



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

**Room 103-104  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Monday, November 4, 2024 - 6:30 PM**

**A G E N D A**

**PLEASE NOTE CLOSED SESSION WILL BEGIN AT 5:30 PM AND  
OPEN SESSION WILL BEGIN AT 6:30 PM**

**I. CALL TO ORDER**

**II. CLOSED SESSION**

Consideration of a Student Disciplinary Matter - student 2025-001 pursuant to section 2(c)(9) of the Open Meetings Act 5ILCS 120/2(c)(9)

**III. PLEDGE OF ALLEGIANCE**

**IV. PUBLIC PARTICIPATION**

**V. NEW BUSINESS**

**A. Action**

1. Appointment of an individual to fill the vacancy on the Board of Education created by the resignation of Elvia Nava until the successor is elected and seated following the April 2025 consolidated election 3

**B. Information**

1. Statement regarding Attorney General Opinion
2. Future Facilities Funding Discussion - Willow Springs Property

**C. Action**

1. Student Disciplinary Decision/Action - Student 2025-001

**VI. CURRICULUM & INSTRUCTION**

- A. Strategic Plan Goal One Update 4
- B. 2024 Standardized Assessment Report
- C. 2024 Advanced Placement Report
- D. Illinois School Report Card

**VII. PUBLIC PARTICIPATION**

**VIII. IASB RESOLUTIONS REVIEW**

**IX. ADJOURNMENT**

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

**OATH OF OFFICE  
FOR  
DISTRICT 204  
BOARD OF EDUCATION MEMBER**

I, [      *name of member*      ], do solemnly swear that I will faithfully discharge the duties of the office of member of the Board of Education of Lyons Township High School District 204, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear that:

I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board, while respecting the privacy of students and employees;

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

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

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the school district;

I shall foster with the board extensive participation of the community, formulate goals, define outcomes, and set the course for Lyons Township High School District 204;

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school to advance the vision for Lyons Township High School District 204; and

I shall strive to work together with the district superintendent to lead the school district toward fulfilling the vision the board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

# LYONS TOWNSHIP HIGH SCHOOL

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**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Brian Waterman  
Board of Education

FROM: Scott Eggerding  
Kristine Zieman

DATE: November 4, 2024

RE: SY2024 Standardized Assessment Update, Illinois School Report Card and Strategic Plan Goal 1 Update

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## INFORMATION:

The following collection of materials includes information related to a SY24 Standardized Assessment Report, Illinois School Report Card, Equity Journey Continuum, and Strategic Plan Goal One Update.

### **2024 STANDARDIZED ASSESSMENT REPORT**

The attached report provides historical data and analysis of standardized assessments administered at LTHS which includes PSAT8/9, PSAT 10 and SAT as well as the Illinois Science Assessment, Dynamic Learning Maps and ACCESS for ELL's.

### **2024 ADVANCED PLACEMENT EXAM REPORT**

The attached report includes the number of students who sat for an Advanced Placement test, the number of tests administered overall, and an analysis of AP test results both as a whole and by individual tests.

### **2024 EQUAL OPPORTUNITY SCHOOL AP EXAM REPORT**

The attached report focuses on the performance of students identified for AP and Dual Credit classes through our partnership with Equal Opportunity Schools

### **PRESENTATION SLIDES FOR THE NOVEMBER 4 COMMITTEE OF THE WHOLE MEETING**

In addition to summary slides for the attached reports above, presentation slides also include the Strategic Plan Goal 1 Update, highlights from the LTHS School Report Card, Equity Journey Continuum Metrics, and District-Wide Focus Areas that address the results.

## RECOMMENDATION:

No action is required. This item is informational.

# ASSESSMENT & RESEARCH



## 2024 Standardized Assessment Report

Lyons Township High School District 204

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## Introduction

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. At the high school level, ELA and mathematics standards were assessed in grades 9 – 11 through the PSAT 8/9, PSAT 10, and SAT assessments in the Spring of 2024. Science was assessed through the Illinois Science Assessment, which was administered to students in grade 11. Fewer than 1% students were administered the Dynamic Learning Maps Alternate Assessment instead of the SAT suite of assessments and the Illinois Science Assessment.

The US Department of Education also requires all English learners be assessed in reading, writing, speaking, and listening each year until they reach English language proficiency. Illinois utilizes the ACCESS for ELLs assessment to assess English learners each winter.

The 2024 Standardized Assessment Report summarizes the districts performance on these assessments. These results, in conjunction with many local and classroom-based assessments, will drive the work of Lyons Township High School District 204's strategic plan and the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.

## SAT Suite of Assessments

The SAT Suite of Assessments is comprised of the PSAT 8/9, PSAT 10, and SAT. Students were assessed using the PSAT 8/9 during the spring of their freshman year, the PSAT 10 during the spring of their sophomore year, and the SAT during the spring of their junior year. The SAT suite is aligned to Illinois Learning Standards in English Language Arts and mathematics. The assessments are research based and assess skills and concepts essential for students to be college and career ready. The common scale score allows students, parents/guardians, and school staff to measure growth across academic years and at both the program and student level.

### SAT

The SAT measures college and career readiness and connects students to colleges and scholarship opportunities. School staff can utilize the assessment results to monitor programs and gauge initiative effectiveness throughout the school community.

### PSAT 10

The PSAT 10 allows students, parents/guardians, and teachers to check-in on a student's progress and growth. New areas of strength and opportunities for growth are identified to support student learning and help students better prepare for the SAT.

### PSAT 8/9

The PSAT 8/9 provides baseline data for students, parents/guardians, and teachers. It helps identify areas of strength and opportunities for growth at the grade, program, course, and student level. This information informs instruction and allows school staff to better meet the needs of all students.

## SAT School Day - College and Career Readiness Benchmarks

College Board considers students college and career ready when SAT section scores meet Mathematics and Evidence-Based Reading and Writing benchmarks. College Board defines college and career ready as following:

- Students with a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, precalculus, or calculus.
- Students with a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

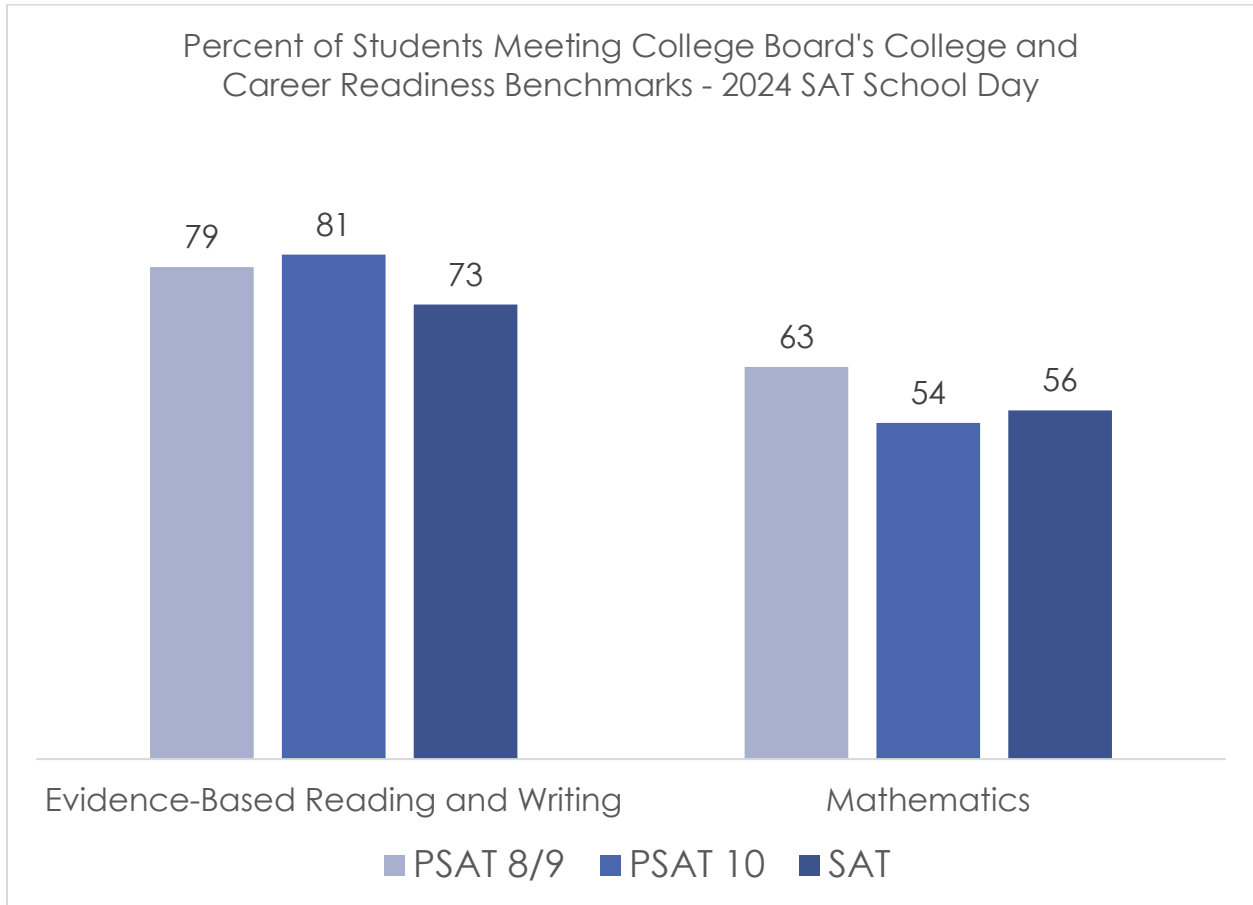
It is important to note that readiness is fluid and a student scoring below the benchmark can still be successful in college.

College Board has established grade-level benchmarks to indicate whether students at all grade levels are on track for college and career readiness. Those benchmarks are below:

<i>Grade Level/Test</i>	<i>Evidence-Based Reading and Writing College and Career Benchmark</i>	<i>Mathematics College and Career Benchmark</i>
Grade 9	410	450
Grade 10	430	480
Grade 11 (PSAT)	460	510
SAT	480	530

## College Board College and Career Readiness Benchmarks by Grade

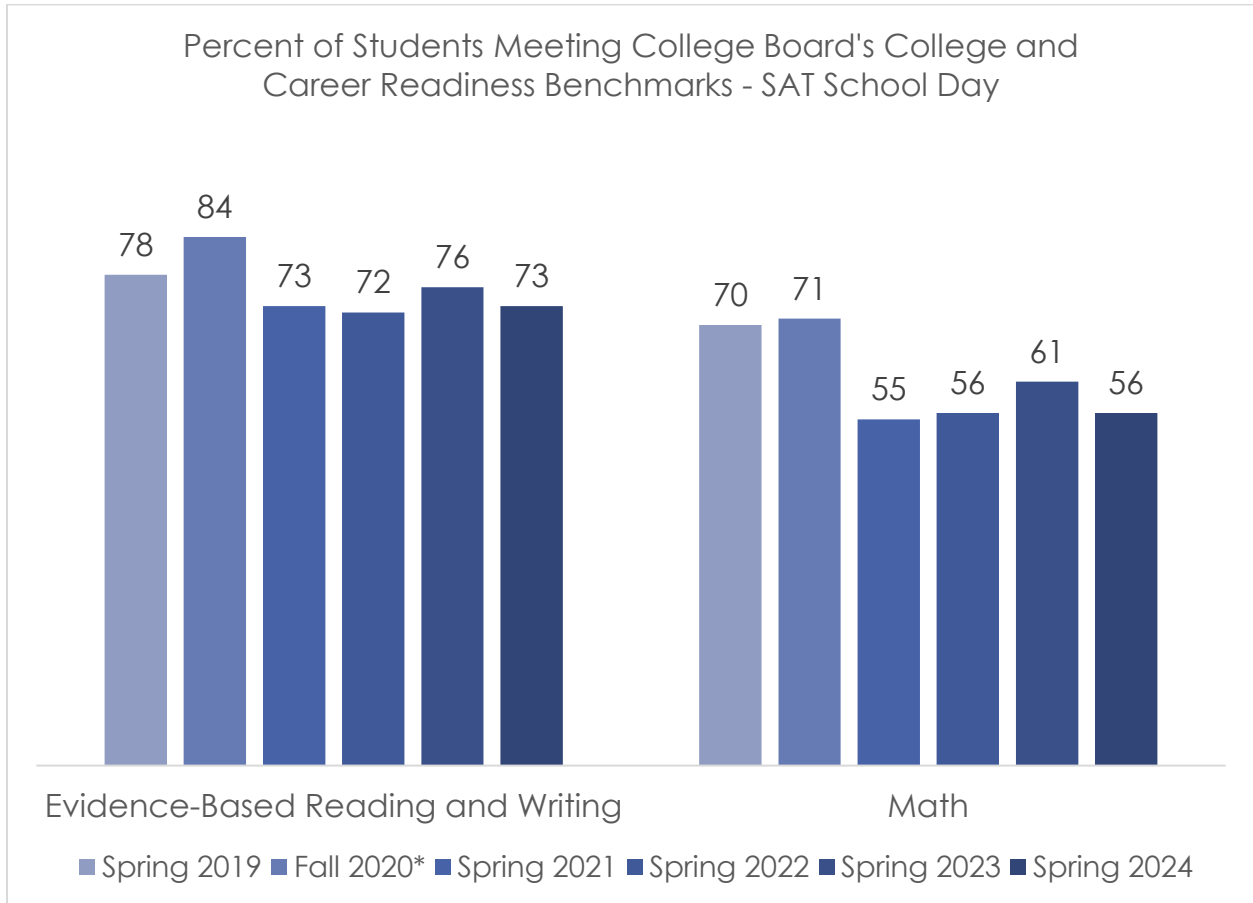
The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics by grade level.



Students excelled in the Evidence-Based Reading and Writing section of the SAT suite, with over 70% of students across all three grade levels meeting College and Career Readiness benchmarks. Over half of LT's juniors met the mathematics College and Career Readiness benchmarks. Freshmen achieved the highest percentage of students meeting the benchmark in the mathematics section, while sophomores had the lowest percentage of students meeting the College and Career Readiness benchmarks in mathematics.

## College Board College and Career Readiness Benchmarks by Year SAT

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the SAT each school year.

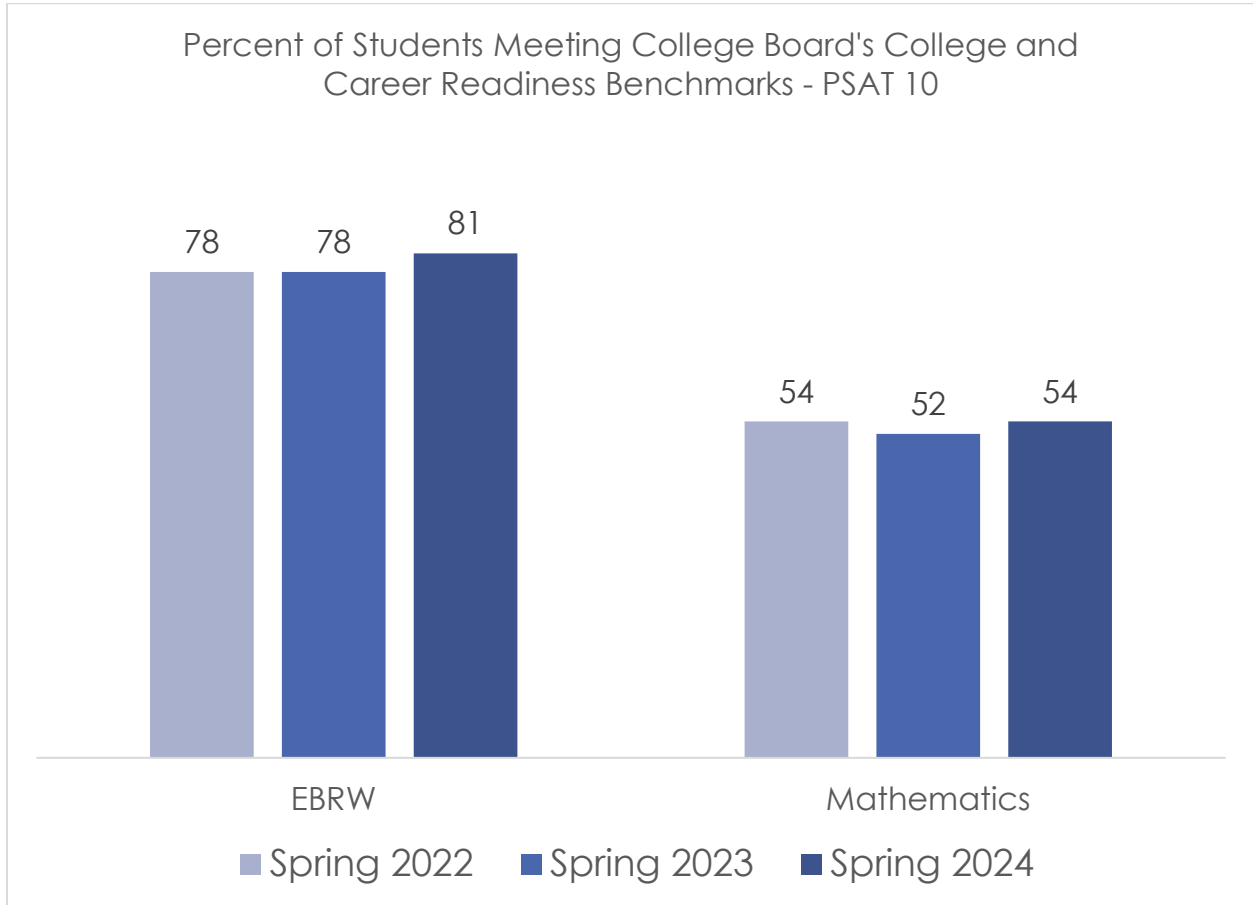


The Fall 2020 data reflects seniors who chose to take the assessment voluntarily, as the spring 2020 exams were canceled by ISBE.

Although the percentage of students meeting College and Career Readiness benchmarks declined in Spring 2024, overall performance remains high, with 73% of students meeting the reading and writing benchmarks and 56% achieving the math benchmarks. It's important to recognize that while we track these percentages annually, each year reflects a different cohort of students, each with unique strengths and areas for growth.

## PSAT 10

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the PSAT 10 each school year.

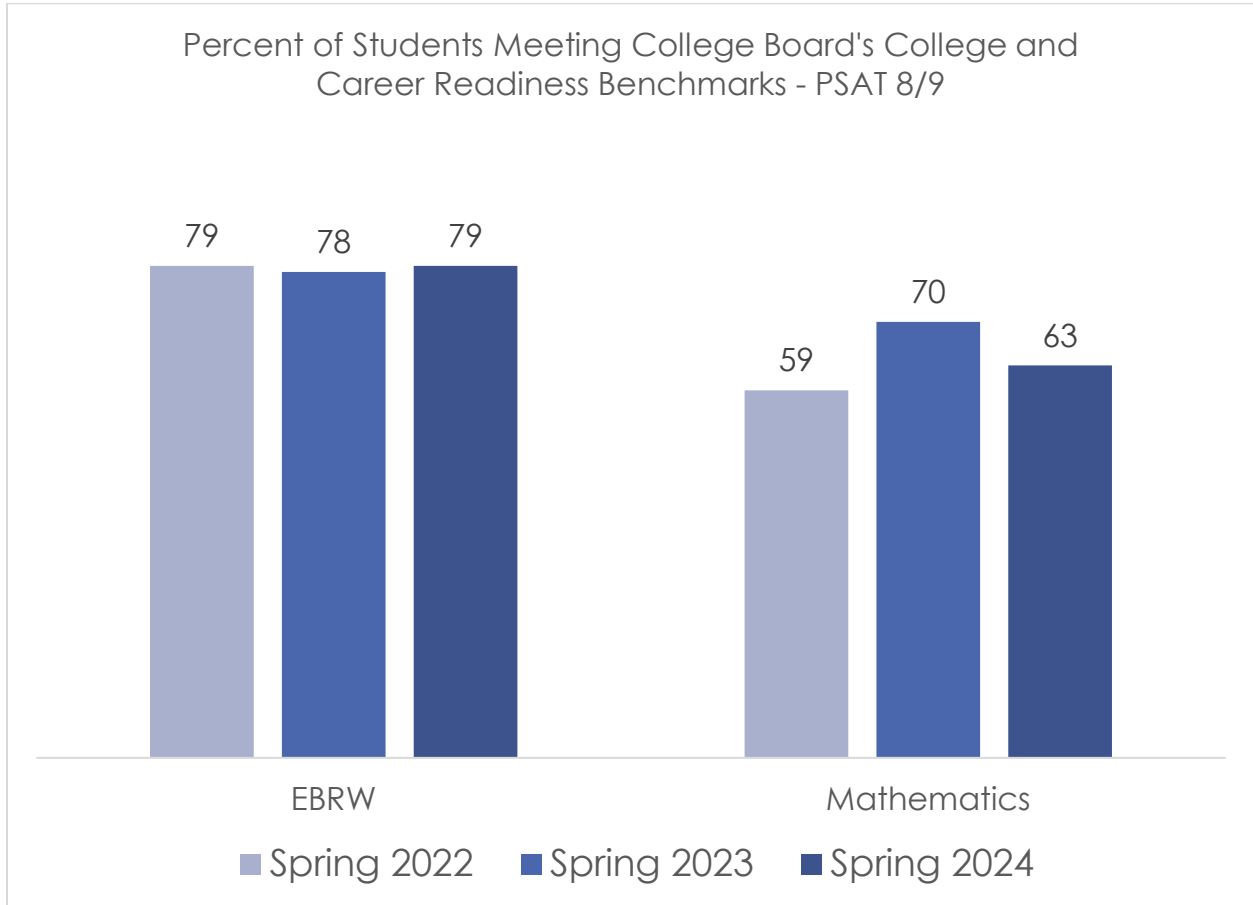


Data before Spring 2022 is unavailable due to the cancellation of the PSAT 10 by ISBE during the COVID-19 pandemic.

In Spring 2024, 3% more students met the reading and writing benchmark, and 2% more students met the mathematics benchmark compared to those assessed in Spring 2023.

## PSAT 8/9

The chart below shows the percentage of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and Mathematics on the PSAT 8/9 each school year.



Data prior to the spring of 2022 is not available because the PSAT 8/9 was cancelled by ISBE during the COVID-19 pandemic.

In Spring 2024, 1% more students met the reading and writing benchmark, while 7% fewer students met the mathematics benchmark compared to those assessed in Spring 2023.

## SAT School Day - State of Illinois Performance Levels

The Illinois State Board of Education (ISBE) has performance levels for the SAT that measure a student's mastery of the Illinois Learning Standards. These performance levels measure mastery of content – not college and career readiness. ISBE performance levels are different than the College Board College and Career Readiness Benchmarks and are used for different purposes.

Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the SAT. The ISBE Performance Levels are found below:

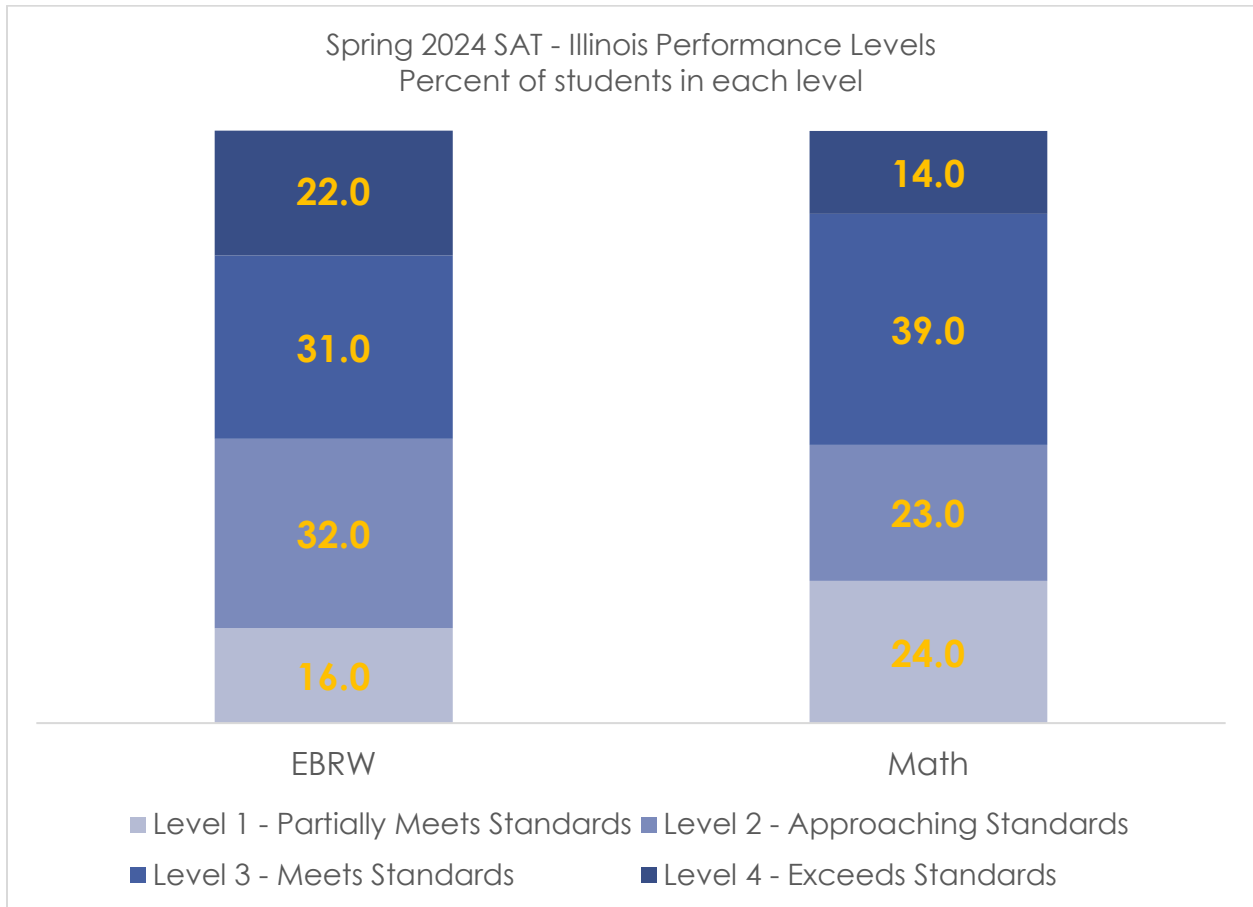
<i>Performance Level</i>	<i>Evidence-Based Reading and Writing Score Ranges</i>	<i>Mathematics Score Ranges</i>
Level 4 <i>Exceeds Standards</i>	640 - 800	670 - 800
Level 3 <i>Meets Standards</i>	540 – 630	540 - 660
Level 2 <i>Approaching Standards</i>	430 – 530	450 – 530
Level 1 <i>Partially Meets Standards</i>	200 - 420	200 - 440

These performance levels are only applicable to the SAT and cannot be applied to the PSAT 8/9 or PSAT10.

## Illinois Performance Level Distributions

As described previously, the state of Illinois has four performance levels to measure student mastery of the Illinois Learning Standards.

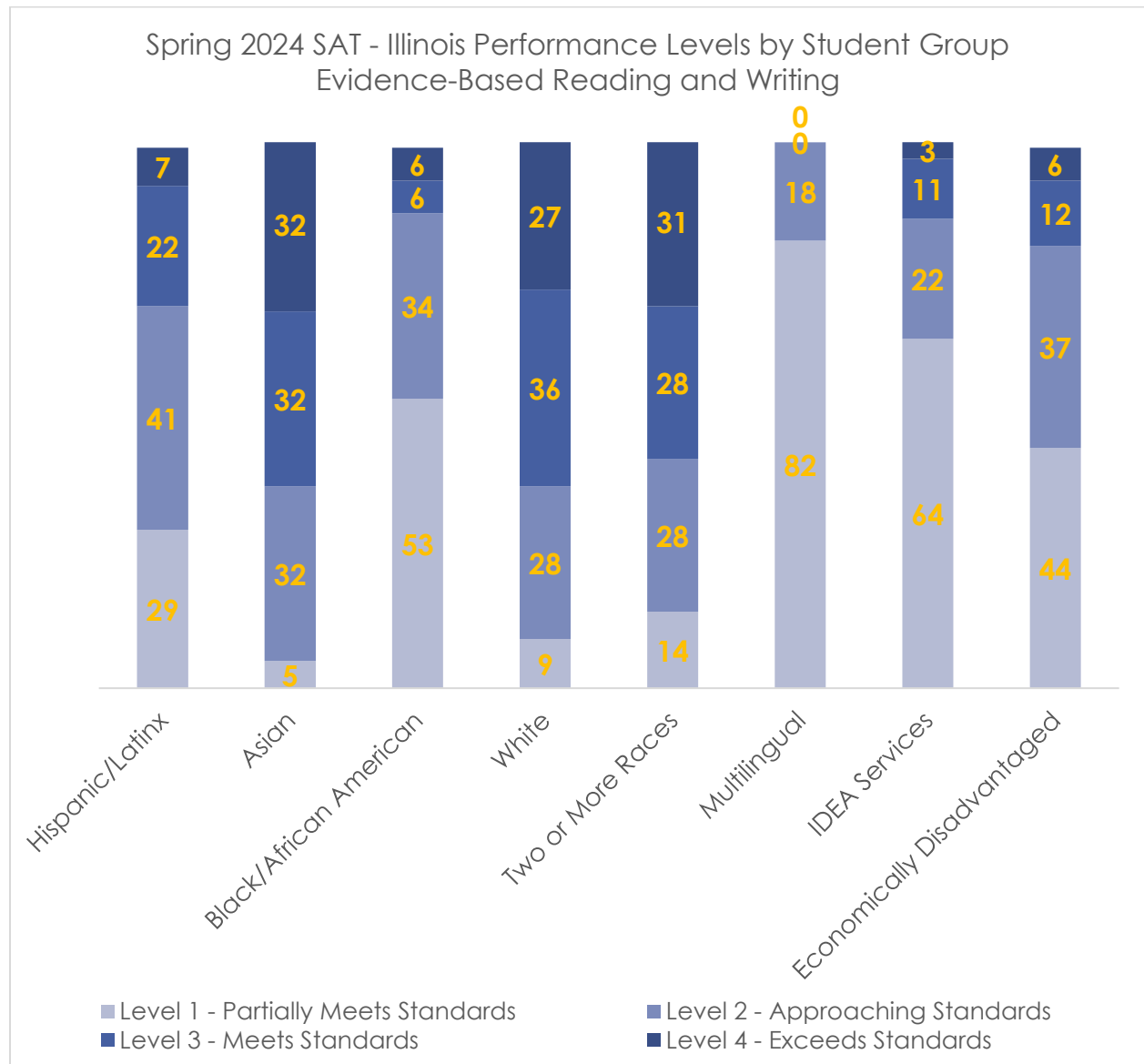
The charts below show the percentage of students in each performance level for Evidence-Based Reading and Writing and Mathematics.



In Evidence-Based Reading and Writing, 32% of students scored in the "approaching" category, while 23% achieved an "approaching" score in Mathematics. These students are very close to demonstrating mastery of the Illinois Learning Standards as measured by the SAT. LTHS remains committed to providing all students with a rigorous, challenging curriculum aligned to these standards.

## Evidence-Based Reading and Writing

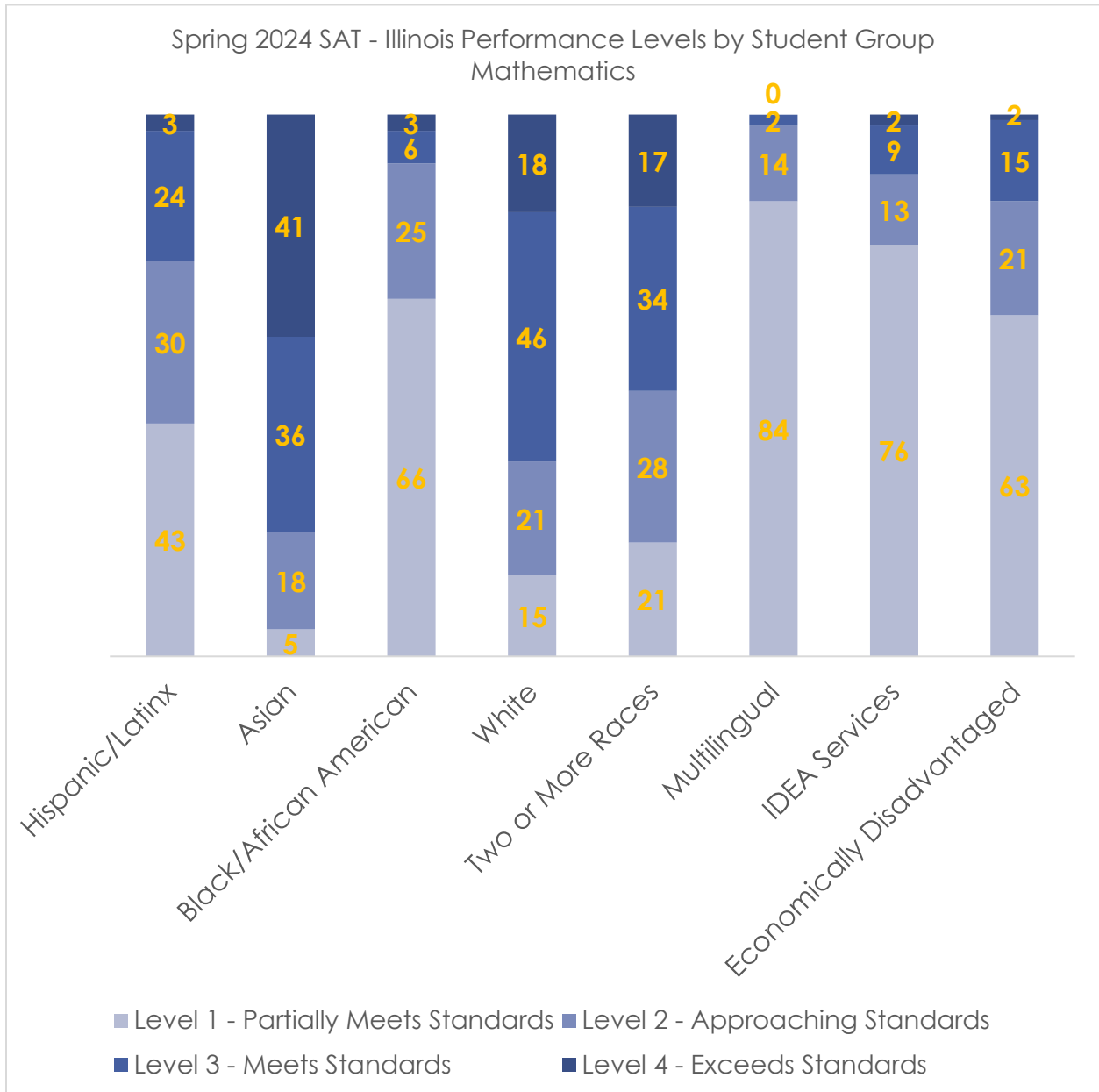
The next chart illustrates the performance level breakdowns for Evidence-Based Reading and Writing by student group.



Performance levels vary across student groups, with English Learners having the highest percentage of students scoring at Level 1, followed by those receiving special education services. It's important to note that many students can be represented in multiple student groups. To support the academic and social-emotional needs of our growing Multilingual population, multilingual supports have been integrated into all graduation requirements for the 2024-2025 school year. Additionally, co-teaching has expanded to junior level courses, providing special education students with increased support to access grade-level curriculum.

## Mathematics

The performance level breakdown by student group for Mathematics is displayed below.

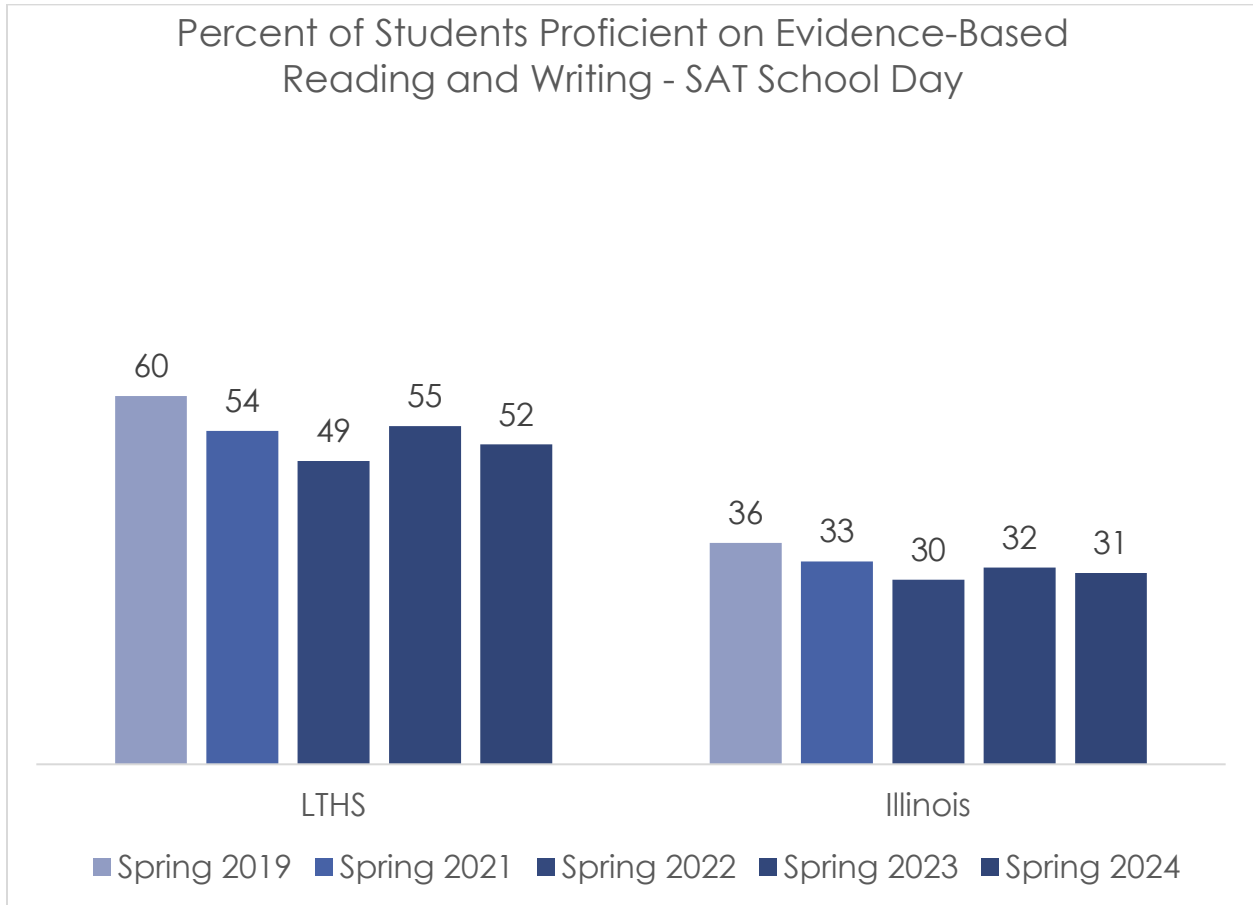


Performance levels vary among student groups and many students are represented in more than one student group. The District Equity Leadership Team (DELT) is dedicating this year to exploring additional supports to address the academic and social-emotional needs of all students, complementing the existing co-teaching and multilingual supports.

## Illinois Proficiency by School Year

### Evidence-Based Reading and Writing

The chart below illustrates the percentage of Lyons Township High School students who were proficient (scoring a 3 or 4) on the Evidence-Based Reading and Writing portion of the SAT compared to state proficiency levels.

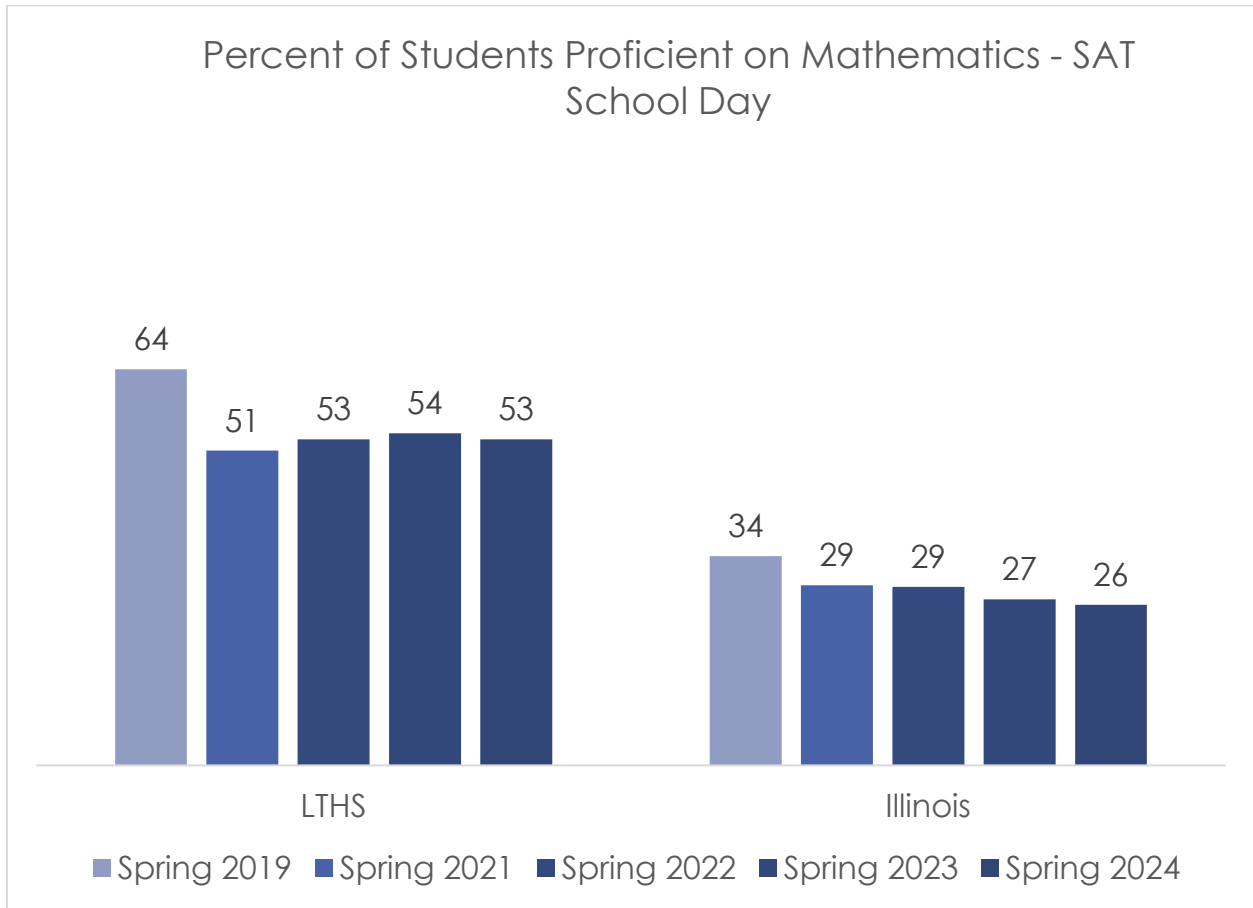


Spring 2020 data is not available due to the cancelation of assessments by ISBE.

LTHS consistently outperforms the state of Illinois in reading and writing on the SAT. Although proficiency percentages in Spring 2024 were 3% lower than in Spring 2023, it's important to note that, while we track these percentages annually, each cohort of students has unique strengths and opportunities for growth.

## Mathematics

The next chart displays Lyons Township High School's proficiency percentage on the Mathematics portion of the SAT compared to state proficiency percentages.



Spring 2020 data is not available due to the cancellation of assessments by ISBE.

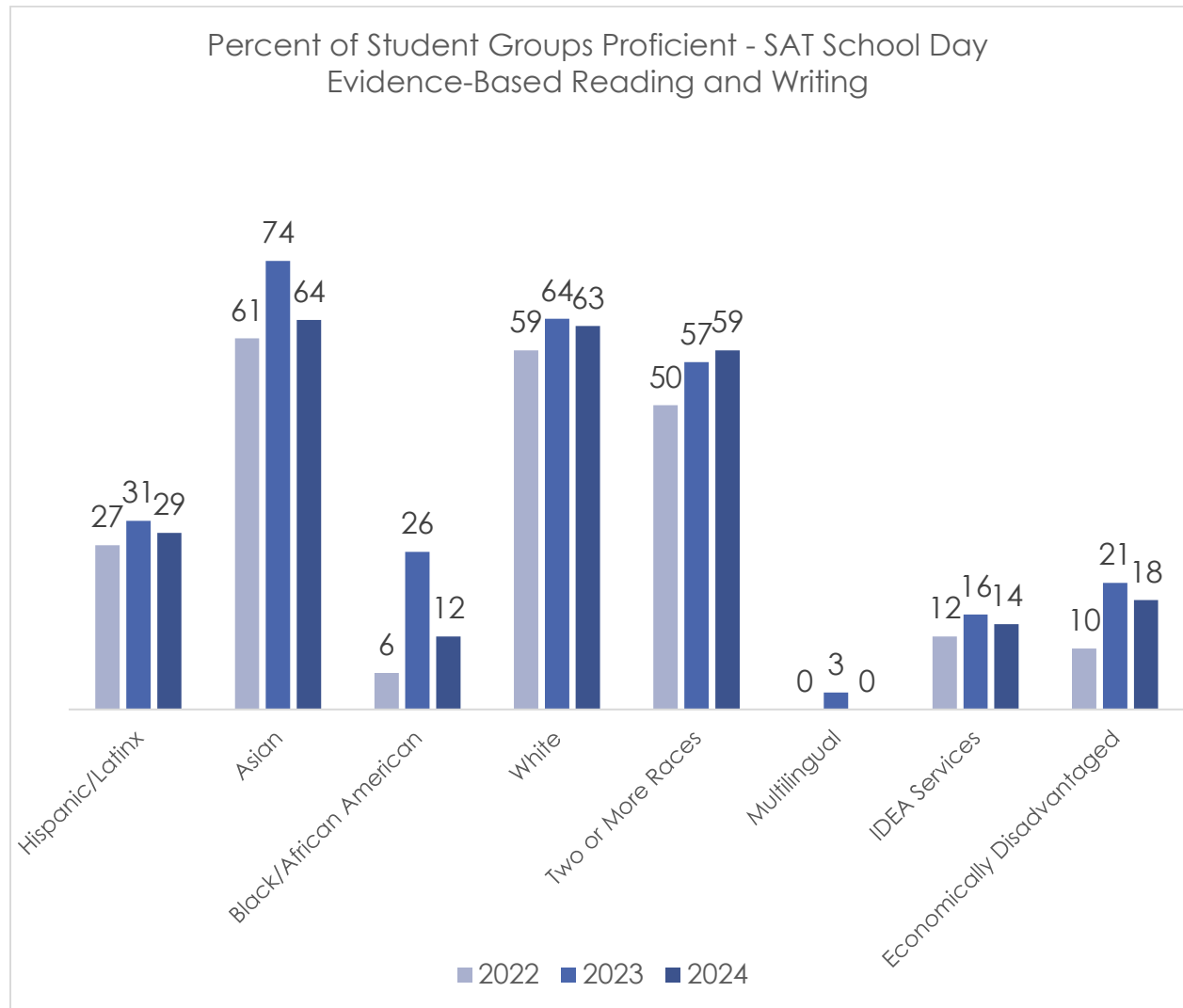
Lyons Township High School continues to surpass the state of Illinois in Mathematics on the SAT. Performance in mathematics has remained consistent over the past three years. It's worth noting that each year's data reflects a distinct group of students, each with their own strengths and opportunities for development.

## Illinois Proficiency by Student Group and Year

Lyons Township High School District 204 is committed to closing the achievement gap by supporting the social, emotional, and academic growth of all students. To better focus resources, initiatives, and programs, it is essential to examine SAT performance by student group.

