-20, all students decreased in meeting or exceeding benchmarking, except White students who jumped 13%. There are inconsistencies in growth among racial groups in math MAP as well. The comparison for 2017-18 to 2018-19 revealed only Asian and White students met or exceeded while Black/African American/African American and Hispanic/Latinx/Latinx growth decreased from previous year. From 2018-19 to 2019-20, all racial groups increased, with the exception of Black/African American/African American students.

In the standardized assessments of ELA in race/ethnicity over three years, at least 50% of all Asian and White students that partook in the assessment met or exceeded growth while Black/African American/African American, Hispanic/Latinx/Latinx and students of Two or More races have not for three years. This same disproportionality exists in PARCC MATH by race/ethnicity over the same year, wherein at least 50% of all Asian and White students who partook the assessment met or exceeded growth. Neither Black/African American/African American, Hispanic/Latinx/Latinx or Two or More races student groups met or exceeded growth beyond 27% during the same three years.

Recommendations

Standardized assessments are often riddled with biases as they do not typically allow for individual growth monitoring over time. It is simply one measure during a brief period. Districts are critically aware of this reality. It is good practice for continual, critical acknowledgement by all stakeholders that standardized assessments should be checked for biases and the underlying assumptions that position privilege. To be clear, district benchmarking and standardized assessments are considered important student data on academic growth; however, when possible, a collection of assessment evidence in addition to benchmarking data and standardized assessments is recommended as it lends itself to authentic analysis of pupil development. Such assessments can include learning growth targets, individual goal setting, proper utilization of formative assessments and summative

tests. Although there is no indication during this audit that the district was not utilizing a series of measures to determine academic achievement, there remains a need to examine some of the growth inconsistencies in the benchmarking data whether that be through the creation of individual student profiles to analyze further and/or simply being aware of assessment biases through PD.

<u>Research</u>

The skills and proficiencies owned by each student is a reminder that educational spaces are placed of development, and not perfection. Liberating students to their untapped talents and cultivating their genius can never be fully captured with one measure (Muhammad, 2020).

2.5 EMBED CULTURALLY RESPONSIVE CURRICULUM AND RESOURCES IN EACH CONTENT AND GRADE.

EVIDENCE

Findings

Based on the needs assessments and focus group responses from each stakeholder group, the district must infuse culturally responsive pedagogy and practices to advance equity. Transforming the district culture to recognize cultural responsiveness as embracing diverse identities to accelerate care and humanity may take time, as district is only begun systemic equity journey. All certified staff may benefit from the professional development of recently approved Illinois Culturally Responsive Teaching and Leader Standards that provide performance indicators.

Recommendations

Extensive, long-term professional development to support educators on culturally responsive practices will aid in centering the voices and experiences of BIPOC, Bilingual and other marginalized students. Administrator and teacher evaluations that include the expectation of culturally responsive pedagogy and practices catapult its urgency. An equity lens of all curricula, resources and assessments will be necessary to identify the numerous ways the dominant culture is centered. The Understanding by Design (UDL) framework is a powerful opportunity for educators to collaborate, personalize learning, tap into students' funds of knowledge, and sustain culturally responsive pedagogy.

<u>Research</u>

Culturally responsive pedagogy must be intentional, affirming, and explicit in its practices (Hammond, 2018; Espana & Herrara, 2020; Muhammad, 2020). This is not only obvious in daily practices like cultural games, poetry, song, art, and adult self-examination, but in output as well demonstrated by social justice and community-based projects (Johnson, 2002; Ladson-Billings, 2007; Blankstein et al, 2016; Hammond, 2018). UDL lends itself to social justice by calling for transformative calibration and evidence-based intentional learning (Chardin & Novak, 2021).

STUDENT VOICE, CLIMATE AND CULTURE

To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1

REFORM THE IMPLEMENTATION OF SEL WITH AN EQUITY LENS.

