



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, November 8, 2021 - 6:30 PM**

A G E N D A

I. CALL TO ORDER

II. ROLL CALL

III. COMMUNICATIONS - Public Comments

The Board welcomes and encourages public comment at regularly scheduled board meetings. If you have a suggestion, question, concern or comment, please submit the blue communication form online by 4:30 p.m. the day of the Board meeting and it will be read into the record during the "Communications" portion of the meeting. Or you may submit the form in person before the meeting begins and you will be called upon to address the Board during public comment. Please limit comments to no more than three (3) minutes. Online forms submitted after 4:30 p.m. will be forwarded to the next month's meeting.

While the Board appreciates your participation, please understand that we cannot actively engage in dialogue during public comment. We take all matters seriously and if there is a specific question or comment that requires follow up, the appropriate Board or Administration contact will provide a response to you within two weeks or less.

IV. NEW BUSINESS

A. Action

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B. INFORMATION

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| 4. 2022-2023 School Calendar - 2nd Reading (S. Eggerding) | 43 |
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| a. Staff Development Efforts | |
| b. Student Connection Efforts | |
| c. Equal Opportunity Schools | |
| d. English Learning Presentation | |

V. PUBLIC COMMENT

VII. ADJOURNMENT

BY ORDER OF
KARI DILLON
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525



Memorandum

To: Dr. Brian Waterman, Board of Education
From: Leslie Owens
Date: 11/3/2021
Re: North Shore Clinical Labs

The following is additional information regarding COVID screening testing to be provided, free of charge, at Lyons Township High School. Screening testing is another layer of mitigation that allows schools to monitor COVID transmission, respond quickly in the event of a school-based outbreak, and support the goal of students attending in-person instruction. A key factor in ensuring in-person instruction is the ability to test symptomatic individuals and rule out a COVID infection. Local departments of health and community transmission levels dictate decisions regarding the types of COVID tests that can be accepted to return to school when individuals are experiencing COVID-like symptoms, as does the overall community transmission rate. In general, when transmission rates are high, more conservative measures are employed.

In June 2021, the district began working with SHIELD IL to determine a screening testing plan for the current school year. Due to an overwhelming demand for testing and a limited workforce, the initial screening testing protocol that was agreed upon could not be fulfilled resulting in a greatly reduced benefit to our school and community. This change prompted contact with Northshore Clinical Labs, who also provide school screening testing and are currently operating within other area high schools.

The current benefits of screening testing with Northshore Clinical Labs, which cannot be met by SHIELD IL, include the following:

- Nasal Swab (with option for cheek swab)
- Lab-based PCR Test
- No maximum or minimum test population
- Ability to test within the school Monday – Friday from 8-3PM
 - *Also provide lock-box for afterhours (and or low participation rates) that will be collected and taken to lab by Northshore*
- Northshore has capability of daily testing, allowing us to test any symptomatic individual prior to leaving school. Should they obtain a negative result, they can return to school.
 - *It is important to note that at this time, IDPH/CCDPH are allowing symptomatic individuals to return to school as long as they have a negative PCR result. The Northshore test would fulfill this requirement.*
- This test would be allowed for Test-to-Stay and Test-to-Stay is only allowed (at this time) for districts who have screening testing in place

- It is important to note that Test-to-Stay requires tests on days 1, 3, 5, & 7, which would be impossible for our current Health Office staff to manage given that weekends would be involved
- Test-to-Stay requires that any student participating in the protocol must wear a mask at all times at school (including outdoors and at athletic practices) and must eat in a separate cafeteria

Leslie C. Owens
Director of Student Services

COVID-19 TESTING LABORATORY SERVICES AGREEMENT

This COVID-19 TESTING LABORATORY SERVICES AGREEMENT (this “Agreement”) is made as of **October 13, 2021** by and between **Northshore Clinical Labs, Inc.** (“Northshore”), an Illinois Corporation, with its usual place of business at 4751 N. Kedzie Ave., Chicago IL. 60625, and **Organization** (“ORGANIZATION”), a private school, with its district office located at **Address City State ZIP**.

RECITALS

- A. Northshore operates a clinical laboratory that is duly licensed, and is certified under all applicable federal and state statutes and regulations and the Medicare and Medicaid programs, and at which it provides COVID-19 PCR testing services (“COVID Testing”, and each test, individually, a “COVID Test”);
- B. ORGANIZATION desires to contract with Northshore to provide COVID Testing for the ORGANIZATION facilities listed on Exhibit A (“Facilities”), and Northshore and ORGANIZATION desire to enter into this Agreement to define their respective rights and responsibilities; and
- C. The parties agree that Northshore is to provide COVID Testing for the students, staff, and other employees of ORGANIZATION under the terms and conditions of this Agreement and in accordance with all applicable requirements of federal, state or local laws, rules, and/or regulations, third-party reimbursement sources (public or private), or other reimbursement sources covering Facility services. COVID Testing will include virology testing (the COVID-19 PCR Test) to provide information for the diagnosis, prevention, or treatment of a disease or assessment of a medical condition.

NOW, THEREFORE, in consideration of the terms, conditions and covenants hereinafter set forth, the parties agree as follows:

AGREEMENT

1. Responsibilities of Northshore

- a. Northshore shall conduct on-site testing at the Facilities on scheduled days and times as directed by ORGANIZATION.
- b. Northshore shall perform the COVID Testing at any reasonable time and number of persons requested by ORGANIZATION pursuant to a properly completed test requisition in the form set forth on Exhibit B attached hereto.
- c. Northshore shall provide COVID-19 testing kits and supplies for ORGANIZATION to self-administer to students and/or faculty.

- d. Northshore shall be responsible for the collection and transportation of COVID Test specimens from the Facilities.
 - e. Northshore shall report COVID Test results at the discretion of ORGANIZATION by either 1) reporting to authorized ORGANIZATION personnel by populating a portal with COVID Test results for each facility, 2) reporting COVID Test results directly to each subject undergoing a test, or 3) both.
 - f. Northshore expects it may be required to submit some positive specimens to at least the Illinois Department of Public Health. Negative samples will be destroyed. Northshore may retain de-identified remnant specimens for on-going quality assessment and test improvement.
- 2. Responsibilities of ORGANIZATION. ORGANIZATION shall provide to Northshore access to the Facilities to administer COVID Tests. ORGANIZATION shall provide items reasonably required for testing such as tables, chairs, stanchions, and/or other items mutually agreed to by the parties in writing.
- 3. Term and Termination.
 - a. The term of this Agreement (“Term”) shall be for one (1) year, commencing on the Effective Date and continuing until the first (1st) anniversary of the Effective Date, and renewing automatically unless terminated in accordance with Section 3.b of this Agreement.
 - b. Either party may terminate this Agreement at any time with or without cause upon sixty (60) days prior written notice to the other party.
- 4. Billing.
 - a. Throughout the Term of this Agreement, Northshore shall have the sole right to bill third party payers and or other reimbursement sources to collect charges for COVID Testing services conducted at the Facilities and performed on specimens collected under this Agreement.
 - b. In no event shall ORGANIZATION be responsible for payment for any COVID Test performed under this Agreement.
 - c. In no event shall ORGANIZATION students, staff or other employees be responsible for payment, including any insurance copayment, for any COVID Test performed under this Agreement.
- 5. Compliance and Warranty. The terms of this Agreement are intended to be in compliance with all applicable federal, state and local statutes, regulations and ordinances. Each of the parties represents and warrants to the other party that it will comply with all applicable laws, rules and regulations, as they may be amended from time to time, including, but not limited to, (1) the Health Information Technology for Economic and Clinical Health Act of 2009 (the “HITECH Act”); (2) the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. §1320d

through d-8 (“HIPAA”); (3) the requirements of any regulations promulgated under either the HITECH Act or HIPAA, including, without limitation, the federal privacy regulations as contained in 45 CFR Parts 160 and 164 (the “Federal Privacy Regulations”), the federal security standards as contained in 45 CFR Parts 160, 162 and 164 (the “Federal Security Regulations”), and the federal standards for electronic transactions contained in 45 CFR Parts 160 and 162 (the “Federal Electronic Transactions Regulations”); (4) the Americans with Disabilities Act, 42 USC §12111, et seq., 29 CFR §130.1, et seq. (the “ADA”); (5) Section 504 of the 1973 Rehabilitation Act, 34 CFR §104.1, et seq.; (6) the Family Educational Rights and Privacy Act, 20 USC §1232g, et. seq., 34 CFR §99.1, et seq. (“FERPA”); (7) Title IX of the Education Amendments of 1972, 20 USC §1681 et seq., 34 CFR §106.1 et seq.; (8) the federal Physician Self-Referral Law (42 U.S.C. § 1395nn), the regulations promulgated thereunder and similar state physician self-referral laws and regulations; (9) the federal Medicare/Medicaid Anti-Kickback Law (42 U.S.C. § 1320a-7b), the regulations promulgated thereunder and similar state anti-kickback laws and regulations; and (10) the Eliminating Kickbacks in Recovery Act (18 U.S.C. § 220), the regulations promulgated thereunder and similar state laws and regulations.

6. Business Associate Agreement. Northshore and ORGANIZATION further agree that, in providing fulfilling their obligations to one another hereunder, both parties will at all times comply with the terms of the certain Business Associate Agreement attached hereto as Exhibit C (the “BAA”), the terms of which are incorporated herein by reference.
7. Governing Law. This Agreement shall be governed by and construed according to the laws of the State of Illinois without regard to the conflict of laws provisions thereof.
8. Insurance. During the performance of this Agreement, Northshore shall, at its own expense, carry and maintain insurance as recited below and shall provide a Certificate of Insurance reflecting same.
 - a. Workers Compensation - \$1,000,000
 - b. Auto Liability - \$1,000,000
 - c. General Liability - \$4,000,000
 - d. Professional Liability/Medical Malpractice - \$3,000,000
 - e. Cyber Liability - \$2,000,000
9. Independent Contractor. Northshore is, and shall at all times be deemed to be, an independent contractor and shall carry out the responsibilities required of it by the terms of this Agreement. This Agreement shall not be construed as creating the relationship of employer and employee, or principal and agent, between Northshore and ORGANIZATION or any of ORGANIZATION’s employees, agents, consultants, or subcontractors. Each party assumes exclusively the responsibility for the acts of their respective employees, agents, consultants, or subcontractors as they relate to any Services provided under this Agreement.
10. Indemnification. Each party shall defend, indemnify and hold harmless the other party and such party’s directors, officers, employees, affiliates, and agents from and against any and all third party claims, losses, damages, costs, expenses or liabilities to the extent arising

out of its obligations pursuant to this Agreement, except to the extent such claims, losses, damages, costs, expenses or liabilities arise out of the gross negligence or willful misconduct of party seeking such indemnification, its employees or agents. The provisions of this Section shall survive the termination of this Agreement. The indemnified party must cooperate fully with the investigation and defense of the claim or suit, and may not take any action which will prejudice the claim or suit.

11. Confidentiality and Data Sharing:

- a. Northshore shall maintain strict confidentiality of all information, data or records relating to students, staff and other employees of ORGANIZATION and shall only disclose such information in accordance with federal, state and local law and regulations as identified in Section 5 of this Agreement. Notwithstanding anything to the contrary in this Agreement, such federal, state or local laws which govern the disclosure of patient information, “Protected Health Information” and “Personally Identifiable Information,” when applicable, shall control over the terms of this Agreement with regard to Northshore providing information to ORGANIZATION (or a third-party) regarding any person subject to COVID-19 testing.
- b. Northshore agrees to only collect information (medical or otherwise) about ORGANIZATION students, staff and other employees to the extent necessary to fulfill its duties under the terms of this Agreement. Northshore shall maintain records of all information collected, including but not limited to COVID-19 test results for a minimum of two (2) years following the termination of this Agreement. Any student, staff or other employee information collected or otherwise held by Northshore must be made available immediately upon request from ORGANIZATION.
- c. Northshore shall store and process student, staff and other employee information in accordance with industry best practices. This includes appropriate administrative, physical, and technical safeguards to secure such information from unauthorized access, disclosure and use.
- d. If Northshore becomes aware of a disclosure or security breach concerning any information covered by this Agreement, Northshore shall immediately notify ORGANIZATION and take immediate steps to limit and mitigate the damage of such security breach to the greatest extent possible.
- e. The Parties agree that any breach of the privacy and/or confidentiality obligation set forth in this Agreement may, at ORGANIZATION’s discretion, result in ORGANIZATION immediately terminating this Agreement and refusing to enter into a contract with Northshore or otherwise allow access to any ORGANIZATION student, staff or other employee information for a period of not less than five (5) years.

- f. Northshore may employ third parties to assist with the performance of its duties in this Agreement. However, Northshore is solely responsible for ensuring that any third party providing services in connection with its obligations under this Agreement is also bound by the obligations of confidentiality as noted in Section 11. Northshore shall pay all fees, wages, salaries, and other amounts due to any third party in connection with its performance of its obligations under this Agreement and shall be responsible for all reports and obligations respecting any such third party relating to any taxes, insurance, and similar matters.
12. Entire Agreement. This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof, and shall supersede all previous negotiations, commitments, and writings. This Agreement shall not be amended, released, discharged, changed or modified except by a written instrument signed by a duly authorized representative of each of the parties.
13. Amendments. No modifications of or amendment to this Agreement shall be effective or binding on either party unless mutually agreed to in writing signed by both parties.
14. Severability. The provisions of this Agreement are severable. If a court of competent jurisdiction determines that any portion of this Agreement is invalid or unenforceable, the court's ruling will not affect the validity or enforceability of the other provisions of the Agreement.
15. Notice. All notices required or permitted to be given under this Agreement shall be in writing and shall be (a) delivered personally, (b) sent by certified mail, or (c) sent by a nationally-recognized courier guaranteeing next-day delivery, to the recipients below. The parties agree that changes to the addresses below for receipt of notices under this Section may be effected by a letter signed by the relevant party and does not require an amendment to this Agreement signed by all parties.

If to Northshore:
Northshore Clinical Labs, Inc.
4751 N. Kedzie Ave
Chicago, IL. 60625
Attention: Omar Hussain
Omar@Northshoreclinical.com

If to the ORGANIZATION:
Organization
Address.,
City State Zip
Attention: NAME
EMAIL

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first written above.

**NORTHSHORE CLINICAL LABS,
INC.**

By: _____
Name: OMAR HUSSAIN
Title: LABORATORY MANAGER
Date: _____

Organization

By: _____
Name: _____
Title: _____
Date: _____

EXHIBIT A

The Organization Facilities are identified as follows:

EXHIBIT B

Please reference the previously provided Requisition Form.

EXHIBIT C

BUSINESS ASSOCIATE AGREEMENT

A. **Definitions.** For purposes of the BAA, the following terms shall have the meanings ascribed to them below. All capitalized terms used but not defined herein shall have the meanings ascribed to them in the HIPAA Rules.

- (i) **“Breach”** shall have the meaning ascribed to it under the HIPAA Rules.
- (ii) **“Business Associate”** shall have the meaning ascribed to it under the HIPAA Rules and, for purposes of this BAA, shall mean either Party, depending on which Party is receiving the Protected Information, and the Subcontractors, agents, and person(s) or entities under such Party’s control.
- (iii) **“Covered Entity”** shall have the meaning ascribed to it under the HIPAA Rules. For purposes of this BAA, both Parties are Covered Entities and may provide Protected Information to the other Party, with the recipient Party being a Business Associate.
- (iv) **“EPHI”** means Protected Health Information that is maintained in or transmitted by electronic media.
- (v) **“HIPAA”** means the Health Insurance Portability and Accountability Act of 1996
- (vi) **“HIPAA Regulations”** means all regulations promulgated by the U.S. Department of Health and Human Services under HIPAA and HITECH, including the requirements set forth in the HIPAA Final Omnibus Rule issued on January 25, 2013
- (vii) **“HIPAA Rules”** means HIPAA, HITECH, and the HIPAA Regulations, including, but not limited to, the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Parts 160 and 164.
- (viii) **“HITECH”** means the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005
- (ix) **“Parties”** means Company and Laboratory
- (x) **“PHI”** shall have the meaning ascribed to “Protected Health Information” under the HIPAA Rules, and shall specifically include any information, whether oral or recorded in any form or medium: (a) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual, or the past, present or future payment for the provision of health care to an individual; and (b) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual. PHI includes EPHI.

(xi) “**Protected Information**” shall mean PHI provided by a Covered Entity to a Business Associate or created or received by a Business Associate on a Covered Entity’s behalf.

(xii) “**Subcontractor**” means a person to whom a Business Associate delegates a function, activity, or service, other than in the capacity of a member of the workforce of such Business Associate.

B. Obligations of Business Associate.

(i) Permitted Access, Use or Disclosure. The Parties shall neither permit the unauthorized or unlawful access to, nor use or disclose, PHI other than as permitted or required by the Agreement, this BAA or as permitted or required by law. The Parties shall not access, use or disclose Protected Information in any manner that would constitute a violation of the HIPAA Rules or applicable state law if so accessed, used or disclosed by a Covered Entity. However, except as otherwise provided by the Agreement, either Party may access, use or disclose Protected Information (i) for the proper management and administration of such Party as a Business Associate; (ii) to carry out the legal responsibilities of such Party as a Business Associate; (iii) as required by law; (iv) for Data Aggregation purposes for the Health Care Operations of a Covered Entity; (v) for the public health activities and purposes set forth at 45 C.F.R. § 164.512(b); or (vi) to the extent such Protected Information is de-identified in accordance with the standards set forth under 45 C.F.R. § 164.514, provided the Parties have each other’s written consent in advance of any such use or disclosure, which consent may be withheld in a Covered Entity’s sole discretion. If either Party permits a third party to use or access Protected Information or otherwise discloses Protected Information to a third party, such Party must obtain, prior to making any such disclosure, (i) reasonable written assurances from such third party that such Protected Information will be held confidential as provided pursuant to this BAA and will only be disclosed as required by law or for the purposes for which it was disclosed to such third party, and (ii) a written agreement from such third party to immediately notify the other Party of any Breaches of confidentiality of the Protected Information, to the extent it has obtained knowledge of such Breach.

(ii) Prohibited Uses and Disclosures under HITECH. Notwithstanding any other provision in this BAA, the Parties shall comply with the following requirements: (i) a Party shall not use or disclose Protected Information for fundraising or marketing purposes, except as consistent with the requirements of 42 U.S.C. 17936, 45 C.F.R. § 164.522(a)(vi); (ii) a Party shall not disclose Protected Information to a health plan for payment or health care operations purposes if the patient has requested this special restriction, and has paid out of pocket in full for the health care item or service to which the PHI solely relates, in accordance with 42 U.S.C. § 17935(a); (iii) a Party shall not directly or indirectly receive remuneration in exchange for Protected Information, except with the prior written consent of a Covered Entity and as permitted by the HIPAA.

(iii) Appropriate Safeguards. The Parties shall implement appropriate safeguards as are necessary to prevent the access, use or disclosure of Protected

Information other than as permitted by this Agreement. The Parties shall comply, where applicable, with the HIPAA Rules with respect to EPHI, including but not limited to 45 C.F.R. §§ 164.308, 164.310, and 164.312 and the policies and procedures and documentation requirements of the HIPAA Rules set forth in 45 C.F.R. § 164.316, and shall use administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, integrity and availability of EPHI.

(iv) Mitigation. The Parties agree to mitigate, to the extent practicable, any harmful effect that is known as a result of use or disclosure of PHI not authorized by the Agreement, this BAA or applicable federal or state rules or regulations governing the use, access, maintenance or disclosure of PHI.

(v) Reporting of Improper Access, Use or Disclosure. Each Party shall promptly report to the other Party in writing of any access, use or disclosure of Protected Information exchanged between one another that is not permitted by the Agreement, this BAA, the HIPAA Rules or any corresponding state privacy or security requirements as well as any security incident of which it becomes aware. Each Party shall, following the discovery of any Breach of Unsecured PHI, notify the other Party in writing of such Breach without unreasonable delay and in no case later than ten (10) calendar days after discovery. The Party responsible for the improper use or disclosure agrees to pay the actual, reasonable costs of the required notifications.

(vi) Business Associate's Subcontractors. The receiving Party of any Protected Information shall ensure that any Subcontractors that create, maintain or transmit Protected Information, agree in writing to the same restrictions and conditions that apply to such Party with respect to such PHI. To the extent a Party creates, maintains, receives or transmits EPHI on behalf of the other Party, the receiving Party shall implement the safeguards required by Section (B)(iii) above with respect to EPHI and shall ensure that any Subcontractor to which it provides Protected Information agrees in writing to implement the same safeguards.

(vii) Access to Protected Information. To the extent that a Party receiving PHI from the other Party maintains a Designated Record Set on behalf of such other Party, it shall make Protected Information maintained by it or its Subcontractors in Designated Record Sets available to the other Party for inspection and copying within fifteen (15) days of a request by the other Party to enable the other Party to fulfill its obligations under the HIPAA Rules, including, but not limited to, 45 C.F.R. § 164.524. If the receiving Party maintains an Electronic Health Record, the receiving Party shall provide such information in electronic format to enable the Covered Entity to fulfill its obligations under the HIPAA Rules.

(viii) Amendment of PHI. To the extent a Party maintains a Designated Record Set on behalf of the other Party, within fifteen (15) days of receipt of a request from the other Party or an individual for an amendment of Protected Information or a record about an individual contained in a Designated Record Set, the Party and/or its Subcontractors shall make any amendments that the other Party directs or agrees to in accordance with the

HIPAA Rules.

(ix) Accounting Rights. Within fifteen (15) days of notice by a Party of a request for an accounting of disclosures of Protected Information, each Party and its Subcontractors shall make available to the requesting Party the information required to provide an accounting of disclosures to enable the Party to fulfill its obligations under the HIPAA Rules, including, but not limited to, 45 C.F.R. § 164.528 and 42 U.S.C. § 17935(c), as determined by the requesting Party. The provisions of this Subsection shall survive the termination of this Agreement.

(x) Governmental Access to Records. The Parties shall make their internal practices, books and records relating to the use and disclosure of Protected Information available to the other Party and to the Secretary of the U.S. Department of Health and Human Services (the “**Secretary**”) for purposes of determining the Party’s compliance with the HIPAA Rules. Each Party shall immediately notify the other Party of any requests made by the Secretary and provide the other Party with copies of any documentation it provides in response to such requests.

(xi) Compliance with HIPAA Rules. To the extent that a Party carries out the other Party’s obligations under HIPAA Rules in accordance with this BAA, such performing Party shall comply with the requirements of the HIPAA Rules that apply to the other Party in such performance.

(xii) Minimum Necessary. Each Party and their respective Subcontractors shall request, use and disclose only the minimum amount of Protected Information necessary to accomplish the purpose of the request, use or disclosure. The Parties understand and agree that the definition of “minimum necessary” shall be the meaning set forth in the HIPAA Rules. The Parties agree to make their respective uses, disclosures and requests for Protected Information consistent with the other Party’s minimum necessary policies and procedures, to the extent such policies and procedures are provided to one another.

C. Effect of Termination. Upon termination of this Agreement for any reason, each Party shall, at the option of the other Party and at the non-Breaching Party’s sole expense, return or destroy all Protected Information such Party or its Subcontractors maintain in any form, and shall retain no copies of such Protected Information. If return or destruction is not feasible, as reasonably determined by the Parties, the Party otherwise obligated to return or destroy such Protected Information shall continue to extend the protections of this BAA to such Protected Information, and limit further use of such Protected Information to those purposes that make the return or destruction of such Protected Information infeasible. If a Party elects destruction of the Protected Information, the Party obligated to destroy such Protected Information shall certify in writing to the other Party that such Protected Information has been destroyed.

D. Assistance in Litigation. Each Party shall make itself available, at the other Party’s sole expense, to testify as witnesses, or otherwise, in the event of litigation or administrative proceedings being commenced against a Party, its directors, officers, agents, employees or affiliates based upon a claim of violation of the HIPAA Rules or other Illinois or federal laws

related to security and privacy, except where such Party is named as an adverse party in such proceeding.

E. Compliance with State Law. Nothing in this BAA shall be construed to require or permit either Party to use or disclose Protected Information without a written authorization from an individual who is a subject of the Protected Information, or without written authorization from any other person, to the extent required by applicable state law.

F. Amendment to Comply with Law. The Parties acknowledge that state and federal laws relating to data security and privacy are rapidly evolving and that amendment of this BAA may be required to provide for procedures to ensure compliance with such developments. The Parties specifically agree to take such action as is necessary to implement the standards and requirements of the HIPAA Rules and other applicable laws relating to the security or confidentiality of PHI.

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6462 • Fax: (708) 579-6454 • Email: bstachacz@lths.net • Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 11/3/2021
Re: North Campus Electrical Vault Repairs/Removal

Information: Outside of Exit 7 at North Campus is an underground electrical vault that houses the ComEd electrical equipment that supplies electric power to all of North Campus. Over the years, that vault has begun to deteriorate and on two recent occasions (2018 and 2021) has caused issues with the equipment in the vault resulting in power outages at all of North Campus. Water intrusion is the main culprit in this situation as it has caused deterioration of the concrete walls resulting in equipment falling off the wall and shorting out. Also, the water is causing additional damage to the electrical equipment that is in the vault. With the outage in September of 2021, ComEd made the necessary repairs only on a temporary basis. A permanent solution will need to be implemented in the summer of 2022. On October 21st, we met with ComEd representatives and our architects to discuss possible solutions. The following options are being considered:

Option 1

- Provide new equipment and keep it in the existing vault.
- Water proof existing poured in place concrete vault and repair/replace the concrete top, which appears to be in the worse condition.
- A very rough cost to replace just the top and water proof the vault is \$130,000. Less if the top can be repaired. Does not include ComEd Cost.

Option 2 (Most Favored at this Time)

- Provide new equipment above grade over the existing vault.
- This would require filling in the vault with gravel and placing equipment pads on grade.
- A very rough cost to just infill the vault and put new equipment pads at grade is \$70,000. Does not include ComEd Cost.

- Parking spaces would be eliminated.
- The attached sketch indicates possible equipment layout. ComEd will size the equipment when they do their design.