### Evidence-Based Reading and Writing

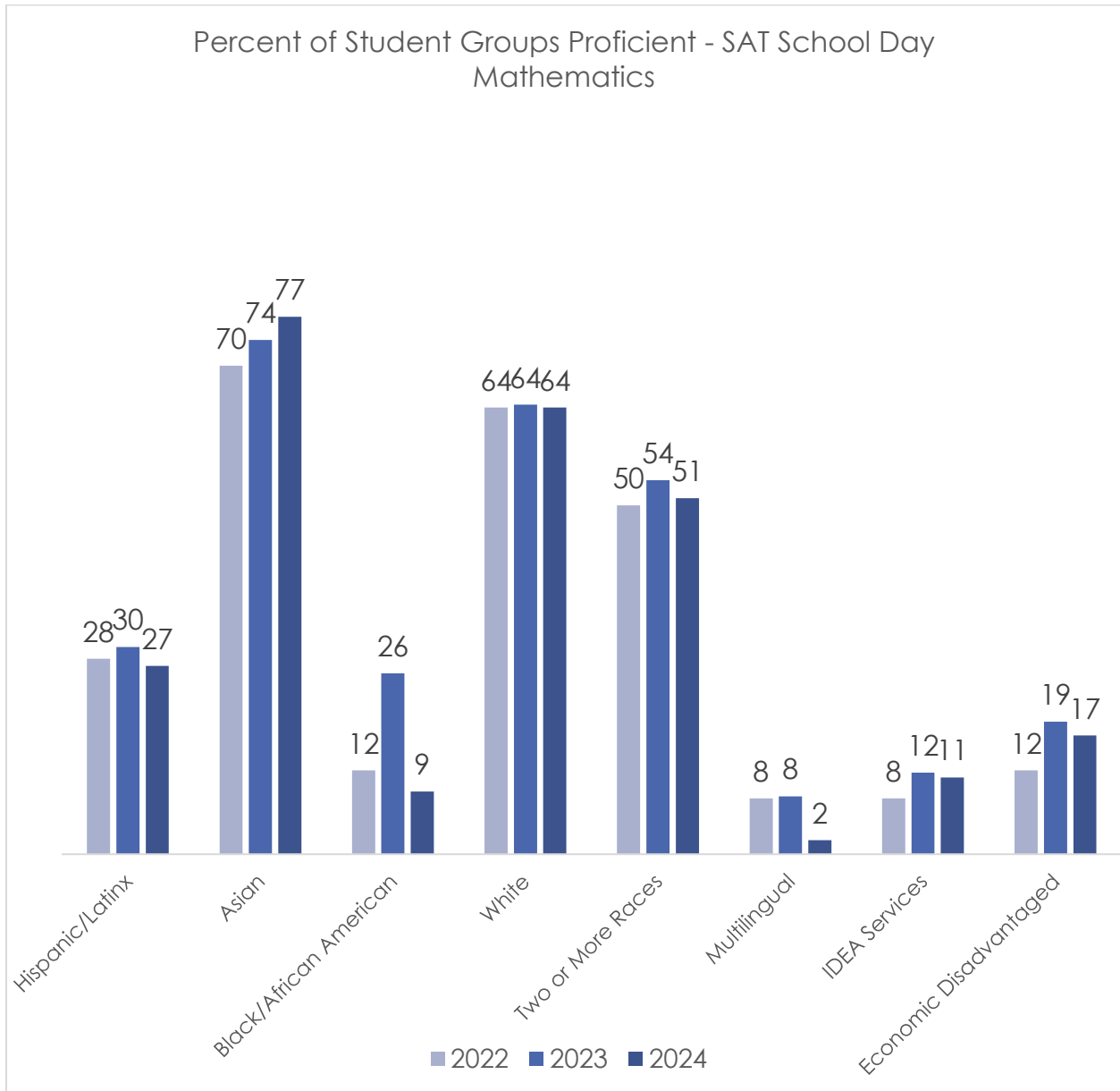
This graph shows performance on the SAT's Evidence-Based Reading and Writing section for each student group.



While overall SAT reading and writing performance showed a slight decline, it has largely remained consistent across most student groups. For groups with more significant declines, the smaller population of those groups means that one student's performance can significantly impact the overall percentage.

## Mathematics

This graph shows performance on the SAT's mathematics section for each student group.



Most student groups have demonstrated slight variation in SAT mathematics performance from year to year. Notably, the Asian student group experienced growth, while the White student group's performance has remained steady. For groups with more significant yearly fluctuations, the smaller population size means that individual performance has a larger impact on the overall percentage.

## Illinois Science Assessment

The Illinois Science Assessment (ISA) is the state science assessment for students in grade 11. The ISA is a general science assessment that covers life science, physical science, and earth and space science. Engineering and technology practices are embedded throughout the assessment.

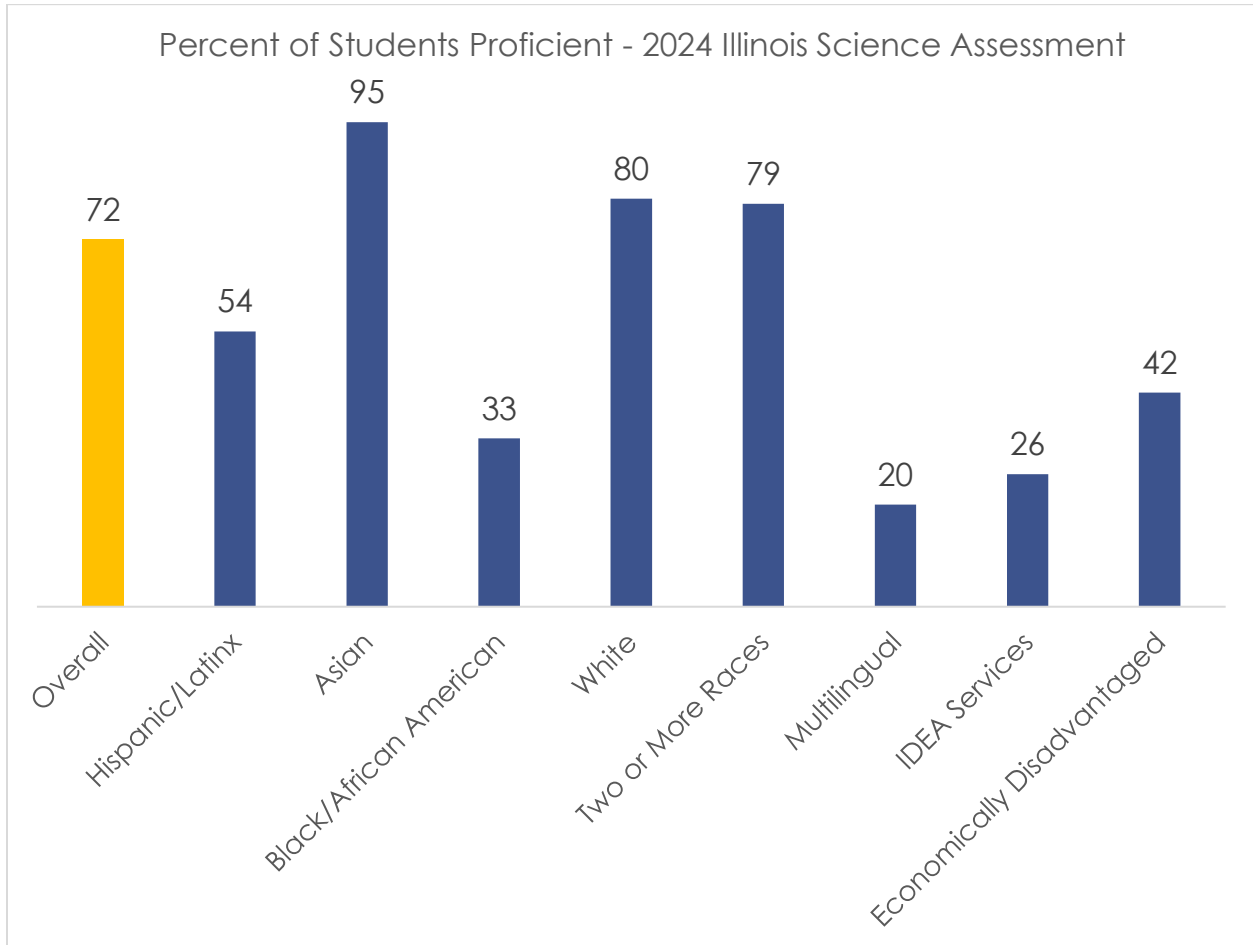
The ISA underwent a redesign in 2020. ISBE has stated that data from the spring of 2021 cannot be compared to the spring of 2022 so comparison data is only available for spring of 2022, spring of 2023, and spring of 2024.

The performance levels are shown below with levels 3 and 4 being considered proficient:

<i>Performance Level</i>	<i>Score Ranges</i>
Level 4 Exemplary	834 - 900
Level 3 Proficient	796 - 833
Level 2 Developing	773 - 795
Level 1 Emerging	700 - 772

## ISA Proficiency by Student Group

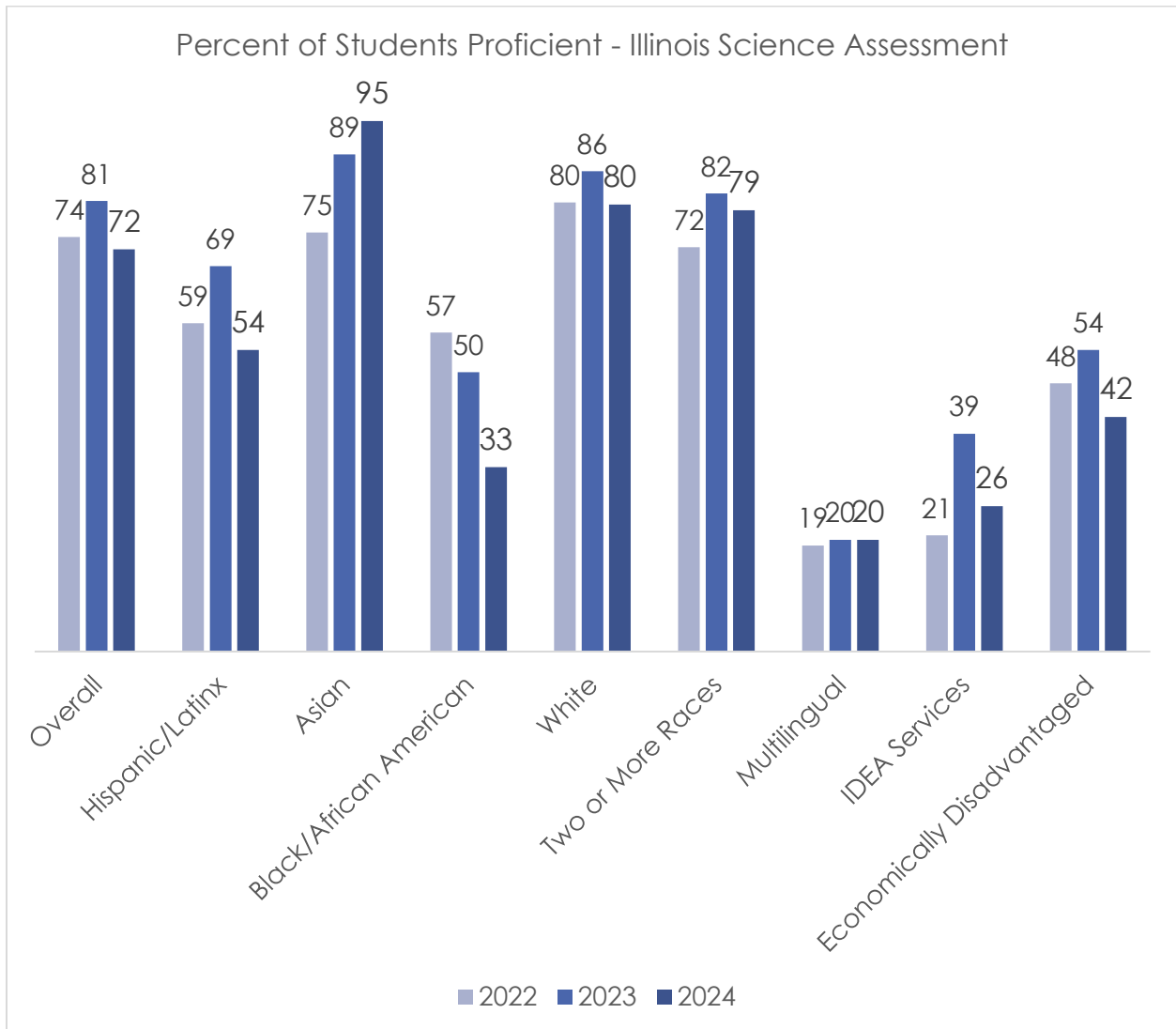
The chart below shows the percentage of students proficient (earning level 3 or 4) on the Spring 2024 ISA overall and by student group. The first bar represents the overall science proficiency level for all students at Lyons Township High School. Subsequent bars illustrate the proficiency percentage (level 3 and 4) of various student groups at LTHS.



Lyons Township High School students continue to perform well on the Illinois Science Assessment. However, proficiency rates for Hispanic/Latinx, Black/African American students, English Learners, students receiving special education services, and economically disadvantaged students were below the overall student average. The staff remains committed to addressing these disparities through ongoing efforts aligned with the school's strategic plan.

## ISA Proficiency by School Year

The chart below shows the percentage of students proficient (earning level 3 or 4) on the Spring 2022, 2023, and 2024 sciences assessments.



Although overall performance on the Illinois Science Assessment showed a slight decline, it remains strong for most student groups. In groups with more significant variation, the smaller population size means that individual student performance can have a notable impact on the overall percentage.

## Dynamic Learning Maps – Alternate Assessment

The Dynamic Learning Maps – Alternate Assessment (DLM-AA) is administered in place of the PSAT/SAT for students with the most significant cognitive disabilities (typically associated with an IQ less than 55). Students participating in the DLM-AA also have deficiencies in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work leisure, health and safety. Students in grades 9, 10, and 11 are assessed in English Language Arts and Mathematics. Students in grade 11 also complete the Science portion of the DLM-AA instead of the Illinois Science Assessment.

The DLM-AA has four performance levels:

- Emerging
- Approaching the Target
- At Target
- Advanced

Students in the *At Target* and *Advanced* ranges have demonstrated proficiency in the respective subject area.

Less than 1% of students at Lyons Township High School meet the qualifications to participate in the DLM-AA. State guidelines do not permit the reporting of assessment data for student groups fewer than 10 students. This is designed to protect student privacy. In compliance with these guidelines, Lyons Township High School cannot publicly report DLM-AA data. Administration and school staff continue to utilize DLM-AA data to inform instruction and program placement as well as to support the academic needs of all students.

## ACCESS for English Language Learners

ACCESS for English Language Learners is an English Language proficiency exam administered to all students in our Multilingual program. The state of Illinois uses the term English Learner for this group of students while ACCESS uses the term English Language Learner. The assessment assesses listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

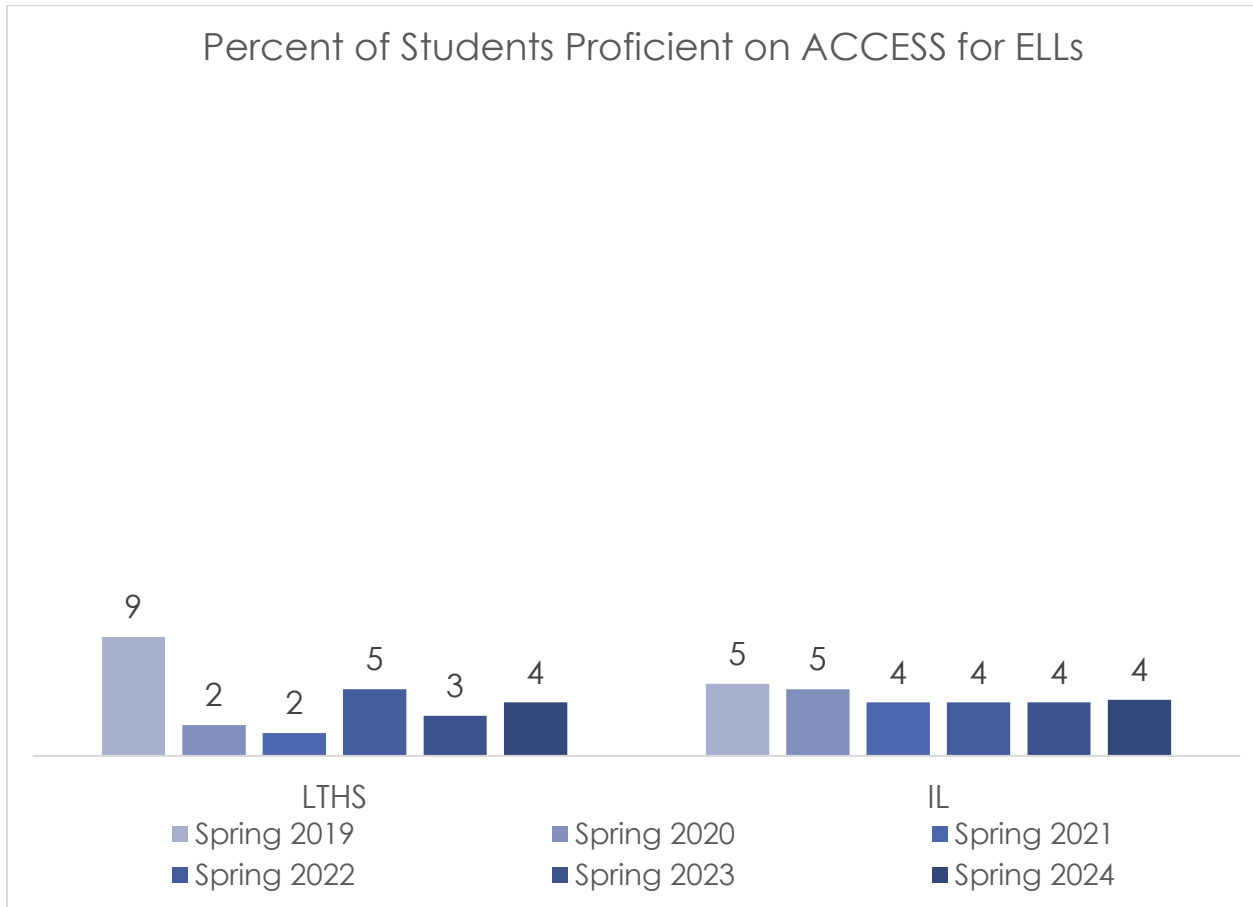
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. In Illinois, students earning a 4.8 or higher exit English Learner programming and no longer participate in the ACCESS assessment. The six proficiency levels and their descriptors are below.

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 64 students or 1.6% of the student population qualified for services. In 2022, 157 students or 4% of the student population qualified. In 2024, this percentage increased to 6%, which is 223 students.

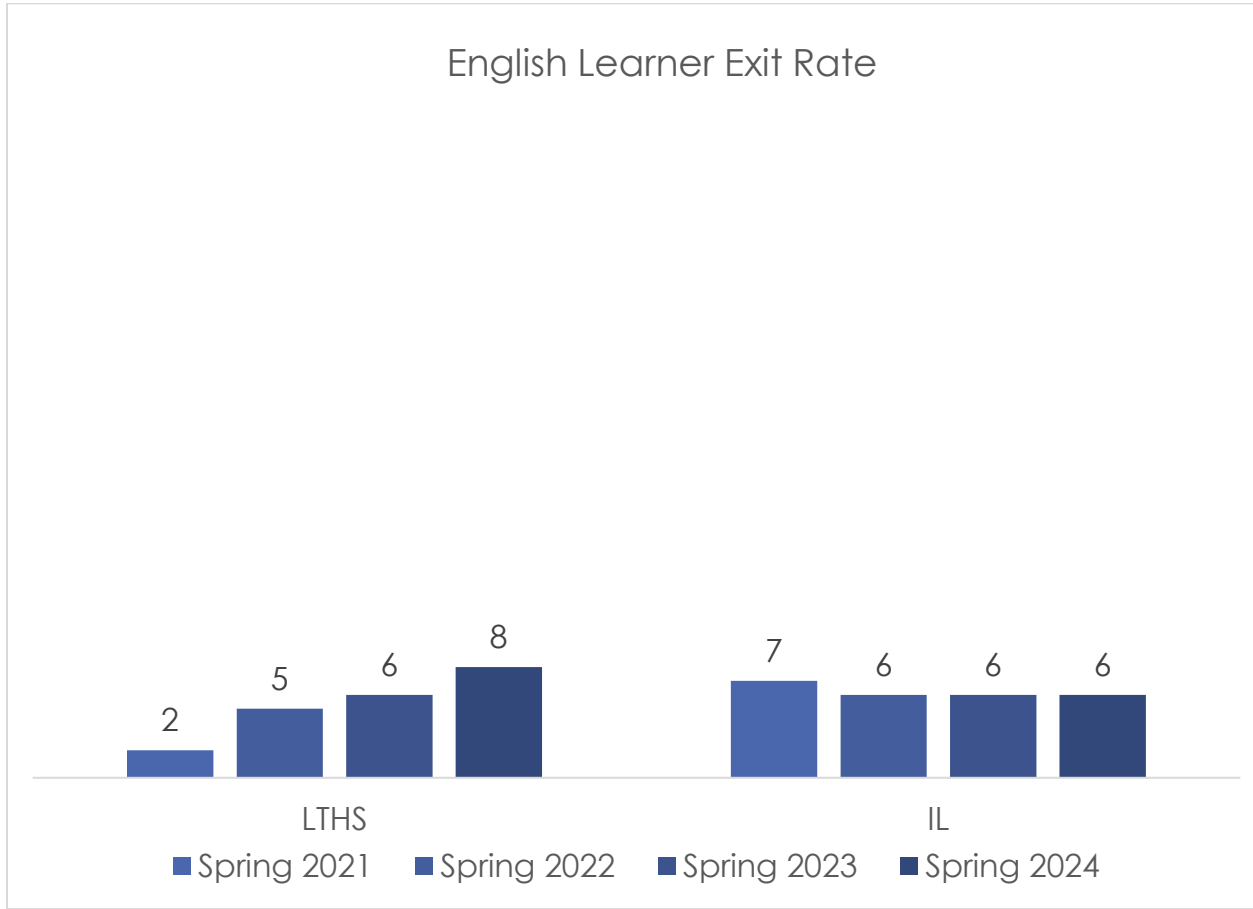
## ACCESS for ELLs Proficiency by School Year

The chart below depicts the percent of students identified as English Learners that met proficiency standards (levels 5 and 6) for each school year. The population of students taking the ACCESS test is constantly evolving, as students who achieve the exit score of 4.8 no longer participate in the assessment the following year.



## EL Exit Rate by School Year

A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner by the Illinois State Board of Education. This graphic shows the percentage of students in LT's Multilingual program who have met the state's exit criteria each school year.



LTHS continues to see an increase in the percentage of students meeting the state's EL exit criteria.

# ASSESSMENT & RESEARCH



## 2024 Advanced Placement Exam Report

Lyons Township High School District 204

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## Introduction

Advanced Placement (AP) courses give students the opportunity to engage with college-level material while in high school. Students who engage in AP coursework stand-out to colleges during the college admission process. Approximately 85% of colleges and universities have stated AP coursework plays a role in the admissions decision process.

AP exams are scored on a 1-5 scale. The description of each score level is below:

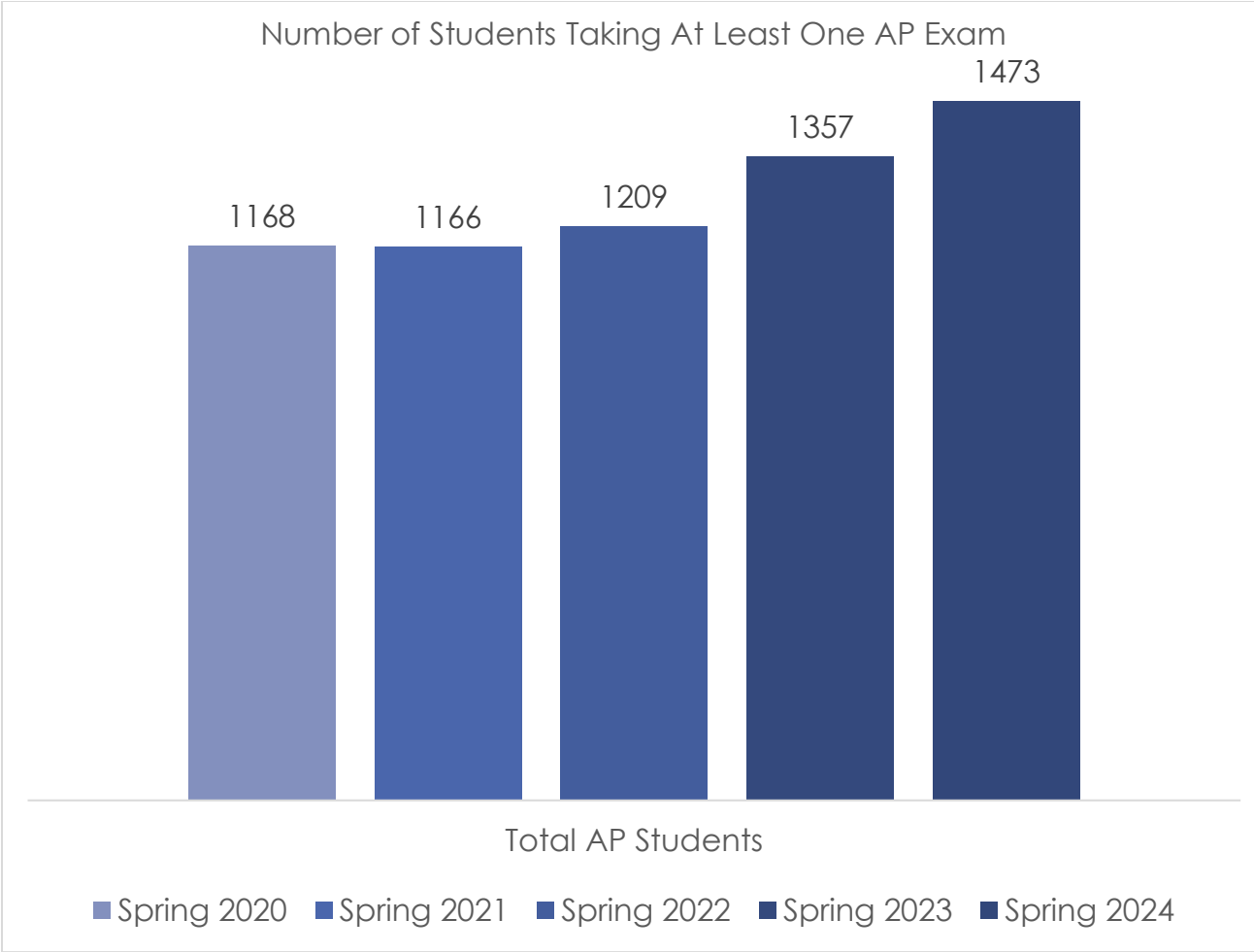
<i>Exam Score</i>	<i>Recommendation</i>
5	Extremely Well Qualified
4	Very Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

Students who take and pass AP exams have an opportunity to earn college credit, often saving time and money. In Illinois, all public colleges and universities are required to award college credit to students who pass an AP exam. Out-of-state and private universities each have their own requirements for awarding credits. A score of 3 or higher is considering passing.