EVIDENCE

Findings

The district would benefit from implementing SEL that applies an authentic equity lens. The fragmented and "SEL time" mentality speaks to the lack of understanding to SEL. SEL should not be viewed as an advisory, but as meaningful emancipation to be culturally responsive to students. It appears to be viewed as an add-on, and not the transformative shift of its original purpose. In other words, SEL textbook knowledge does not translate to SEL practices.

Considerations

Developing culturally competent stakeholders would be the initial steps in securing SEL practitioners. When SEL is viewed as a minute-by-minute interaction that can be anti-oppressive and anti-bias, it maintains the potential of collective healing. In the improvement implementation of SEL, the district may couple its stakeholders' view of student behavior as an opportunity to reflect upon oneself as SEL is not about 'fixing' students. As adult practitioners of SEL, we must own the impact of our inward manifestations that produce inequities.

<u>Research</u>

SEL must address the sociopolitical reality of our injustices while demanding culturally responsive adults (Simmons, 2021; Simmons, 2019). Building trust and vulnerability for and among the adults at the school with students necessary for socio-emotional partnerships for learning (Hammond, 2015).

3.2

DEVELOP A STUDENT EQUITY ADVISORY COMMITTEE.

EVIDENCE

Findings

Currently, there is no student voice at the districtwide level to leverage equity.

Recommendations

Fostering student voice is at the heart of equity. Intentional nurturing, input and co-creation from historically marginalized students that have been harmed by educational institutions is critical. By centering the often-negated experiences of marginalized populations, it positions overdue attention and action. The district could benefit on proactive measures of equity by systemically ensuring gender neutral restrooms in each school. They could also be responsive to students' social justice passions by incorporating a recycling program. District may consider student opportunities as advisory to BOE members.

<u>Research</u>

Racial discipline disparities in schools across the country cultivates the dangerous school-toprison pipeline. The urgency to address discipline issues is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege, and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

PROFESSIONAL LEARNING

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling. **4.1** TRAIN ALL STAFF ON EDUCATIONAL EQUITY.

EVIDENCE

Findings

The district had invested little resources on building staff capacity on equity and its related paradigms. Though the district had offered all-staff professional development, it was limited in time. The knowledge to be achieved with the complex, pervasive and layered understanding of equity requires continuous, and often differentiated, learning.

Recommendations.

Following mandated deep learning of equity and social justice for staff, the district should consider an onboarding process to ensure all new hires participate in foundational professional learning to equity. To further support equity knowledge and development, the district may develop a differentiated approach. One that includes continual understanding for staff that require honing of knowledge. Another option for staff members that are well-versed on equity topics and able to navigate their own practice to leverage a just education. A strong onboarding for new staff to share the district's equity work and consistency in the training will be beneficial in demonstrating its commitment. Affinity groups serve as an opportunity for employees to interact based on shared experiences, and the district can be supportive of its forming with the knowledge that racially, ethically, and linguistically minoritized groups are not represented in education and educational leadership.

Research

Equity work and development is never-ending. There is no destination to it. It requires understanding inequities and how it manifests in schools. Organizational change management to advance equity includes culture, identity, and healing as part of the professional learning (Dugan, 2021). Equity and social justice are complex topics that are not exclusive to education. Many other institutions have demonstrated long histories of oppression against minoritized groups (Ferguson et al, 2020). Education is another entity entailed in the larger society. With that, comes limited understanding and experiences to the depth of equity and inequities (Tatum, 1997; Dweck, 2007; Darling-Hammond, 2010; Gorski, 2018). Hesitations, uncertainties and outright rejection and anger can be expected in broaching such topics. Leadership must understand that transformative movement is often contentious (Williams, 2003; Singleton & Linton, 2006; Sleeter, 2012; Shield, 2018; Minor, 2019). Equity shifts often take time, but it a never-ending journey (Chenoweth & Theokas, 2012; Howard, 2015; Peters, 2019; Muhammad, 2020).

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

5.1 DEVELOP AND ACTIVELY COLLABORATE WITH A COMMUNITY EQUITY ADVISORY COMMITTEE.

EVIDENCE

Findings

There is no organized community voice to leverage equity. The racial demographic among the education foundation and school board members has consistently been predominately White.