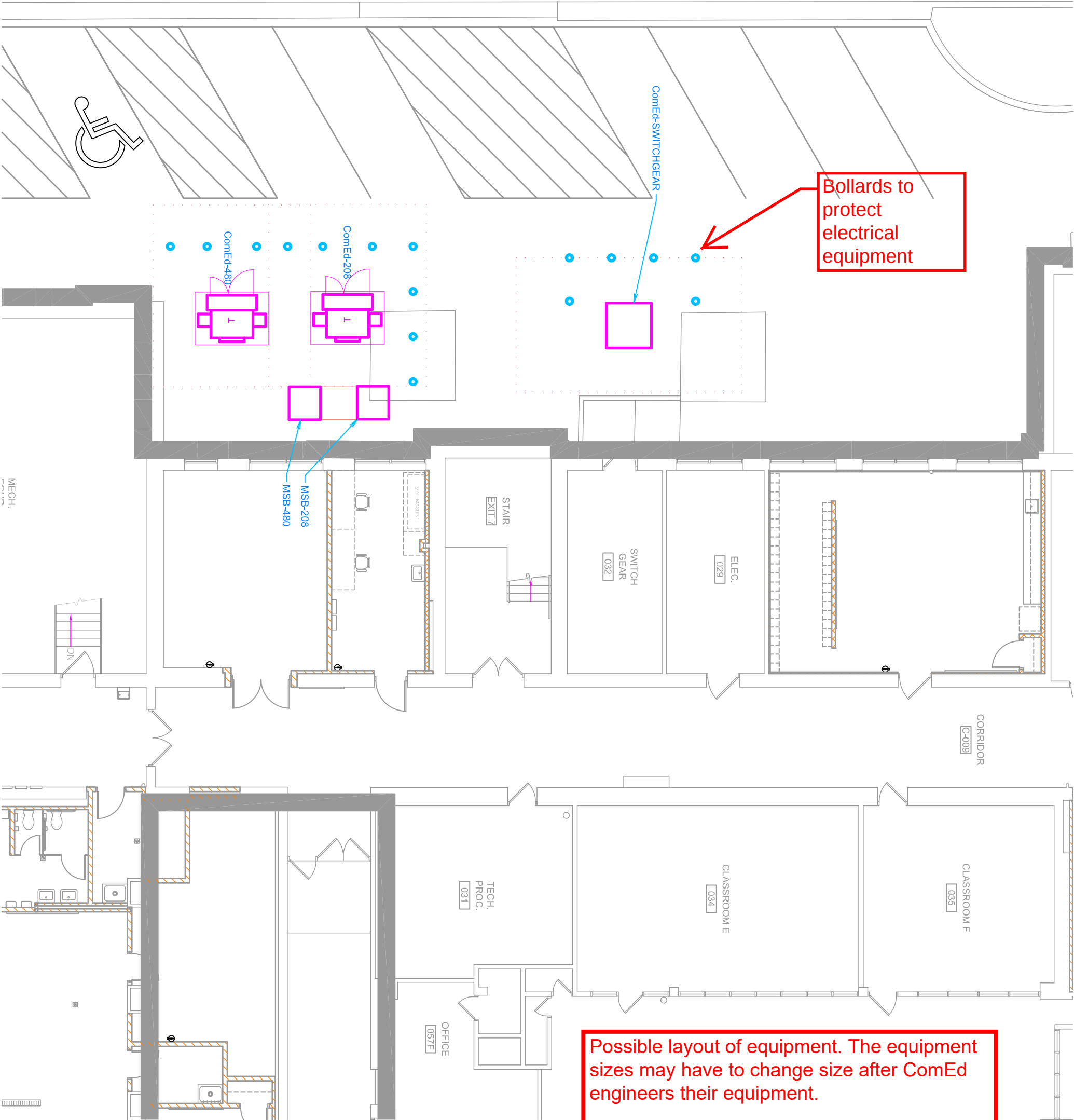
Option 3a north of current location and 3b south of current location

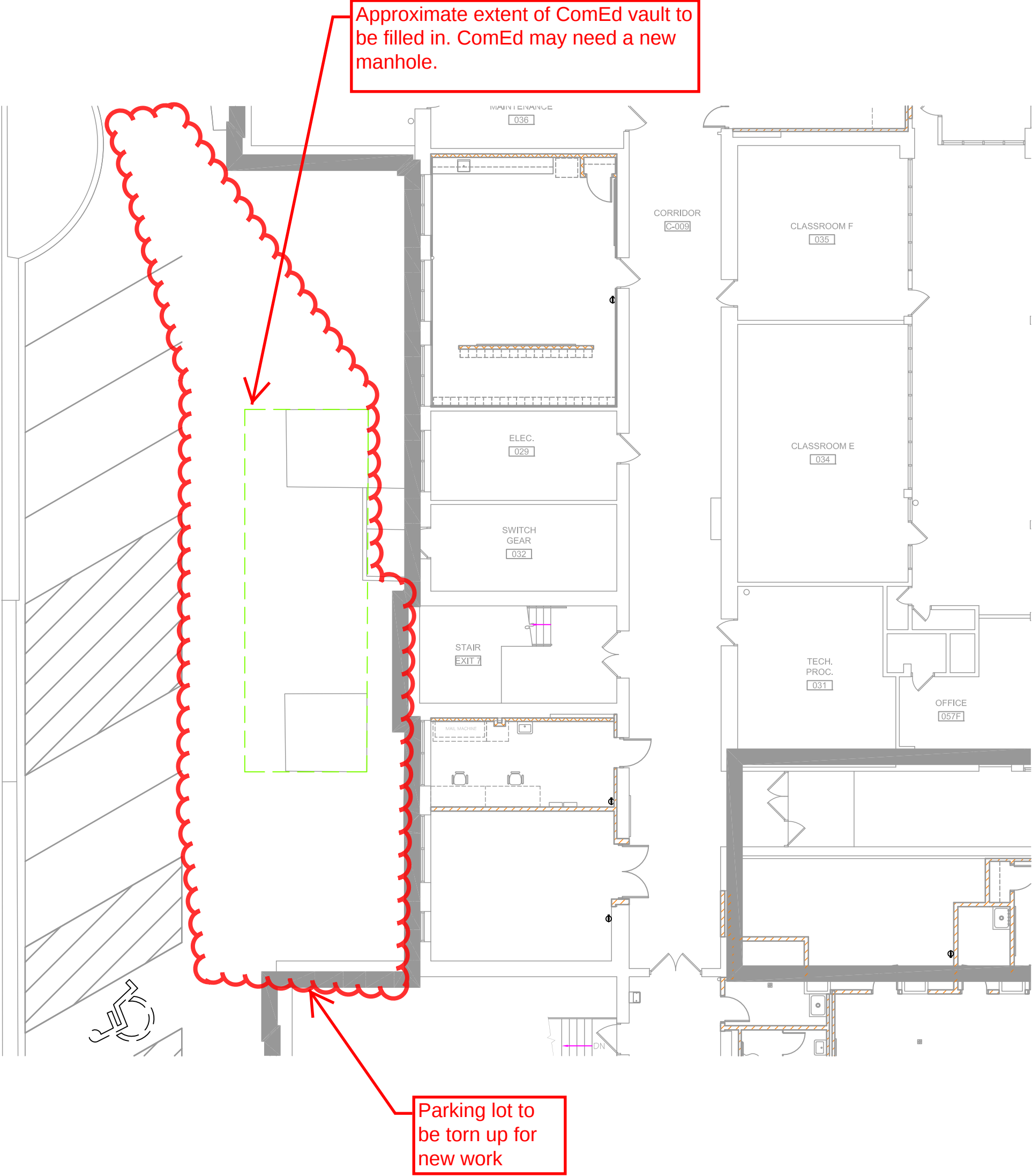
- Provide new equipment above grade to the north or south of the current vault location.
- Move new equipment to the north possibly behind Reber Stage, keeping it away from any underground utilities could cost as much as \$200,000.
- Move new equipment to the south past the existing parking could cost as much as \$500,000. The ComEd feed comes from the north. This is why the additional cost.
- Site survey would be needed to locate any underground utilities to be avoided, thus no sketch is provided.

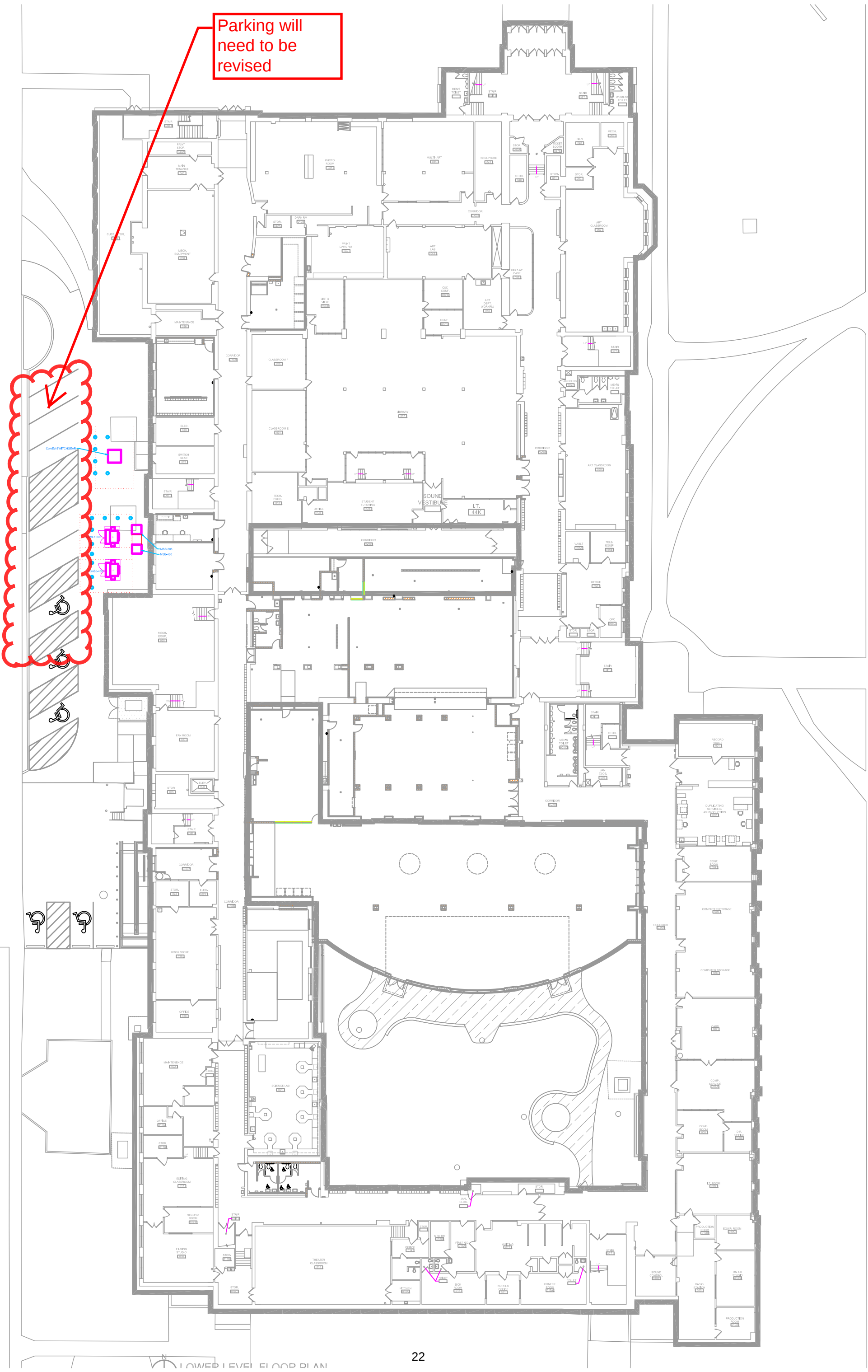
As you can see, there will be a substantial cost associated with this project and the west side of North campus could be impacted visually. The parking lot outside of Exit 7 could also be dramatically altered based on the placement of the new equipment. We are currently expecting a total cost of \$250,000 - \$500,000 when including all of the new equipment that will be supplied from ComEd. We are waiting for ComEd to supply pricing for the new equipment and will have more accurate cost information after those numbers are obtained. It is important to note however, that regardless of the cost, the project will need to commence in order to correct this issue. Without completion of this project, North Campus will continue to see more and frequent power outages in the future.

We are going to continue to work with DLA Architects and ComEd in order to bring a final recommendation for completion of the project in December. In order to make sure that this project has an opportunity to be completed in the summer of 2022, it will be important for us to make a final decision in December.

Should you have any questions prior to the meeting, please do not hesitate to contact me.







Parking will
need to be
revised

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6462 • Fax: (708) 579-6454 • Email: bstachacz@lths.net • Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 11/3/2021
Re: 2021 Tax Year Levy

Information: Attached you will find materials for the Tax Year 2021 Tax Levy. The chart titled “Proposed 2021 Tax Levy” provides comprehensive information regarding the proposed 2021 Tax Levy as well as a comparison of the 2020 Tax Levy final extensions with the proposed 2021 Tax Levy.

Unfortunately, the process of preparing a tax levy involves estimating two important factors. The EAV (Equalized Assessed Valuation) of the district and the amount of “New Property” (value of property being added to the tax rolls for that tax year) are unknown at the time the levy is prepared. In order to complete this process, we have to make reasonable assumptions for these two numbers. Estimating “New Property” correctly is crucial to the district because under current legislation, we are not able to capture “New Property” in future years if it is not captured in the first year that it is added to the tax rolls. For purposes of the 2021 Tax Levy, we have estimated \$60,000,000 of New Property value. This is most likely an overly optimistic amount however, estimating higher will allow us to collect all New Property added to the tax rolls for Tax Year 2021 and we will only collect property taxes on the true final amount provided by the county.

The charts on the next page provide a summary of the estimated and aggregate numbers for the 2021 Tax Year Tax Levy:

Calculation of 2021 Extension (Operating Funds)

Prior 2020 Tax Year Aggregate Extension	December 2020 CPI (Consumer Price Index)	Prior Year Extension Times CPI Creates New Aggregate Extension Base For 2021 Tax Levy
\$71,978,504	1.4%	\$72,986,203

Projected EAV With and Without New Property

Projected 2021 EAV	Projected New Property	EAV Plus New Property
\$3,629,815,515	\$60,000,000	\$3,689,815,515

Calculation of Limiting Rate (Tax Rate)

2021 Extension Base		2021 Estimated EAV Minus New Property			2020 Limiting Rate
\$72,986,203	Divided By	\$3,629,815,515	Equals	Limiting Rate	2.0107

Calculation of Maximum Aggregate 2021 Tax Year Levy

2021 Limiting Rate		Projected 2021 Aggregate EAV		Maximum Aggregate 2021 Tax Levy
2.0107	Times	\$3,689,815,515	Equals	\$74,192,648

The above maximum aggregate levy of \$74,192,648 for the 2021 Tax Levy represents a **3.08%** increase (for the capped funds) over the prior year actual extension of \$71,978,504.

The total aggregate levy, including all funds of \$76,768,253 for the 2021 Tax Levy represents a **2.88%** increase over the prior year actual extension, for all funds, of \$74,620,150.

Since the increase to the 2021 Tax Levy is less than 5% over the prior year, we are not required to publish a notice in the local newspaper or hold a public hearing. However, it has been the practice of the Board of Education, in the spirit of transparency, to publish this information in the newspaper and hold a public hearing regardless of the percentage increase and we are planning on continuing that process for the 2021 Tax Levy.

Based upon the CPI increase of 1.4% over the 2020 Tax Levy, District 204 can expect \$1,007,699 of additional property taxes from existing properties on the tax rolls. Additionally, if the New Property value of \$60,000,000 was added to the tax rolls, LTHS could expect to receive an additional \$1,206,445 from those properties considered to be New Property. However, since we do not currently know what the value of New Property will be, we do not actually know the amount of taxes attributable to that value. For example, if the New Property value is \$30,000,000 instead of \$60,000,000 we would expect to receive about \$603,222 from the New Property values added to the tax rolls.

The process of adopting a tax levy includes approval of a tentative levy by the Board of Education at the November meeting and then final approval at the December meeting. The meeting in December will also involve a public hearing. According to Illinois School Code, adoption and submission of the final tax levy is required on or before the last Tuesday in December.

There will also be a new addition to this year's levy. In addition to the amount levied by the district, Public Act 102-0519, signed by the Governor in to law in August, provides that any property tax refunds paid by the District from November 1st through October 31st of the prior year will be added back to the levy in the next tax year and those funds are not subject to the Property Tax Extension Limitation Law. The sources of these refunds are decisions in the Circuit Court, the Property Tax Appeal Board and Certificates of Error. The vast majority of our refunds are paid through these vehicles and have totaled between \$1.5 – 2.0 million in recent years on an annual basis. Currently the district has paid almost 1.8 million in refunds since November 1st of 2020. It is important to note that while this will be an additional revenue source, it will also be paid by all of the property owners in the district as part of their tax bills in 2022. We will discuss this issue in more depth during the meeting.

Recommendation: The Board of Education approve the Estimated 2021 Tax Levy as presented.

Proposed 2021 Tax Levy

	A	B	C	D	E	F	G	H	I	J	K	L
1	2020 EAV			\$3,804,964,139								
2	2021 EAV Est.			\$3,629,815,515								
3	% of Existing EAV Change			-4.60%								
4	New Property Est.			\$60,000,000								
5	Total 2021 EAV Est.			\$ 3,689,815,515								
6	Total EAV % Change			-3.03%								
7												
8	FUND			2021 PROJECTED		2020 LEVY		AMOUNT PROJECTED		AMOUNT PROJECTED		TOTAL LEVY
9				RATE		EXTENSION		FOR 2021 LEVY		FROM NEW PROPERTY		PROJECTION
10				(A)		(B)		(C)		(D)		(C+D)
11												
12	EDUCATION			1.6127		\$ 57,458,763		\$ 58,536,203		\$ 967,590		\$ 59,503,793
13	O & M			0.2424		\$ 8,789,467		\$ 8,800,000		\$ 145,462		\$ 8,945,462
14	TRANSPORTATION			0.0703		\$ 2,446,591		\$ 2,550,000		\$ 42,151		\$ 2,592,151
15	IMRF			0.0399		\$ 1,567,645		\$ 1,450,000		\$ 23,968		\$ 1,473,968
16	SOC SEC/MEDICARE			0.0344		\$ 1,316,517		\$ 1,250,000		\$ 20,662		\$ 1,270,662
17	WORKING CASH			0.0000		\$ -		\$ -		\$ -		\$ -
18	RENT			0.0000		\$ -		\$ -		\$ -		\$ -
19	LIFE SAFETY			0.0000		\$ -		\$ -		\$ -		\$ -
20	TORT IMMUNITY			0.0000		\$ -		\$ -		\$ -		\$ -
21	SPECIAL EDUCATION			0.0110		\$ 399,521		\$ 400,000		\$ 6,612		\$ 406,612
22												
23	TOTALS CAPPED FUNDS			2.0107		\$ 71,978,504		\$ 72,986,203		\$ 1,206,445		\$ 74,192,648
24												
25	Projected dollar increase without Bond & Interest over the 2020 Levy							\$ 1,007,699				\$ 2,214,144
26	Projected percentage increase without Bond & Interest over the 2020 Levy							1.40%				3.08%
27												
28	BOND AND INTEREST			0.0726		\$ 2,641,646		\$2,575,605				
29												
30												
31	TOTAL ALL FUNDS			2.0833		\$ 74,620,150		\$ 76,768,253				\$ 76,768,253
32												
33	Projected dollar increase with Bond & Interest over the 2020 Levy							\$ 2,148,103				\$ 2,148,103
34	Projected percentage increase with Bond & Interest over the 2020 Levy							2.88%				2.88%
35												
36												
37												
38												

Lyons Township

6 - Year Tax Levy History Plus Current Proposed

	A	B	C	D	E	F	G	H
1		Tax Year 2015	Tax Year 2016	Tax Year 2017	Tax Year 2018	Tax Year 2019	Tax Year 2020	Tax Year 2021 (Est.)
2								
3	EAV	2,666,367,974	2,796,182,973	3,403,571,721	3,297,211,814	3,308,510,775	3,804,964,139	3,689,815,515
4	% Change	-	4.87%	21.72%	-3.12%	0.34%	15.01%	-3.03%
5								
6	New Property	26,355,626	28,328,493	38,172,347	25,024,186	35,996,952	41,802,552	60,000,000
7	% Change	-	7.49%	34.75%	-34.44%	43.85%	16.13%	43.53%
8								
9	Total Tax Rate	2.432	2.359	2.001	2.125	2.181	1.962	2.083
10	% Change	-	-3.00%	-15.18%	6.20%	2.64%	-10.04%	6.17%
11								
12	CPI	0.80	0.70	2.10	2.10	1.90	2.30	1.40
13	% Change	-	-12.50%	200.00%	0.00%	-9.52%	21.05%	-39.13%
14								
15	Advertised % Change (Capped Funds)	2.26%	2.58%	3.87%	3.77%	3.25%	3.59%	3.08%
16								
17	Advertised % Change (All Funds)	2.10%	3.17%	3.66%	3.56%	3.06%	3.40%	2.88%
18								
19	(Proposed) Capped Extension	62,707,998	64,045,000	65,987,151	68,088,970	69,721,651	72,064,394	74,192,648
20								
21	(Actual) Capped Extension	62,433,002	63,529,274	65,617,456	67,526,884	69,568,053	71,978,504	74,192,648
22	% Change	-	1.76%	3.29%	2.91%	3.02%	3.46%	3.08%
23								
24	(Proposed) Total Extension	65,051,738	66,382,437	68,373,674	70,525,610	72,204,587	74,604,438	76,768,253
25	(Actual) Total Extension	64,847,039	65,960,208	68,099,440	70,060,990	72,150,307	74,620,150	76,768,253
26	% Change	-	1.72%	3.24%	2.88%	2.98%	3.42%	2.88%

	A	B	C	D	E	F	G	H	I	J	K
1	Residential Property Taxes Paid to District 204										
2	<u>2020 Actual to 2021 Estimated</u>										
3											
4	Property #1			Property #2			Property #3			Property #4	
5	<u>2020 Actual</u>			<u>2020 Actual</u>			<u>2020 Actual</u>			<u>2020 Actual</u>	
6	2020 Market Value	1,167,530		2020 Market Value	776,225		2020 Market Value	470,700		2020 Market Value	182,360
7	Assessed Value (10% of Market Value)	116,753		Assessed Value (10% of Market Value)	77,623		Assessed Value (10% of Market Value)	47,070		Assessed Value (10% of Market Value)	18,236
8	Multiplier	3.2234		Multiplier	3.2234		Multiplier	3.2234		Multiplier	3.2234
9	2020 EAV	376,342		2020 EAV	250,208		2020 EAV	151,725		2020 EAV	58,782
10											
11	2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962		2020 Total District 204 Tax Rate	0.01962
12											
13	2020 Tax Before Exemptions	7,384		2020 Tax Before Exemptions	4,909		2020 Tax Before Exemptions	2,977		2020 Tax Before Exemptions	1,153
14											
15	Total Amount of Exemptions	196		Total Amount of Exemptions	196		Total Amount of Exemptions	196		Total Amount of Exemptions	196
16											
17	2020 Final Tax Amount Paid to District 204	7,188		2020 Final Tax Amount Paid to District 204	4,713		2020 Final Tax Amount Paid to District 204	2,781		2020 Final Tax Amount Paid to District 204	957
18											
19	<u>2021 Estimated</u>			<u>2021 Estimated</u>			<u>2021 Estimated</u>			<u>2021 Estimated</u>	
20	Est. 2021 Market Value	1,132,504		Est. 2021 Market Value	752,938		Est. 2021 Market Value	456,579		Est. 2021 Market Value	176,889
21	Assessed Value (10% of Market Value)	113,250		Assessed Value (10% of Market Value)	75,294		Assessed Value (10% of Market Value)	45,658		Assessed Value (10% of Market Value)	17,689
22	Est. Multiplier	3.2234		Est. Multiplier	3.2234		Est. Multiplier	3.2234		Est. Multiplier	3.2234
23	Est. 2021 EAV	365,051		Est. 2021 EAV	242,702		Est. 2021 EAV	147,174		Est. 2021 EAV	57,018
24											
25	Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083		Est. 2021 Total District 204 Tax Rate	0.02083
26											
27	Est. 2021 Tax Before Exemptions	7,605		Est. 2021 Tax Before Exemptions	5,056		Est. 2021 Tax Before Exemptions	3,066		Est. 2021 Tax Before Exemptions	1,188
28											
29	Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208		Est. Total Amount of Exemptions	208
30											
31	Est. 2021 Final Tax Amount Paid to District 204	7,397		Est. 2021 Final Tax Amount Paid to District 204	4,848		Est. 2021 Final Tax Amount Paid to District 204	2,858		Est. 2021 Final Tax Amount Paid to District 204	980
32											
33	Difference-Tax Year 2020 to Tax Year 2021	209		Difference-Tax Year 2020 to Tax Year 2021	135		Difference-Tax Year 2020 to Tax Year 2021	77		Difference-Tax Year 2020 to Tax Year 2021	22

LYONS TOWNSHIP HIGH SCHOOL DISTRICT NO. 204
Dr. Brian Waterman, Superintendent

**NOTICE OF PROPOSED PROPERTY TAX INCREASE
FOR LYONS TOWNSHIP HIGH SCHOOL DISTRICT NO. 204**

- I. A public hearing to approve a proposed property tax levy increase for Lyons Township High School District No. 204 for [2021](#) will be held on [December 20, 2021](#) at 7:30 p.m., at the Lyons Township High School North Campus Board Room, 103-104.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Dr. Brian Waterman, Superintendent, 100 S. Brainard Avenue, LaGrange, Illinois, 60525, 708-579-6451.

- II. The corporate and special purpose property taxes extended or abated for [2020](#) were [\\$71,978,504](#).

The corporate and special purpose property taxes to be levied for [2021](#) are [\\$74,192,648](#). This represents a 3.08% increase over the previous year.

- III. The property taxes extended for debt service and public building commission leases for [2020](#) were [\\$2,641,646](#).

The estimated property taxes to be levied for debt service and public building commission leases for [2021](#) are [\\$2,575,605](#). This represents a 2.50% decrease compared to the previous year.

- IV. The total property taxes extended or abated for [2020](#) were [\\$74,620,150](#).

The estimated total property taxes to be levied for [2021](#) are [\\$76,768,253](#). This represents a 2.88% increase over the previous year.

