



2023-2028 Strategic Plan

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Our Journey to Discovery

A strategic planning process is one of discovery, when key stakeholders engage in learning, discussion and critical thinking. Reflection and the development of new practices is necessary for the growth of any healthy organization. The process challenges current beliefs and leads to new ways of viewing an organization and its work. Our intent is to build upon our previous plan's successes and expand learning opportunities beyond those we have traditionally served.

We advocate for all learners to receive access to effective grade level instruction in age-appropriate general education classrooms in our neighborhood schools and preschool environments. This includes learners who need specially designed instruction, supplementary aids and support services.

The heart of this work is providing a general education environment that welcomes all learners, and where effective instructional methodologies produce equitable outcomes for all learners. Consistent investment in adult learning is essential for transformational systemic reform.

All learners are general education students and as adults, we all share equal responsibility for their success.



MESSAGE FROM

Leadership Council President Suzanne Sands



Dear Families, Staff, Member Districts and Students:

This cooperative was established to support member districts in meeting the needs of students with disabilities because no district could effectively provide for all learners independently. In 2018, we began the implementation of a strategic plan developed through a deeply collaborative process that engaged all stakeholders. Since then, we have been on a journey of transformation in an effort to:

- further align our work to best practices;
- utilize data to drive decision making;
- make the cooperative financially sustainable, and;
- respond to the diverse needs of our member districts.

Implementation of that plan has resulted in:

- new innovative service offerings;
- increased number of students across the cooperative accessing education in the general education environment for 80% or more of their day;
- increased student access to paid employment,
- further alignment of professional learning offerings to member district needs;
- increased financial transparency;
- a master facility plan, and;
- improved communications including the rebranding of the organization as TrueNorth Educational Cooperative 804.

Under the unwavering leadership of Dr. Kurt Schneider and his strong administrative team with the support of our amazing teachers, therapists, specialists and staff, TrueNorth:

- navigated the pandemic;
- adapted to major changes to IDEA funding;
- responded to the elimination of the use of restraint and time-out;
- experienced leadership changes, and;
- adjusted programs and services based on member district decisions.

Change has been a constant challenge as well as a welcome shift in how the organization operates over the past four years. The process of developing this new strategic plan began in the spring because it was

time, and because we need to ensure the changes we drive toward together are proactive.

During the last year, we gathered qualitative and quantitative data and conducted a review of best practices in cooperation with the team from Hazard, Young, Attea and Associates. Stakeholders from across our member districts including parents, staff, administrators, board members and community partners provided input and engaged in each phase of this process. We refined our core values and developed new goals based on analysis of the data. It is my hope each sees opportunities for growth, initiatives that will benefit learners across our communities, and ways to participate in this work. Working together renews our commitment to the possibilities in every learner, every day.

So, what is the value of the cooperative? Striving together to meet the diverse needs of all learners is more effective than each community, each district, each school and each family making the journey alone.

TrueNorth will continue to grow toward our shared vision as a national leader and highly valued partner with a courageous commitment to inclusive communities that equally value all people and inspire them to be active participants in our world.

On behalf of the entire Leadership Council, I am so proud to have been a part of this process and look forward to the collaborative work that allows us to realize our shared vision for our learners, our schools and our communities.

Sincerely,

Suzanne Sands
Leadership Council President

MESSAGE FROM

Superintendent Kurt A. Schneider, Ph.D.

Dear Families, Staff, Member Districts, and Students:

It is an honor to present to you TrueNorth's 2023-2028 Strategic Plan. It builds on our efforts to transform an educational cooperative to support all diverse learners now and into the future. We have learned from our predecessors the region's strong commitment to diversity, equity and inclusive educational practices and it is our collective responsibility to meet the needs of everyone.

Through partnership and innovation, we will continue to be an organization that is forward thinking given our conscious awareness of achievement and opportunity gaps across all student groups. We must raise learning expectations, actively advocate, enhance our communications, and equitably fund resources in order to prepare students and families to successfully lead enviable lives.

Much of the past 18 months have been spent engaging with our member district superintendents, their administrative teams, families, school board members and community partners through interviews, focus groups, a survey, and a community engagement event. We appreciate the facilitation provided by Hazard, Young, Attea and Associates. Collectively, more than 1,000 individuals provided input. The process also included extensive regional data reviews, reviewing and summarizing professional research, and examining state and federal requirements.