Lyons Township High School District 204 has partnered with Equal Opportunity Schools to expand access to AP and Dual Credit courses. The partnership started in the fall of 2021. Our first EOS cohort took their AP/DC classes during the 2022-2023 school year and the work from that partnership is reflected in the following data.

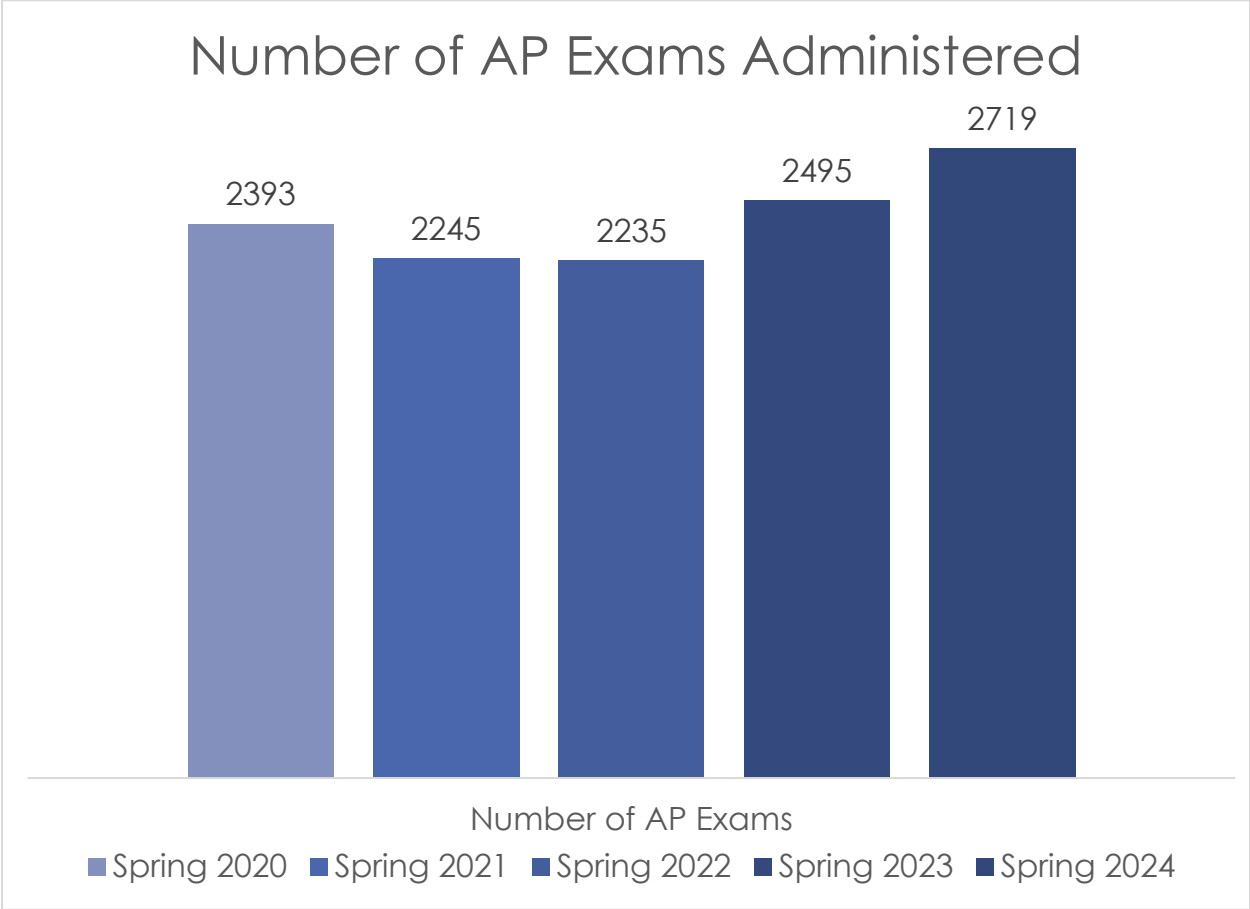
# Number of Students Tested

In the Spring of 2024, Lyons Township High school saw an increase in the number of students who took at least one AP Exam.



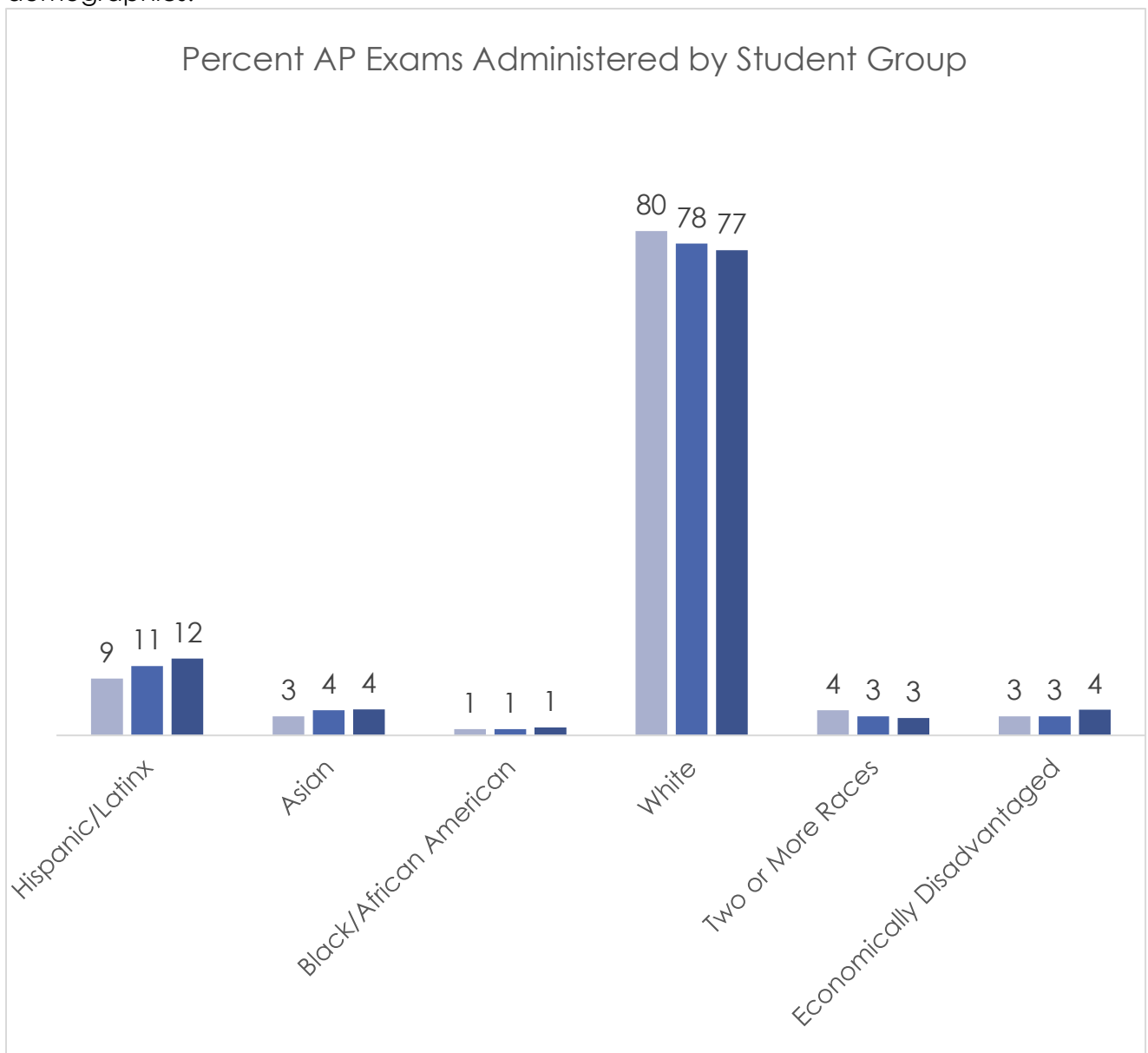
## Number of Exams Administered

Lyons Township High School experienced an increase in the number of exams administered during the spring of 2024, with a total of 2,719 exams administered. Notably, 354 of these exams were administered digitally, marking the first time in LT's history that digital exams were offered.



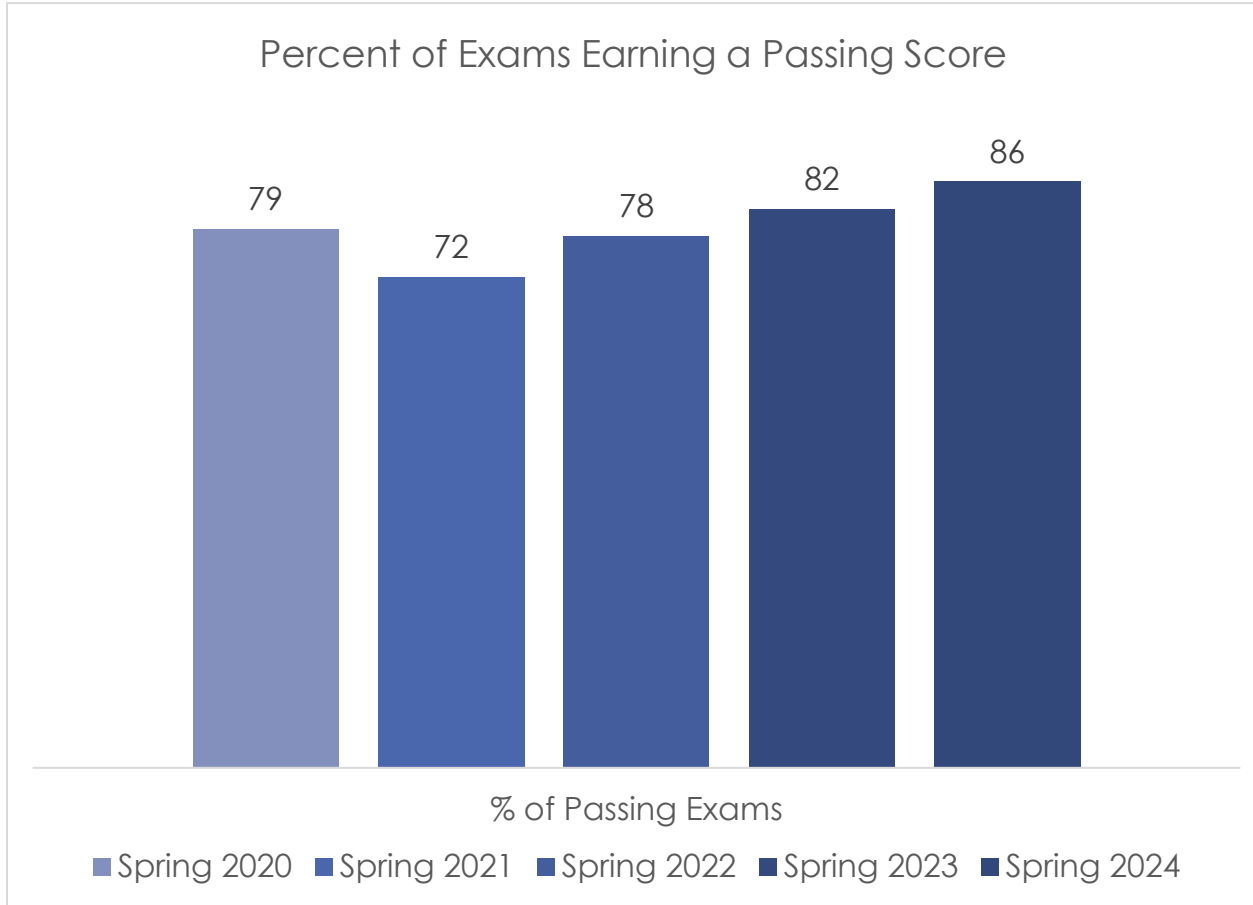
## Percent of Administered Exams by Student Group

The chart below illustrates the distribution of exams administered by demographic groups at Lyons Township High School for the last three years. Of the 2,719 exams given in the spring of 2024, 12% were administered to Hispanic/Latinx students, reflecting an increase compared to the previous year. Asian students accounted for 4% of all exams, Black/African American students represented 1%, white students completed 77% of the exams, and 3% were administered to students identifying as two or more races. While there has been growth in the percentage of Hispanic/Latinx students taking AP exams, these figures still do not fully represent the diversity of our school community. Lyons Township High School District 204 continues to collaborate with Equal Opportunity Schools to ensure that these percentages more accurately reflect our student demographics.

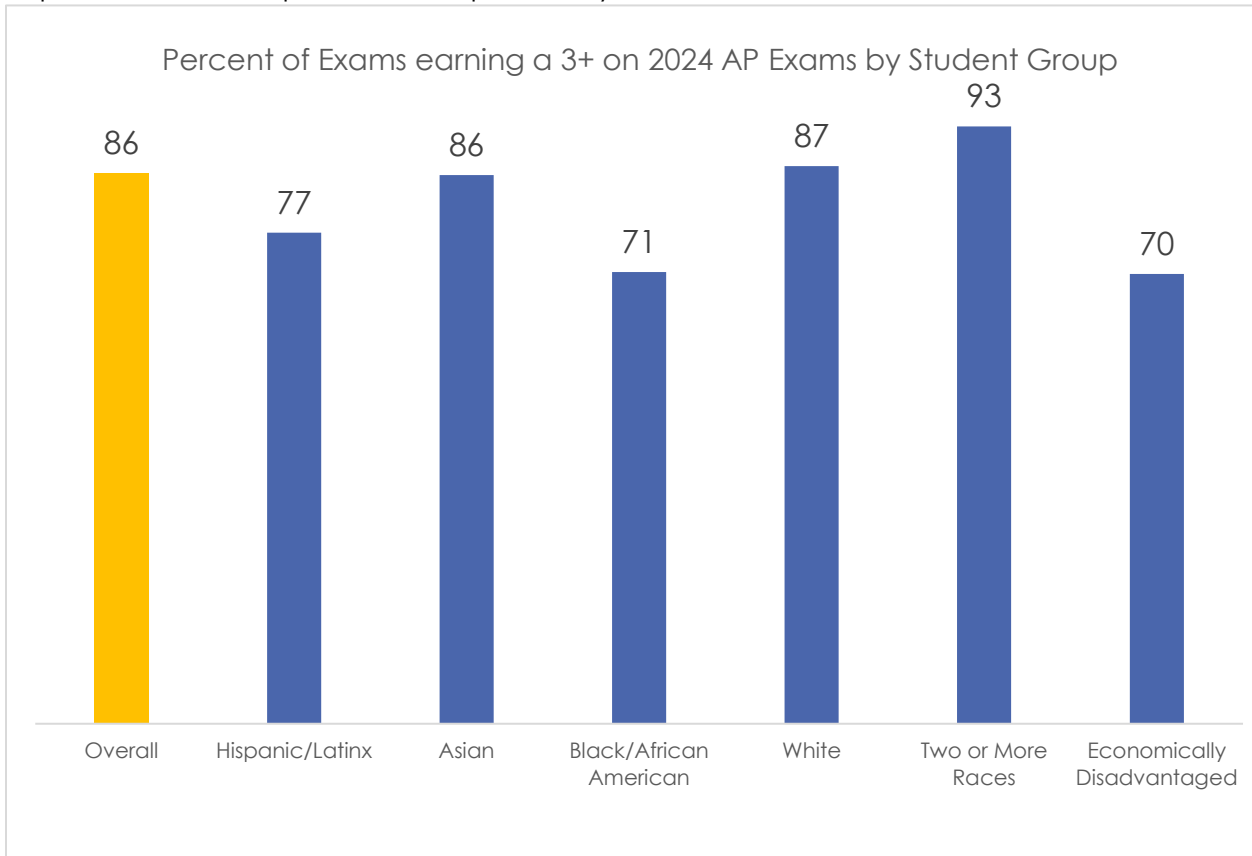


## Percent of Passing Exams

The following chart illustrates the percentage of AP exams that achieved a passing score over the past five years. In the spring of 2024, 86% of AP exams earned a passing score of 3 or higher, reflecting a 4% increase from the spring of 2023. Lyons Township High School continues to expand the number of exams administered while maintaining a high pass rate.

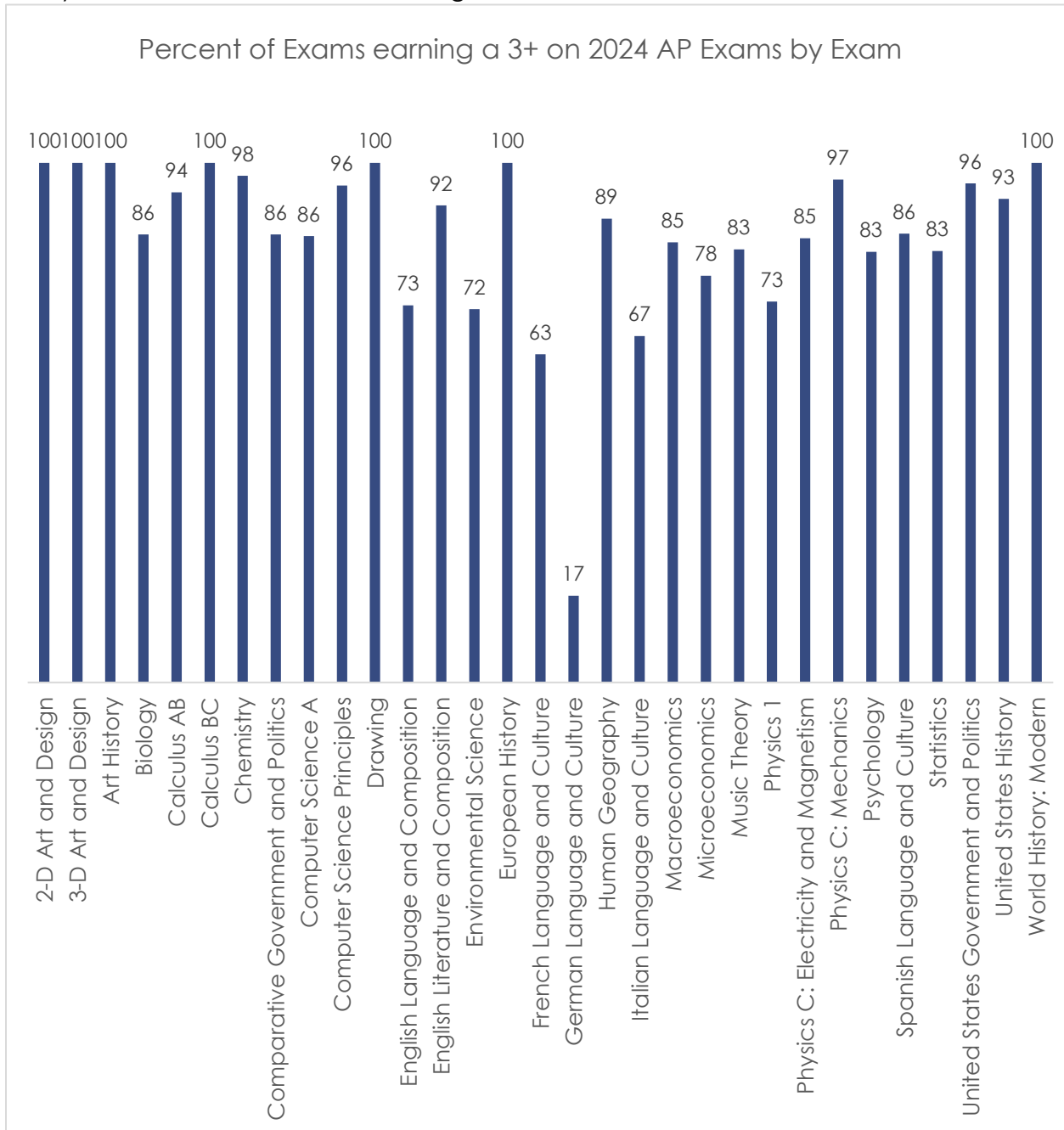


The chart below displays the percentage of passing AP exams by student group. Each group demonstrated strong performance, with high passing rates. These rates represent improvements compared to the previous year's data.



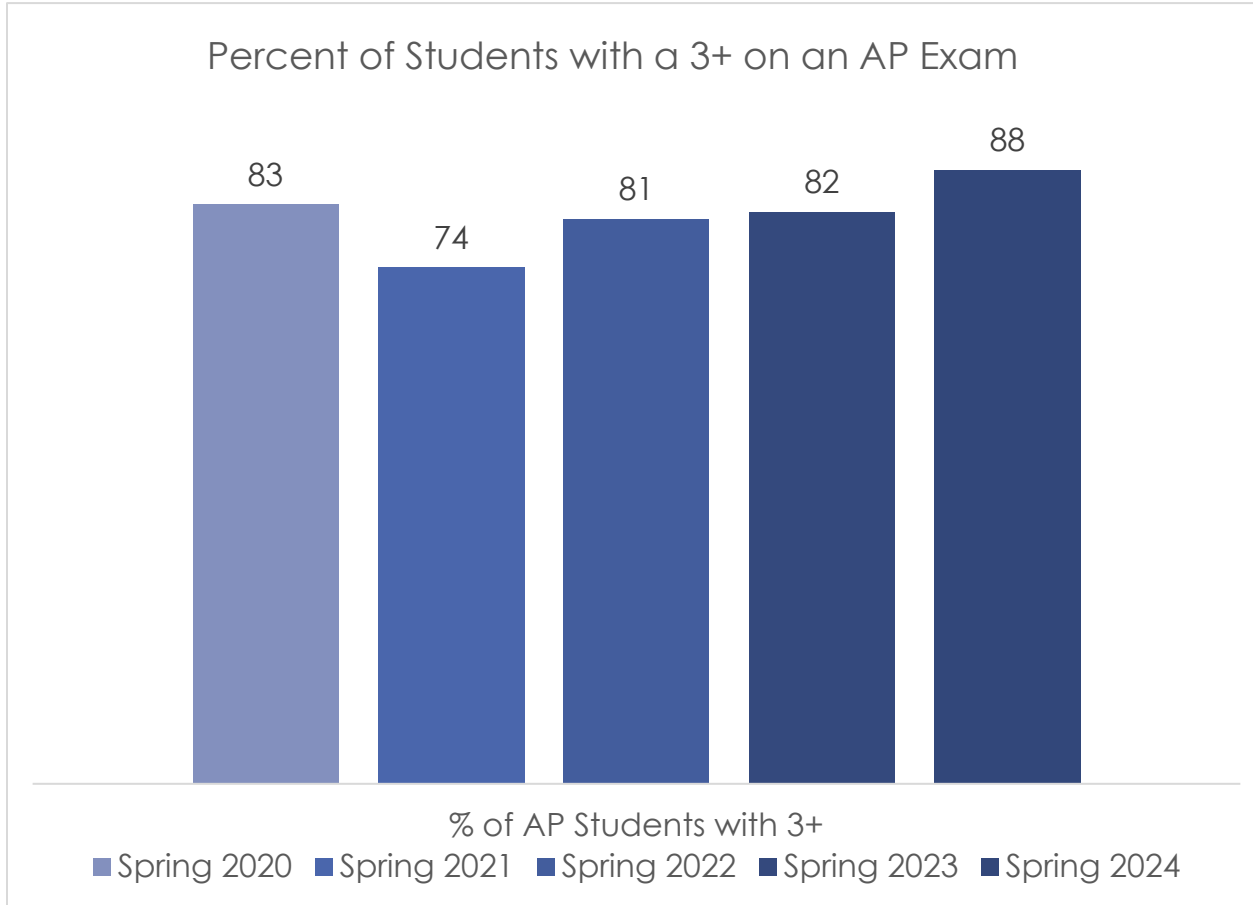
## Percent of Passing Exams by Course

The percentage of students earning a score of 3 or higher varies across AP courses, as illustrated in the chart below. District, school, division, and course teams continue to analyze this data to enhance learning outcomes for all students.