Recommendations.

Establish a community committee of historically marginalized identities to serve as advisory to the Superintendent and/or DELT. Such a committee can provide critical guidance to cultivate just and liberating structures in the district. Personal invitations from district leadership of minoritized community members may contribute to positive, meaningful relationships. Offer education on policy-development and school structures to encourage active involvement and BOE possibilities.

Research

Community-development model serves as an agency for continual intellectual and humanity growth (Stefanski et al, 2016; Ishimaru, 2020). Families can be levers in the education of their child(ren). School-community collaboration has proven to empower active participation and investment in the education of children. Meaningful partnerships between schools and the community are necessary for justice among minoritized people (Costanza-Chock, 2020).

5.2 DEVELOP COMPREHENSIVE TRANSLATIONS TO FAMILIES IN MULTIPLE LANGUAGES.

EVIDENCE

Findings

Community and staff stakeholders relayed the need for streamlined and increased communication in multiple languages. This is also evidenced by the number languages known by students, ranging from 171 to 169 languages other than English over the last three years.

Recommendations

Develop a structure for systemic translation after families have self-identified and requested translated communication. All critical documents should be translated, and proactive steps taken for clear and concise communication.

<u>Research</u>

The identity-affirmation of students naturally encompass their families (Muhammad, 2020; Ishimaru, 2020). Deliberate acts to value a student's home and family cultivates trust, and influences relationships. All members of the school community should aim to diligently connect with students and their families (Ishimaru, 2020; Espana, C. & Herrera, L. 2020).

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As the district chose this preemptive and proactive measure to conduct an equity audit, it is assumed the district will engage in next steps to continue to move the equity needle forward. Research explains the criticality of equity audits as a tool to strategically identify inequities in systems and structures (Skrla et al, 2009; Smith et al, 2017). Equity cannot be achieved if the organization does not deliberately identify the barriers that perpetuate biases. Intentional deconstruction of inequities and such biases require schools and all impacted stakeholders to relentlessly reflect and transform their beliefs. Developing equity literacy is a constant journey and requires critical and considerable reflection to our personal, interpersonal, and structural unpacking (Gorski, 2018).

These recommendations are not exhaustive, and the district must be cognizant that equity work never ends. Although each finding is important, the district should be thoughtful as to which recommendations will be short-term and others that require consistent oversight. It is recommended that district implement an equity plan that includes metrics and accountability. In developing an equity action plan, the district should identify current initiatives to also include in the equity plan. This demonstrates a systemic commitment to consider all initiatives with an equity lens. As the district explores their next steps, they can expect resistance from a variety of stakeholders. The findings and recommendations can be difficult realities to accept. Despite the district's proactive undertaking to pursue an equity audit, the magnitude of improvements needed may be a challenge. Systemic transformation is a process, and implementation on any of the recommendations will take finite time. To execute, it is recommended the district reconvene DELT and share the audit report. From there, DELT should work closely to prioritize and identify each finding. Determine the measure for each finding, if applicable, and monitor progress of equity achievement. With each transformative shift, the district may adopt the implementation of additional findings and/or recognize other inequities that need to be addressed. It is critical for the district and its stakeholders to fully understand there is no final destination to reach equity. There is no stopping point. It is a constant, prevalent, and complex paradigm in efforts to maximize humanity and social justice for historically marginalized identities.

List of Abbreviations

ABAR = anti-bias/anti-racist

- BIPOC = Black/African American/African American, Indigenous and People of Color
- BLT = Building Leadership Team
- BOE = Board of Education
- ELA = English Language Arts
- ELL = English Language Learners, maybe used interchangeably with EL or LEP
- ES = Elementary School
- ESL = English as a Second Language
- GenEd = General Education
- FRL = Free/Reduced Lunch
- IEP = Individualized Education Program
- ISS In-School Suspension
- LEP = Limited English Proficient, may be used interchangeably with ELL
- LGBTQ+ = Lesbian, gay, bisexual, transgender, queer/questioning, and other identities within

the LGBTQ community

- MTSS = Multi-tiered System of Support
- OSS = Out-of-School Suspension
- PLC = Professional Learning Communities
- PD = Professional Development
- POC = People of Color
- PTA = Parent Teacher Association
- SEL= Social-Emotional Learning
- SES = Socio-economic Status
- SPED = Special Education
- SY = School Year

Glossary

Agency: The efficacy to navigate systems and institutions.