Assimilating this vast volume of information led to a heterogeneous stakeholder core group having candid and productive dialogue about how to best balance the needs of our membership and their individualized journeys. While at times there was wholehearted agreement, there was also rigorous debate, courteous challenging of ideas, and a firm commitment to remain true to the feedback and data provided. The process itself reflected the sense of common purpose and two-way



collaboration outlined in the plan.

The success of this plan requires a **recommitment** to what it means to be a member of a cooperative, the roles and responsibilities associated with membership, and the benefits of sharing resources to elevate outcomes. Continuing to refine these norms and practices is not easy, but is necessary.

We sincerely hope everyone sees that TrueNorth listened to feedback and built goals that will benefit the entire region.

I am extremely grateful to everyone for your contributions and appreciate the hundreds of hours that have been dedicated to this process. TrueNorth is now tasked with important and rewarding work, and learners in our local member communities and state will be better for it!

Thank you for your partnership,

Kurt A. Schneider, Ph.D.
Superintendent



OUR MISSION

TrueNorth is committed to the possibilities in **every learner, every day.**



OUR VISION

TrueNorth is a **national leader** and highly valued partner with a courageous commitment to **inclusive communities** that equally value all people and inspire them to be active participants in our world.



WE VALUE

- **Collaborative relationships** grounded in mutual trust and candor.
- **Inclusive learning environments** that are proactive, flexible and empowering.
- Leading **transformational change** and innovation driven by research, data and legal imperatives.
- **Collective responsibility and advocacy** for elimination of barriers and meaningful opportunities for all learners.
- **Sharing resources and knowledge** to maximize learning.

Strategic Plan 2023-2028 Goals and Objectives

TrueNorth Educational Cooperative 804 is committed to providing an equitable education for all learners. Federal legislative expectations, and over 40 years of evidence-based research, together support an integrated comprehensive system of services delivered to students with disabilities and their nondisabled peers.

Indicators of Advancement

Within the table of goals and objectives, our team has identified primary indicators of advancement along with the timeline for when the work is happening over the next five years. The checkmark indicates when the work begins.



Learning

GOAL

TrueNorth will provide a comprehensive continuum of inclusive educational opportunities for all learners.

Rationale:

Regional quantitative data shows learning gaps and evidence-based practice reports describe the strategies to address them.

OBJECTIVES	Year 1	Year 2	Year 3	Year 4	Year 5	Primary Indicator of Advancement
A. Enhance TrueNorth programs and services.						
1. Conduct an assessment of programs and services.		✓				Outside evaluation report
2. Explore and learn from Educational Service Agencies nationwide.			✓			Site visit reports
3. Develop implementation plans.				✓		Implementation plans
B. Establish a dedicated TrueNorth research and development team to engage in continuous improvement cycles with the outcome of expanding the menu of innovative services.	✓					Expanded menu of innovative services
C. Establish a post-secondary task force that will focus on improving regional post secondary college and career employment outcomes.					✓	Team composition, meeting schedule and meeting notes
D. Expand professional learning offerings:						
1. Develop and implement an introductory suite of training sessions for paraprofessionals offered throughout the year.	✓					Training syllabus and schedule
2. Develop and implement an introductory suite of training sessions for substitute teachers offered throughout the year.	✓					Training syllabus and schedule
3. Expand and facilitate job-alike networks across the region with the goal of increasing learning and knowledge sharing.			✓			Schedule of job-alike network meetings
4. Establish an administrative mentoring and coaching program to assist with implementation of inclusive practices.					✓	Mentoring and coaching guidebook
5. Develop a Family University and support system.		✓				Online Family University learning offerings



Resource Allocation

GOAL

TrueNorth will partner with member districts around leveraging and sharing resources to enhance existing programs and services, while developing the infrastructure necessary to offer innovative services.

Rationale:

Qualitative data from focus groups and interviews stated the need for continued financial transparency, new funding sources, and infrastructure necessary for organizational sustainability.