## Percent of Students Earning a Passing Score

A score of 3 or higher is considered passing and qualifies for college credit at any public college or university in Illinois. The graph below illustrates the percentage of AP students who earned at least one passing score on an AP exam over the past five years. In the spring of 2024, 88% of students taking AP exams achieved at least one passing score.



# ASSESSMENT & RESEARCH



## 2024 Equal Opportunity Schools Advanced Placement Exams

Lyons Township High School District 204

## Contents

Introduction .....	3
Number of Students .....	4
Percent of Passing Exams .....	5
AP Exam Score Distribution.....	6

## Introduction

Lyons Township High School District 204 has partnered with Equal Opportunity Schools to expand access to AP and Dual Credit courses. The partnership started in the fall of 2021. Our first EOS cohort took their AP/DC classes during the 2022-2023 school year and the work from that partnership is reflected in the following data.

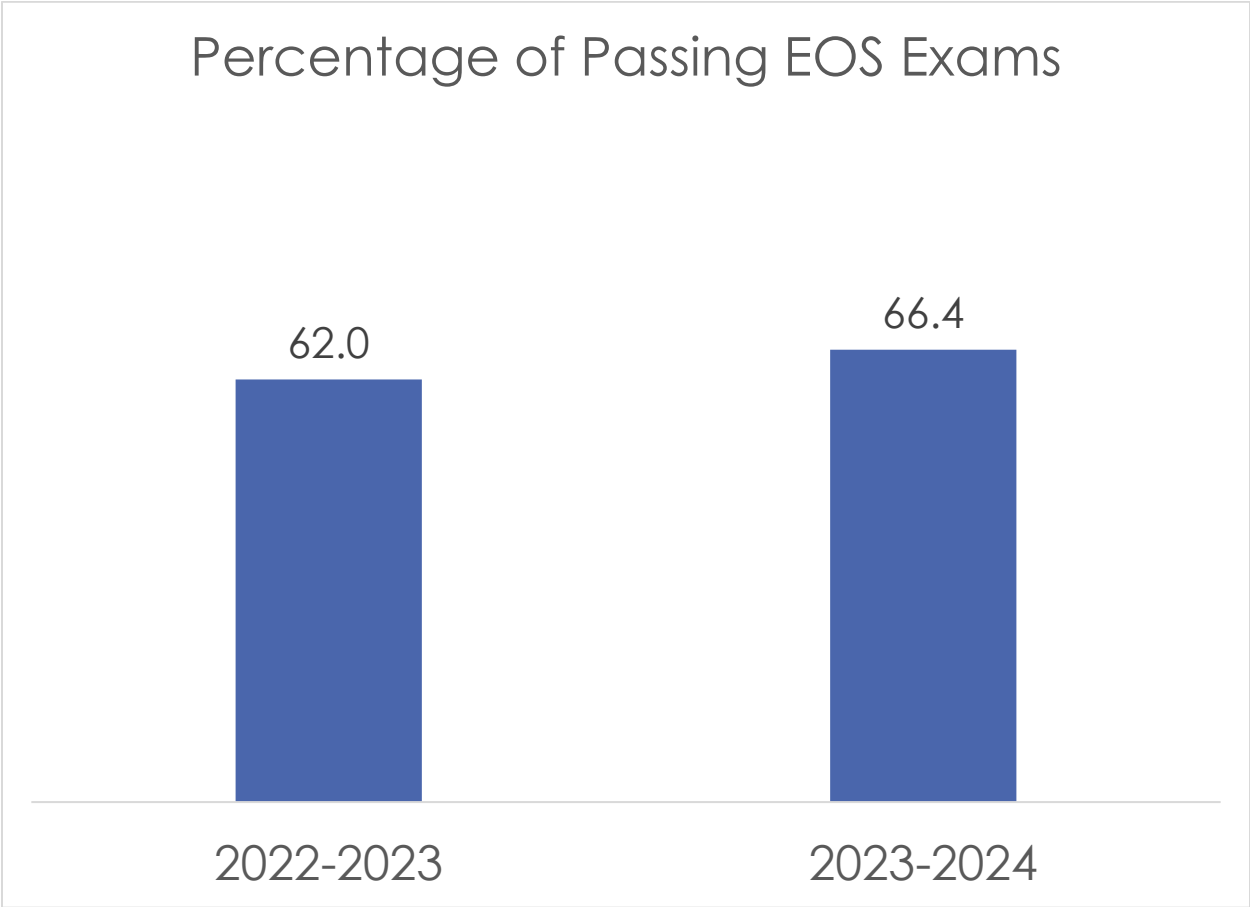
## Number of Students

The chart below shows the number of students recommended for AP Courses through the EOS process. The table also shows the number of exams administered to the cohort of students and the number of courses not taken or completed by the cohort of students. There are a variety of reasons a student may not take a recommended course.

<i>School Year</i>	<i>Number of Students Recommended</i>	<i>Number of Exams</i>	<i>Number of Courses not Taken or Completed</i>
2022 – 2023	80	83	14
2023 – 2024	123	107	56

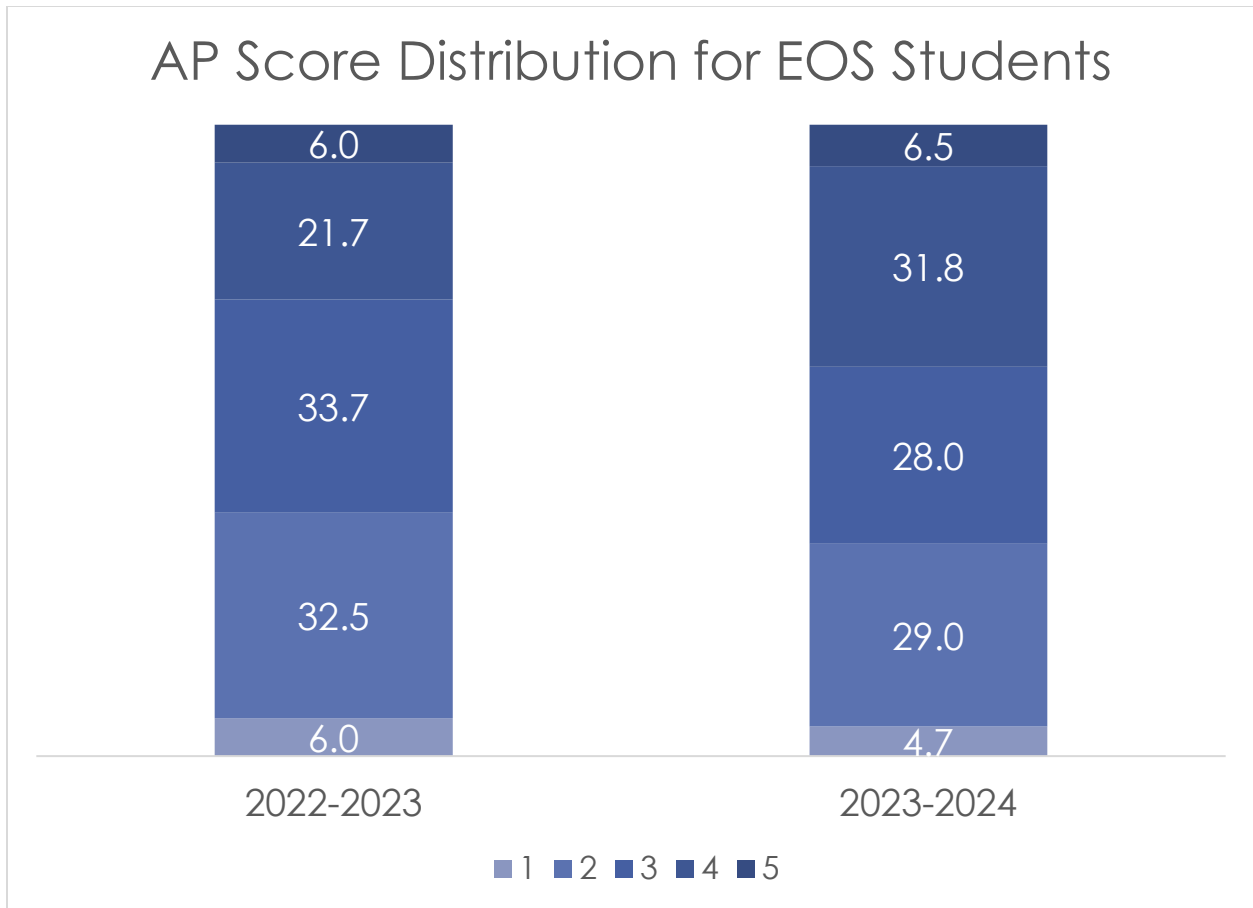
### Percent of Passing Exams

The graphic displays the percentage of AP exams administered to students in the EOS cohort that earned a 3, 4, or 5. The data is displayed for the 2022-2023 and 2023-2024 school years.



## AP Exam Score Distribution

The graphic illustrates the distribution of AP exam scores for students in the EOS cohort, with data presented for the 2022-2023 and 2023-2024 school years.



# LYONS TOWNSHIP HIGH SCHOOL



## 2024 Assessment and Report Card Summary November 2024

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# Outcomes

- Share Goal 1 updates and future focus areas
- Review 2023-2024 Standardized Assessment data and Advanced Placement exam data
- Understand metrics on School Year 2024 School Report Card that contribute to our EXEMPLARY summative designation!
- View placement on Equity Journey Continuum

# GOAL 1: STUDENT GROWTH AND ACHIEVEMENT

PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE.

*Deliver a guaranteed, viable, and rigorous curriculum for all students.*

*Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.*

*Bring consistencies to assessments and feedback processes supported by research and student/staff voice.*



# Junior Year Curriculum Review



LYONS TOWNSHIP HIGH SCHOOL

Division: Course

Stage 1: Course Unit Plans

COURSE:

Priority Skills/ Standards	Associated Skill-Based Rubric
Illinois SEL Standards	ELD Standards

UNIT #:

Unit Topic: Length of Unit:	
Essential Question:	48
Supporting Questions:	

- Priority Skills
- Rubrics
- SEL Standards
- English Language Development Standards

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# Junior Year Curriculum Review



LYONS TOWNSHIP HIGH SCHOOL

Division: Course

Stage 1: Course Unit Plans

Unit Concepts/Events/Topics: <u>Must Teach:</u>  <u>Can Teach:</u>	IL Priority Standard(s):
	IL SEL Standard(s):
	ELD Standards (English Language Proficiency Standards):
	IL Required Curriculum:

**Common Summative Assessments**

Common Formative Assessments:  
 Please indicate in parentheses which priority skill this is linked to.

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*\*Teachers should utilize formative assessment daily. Teachers have the autonomy to create and use formative assessment as needed. The list above only refers to the common formatives that all team members will administer.*

- Must Teach
- Can Teach
- Priority Standards
- SEL Standards
- ELD Standards
- IL Required Curriculum
- Common Formative Assessments



# Junior Year Curriculum Review



LYONS TOWNSHIP HIGH SCHOOL

Division: Course

Stage 1: Course Unit Plans

Literacy	
Literacy Focus: Explain how speaking, reading, writing, and listening are addressed in the unit and list/connect relevant CCSS Literacy Standards and ELD Standards.	Academic Language (words and phrases):
	Unit Priority Vocabulary (words and phrases):
Culturally Responsive Pedagogy/Muhammad's 5 Pursuits: <b>Identity, Skills, Intellect, Criticality and Joy</b>	
List the <a href="#">teaching and leading standards</a> you will incorporate in the unit: <ul style="list-style-type: none"> <li>•</li> </ul>	
Explain how you are incorporating the pursuits throughout the unit.	
<ul style="list-style-type: none"> <li>• Identity-</li> </ul>	
<ul style="list-style-type: none"> <li>• Skills (referenced above)-</li> </ul>	
<ul style="list-style-type: none"> <li>• Intellect-</li> </ul>	
<ul style="list-style-type: none"> <li>• Criticality-</li> </ul>	
<ul style="list-style-type: none"> <li>• Joy-</li> </ul>	
50	
Resources	
List all instructional resources that will be used in this unit. Add links where possible. Ensure the resources represent the	

- Literacy Focus
  - Academic
  - Vocabulary
- Rubrics
- Culturally Responsive Pedagogy
- Gholdy Muhammed's 5 Pursuits
- Resources

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# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline (2021-2022)	Current (2023-2024)	Life of Plan Target
Graduation Rate	Reports the percentage of students meeting graduation requirements in four years.	95.1%	95.2%	99.0%
AP/Dual Credit Participation	Reports the percentage of 9-12 students participating in Advanced Placement and/or Dual Credit Coursework.	49.8%	60.2%	70.0%
SAT Performance in English Language Arts	Reports the percentage of grade 11 students with a minimum SAT subject score of 540 in Evidence-Based Reading and Writing.	49.4%	52.4%	Pending ISBE ACT Benchmarks
SAT Performance in Mathematics	Reports the percentage of grade 11 students with a minimum SAT subject score of 540 in Mathematics.	53.1%	53.0%	Pending ISBE ACT Benchmarks
Grade Point Average	Reports the percentage of grade 9-12 students with a cumulative Grade Point Average of 2.8 or higher on a 4.0 scale, which assesses whether the student meets the objectives and expectations.	78.3%	77.5%	85.0%



# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline (2021-2022)	Current (2023-2024)	Life of Plan Target
Eliminating the Achievement Gap - ELA	Reports the percentage of 11th grade students in under- supported groups who are proficient on the EBRW section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	32.1%	31.1%	Pending ISBE ACT Benchmarks
Eliminating the Achievement Gap - Math	Reports the percentage of 11th grade students in under- supported groups who are proficient on the Math section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	35.2%	37.7%	Pending ISBE ACT Benchmarks
Eliminating the Opportunity Gap	Reports the percentage of students in under-supported groups enrolled in AP and/or Dual Credit courses their Junior and Senior year and compares to the percentage of students enrolled in AP and/or Dual Credit courses from traditionally supported groups.	22.1%	12.6%	11.0%



# 2023 - 2024 Standardized Assessments

- PSAT 8/9
- PSAT 10
- SAT
- Illinois Science Assessment
- DLM-AA
- ACCESS for ELLs



# Assessment Participation

- English Language Arts - 99.5%
- Mathematics - 99.5%
- Science - 97.9%



# SAT Suite of Assessments

**PSAT™ 8/9**  
sets readiness  
baseline

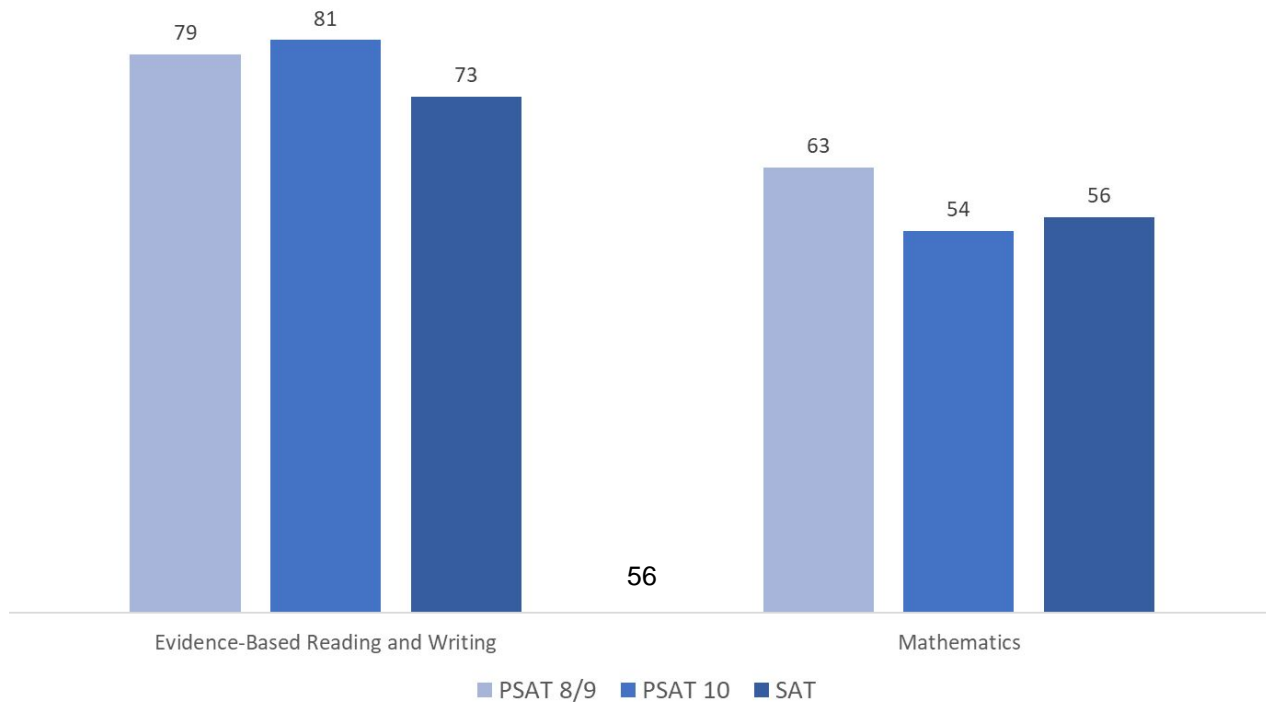
**PSAT/NMSQT®  
and PSAT™ 10**  
allow check-in on  
student progress

**SAT®**  
connects students  
to college

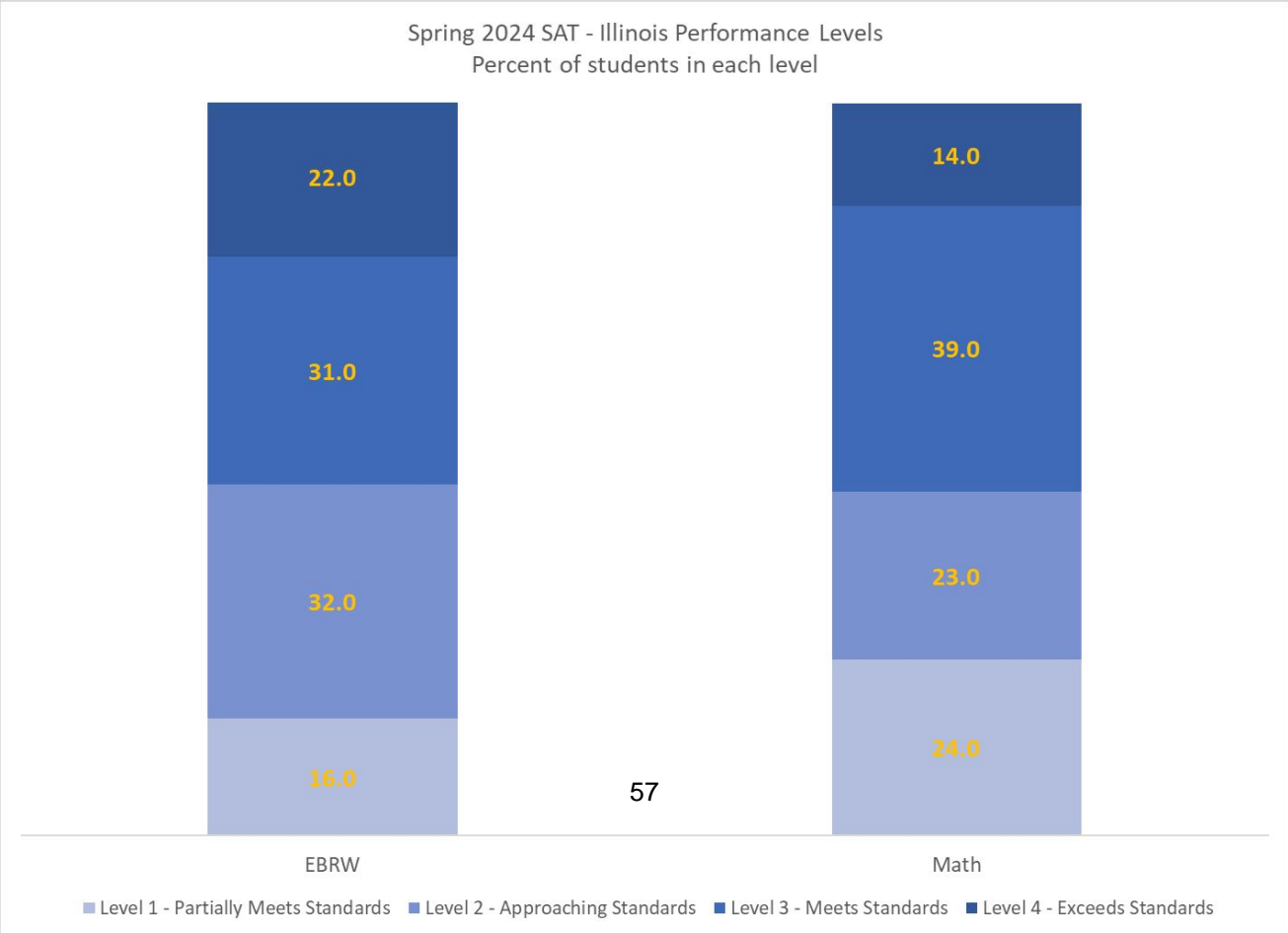


# Spring 2024 PSAT/SAT College & Career Benchmarks

Percent of Students Meeting College Board's College and Career Readiness Benchmarks - 2024 SAT School Day



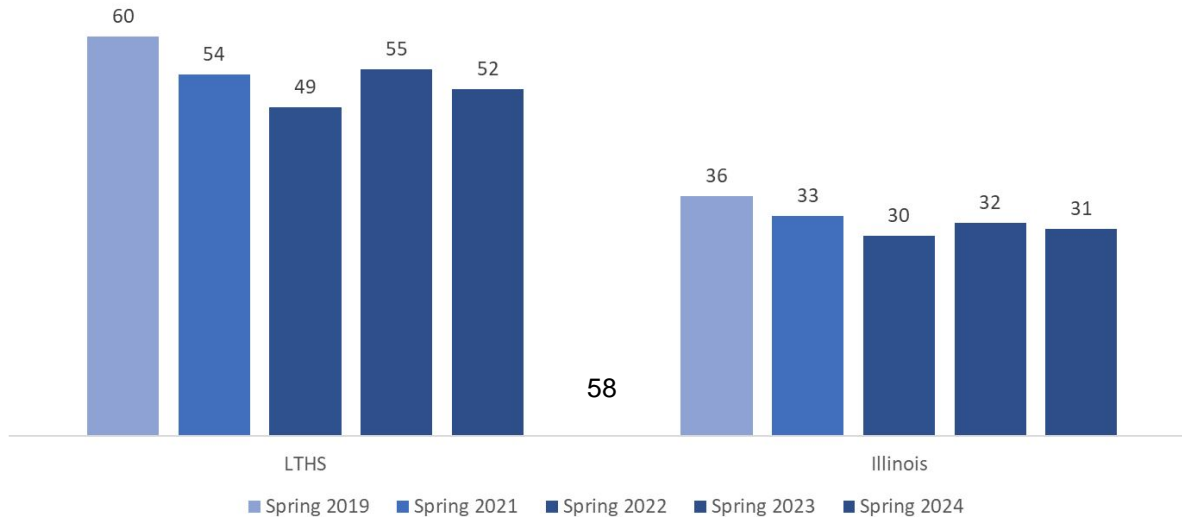
# Spring 2024 SAT Illinois Performance Levels