Anti-bias/Anti-racist (ABAR): To be anti-bias and/or anti-racist is to actively identify and disrupt explicit and implicit forms of biases and racism in and among individuals, cultures, and institutions.

Bias: An organic information process of the human brain to identify preferences, inclination, disposition, or preferences.

Cisgender: A person that identifies their gender to their biological sex.

Classism: The oppressive state of discrimination, exclusion and prejudice based on socioeconomic status.

Diversity: The mix of unique backgrounds, identities, and experiences, not limited to culture, language, or race/ethnicity, but as often misused to describe minoritized racial and ethnic groups.

Dominant (dominant culture): All dominant identities such as White, male, heterosexual, cisgender, upper class, abled-bodied, U.S. born, native English-speaker, college-educated, Christian, young, desirable in stature, size, and appearance.

Ethnicity: Groups of people that share common ancestry, heritage, history, geography, and language influenced by background and culture.

Historically marginalized identity (group or population): Any socially constructed identity based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status that has experienced institutional oppression. May be used interchangeably with minoritized identities, groups, or populations.

Inclusion: The act of being involved or active participation,

Equity: In terms of educational equity, equity is intentional identification of barriers to ensure every student has access and opportunity to academic and whole child needs in the school setting as measures by quantitative and qualitative outcomes, while examining the policies, procedures, processes, resources, and practices of the institutional structures that explicitly or implicitly, knowingly, or not, perpetuate inequities.

Institutions: The wide range of public goods and private entities developed to serve society such as criminal justice, education, employment, health care, housing, and policing.

Intersectionality: The intersecting of marginalized identities. Such identities include one or more intersections of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status.

Minoritized (also known as minority): The non-dominant social constructs of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status. May be used interchangeably with historically marginalized identities, groups, or populations.

Oppression: The exercise of power to unjustly manipulate resources and treatment against others, often experienced by minoritized identities.

Power: The capacity and ability to exercise influence among individuals, or at a structural or systemic level.

Racism: The individual, cultural, and institutional beliefs, and actions of oppression that manifest privileges to White people, or those that identify or are perceived White, based on devaluing the experience and humanity of Black/African American/African American, Indigenous and/or People of Color (BIPOC), or those that identify as BIPOC. Racism is fueled by White supremacy ideology.

Sexism: The individual, cultural, and institutional beliefs, and acts of oppression that manifest privileges to men, or those that identify as males, based on devaluing women, or those that identify as female. Sexism if fueled by male supremacy, also known as the patriarchy.

Social Constructs: All dominant and non-dominant identities that exist in visible and invisible social stratification systems of one's value, positionality, and full humanity.

Social Justice: The relationship of historically marginalized identities measured by full and equal participation in distribution, resources, and opportunities to leverage humane privileges.

White privilege: Unearned privileges associated with light skin color, or race, which manifest visible and invisible benefits to White people, acknowledged or not, within every socio-economic and political aspect of society.

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DRAFT POLICY PRESENTED FOR FIRST READ

Committees and Organizational Involvement

School Board

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.

Special Board 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.

Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

- 1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
- 2. Buildings and Grounds Committee. The Buildings and Grounds Committee shall be concerned with matters relating to the physical property of the District, including acquisition, additions, remodeling, maintenance, repair, and disposal. The committee shall confer with the Superintendent and/or business manager regarding matters of general housekeeping and grounds keeping, in order to keep the routine maintenance under the auspices of the Superintendent's office.
- 3. Finance Committee. The Finance Committee shall be concerned with matters relating to financial aspects of the District, including budgets, salaries, levies, bond issues, approval of monthly invoices, expenditures of capital funds, and the general financial condition of the District.