Board of Education of Lyons Township High School District No. 204 in the County of Cook and State of Illinois

By: Michael Thomas

Secretary

Business Office:DSS

Board of Education meeting

[December 20, 2021](#)

DATE 08/19/21 TAX YEAR 2020

AGENCY TAX RATE REPORT

AGENCY 04-2060-000 LYONS TOWNSHIP HIGH SCHOOL 204		PRIOR YEAR COOK COUNTY EAV	3,308,510,775	COOK COUNTY	2020 EAV
PROPERTY TAX EXTENSION LIMITING LAW (PTELL) LIMITING RATE CALCULATION		CURR NEW PROP, ANNEX., REC. TIF VAL,		DUPAGE	3,804,964,139
2019 AGGREGATE EXTENSION		EXP. INCENTIVES MINUS DISCONNECT PROP	41,802,552	LAKE	
X 1.0230		TOTAL	3,350,313,327	WILL	
2020 EAV MINUS NEW PROP, ANNEX.,				KANE	
REC TIF VAL, EXP. INCENTIVES				MCHENRY	
PLUS DISCONNECTIONS				DEKALB	
				GRUNDY	
				KANKAKEE	
				KENDALL	
				LA SALLE	
				LIVINGSTON	

71,178,275 / 3,763,161,587 = 1.892

LIMITING RATE

			AGENCY OVERALL EAV			3,804,964,139	TOTAL		3,804,964,139	
FUND	DESCRIPTION OF FUND	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	TAX RATE CEILING	MAXIMUM ALLOWABLE LEVY	PRELIMINARY TAX RATE	PTELL REDUCED LEVY SEE BELOW	100.00% OF BURDEN IN COOK COUNTY	FINAL TAX RATE
008	I.M.R.F.	1,570,000 47,100	3	1,617,100	0.0000	1,617,100	0.0425	1,567,645*	1,567,645	0.0412
016	SOCIAL SECURITY	1,320,000 39,600	3	1,359,600	0.0000	1,359,600	0.0357	1,316,517*	1,316,517	0.0346
019	LIABILITY INSURANCE	0 0	3	0	0.0000	0	0.0000		0	0.0000
051	TRANSPORTATION	2,450,000 73,500	3	2,523,500	0.0000	2,523,500	0.0663	2,446,591*	2,446,591	0.0643
052	EDUCATION	57,524,394 1,725,732	3	59,250,126	0.0000	59,250,126	1.5572	57,458,763*	57,458,763	1.5101
053	BUILDING	8,800,000 264,000	3	9,064,000	0.5500	9,064,000	0.2382	8,789,467*	8,789,467	0.2310
054	BUILDING BONDS (BONDS & INT. SCHOOL)	0 0		0	0.0000	0	0.0000		0	0.0000
055	WORKING CASH FUNDS	0 0		0	0.0500	0	0.0000		0	0.0000
056	LIFE SAFETY	0 0		0	0.1000	0	0.0000		0	0.0000
058	SPECIAL EDUCATION	400,000 12,000	3	412,000	0.4000	412,000	0.0108	399,521*	399,521	0.0105
182	LIFE SAFETY BOND	0 0		0	0.0000	0	0.0000		0	0.0000
261	DEFICIENCY IN TAX LEVY	0 0	3	0	0.0000	0	0.0000		0	0.0000
400	LIMITED BONDS	2,540,044 101,602	4	2,641,646	0.0000	2,641,646	0.0694		2,641,646	0.0694
402	LIFE SAFETY LIMITED BONDS	0 0	4	0	0.0000	0	0.0000		0	0.0000

AGENCY 04-2060-000 LYONS TOWNSHIP HIGH SCHOOL 204

CURR NEW PROP, ANNEX., REC. TIF VAL,
EXP. INCENTIVES MINUS DISCONNECT PROP 41,802,552
PROPERTY TAX EXTENSION LIMITING LAW (PTELL) LIMITING RATE CALCULATION TOTAL 3,350,313,327

DUPAGE
LAKE
WILL
KANE
MCHENRY
DEKALB
GRUNDY
KANKAKEE
KENDALL
LA SALLE
LIVINGSTON

2019 AGGREGATE EXTENSION 2020 EAV MINUS NEW PROP, ANNEX.,
X 1.0230 REC TIF VAL, EXP. INCENTIVES
PLUS DISCONNECTIONS

71,178,275 / 3,763,161,587 = LIMITING RATE 1.892

AGENCY OVERALL EAV 3,804,964,139 TOTAL 3,804,964,139

FUND DESCRIPTION OF FUND	LEVY AMOUNT LOSS LOSS AMOUNT %	TOTAL LEVY	TAX RATE CEILING	MAXIMUM ALLOWABLE LEVY	PRELIMINARY TAX RATE	PTELL REDUCED LEVY SEE BELOW	100.00% OF BURDEN IN COOK COUNTY	FINAL TAX RATE
TOTAL CAP FUNDS		74,226,326		74,226,326	1.951	71,978,504	71,978,504	1.892
TOTAL NON CAP FUNDS		2,641,646		2,641,646	0.0694		2,641,646	0.0694
AGENCY GRAND TOTAL		76,867,972		76,867,972	2.021	71,978,504	74,620,150	1.962

*CLERK'S REDUCTION FACTOR 96.9759%

2020 NON CAP FUNDS TAX EXTENSION TOTAL 2,640,645.11 2020 TAX EXTENSION GRAND TOTAL 74,653,396.41

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6462 • Fax: (708) 579-6474 • Email: bstachacz@lths.net • Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 11/3/2021
Re: 2021 Supplemental Tax Levy for Bond & Interest Payments

Information: Prior to 2009, school districts were not allowed to increase the tax levy in the Bond & Interest Fund. The amount of the annual levy in that fund was the same amount as the last year prior to the implementation of the Property Tax Extension Limitation Law and it could not be increased. In 2009 however, the Local Government Debt Reform Act of the State of Illinois allowed taxing bodies the ability to increase the tax levy in the Bond & Interest Fund by the lesser of 5% or the Consumer Price Index in December of the prior year. In December of 2020, the CPI was 1.4%. This now allows District 204 to increase last year's tax levy in the Bond & Interest Fund by 1.4%.

The District's Bond & Interest levy for Tax Year 2020 was \$2,540,044. The 1.4% increase allows for an additional \$35,561 to be added to the levy for Tax Year 2021, bringing the total proposed 2021 levy in the Bond & Interest Fund to \$2,575,605.

When the District sold bonds in December of 2013 and January of 2014, the debt payment schedule assumed that a CPI increase would be added to the levy every year until the bonds were paid in full in the year 2022.

A copy of the resolution, necessary to increase the Bond & Interest Levy as discussed, is attached for your review. It is required to be a separate resolution from that of the general tax levy and will appear on the December 2021 Board meeting agenda as a separate item as well.

Recommendation: The Board of Education approve the resolution authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of Township High School District Number 204, Cook County, Illinois.

MINUTES of a regular public meeting of the Board of Education of Township High School District Number 204, Cook County, Illinois, held in Room 103 of the North Campus, 100 South Brainard Avenue, LaGrange, Illinois, in said School District at 7:30 o'clock P.M., on the 20th day of December, 2021.

* * *

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Kari Dillon, the President, and the following members were physically present at said location: _____

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

The President announced that in view of the current financial condition of the District, the Board of Education would consider the adoption of a resolution authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of the District.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of Township High School District Number 204, Cook County, Illinois.

* * *

WHEREAS, Township High School District Number 204, Cook County, Illinois (the “*District*”), is a duly organized School District operating under the provisions of the School Code of the State of Illinois, and all laws amendatory thereof and supplementary thereto (the “*School Code*”); and

WHEREAS, the District has heretofore issued and has outstanding its General Obligation Limited School Bonds, Series 2013 (the “*Bonds*”); and

WHEREAS, the Bonds were issued as limited bonds pursuant to and in accordance with the provisions of Section 15.01 of the Local Government Debt Reform Act of the State of Illinois, as amended (the “*Debt Reform Act*”); and

WHEREAS, pursuant to a resolution adopted by the Board of Education of the District (the “*Board*”) on the 28th day of October, 2013, as supplemented by a Notification of Sale for the Bonds, dated the 5th day of November, 2013, and as further supplemented by resolutions adopted by the Board on the 21st day of December, 2015, the 19th day of December, 2016, the 18th day of December, 2017, the 17th day of December, 2018, the 21st day of October, 2019, and the 14th day of December, 2020 (together, the “*Bond Resolution*”), and in accordance with the provisions of the School Code and the Debt Reform Act, the District has heretofore levied taxes upon all of the taxable property within the District to pay the principal of and interest on the Bonds as set forth in Column (B) of the schedule attached hereto as *Exhibit A*; and

WHEREAS, the Bond Resolution has been filed with the County Clerk of the County of Cook, Illinois (the “*County Clerk*”); and

WHEREAS, pursuant to the Bond Resolution, the District directed the County Clerk to extend the taxes levied in the Bond Resolution to pay principal of and interest on the Bonds in accordance with the terms of the Bond Resolution; and

WHEREAS, although the obligation of the District to pay the Bonds is a general obligation under the School Code and all taxable property in the District is subject to the levy of taxes to pay the Bonds without limitation as to rate, the amount of said taxes that will be extended to pay the Bonds is limited by the Property Tax Extension Limitation Law of the State of Illinois, as amended (the “*Tax Extension Limitation Law*”); and

WHEREAS, pursuant to and in accordance with the provisions of the Debt Reform Act, the Bonds are payable from the debt service extension base of the District (the “*Base*”), which is an amount equal to that portion of the extension of the District for the 1994 levy year constituting an extension for payment of principal of and interest on bonds issued by the District without referendum, but not including alternate bonds issued under Section 15 of the Debt Reform Act or refunding obligations issued to refund or to continue to refund obligations of the District initially issued pursuant to referendum, increased each year, commencing with the 2009 levy year, by the lesser of 5% or the percentage increase in the Consumer Price Index (as defined in the Tax Extension Limitation Law) during the 12-month calendar year preceding the levy year; and

WHEREAS, the Base for levy year 2021 is equal to \$2,575,604.66 (the “*2021 Base*”); and

WHEREAS, the principal of and interest due on the Bonds is set forth in Column (A) of *Exhibit A* and in certain levy years exceeds the taxes levied in the Bond Resolution; and

WHEREAS, in accordance with the School Code, the Debt Reform Act and the Tax Extension Limitation Law, the District has the authority to adopt a supplemental levy causing the amount of taxes levied to pay the principal of and interest on the Bonds to be increased up to the

amount of the 2021 Base or the amount of the principal of and interest due on the Bonds payable from the taxes levied for each such levy year, whichever is less; and

WHEREAS, the Board has heretofore determined and does hereby determine that it is necessary and in the best interests of the District that the District adopt a supplemental tax levy to pay the principal of and interest on the Bonds as further described herein:

NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED by the Board of Education of Township High School District Number 204, Cook County, Illinois, as follows:

Section 1. The preambles to this Resolution are hereby found and determined to be true, correct and complete and are hereby incorporated into this Resolution by this reference.

Section 2. The District does hereby levy for each of the years 2021 and 2022, the supplemental amounts set forth in Column (C) of *Exhibit A*, which levies shall be extended against all of the taxable property in the District for the purpose of paying the principal of and interest on the Bonds. The taxes herein levied shall be in addition to and in excess of the taxes levied in the Bond Resolution. A schedule showing the aggregate of the taxes levied in the Bond Resolution and the taxes levied in this Resolution is set forth in Column (D) of *Exhibit A*.

Section 3. Forthwith upon the passage of this Resolution, the Secretary of the Board is hereby directed to file a certified copy of this Resolution with the County Clerk, and it shall be the duty of the County Clerk to annually in and for each of the years 2021 and 2022, ascertain the rate necessary to produce the tax as set forth in Column (D) of *Exhibit A*, and extend the same for collection on the tax books against all of the taxable property within the District in connection with other taxes levied in each of said years for school purposes, in order to raise the respective amount aforesaid and in each of said years such annual tax shall be computed, extended and collected in the same manner as now or hereafter provided by law for the computation, extension and collection of taxes for general school purposes of the District, and when collected, the taxes hereby levied

shall be placed to the credit of the special fund heretofore created and designated as the “School Bond and Interest Fund,” which taxes are hereby irrevocably pledged to and shall be used only for the purpose of paying the principal of and interest on the Bonds; and a certified copy of this Resolution shall also be filed with the School Treasurer who receives the taxes of the District.

Section 4. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 5. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and that this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 20, 2021.

President, Board of Education

Secretary, Board of Education

EXHIBIT A

SUPPLEMENTAL AND TOTAL TAXES LEVIED AND TO BE EXTENDED

YEAR OF LEVY	(A) DEBT SERVICE ON THE 2013 BONDS	(B) TAXES LEVIED IN 2013, 2014, 2015 2016, 2017, 2018, 2019 AND 2020	(C) 2021 SUPPLEMENTAL TAX LEVY FOR 2013 BONDS	(D) TOTAL TAXES TO BE EXTENDED TO PRODUCE
2021	\$2,647,585.00	\$2,540,044.05	\$35,560.61	\$2,575,604.66
2022	2,701,347.50	2,540,044.05	35,560.61	2,575,604.66

Member _____ moved and Member _____
seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: _____

The following members voted NAY: _____

Whereupon the President declared the motion carried and said resolution adopted, and in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of Township High School District Number 204, Cook County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Township High School District Number 204, Cook County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 20th day of December, 2021, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of Township High School District Number 204, Cook County, Illinois.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 72 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 72-hour period preceding said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 20th day of December, 2021.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Cook, Illinois, and as such official I do further certify that on the ____ day of _____, 2021, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of Township High School District Number 204, Cook County, Illinois.

duly adopted by the Board of Education of Township High School District Number 204, Cook County, Illinois, on the 20th day of December, 2021, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 2021.

[SEAL]

County Clerk

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting School Treasurer who receives the taxes of Township High School District Number 204, Cook County, Illinois (the “*District*”), and as such official I do further certify that on the 20th day of December, 2021, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION authorizing a supplemental tax levy to pay the principal of and interest on outstanding limited bonds of Township High School District Number 204, Cook County, Illinois.

duly adopted by the Board of Education of the District on the 20th day of December, 2021, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 20th day of December, 2021.

School Treasurer

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott D. Eggerding

DATE: November 8, 2021

RE: 2022-2023 Calendar (Second Reading)

BACKGROUND:

Following the addition of Election Day as a state school holiday, the 2022-23 calendar was adjusted to incorporate the additional first semester holiday.

Details include:

- 176 school days
- 83 days First Semester, 93 days Second Semester
- 183 teacher work days
- 187 total days, including emergency days

Significant Dates

First day of school	August 22
Election Day	November 8
Last day of Semester 1	December 23
First day of Semester 2	January 10
Spring Break	March 27-31
Last day of Semester 2	June 1
Teacher Work Day	June 2
Graduation	May 31

This draft calendar has been shared with the LTHS Faculty Association and was shared with other constituent groups, school Districts and via the website for community input. Very little feedback was received with one request to keep the first day of school on Thursday the 18th and the Faculty Association request to move open houses a week later. As we discussed last month, moving to start the school year on the 18th requires students to return from Memorial Day weekend for one day, which we believe would have low attendance. Also, starting on the 22nd allows for a few more days to complete summer projects/prepare the campuses for the start of school.

As for open house, given the year of remote and hybrid learning, we wanted to have open house earlier this year. Given the conflict with a few events, we have amended the calendar to put open house back to the weeks following Labor Day.

RECOMMENDATION:

Approve the 2022-23 School Calendar as presented.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2022-2023 SCHOOL CALENDAR

(updated 11/3/2021)

August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OPENING/CLOSING DAYS OF SCHOOL

- August 22, 2022 (A) First Day of School
- June 1, 2023 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (*)

- August 18 District Institute Day
- August 19 Teacher Work Day
- September 5 Labor Day
- October 7 District Institute Day
- October 10 Columbus/Indigenous Peoples Day
- October 28 Non-Attendance Day
- November 8 Non-Attendance Day
- November 23 Non-Attendance Day
- November 24-25 Thanksgiving
- Dec. 24 - Jan. 6 Winter Break
- January 9 District Institute Day
- January 16 Dr. M. L. King, Jr. Day
- February 20 Presidents Day
- March 3 Institute Day
- March 27-31 Spring Break
- April 7 Non-Attendance Day
- May 29 Memorial Day
- June 2 Teacher Work Day
- June 19 Juneteenth
- July 4 Independence Day

LATE START DAYS

Every Wednesday is an 8:45am start with the exception of the last week of each semester.

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 26 5:00-9:00 p.m.
- October 27 5:00-8:30 p.m.

GRADING PERIODS

- Aug. 22 - Oct. 14 Q1 1st quarter
- Oct. 17 - Dec. 23 S1 2nd quarter & End of 1st semester
- Jan. 10 - Mar. 10 Q3 3rd quarter
- Mar. 13 - June 1 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (☞)

- Wednesday, May 31 7:00 p.m. Bennett Field

MISCELLANEOUS

- August 8-12 ☞ Processing Days by appointment
- August 17 ☞ Frosh Experience Day
- September 8 ☞ S. C. Open House
- September 15 ☞ N. C. Open House
- September 24 Homecoming
- June 2, 5-8 ☉ Emergency Days
- June 12 Summer School Begins

First Semester: 83 Days
Second Semester: 93 Days

February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

☉ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.



LYONS TOWNSHIP HIGH SCHOOL

Date: November 8, 2021

The addition of the district positions of Director of Equity and Belonging and the Director of Student Services provided an opportunity to establish a team, (RISE Team: Research, Instruction, Student Services and Equity), bringing together these areas in order to strategically allow them to work together in establishing a true systems approach. The RISE Team's purpose is to assist in identifying and understanding our student performance gaps and educational inequities and to lead and support the district in addressing these disparities through a lens of equity. This work is systemic and systematic and is undertaken with both urgency and deliberate, data-driven decision making to ensure that our foundational curriculum, instruction, student supports, interventions, and opportunities best meet our students' needs and work to maintain the highest standards for every student.

The attached slide deck presents information on Professional Learning, Student Connections, Equal Opportunity Schools, and our English Learner program. While not comprehensive of the entire scope of our work and focus areas, these particular elements are a representative slice of how the RISE team is supporting and operationalizing the district's equity statement:

- Create a professional learning system with offerings that address the professional/educator learning gaps that maintain and reinforce educational inequities
- Create connections with students to authentically understand their experiences and aspirations and to co-create a school community that values and prioritizes belonging for all
- Address the opportunity gaps that persist and maintain the educational and social inequities that threaten dignity and belonging
- Assess the effectiveness of current programming and make recommendations for improvements through an equity lens and with a demand for high standards and rigor for all students

Collaboration is essential to our work and we look forward to expanding and strengthening the partnerships with colleagues, families, students, and our community through the Strategic Planning process in order to amplify and accelerate this work with common, district-wide goals and action plans.

Scott Eggerding, Director of Curriculum and Instruction

Leslie Owens, Director of Student Services

Karen Raino, Division Chair for Language Arts & English Learner Coordinator

Jennifer Rowe, Director of Equity and Belonging

Katherine Smith, Coordinator of Assessment and Research

Jen Tyrrell, Principal



RISE IS
LT

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RESEARCH | INSTRUCTION | STUDENT SERVICES | EQUITY

I



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

Lyons Township High School remains committed to building a community based on a foundation of equity and inclusion where all students are treated with respect and dignity and know they belong. As an institution that fosters the physical, social, and emotional well-being of its students, we pledge to continue to promote practices, systems, and processes that advance equity, access, and inclusivity.

(1st Paragraph of LTHS Equity Statement)

YOU ARE
ON
Kikaapoi (Kickapoo)
LAND.



USDAC.US/nativeLand
#HonorNativeLand

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Art by Autumn Dawn Gomez
(Taos Pueblo / Comanche)
@pimikwusii

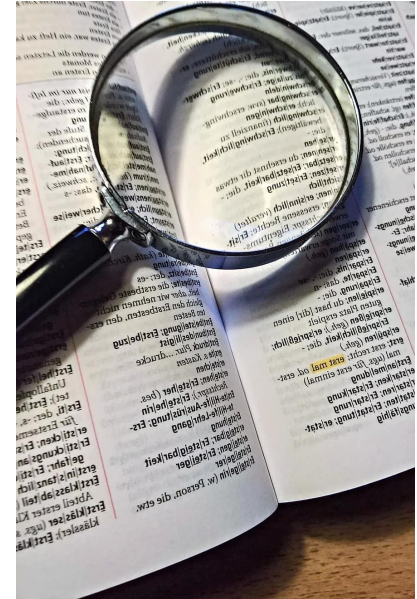


IMAGINING AMERICA
artists + scholars in public life

EQUITY LENS IN ACTION

Apply these 3 Questions in the Decision-Making Process

1. What is the action/policy/decision in question?
2. Who is centered in the discussion?
Who is missing?
3. How do we maximize opportunities
and eliminate barriers?



EDUCATIONAL EQUITY

Educational Equity is when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to participate and makes progress in high-quality learning experiences, regardless of their race, sex, gender, ability, religious affiliation, national origin, linguistic diversity or other characteristics.



TODAY'S PRESENTATION



❖ **Building Professional Capacity**

Jennifer Rowe & Katie Smith

❖ **Student Connections**

Jennifer Rowe & Jennifer Tyrrell

❖ **Equal Opportunity Schools**

Scott Eggerding

❖ **English Learning**

Leslie Owens & Karen Raino

01

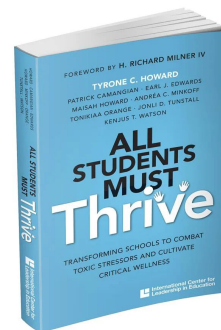
BUILDING PROFESSIONAL CAPACITY



PROFESSIONAL LEARNING 2021-2022

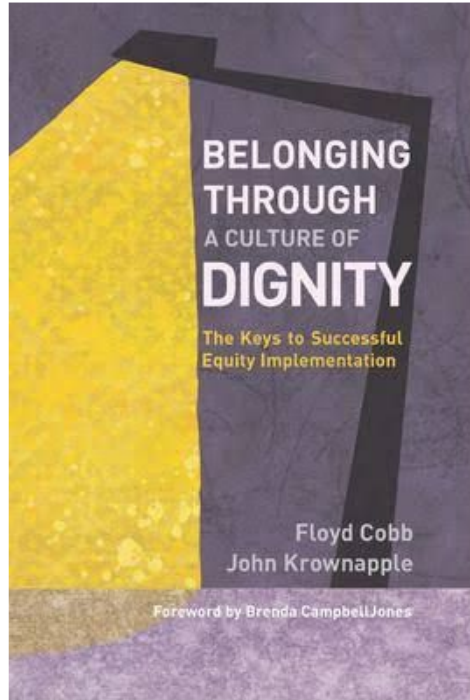
Administration

- Establishing a Common Language of Equity- Dr. Rowe
- Administrative Academy:
Leading for Instructional Equity by Zaretta Hammond
- Dr. Tyrone Howard & the Howard Group
 - *Introductory Call (Nov. 2021)*
 - *Leadership for Equity (Jan 2022)*
 - *Leadership for Mental Health (March 2022)*
 - *Leadership for Cultivating Relationships (Summer 2022)*
 - *Leadership for Racial Equity & Inclusion (Fall 2022)*
 - *Culturally Responsive Leadership (Fall 2022)*



PROFESSIONAL LEARNING 2021-2022

Summer includED Training



Administrators	7
Paraeducators	3
Teachers	16
Students	20

PROFESSIONAL LEARNING 2021-2022

Institute Days

* BELONGING DEFINED

“Belonging is experiencing appreciation, validation, acceptance, and fair treatment within an environment.”

(Cobb & Krownapple, 2019)



Entire Staff:

- August 17
- January 5

Certified Staff:

- October 14⁵⁵
- March 4



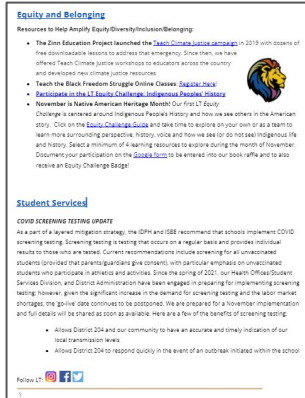
PROFESSIONAL LEARNING 2021-2022

Staff Resources

Equity and Belonging

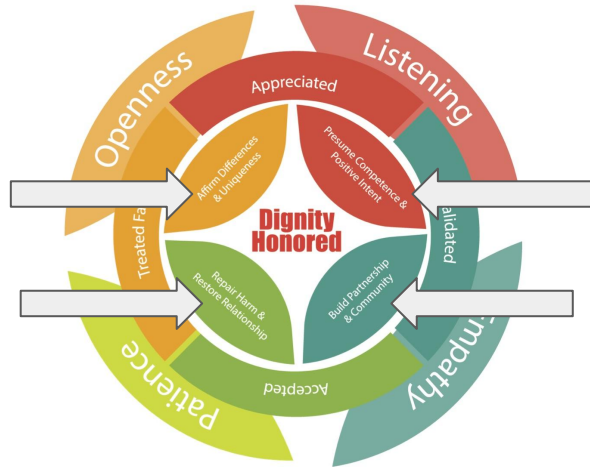
Resources to Help Amplify Equity/Diversity/Inclusion/Belonging:

- The Zinn Education Project launched the [Teach Climate Justice campaign](#) in 2019 with dozens of free downloadable lessons to address that emergency. Since then, we have offered Teach Climate Justice workshops to educators across the country and developed new climate justice resources
- Teach the Black Freedom Struggle Online Classes: [Register Here!](#)
- [Participate in the LT Equity Challenge: Indigenous Peoples' History](#)
- November is Native American Heritage Month! Our first LT *Equity Challenge* is centered around Indigenous People's History and how we see others in the American story. Click on the [Equity Challenge Guide](#) and take time to explore on your own or as a team to learn more surrounding perspective, history, voice and how we see (or do not see) Indigenous life and history. Select a minimum of 4 learning resources to explore during the month of November. Document your participation on the [Google form](#) to be entered into our book raffle and to also receive an Equity Challenge Badge!



PROFESSIONAL LEARNING 2021-2022

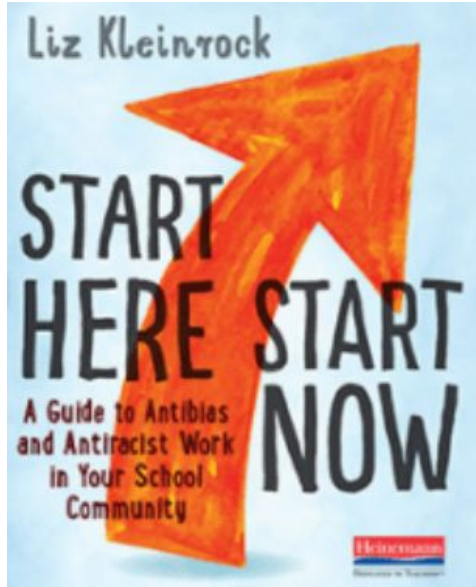
Planning Period PD



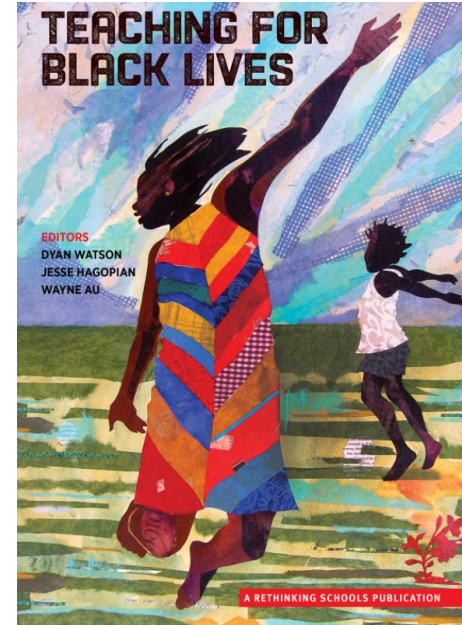
Planning Period PD Dates (Pds. 1,2,3,5,6,7,8)	TOPIC	DIGNITY FRAMEWORK STANDARD	Paraeducator Training Dates (7:35-8:35 a.m.)
Tuesday, November 2	Defining Culture	Affirming Differences & Uniqueness	Wednesday, November 3
Tuesday, December 14	Culturally Responsive Teaching	Building Partnership & Community	Wednesday, December 15
Tuesday, February 15	Restorative Justice	Repairing Harm & Restoring Relationships	Wednesday, February 16
Tuesday, April 19	Inclusion	Presuming Competence & Positive Intent	Wednesday, April 20

PROFESSIONAL LEARNING 2021-2022

Book Studies



October 14, October 21, November 4,
November 11, December 2



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November 16, November 23, December 7,
January 11, January 25, February 1

PROFESSIONAL LEARNING 2021-2022

Multilingual Workshop Series

Making English Comprehensible for Multilingual Learners		
TITLE	PART I DATE	PART II DATE
What is SIOP? Lesson Preparation	Friday, Sept. 24	Monday, Sept. 27
Building Background Knowledge & Comprehensible Input	Friday, Dec. 3	Monday, Dec. 6
Strategies, Interaction, Practice & Application	Friday, Feb. 25	Monday, Feb. 28
Lesson Delivery & Assessment	Friday, April 8	Monday, April 11



PROFESSIONAL LEARNING 2021-2022

L-Teams

- 12 Teacher Facilitators
- 12 Teams (6 at each campus)

Meetings:

- September 28
- October 19
- November 30
- January 11
- February 8 March 15
- April 26/27

1. Learn
2. Analyze Model
3. Collaborate & Plan
4. Implement & Record Lesson
- 5-7. Share & Analyze Lessons;
Discuss how to apply in your discipline