# SAT EBRW Proficiency by School Year

## Illinois Performance Levels

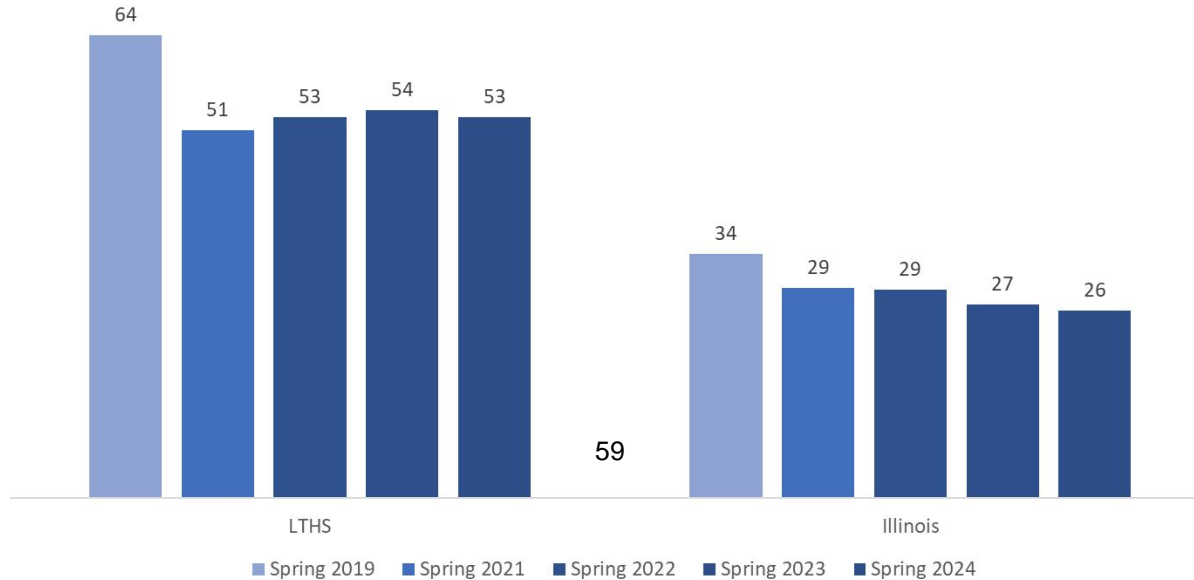
Percent of Students Proficient on Evidence-Based Reading and Writing - SAT School Day



# SAT Math Proficiency by School Year

## Illinois Performance Levels

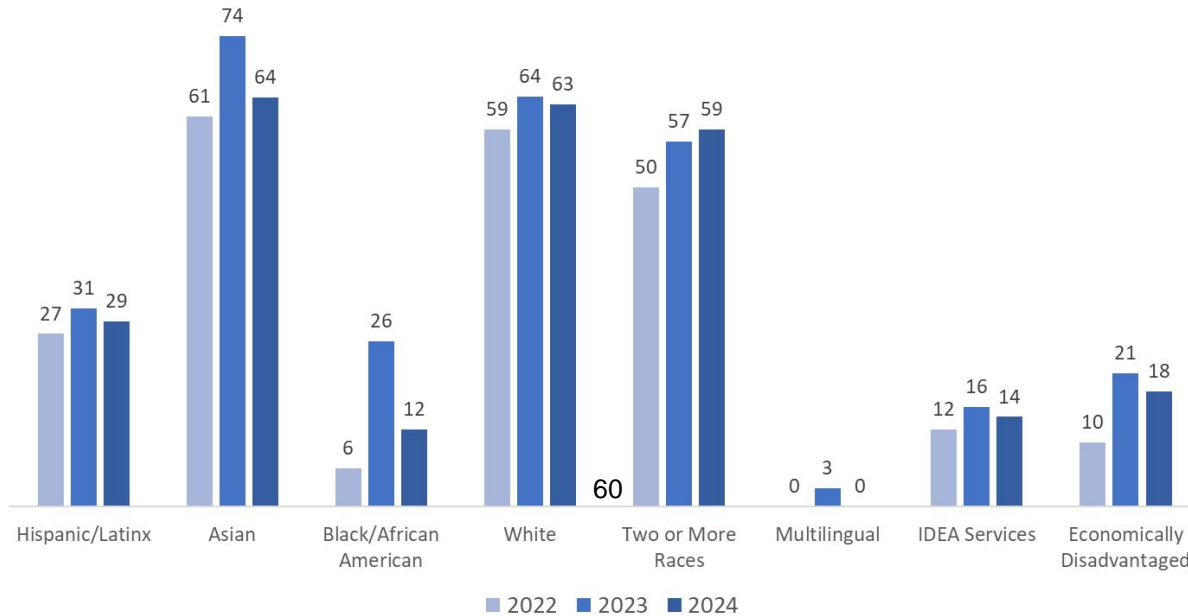
Percent of Students Proficient on Mathematics - SAT School Day



# SAT EBRW Proficiency by Student Group

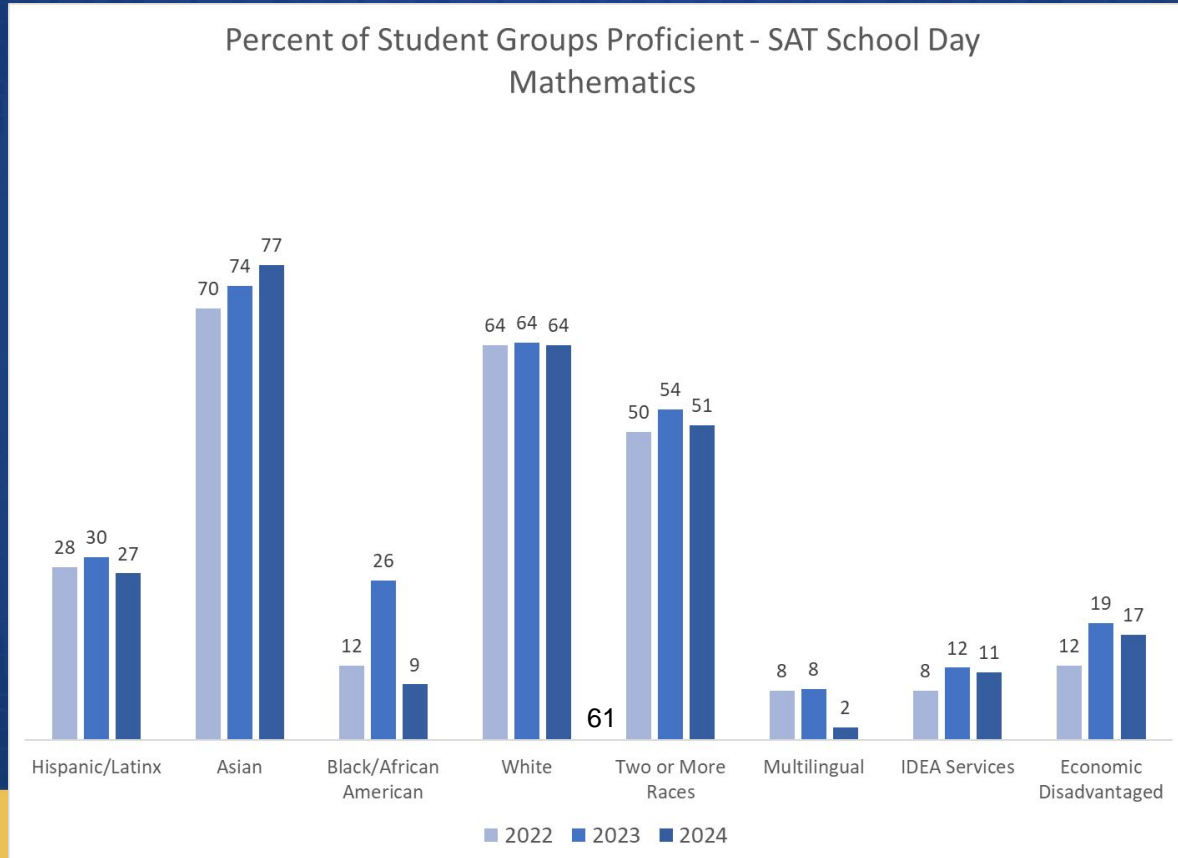
## Illinois Performance Levels

Percent of Student Groups Proficient - SAT School Day  
Evidence-Based Reading and Writing



# SAT Math Proficiency by Student Group

## Illinois Performance Levels



# SAT Lunch Prep Class

- 177 students attended at least one of the sixteen sessions
- College Board expected growth from the PSAT 10 to SAT
  - 42.3 points for EBRW
  - 39.8 points for Math
- Students who attended the drop-in prep class experienced an average total score change of 104 points and a median score change of 110 points.



# Illinois Science Assessment

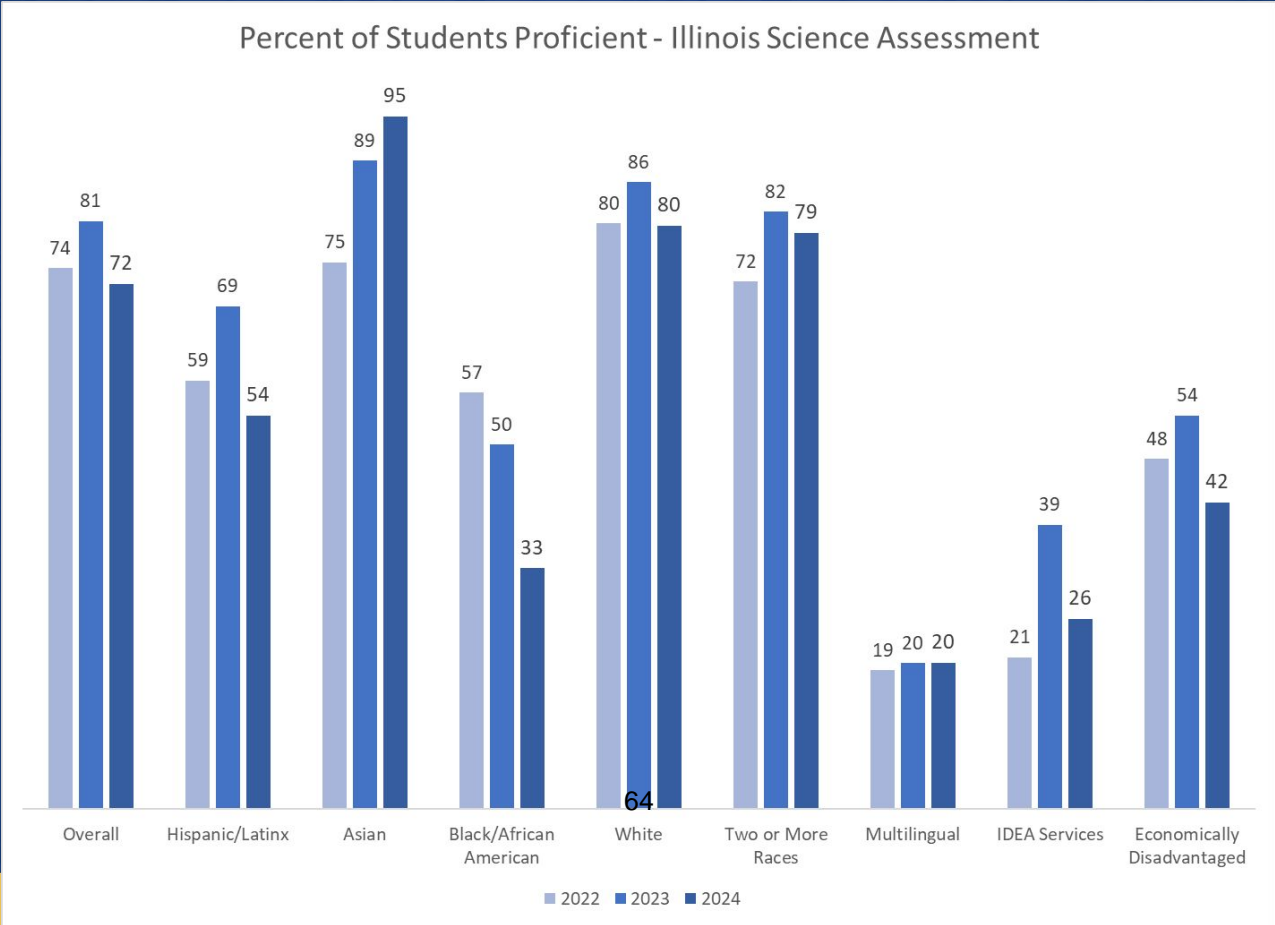


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# ISA Proficiency Overall and by Student Group



# Dynamic Learning Maps - Alternate Assessment



**DYNAMIC**<sup>®</sup>  
LEARNING MAPS

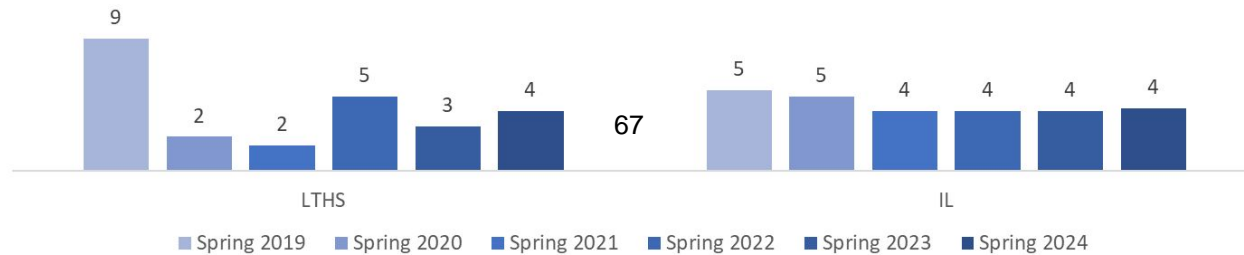


# ACCESS for English Learners



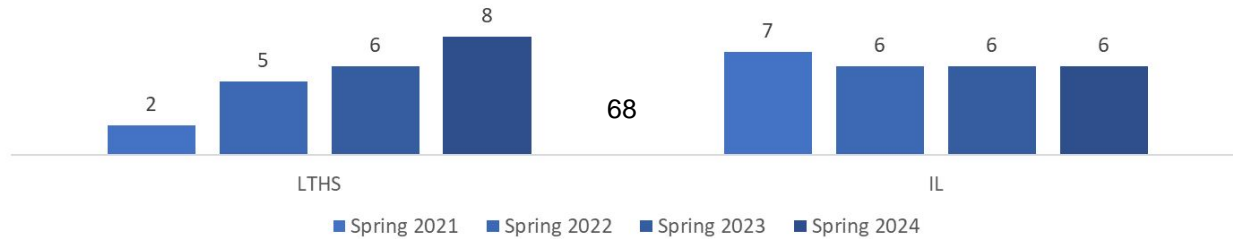
# 2024 ACCESS for ELLs Proficiency

Percent of Students Proficient on ACCESS for ELLs



# English Learner Exit Rate

English Learner Exit Rate



# Standardized Assessments

## Highlights

- 73% of students in the class of 2025 met College and Career Readiness benchmarks in ELA.
- 56% of students in the class of 2025 met College and Career Readiness benchmarks in Mathematics.
- The percentage of students proficient on ACCESS for ELLs increased by 1% and the percentage of students exiting EL increased by 2%.
- 72% of LTHS Juniors were proficient on the Illinois Science Assessment.



# Standardized Assessments

## Focus Areas

- SAT Achievement gaps ranging from 24-53% exist among Black/African American, Hispanic/Latinx, Economically Disadvantaged, English Learners, and students with disabilities compared to the overall student proficiency.
- DELT Focus on closing opportunity gaps and increasing achievement.



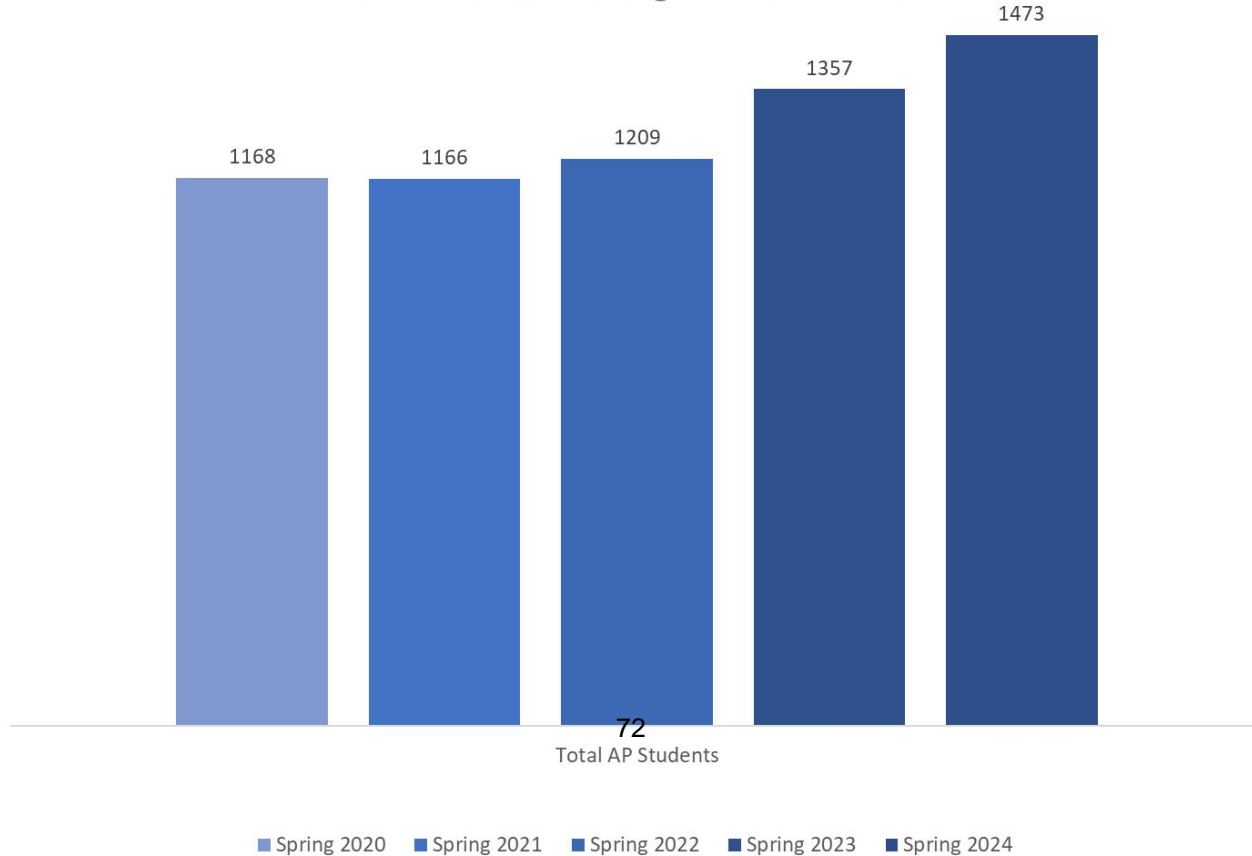
# 2023 - 2024 Advanced Placement Exams

- Participation Statistics
- Passing Score Statistics

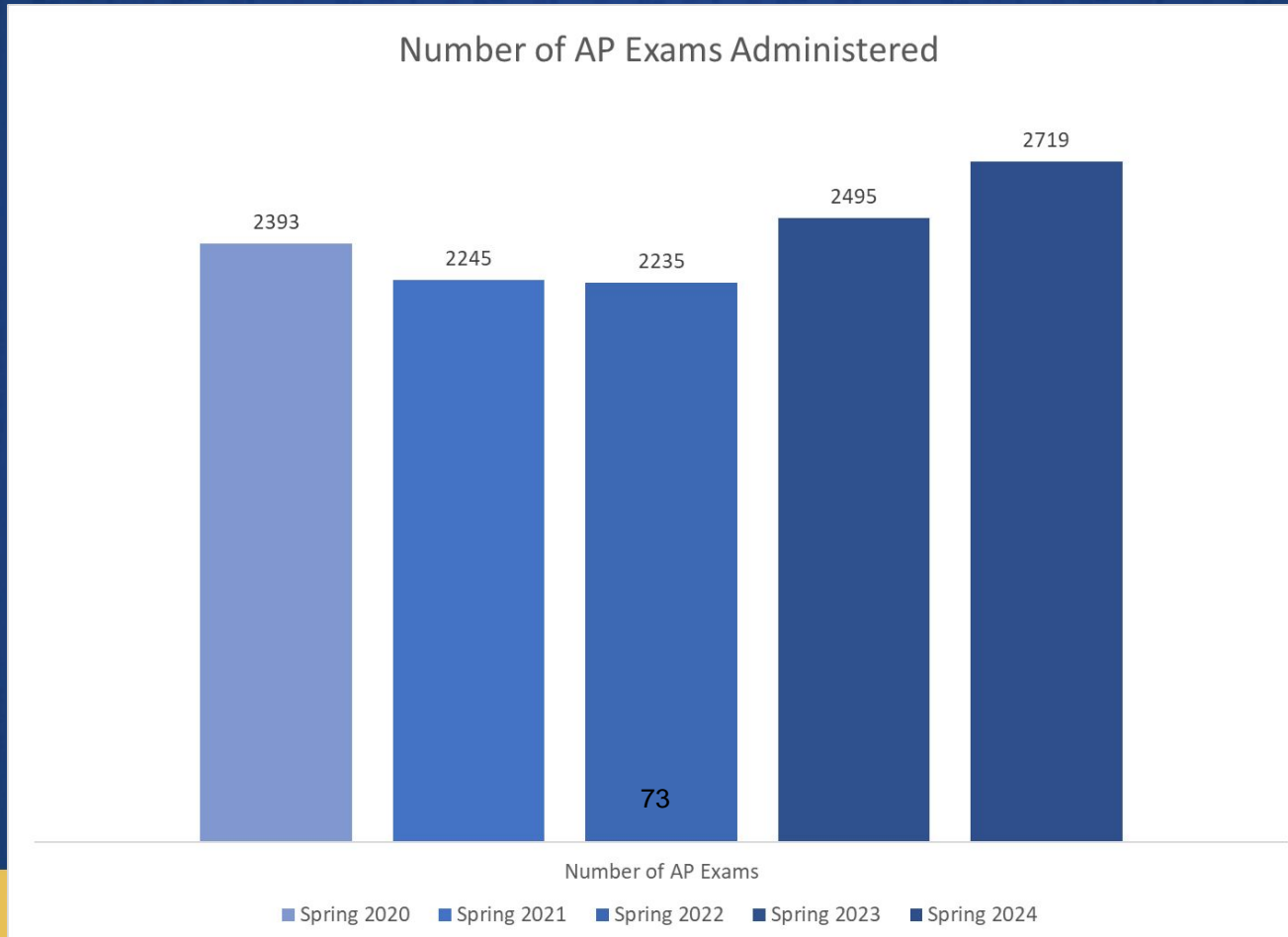


# Number of Students Tested

Number of Students Taking At Least One AP Exam

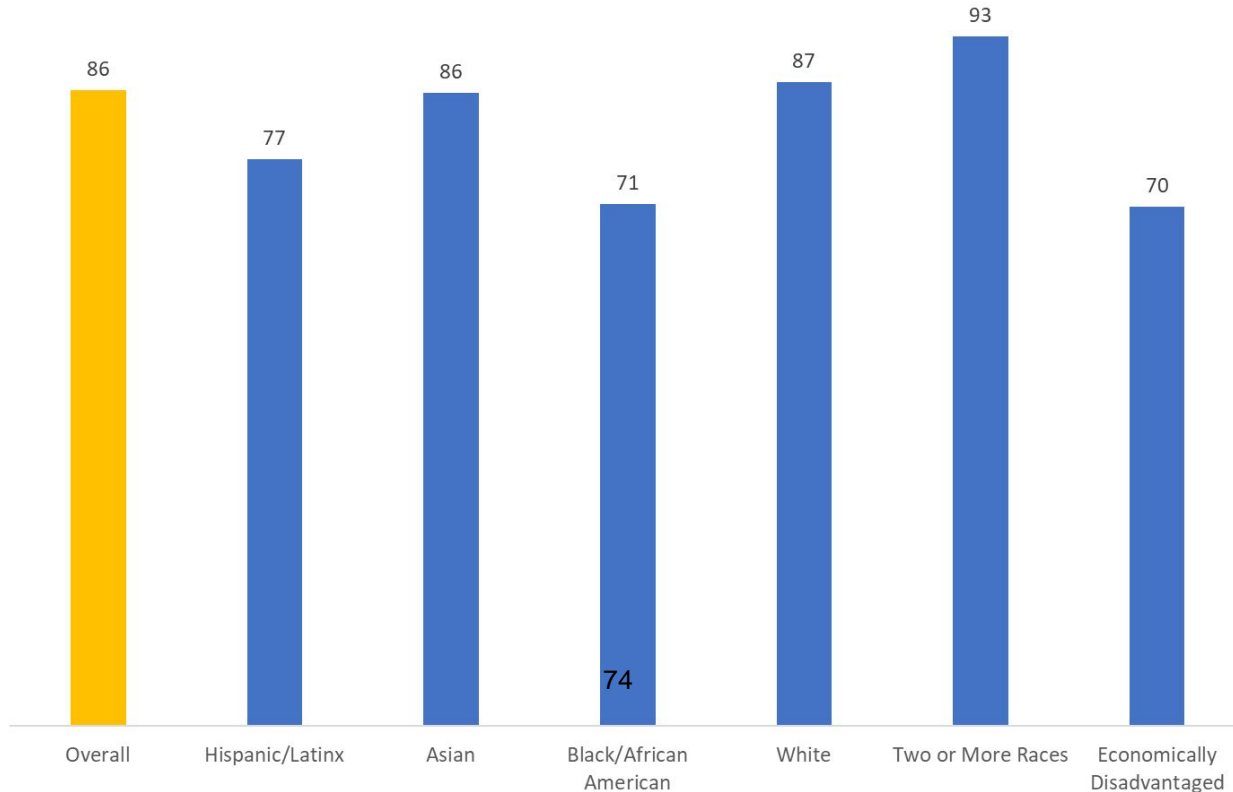


# Number of Exams Administered



# Passing Exams

Percent of Exams earning a 3+ on 2024 AP Exams by Student Group



# AP Exams

## Observations

- The number of students taking at least one exam has trended up for five consecutive years.
- 86% of exams result in a passing score of 3 or higher.