OBJECTIVES	Year 1	Year 2	Year 3	Year 4	Year 5	Primary Indicator of Advancement
A. Select and implement data software for improved billing and system integration practices.		✓				Software implementation report
B. Collaborate with member districts to research and implement funding solutions needed for facility maintenance and improvements as well as learning innovations.			✓			Leadership Council-approved funding solutions
C. Increase existing revenue streams and develop new revenue sources.						
1. Increase non-member usage of cooperative programs and services.				✓		Non-member usage data report
2. Pursue grants and alternative funding sources for the benefit of member districts.			✓			Grant reports
3. Recruit at least one new member district and establish a procedure for onboarding.					✓	Leadership Council approval of new member district
D. Analyze and update the Financial Model Reference Document to align with the strategic plan.				✓		Leadership Council approval of revised Financial Model Reference Document
E. The TrueNorth Leadership Council, in collaboration with the Superintendent, will establish procedures for significant usage changes that provide ample financial planning time for the cooperative.		✓				Leadership Council approval of procedures
F. Organize regional recruiting opportunities for specialized positions (e.g., job fairs, university partnerships.)				✓		Summary report of recruiting opportunities
G. Establish a written process for continuous review of positions and human resources practices (e.g., interviewing, onboarding, evaluation, marketing.)	✓					Written procedures



Advocacy

GOAL

TrueNorth will strengthen the voices of learners, families, and member districts to eliminate barriers and provide access to support and resources.

Rationale:

Community engagement and survey data indicate a need for advocacy to eliminate systemic barriers and improve access.

OBJECTIVES	Year 1	Year 2	Year 3	Year 4	Year 5	Primary Indicator of Advancement
A. The TrueNorth Policy Committee will lead a review of the Articles of Agreement to ensure alignment to the strategic plan.			✓			Leadership Council approval of revised Articles of Agreement
B. Survey member districts to identify priority advocacy areas and determine how to address them.		✓				Survey results
C. Provide ongoing training on federal and state requirements to ensure consistent regional practices, and provide ongoing communication regarding legislative updates.	✓					Training and legislative summary notes
D. Facilitate networking and professional learning to support districts in working collaboratively with private (e.g. therapeutic day schools, neuropsychiatrists, advocates) and school-based personnel in understanding IEP and Section 504 requirements.					✓	Schedule of meetings and meeting notes
E. Establish a Leadership Council legislative committee that will communicate regularly with local, state, and federal representatives and related organizations advocating for the resources and needs of public school districts and educational cooperatives.					✓	Committee composition and meeting notes



Communication

GOAL

TrueNorth will communicate effectively within the organization, with member districts, and with the broader community.

Rationale:

Qualitative data from focus groups and interviews indicate a need for refined internal and external communication, increased information to targeted building leadership, and clearer stakeholder norms and expectations.

OBJECTIVES	Year 1	Year 2	Year 3	Year 4	Year 5	Primary Indicator of Advancement
A. The Leadership Council, in partnership with the TrueNorth Superintendent, will develop strategies to improve understanding of the Articles of Agreement, associated membership responsibilities, and program/service offerings.	✓					Training schedule and materials
B. Extend communication to building principals and non-member districts to improve awareness of and access to cooperative resources.	✓					Communication artifacts
C. Define success through the refinement of Key Performance Indicators.			✓			Revised district dashboard
D. Assess and improve communication practices based on national school public relations standards.		✓				NSPRA rubric ratings and goals
E. Collaborate with member districts for regional data sharing to better understand learning outcomes across the cooperative.					✓	Agreed upon data sources

Strategic Plan Process Overview

As a cooperative, TrueNorth is guided by the needs and the missions of our 18 member districts. The needs of the member districts are diverse as each district plans and structures learning environments for their own community and student needs. A strategic plan, based on data and input gathered from the entire region, sets a course for the cooperative that benefits all member districts.

In January 2022, TrueNorth engaged the facilitation services of Hazard, Young, Attea and Associates (HYA) to facilitate a strategic plan process. Together with HYA, TrueNorth developed a process for input on the plan with opportunities for the consideration of stakeholders so consensus could be reached.

Input on the Framework for Planning

Developing a strategic plan is a truly collaborative process and must involve all stakeholder groups. Thoughtful consideration was given to meaningful ways to reach all TrueNorth stakeholder groups. Eighteen boards of education, 17 superintendents and administrative leadership teams, 19 groups of teachers and employees, 18 communities of families, and the entire region of businesses, agencies, universities, and partners had valuable perspectives to share. The number of stakeholders involved increased the complexity of our strategic planning process. HYA and Dr. Schneider began by collaborating with stakeholders on a planning framework.

In June 2022, we reached consensus on a two-phase process:

Phase 1: Engage

In this phase, HYA would gather quantitative and qualitative data from a variety of sources and stakeholders regarding the current performance and the optimal desired future of TrueNorth.