Superintendent Committees

The Superintendent shall create Superintendent committees as he or she deems necessary and shall make all appointments. Superintendent committees report to the Superintendent. The Board has delegated to the Superintendent responsibility for coordinating the work of the Parent-Teacher Advisory Committee and Behavior Interventions Committee..

To:	West Northfield School District 31 Board of Education
From:	Dr. Erin K. Murphy, Superintendent
Date:	May 11, 2021
Subject:	Board of Education training
-	

The Board of Education initial training by the Illinois Association of School Boards is scheduled during the Regular Board of Education meeting on July 15, 2021 at 7pm. Per the Open Meeting Act, this training will be held in closed session. Minimal regular business will be conducted during this meeting to allow for this training.

Organizational Involvement

The School Board may establish representatives for local and professional organizations. This may include, but is not limited to the Illinois Association of School Boards, EdRed, and involvement in appropriate municipal organizations. In addition, the Board may designate a member of its membership to report any relevant information to the Board of Education from the District 31 Educational Foundation and Parent Teacher Organization.

The Board of Education is also required to send a representative to sit on the Leadership Council of the True North Educational Cooperative per the recognized Articles of Agreement.

The Board President makes all Board organizational appointments unless specifically stated otherwise. A Board organizational representative may not take final action on behalf of the Board – it may only make recommendations to the Board.

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DRAFT POLICY PRESENTED FOR FIRST READ

Public Participation at School Board Meetings and Petitions to the Board School Board

Participation Guidelines

The following Guidelines are issued by the Board of Education of West Northfield School District #31 and shall govern the public participation portion of a Board meeting and are subject to change at the Board's discretion. At each regular and special meeting of the Board, for an overall maximum of 30 minutes, any person may comment to or ask questions of the School Board, subject to the reasonable constraints established and recorded in this policy's guidelines below.

- At the beginning of your comment, please state your name. There is a three (3) minute time limit for your remarks. Please be aware that the board is not required to respond to your remarks during the course of their meeting. For the duration of the meeting, you are welcome to observe until closed session (if scheduled), but should not actively participate.
- 2. Anonymous statements are not permitted during board meetings.
- 3. To ensure equity of access to address the Board, an individual may not speak at two (2) consecutive Board Meetings, unless there are no additional speakers requesting to speak at the meeting. In the event an individual registers to speak at a consecutive Board Meeting, it will be at the discretion of the Board President if the individual will be called to address the Board.
- 4. The board reserves the right to limit the total number of speakers at a meeting.
- 5. **Order of Speakers**: The Board President may group speakers according to a particular topic and may call certain speakers out of numerical order so that all comments regarding a particular topic may be heard together, and for a maximum of 20 minutes in length. Speakers called by the Board President may not cede their time to another person.
- 6. Speaker Groups: The Board President may place speakers in groups who are addressing a single issue to permit sufficient time for the Board to hear from both sides of the same issue. Groups of individuals may appear in support or opposition to a particular topic; however, a maximum of two representatives will be called to speak from those who have signed up on the topic. Speaker support groups are limited to 15 persons in a speaking area. An individual may not appear more than once during a meeting as either a speaker or as part of a speaker support group.
- 7. **Speaker Remarks and Submissions**: When called by the Board President, a speaker shall have three minutes to present their remarks and materials to the Board. Speakers shall end their presentation upon the request of the Board President when their time is up to allow the next speaker to begin. All public presentations must be limited to issues of concern before the Board. Comments of a personal nature directed towards individual Board members, employees of the Board or any other individual are not permitted. It is the meeting chair's prerogative to limit the discussion of any speaker to allow for broad and diverse public participation. Speakers may submit materials, written testimony,

pictures, posters etc., to the Board Recording Secretary for the Board members consideration.