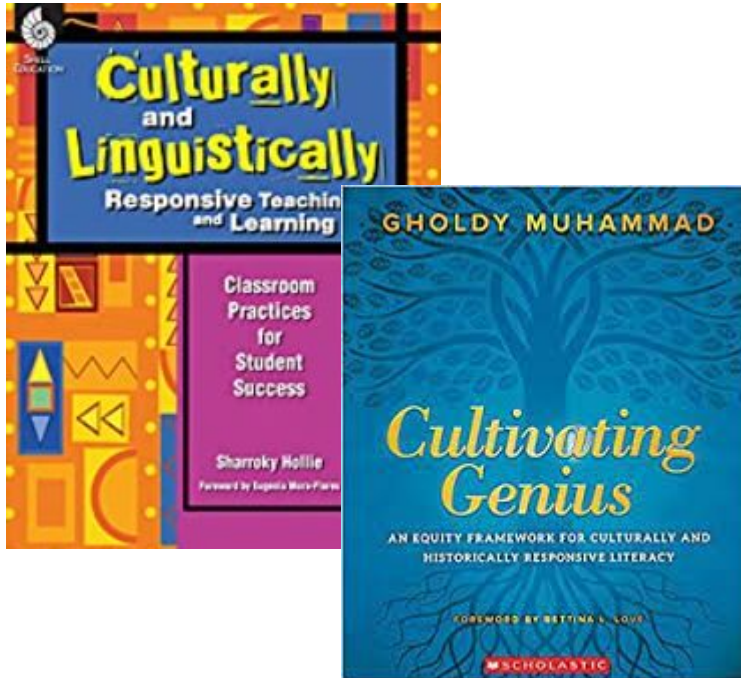


Connecting the Pieces in Practice

SEL STANDARDS	HONORING DIGNITY	FORMATIVE ASSESSMENT PRACTICES
Goal 1: Self-awareness & self-management ☐ 1A: Identify & manage one's emotions and behavior ☐ 1B: Recognize personal qualities and external supports ☐ 1C: Demonstrate skills related to achieving personal & academic goals Goal 2: Interpersonal skills ☐ 2A: Recognize the feelings and perspectives of others ☐ 2B: Recognize individual and group similarities and differences ☐ 2C: Use communication and social skills to interact effectively with others Goal 3: Decision-making ☐ 3A: Consider ethical, safety, and societal factors in making decisions ☐ 3B: Apply decision-making skills to deal responsibly with daily academic and social situations ☐ 3C: Contribute to the well-being of one's school and community	If students belong, they should feel: ☐ Appreciated ☐ Validated ☐ Accepted ☐ Treated Fairly To honor dignity, you need to foster: ☐ Openness ☐ Listening ☐ Empathy ☐ Patience To "do dignity": ☐ Affirm differences & uniqueness ☐ Presume competence & positive intent ☐ Building partnership & community ☐ Repair harm & restore relationships	Where are you headed? ☐ Learning Targets ☐ Success Criteria ☐ Models Where are you now? ☐ Effective Feedback ☐ Self-Assessment ☐ Peer Assessment Where to next? ☐ Goal-Setting ☐ Revision

PROFESSIONAL LEARNING 2021-2022

Equity Ambassadors



- Present Opportunity on Jan. 5
- Allow for Sign-ups
- Begin 2nd Semester Book Studies
- Request Summer Workshop
 - Ambassadors engage in training
- Ambassadors facilitate Institute Day Sessions & Book Studies in 2022-2023



02

STUDENT 62 CONNECTIONS

STUDENT CONNECTIONS

includED Training June 27-29...Student Leaders



STUDENT CONNECTIONS

Student Voice Circles



STUDENT CONNECTIONS

Student Care Space

- Intended to serve the needs of students by eliminating barriers and providing access to essentials
- Designated location at each campus
- Stocked with essential resources



STUDENT CONNECTIONS

LT Reads & Celebrations

- Monthly book club with a book that mirrors the relevant multicultural history month and celebrations
- Enhancements for classroom learning
- Student-led cultural events



STUDENT CONNECTIONS

Student Equity & Belonging Committee



- Provide students with direct access to the Director of Equity & Belonging
- Provide a space for students to engage in dialogue surrounding ways to support equity & belonging at LT
- Support students in actualizing change

STUDENT CONNECTIONS

Student Lunch Group

- Foster a supportive and validating space
- Mentorship
- SEL Support
- Academic Goal Setting



03



+





FOCUS AREAS:

- **Studying the data** - includes monitoring, tool use, and team accountability
- **Developing a set of strategies** - actionable plans that support equitable access
- **Enrolling diverse students in AP classes** - through outreach and advocacy
- **Supporting schools in monitoring success** – strengthen leadership and partnership understanding

4 Year Commitment



EOS SERVICES

PHASE 1

ACCESS OPPORTUNITY

- + Facilitated site visits and coaching
- + Analyze equity barriers and opportunities
- + Identify students for outreach and enrollment
- + Develop student and staff support plan

PHASE 2

EXPERIENCE SUCCESS

- + Facilitated staff workshops
- + Focus on student belonging, experience and growth mindset
- + Provide student listening sessions
- + Present grade and success analysis
- + Continued access to AO tools

PHASE 3

EXTEND EQUITY

- + Participate in Equity Leader Lab (ELLabs) regional cohort
- + Focus on school culture and learning
- + Ongoing data analysis and tool delivery

PHASE 4

SUSTAIN EQUITY

- + Remote thought-partnership and support
- + Continued focus on closing opportunity gaps

DISTRICT COMMITMENT

- + District leadership communicates expectations for success
- + Equity teams created
- + Review equity strategies
- + Enroll and support identified students

- + Strengthen equity teams
- + Increase students' sense of belonging
- + Support newly enrolled students
- + Challenge adult mindsets
- + Enroll new cohort of identified students

- + Identify ELLabs participants
- + Cultivate adult equity mindsets
- + Apply and validate ELLabs concepts in school environment
- + Adopt new policies and practices
- + Build sustainable systems
- + Enroll new cohort of identified students

- + Supports district and school site coordinators
- + Owns and manages the outreach activities
- + Maintains sustainable systems
- + Continues equitable student enrollment

EOS

Year One: Access Opportunity

EOS Services Phase I

- Facilitated site visits and coaching
- Analyze equity barriers and opportunities
- Identify students for outreach and enrollment
- Develop student and staff support plan

District Commitment Phase I

- District Leadership communicates expectations for success
- Equity Team created
- Review equity strategies
- 72 Enroll and support identified students

November Outcomes

Survey Staff and Students

- Inquire About Future Plans
- Identify Trusted Adult(s)
- Measure Belonging
- Determine Necessary Supports
- Determine Learning Mindsets and Skills
- Identify Barriers to Enrollment in Higher Level Courses

Develop Student Insight Cards

Identify Equity Team Members

- Administrators
- Division Chairs
- Grade Level Counselors
- College-Career Counselor
- Teachers
- Students

Share Course and Student Data with Equal Opportunity Schools to Develop Targets and Inform Decisions

STUDENT INSIGHT CARDS

JOSUÉ GÓMEZ

Learning Mindsets & Skills:

- Growth Mindset
- Purpose for Learning
- Focus
- Grit

Reported Barriers:

- Adult Encouragement
- General Knowledge
- Welcome
- Student Belonging

Hasn't Enrolled in Advanced Courses Because:

I am not sure I could get the help (with study skills, homework, etc.) I need to be successful

More Likely to Take Advanced Courses If:

I knew that I would have classmates to study with

Test Scores:

530 ★

★ = AP Comparable

Educational Goal: Advanced Degree

Career Interest: Surgeon

Trusted Adults: John Quinn & Victoria Ruiz

Study Skills Support: Heather Melbe

Subject Interests: Math, Science, Art

Teacher Recommendations: 🍏🍏🍏

GPA: 3.69



74

Sometimes when I tell people at school that I want to be a surgeon, they look surprised. That makes me doubt myself even though this has been my goal since I was six. Just because I have an accent, it doesn't mean I am dumb. I am smart. I just wish you'd believe in me.

JOSUÉ'S COMMENTS:

EQUAL OPPORTUNITY SCHOOLS

(2016 Data)

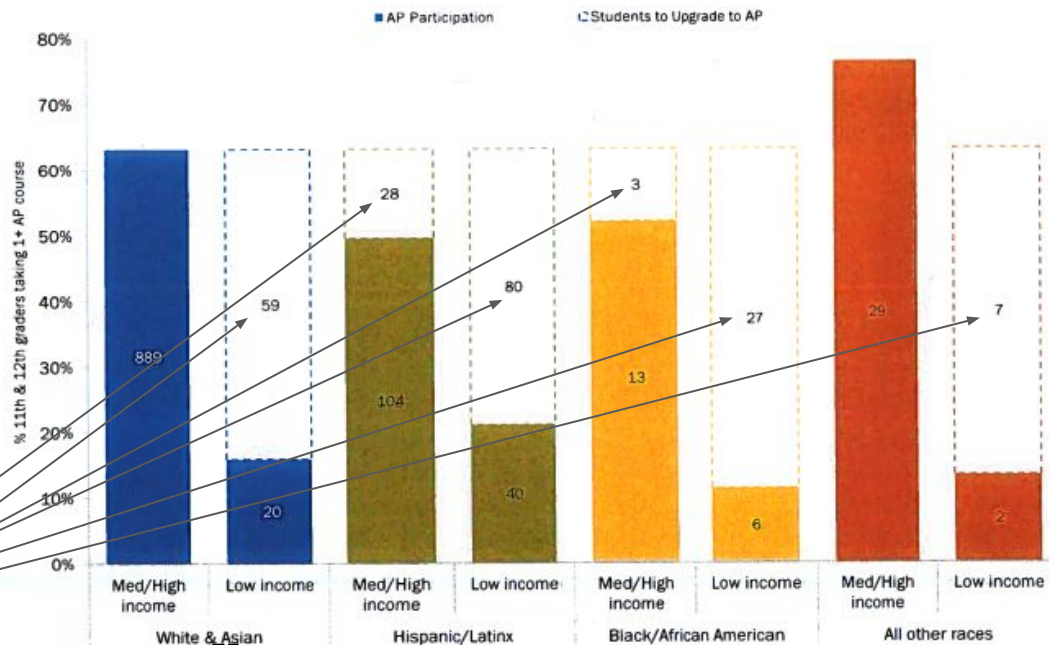
A Strong Foundation to Build Upon

Participation & Success Metrics

	Your District	Nat'l Avg
# of 11 th and 12 th grade low-income students and students of color participating in AP/IB currently per school	214	49
% of 11 th and 12 th grade low-income students and students of color participating in AP/IB currently	33%	15%
% of 11 th and 12 th -grade middle/upper-income white and Asian students participating in the AP/IB program.	63%	38%
Exam Pass Rate ¹	67%	58% (US) 64% (IL)

Review of our student data shows the greatest growth areas to reach the goal of representation in AP courses.

Lyons Township High School District 204 - Lyons Township High School
Percent 11th/12th Grade AP Participation by Race and Income
Approximately 204 underrepresented students to add to achieve AP equity



All calculations are based on a benchmark participation rate of 63%.

Charts with a benchmark participation rate <40% have a projected rise of 20%. Charts with a benchmark participation rate between 40 and 60% have a projected rise of 10%.

YEAR-1: ACCESS OPPORTUNITY PHASE

- **Leadership Orientation:** establish shared grounding in and vision for the partnership. Offered districtwide or with other districts if desired. Half- to full-day commitment.
- **Partnership Launch:** kick-off the work and relationship-building with your assigned EOS Partnership Team Member and your school Equity Team.
- **Equity Pathways Presentation:** provide insights and facilitate data-informed decision-making based on the Student and Staff Surveys.
- **Outreach Planning:** support the creation of the school Equity Team's plan for encouraging and enrolling students into rigorous courses for next Fall.
- **Supports Planning:** help Equity Teams design support structures and resources for students and teachers in the year to come.
- **Teacher Workshop:** help teachers reflect upon their role in the EOS Equity Journey in the year to come. Half- to full-day workshop for rigorous course program teachers (AP) and other staff designated by the team.
- **End-Of-Year Outcomes:** review outcomes from the current year and set goals and begin calendaring/pre-planning for the coming year.



04

ENGLISH LEARNER SERVICES

ENGLISH LANGUAGE LEARNING

Mission

Lyons Township High School values students' diverse backgrounds and their unique contributions to our learning community. In order to empower learners who are meeting the challenges of learning language and culture, District 204 will support English learners as they develop social, cultural, and academic competence by creating a learning environment that:

- supports students to meet high academic standards.
- facilitates effective communication in English through reading, writing, speaking, and listening.
- provides access to supports and the technology necessary to become an independent learner.

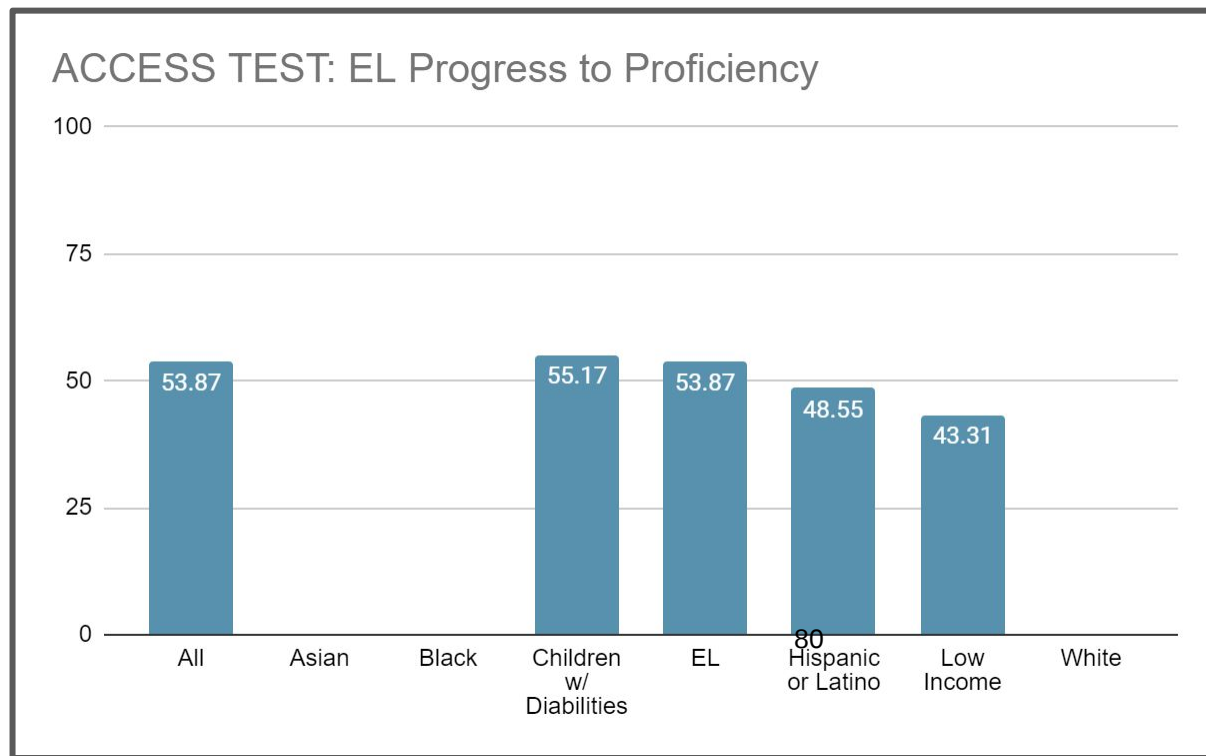
In this way, Lyons Township High School District will provide EL students with an optimal learning environment in every academic setting.

Who are our English Learners?

- 140 students identified
 - 108 Spanish speakers
 - 17 speakers of other languages
- 70% identified as Long-Term English Learners (services for more than six years)
- 47% of students dually identified as an EL and a student in Special Education

ACCESS TEST

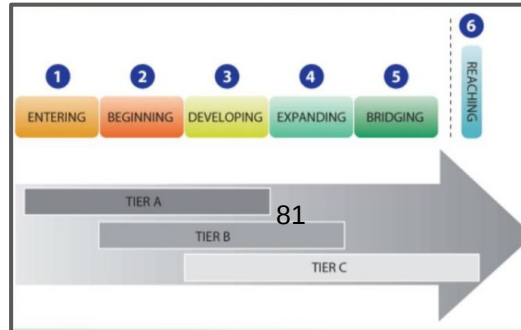
EL Progress to Proficiency



SNAPSHOT

LT EL Proficiency Levels

		Entering	Emerging	Developing	Expanding	Bridging	Reaching	
	0-.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6	No Scores
2021	0	3	6	27	23	1	0	47
2020	0	3	5	53	23	2	0	0
2019	0	2	5	41	24	7	0	1
2018	0	5	11	30	21	6	0	3
2017	0	3	6	25	20	2	0	10



Identification and Screening:

Home Language Survey	Screening
● Parents complete the HLS unless student has already been identified as an EL. ○ <i>Question 1: Is a language other than English spoken in the home?</i> ○ <i>Question 2: Does the student speak a language other than English?</i> ● If a family answers “yes” to either question, English language proficiency screening occurs unless student can prove they have met or exceeded state standards in both reading and math.	● IL Screener measures proficiency in four WIDA* domains: <i>Listening, Speaking, Reading, Writing</i> ● Scores range from 1-6 ● A score of 5.0 and above is required to be considered proficient ● Students scoring below 5.0 are identified as an EL ● Screener scores are communicated orally with families within 24 hours and in writing within 30 days of the start of school 82 <i>*World-Class Instructional Design and Assessment</i>

Identification and Services:

Once a student is identified as an English Learner:

- ❖ Parents can accept the services
- ❖ Parents can refuse services
 - Students ***must*** take the ACCESS test each year until attaining proficiency
 - Parents/Guardians ***cannot*** refuse the ACCESS test

English Learner Program Descriptions:

TBE – Transitional Bilingual Education

Required when 20 or more students share the same home language in a building

TPI – Transitional Program of Instruction

May be offered if there are fewer than 19 students who speak the same language

TPI Program Requirements:

- ❖ English as a Second Language (ESL)

And may include:

- ❖ Native language instruction and/or support in content areas
- ❖ History and culture of native country and the US

TBE Program Requirements:

FULL-TIME PROGRAM	PART-TIME PROGRAM
❖ Content Area Instruction Delivered in both English and native language for ALL core academic subjects ➤ Includes all graduation requirements within high school ❖ Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents AND in the history and culture of the US ❖ English as a Second Language (ESL)	❖ Content Area Instruction ➤ Components of a full-time program that are selected for a student based upon an assessment the student's needs. ➤ Daily instruction in English and in the home language as determined by students' needs. ❖ English as a Second Language (ESL)

LT Course Offerings:

- ❖ South Campus
 - Beginning, Intermediate, and Advanced EL
 - Beginning, Intermediate and Advanced EL Tutorial
 - World History EL

- ❖ North Campus
 - Beginning, Intermediate, and Advanced EL
 - Beginning, Intermediate and Advanced EL Tutorial
 - US History EL

Current Staffing for Program Courses:

- ❖ One Bilingual/ESL certified teacher
- ❖ Four ESL-endorsed teachers
- ❖ Four bilingual para-educators
 - Three bilingual Spanish paraeducators
 - One trilingual Polish/Lithuanian paraeducator

Program Assessment:

Districts can utilize the self-assessment to evaluate current programming and identify areas for targeted improvement over 12 different categories

Illinois State Board of Education Multilingual Department		
Serving English Learners- LEA Self-Assessment Monitoring Report (Desktop)		
Local Education Agency (LEA) Full Name:		
Superintendent:	Program Director & IEIN:	
Contact E-Mail & Phone Number:	Date:	
Notes to assist with the following self-assessment report:		
¹ <i>Unit School Districts</i> (LEAs): Include samples of evidence from different grade levels; primary, middle, and high school		
² <i>K-5 and K-8 LEAs</i> : Include samples of evidence from different grade levels; K, primary, intermediate, and/or middle school		
³ <i>High School Districts</i> (LEAs): Include samples of evidence from different grade levels; Sophomore, Junior, Senior		
Ⓢ: Items marked with this are only required for attendance centers that have PreK students		
*Core academic content areas refers to: Math, English Language Arts/High School English, Science, and Social Studies		
Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable		
1. Identification of Eligible Students and Equal Opportunities for All Students		
Item	Rating	Evidence Requested
1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background. <i>Ill. Admin. Code title 23, 228.15(a); Title VI of the Civil Rights Act of 1964; Guidelines and Equal Educational Opportunities Act of 1974 (EEOA)</i>		☐ One blank copy of the LEA's Registration Packet that includes the Home Language Survey.
1.2 A. The HLS asks the following: - Is a language other than English spoken in the home, and if so, what language? - Does the student speak a language other than English, and if so, what language? B. Parents/legal guardians' signature - The HLS provides a space for parents/legal guardians to sign and date. (Hard copy) - If the HLS is electronic, on the same webpage as the HLS there is space for parents to sign and date. <i>Ill. Admin. Code title 23, 228.15(a); Ill. Admin. Code title 23, 228.15(c); Title VI of the Civil Rights Act of 1964; Guidelines and Equal Educational Opportunities Act of 1974 (EEOA)</i>		☐ See 1.1 evidence
1.3 The HLS is administered in English and in the student's home language, if feasible. <i>Ill. Admin. Code title 23, 228.15(b)</i>		☐ One completed Home Language Survey in each of the home languages used in the LEA (if feasible).
1.4 The LEA's enrollment forms do not inquire about student's or their parents'/guardians' immigration status. <i>Title VI, Civil Rights Act, 1964; Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)</i>		☐ See 1.1 evidence

ISBE Program Assessment and Key Indicators:

SELECTION CRITERIA

- EL progress to proficiency
- Disproportionality of dually identified students (special education and EL)
- Documentation that is submitted to the state, for example;
 - BSP
 - Complaints
 - Grants
 - High number of parent refusals

*Please note that Illinois' districts with the largest numbers of ELs will or may be monitored more frequently; thus, the selection criteria will not necessarily apply.

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Areas of Improvement and Next Steps:

Staffing/Instruction	Professional Learning	Family Engagement
Short-term: Hire bilingual specialist to 'push-in' to courses to support students	Continued expansion of SIOP training and instructional coaching to increase knowledge of general education teachers	Continued improvement and expansion of translation and interpretation services to include district documents, announcements, events, etc.
Short-term: Add "ESL Endorsement Preferred" on all certified teaching position postings	Support teachers in integrating and addressing the language proficiency standards, along with content	Emphasis on establishing and supporting a BPAC (Bilingual Parent Advisory Committee)
Long-term: Recruit and hire bilingual certified teachers	Continued expansion of Culturally Responsive Teaching/educational practices, accessibility/Universal Design trainings, Equity, Dignity, and Belonging	Improvement of outreach and connections for families with regard to enrollment, educational and post-secondary planning, and district events, committees, offerings
Incentivize teachers (reimburse tuition) for first 9 credits of ESL Endorsement (requires 18 credits total), which allows for provisional licensure	91	

THANK YOU!

PROFESSIONAL LEARNING OFFERINGS

LYONS TOWNSHIP HIGH SCHOOL 2021-2022



WE ARE ALL A PIECE OF THE PUZZLE!

District Institute Days

August 17, October 8, January 5, and March 4

During the 2021-2022 school year, district-wide professional learning will focus on creating an "inclusive community that promotes and sustains a sense of belonging" by honoring the dignity of all (Cobb & Krownapple, 2019). On District Institute Days, the staff of Lyons Township High School will build a shared understanding of the Dignity Framework by learning the Core Competencies for Dignity, the Indicators of Belonging, the Standards for Dignity, and the Dignity Distorters (Cobb & Krownapple, 2019).



LT'S PROFESSIONAL LEARNING TEAM VISION:

Every educator improves student success through ongoing collaborative professional learning.

MISSION:

To develop a collaborative professional learning system that facilitates ongoing educator development in a structured, systematic, and differentiated way to improve student success.

THE PLT:

Bill Allan, Martha Berg, Nora Bowker, Shannon Donahue, Allison Doyle, Karly Enright, Daniella Gutierrez, Michelle Harbin, Andrew Johannes, Tiz Lambert, Katie Meyers, Kate Mitchell, John Musick, Paula Nardi, Maggie Quane, Karen Raino, Mary Ann Rivera, Jennifer Rowe, Callie Salaymeh, Katie Smith, Jen Tyrrell, Darragh Voy, Kelly Woods

Cultivating Belonging & Culturally Responsive Practices

Planning Period Professional Learning

November 2, December 14, February 15, and/or April 19

Periods 1, 2, 3, 5, 6, 7, 8 @ North & South Campus

1 CPDU per session

In an effort to cultivate belonging and share culturally responsive practices, four planning period professional learning sessions aligned to the standards of the Dignity Framework will be held throughout the year. Each session will cover a different topic related to cultivating belonging. While the session content is related, it will not be essential to attend the sessions sequentially. As a result, please stop in for any or all sessions that fit into your schedule.

Planning Period PD Dates (Pds. 1,2,3,5,6,7,8)	TOPIC	DIGNITY FRAMEWORK STANDARD	Paraeducator Training Dates (7:35-8:35 a.m.)
Tuesday, November 2	Defining Culture	Affirming Differences & Uniqueness	Wednesday, November 3
Tuesday, December 14	Culturally Responsive Teaching	Building Partnership & Community	Wednesday, December 15
Tuesday, February 15	Restorative Justice	Repairing Harm & Restoring Relationships	Wednesday, February 16
Tuesday, April 19	Inclusion	Presuming Competence & Positive Intent	Wednesday, April 20

Please note: Since paraeducators do not have a planning period in their day, all of these sessions will be shared with paraeducators during PLC time on November 3, December 15, February 16, and April 19.

Putting All of the Pieces Together

L-Teams (Learning Together)

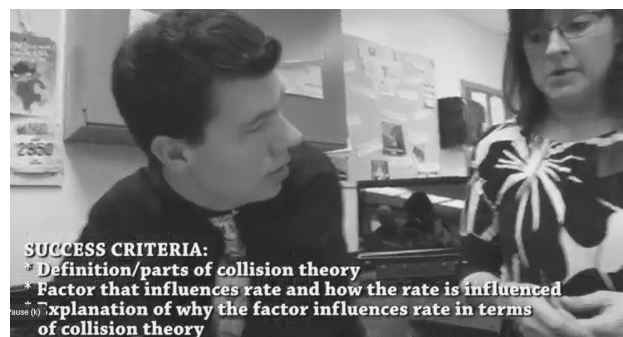
7 Meeting Series: September 28, October 19, November

30, January 11, February 8, March 15, and April 26/27

Periods 1, 2, 3, 6, 7, & 8 @ North Campus & South Campus

10 CPDUS

Join us on the 2021-2022 L-Teams! The purpose of these teams is collaborate with colleagues in order to create classrooms where all students feel a sense of belonging and all classrooms use the formative practices to teach the Social Emotional Learning Standards. These teams meet at both North and South Campus seven times throughout the school year during 1st, 2nd, 3rd, 6th, 7th, and 8th periods. L-Teams are led by LT educators. The experience includes learning information about belonging, SEL, and the formative practices, analyzing LT video examples of instruction, planning for implementation in your job role, observing your colleagues, sharing your own practice with your colleagues, and providing and receiving feedback.



**Sign up for
L-Teams
by Sept. 23rd**

Book Study: Start Here Start Now

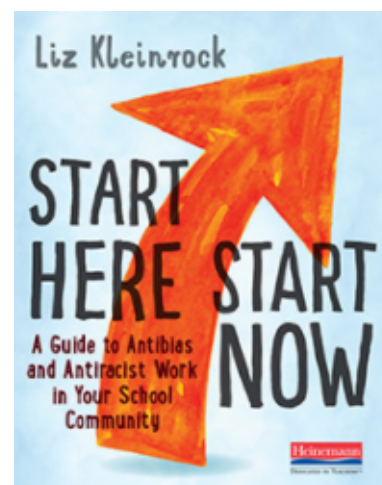
A Guide to Antibias and Antiracist Work in Your School Community

5 Meeting Series: October 14, October 21, November 4, November 11, December 2

On zoom from 5:00-6:00 p.m.

5 CPDUS

In Kleinrock's book, *Start Here Start Now*, she shares how important it is for us to know who we are and the impact of our identities as we provide instruction to students in the classroom. As a group, we will work to be equity-centered practitioners and will work to improve our practices that make space for the full identities of our students. During our book study, we will learn together and actively engage in the work of being antiracist educators who are able to support all of our students to belong in our community.