Phase 2: Focus

In this phase, HYA would use data from the Engage Phase to facilitate an evidence-based, collaborative conversation to determine the future direction of TrueNorth including goals and objectives.

Timeline



SEPT. 15, 2022

Community
Engagement Event



SEPT. 21, 23, 2022

Stakeholder
Focus Groups



SEPT. 23 - OCT. 2, 2022

Stakeholder Survey



**OCT. 14, 21, 28;
NOV. 4, 2022**

Core Group Meetings



NOV. 4, 2022

Core Group finalized Values,
Goals, and Objectives



NOV. 11-16, 2022

Core Group Review of
Indicators of Advancement
and 5-Year Action Chart



DEC. 8, 2022

Superintendents Review
of Plan



DEC. 14, 2022

Leadership Council
Review of Plan



JAN. 10, 2023

Core Group Final Review



FEB. 8, 2023

Leadership Council
Final Plan Approval

The plan was also shared with our District Leadership Team members. All agreed that the planned process struck the right balance between opportunities for involvement and the necessity that a small group of representatives would do the actual drafting.

Stakeholder Input Through Survey, Focus Groups, and Community Engagement Event

We designed a survey about the strengths and needs of the organization and level of implementation of evidence-based practices in member districts. We consulted with member district superintendents about the content and administration of the survey. The survey was made available to special education families and administrative leaders in member districts and to all TrueNorth staff. Some member districts included general education families and staff as well. In total, 930 people contributed their ideas and opinions through the survey.

At a Community Engagement Event on Sept. 15, 2022, 103 participants engaged in conversations about the future of TrueNorth. Intentionally diverse groups of parents, teachers, employers, general and special education administrators, superintendents and community members were seated at tables together and given questions to guide their conversations. The questions related to the future of education and of TrueNorth. Each group turned in notes of their opinions and ideas.

On Sept. 21 and 23, 2022, HYA facilitated focus groups and interviews with member district curriculum and instruction leaders, special education administrators, building principals, general education teachers, business officials, and parents, as well as TrueNorth students and members of the cooperative's District Leadership Team. These sessions yielded qualitative data about the future of the cooperative and of education, similar to the community engagement event.

In Oct. 2022, the Community Engagement responses and the survey data were analyzed by the TrueNorth Strategic Planning Core Group, a representative group of 12 stakeholders. The Core Group members included administrators of special education, parents, Leadership Council members, a building principal and TrueNorth staff. The group included a minimum of two representatives from each of the three member district regions. The Core Group developed a draft document with organizational values, goals and objectives during a series of full-day meetings. Collectively, the group spent an estimated 250 hours developing the plan.

Leadership Council Input on Plan

The plan was shared with our Leadership Council on Dec. 14, 2022. Their feedback was incorporated into the plan by the Core Group on Jan. 10, 2023. The Leadership Council approved the plan on Feb. 8, 2023.



Purpose of a Cooperative

The purpose of a cooperative is to share resources to ensure all learners receive an equitable education. Flexibly working with each member district ensures maximum use of the cooperative, increases achievement throughout the region, and enriches diversity so all learners better understand the world, those around them, and themselves.

Member districts have agreed to share certain rights and responsibilities, such as financial support and facilities.

Through partnership and innovation, we will continue to be an organization that is forward thinking given our conscious awareness of achievement and opportunity gaps across all student groups. We must raise learning expectations, actively advocate, enhance our communications, and equitably fund resources in order to prepare students and families to successfully lead enviable lives.

Acknowledgements

We thank everyone who has given their time and provided their thoughts to this process.

Thank you to all who participated in our Community Engagement Event in September. With 103 participants, there are too many to list by name. We are grateful to the parents and educators who attended the event and participated in group discussions and our community partners who took time to join us.

The TrueNorth Strategic Planning Core Group came together multiple times following that event to review all of the collected data and refine the language in this document. We are very appreciative of their commitment and willingness to rework the language for the Mission, Vision and Value Statements after each feedback session. They worked diligently to incorporate all of the information and views provided to them. Our sincerest thanks goes out to:

Kate Donegan

Superintendent, Kenilworth School District 38

Alyssa Hughes

Chief Financial Officer, TrueNorth Educational Cooperative 804

Natalie Jachtowycz

TrueNorth Leadership Council Vice President, Glenview School District 34

Luke Livingston

Principal, Crow Island School, The Winnetka Public Schools District 36

Dr. Heather Miehle

Director of Special Education, Northbrook School District 27

Adam Mihelbergel

Principal/Director of Student Services, Bannockburn School District 106

Mary Morgan Ryan

Assistant Superintendent of Technology, Communication, and Data Services, TrueNorth Educational Cooperative 804

Dr. Kristen Ninni

Assistant Superintendent of Learning and Innovation, TrueNorth Educational Cooperative 804

Andy Piper

Assistant Superintendent of Human Resources, TrueNorth Educational Cooperative 804

Dr. Tiffany Rowe

Assistant Superintendent for Student Services, Township High School District 113

Suzanne Sands

TrueNorth Leadership Council President, Lake Forest School District 67

Dr. Kurt A. Schneider, Ph.D.