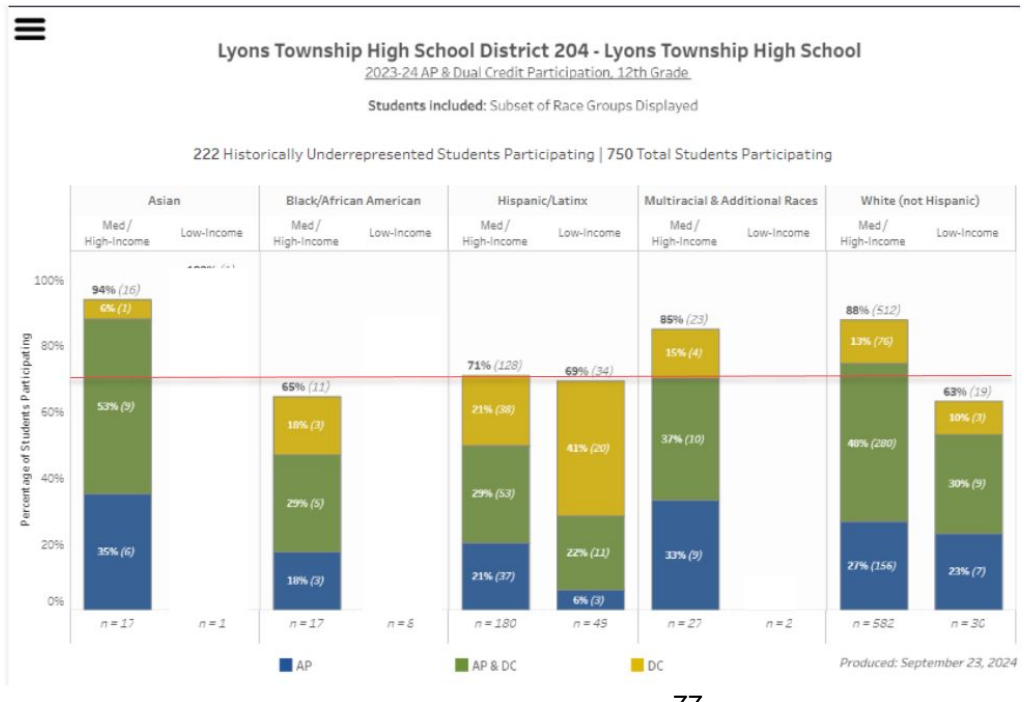
# Equal Opportunity Schools

“Equal Opportunity Schools (EOS) mission is to strengthen educator and system leader capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of color and low-income students so that they may thrive in their postsecondary pursuits and life goals.”



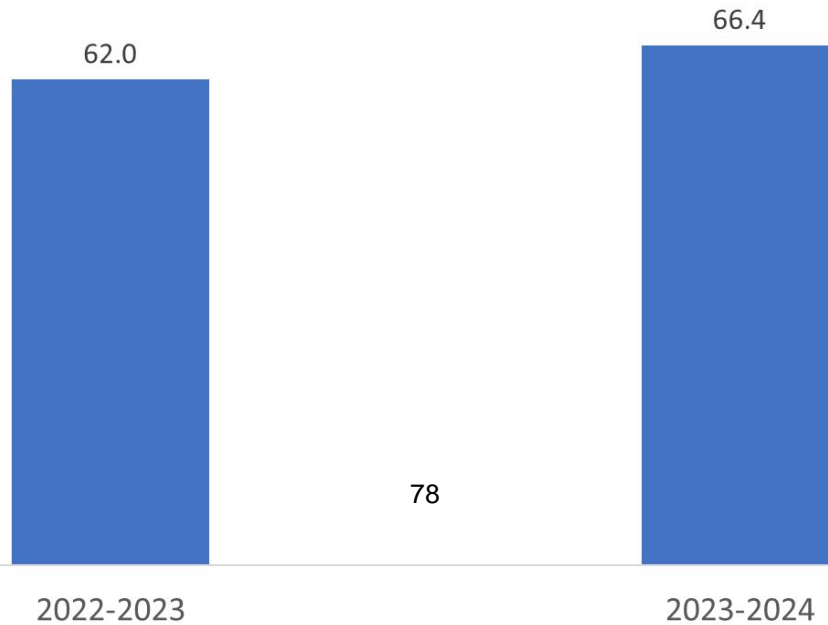
# Fall 2023 AP+DC Participation Grade 12

# AP Enrollment and Dual Credit Enrollment



# EOS Pass Rate on AP Exams

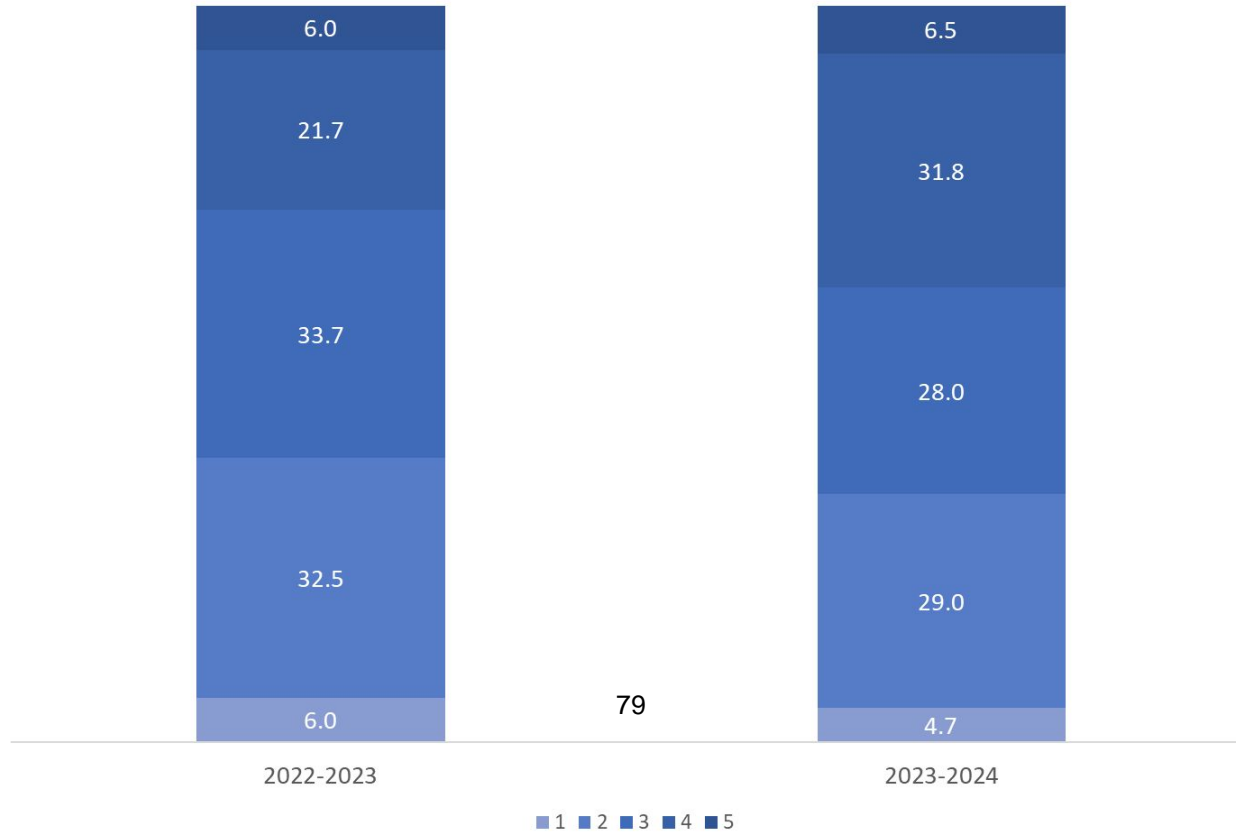
Percentage of Passing EOS Exams



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# AP Performance

AP Score Distribution for EOS Students



# AP Historical Comparison

Year	Courses	Students	Tests	3+	4+	5
1998	23	233	468	82%	54%	25%
2006	26	514	982	92%	69%	31%
2016	28	937	2213	87%	59%	29%
2024	29	1473	2719	86%	64%	28%



# Dual Credit

College	2006 # of Courses	2006 Enrollments	2024 # of Courses	2024 Enrollments
College of DuPage	5*	unknown	16	2034
Triton	1*	unknown	3	437
Moraine Valley	0	0	3	113
Indiana University	0	0	6	419
Embry Riddle	0	0 <sup>81</sup>	2	79




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# 2023 - 2024 School Report Card

- School Snapshot
- Academic Progress
- School Environment
- Students
- Accountability
- Teachers
- Administrators
- School Highlights
- Equity Journey Continuum



# 2023 - 2024 Summative Designation

	<b>Exemplary</b>	<ul style="list-style-type: none"><li>• Top 10% of schools</li><li>• No underperforming student groups</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Commendable</b>	<ul style="list-style-type: none"><li>• Not in top 10%</li><li>• No underperforming student groups</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Targeted Support</b>	<ul style="list-style-type: none"><li>• One or more underperforming student group(s)</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Comprehensive Support</b>	<ul style="list-style-type: none"><li>• Bottom 5% of all schools</li><li>• Graduation rate below 67%</li></ul>
	<b>Intensive Support</b>	<ul style="list-style-type: none"><li>• After 4 years in comprehensive support, still performs in the lowest 5% of all schools or has graduation rate below 67%</li></ul>



# 2023 - 2024 Summative Designation

## High School



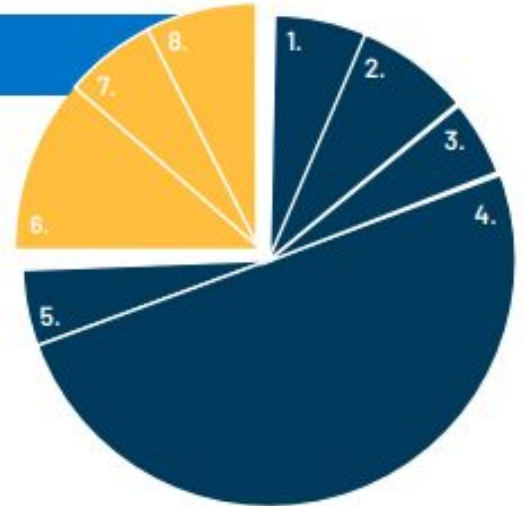
### Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%



### School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness\**
10. *Fine Arts\**



# Academic Indicators

<b>ELA Proficiency</b>	<ul style="list-style-type: none"><li>• 52.24%</li><li>• Combines SAT and DLM-AA</li></ul>
<b>Math Proficiency</b>	<ul style="list-style-type: none"><li>• 52.76%</li><li>• Combines SAT and DLM-AA</li></ul>
<b>Science Proficiency</b>	<ul style="list-style-type: none"><li>• 71.51%</li><li>• Combines ISA and DLM-AA</li></ul>
<b>Graduation Rate</b>	<ul style="list-style-type: none"><li>• 95.73%</li><li>• Combines 4-year, 5-year, and 6-year graduation rate</li></ul>
<b>English Learner Progress to Proficiency</b>	<ul style="list-style-type: none"><li>• 41.10% of English Learners met yearly targets to reach proficiency in 5-years</li></ul>



# School Quality & Success Indicators

<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"><li>• 22.34%</li><li>• Percentage of students missing 10% or more of school days</li></ul>
<b>Climate Survey</b>	<ul style="list-style-type: none"><li>• 91.39%</li><li>• Percentage of students who complete 5Essentials</li></ul>
<b>9th Grade on Track</b>	<ul style="list-style-type: none"><li>• 98.39%</li><li>• Must earn 10 semester credits</li><li>• No more than one "F" in a core academic course</li></ul>



# Equity Journey Continuum

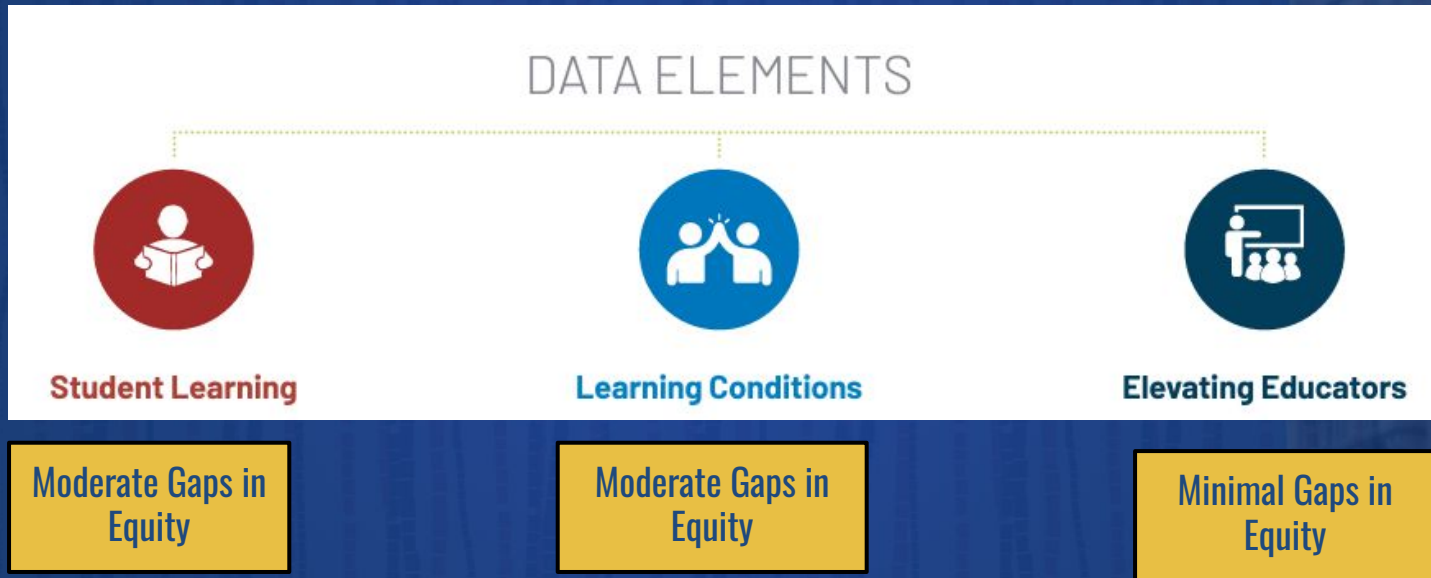
- The Equity Journey Continuum is an informational tool for our district to view our data through the lens of equity.
- It identifies gaps in student achievement, opportunities, and supports by analyzing data that our district already collects and reports to ISBE.
- The tool makes the data more useful for our district to improve outcomes for students.
- ISBE developed the tool using national research and examples from other states.



# Equity Journey Continuum



# Equity Journey Continuum



# Report Card Observations

- Exemplary rating for the first time.
- Combined graduation rate is over 95%.
- 9th grade on track is 98%.
- Chronic absenteeism remains high at 22.34% but has improved for the second year in a row.



# Focus Areas for 2024-2025

## *Strategy 1: Guaranteed, viable, rigorous curriculum*

- Begin Review Junior Core Curriculum and Continue Curriculum Review Process for Freshman and Sophomore Core Course Teams.
- Publish updated Syllabi for Core Sophomore Curriculum.

## *Strategy 2: Engaging and Equitable Learning Experiences*

- Add a day into new teacher training about teaching diverse learners.
- Continue PLCs work around engagement strategies that innovate teaching and learning using an inquiry protocol.
- Partner with Equal Opportunity Schools for a fourth year to increase enrollment of students in AP/Higher Level Courses and create further supports for students.
- Expand co-teaching to junior year core courses.
- Investigate Additional Career Pathways.
- Study student course pathways, student performance, and postsecondary success
- Develop systemic curricular supports at Tier I



# Focus Areas for 2024-2025

## *Strategy 3: Consistency with Assessment and Feedback*

- Teacher moves:
  - Focus on providing quality feedback through the formative assessment process supported by the shift in the PLC structure.
  - Conduct gradebook audits for all courses through PLCs to ensure grading practice and assessment alignment within course teams.
  - Refresh the assessment literacy training
- Standardized Assessments:
  - Inform parents about standardized assessment results and research ways to improve how they can support student learning at home. (ACCESS, MAP, SAT, ACT)
  - Support students as they transition to digital ACT testing.
  - Revise test preparation programs to align with the ACT.





## LYONS TOWNSHIP HIGH SCHOOL District 204

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**Dr. Brian Waterman, Superintendent**

Ph: 708-579-6451 E: BWaterman@LTHS.net

North Campus 100 S. Brainard Ave., LaGrange, IL 60525

South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education  
FROM: Dr. Brian Waterman, Superintendent  
DATE: November 4, 2024  
RE: IASB Resolutions Packet

The IASB Resolutions Process provides Boards of Education throughout the state with an opportunity to participate in the advocacy process with the Illinois Association of School Boards.

The IASB Delegate Assembly will take place on Saturday, November 23, 2024 and will involve one board member voting on a variety of resolutions on behalf of the BOE.

Included within this packet, you will find information regarding the resolutions, as well as the IASB Delegate Assembly process. The Board will discuss each of these resolutions at the November 4 Committee of the Whole Meeting. In addition, at the November 4 meeting, the Board will need to identify a delegate who will represent the Board in a voting capacity at the November 23 Delegate Assembly.

If you have questions regarding the Board's participation in the IASB Resolutions process, please don't hesitate to reach out to myself or Jill Grech.



# 2024 Resolutions Committee Report

For the 2024 Delegate Assembly  
on Saturday, November 23, 2024

**SEPTEMBER 2024**

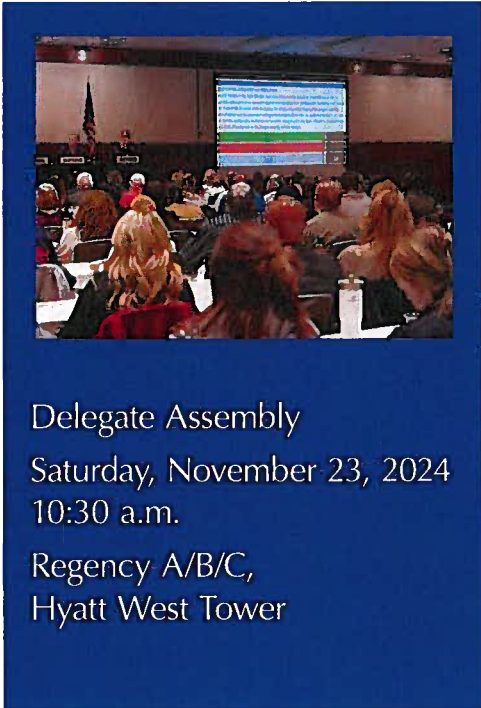


2921 Baker Drive  
Springfield, IL 62703  
(217) 528-9688  
Fax (217) 528-2831

One Imperial Place  
1 East 22nd Street, Suite 310  
Lombard, IL 60148-6120  
(630) 629-3776  
Fax (630) 629-3940

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**IASB** Illinois Association  
of School Boards  
Lighting the Way to Excellence in School Governance



Delegate Assembly  
Saturday, November 23, 2024  
10:30 a.m.  
Regency A/B/C,  
Hyatt West Tower

## Delegate Assembly Registration & Credentials for Attending Delegates

- All Delegate Assembly participants are strongly encouraged to pre-register. Online registration can be completed by your district's roster manager at [www.iasb.com](http://www.iasb.com). If you have any questions regarding registration, please contact [registrar@iasb.com](mailto:registrar@iasb.com).
- Delegate packet pickup, registrant changes, and last-minute registrations (if necessary), will take place in the IASB Info Center on Friday, November 22 as well as in front of Regency A/B/C of the Hyatt West Tower on Saturday morning, November 23.
- Credentials are required for delegates to be seated. Credentials will include the **2024 Delegate pin** as well as a brightly colored sheet of cardstock with the word "Delegate" and your school district name on it. Credentials will be inside the delegate packet which can be picked up in the Info Center during Conference hours on Friday and in front of the Delegate Assembly location on Saturday morning. Once you have your credentials in hand, you can go directly into the Delegate Assembly on Saturday morning.

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## Voting at Delegate Assembly

Physical clickers will be handed out to all delegates with proper credentials. The device will have a button to vote yes and a button to vote no. The delegate will receive confirmation that their vote has been counted once received.



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## Webinar Scheduled Prior to Conference

**Thursday, October 31, 2024, Noon**

**Description:** The annual Delegate Assembly is the meeting where school board members vote on the proposals submitted by local school boards. Each school board that is a member of the Association is entitled to one voting delegate at the Delegate Assembly. Every member school board should select one individual board member to serve as its delegate. Join the IASB Governmental Relations team on Thursday, October 31 at noon for a webinar to learn more about the Delegate Assembly process and voting, the proposed resolutions, and to get your Delegate Assembly questions answered.

September 2024

Board Presidents and Administrators,

This report outlines proposals to be acted upon at the annual meeting of the IASB Delegate Assembly on Saturday, November 23, 2024, in Chicago. Through the Resolutions Process and Delegate Assembly, IASB member districts provide critical direction as IASB represents members' interests before state and national policymakers.

Every member district is entitled to one voting delegate. This year delegates will vote on the election of IASB officers, a Constitutional amendment, and adoption of IASB Position Statements on issues that reflect the interests of boards of education across the state.

**Your board will choose one delegate and register that delegate online with IASB in advance.** Please discuss with your board the topics that will come before the Delegate Assembly for action to prepare your district's delegate to vote on behalf of your board. I also want to highlight two new additions to this year's report, the "Local School Board Guidance for discussing IASB Resolutions" and "Local School Board Guidance for discussing IASB Constitutional Amendment." I hope these pages serve as a valuable resource for your board in preparing for this discussion. The decisions made by the Assembly will set the course for IASB's legislative initiatives.

We look forward to our work together in November.