Registration for the book study will be emailed on October 1, 2021. The book study will be limited to 14 people. [Click here to see the book study guide.](#)

Multilingual Workshop Series

Making Content Comprehensible for Multilingual Learners

8 Meeting Series: September 24, September 27, December 3, December 6th, February 25, February 28, April 8, and April 11

On zoom during lunch periods (4A, 4B, 5A, 5B)

4 CPDUs

Come learn the Sheltered Instruction Observation Protocol, which is a research-based protocol comprised of eight components that have been proven effective in meeting the needs of English Language Learners. This professional learning series will offer participants instruction on a component of this model on Fridays and an opportunity for application on Mondays. The workshops will greatly benefit your students!

Sign up for Multilingual Workshop Series by Sept. 23rd

Making English Comprehensible for Multilingual Learners		
TITLE	PART I DATE	PART II DATE
What is SIOP? Lesson Preparation	Friday, Sept. 24	Monday, Sept. 27
Building Background Knowledge & Comprehensible Input	Friday, Dec. 3	Monday, Dec. 6
Strategies, Interaction, Practice & Application	Friday, Feb. 25	Monday, Feb. 28
Lesson Delivery & Assessment	Friday, April 8	Monday, April 11



Formative Assessment Process

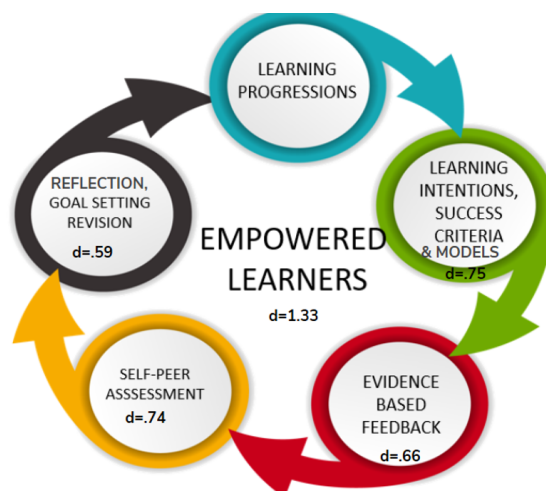
Assessment Workshop Series

8 Meeting Series: September 29, October 20, November 17, December 15, January 26, February 23, March 23, and April 27

3:30-4:30 p.m. room locations rotate campuses

8 CPDUs

Join our first year faculty in their study of the formative assessment process. Each month there is one meeting devoted to examination of the core practices of the formative assessment process which includes: sharing learning targets, co-creating success criteria, annotating models, providing evidence-based feedback, facilitating self & peer assessment, engaging in goal setting, and creating opportunities for revision. Participants will not only learn about these practices, but they will also share their implementation efforts. Come learn with us!



(Bloomberg and Pitchford, 2018)

Sign-Up for Assessment Workshop Series by Sept. 27th

Differentiating Instruction to Meet the Needs of All Students

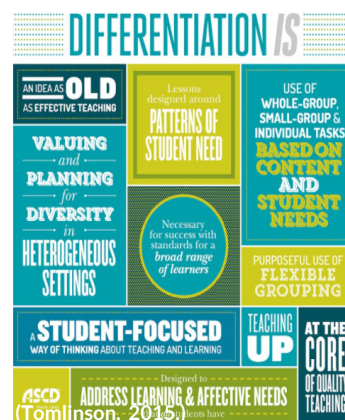
Differentiated Instruction Workshop Series

8 Meeting Series: September 29, October 20, November 17, December 15, January 26, February 23, March 23, and April 27

3:30-4:30 p.m. in Room 321 at North Campus

8 CPDUS

Join our second year faculty in their study of differentiation. Each month we will meet to explore differentiated instruction. We will define DI, discuss misconceptions about DI, and study DI by readiness, interest, and learning profile. Participants will not only learn about these practices, but they will also share their implementation efforts. Come learn with us!



Sign up for Differentiated Instruction Workshop Series by Sept. 27th



2021 Resolutions Committee Report

For the 2021 Delegate Assembly meeting
on November 20, 2021

September 2021

For further information please contact Shelly Bateman at (217) 528-9688, ext. 1137

2921 Baker Drive
Springfield, IL 62703
(217) 528-9688 • Fax (217) 528-2831

One Imperial Place
1 East 22nd Street, Suite 20
Lombard, IL 60148-6120
96 (630) 629-3776 • Fax (630) 629-3940

TO: Board Members and Administrators

FROM: Simon Kampwerth, Jr., Resolutions Committee Chair

DATE: September 2021

SUBJECT: 2021 Resolutions Committee Report to the Membership

Thank you for your interest in the 2021 Resolutions Committee Report to the Membership. Proposals set forth in this report will be acted upon at the Annual Meeting of the IASB Delegate Assembly, which convenes at 10:30 a.m. on Saturday, November 20, 2021.

The Resolutions Process is vital to the Association's mission, and the Delegate Assembly is one of the most important functions conducted by IASB. It gives member districts ownership in the Association and the opportunity to establish the direction of the Association and its major policies. Every member district has a delegate, a vote, and a voice.

Participation in the resolutions process is important. Submitting new resolutions, discussing the resolutions at your local board meeting, sharing your insight with other boards, and sending a well-informed delegate to the assembly all are key actions for you to take.

This booklet is provided in the fall and is intended to allow your board time to discuss the resolutions. You can use the *My Board's Recommendations* on page 4 to track how your district wants to vote. We hope that this will increase participation and enthusiasm from member districts.

Your board will need to choose one delegate and can then register that delegate online with IASB in advance. **Please note, only roster managers can register a delegate online.**

On behalf of the Resolutions Committee, thank you for your interest in the Resolutions Process.

**Service of the following school board members on the 2021
Resolutions Committee is acknowledged with sincere appreciation.**

Chair	Simon Kampwerth, Jr.	Peru ESD 124
Abe Lincoln	Amy Reynolds	Rochester CUSD 3A
Blackhawk.....	Julie Wagner	Mercer County SD 404
Central IL Valley.....	Charlie Zimmerman.....	Washington SD 52
Corn Belt.....	Nick Sartoris.....	Pontiac THSD 90
DuPage.....	James Blair	Salt Creek SD 48
Egyptian.....	Lisa Irvin.....	Opdyke-Belle Rive CCSD 5
Illini.....	Elizabeth Sotiropoulos.....	Champaign CUSD 4
Kaskaskia	Kent Kistler.....	Brownstown CUSD 201
Kishwaukee.....	Stephen Nelson	Sycamore CUSD 427
Lake.....	Odie Pahl	Gurnee SD 56
North Cook	Anna Klimkowicz	Township HSD 211
Northwest	Steve Snider	Eastland CUSD 308
Shawnee.....	Vernon Stubblefield.....	Cairo CUSD 1
South Cook.....	Wilbur Tillman	Dolton SD 149
Southwestern.....	Currently Vacant.....	
Starved Rock.....	Carol Alcorn.....	LaSalle-Peru THSD 120
Three Rivers	Chris Trzeciak.....	Homer CCSD 33C
Two Rivers	Rodney Reif	Carrollton CUSD 1
Wabash Valley.....	Chad Weaver	Hutsonville CUSD 1
West Cook.....	Dianne Williams.....	Maywood-Melrose Park-Broadview SD 89
Western	Scott Vogler	West Prairie SD 103

Delegate Assembly Agenda

1. Call to Order
2. Report of the Credentials Committee
3. Approval of Delegate Assembly Business Rules
4. President's Report, Tom Neeley
5. Executive Director's Report, Thomas Bertrand, Ph.D.
6. Financial Report, Linda Eades
7. Election of Officers
 - A. Nominating Committee Report, Joanne Osmond, Nominating Committee Chair
8. Resolutions Committee Report, Simon Kampwerth, Jr., Resolutions Committee Chair
 - A. New Resolutions
 - B. Amended Existing Position Statement
 - C. Reaffirmation of Existing Positions
9. Belief Statements
 - A. New Belief Statements
 - B. Amended Belief Statement
11. Adjournment

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My Board's Recommendation

Support/Oppose

NEW RESOLUTIONS

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 7. Indigenous People Curriculum Inclusion |
| ☐ | ☐ | 6. Reorganize Board – From 28 to 40 days |
| ☐ | ☐ | 8. Science of Reading Curriculum |
| ☐ | ☐ | 16. School Code Review |
| ☐ | ☐ | 3. School Board Member Compensation |
| ☐ | ☐ | 10. Cannabis Sales |
| ☐ | ☐ | 11. Clean Energy Infrastructure Federal Funding |
| ☐ | ☐ | 4. Board Member Childcare Reimbursement |
| ☐ | ☐ | 12. Electric School Buses/Charging Stations Federal Funding |
| ☐ | ☐ | 14. Expand Broadband Internet Access |
| ☐ | ☐ | 13. Landscaping Federal Funding |
| ☐ | ☐ | 15. Child Safe Gun Storage |
| ☐ | ☐ | 1. Pre-Service Teacher Education and Licensure in Literacy |
| ☐ | ☐ | 5. Remote-Virtual School Board Open Meetings |
| ☐ | ☐ | 2. Student Safety and Protection Plan |
| ☐ | ☐ | 9. Health & Sex Education Curriculum |

AMENDED EXISTING RESOLUTION

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | 17. Constitutional Amendment on School Funding |
|--------------------------|--------------------------|--|

REAFFIRMATION OF EXISTING POSITIONS

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 18. Position Statement 1.16 Charter Schools – Renewal of Charters |
| ☐ | ☐ | 19. Position Statement 1.17 Charter Schools – At-Risk Students |
| ☐ | ☐ | 20. Position Statement 2.25 State Authorized Charter School Funding |
| ☐ | ☐ | 21. Position Statement 2.04 Funding Special Education Programs |

NEW BELIEF STATEMENTS

- | | | |
|--------------------------|--------------------------|-------------------------------------|
| ☐ | ☐ | 22. Prepare All Students to Succeed |
|--------------------------|--------------------------|-------------------------------------|

AMENDED BELIEF STATEMENT

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | 23. Physical and Mental Health of Students |
|--------------------------|--------------------------|--|

CURRENT POSITIONS INDEX

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DELEGATE ASSEMBLY BUSINESS RULES

- Business Procedures** — Robert's Rules of Order Newly Revised shall govern.
- Credentials** — Delegates shall be registered with the Credentials Committee.
- Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
- Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
- Debate on the Floor** — No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
- Calls for the Question** — A delegate may "call for the question" to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
- Consent Agenda** — Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended "Do Adopt" by the Resolutions Committee may appear on a Consent Agenda.
- Appeals** — Those delegates wishing to appeal a "Do Not Adopt" recommendation of the Resolutions Committee, and have met the notice provisions required by Article IX, Section 5 of the IASB Constitution, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a "Do Not Adopt" recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
- Reaffirmation of Existing Position Statements** — The Delegate Assembly has the authority to reaffirm existing Position Statements. Proposals to reaffirm an existing position may be initiated by member school boards or the Resolutions Committee. All such proposals shall be submitted through the same procedure as all other resolutions and shall meet all criteria and constitutional timelines applicable to all resolutions.
- Other Recognition** — Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
- Voting** — The indications to signify voting shall be specified by the presiding officer.
- Nomination** — the consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.

RESOLUTIONS PROCEDURES

1. Types of Resolutions — (Article IX, Section 1) Resolutions may be either in the form of a position statement or a belief statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts. Belief statements express significant values commonly held by local boards of education; they may or may not call for action to be taken by the Association.

2. Proposals — (Article IX, Section 2) Resolutions for proposed position statements or belief statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.

3. Presentation of Resolutions — (Article IX, Section 3) The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; and whether they are presented as position statements or belief statements. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 2 above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.

4. Annual Review — (Article IX, Section 4) The Resolutions Committee shall annually review currently in force position statements and belief statements to determine whether they are consistent with the current positions or beliefs of Association members. The Resolutions Committee shall recommend that the Delegate Assembly amend or rescind any position statement or belief statement that is not consistent with the current positions or beliefs of Association members. All position statements and belief statements currently in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.

5. Appeals — (Article IX, Section 5) Any Active Member, Association Division, or Association Board of Directors, that has submitted a proposal that has received a negative

recommendation from the Resolutions Committee, shall have the right to appeal the decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. The committee must be in receipt of the written appeal no later than the close of business eight calendar days before the Annual Meeting of the Delegate Assembly. A majority of the delegates present and voting at the Annual Meeting of the Delegate Assembly is required for consideration of appeals.

6. Amendments to Resolutions — (Article IX, Section 6) Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.

7. Late Resolutions — (Article IX, Section 7), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.

8. Order of Resolutions — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Reaffirmation or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.

NOMINATING COMMITTEE REPORT

AUGUST 2021

The 2021 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:00 a.m.,
Saturday, November 20, 2021

President Simon Kampwerth, Jr.
Peru ESD 124

Vice President Mark Harms
Flanagan-Cornell Unit District 74

2021 NOMINATING COMMITTEE MEMBERSHIP

Joanne Osmond, Chair,
Immediate Past President

Mark Christ
Director, Southwest Division

Thomas Ruggio
Director, DuPage Division

Sue McCance
Director, Western Division

Sheila Nelson
Director, Shawnee Division

David Rockwell, Alternate
Director, Blackhawk Division

Jim McCabe, Alternate
Director, Starved Rock Division

NEW RESOLUTIONS

BOARD – EMPLOYEE RELATIONS

1. Pre-Service Teacher Education and Licensure in Literacy

Submitted by: Avoca SD 37

BE IT RESOLVED THAT the Illinois Association of School Boards shall advocate for legislation mandating the Illinois State Board of Education require pre-service teachers seeking licensure in the areas listed complete at least one undergraduate level literacy education course solely dedicated to scientifically proven methods of reading instruction. Before being granted licensure in the following areas, individuals must receive a passing score on the most recently published Foundations of Reading Exam using cut scores in the formal standard setting process. Licensure areas that should meet these requirements are: Early Childhood Education, Early Childhood Special Education, Elementary Education, English Language Arts, Middle Grades Language Arts, Reading Specialist, Reading Teacher, Special Education, Speech Language Pathologist, and English Language Learner Teachers.

District Rationale: In the 2019 National Assessment of Educational Progress report, only 34% of Illinois 4th graders and 35% of Illinois 8th graders taking the test scored as “Proficient or Above” for their grade level. Low literacy level can be a lifelong obstacle to success, academically and economically. Such an obstacle not only correlates to behavioral challenges and higher dropout rates for students, but in the long term low literacy represents a challenge for communities and broader economic success in Illinois. For too long, despite there being clear scientifically supported evidence on how to teach our youngest students to read successfully, teacher education programs in Illinois have failed to provide pre-service teachers the appropriate coursework. These methods are clearly identified by long-standing scientific research and include but are not limited to: phonemic awareness, phonics, spelling, decoding, and comprehension.

In a 2020 study conducted by the National Council on Teacher Quality, 43% of university teacher education programs in Illinois earned a “D” or “F” grade for how they prepared students to teach scientifically proven methods for reading. “Not only does Illinois not do well, but there are no signs of improvement and that runs counter to what we’re seeing in many states,” said Kate Walsh, president of the National Council on Teacher Quality. “It’s extremely frustrating to see. Kids aren’t learning how to read and what is more damaging to your life than not learning that essential skill?” The most effective path is to ensure that teachers in Illinois are trained in the scientifically proven methods of reading instruction so that the future of Illinois students, communities, and the economy is more secure than it is today.

Resolutions Committee Rationale: The Resolutions Committee heard testimony on the need for an overhaul to the way teachers are prepared to teach students to read. After much discussion, the committee asked if the district would be willing to accept the language in the staff rationale and the district declined. They were then asked if they would be willing to add ELL teachers to the Resolution, and they accepted that change.

The new language would read: “Be it resolved that the Illinois Association of School Boards shall advocate for legislation mandating the Illinois State Board of Education require pre-service teachers seeking licensure in the areas listed complete at least one undergraduate level literacy education course solely dedicated to scientifically proven methods of reading instruction. Before being granted licensure in the following areas, individuals must receive a passing score on the most recently published Foundations of Reading Exam using cut scores in the formal standard setting process. Licensure areas that should meet these requirements are: Early Childhood Education, Early Childhood Special Education, Elementary Education, English Language Arts, Middle Grades Language Arts, Reading Specialist, Reading Teacher, Special Education, Speech Language Pathologist, and English Language Learner Teachers.

The Resolutions Committee RECOMMENDS DO ADOPT.

2. Student Safety and Protection Plan

Submitted by: Mercer County SD 404

BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate for legislation which provides local school boards the option of developing Student Safety and Protection Plans which allow voluntary district employees, in any capacity, the ability to carry a concealed firearm on district property, provided the employee has a valid Illinois Firearm Owners Identification (FOID) card, holds a certified Illinois Concealed Carry License, and has completed all additional trainings and certifications set forth by the respective school board, one of which must include yearly certified active shooter training. Only district employees who fulfill all requirements listed and receive superintendent and board approval would be eligible as an active and armed part of the Student Safety and Protection Plan.

District Rationale: The safety and protection of our students and school staff is one of the top priorities in each district. School boards are always asking what more they can do to prevent or stop a tragedy from occurring in their schools. One proposal is to allow local school districts the option to have voluntary armed staff in their buildings.

The most misunderstood part of this topic is that this resolution is about LOCAL CONTROL, one of IASB’s top priorities. This resolution if adopted would not compel or require any school district or school board to develop or implement an armed staff plan. Our state is not homogenous

north to south, east to west. Our communities and districts differ greatly. Some communities are perfectly comfortable with having their teachers and school staff trained and armed so they can protect the people in their buildings. Other communities are adamantly opposed to the idea. That is OK! The districts in our state should be allowed to determine what is best for them, rather than those in Springfield who do not know or understand communities outside their own.

As for Mercer County, it sits along the Mississippi River, just south of the Quad Cities. The District is 378 square miles in area. We have five buildings in three towns, one which doesn't have a police force of its own, and a second which has one full-time officer. The third town has its own police department, as well as the sheriff's department, since it's the county seat. One huge issue we face is the response time. The junior high is seven to eight minutes away from ANY police presence and an elementary is 20 minutes away from the sheriff's department.

Prior to 2017, Mercer County only had one SRO at the high school for four hours per day. We have been trying to hire SRO's for our five buildings for five years now. At first we wondered where we would find the money to hire five officers. But we knew that in a few years' time the TIF would expire and we would have increased revenues locally. In the meantime, we had private citizens approach us, offering to cover those costs until the TIF came off. Since the offer, we have been working with both the county sheriff and the city police, attempting to hire five SRO's.

Even with the money available, getting staff to fill the positions has been a nearly impossible task. We appreciate the resolution proposed by Wheeling SD in 2019 to provide funding to districts without the means to pay SRO salaries, but that won't solve our situation. The city police chief has been authorized by his city council to hire more officers for years now, but is having little luck. He was able to secure an SRO for our high school in the 2020-2021 year, but he left the position after only a few months. As for the sheriff's department, they are in the same boat finding staff, but are also handcuffed by a county board struggling with a horrific financial situation. When we approached the county board about adding SRO's from their department, with the district willing to pay for the nine months they would work for us, we were turned down. We came back with an offer to pay for all 12 months, despite the officer working three months for the county. That they did accept. Now we have one full time SRO in one building out of the five. They have not been willing to approve any more officers through the sheriff's department, even with us funding the position 100%.

Setting aside our inability to get SRO's to staff our buildings, our board still believes individual districts should be allowed to decide how best to operate. Local board members live in their communities and know them better than anyone else can. Each of our districts is unique, but one thing we all agree on – we are adamant about our students' safety. We have differing ideas about how to accomplish that, but it IS everyone's goal. I know this resolution puts forth an idea that some districts would not approve for themselves. But there

ARE districts in this state who WOULD be comfortable with this solution. Why does one size have to fit all on this issue? What we are asking for is a CHOICE. It may not be your district's choice, and that's OK. Local control is a great principle for IASB.

Resolutions Committee Rationale: The Resolutions Committee discussed that the proposed resolution had been presented several times before it being rejected by the Delegate Assembly every time. The submitting district is a rural district with a long response time for emergency personnel to arrive at the school. While the district has money available to hire a Student Resource Officer (SRO), it struggles to hire or keep one at the school. The resolution would allow a protection plan that allows a voluntary school district the ability to carry a concealed firearm on school grounds, provided that employee has completed all the proper training and certifications necessary and required by the school district. After lengthy discussion, a motion was made to "Do Not Adopt." That motion failed. After additional discussion including the need to address the SRO situation, a motion was made and that motion carried.

The Resolutions Committee RECOMMENDS DO ADOPT.

BOARD OPERATION AND DUTIES

3. School Board Member Compensation

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall support legislation that provides for fair and reasonable compensation for school board members. This compensation shall help relieve the financial burden incurred by board of education members so that they can attend school board meetings, board committee meetings held in compliance with the Illinois Open Meetings Act, and for events regarding school district staff and other official school board business not already compensated.

District Rationale: The board of education has a vested interest in ensuring that every eligible community member who wishes to serve their public school students as a board member is not excluded from serving due to financial reasons. Serving on a board of education requires board members to miss work, facilitate childcare and other family care, and travel. These needs can be very costly, which creates inequitable barriers to democratic service. Board members can spend many hours a week attending regular and special board meetings, Board and Superintendent Committee meetings, and events regarding school district staff (from 4.02 Board Member – Travel Reimbursement). These duties are essential to being an effective board member. Local board of education members in Illinois do not receive a stipend or any other form of compensation, unlike many other elected officials. This can make serving on a board of education impossible for community members who are otherwise eligible to serve as an elected or appointed school board member, but who cannot afford the personal costs associated with service. This especially impacts parents and guardians

of school children because they have to pay for childcare, which disproportionately impacts potential policymakers who know their community's students best, and people who are of lower economic status who cannot afford to miss work to attend school board meetings and related events. The purpose of this resolution is to remove barriers to serving on school boards so that the representation of school board members across the state more accurately reflects the demographic makeup of each school district's student population.

Resolutions Committee Rationale: The Resolutions Committee discussed several recurring themes regarding their opposition to providing school board member compensation. Similar resolutions have been heard and defeated in 2006, 2011, and 2019.

Currently, the School Code (105 ILCS 5/10-10) requires that school board members serve "without compensation." The code goes on to state "except as herein provided," but it does not provide any specific situations that will permit compensation.

The committee recognized that without compensation for the costs associated with having to attend meetings, such as childcare and lost wages if meetings fall during a person's work schedule, citizens may be excluded from board member service because of these financial hardships. However, numerous issues were raised supporting a "Do Not Adopt" motion. Committee members ultimately expressed that the money would be better spent on students. Other concerns raised by the Committee were about the message that would be sent to the public if school board members began asking for compensation: Are you just doing it for the money? Do you not have a passion for the students? Couldn't the money spent on paying board members be better spent on educating children? Would the credibility of volunteer school board members be placed in jeopardy? Other questions were raised about the source of the funds to pay school board members (State money or local money?).

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

4. Board Member Childcare Reimbursement

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate for legislation that allows for board members to be reimbursed for childcare costs as a result of participation in board meetings. Removing barriers to increase access and participation of potential board members is core to the mission of the IASB.

District Rationale: To build on the current American Rescue Plan where quality, affordable childcare is addressed, we proposed allowing reimbursement for childcare and associated costs for board members attending official board meetings and related activities (i.e. annual Illinois school board conference). Such reimbursement could expand opportunities for parents and guardians of currently-enrolled K-12 students, especially those parents and guardians of lower socioeconomic status,

to serve as school board members. We recognize that it may be easier to account for childcare for some board members and not others, often those whose voices are missing from decisions, policies, and actions.

Ensuring that our children are safely and properly taken care of while we are advocating for the children of our community is essential. Needing childcare to attend board meetings can be a hindrance as potential candidates who are deciding to run for school board and other elected offices. This proposed reimbursement is specifically for parents and guardians who may face economic barriers to elected service because of personal financial costs incurred from childcare, meals, and taking leave from work to attend Board meetings and events.

Resolutions Committee Rationale: The Resolutions Committee recognized that with the advent of many new child-rearing aged lawmakers and publicly elected officials, a national effort has arisen to provide childcare costs for those elected/campaigning persons to receive reimbursement. Additionally, they discussed the impact of a school board member's inability to attend meetings and carry out the requirements of school boardsmanship when they are unable to afford childcare or have to take time off from work. This reality may disenfranchise many who may be willing and eligible to serve, but are unable to overcome the financial burden to consider public service.

Recently, in Illinois, recognition of this hardship by lawmakers resulted in legislation allowing campaign funds to be used for childcare and dependent family member care reimbursement to become law, June 17, 2021. Public Act 102-0015 provides that the expenditure prohibition does not apply to expenditures by a political committee for expenses related to providing childcare for a minor child or care for a dependent family member if the care is reasonably necessary for the public official or candidate to fulfill political or governmental duties.

The Resolutions Committee RECOMMENDS DO ADOPT.

5. Remote-Virtual School Board Open Meetings

Submitted by: School District U-46

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the Illinois General Assembly to pass legislation to allow school boards, and committees of school boards, subject to the Illinois Open Meetings Act (105 ILCS 120/7) to allow open or closed meetings to be conducted via audio or video conference, without the physical presence of a quorum of the members, so long as provisions are included: addressing verification of members present with full access and participation in the meeting; providing that public members attending in person at the location can observe all votes and discussion of the body; providing certain personnel are present at the posted meeting location; addressing the process for how votes are conducted to guarantee identification and proper recording; providing appropriate notice to news media and public regarding time, location, and methods of participation; providing appropriate verbatim record and recording of meetings are maintained and provided to the public; to remove restricting remote

participation to only times of personal illness, disability, employment purposes, or family emergency.

District Rationale: The COVID-19 pandemic has demonstrated that Illinois school boards can effectively conduct the public's business while increasing transparency and access to its citizens. With appropriate guardrails, including public notifications of how the public can participate, the proposed resolution is intended to allow board members to conduct meetings via audio or video conferencing even during periods when there is not a public health emergency. Public meetings conducted via audio or video conferencing allow for more opportunity and access for public participation, particularly for boards of education and advisory committees of the board who meet multiple times per month.

Resolutions Committee Rationale: Many school districts across Illinois have had positive results with their community and in board of education work, holding audio/video conference school board meetings. As is referenced in the submitted resolution, certain provisions guaranteeing proper adherence to requirements under the Open Meetings Act are critical to maintaining transparency and viability of remote, video conference board meetings.

The Resolutions Committee agreed that this can be a win-win for the board of education and community but wanted to make sure that certain requirements remain, to guarantee access is provided for ALL citizens seeking participation in board meetings.

The Resolutions Committee RECOMMENDS DO ADOPT.

DISTRICT ORGANIZATION AND ELECTIONS

6. Reorganize Board – From 28 to 40 days

Submitted by: United Township HSD 30

BE IT RESOLVED THAT the Illinois Association of School Boards shall support legislation to change the legal requirement of reorganizing a newly elected board of education to “from within 28 days” to “from within 40 days” of the election.

District Rationale: The Election Code states that the election authority must canvass the vote within 21 days after the election. The School Code requires boards to, within 28 days after the consolidation election, hold an organizational meeting to elect electing officers and fix a time and place for the regular meetings.

Oftentimes, boards of education have to call a special reorganization meeting because regularly scheduled meetings are outside the legal day limit (currently 28 days).

Many school districts struggle to recruit and retain board members. Supporting legislation to reduce the needs for special meetings reduces the burden on elected volunteers.