Superintendent, TrueNorth Educational Cooperative 804

We deeply appreciate the volunteer members of TrueNorth's Association of Parents and Staff for providing a family perspective on educational practices, policy, and system change efforts. We recognize the strength of our partnership with them individually and collectively.

Suzanne Aaron

Township High School 113

Danielle Burk

Lake Forest Elementary District 67

Laura Peace

Lake Forest Community High School District 115

Amy Cutler

APS Board Co-President, Deerfield Public Schools District 109

Kristen Endre

APS Board Co-President, New Trier Township High School District 203

Laura Epstein

Glencoe District 35

Elena Fridman

North Shore District 112

Nicole Magesis

Parent Engagement Facilitator, TrueNorth Educational Cooperative 804

Lindsay Kiraly

Director of Professional Learning and Coaching, TrueNorth Educational Cooperative 804

Carolyn Koppel

Township High School District 113

Cori Mohr

Glenview School District 34

Dr. Kristen Ninni

Assistant Superintendent of Learning and Innovation, TrueNorth Educational Cooperative 804

Evie Pambah

Northbrook School District 27

Nick Parfitt

West Northfield School District 31

Heather Remien

Glenbrook High School District 225

Paul Redmann

Northbrook/Glenview School District 30

Carrie Steinbach

Lake Bluff School District 65

Meade Whitaker

Glenview School District 34

Key stakeholders in the continued success and unity of TrueNorth are the member district superintendents. Superintendents participated in every event and discussion. Their strong voices made the process authentic and the outcome better. We are grateful to them individually and collectively for their time and commitment to TrueNorth.

Superintendents

- Dr. John Deiter**
Northbrook School District 27
- Dr. Jason Pearson**
Northbrook School District 28
- Dr. Edward Stange**
Sunset Ridge School District 29
- Dr. Brian Wegley**
Northbrook/Glenview School District 30
- Dr. Erin Murphy**
West Northfield School District 31
- Dr. Dane Delli**
Glenview School District 34
- Dr. Catherine Wang**
Glencoe School District 35
- Dr. Kelly Tess**
The Winnetka Public Schools District 36
- Kate Donegan**
Kenilworth School District 38
- Dr. Lisa Leali**
Lake Bluff School District 65
- Dr. Matthew Montgomery**
Lake Forest Elementary School District 67 and Lake Forest Community High School District 115
- Dr. Scott Herrmann**
Bannockburn School District 106
- Michael Simeck**
Deerfield Public Schools District 109
- Dr. Michael Lubelfeld**
North Shore School District 112
- Dr. Bruce Law**
Township High School District 113
- Dr. Paul Sally**
New Trier Township High School District 203
- Dr. Charles Johns**
Glenbrook High School District 225

Thank you to **Anne Carreon**, Executive Assistant to the TrueNorth Superintendent, who kept track of every moving piece in the process to help get us to this point.

Thank you to **Hazard, Young, Attea and Associates** who facilitated the entire strategic planning process.

We are grateful for the support and insight of our Leadership Council. Their engagement and encouragement to be bold and take risks has been critical in ensuring we continued to move forward in the process.