- 8. **Behavior**: Courteous, respectful and civil behavior is expected from all speakers and all persons attending a Board meeting, be it remote or in person. Unsolicited comments and disruptive behavior are prohibited. Individuals who are disruptive may be given a warning and also, may, if necessary, be removed from the meeting. If any individual is removed from a meeting as a result of disruptive behavior, then the individual may forfeit their right of reentry to future District 31 Board Meetings. Visitors should also visit the policy: *Visitors to and Conduct on School Property* for further information on expectations.
- 9. **Restrictions**: Current or prospective vendors wishing to present products or services for purchase should not use the public participation portion of a Board meeting for this purpose. Hand-held posters and placards are not allowed in the Board Room.
- 10. **Remote Meetings:** In the event that a meeting is held remotely, a public comment link will be provided to ensure public participation opportunities as required by law. The guidelines laid out in this policy apply to remote comments. If the meeting is not being held remotely, any comments submitted via the link will be shared with the Board of Education, although not necessarily read aloud.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet, or as soon as practicable, but within 60 days from the board's receipt of the request.

DRAFT POLICY PRESENTED FOR FIRST READ

Residence

Students

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school. If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Nonresident Student Admission

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Superintendent may approve the request subject to the following:

- 1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
- 2. The student will be accepted only if there is sufficient room.
- 3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
- 4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools tuition-free pursuant to:

- 1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
- 2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
- 3. According to an intergovernmental agreement.
- 4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. School Board policy *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District¹ and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/1020.12b.

Delayed Residency

It is the intent of the District to provide an opportunity for parent(s)/guardian(s) who are moving into the District during the first trimester to enroll their child(ren) at the beginning of the school year, even though residency will not be established by the first day of school. This policy does not create a tuition-paying system for student(s) who live outside the District, and is available only to those families that meet the conditions established herein. In exigent situations, authority is delegated to the Superintendent to admit students to school and bypass delayed residency requirements.

Upon the Superintendent's approval of the application of the parent(s)/guardian(s) of a non-resident student(s) who have taken steps indicating a desire and intention to move into the District, such parent(s)/guardian(s) may, upon fulfilling the requirements herein contained, be permitted to enroll the prospective student(s) in the District schools upon depositing with the Business Office an advance monetary guarantee amount as set forth herein.

To be eligible for enrollment, the parent(s)/guardian(s) must submit the following documentation to verify that the family reasonably expects to have established a residence, within the District, into which they will be moving prior to the end of the first trimester:

- 1. Home purchase contract including set guaranteed confirmation for occupancy date that falls during the first trimester, or;
- 2. If new construction, the parent(s)/guardians) must also provide written verification from the contractor/builder regarding closing date of the purchase and transfer of title and occupancy that falls during the first trimester, or;
- 3. Executed rental agreement including verification date for beginning of the lease (must be before the end of the first trimester) and continuing to at least the end of the current school year; and

¹

In addition, the parent(s)/guardian must provide written authority for the District to contact the representative of the Seller, Landlord, or Contractor/Builder who will be contacted for confirmation before any approval.

If the parent(s)/guardian(s) cannot submit proof that they will be moving into the District by the last day of the first trimester, early entrance is not an option and will not be approved.

If the proposed early entrance is approved, the parents shall, for each enrolled child, submit to the District, in the form of a Cashier's Check, a guarantee deposit in the amount of one-third (1/3) of the yearly tuition charge per student, as documented in the District's most recent Annual Financial Report, applicable to the first trimester period, which may be deposited and held by the District until the end of the first trimester period. The parent(s)/guardian(s) will also sign an Agreement that the District will return the deposit if the family permanently moves in to the designated residence within the first trimester period, but if residency is not established during that time, the deposit will be forfeited and the District will permanently retain the funds.

The continuation of the student(s) in the District for the second trimester will be contingent upon the Superintendent's approval of the documentation that the family will establish residency in the District during the second trimester and the deposit of a similar Cashier's Check with the District, subject to similar conditions noted above, for one-third (1/3) of the yearly tuition charge per student, applicable to the second trimester period. The parents will sign an Agreement that the District will return the deposit if the family permanently moves in within the second trimester period, but if the residency is not established during that time, the deposit will be forfeited and the District will permanently retain the funds.

The continuation of the student(s) in the District for the third trimester will be subject to the same conditions as outlined for the first and second trimesters.