Resolutions Committee Rationale: The submitting district testified to the merits of providing 12 additional days,

outside the 28 days provided by the Election Code, allowing school districts to schedule a post-school board election organizational meeting on a regular, annually scheduled meeting date. Oftentimes, the election dates don't coincide with the school board's annually adopted meetings calendar.

The Open Meetings Act, 5 ILCS 120/2.02 requires that local elected bodies including school districts give notice of their regularly scheduled meetings for the upcoming year, either at the beginning of the July 1 fiscal year or January 1 calendar year. While now and then, the election calendar may change with legislative action, the Consolidated Primary Election date is set by statute in the Election Code 10 ILCS 5/2A-1.1 and 1.1a, as “the first Tuesday in April.” This allows time for school districts to adjust their school board meeting calendars for the organizational meeting, if they did not provide for that special meeting when the yearly calendar was adopted in July or January.

The submitting district's rationale provides the election process timeline that was set in the Election Code 10 ILCS 5/17-22 and School Code 105 ILCS 5/10-5, when Illinois adopted new voting procedures to allow for alternative voting opportunities for Illinoisans. Prior to the adoption of the new election results provisions, school boards were required to be organized “within seven days” of the canvass which was carried out immediately, prior to the 2004 election code changes extending the timeline to 21 days.

Since the adoption of the 2004 changes, IASB has heard from school board members about the 28-day period in every Consolidated Election cycle since the change. Board members and administrators articulate a myriad of challenges and opportunities with 28 days between election day and seating board members, such as “lame duck” voting on important initiatives before the new board members are seated and conversely the ability to provide training for newly elected board members before taking office.

The Resolutions Committee RECOMMENDS DO ADOPT.

EDUCATIONAL PROGRAMS

7. Indigenous People Curriculum Inclusion

Submitted by: Berwyn South SD 100

BE IT RESOLVED THAT the Illinois Association of School Boards shall support legislation to include the study of Native Americans/Indigenous People for Social Studies content and U.S. History.

District Rationale: Learning about Native American History, culture, and current events can help us take a more comprehensive view of American history, connect us to one another, inspire empathy, and see the whole picture rather than viewing our society through a limited point of view.

Resolutions Committee Rationale: The submitting district discussed the omission of Native Americans and Indigenous people in Illinois curriculum requirements even though most other ethnic groups are included. A suggestion was made to adopt the suggested amendment presented by IASB staff and

the submitting district agreed. The Resolutions Committee discussed the issues with mandated curriculum from the state, but ultimately agreed that this was an area missing from the current U.S. History requirements.

The Resolutions Committee RECOMMENDS DO ADOPT.

8. Science of Reading Curriculum

Submitted by: Waukegan CUSD 60

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the adoption of legislation that all Elementary Schools in Illinois will use the “Science of Reading” in their K-5 grade levels curriculum, including in-depth Phonemic Education, to teach every student proficient reading skills that include reading comprehension, fluency, and vocabulary acquisition; and that IASB urge policymakers and legislators to allocate funding for Teacher Professional Development for a minimum of two years to support teachers in learning how to teach the Science of Reading through Phonics.

District Rationale: Reading is a complex act of constructing meaning. Research has shown that successful readers bring to this act a rich background of personal experiences, a repertoire of strategies and skills, and a knowledge of how language and text work. Although beginning readers have less experience with written text, the same basic processes underlie their reading.

Despite the importance of personal experiences, research has also shown that phonics has had a positive impact on student reading; therefore, the science of reading, specifically the inclusion of phonics, cannot be ignored or regarded as insignificant but rather an intricate part of reading instruction.

The absence of such decision has seriously constrained teachers and children’s access to a full range of literacy resources. Phonics, despite being one of many important strategies used by all readers, should be elevated to a higher level of importance in light of low reading scores across the state as indicated on state/district report cards.

Resolutions Committee Rationale: The Resolutions Committee weighed the content of the proposed resolution with the information received on a similar proposed resolution previously in the meeting. It was noted that the proposed resolution being presented was more restrictive than the previous resolution as it required changes to local curriculum in contrast to changes in teacher preparation. The committee agreed with the district presenting the resolution that phonics is certainly important, but the lack of flexibility in the resolution language gave a majority of the committee concerns.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

9. Health & Sex Education Curriculum

Submitted by: Mercer County SD 404

BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate for local school district control of content and curriculum for health and sex education courses offered in their districts.

District Rationale: This resolution is offered in response to SB 0818 that has been passed by both the Illinois House of Representatives and the Illinois Senate.

We firmly believe in a local district’s right to determine the curriculum that best suits their community and the students they serve. The local school board is the elected representatives of the local community and understand the thoughts and wishes of the parents who live there. Although SB 0818 currently states a school district “may” (rather than “shall”) use the new curriculum, we have concerns that the state legislature can change this to “shall” at any time without local district input, as we have seen in the past with previous bills.

Our school district has adopted a health/sex education curriculum that is utilized successfully, is medically accurate, and is reviewed and accepted by our community’s parents. We have no desire to change from our current curriculum.

Resolutions Committee Rationale: The Resolutions Committee agreed with the submitting district regarding local school district decisions regarding the content of the curriculum being delivered to students, not only for health and sex education but across all curriculum areas. Additionally, committee members shared that their districts, with community buy-in, have chosen health and sex education courses that meet the intent of recently passed legislation calling for an age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma-informed comprehensive curriculum. They shared that flexibility should be afforded districts for curriculum content and that requiring the curriculum to be tied to a nationally determined standard is too far removed from local decision making.

The Resolutions Committee RECOMMENDS DO ADOPT.

FINANCING PUBLIC EDUCATION – OTHER

10. Cannabis Sales

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall introduce and support legislation that would allocate 20% of state tax revenues from cannabis sales to public education programs that support youth development, violence prevention, and health education. These funds shall be divided equitably across the state based on the Disproportionately Impacted Area (DIA) maps that determine the R3 funding (<https://r3.Illinois.gov/eligibility>).

District Rationale: The board of education has a vested interest in ensuring that our district's programming needs are fully funded. On January 1, 2020, adult-use recreational cannabis sales were legalized in the state of Illinois, and a portion of the revenue has been committed to funding racial justice and antiracism education efforts across the state. Cannabis sales have generated more than \$175 million in tax revenue. The board of education is proposing that the Illinois Association of School Boards shall introduce and support legislation that would allocate no less than 20% of cannabis sales tax revenue be distributed equitably to school districts, especially those situated in communities heavily impacted by drug use and addiction, to fund public education programs that support youth development, violence prevention, and health education.

Resolutions Committee Rationale: In discussing the possibility of using cannabis sales tax money to fund schools the Resolutions Committee emphasized the importance of the potential new money to be supplemental and not supplanting of current funding. While there was some hesitation among the committee on whether or not supporting this type of resolution would send the wrong message to students, the submitting district acknowledged those concerns, but also reiterated that the school could provide more student services with additional money. The current structure for distribution of cannabis sales tax revenue was discussed and it was recognized that schools are currently receiving some cannabis proceeds through the General Revenue Fund. Ultimately, the committee threw their support behind the resolution.

The Resolutions Committee RECOMMENDS DO ADOPT.

11. Clean Energy Infrastructure Federal Funding

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the Congress of the United States to provide federal funding to school districts for clean energy infrastructure, including, but not limited to, solar panels, geothermal heating and cooling, and wind turbines.

District Rationale: School campuses are often excellent candidates for clean energy infrastructure. Flat, unobstructed roofs are good sites for solar panels, geothermal wells can be dug underneath playgrounds or fields, and large campuses can be good sites for wind turbines. When districts generate some of their own renewable energy, they can keep the community's air cleaner and save significant amounts of money on utility bills. But installation costs are significant, and it's hard for districts to justify spending money on capital costs that don't directly impact student achievement. Federal funding for such improvements would solve that problem and help districts reduce their operating costs, leaving more funds for direct programming.

Resolutions Committee Rationale: Resolutions Committee members commented on clean energy projects their schools are already undertaking. One committee member mentioned a solar project that their district just completed and also expressed concerns of the diversion of federal funding

when the current system was working. The committee acknowledged the potential value in clean energy projects, but ultimately did not find the need to support the proposed resolution.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

12. Electric School Buses/Charging Stations Federal Funding

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the Congress of the United States to provide federal funding to school districts for clean electric school buses and charging stations.

District Rationale: Around 95% of school buses nationwide run on diesel. But according to the US Environmental Protection Agency, diesel fumes are linked to higher rates of asthma and cancer. Newer research indicates that air pollution from both diesel and gas powered vehicles is linked to lower test scores and higher rates of behavioral disorders. Electric buses charged with clean electricity can significantly reduce such air pollution and help our students and communities become healthier.

Federal funding for these improvements would:

- Enhance student achievement
- Enhance student and community health
- Reduce transportation costs for districts and for the state
- Potentially reduce issues with student discipline

Resolutions Committee Rationale: The Resolutions Committee questioned the submitting district about why the resolution was limited to only electric buses and not other types of cleaner burning fuel such as compressed natural gas. Much discussion was had around the question of whether or not electric buses were practical for all areas of the State of Illinois, especially rural areas. With recognition that electric bus technology has advanced recently, concerns over practicality for all districts lead to a decision by the committee to not recommend the resolution.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

13. Landscaping Federal Funding

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the Congress of the United States to provide federal funding to the school districts for landscaping and infrastructure improvements to mitigate the effects of environmental problems. These may include, but not limited to, rain gardens, pollinator gardens, stormwater detention areas, trees and perennial plants whose root structure can help soil erosion, and sidewalks, bike paths, and covered bike parking to encourage students and staff to use active transportation to get to school.

District Rationale: The Resolutions Committee connected with personal stories about flooding issues the submitting district had how the type of changes proposed in the resolution could have prevented some of those issues. The committee suggested an amendment and the accepted amended language now reads: “BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the Congress of the United States to provide federal funding to the school districts for landscaping and infrastructure improvements to mitigate the effects of environmental problems. These may include, but not limited to, rain gardens, pollinator gardens, stormwater detention areas, trees and perennial plants whose root structure can help soil erosion, and sidewalks, bike paths, and covered bike parking to encourage students and staff to use active transportation to get to school.” There were some concerns over the specificity of the proposed resolution, but it was ultimately decided that the details provided good guidelines.

Resolutions Committee Rationale:

The Resolutions Committee RECOMMENDS DO ADOPT.

LEGISLATIVE ACTIVITIES

14. Expand Broadband Internet Access

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall actively present, support and advocate for legislation that expands broadband internet access for families across the State of Illinois.

District Rationale: As school districts in Illinois moved to remote learning opportunities for their students in the midst of COVID-19, ongoing disparities of internet access were exposed. Even those districts that were able to go to one-to-one computing for students still found that many families were not able to access the district’s internet services consistently. Even worse, many of our families had no internet access at all for their student(s).

We advocate for making the expansion of broadband access a priority for IASB. Both urban and rural communities better understand the need for not just access to the internet but also high speed access as we ensure that ALL of our students have the opportunity to learn when in remote situations. Any opportunity to support legislation in regards to broadband access should include members of IASB.

Resolutions Committee Rationale: Many members of the Resolutions Committee had expressed issues with connectivity for students during the remote learning portion of the COVID-19 pandemic. While the current funding structure was discussed, it was found to be deficient based on the number of anecdotal stories shared about the lack of internet access statewide. The language was amended now reads: “BE IT RESOLVED THAT the Illinois Association of School Boards shall actively present, support, and advocate for legislation that expands broadband internet access for families across the State of Illinois.”

The Resolutions Committee RECOMMENDS DO ADOPT.

15. Child Safe Gun Storage

Submitted by: Glen Ellyn SD 41

BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate for legislation which strengthens child safe gun storage laws in the state of Illinois, requiring gun owners to store firearms, whether they are loaded or unloaded, in a securely locked container, if a person under the age of 18 is likely to gain access to the weapon without permission.

District Rationale: Illinois currently prohibits any person from storing or leaving his or her firearm unlocked and accessible to a minor under the age of 14 if that person knows or has reason to believe that the minor under the age of 14 who does not have a Firearm Owner’s Identification (FOID) card is likely to gain access to the firearm and the minor causes death or great bodily harm with the firearm. Research indicates that strong child access prevention laws decrease unintentional shootings, suicides, and school shootings. Between 70% and 90% of guns used in school shootings perpetrated by shooters under the age of 18 were acquired from the home or the homes of relatives or friends. Furthermore, more than half of gun owners store at least one gun unsafely, without any locks or other safe storage measures. In fact, nearly a quarter of all gun owners report storing all of their guns in an unlocked location in the home. While some data suggests that gun owners with children in the home are slightly more likely than other gun owners to store firearms safely, roughly 4.6 million minors live in homes with loaded, unlocked firearms.

Fifty eight percent of school shooters were current or former students, staff, faculty, or school resource officers. Because these perpetrators are part of the school, they are also familiar with active shooter protocols within the district and can plan accordingly. Illinois’s current safe storage laws only apply to children up to age 15. A study by Education Week, whose findings were reported in their magazine in April 2019, “Finally, schools can make it harder for students to act upon violent intent. Sensible security upgrades are part of this, but more important may be tackling the availability of guns. Our data show that 80 percent of school shooters get their guns from family members, most often parents and grandparents, since they are too young to purchase guns themselves.”

Knowing how school shooters gain access to their guns and the likelihood that they are familiar with the school and have easy access to guns compels us to advocate for raising the safe storage age limit to 18 to capture the school-aged population in our public K-12 schools.

Resolutions Committee Rationale: The Resolutions Committee recognized the utmost importance of protecting students and school staff. The concerns over the specifics of the proposed resolution were the same as they were when the language was presented in a previous year. The Resolutions Committee ultimately felt that the resolution went too far and that it was not the place of the local school board or IASB to determine the actions people take in their own homes.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

LOCAL – STATE – FEDERAL RELATIONS

16. School Code Review

Submitted by: Champaign CUSD 4

BE IT RESOLVED THAT the Illinois Association of School Boards shall lobby the Illinois State Board of Education to complete an in-depth review of the School Code and make recommendations for systemic education change to the General Assembly. This task force shall be representative of student demographics and needs, specifically including race, socioeconomic status, special education, and English Language Learners. The goal shall be to provide recommendations to change sections of the Illinois School Code that disproportionately harm students of protected classes while unfairly benefiting advantaged students.

District Rationale: Whereas the Illinois School Code is continuously created and updated by legislation, school districts and school boards find code implementation at a school campus-level harms students and outcomes; and

Whereas legislation is often passed without input from large urban districts serving diverse populations, especially around issues such as student discipline, mandatory drills, awarding district contracts to women- and minority-owned businesses, statewide assessments, unfunded mandates, and special education policies.

Resolutions Committee Rationale: The Resolutions Committee was concerned that the submitting district's proposed resolution was not focused enough to be achievable. While the committee voiced concern over the fact that the School Code continues to grow year after year, they believed the task of school code review was too broad. Without more clear direction and a more narrow focus the committee was not in favor of the resolution.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

AMENDED EXISTING POSITIONS

FINANCING PUBLIC EDUCATION – STATE

17. Position Statement 2.20 – Constitutional Amendment on School Funding

Submitted by: Champaign CUSD 4

The Illinois Association of School Boards shall support passage of an amendment to the Illinois Constitution that would make education a fundamental right, would make it a paramount duty for the state to provide a thorough and efficient system of public education, that equitably serves students and provides an equitable education to all students within the state of Illinois without regard to their race, social and economic status, gender, gender expression, sexual orientation, nationality, immigration status disability, or zip code; and, that would provide that the state has the preponderant financial responsibility for financing the system of public education. (Adopted 2006; Reaffirmed 2007, 2014)

District Rationale: The board of education has a vested interest in ensuring that every student in our community and in every community in Illinois has access to a free, high quality education that offers them opportunities to reach their academic goals and reach their economic, social,

and political potential. The Illinois state constitution does not currently include education as a fundamental right, which means that the prioritization of funding for public education is dependent on the annual goals of the General Assembly and the governor. The board of education seeks to make public education a top priority for state lawmakers, and an important step in that process is amending our state constitution to affirm that public education is a fundamental right for every child in Illinois.

Resolutions Committee Rationale: The Resolutions Committee noted that the resolution adds verbiage around equitable education *regardless of race, social and economic status, gender, gender expression, sexual orientation, nationality, immigration status, disability, or zip code*. Also included is language recognizing education as a *human right*, as well as fully funding education as a cost-effective investment. While not fully recognizing education as a fundamental right, the Illinois Constitution does currently include language that the state has “the primary responsibility for financing the system of public education” and the committee was in favor of the changes.

The Resolutions Committee RECOMMENDS DO ADOPT.

REAFFIRMATION OF EXISTING POSITIONS

18. Position Statement 1.16 – Charter School - Renewal of Charters

Submitted by: Woodland CCSD 50

The Illinois Association of School Boards shall urge adoption of legislation that allows for participation of the host school district in the charter school renewal process for State Authorized Charter Schools. (Adopted 2019; Reaffirmed 2020)

District Rationale: Once the charter school is authorized by the state over the objection of the local school board, the school board loses all opportunity to participate in the 5-year renewal proceedings. The local school board lacks any opportunity for meaningful input, participation, or challenge related to the renewal process, despite funding 100% of the charter school (millions of dollars annually). It is akin to taxation without representation. Local control must be honored.

Resolutions Committee Rationale: The Resolutions Committee put all the reaffirmations on a consent agenda and did not discuss the resolutions individually.

The Resolutions Committee RECOMMENDS DO ADOPT.

19. Position Statement 1.17 – Charter Schools-At-Risk Students

Submitted by: Woodland CCSD 50

The Illinois Association of School Boards shall urge the adoption of legislation that defines the special expectations of State Authorized Charter Schools to educate at-risk students, including the requirement that the State Authorized Charter School's program and operations be specifically designed to attract and service at-risk students, and that the State Authorized Charter School be required to report to the public its progress in achieving these expectations. (Adopted 2019; Reaffirmed 2020)

District Rationale: The State Charter School Commission and the Illinois State Board of Education have failed to hold charter schools accountable for balanced enrollment of at-risk students at State Authorized Charter Schools. The Commission and ISBE have taken the position that while the School Code requires charter schools to place a "special emphasis" on educating at-risk students, such language is aspirational and not a requirement. Without a legislative cure, State Authorized Charter Schools are allowed to perpetuate discriminatory practices to deter at-risk student enrollment (students who need and deserve a premium of resources), while receiving 100% of the local tuition rate.

Resolutions Committee Rationale: The Resolutions Committee put all the reaffirmations on a consent agenda and did not discuss the resolutions individually.

The Resolutions Committee RECOMMENDS DO ADOPT.

20. Position Statement 2.25 – State Authorized Charter School Funding

Submitted by: Woodland CCSD 50

The Illinois Association of School Boards shall urge adoption of legislation which would create a new methodology for the funding of State Authorized Charter Schools which would not have a negative financial impact on the host district, particularly in the spirit of evidence-based funding. With respect to state authorized virtual charter schools, further limit the withholding of state funds from host school districts in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to "brick and mortar" schools. For all state-authorized charter schools, require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the host school district upon withdrawal of students from the charter school. (Adopted 2012; Amended 2013, 2014, 2019; Reaffirmed 2016, 2017, 2018, 2020)

District Rationale: The loss of students from the home school district to the charter school does not equate to a proportionate reduction in host district expenses. Charter schools are the opposite of the consolidation theory. Educating the same number of students with additional facilities, additional administration, and additional staff – all without additional funding from the state – is unsound.

The diversion of 100% of a school district's "per capita tuition charge" means that school boards and local taxpayers pay for 100% of charter school tuition, despite opposing the creation of the charter school. Local control must be honored and restored.

The state assumes no financial responsibility for the charter school, despite opening the school over the objection of the local school board. The state oversees operations of the school; thus, it should bear responsibility for funding the school.

The current funding model erodes the values and the intent of evidence-based funding ("EBF") for school districts and ensures that State Authorized Charter Schools receive all of the benefits of EBF, even if the student body at the charter school is vastly different. Effectively, charter schools can receiving funding windfall by receiving 100% of the local tuition rate, while not being required to provide the same/ similar services and operations to the same student population.

Resolutions Committee Rationale: The Resolutions Committee put all the reaffirmations on a consent agenda and did not discuss the resolutions individually.

The Resolutions Committee RECOMMENDS DO ADOPT.

21. Position Statement 2.04 – Funding Special Education Programs

Submitted by: Champaign CUSD 4

The Illinois Association of School Boards shall urge the Congress of the United States to adequately fund Public Law 94-142 (Individuals with Disabilities Education Act) commensurate with the mandates required by the Act; and:

- Shall strongly encourage the State of Illinois to totally fund with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs;
- Shall seek changes in current practice to fund local districts for special education professional personnel at 51% of the prior year's average salary for such professionals;
- Shall continue to oppose any requirement that local public school districts pay room and board costs for any handicapped child placed in private facilities;
- Shall encourage the state to create a new line item with funding from new dollars that school districts could request a one-time grant from, if a high-need child enrolls, or is identified, in the district after September 30 of the school year; and
- Shall support modifications to state laws that would equalize the reimbursement provisions so funds would be distributed through a placement neutral process.

(Portions adopted 1977, 1980, 1986; Portions Reaffirmed 1985, 1986, 2002; Amended 1988, 2000, 2001, 2019)

District Rationale: From the U.S. Department of Education website; The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education

to eligible children with disabilities throughout the nation and ensures special education and related services to those children. Under the IDEA, students with disabilities who require specialized instruction must receive the services they need without cost. Therapies and supports can't be limited or eliminated based on available funding. All districts are legally and financially responsible for each student's plan for special education services.

The current IDEA funding level is at 13% according to IDEA Money Watch, which monitors IDEA funding.

Due to the lack of appropriate federal funding, school districts are many times underserving students receiving special education services, therefore creating conflict between schools, students, and parent/ advocates. Parents unable to afford legal counsel or an advocate are left stranded in the education system frustrated and lost.

The global pandemic highlighted the crisis in loss of instructional opportunities for students with disabilities. School districts would be better prepared to serve ALL students with full funding by being proactive and confident in the ability to provide services without the threat of due process. Continued lack of full funding by Congress contributes to systemic racism, ableism and has led to the general education classroom being the most restrictive environment for students with disabilities. School districts and most importantly, students, deserve and require full funding for services.

Resolutions Committee Rationale: The Resolutions Committee put all the reaffirmations on a consent agenda and did not discuss the resolutions individually.

The Resolutions Committee RECOMMENDS DO ADOPT.

NEW BELIEF STATEMENTS

22. Prepare All Students to Succeed

Submitted by: Indian Prairie CUSD 204

BE IT RESOLVED THAT the Illinois Association of School Boards believes that school districts should prepare all students to succeed and cultivate learning. To that end, IASB urges school districts to consider adopting a policy encouraging students to complete assignments, within a reasonable time frame, even after the due date; by developing guidelines on how to grade a student's late assignments.

District Rationale: Educational inequities exist, creating barriers in a student's learning. As educators, the focus should be on whether a student has learned the assignment, rather than the letter grade. A student who receives a "zero" has no incentive to complete the assignment and the "zero" grade has a heavy and negative impact on the average grade for that class. Rather than punishing a student negatively, schools should encourage their students to complete their work. Recognizing the inequity in testing, several colleges are doing away with national tests and this believe statement would align with national efforts.

Resolutions Committee Rationale: The Resolutions Committee heard testimony from the submitting district about how their proposed resolution would encourage students with a "No Zero" policy as well as a minimum grade of 50% to give a better chance of success. While the pandemic showed inequalities between students, it also provided an opportunity to show compassion to those students who need it. Guidelines would be set by local school districts to encourage students to complete work with a second chance or opportunity. After much discussion, a motion was made to change the Belief Statement. The submitting district did not agree with the change and the motion failed. A second language change was suggested and a motion to accept the amendment was made and that motion passed. The new language reads: "The Illinois Association of School Boards believes that school districts should prepare all students to succeed and cultivate learning. To that end, IASB urges school districts to consider adopting a policy encouraging students to complete assignments, within a reasonable time frame, even after the due date, by developing guidelines on how to grade a student's late assignments."

The Resolutions Committee RECOMMENDS DO ADOPT.

AMENDED BELIEF STATEMENT

23. Physical and Mental Health of Students

Submitted by: Glen Ellyn SD 41

BE IT RESOLVED THAT the Illinois Association of School Boards BELIEVES that the overall physical and mental health of our students is of prime importance. Local boards of education and school district officials should have the authority and flexibility to access state and community health services as deemed appropriate. To that end, IASB urges school districts to comply with the required notification provisions regarding vision screening for students, recommends that parents provide for regular and ongoing comprehensive vision, dental, and physical examinations for their children, and encourages school districts to consider adopting a policy requiring optometric vision examinations for all children entering kindergarten.

District Rationale: Students' success in school is predicated on more than just good vision as a definition of health. The pandemic has exposed just how incredibly important it is that we ensure students are physically and mentally healthy and the devastating consequences of when they are not. To that end, IASB can encourage guardians and schools alike to play a part in an expanded view of students' wellness, encompassing vision, dental, physical, and mental health.

Resolutions Committee Rationale: This amendment expands and clarifies the current Belief Statement #8 to include mental, physical, and dental examinations in addition to the already stated vision screening. The committee agreed that the amendment is in alignment with Illinois State Law and an improvement to the Belief Statement.

The Resolutions Committee RECOMMENDS DO ADOPT.

CURRENT POSITIONS

EDUCATIONAL PROGRAMS

1.01 Educational Programs

The Illinois Association of School Boards shall urge its member districts to develop educational programs so as to maximize educational opportunities for students by fully utilizing teacher and staff potential, community resources, and physical facilities. The goal of each district shall be to serve the interest, talents, and needs of each child through an outstanding well-balanced program. The Association shall also encourage its members to increase their awareness of the Mental Health Code (405 ILCS 49/15) which supports developments and implementation of a plan to incorporate social and emotional standards as part of the Illinois Learning Standards. School personnel are encouraged to implement trauma-responsive practices to support student success within a trauma-responsive school framework. (Adopted 1959; Amended 1988, 2009, 2019)

1.02 Curricular Material Determination

The Illinois Association of School Boards shall support the right and responsibility of each local school board to determine its curricular content including opposing any mandated curriculum. (Adopted 1981; Amended 1983, 1988, 2001, 2013, 2020)

1.03 Physical Education

The Illinois Association of School Boards shall support modifications to existing state mandates which shall allow boards of education to establish time requirements and appropriate exemptions for physical education at the K-12 level. (Portions Adopted 1982, 1986; Reaffirmed 1984, 1987; Amended 1988, 1995, 2013)

1.04 P. E. Exemption For Show Choir

The Illinois Association of School Boards shall attempt to have legislation passed that would amend 105 ILCS 5/27-6 of the School Code of Illinois to grant an additional exemption for students, grades 9-12, enrolled in an ongoing Show Choir program for credit. (Adopted 2012)

1.05 Student Retention And High School Completion

The Illinois Association of School Boards shall urge Congress and the Illinois General Assembly to commit the appropriate resources and develop programs that would reduce the dropout rate throughout the state of Illinois with specific emphasis on early intervention in the elementary level and continuous intervention at the secondary school level to facilitate graduation. (Adopted 1986; Amended 2003)

1.06 Preschool Programs

The Illinois Association of School Boards shall support full funding of early childhood programs operated by public schools as a priority with legislation providing new monies for both staffing and infrastructure costs associated with early childhood programs for preschool children, at-risk infants and toddlers, and grants for parental training. (Adopted 1986; Amended 2001, 2006, 2007, 2016)

1.07 Discipline For Special Education Students

The Illinois Association of School Boards shall develop and implement a legislative agenda at the Federal and State levels which urges the adoption of legislation easing the legal restrictions imposed on local school boards for disciplining students enrolled in special education programs, including the suspension and expulsion of such students, and providing for a less restrictive access to records of transferees due to expulsion. (Adopted 1994; Amended 1995)

1.08 Standardized Test Procedures

The Illinois Association of School Boards shall urge the Illinois State Board of Education to contract with a national testing company to develop a state assessment test that will test the Illinois Learning Standards on a yearly basis in compliance with, and only testing those areas required by, the federal Every Student Succeeds Act. Further IASB shall support legislation to:

- Require that the test be given no later than October of each year with results received by local school districts no later than December of that same year;
- Provide that assessments include both an annual overall performance measure as well as a system of formative classroom-level assessments that are linked to desired standards;
- Require that the test will remain the same for 10 years with only changes in the test items to maintain security;
- Require that the cut scores be set before the test results are tabulated, leaving the score ranges the same from year to year and from grade to grade; and
- Expedite and fully fund test development and implementation of an appropriate assessment instrument for English language learners.