Leadership Council Members 2022-23

- Melissa Copeland**
Northbrook School District 27
- Mara Silver-Schack**
Northbrook School District 28
- Adelbert Spaan**
Sunset Ridge School District 29
- Ammar Rizki**
Northbrook/Glenview School District 30
- Dr. Allison Slade**
West Northfield School District 31
- Natalie Jachtowyc**
Glenview School District 34
- Dev Mukherjee**
Glencoe School District 35
- Maxie Clarke**
The Winnetka Public Schools District 36
- Dr. Lisa Metzger-Mugg**
Kenilworth School District 38
- Amy Connell-Donohue**
Lake Bluff School District 65
- Suzanne Sands**
Lake Forest Elementary School District 67
- Allison Bowman**
Bannockburn School District 106
- Kelly Jakymiw**
Deerfield School District 109
- Lisa Hirsh**
North Shore School District 112
- Jodi Shapira**
Township High School District 113
- Dr. John Venson**
Lake Forest Community High School District 115
- Avik Das**
New Trier High School District 203
- Bruce Doughty**
Glenbrook High School District 225
- Kate Donegan**
New Trier Region
- Dr. Lisa Leali**
Northern Region
- Dr. Dane Delli**
Northfield Region

Thank you to **Jason Witt** for developing our new TrueNorth brand elements and guidelines. Thank you to **CESO Communications** for their continued communications and design support.

Appendix: Building on the Foundation of the 2018-2022 Strategic Plan

TrueNorth Educational Cooperative 804, formerly known as Northern Suburban Special Education District (NSSED), collaborated with numerous participants to develop strategic objectives and goals in 2017. Our team worked diligently to accomplish various tasks in six focus areas, resulting in increasing the cooperative's value to our member districts. We are proud to share a multitude of successes across our organization despite a pandemic, educational staffing shortages, state financial restructuring and compliance concerns, and various local community hardships.



Culture of Excellence

Recruit and retain high quality staff in alignment with NSSED (TrueNorth) and member district goals and initiatives

- Improved recruiting process
- Improved retention process (e.g., Teacher Assistant contract amendment)
- Finalized collective bargaining agreements

Develop a regional and district-focused professional learning framework

- Developed a professional learning system and process, with robust member district focused offerings

Develop and utilize data systems within NSSED (TrueNorth) to guide practices

- Replaced and secured network, including network filtering for student safety
- Implemented a new student information system
- Systematized data collection expectations and protocols across program/service areas
- Established and completed regular evaluation cycles across all employee groups
- Established a cooperative data dashboard
- Planned and implemented two regional strategic planning processes



Fiscal Responsibility and Resource Allocation

Develop a sustainable, equitable and flexible financial model that provides affordable access to a full continuum of services

- Developed a new documented financial model for increased transparency and fairness across member districts
- Established long-term facilities plan aligned to mission and vision

Utilize resources efficiently while identifying alternative revenue sources

- Created five-year facility plan for member district annual financial predictability
- Purchased Rubloff Building at a significantly reduced cost to increase member district investment
- Opened community-based transition location in conjunction with the Highland Park Chamber of Commerce workforce development initiative to increase student paid employment opportunities

Systematically align all resources

- Supported each goal team and ensured appropriate resource levels to meet goals
- Reduced administrative costs through streamlined and rebuilt organizational chart
- Reduced technology costs through a centralized budget and establishment of a consistent device replacement cycle
- Consistently reduced overall annual operating budget



Relationships and Communication

Facilitate collaboration and sharing of knowledge among all stakeholders in partnership with member districts

- Created annual transparent continuous improvement cycle with regular feedback, inclusive of member district stakeholder weeks, goal-sharing profile meetings, and financial forecast commitments; and aligned data-driven program/service goals and action plans

Build a structure for customized support and mutual sharing of information between each of the member districts and cooperatives

- Developed a new website
- Acquired board management software
- Refreshed master brand with name change and marketing materials
- Established annual superintendent and Leadership Council orientation
- Created a policy manual with a process for regular updates



Learning

Expand and strengthen the quality of instructional design throughout the continuum of programs and services with emphasis on instruction, relevance and rigor. Instructional design priorities must include social emotional learning, academic content and pathways to community, college and careers.

- Developed a System Assessment Tool for member districts to analyze access and opportunity gaps
- Increased number of students in paid employment
- Created a five-year instructional innovation plan of programs and services



Equity and Access

Eliminate systemic barriers to growth through adaptive and flexible solutions

- Developed process for increasing student achievement through access to general education curriculum per Every Student Succeeds Act (ESSA) goals and Individuals with Disabilities Education Act (IDEA) requirements of students with disabilities
- A six-year positive trend across all member districts of students early childhood through age 22 accessing greater than 80% of their day with their nondisabled peers



Unity

Districts will commit and contribute to the collaborative work of the region

- Developed regular member district stakeholder meeting schedule, summary notes, and transparent website publication
- Attended, and presented with member districts, at state and national conferences on education and legislative advocacy topics
- Assisted member districts in preparing for ESSA and IDEA disability requirements

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