(Adopted 2002; Amended 2003, 2008, 2016; Reaffirmed 2011, 2019)

1.09 Student Assessment

The Illinois Association of School Boards shall support legislation that will modify required State student assessments so testing does not go beyond what is required by federal law, and that prohibits the Illinois State Board of Education from pursuing activities designed to expand student assessment without legislative approval. Further, the Association shall support efforts to modify the Illinois and federal student assessment processes so that they will reduce costs to schools, the state, and therefore taxpayers;

- Enhance student achievement;
- Increase student instructional time;
- Facilitate test score comparability within and across state lines;
- Fairly test students who are English language learners so that their academic progress can be accurately assessed regardless of their fluency;
- Return test results in a manner that will allow school districts to maximize student learning;
- Comply with the federal accountability mandate tied to testing;
- Maintain a needed emphasis on the Illinois Learning Standards; and
- Develop a reporting process that reflects a school's progress beyond simply student assessment scores.

(Adopted 2002; Amended 2008; Reaffirmed 2011, 2019)

1.10 Every Student Succeeds Act — Military Recruitment

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to urge Congress and the General Assembly of Illinois to, regarding the Every Student Succeeds Act, replace the opt-out burden on parents with an opt-in provision with regard to the requirement of secondary schools to disclose student information to military recruiters. (Adopted 2005; Amended 2016)

1.11 School Attendance Days

The Illinois Association of School Boards shall support a policy variance by the Illinois State Board of Education to allow Unit School Districts the option to stagger the start and end date of schools within their district based on developmental and educational appropriateness, without penalty to state aid appropriations, provided that all students in the district meet required student attendance requirements. (Adopted 2004)

1.12 Funding For Differentiated Instruction

The Illinois Association of School Boards shall seek administrative and legislative actions calling for the provision of separate and sufficient new monies to support programs of differentiated instruction for those students identified as having exceptional talents and abilities, permitting these students to reach their potential. Such student talents and abilities may be in areas that expand beyond the core curricula. To ensure efficiency and productivity in the implementation of these programs, school districts should be provided sufficient flexibility in the acquisition and expenditure of such State funds. (Adopted 2007)

1.13 Bilingual Education Options

The Illinois Association of School Boards shall request the Illinois State Legislature to pass legislation to amend the current Illinois School Code to make Transitional Bilingual Education optional and not mandatory. (Adopted 2008)

1.14 Student Academic Placement

The Illinois Association of School Boards shall support local school district and parent collaboration, evaluation and decision-making regarding the grade-level placement of students based upon their academic, social, and emotional maturity and readiness to advance. When parental advancement requests deviate from normal school advancement, school districts maintain the authority to evaluate and place students. (Adopted 2010; Reaffirmed 2011)

1.15 Virtual Charter Schools

The Illinois Association of School Boards shall encourage the Illinois State Board of Education to develop regulations that ensure State-authorized virtual charter schools meet the full needs of Illinois students and follow the intent of current State laws prohibiting the use of public funds for profit-driven educational firms. (Adopted 2013; Amended 2020)

1.16 Charter School — Renewal Of Charters

The Illinois Association of School Boards shall urge adoption of legislation that allows for participation of the host school district in the charter school renewal process for State Authorized Charter Schools. (Adopted 2019; Reaffirmed 2020)

1.17 Charter Schools — At-Risk Students

The Illinois Association of School Boards shall urge the adoption of legislation that defines the special expectations of State Authorized Charter Schools to educate at-risk students, including the requirement that the State Authorized Charter School's program and operations be specifically designed to attract and service at-risk students, and that the State Authorized Charter School be required to report to the public its progress in achieving these expectations. (Adopted 2019; Reaffirmed 2020)

1.18 Student Discipline Practices

The Illinois Association of School Boards shall oppose legislative and rulemaking initiatives that enact statewide student discipline policies. The IASB encourages school districts to consider policies and procedures that develop sound discipline practices which may:

- Ensure a safe, responsive and effective instructional environment.
- Strive to meet the social, emotional and behavioral needs of all Illinois students.
- Strive to expedite investigations in response to alleged student misconduct and communicate findings and determinations to parents/guardians.

(Adopted 2014)

1.19 Longitudinal Data Systems

The Illinois Association of School Boards shall support legislation allowing local districts to enter into the necessary student data sharing agreements to build, maintain, and utilize local longitudinal data systems in order to improve their student outcomes including college and career success. (Adopted 2014)

FINANCING PUBLIC EDUCATION – STATE

2.01 Priority And Support

The Illinois Association of School Boards shall urge the Governor and General Assembly of Illinois to establish education as the number one priority of state government, to increase funding of education to such levels as would be necessary to implement the constitutional requirement that the state have primary responsibility for financing the system of public education, including full funding of the Evidence-Based Funding formula. (Portions Adopted 1973, 1977, and 1986; Amended 1988, 2020; Reaffirmed 2000, 2004, 2006, 2012, 2014)

2.02 Funding Sources

The Illinois Association of School Boards shall support the enactment of additional sources of state revenue if, after thorough examination of state funding priorities, it is determined that such additional taxes are necessary. (Adopted 1975; Reaffirmed 1987, 2014; Amended 1988)

2.03 Funding Mandated Programs

The Illinois Association of School Boards believes that legislation encroaching upon local and lay control of the public schools should be curtailed, and, therefore:

- Shall oppose programs or services mandated by the Illinois General Assembly, the State Board of Education, or any other State agency, unless there is clear evidence of need for the mandate and the Illinois General Assembly provides non-local revenues to fully fund the additional costs of those programs;
- Shall urge the members of the General Assembly to strictly comply with the State Mandates Act, including specifying and labeling in the descriptions of legislation containing unfunded mandates that such mandates occur, and to refrain from passing any legislation which contains an exemption from the Act, and urge the Governor to veto any such legislation that may reach the Governor's desk;
- Shall urge State agencies and commissions that adopt regulations accompanying legislative mandates to specify required outcomes and criteria for determining compliance, and allow local districts to determine the specific methods and procedures by which required outcomes will be accomplished. Required time lines for accomplishment should reflect consideration of the human and material resources and amount of deliberation and development necessary to accomplish the mandate;
- Shall support legislation that causes all statutory and regulatory educational mandates to sunset if sufficient funding is not provided to implement such mandates and requirements. Local school districts may choose to continue to implement the mandated programs voluntarily until such time that the General Assembly appropriates the funding necessary to cover the costs of the required programs.

(Adopted 1976; Amended 1988, 1989, 2001, 2005, 2013; Reaffirmed 1980, 1991, 1994, 1999, 2002, 2009, 2014)

2.04 Funding Special Education Programs

The Illinois Association of School Boards shall urge the Congress of the United States to adequately fund Public Law 94-142 (Individuals with Disabilities Education Act) commensurate with the mandates required by the Act; and:

- Shall strongly encourage the State of Illinois to totally fund with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs;
- Shall seek changes in current practice to fund local districts for special education professional personnel at 51% of the prior year's average salary for such professionals;

- Shall continue to oppose any requirement that local public school districts pay room and board costs for any handicapped child placed in private facilities;
- Shall encourage the state to create a new line item with funding from new dollars that school districts could request a one-time grant from, if a high-need child enrolls, or is identified, in the district after September 30 of the school year; and
- Shall support modifications to state laws that would equalize the reimbursement provisions so funds would be distributed through a placement neutral process.

(Portions adopted 1977, 1980, 1986; Portions Reaffirmed 1985, 1986, 2002; Amended 1988, 2000, 2001, 2019)

2.05 Corporate Personal Property Replacement Tax

The Illinois Association of School Boards shall oppose any attempt to reduce the Corporate Personal Property Replacement Tax revenues provided by the current Act. (Adopted 1981)

2.06 Impact Aid (Student Housing)

The Illinois Association of School Boards shall support legislation reinstating Impact Aid to school districts where there are students residing in housing provided on state property from which no property taxes are received. The Impact Aid shall be based on the number of students generated from the state property. (Adopted 1986)

2.07 Tax Assessment Schedules

The Illinois Association of School Boards shall seek and support legislation to promote the beneficial realignment of tax assessment dates and school levy deadlines. (Adopted 1988; Reaffirmed 1998)

2.08 Permissive Rate Equalization

The Illinois Association of School Boards shall urge the Illinois General Assembly to equalize taxing authority without referendum of dual and unit districts in all funds so that the unit districts' authority would be equal to the sum of the dual districts' tax rate. (Adopted 1981; Amended 1986; Reaffirmed 1988)

2.09 Residential Placement Costs

The Illinois Association of School Boards shall inform the General Assembly and Governor's Office that children who are wards of the State create a significant impact on local school district budgets when they are placed in temporary shelters and foster homes. Further, the State shall provide 100% of the cost of these placements. The Association:

- Shall work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students;
- Shall initiate and support legislation that will require the Department of Children and Family Services to involve local school districts in any plans for group placements of children in those districts and that funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan; and

- Shall seek and support legislation for the State of Illinois to provide funds to local school districts for purchasing or constructing additional classrooms that are required to provide instruction for students who reside in state facilities located within the district.

(Adopted 1991; Amended 2001)

2.10 State Aid Payments

The Illinois Association of School Boards shall support legislation that requires the State of Illinois to make state aid funding formula payments to school districts, on a monthly basis, during the entitlement year in which they are appropriated. Furthermore, the Illinois Association of School Boards shall support legislation that requires the State of Illinois to pay interest at the current legal rate on any payments which are late. (Adopted 1991; Reaffirmed 2000, 2014; Amended 2011, 2020)

2.11 Capital Funding For School Construction

The Illinois Association of School Boards shall actively work with the Illinois General Assembly and the Illinois State Board of Education to increase capital funding for public school infrastructure improvement and development. The IASB shall advocate that the General Assembly study and consider additional forms of financial revenue for school construction needs, including but not limited to, sales tax revenue. Any new revenue shall supplement current school construction funds, not supplant them. (Adopted 1994; Amended 1998, 2006; Reaffirmed 2007, 2014)

2.12 Summer School Funding

The Illinois Association of School Boards shall support legislation to provide adequate funding to school districts to provide summer school "at risk" academic programs. (Adopted 1996)

2.13 Local Tax Collection And Distribution

The Illinois Association of School Boards shall seek legislation to amend the tax code, or other prescriptive procedures, to minimize the punitive effects of delinquent collection and disbursement to districts of tax moneys raised by local levy. In the event tax monies are not collected or disbursed as required by State law, it shall be the county's obligation to reimburse the taxing district for any loss incurred. (Adopted 1996; Amended 1999)

2.14 Tax Levy Amendments

The Illinois Association of School Boards shall seek legislation to provide that a duly constituted Board of Education may submit an amended tax levy to avail itself of potential additional revenue through a change and increase in district EAV (Equalized Assessed Valuation), provided the original levy was properly filed on time, based upon the best information available at the time of filing, and the change in EAV has occurred since the filing of the original levy. (Adopted 1996)

2.15 Alternative Schools

The Illinois Association of School Boards shall support adequate State funding for regional alternative schooling programs. (Adopted 1997)

2.16 Tort Immunity Fund

The Illinois Association of School Boards shall oppose legislation that seeks to limit a school district's legitimate use of the tort immunity fund. This includes amendments to the Local Government and Governmental Employees Tort Immunity Act that would prohibit the issuance of bonds or the levying of taxes by a school board to fund the costs of complying with equitable remedies or relief, or with an injunction agreed to by the school board or ordered by any court. (Adopted 1998)

2.17 School Funding And Taxation Reform

The Illinois Association of School Boards shall oppose school funding and tax reform proposals unless the State guarantees the payment of property tax relief grants will be made in a timely fashion with no loss of funds to the school district, and that school districts have continued access to local property tax revenues through levies and referenda. (Adopted 2004; Amended 2005, 2020; Reaffirmed 2014)

2.18 School Construction Grant Program

The Illinois Association of School Boards shall continue to support the current School Construction Grant Program and its provisions for grant applications, grant entitlements, grant awards, and local school district authority to select architects, engineers, contractors, and laborers. All school districts with an approved school construction grant entitlement shall be paid the amount of the entitlement in its entirety before a new school construction program can be implemented. School districts shall receive a priority ranking within 90 days of the end of the current year's application cycle. The Illinois State Board of Education shall priority rank, by grant year, all school districts that have been waiting for longer than 90 days for school construction grant funds. (Adopted 2006, Amended 2014, Reaffirmed 2015)

2.19 School Construction Grant Index

The Illinois Association of School Boards shall support legislation that would amend Section 5-5 of 105 ILCS 230 to calculate the grant index in the school construction program for each of those school districts that consolidate or join for a cooperative high school after July 1, 2006 and utilize whichever grant index is highest for the newly consolidated district or cooperative high school rather than a composite index of all districts involved. (Adopted 2006)

2.20 Constitutional Amendment On School Funding

The Illinois Association of School Boards shall support passage of an amendment to the Illinois Constitution that would make education a fundamental right, would make it a par- amount duty for the State to provide a thorough and efficient system of public education, and that would provide that the State has the preponderant financial responsibility for financing the system of public education. (Adopted 2006; Reaffirmed 2007, 2014)

2.21 Non-Resident Student Tuition

The Illinois Association of School Boards shall support legislation to allow legally enrolled students who have

become non-residents of the district to attend the school as a non-resident student, tuition-free, only until the end of the grading period in which the student was determined to be a non-resident. The legislation should allow students who are seniors in high school, and legally enrolled on the first day of school to continue in the district, tuition free, only until the end of that school year. (Adopted 2007; Reaffirmed 2008)

2.22 ISBE Oversight Agreement

The Illinois Association of School Boards shall work to modify state statutes governing Illinois State Board of Education (ISBE) school district oversight panels or finance authorities. Statutory changes should include, but not be limited to, the following:

- Unless called for by the local school district, an oversight panel or finance authority shall not be imposed without a rigorous set of criteria proving the school district will not or cannot serve the needs of its students, staff and community;
- Clear benchmarks and goals shall be included in the establishment of an oversight panel or finance authority and once substantially met, the oversight panel or finance authority shall be dissolved;
- Bonding authority and issuance must remain the responsibility of the elected school board so that the duration of the oversight can be minimal;
- Progress toward benchmarks and goals must be reviewed and shared with the school district under oversight on a regular basis including any reasons or criteria for inability to make progress. Review should also recommend any modifications needed to achieve success;
- Due process and review by the Attorney General must be afforded school districts when appropriate; and
- ISBE authority to establish oversight panels or finance authorities shall not be broadened to facilitate imposition of a panel or authority or to expand their oversight once put in place.

(Adopted 2009; Amended 2010)

2.23 Multi-County School District GSA Offset

The Illinois Association of School Boards shall support legislation to modify calculation for multi-county PTELL (Property Tax Extension Limitation Law) school districts which have experienced a loss of state aid for current and prior years due to an estimate of Equalized Assessed Value (EAV) utilized by the county providing the limiting rate to the Illinois State Board of Education (ISBE) for use in calculating a District's base funding minimum. (Adopted 2010; Amended 2020)

2.24 Categorical Reductions Prospective Only

The Illinois Association of School Boards shall support legislation requiring that any reductions in line item funds for categorical payments which are subject to reimbursement by the State (e.g. transportation or special education) shall be prospective only and shall not affect such line item costs incurred by a school district prior to such reduction but not yet claimed or approved for reimbursement. (Adopted 2011)

2.25 State Authorized Charter School Funding

The Illinois Association of School Boards shall urge adoption of legislation which would create a new methodology for the funding of State Authorized Charter Schools which would not have a negative financial impact on the host district, particularly in the spirit of evidence-based funding. With respect to State authorized virtual charter schools, further limit the withholding of State funds from host school districts in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to “brick and mortar” schools. For all State-authorized charter schools, require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the host school district upon withdrawal of students from the charter school. (Adopted 2012; Amended 2013, 2014, 2019; Reaffirmed 2016, 2017, 2018, 2020)

2.26 Special Education Student

Transportation Cost

The Illinois Association of School Boards shall support legislative, administrative, or legal remedies to limit and equalize cost for Special Education Student Transportation. (Adopted 2014)

2.27 School Safety Grant Program

The Illinois Association of School Boards shall advocate for the creation and funding of a school safety grant program at the state level that would assist school districts in the hiring of School Resource Officers (SROs) or school security personnel for the protection of students and staff. SROs in this instance shall meet the definition in section 10-20.67 of the School Code. School security personnel may include off-duty law enforcement officers or a law enforcement officer who has retired within the previous five years. School security personnel may carry a firearm in a school if they continue receiving the same ongoing firearm training as active police officers. Priority in the distribution of grants shall be based on both geography (school districts with lengthy response times from first responders) and financial need (Tier I and Tier II districts based on the Evidence-Based Funding model in that order) would receive priority in the awarding of the grants. (Adopted 2019)

FINANCING PUBLIC EDUCATION – LOCAL

2.28 Property Tax Assessment And Collection

The Illinois Association of School Boards shall oppose the assessment and collection of property taxes at the statewide level. (Adopted 1987)

2.29 Property Tax Base

The Illinois Association of School Boards shall oppose any reduction in a district’s access to local property tax revenue and shall oppose legislation that would erode the property tax base to educate children in the state of Illinois. (Adopted 1987; Amended 1988, 2001; Reaffirmed 2005, 2006, 2016)

2.30 Standing On Tax Appeals

The Illinois Association of School Boards shall support legislative action to enable public school districts, in Cook County specifically, to (1) receive notices of assessment appeals in excess of \$100,000; (2) become participants in assessment reduction proceedings at the administrative and judicial levels; and (3) allow the refund to be credited toward future property tax payments. Further, the IASB urges that the necessary resources be made available in order to facilitate the timely processing of property tax appeal proceedings. (Adopted 1975; Amended 1988, 2000, 2005, 2006; Reaffirmed 1985)

2.31 Tax Increment Financing

The Illinois Association of School Boards shall support changes in the current Tax Increment Financing statute that will model adoption procedures after those established for Enterprise Zones, continue to provide definitions for terms such as “blighted” used in the statute, develop procedures for disbanding TIF areas that do not produce anticipated growth, remove the requirement that all taxing bodies participate equally, to be monitored by the TIF Joint Review Board at each of its scheduled meetings, reduce the financial impact of the TIF area so that the percentage loss of Equalized Assessed Valuation (EAV) involved in the TIF will not exceed twice the average loss of EAV to each taxing body, limit its use in new residential development, and make the recommendation of the Joint Review Board binding. (Adopted 1986; Amended 1990, 1997; Reaffirmed 2006, 2016)

2.32 Site Development

The Illinois Association of School Boards supports requiring builders and subdividers to dedicate land for school purposes or to make cash payments in lieu of such dedications and to allow cash payments to be used for operational expenses. (Adopted 1971; Amended 2004)

2.33 Property Tax Cap

The Illinois Association of School Boards shall oppose any limitation which would require school boards to have to go to referendum to gain authorization to extend taxes to limits previously authorized by the voters. The Association shall support legislation designed to:

- exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds;
- base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index;
- base any such index (CPI or ECI) on a method for calculating average over time to lessen the unpredictability of tax capped local resources; and
- to establish a “floor” to PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year.

(Adopted 1990; Amended 2001, 2002, 2006, 2009; Reaffirmed 1991)

2.34 Property Tax Cap — GSA Calculation

The Illinois Association of School Boards shall support legislation to modify the state aid calculation for school districts subject to PTELL (Property Tax Extension Limitation Law) such as that they are not penalized when successfully passing an operating fund rate increase referendum. (Adopted 2008; Amended 2020)

2.35 Property Tax Classification

The Illinois Association of School Boards shall oppose any reduction in real estate assessment for residential property which is not offset on a one-to-one ratio. (Adopted 1991; Reaffirmed 2016)

2.36 Evidence-Based Funding Model

The Illinois Association of School Boards believes that adequate funding must be provided for each student in order to guarantee the opportunity for an appropriate public education, and therefore supports the Evidence-Based Funding Model for state aid distribution. This funding model meets the following principles supported by IASB:

1. It takes into account the cost associated with delivering quality, research-based programming, geographic conditions, and student needs. Fully funding districts would ensure adequate funding for districts to locally determine and deliver appropriate and effective educational experiences to every student.
2. It provides for a stable, reliable and predictable commitment of revenue.
3. It is a function of the actual cost of providing an appropriate education based on research, data, and current best practices.
4. It places high priority upon achieving the goal of equity in providing financial resources to local school districts.
5. It does not reduce the access of school districts to the local property tax base.
6. Funding differentials for various levels of schooling are based on verified costs.
7. Consideration is given to regional differences in the cost of providing an appropriate education.
8. The calculation of the number of students coming from disadvantaged backgrounds should be based on current, verifiable data.
9. The size of a school district is important only to the extent that a district provides an appropriate education.
10. A specified local tax effort is required to qualify for state aid.
11. Authority for changing a district's aggregate tax levy is retained by the local board of education.

(Adopted 1990; Amended 1996, 2008, 2014, 2016, 2020; Reaffirmed 2001, 2012)

2.37 Changes In School Accounting Practices

The Illinois Association of School Boards shall oppose legislation or rulemaking proposing cosmetic and costly changes in the school accounting practices or fiscal year, including but not limited to, mandatory accrual basis accounting, major program determination, depreciation allocation, and management's discussion and analysis. (Adopted 1992; Amended 2003)

2.38 Tax Law And Assessment Practices

The Illinois Association of School Boards shall support legislation to create uniformity and equality in Illinois property tax laws regarding assessment practices. (Adopted 1993; Reaffirmed 2002)

2.39 Impact Fees For Residential Development

The Illinois Association of School Boards shall participate in the development and passage of statewide enabling legislation allowing local boards of education to impose residential development impact fees with the option of local municipal control through intergovernmental cooperation. (Adopted 1994; Reaffirmed 1996, 1998)

2.40 Bond And Interest Levy

The Illinois Association of School Boards shall attempt to have legislation passed that would permit a school district to increase the bond and interest levy to recover taxes lost from an adverse Property Tax Appeal Board Decision, that caused the district to expend operating funds to amortize debt. (Adopted 1994)

2.41 Local Taxes On School Districts

The Illinois Association of School Boards shall support legislation that would exempt public schools from all taxes imposed by state, federal, and units of local government. They shall neither seek to deprive or deplete public schools of their funds. Each public school district shall be issued its own district's State and Federal Tax Exemption Identification Number for such exemption. It shall be the responsibility of the taxing body to notify the agency collecting the tax of its exemption and assure its implementation. (Adopted 1996; Reaffirmed 2001, 2008; Amended 2004)

2.42 Property Tax Rate Increases

The Illinois Association of School Boards shall support legislation that would require that new property tax rates levied immediately following successful passage of tax rate increases be used as the calculating rate and extended as required under the School Code (105 ILCS 5/17-3.2). (Adopted 2002)

2.43 Property Tax Cap Expiration

The Illinois Association of School Boards shall support a change in State law to create a four-year sunset on the implementation of the Property Tax Extension Limitation Law (PTELL) in each county in which PTELL has been enacted. The four-year sunset would also apply to the enactment of PTELL in any county approving PTELL after the effective date of the legislation. Any desire to extend PTELL beyond the four years would require the County Board to again place the question on the ballot and receive a positive majority of votes in the next general election. (Adopted 2004; Reaffirmed 2006, 2007)

2.44 Truth In Taxation

The Illinois Association of School Boards shall seek a modification in the Truth in Taxation Notice that reflects the natural economic appreciation effect of changes in property values when reporting the percentage increase or decrease over the previous year's tax levy. (Adopted 2006)

2.45 Sales Tax For School Districts

The Illinois Association of School Boards shall advocate that the General Assembly study and consider legislation allowing school districts access to additional forms of financial revenue, both state and local sources, including but not limited to sales tax revenue. Further, any form of additional revenue for schools must provide that school districts determine the fund(s) in which to place the additional revenue. (Adopted 2006)

2.46 Abatements For Home Builders

The Illinois Association of School Boards shall support legislation to amend the Illinois Property Code (35 ILCS 200/18-165, et seq.) to enable Boards of Education to develop criteria for awarding abatements of school property tax to individual homebuilders. Said legislation shall provide rural school boards that are struggling with declining enrollments and loss of assessed valuation with a tool to stimulate the growth of both tax base and population base of their districts. (Adopted 2008)

2.47 PTELL — Debt Service Extension Base

The Illinois Association of School Boards shall support legislation (currently House Bill 1341) to modify the Debt Service Extension Base (DSEB) formula established by the Property Tax Extension Limitation Law (PTELL) to allow the limited number of school districts that do not have DSEB to have one established for them creating more equity among districts affected by the PTELL and equal opportunity in school funding. (Adopted 2011)

2.48 PTELL No Penalty For Under Levy

The Illinois Association of School Boards shall support legislation that allows school districts to levy an amount less than the Property Tax Extension Limitation Law (PTELL) formula would allow without penalty in future years. This would require that when a district "under" levies, the district will have the ability to reassess the reduced levy taken in a given year and recover the full entitled levy for a period of three years from the effective date of the reduced levy. A district will not be entitled to reassess the reduced levy once the three-year limit has expired. (Adopted 2012; Amended 2017)

2.49 EAV Adjustments — Timely Notification

The Illinois Association of School Boards shall support legislation to require timely notification between county assessors of substantial adjustments to assessed values for a taxing district that has assessed property in multiple counties. (Adopted 2011)

2.50 Pension-Normal Cost Shift

The Illinois Association of School Boards recognizes that legislation to sensibly resolve Illinois' current pension crisis must be fully compliant with prevailing actuarial scientific

standards in order to achieve fully-funded and sustainable pension funds. The Illinois Association of School Boards therefore shall not support a "cost-shift" to local districts as a true sensible solution to the pension burden. (Adopted 2013)

2.51 School Facility Occupation Tax

The Illinois Association of School Boards shall support an amendment to State Statute 55 ILCS 5/5-1006.7 School Facility Occupation Tax, to include the purpose to purchase or lease technology to aid instruction, education, or efficiency of the school district. (Adopted 2014)

2.52 Tax Increment Financing

The Illinois Association of School Boards shall support changes to the Tax Increment Financing statute to include the following: a municipality cannot reset a TIF district, which would extend the life of the TIF beyond the 23 years. (Adopted 2014; Reaffirmed 2016)

2.53 Energy Savings Funding & Borrowing

The Illinois Association of School Boards shall recommend to the legislature that a bill be passed that allows districts to borrow or otherwise obtain money without referendum for the sole and specific purpose of purchasing and installing energy saving equipment relating to the utility usage (water, gas and electricity). (Adopted 2018)

FINANCING PUBLIC EDUCATION – FEDERAL

2.54 State And Local Federal Tax Deduction

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to defeat any legislation or regulation that would eliminate the federal income tax deduction for state and local taxes. (Adopted 1985)

2.55 E-RATE Discount Program

The Illinois Association of School Boards shall urge Congress and the Federal Communications Commission to continue to support discount programs, including but not limited to the "E-Rate" program created in the Telecommunications Act of 1996, to provide affordable Internet access, distance-learning, and other educational programs for school districts and libraries. (Adopted 1998)

FINANCING PUBLIC EDUCATION – OTHER

2.56 Non-Public School Funding

The Illinois Association of School Boards opposes payment of state funds directly or indirectly to non-public elementary and secondary schools. Specifically, the Association is opposed to the use of any form of "Educational Voucher", "Tax Deduction" and "Tax Credit" plan at the state or national level. (Portions Adopted 1970, 1975, 1982; Amended 1988; Reaffirmed 2006, 2012)

2.57 Non-Public Student Reporting

The Illinois Association of School Boards shall support legislation to require that non-public schools receiving the benefit of public funds or services, submit to the Illinois State Board of Education an annual report including the names, ages, and addresses of all students enrolled in their schools. (Adopted 1980)

2.58 Transportation For Private School Students

The Illinois Association of School Boards shall pursue and support legislation amending 105 ILCS 5/29-4 of the Illinois Compiled Statutes (School Code) to require schools other than public to conform to public school attendance dates and times as needed to minimize busing costs, or pay the additional costs as a result of scheduling differences in busing students attending those schools. (Adopted 1995)

2.59 Tax Exempt Bond Use

The Illinois Association of School Boards shall oppose any reduction by the Federal Government in the amount of tax exempt bonds which can be issued. In addition to this continuing opposition, IASB shall explore alternatives available should such limitation be forthcoming at the Federal level. This would include but not be limited to income tax credits for individuals, commercial bonds property casualty companies, etc., to provide incentives within the State of Illinois for the purchase of said bonds. (Adopted 1989)

2.60 Life Safety Fund Use

The Illinois Association of School Boards shall support legislation that allows the State Board of Education to approve the use of monies generated from the health/life safety tax levy or the sale of health/life safety bonds for building projects that, while not specifically listed as a State Board approved project, will directly result in the improved safety of the students and/or community. Specifically, such funds shall be eligible to cover the costs for the following purposes: 1) repair or replacement of property such as school sidewalks, driveways, parking lots and playground equipment, in instances when a specific safety hazard is demonstrated by a licensed architect or engineer; 2) mandated alterations to facilities and school property pursuant to requirements of the Federal Americans with Disabilities Act; and 3) to provide air conditioning and climate control in the classrooms, and to provide for the lease and/or purchase of air-conditioning equipment under the tax for leasing (including lease purchase and installment purchase) of educational facilities. (Adopted 1989; Reaffirmed 1991; Amended 1993, 2006)

2.61 State And Federal Grant Carryover

The Illinois Association of School Boards shall encourage the state and federal governments to remove restrictions on grant programs which currently require local school districts to return grant fund balances back to the state. (Adopted 1991)

LEGISLATIVE ACTIVITY

3.01 Board Member Involvement

The Illinois Association of School Boards shall continue its legislative involvement and encourage increased legislative activity by local school board members at the district, division, and state levels while providing leadership in guiding those board members in their efforts to seek public support of legislation essential to good school government. (Portions Adopted 1974, 1981; Amended 1988; Reaffirmed 2006)

3.02 Candidate Support

The Illinois Association of School Boards shall actively encourage and assist school board members to effectively evaluate positions of legislative candidates relative to public education and to support those candidates who have demonstrated understanding and support for the principles of school management to ensure the best education for public school students in Illinois. (Adopted 1975; Reaffirmed 1986; Amended 2006)

3.03 Limited Bill Introductions

The Illinois Association of School Boards shall encourage the Illinois General Assembly to limit the quantity of legislation introduced in each two-year period to allow time for each bill to be researched, debated, and thoroughly investigated before action by the General Assembly. (Adopted 1987; Reaffirmed 2012)

3.04 General Assembly Rules

The Illinois Association of School Boards shall support changes in the operating procedures of the Illinois General Assembly which would promote maximum exchange of information between legislators and interested citizens and ensure enlightened debate on the merits of all proposed bills, and take the action necessary to prevent legislation from being changed by amendments which are not germane to the original purpose of the bill, or establish a time limit for such amendments sufficient to avoid last minute changes in the final weeks of a legislative session. (Portions Adopted 1980, 1984; Amended 1988; Reaffirmed 2012)

3.05 Effective Date And State Board Rules & Regulations

The Illinois Association of School Boards shall encourage the Illinois General Assembly to allow a minimum of one year lead time for implementation of any regulation or legislation increasing costs in public schools. Any such changes to existing educational programs should not be implemented until the final regulations have been adopted by the State Board of Education. (Adopted 1981; Amended 1993; Reaffirmed 2012)

3.06 Data Utilization

The Illinois Association of School Boards shall support legislation requiring the State Board of Education and the State Superintendent to base rules, regulations, and recommendations regarding legislation affecting public schools on empirical research, which shall be made available to the Illinois General Assembly and the interested public. (Adopted 1987)

3.07 Local Legislative Visits

The Illinois Association of School Boards shall support and encourage each local Board of Education throughout the State of Illinois to make a “good faith” effort to initiate, undertake, and make an in-person visit with their local legislators in order to discuss specific issues and proposed legislation affecting local school districts. Further resolve that conducting any such visits will be part of any Awards Program adopted by the IASB that recognizes outstanding leadership and development activities by local Boards of Education. (Adopted 1995; Reaffirmed 2006)

3.08 Elected State Board Of Education

The Illinois Association of School Boards shall support legislation or other appropriate action requiring that the members of the Illinois State Board of Education be elected on a regional basis. (Adopted 2002)

3.09 Budget Stability For School Districts

The Illinois Association of School Boards shall support legislation requiring the Illinois General Assembly to determine the amount of funding for educational entitlements and General State Aid no later than March 31 (3 months prior to the start of the budget year) and enact a biennial budgetary cycle. Once the amount of funding for educational entitlements is determined, the General Assembly shall be required to vote on the funding in a stand-alone piece of legislation. (Adopted 2010; Reaffirmed 2011; Amended 2012, 2016)

BOARD OPERATIONS AND DUTIES

4.01 Self-Insure Risk

The Illinois Association of School Boards shall propose legislation which would allow school districts, by board resolution, to self-insure the risk previously covered by surety bonds. (Adopted 1993)

4.02 Board Member — Travel Reimbursement

The Illinois Association of School Boards shall support legislation which will allow members of Boards of Education to be reimbursed for mileage for school board meetings held in compliance with the Illinois Open Meetings Act and for events regarding school district staff. Mileage reimbursement would be paid at the federally allowable travel reimbursement rate. (Adopted 2008)

4.03 School Board Member Training

The Illinois Association of School Boards shall oppose any legislation that includes additional requirements or expansion of mandatory training of school board members. The IASB encourages local boards of education to model continuous improvement by pursuing all professional development and training opportunities. IASB, with its unique combination of expertise and resources, is uniquely in the position to be the primary agency responsible for school board member training and professional development as recognized by Article 23 of the Illinois School code, and any such legislation requiring school board member training shall specifically list the IASB as a training provider. (Adopted 2008; Amended 2012, 2020)

4.04 Statement Of Affairs

The Illinois Association of School Boards shall support legislation that allows a school district to publish any notice, agenda, record, or other information or material required by law electronically instead of in a newspaper. (Adopted 2016)

4.05 Business Enterprises — Minority Owned

The Illinois Association of School Boards shall support legislation amending sections of statute that regulate contracting out for services to allow school districts to consider any goals set to address social responsibility, including preferences for businesses owned by minorities, women, persons with disabilities, and veterans, in selecting companies to service contracts. (Adopted 2019)

BOARD – EMPLOYEE RELATIONS

5.01 Board Rights

The Illinois Association of School Boards supports local boards of education’s rights to determine and control, as duly elected representatives of the community, the employment, dismissal, and staff reduction of certificated and non-certificated employees. To this end, the Association shall support statutory, rules, and regulations changes that will:

1. Enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
2. Allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
3. Maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts; and
4. Allow school districts to take action on reductions in force up to 60 calendar days following the date elementary and secondary appropriations bills become law.

(Portions adopted 1976, 1979, 1980, 1983, 1984, 1988; Amended 1988, 1996, 2006, 2012; Reaffirmed 1992, 2011)

5.02 Teacher Salaries (Length Of Contract)

The Illinois Association of School Boards believes that teacher salaries should be determined at the local level; if teacher salary increases are legislatively mandated, they should be linked to an increase in the length of the teacher contract year for purposes to be determined locally. (Adopted 1985; Reaffirmed 2012)

5.03 Collective Bargaining

The Illinois Association of School Boards shall strongly oppose legislation that diminishes the local school board’s ability to collectively bargain with employees and shall encourage the General Assembly to refrain from passing legislation and the Illinois State Board of Education or State Superintendent of Schools from promulgating administrative rules or issuing guidance documents that tips the balance of the bargaining process in favor of employee bargaining units. The Association shall continue to oppose any change in the collective bargaining law which fails to protect the rights of students, employees, taxpayers, and boards of education and their administrative staffs. (Adopted 1981; Amended 1985, 2001, 2020; Reaffirmed 2012)

5.04 Unemployment Compensation (Substitute Teachers)

The Illinois Association of School Boards shall support legislation which would exempt substitute teachers from being eligible for unemployment compensation. (Adopted 1986; Reaffirmed 2012)

5.05 Prevailing Wage Act

The Illinois Association of School Boards shall work to repeal legislation that regulates wages of laborers, mechanics, and other workers employed by school districts and those under contract for work being done in school districts, or amend the Prevailing Wage Act to exempt school districts from its scope, and advocate for any flexibilities that may reduce the costly burden of the Prevailing Wage Act. (Adopted 1978; Amended 1982, 1990, 2011, 2019; Reaffirmed 1985, 1988, 1996, 2009, 2012, 2013, 2016)

5.06 ESP Contracts

The Illinois Association of School Boards shall support legislation that allows local school boards to determine locally all contractual arrangements for education support personnel. (Adopted 1990)

5.07 Illinois Educational Labor Relations Act

The Illinois Association of School Boards shall support the proposed amendment to the Illinois Educational Labor Relations Act, Section 10, which provides that an employer's duty to bargain over specified matters does not include a duty to bargain over a decision to reduce the number of employees and the impact of a reduction of employees. (Adopted 1993; Reaffirmed 2012)

5.08 Workers' Compensation Law

The Illinois Association of School Boards shall actively support legislation to reduce the costs of Workers' Compensation. (Adopted 1993; Reaffirmed 2012)

5.09 Tenure Repeal

The Illinois Association of School Boards shall seek reform of the School Code to eliminate contractual continued service for teachers as currently provided by 105 ILCS 5/24-11. (Adopted 1995; Reaffirmed 2012)

5.10 School Employee Strikes

The Illinois Association of School Boards shall strongly seek and support legislation forbidding public school employees from striking. The Association shall also work with legislators, the Illinois State Board of Education, and the teachers' unions to develop alternatives to striking, including mediation and binding arbitration. (Adopted 1996; Amended 2009; Reaffirmed 2012)

5.11 Third Party Contracting

The Illinois Association of School Boards shall strongly oppose legislation or rulemaking that regulates and restricts the ability of school boards to contract with third-parties for the provision of non-instructional services. The Illinois Association of School Boards shall seek to repeal or amend the provisions of the School Code which unreasonably restrict the ability of school boards to enter into contracts

with third-parties for the provision of non-instruction services. (Adopted 2012)

5.12 School District Police Force

The Illinois Association of School Boards shall support legislation that would allow any school district who previously established a professional police force to re-establish a police force with all the duties and responsibilities of local law enforcement agencies. (Adopted 2019)

5.13 Background Checks Substitute Teachers

The Illinois Association of School Boards shall support and encourage legislation that will develop a centralized process for Regional Superintendent Offices to submit certification results for each other to use in the hiring process for substitute teachers in their respective region. (Adopted 2019)

5.14 Teacher Prep-Reading Instruction

The Illinois Association of School Boards shall support initiatives in teacher preparation programming that prepare teachers to be trained in scientifically proven methods of reading instruction that promote student literacy. (Adopted 2020)

5.15 Teacher Shortage

The Illinois Association of School Boards shall support efforts to direct the Illinois State Board of Education to expand the issuance of provisional teacher licenses to all curricular areas. (Adopted 2020)

LOCAL – STATE – FEDERAL RELATIONS

6.01 Local Control

The Illinois Association of School Boards shall take all appropriate action to encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and state and federal courts to refrain from introducing, supporting, or promulgating rules, regulations, and legislation which deprive local school districts of decision-making powers on matters in which there is not a clear and compelling state or national interest. In the event any such rule, regulation, or legislation is promulgated or adopted, the Association shall take all appropriate actions calling for amendment(s) to return the decision-making powers back to the local school district. (Adopted 1976; Amended 2014; Reaffirmed 2006, 2012, 2014, 2016)

6.02 Periodic Review Of State And Federal Mandates

The Illinois Association of School Boards shall support at the state and national level periodic review of all mandates, rules, and regulations affecting local districts. Such mandates, rules, and regulations should be broad in scope providing great flexibility in implementation, eased or reduced during periods when state supporting funds are unavailable or reduced, and eliminated if not of benefit to educational opportunities and outcomes. (Adopted 1981; Reaffirmed 1985; Amended 1988)

6.03 Educational Labor Relations Board Procedures

The Illinois Association of School Boards shall work with the Illinois Educational Labor Relations Board to increase their sensitivity to the need for timely decisions and establish criteria to identify matters in need of expedited attention. Further, the Association shall utilize the legislative process to remove statutory barriers to timely and expedited decisions and support legislation to enhance the decision making process. (Adopted 1989)

6.04 State Board Communication

The Illinois Association of School Boards shall continue to work with the Illinois State Board of Education to provide opportunities throughout the state each fiscal year to render local boards of education the time to express their concerns as well as to discuss their position on various pertinent educational issues. (Adopted 1982; Amended 1988)

6.05 Zoning Hearing Participation

The Illinois Association of School Boards supports requiring planning commissions, zoning boards, and the governing bodies of the jurisdiction in which real estate developments or zoning changes are proposed to notify the school district affected about such proposals and hearings about them and, if any, about the effect of the proposed changes and developments before completing any action to approve or adopt such a change or development. (Adopted 1973; Reaffirmed 2006)

6.06 Railroad Crossings

The Illinois Association of School Boards urges the Illinois General Assembly, the Congress of the United States, state and federal commerce commissions, and railroad industries to continue working toward the installation of adequate warning devices at all railroad crossings maintained for public use in Illinois. (Adopted 1976; Reaffirmed 2006)

6.07 ISBE Rules And Regulations Review

The Illinois Association of School Boards shall encourage the Illinois State Board of Education to include school board members, administrators, and other practitioners on committees to review proposed rules and regulations. (Adopted 1990)

6.08 Students On Public Aid

The Illinois Association of School Boards shall seek and support legislation to mandate that students of families receiving State/Federal financial assistance maintain "regular" attendance as a stipulation for receipt of same. (Adopted 1995; Amended 2020)

6.09 Home Schooling Policy

The Illinois Association of School Boards shall support legislation to enact appropriate laws and policies to demonstrate that the education received by home-taught students is of sufficient quality to ensure appropriate transfer to schools that have current certification and recognition status from the Illinois State Board of Education. (Adopted 1996; Amended 1998; Reaffirmed 2000)

6.10 Design Profession Selection

The Illinois Association of School Boards shall support legislation in the Illinois General Assembly amending or repealing the Local Government Professional Services Selection Act, or any other applicable laws, rules, or regulations, to the extent necessary to permit Illinois school boards to solicit, and to permit licensed architects, engineers, and land surveyors to submit cost proposals for these professional services as part of a school board's design professional selection process. (Adopted 1997)

6.11 Statutory Job Descriptions

The Illinois Association of School Boards shall oppose legislation which allows job descriptions for employees of school district to be placed into state law. (Adopted 1997)

6.12 Administrative Caps

The Illinois Association of School Boards shall not support Illinois State legislation concerning Administrative Caps and Superintendent's Contracts as this legislation takes away local control from duly elected Boards of Education. Be it further resolved that IASB calls for the repeal of these provisions of PA 90-548 so that these provisions are again placed in the hands of local school boards. (Adopted 1998)

6.13 Bilingual Education

The Illinois Association of School Boards shall promote legislative action calling for the Illinois State Board of Education, the U.S. Department of Education, and school districts to study the alignment of, and full financial support of, the implementation of second language, native language, and bilingual education programs. (Adopted 2004)

6.14 Fair Labor Standards Act

The Illinois Association of School Boards shall support legislation at both the Federal and State levels to exempt school district employees from overtime and salary regulations as described in the Fair Labor Standards Act. (Adopted 2005)

6.15 Constitutional Convention Support

The Illinois Association of School Boards shall actively participate in promoting a Constitutional Convention for the State of Illinois when the question is submitted to the voters and shall begin planning strategy and marshalling resources for the promotion of a vote in favor of conducting the Constitutional Convention. (Adopted 2005; Reaffirmed 2006, 2007)

6.16 Bidding Contracts-Local Bidders

The Illinois Association of School Boards shall support legislation that allows the local Board of Education to award a contract, under certain circumstances, to a qualified bidder that may not be the lowest responsible bidder. The bid must not be more than 2% over the lowest responsible bid and the bidder must be considered a local contractor by the local Board of Education. (Adopted 2006)

6.17 Freedom Of Information Act Changes

The Illinois Association of School Boards shall support legislation to modify the Freedom of Information Act (FOIA) to facilitate school districts' compliance with the Act and to remove unnecessary burdens on units of local government. The legislative changes should:

- Increase allowable FOIA response time from 5 business days to 10 business days.
- Exclude official school breaks in business day response time.
- Allow denials for commercial purposes.
- Allow denials for any request that is unduly burdensome.
- Clarify language that would allow a request to be denied if it is unduly burdensome to the public body if the public body deems compliance with the request would result in excessive response costs.
- Allow the imposition of reasonable fees regardless of the number of pages being provided
- Remove the balancing test between the public's interest and the employee's right to privacy in the privacy exception.
- Expand the evaluation exemption to cover all school employees.
- Exempt employment applications to protect the privacy of individuals that apply for high profile employment positions.
- Delete provisions requiring public bodies to write a virtual legal opinion as to why they are claiming an exemption.
- Delete provisions requiring public bodies to prepare a virtual legal pleading before being challenged for a denial.
- Limit public bodies' liability by limiting a court's inquiry to violations of the FOIA Act and not the content of information provided.
- Force the Public Access Counselor to defend its decisions before a court of law if a public body is sued.
- Allow public bodies to seek review of a binding opinion of the Public Access Counselor in the county in which they are located rather than just Sangamon or Cook Counties.

(Adopted 2010)

6.18 Homeless Student Transportation

The Illinois Association of School Boards shall support legislation conforming Illinois law with federal law, specifically related to 105 ILCS 45 and the requirement for school districts to transport homeless students beyond district boundaries. (Adopted 2012)

6.19 Mandate Cost And Periodic Review

The Illinois Association of School Boards shall support modifications to the Illinois State Mandates Act (30 ILCS 805) that will strengthen the ability of the Illinois State Board of Education (ISBE) to accurately and sufficiently provide timely information on the costs of mandates including input from local elected boards of education. In addition, the mandates report required for other local governments shall be required of ISBE

to provide timely, updated information on the impact of new mandates as they are enacted. (Adopted 2013; Reaffirmed 2014)

6.20 School Safety — Traffic Zones

The Illinois Association of School Boards shall urge adoption of legislation that urges increased traffic-calming measures in front of all schools that could include but not be limited to:

1. Reduced speed limits to 20 mph or less within one block of the school from any direction on all federally designated municipal routes or Illinois Department of Transportation designated local roads.
2. Enhanced speed limit signs to increase motorist awareness.
3. Increased police enforcement of school zones, where feasible for local law enforcement agencies.
4. Other traffic-calming measures that mitigate speeds and cut-through traffic in neighborhoods (e.g. striping, islands, speed bumps, etc.).
5. Removing the designation "during school hours when children are present" from traffic signs or implementing other warning systems to accommodate after-school activities and use of facilities (e.g. playgrounds)

(Adopted 2019)

6.21 E-Learning Election Days

The Illinois Association of School Boards shall support and encourage legislation that would allow school districts to use an e-learning day or remote learning day in lieu of closing a school or the district on an election day, during a public health response requiring use of a school, or on any other day during which a school is mandated to be used for a public function during school hours. (Adopted 2020)

6.22 Local Control Pandemic

The Illinois Association of School Boards shall encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and state and federal courts to take a regional approach in response to national health emergencies. (Adopted 2020)

DISTRICT ORGANIZATION AND ELECTIONS

7.01 District Reorganization

The Illinois Association of School Boards favors school district reorganization and consolidation intended to facilitate educational improvement rather than changes in district organization based only on enrollment or geographical location. Further, IASB shall oppose any future attempts by the Legislature, Governor, and/or State Board of Education to mandate, by statute or rules and regulations, the reorganization and consolidation of school districts. Reorganization and consolidation studies should be initiated by local citizens. In addition, IASB shall oppose legislation containing financial incentives based solely on district size or organizational pattern intended to force school district consolidation or reorganization. (Adopted 1962; Amended 1985; Reaffirmed 2006)

7.02 School District Reorganization Voting

Requirements

The Illinois Association of School Boards shall seek, encourage, and support efforts for school district reorganization — in all forms — to include a requirement that before such reorganization is deemed passed, a majority vote of voters in each of the affected districts is necessary. (Adopted 1987; Amended 1988, 2006)

7.03 Annexing District Requirements

The Illinois Association of School Boards shall seek an amendment to Article 7 of The School Code providing that neither a petition initiated by the citizens of one school district nor a petition initiated by a local school board of education seeking to annex their entire school district or a portion of the school district above and beyond one (1) home to another should be permitted without the affirmative vote of the citizens of each of the school districts affected. Specifically, 105 ILCS 5/7-1 and 7-2 shall be amended to include the following language: “When a petition is initiated by two-thirds (2/3rds) of the registered voters in one school district seeking to annex said district in its entirety to another school district or school districts and the board of education of such receiving school district or school districts has not adopted a resolution agreeing to such annexation, such annexation, if approved by the regional board of school trustees, shall not become effective until it is approved in an election called for the purpose of voting on the question of the voters in each school district affected.” (Adopted 1988; Amended 1996, 2006; Reaffirmed 2000)

7.04 Detachment From Unit District

The Illinois Association of School Boards shall oppose any efforts to amend the Illinois School Code to allow for less restrictive procedures for school districts to detach and form a new district. (Adopted 2005; Amended 2006)

7.05 Public Question Voting Dates

The Illinois Association of School Boards shall support legislation to repeal the statute in the Election Code, amended by Public Act 84-739, which became effective January 1, 1986, which restricts school districts from placing a public question on the ballot other than when voters are scheduled to cast votes for any candidates for nomination for, election to, or retention in public office. (Adopted 1986)

7.06 School Ballot Format

The Illinois Association of School Boards shall urge the State Legislature to review and revise the school ballot formats as established in section 9-12 of the School Code to more clearly identify for whom the voter is casting a ballot. (Adopted 2001)

7.07 Election Schedules

The Illinois Association of School Boards shall continue to support the non-partisan election of school board members at a non-partisan election. (Adopted 2003; Amended 2006)

7.08 Polling Places In Schools

The Illinois Association of School Boards shall support legislation that amends the Election Code to allow a school district to refuse to be used as a polling place during elections for student safety reasons. If a school building is used as a polling place, the safety of the children and staff should not be compromised, and voters must be physically separated from students when the school is in session. (Adopted 2007; Amended 2009)

7.09 School As Polling Place Reimbursement

The Illinois Association of School Boards shall support legislation that amends the Election Code and the School Code to mandate that the appropriate officer or board having responsibility for providing a polling place for the election reimburse the school district for any costs, included cost of security to ensure student safety, in acting as a polling place which estimated costs shall be provided to the appropriate officer or board in advance of any decision to use a particular public building in order to ensure the efficient use of public resources. (Adopted 2017)

7.10 School Board Elections — Seating New Members

The Illinois Association of School Boards shall support legislation allowing newly elected candidates, who have been elected uncontested, to be sworn in or affirmed at the next regularly scheduled board meeting or special meeting, held at least 14 days after the Consolidated Election. (Adopted 2019)

7.11 School Board Elections — Terms

The Illinois Association of School Boards shall support legislation that all school districts having a population of not more than 500,000 shall serve four-year terms and be seated at the first board meeting held at least 14 days following the school board election. (Adopted 2019)

CURRENT IASB BELIEF STATEMENTS

1. The Illinois Association of School Boards believes in improving the image of school boards and public education at the state and national levels.
 2. The Illinois Association of School Boards believes school administrations and faculties should be composed of persons supporting the principles of constitutional government because schools should continue with vigor their programs for giving young citizens a clear understanding of the principles of the American way of life and a desire to make these principles prevail in their own lives and in the life of their country. Further, the Association believes in the value of student non-partisan civic responsibility, including the importance of student voter registration.
 3. The Illinois Association of School Boards believes that local boards of education should provide the necessary leadership for educational reform by sharing information and resources and collaborating with each other and the larger educational community.
 4. The Illinois Association of School Boards believes that schools should provide a safe and secure environment for all students. School board members and staff should try to protect students from the effects of bullying, discrimination, and violence, and offer appropriate instruction to improve intergroup relations and to promote peaceful resolution to conflict. Further, the Association urges the State of Illinois and the U.S. Congress to invest in and support comprehensive, coordinated, and collaborative mental health resources to address these social-emotional issues leading to safe schools and the achievement of academic success.
 5. The Illinois Association of School Boards believes strongly in the non-partisan election of local school boards.
 6. The Illinois Association of School Boards believes in the vigorous support and the rigid enforcement of the laws pertaining to the sale, possession, and/or use of firearms.
 7. The Illinois Association of School Boards believes that local boards of education should be prepared for possible public health crises and other public safety concerns. IASB should obtain the most recent and accurate information from the pertinent federal, state, and local agencies and disseminate such information to school districts throughout the State. School districts are encouraged to adopt proactive pandemic preparedness strategies.
 8. The Illinois Association of School Boards believes that the overall health of our students is of prime importance.
- Local boards of education and school district officials should have the authority and flexibility to access State and community health services as deemed appropriate. To that end, IASB: urges school districts to comply with the required notification provisions regarding vision screening for students, recommends that parents provide for regular and ongoing comprehensive vision examinations for their children, and encourages school districts to consider adopting a policy requiring optometric vision examinations for all children entering kindergarten.
9. The Illinois Association of School Boards believes that the work of locally elected, volunteer school board members should be valued and that employers should be encouraged to allow employees to utilize vacation days or days off with pay to attend mandated school board member training and professional development opportunities offered by IASB or other approved training providers.
 10. The Illinois Association of School Boards believes that effective local school board governance is vital to the success of our public schools and urges local boards of education to abide by IASB's Foundational Principles of Effective Governance, avoid real or perceived incidents of impropriety, and adopt policies or procedures to ensure that board members and elected board officers have no conflicts of interest.
 11. The Illinois Association of School Boards believes school boards should employ competitive bidding practices for upgrades in technology and energy savings and should also provide energy savings contracting model policy and training opportunities for school districts.
 12. The Illinois Association of School Boards believes that schools should provide a safe and secure environment for all students and staff. Decisions of school safety drills, plans, and procedures should be made at the local level, utilizing evidence-based practices that maximize resources and effectiveness, and by soliciting input from local emergency responders resulting in fewer physical, emotional, and psychological risks to students and staff.
 13. The Illinois Association of School Boards urges its member districts and the leadership of member districts to integrate the principles of equity and inclusion in school curriculum, policies, programs, and operations, ensuring every student is welcomed and supported in a respectful learning environment.