Tracie Sayre, IASB Resolutions Chair and Vice President



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**SERVICE OF THE FOLLOWING SCHOOL BOARD MEMBERS ON THE 2024 RESOLUTIONS COMMITTEE IS ACKNOWLEDGED WITH SINCERE APPRECIATION**



**CHAIR,  
RESOLUTIONS**  
IASB Vice President  
Tracie Sayre



**IASB PRESIDENT**  
Mark Harms



**IMMEDIATE PAST  
PRESIDENT**  
Simon Kampwerth Jr.



**ABE LINCOLN**  
Amy Reynolds



**BLACKHAWK**  
Julie Wagner



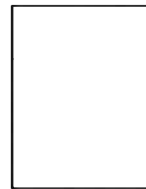
**CENTRAL ILLINOIS  
VALLEY**  
Jason Cowen



**CORN BELT**  
Alex Williams



**DUPAGE**  
James Blair



**EGYPTIAN**  
Vacant



**ILLINI**  
Vacant



**KASKASKIA**  
Dan Nichols



**KISHWAUKEE**  
Evelyn Meeks



**LAKE**  
Odie Pahl



**NORTH COOK**  
Anna Klimkowicz



**NORTHWEST**  
Steve Snider



**SHAWNEE**  
Vernon L. Stubblefield



**SOUTH COOK**  
Wilbur Tillman



**SOUTHWESTERN**  
Jeff Hewitt



**STARVED ROCK**  
Carol Alcorn



**THREE RIVERS**  
Chris Trzeciak



**TWO RIVERS**  
Noel Beard



**WABASH VALLEY**  
Chad Weaver



**WEST COOK**  
Jim Lima



**WESTERN**  
Scott Vogler



## **DELEGATE ASSEMBLY AGENDA**

- 1. Call to Order**
- 2. Report of the Credentials Committee**
- 3. Approval of Delegate Assembly Business Rules**
- 4. President's Report, Mark Harms**
- 5. Executive Director's Report, Kimberly A. Small, J.D.**
- 6. Financial Report, Marc Tepper**
- 7. Election of Officers**
  - A. Nominating Committee Report, Simon Kampwerth, Nominating Committee Chair**
- 8. Constitutional Amendment**
- 9. Resolutions Committee Report, Tracie Sayre, Resolutions Committee Chair**
  - A. Consent Agenda**
  - B. New Resolutions**
  - C. Amended Existing Position Statement**
  - D. Appealed Resolutions**
- 10. Adjournment**



## 2024 DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert’s Rules of Order Newly Revised shall govern in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.
2. **Credentials** — Delegates shall be registered with the Credentials Committee and must display their credentials.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **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.
5. **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.
6. **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.
7. **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.
8. **Appeals** — Those delegates wishing to appeal a “Do Not Adopt” recommendation of the Resolutions Committee, and have provided written notice to the Resolutions Committee at least thirty (30) days prior to the Annual Meeting of the Delegate Assembly, 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.
9. **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.
10. **Voting** — The indications to signify voting shall be specified by the presiding officer.
11. **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.
12. **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. Amendment 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.



## IASB CONSTITUTION, ARTICLE IX: RESOLUTIONS

1. **Types of Resolutions** — (Article IX, Section 1) Resolutions should be in the form of a position statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts.
2. **Proposals** — (Article IX, Section 2) Resolutions for proposed position 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. 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. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage.
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 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. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.
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.



## ADVOCACY CORE VALUES

The Advocacy Core Values, legislative priorities, and Position Statements guide the IASB Advocacy agenda in support of its membership and ensure a strong collective voice on the highest priority issues and concerns.

### **IASB is committed to an advocacy program that**

- Supports locally elected, non-partisan, and volunteer school board members in providing excellence in local school board governance based upon the Association's Foundational Principles of Effective Governance.
- Supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education.
- Promotes excellence in student achievement for all Illinois students and fair accountability for academic progress.
- Advocates for legislation that supports the physical and emotional well-being of students and staff.
- Supports a safe and secure learning environment for all; including, but not limited to one in which all are free from bullying, harassment, discrimination, and violence.
- Supports the Association's commitment to educational equity for every student.
- Promotes non-partisan member engagement and provides the tools to enhance advocacy efforts.



## **NOMINATING COMMITTEE REPORT AUGUST 2024**

The 2024 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 23, 2024.

**President Mark Harms**  
Flanagan-Cornell Unit District 74  
**Vice President Tracie Sayre**  
Triopia Community Unit School District 27

### **2024 Nominating Committee Membership**

**Simon Kampwerth**  
Immediate Past President  
**Chris Buikema**  
Director, Northwest Division  
**Lisa Irvin**  
Director, Egyptian Division  
**Mark Christ**  
Director, Southwestern Division  
**Linda Eades**  
Director, Kaskaskia Division  
**Bob Geddeis, Alternate**  
Director, Kishwaukee Division

# IASB CONSTITUTIONAL AMENDMENT

The IASB Board of Directors presents the following IASB Constitutional Amendment to the Delegate Assembly.

The IASB Board of Directors passed a motion on August 24, 2024, to present this proposed IASB Constitutional Amendment to the Delegate Assembly. Since constitutional amendments are presented by the Board of Directors and as such are not recommendations made by the Resolutions Committee, this constitutional amendment will not be included on the consent agenda. It must receive a two-thirds vote of all delegates present and voting for adoption. The crossed-out portion of the proposed constitutional amendment is the proposed deletion to the IASB Constitution, and the underlined portion is the proposed amendment to the IASB Constitution.

## Rationale for Amendment to Article XI, Section 5

While the current language references the use of Robert's Rules of Order, it does not specify how the Association should proceed if there is a conflict between Robert's Rules of Order and the Association's Constitution or special rules. This language would give IASB the authority to adopt constitutional language and special rules that may not conform to Robert's Rules of Order and specify that the Association's Constitution and special rules outrank Robert's Rules of Order, provided no federal, state, or local laws are violated.

## Proposed IASB Constitutional Amendment:

### XI. MISCELLANEOUS

Section 5. Parliamentary Practice - ~~Questions of parliamentary practice shall be decided according to Robert's Rules of Order, most recent edition. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Association in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.~~

# CONSENT AGENDA RESOLUTIONS

For all of the below resolutions, numbered 1 through 6, the Resolutions Committee recommends **DO ADOPT**.

1. Dual Language
2. EBF Authorized Charter School Funding
3. Tax Increment Financing (TIF) Accountability
4. Faith's Law — Centralized State Agency for EHRs
5. Health Care Coverage
6. Polling Place— Amendment to Position Statement 7.08

The following resolutions all received a “Do Adopt” recommendation from the Resolutions Committee. When they are presented to the Delegate Assembly, they will be put forth on a consent agenda. Delegates will have the opportunity to pull any of the resolutions from the consent agenda for discussion on the floor about that resolution. Resolutions that are not pulled from the consent agenda will be put forth for a vote to approve all that remain on the consent agenda.

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## EDUCATIONAL PROGRAMS

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### 1. Dual Language

**Submitting District:** School District U-46

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support legislation affirming that the attainment of the Illinois State Seal of Bilingual Proficiency satisfies the Illinois world language requirement for graduation.

**District Rationale:** U-46 has a large Dual Language program in grades K through 12. By high school many Dual Language students are bilingual and biliterate. While they may not take a world language course in high school, they may take other academic courses in Spanish, including Civics, AP US History, Psychology, Algebra I, Geometry, and others. In 2024, two hundred eighty-nine of U-46's recent graduates earned the Illinois State Seal of Bilingual Proficiency.

**Resolutions Committee Analysis:** The IASB Resolutions Committee determined that providing additional flexibility and allowing reasonable alternative qualifications, such as the Seal of Bilingual Proficiency, to meet the world language graduation requirement is a benefit for students.

 The Resolutions Committee recommends DO ADOPT.

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## FINANCING PUBLIC EDUCATION: STATE

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### 2. EBF Authorized Charter School Funding

**Submitting District:** Woodland CCSD 50

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall urge the adoption of an Evidence-Based Funding (EBF) formula for State Authorized Charter Schools that aligns with the funding formula used for every other public school in the state of Illinois.

**District Rationale:** Illinois' EBF formula addresses a school district's funding allocation in many areas of student need, including, low income, special education, and English Learner Education. In the six years since its inception, EBF has done much to help close Illinois' drastic funding and achievement gaps between schools in property-rich and property-poor districts, as well as between schools in predominantly white communities and schools that serve predominantly students of color.

Rather than the current formula for funding State Authorized Charter Schools, which is based on the school district's average per pupil expenditure amount, an EBF approach that is based on the needs of the students enrolled in the State Authorized Charter School, would be more equitable to both the home district and Charter School and more accurately reflect funding levels commensurate with the amount of additional resources needed to ensure the success of all learners enrolled in the Charter School as well as the home district.

**Resolutions Committee Analysis:** The Committee agreed that the current method for funding State Authorized Charter Schools is inequitable. Since EBF was enacted to ensure that public schools receive state funding based on the unique needs of their student population, state charter school funding should reflect that same principle.

 The Resolutions Committee recommends DO ADOPT.

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## FINANCING PUBLIC EDUCATION LOCAL

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### 3. Tax Increment Financing (TIF) Accountability

**Submitting District:** Skokie SD 69

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall advocate for the Illinois General Assembly and Governor to enact legislation that

reforms the TIF process in a manner that is sensible and responsible, keeps communities whole, and prioritizes greater accountability to taxpayers.

Specific measures include:

- Create a TIF approval process that empowers taxing bodies to ensure fairness.
- Authorize the Joint Review Board to approve or disapprove the creation of a TIF.
- Ensure the voting structure reflects the proportional impact of a proposed TIF.
- Require disclosure to taxpayers on the cost of a TIF to the community prior to its approval.
- Include information about the impact of a TIF on tax bills of all taxpayers impacted by the TIF, and
- Publish annual tax revenues from the TIF and make that information available to the community.

**District Rationale:** It has been almost 40 years since Position Statement 2.28 was adopted and 30 years since it was last amended. In that time, abuse of the TIF system has become rampant and uncontrolled. It has been 10 years since Position Statement 2.47 was adopted which addresses the escalating egregious abuse of the TIF system. Since 1986 Skokie School District 69 has suffered under the burden of continuous and multiple TIF districts that has diverted millions of dollars of school funding, much to the detriment of the children of the district. This TIF burden has created an unfair tax burden on the residents of our district, and diversion of school funding to non-education related village use. In addition, recent analysis of the impact of the cumulative effect of all the TIF districts on Cook County taxpayers estimates that the distributed burden results in at least a 10% increase in the property tax burden of the citizens of the county, who have no say in the implementation of many of the TIF districts.

IASB must take a stronger position on the deleterious effects of TIF under the current law and actively advocate for reform or elimination of the current system.

**Resolutions Committee Analysis:** The Committee determined that school districts face numerous challenges as it relates to TIFs, including the overuse of TIFs, the length of TIFs, and the fiscal impact of TIFs on taxpayers within the school district community. Given these challenges, taxing bodies most impacted by TIFs such as school districts should have a meaningful voice in the approval of a TIF and reform is needed.

 The Resolutions Committee recommends DO ADOPT.

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## BOARD OPERATIONS AND DUTIES

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### 4. Faith's Law — Centralized State Agency for EHRs

**Submitting District:** Lake Forest CHSD 115 and Lake Forest SD 67

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall request that the Illinois Legislature require the Illinois State Board of Education (ISBE), or another appropriate entity, create a statewide database as a means to fulfill the Employment History Review (EHR) requirement of Faith's Law Employment History Review (EHR) (105 ILCS 5/22-94).

**District Rationale:** With the implementation of Faith's Law, Illinois must ensure that there is a streamlined, inclusive, and universal system for reporting and accountability to ensure that no alleged offender is overlooked by any school district. At present, school districts must complete multiple EHRs for applicants which is burdensome on districts.

**Resolutions Committee Analysis:** The Committee determined that requiring each school district to fulfill the requirements of the EHRs is burdensome on individual school districts. Creating a centralized entity responsible for EHRs would streamline the process and allow for more accurate and consistent completion of EHRs.

 The Resolutions Committee recommends DO ADOPT.

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## BOARD EMPLOYEE RELATIONS

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### 5. Health Care Coverage

**Submitting District:** Tuscola CUSD 301

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support changes that requires the Illinois Department of Central Management Services to create a unified health plan for school districts to opt into to provide equitable insurance coverage to all school staff across the state of Illinois.

**District Rationale:** The safety and well-being of our staff and students is the number one priority of every school. While strides have been made through the legislature to increase the safety of students and staff, health insurance is left to each district to find and secure. Insurance costs rise and fall based on the claim history of each school and/or school district. Attempts have been made to help mitigate the cost by creating insurance consortiums whether self-funded or through purchasing insurance from insurance companies. The Egyptian Trust is one of the self-funded groups that has seen a decline in membership as costs have soared.

By consolidating school districts into one plan/group, the number of employees covered would equal that of many large universities in the state and thus with large numbers would bring the risk down and thus the cost of insurance down. This will also prevent school districts from having to "shop" for insurance for their school district, thus saving time. Each school district would still be allowed to pay for all or a part of the insurance of its own employees, but the overall cost of insurance would be reduced due to the lower overall risk due to the number of insured. The school districts would also be able to offer less expensive insurance options to their members and families, which most small districts can't afford to do. Each school district would be able to offer a

multitude of policies based on what the Illinois Department of Central Management Service could negotiate. This is win-win for both the employees and the districts.

**Resolutions Committee Analysis:** The Committee determined that the high costs of providing high-quality health insurance to district employees and the limited

availability of insurance plans for school districts in multiple counties throughout the state is a serious problem. Providing school districts with the option to join Central Management Services would allow more health insurance choices for employees while decreasing costs for school districts.

✔ The Resolutions Committee recommends DO ADOPT.

## RESOLUTION TO AMEND EXISTING POSITION STATEMENT

The following resolution to amend an existing position statement received a "Do Adopt" recommendation from the Resolutions Committee. The portion of the proposed resolution not underlined was previously adopted by the Delegate Assembly. The portion of the proposed resolution underlined is the proposed amendment to the existing Position Statement. This resolution will be present on the consent agenda along with the other five resolutions that received a "Do Adopt" recommendation.

### DISTRICT ORGANIZATION AND ELECTIONS

#### 6. Polling Place — Amendment to Position Statement 7.08

**Submitting District:** Lincolnshire-Prairie View SD 103; Diamond Lake SD 76; and Hawthorn CCSD 73

**Statement of Resolution to Amend Existing Position Statement:**

7.08 POLLING PLACES IN SCHOOLS (Adopted 2007; Amended 2009)

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. School districts should not be mandated to close on Election Day if none of the buildings used by students within the district serve as polling places.

**District Rationale:** The Illinois Election Code (10 ILCS 5) is periodically amended by the legislature to designate the national general Election Day as a legal school holiday under the School Code. Presently this mandate applies to all schools across Illinois, irrespective of whether any district buildings are utilized as polling places. Districts where buildings are not designated as polling places should have the option to remain open on Election Day. The rationale for this proposal is multi-faceted:

- Safety is not compromised in districts where buildings are not polling places.
- Closure on a Tuesday disrupts the school week and undermines learning continuity.
- Additional holidays extend the school year, either at its beginning or end.
- Given that a vast majority of employers do not observe this holiday, finding childcare for younger children poses a significant inconvenience and cost for parents.
- While the holiday grants staff and voting-age students a full day off to vote, existing accommodations already facilitate voter participation, such as:
  - o Polls open for an extended period on Election Day (i.e., a 13-hour window).
  - o Alternatives like vote by mail and early voting, including weekend hours.

**Resolutions Committee Analysis:** The Committee determined that if a school is not being used as a polling place, the safety of the students is not at risk. Therefore, it should be left up to local control as to whether the school district observes Election Day as a designated state holiday.

✔ The Resolutions Committee recommends DO ADOPT.

# RESOLUTIONS ELIGIBLE FOR APPEAL

For all the below resolutions, numbered 7 through 10, the Resolutions Committee recommends **DO NOT ADOPT**.

## 7. Cellphone Usage

## 8. Office of Inspector General

## 9. Faith's Law — EHRs for Current Employees

## 10. Criminal Background Check

The following resolutions all received a “Do Not Adopt” recommendation from the Resolutions Committee. With a “Do Not Adopt” recommendation, the following proposals may be appealed by the submitting district by October 23, 2024. If the resolution is appealed by the deadline, it requires a two-thirds affirmative vote by the Delegate Assembly for consideration.

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### BOARD OPERATIONS AND DUTIES

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#### 7. Cellphone Usage

**Submitting District:** Edwardsville CUSD 7

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall request that the Illinois legislature consider legislation that empowers school boards to adopt policy regarding the use of student owned wireless communications devices. Specifically, school districts will be required to create policy that states that students may not use wireless communication devices during instructional time, except in certain cases, e.g. monitoring a health condition or included in the individualized educational plan. A teacher or school administrator may designate a location for wireless devices, and such devices must be silenced and put away as directed.

Legislation would allow schools to prohibit use of wireless communication devices during lunchtime and transitioning between classes. In addition, the Illinois Association of School Boards shall request that the Illinois legislature consider legislation that requires every school district to adopt a policy that prohibits and prevents student access to social media on Internet access provided by the school district and district owned devices, except when expressly directed by a teacher for educational purposes.

**District Rationale:** Student access to cell phones in schools has the adverse effect of attention fragmentation in an academic environment and negatively impacts real social engagement. According to Gallup data, American teens spend five hours a day on social media (TikTok, YouTube). According to social psychologist Dr. Jonathan Haidt, author of “The Anxious Generation: How the rewiring of Childhood

is Creating an Epidemic of Mental Illness,” the phone is the greatest distraction device ever invented. In schools, he writes, phones need to be locked up in a locker or secure pouch.’ Florida and Indiana have passed legislation regarding the use of wireless communication devices in schools. Kentucky, Vermont, Tennessee, Virginia, and Kansas are considering similar laws. The U.K., Australia, Finland, and the Netherlands, and others, have mandated phone free schools. Researchers indicate overuse of smartphones leads to poor academic performance, negatively affects a child’s emotional stability and the laws reduce distractions in the classroom, cut down on bullying through social media and encourage social interaction.

**Resolutions Committee Analysis:** The committee agreed that cell phone usage during school is a growing concern, and that research shows that it can negatively impact instructional time and student mental health. However, the Committee did not support a statewide mandate and found that cell phone usage is best governed locally. Committee members determined that cell phone policies could pose safety, student discipline, and fiscal challenges for school districts. Given these challenges, this is best left to each local district. Last, there is a current IASB PRESS policy already available to districts. PRESS policy provides school boards with flexibility to create a cell phone usage policy specific to each district’s needs.

⊗ The Resolutions Committee recommends **DO NOT ADOPT**.

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### BOARD OPERATIONS AND DUTIES

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#### 8. Office of Inspector General

**Submitting Division:** South Cook Division Executive Committee

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support, request and encourage legislation that will develop a state funded Office of Inspector General and/or expand the state or counties Office of Inspector General’s jurisdiction to investigate allegations of waste, fraud, financial mismanagement, dereliction of duty and employee misconduct in local public schools for all employees, up to and including the

Superintendent and school board members. Legislation for an Office of Inspector General will support its primary functions to ensure integrity in the operations of local public-school districts, review of systems, practices, procedures to determine their efficacy in preventing waste, fraud, financial mismanagement, employee misconduct and dereliction of duty.

**District Rationale:** The establishment of an Office of Inspector General (OIG) for local public schools to ensure accountability, transparency, and the efficient use of public funds is necessary throughout the entire state.

Below are instances where an OIG has been beneficial, along with additional facts supporting the rationale for adopting this resolution. Instances of OIG Benefits:

1. CPS Assistant Principal Embezzlement — An investigation by the CPS Inspector General revealed that an assistant principal stole \$273,000 from an after-school program. This discovery highlights the importance of having an OIG to uncover and address financial misconduct in schools.
2. Waste and Mismanagement in Tech Device Tracking — The CPS Inspector General identified significant waste and mismanagement due to a flawed system for tracking technology devices. This finding underscores the need for an OIG to ensure proper resource management and prevent wasteful expenditures.
3. Record High Government Ethics Complaints — A report indicated that ethics complaints in Illinois government reached a new record in 2022. An OIG can help address and reduce such complaints by providing oversight and ensuring ethical conduct in public schools.

#### Facts about Illinois' Public Schools

1. Student Demographics and Enrollment — As of 2022, Illinois public schools serve approximately 1,925,415 students across 3,840 schools and 852 school districts. Around 49% of the student population is identified as low income, highlighting the need for equitable resource allocation and oversight to support these students effectively.
2. Financial Expenditure — In 2023, the Illinois Comptroller expended approximately \$14.69 billion on public education, with appropriations at approximately \$20.5 billion. Illinois spends an average of \$17,293 per pupil, significantly higher than the US average of \$13,494.
3. Instructional and Operational Spending — In FY2022, Illinois school districts spent \$10,638 per pupil on instruction and \$17,952 per pupil on operations.
4. Academic Performance — Only 35% of students are proficient in English Language Arts (ELA), and 27% are proficient in Math. Out of 1,925,415 students enrolled in Illinois public schools, 1,251,519 are failing ELA and 1,405,552 are failing Math. An OIG can

identify areas where resources are not being utilized effectively to enhance student performance.

5. Funding Sources — Illinois school districts rely on 63% local funds, 24.2% state funds, and 12.3% federal funds. The diverse funding sources necessitate robust oversight to ensure accountability and proper use of funds from all levels of government.

States with Office of Inspector General in School Districts: Several states and large school districts have already established Offices of Inspector General, demonstrating their effectiveness in ensuring accountability and transparency:

1. City of Los Angeles Unified School District — The L.A Unified School Dist. (LAUSD) has an established OIG to conduct audits, investigations, and reviews to ensure accountability and integrity in the use of public funds.
2. Florida Dept. of Education — The Florida Department of Education has an OIG responsible for promoting accountability, efficiency, and effectiveness through investigations and audits.
3. Detroit Michigan Public Schools — Detroit Public Schools Community District (DPSCD) has an OIG to investigate fraud, waste, and abuse and to provide oversight to improve operations.
4. Philadelphia School District — The School District of Philadelphia has an OIG to conduct investigations and audits, ensuring the integrity and accountability of district operations.

**Conclusion:** Establishing an OIG for local public schools in Illinois is essential to ensure accountability, transparency, and the efficient use of public funds. By addressing financial misconduct, waste, and mismanagement, an OIG can significantly improve the quality of education and ensure that resources are used effectively to benefit all students.

**Resolutions Committee Analysis:** While Committee members agreed that oversight and accountability for public schools is of the utmost importance, the Committee identified many laws and processes currently in place that already apply. Thus, legal remedies already exist to hold school districts accountable and expanding or creating a new state agency is not necessary.

⊗ The Resolutions Committee recommends  
**DO NOT ADOPT.**

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## BOARD EMPLOYEE RELATIONS

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### 9. Faith's Law — EHRs for Current Employees

**Submitting District:** Lake Forest CHSD 115 and SD 67

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall request that the Illinois Legislature revise Faith's Law (105ILCS 5/22-94) to permit

individual school districts to conduct Employment History Reviews (EHRs) for current employees as well as new hires.

**District Rationale:** Faith's Law currently applies to new hires only. Since the purpose of the law is to protect children, it would be appropriate for school districts to be granted the ability to require current employees to comply with the self-disclosure and employment history review requirements as well.

**Resolutions Committee Analysis:** Committee members determined that conducting EHRs for current employees could cause confusion and pose legal and collective bargaining challenges for school districts. Given these challenges, these employment decisions are best left to each local district and its attorneys.

⊗ The Resolutions Committee recommends  
DO NOT ADOPT.

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## DISTRICT ORGANIZATION AND ELECTIONS

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### 10. Criminal Background Check

**Submitting District:** Joliet THSD 204

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall require all school board candidates to have a criminal background check before they submit their petition. It is each candidate's responsibility to get a criminal background check from the regional office of education. It will be the candidate's responsibility to contact the ROE to make the appointment

and acquire the paperwork needed. It is up to the Regional Office of Education to get the results of the background check for the candidate. The background check may be emailed, picked up, or mailed to the candidate. It may be the ROE decision on how they distribute the result. It is the candidate's responsibility to turn in the background check to their prospective clerk at the same time they turn in their signatures. It is on the prospective clerk to make sure that the candidate has no infamous crimes on their report before they are put on the ballot. Infamous crimes include felony, bribery, perjury, domestic violence, and sex offender. Now therefore it will be resolved on how criminal background checks are performed on school board members.

**District Rationale:** There is a current law that states that no school board member can be convicted of an infamous crime. However, there is no oversight that is making sure that this is completed. Our resolution makes sure that there is oversight on this law.

**Resolutions Committee Analysis:** The Committee agreed that it is critical that school board members maintain the highest ethical standards. However, Committee members determined that background checks for school board candidates create a different election standard for school board members as compared to other elected officials. Also, it could cause financial and procedural challenges for potential school board members. These challenges could deter qualified candidates from running for a school board.

⊗ The Resolutions Committee recommends  
DO NOT ADOPT.

# RESOLUTIONS NOT ELIGIBLE FOR APPEAL

For all the below resolutions, numbered 1 through 3,  
the Resolutions Committee recommends **DO NOT PRESENT**.

1. Constructional Change - Mail-in Voting
2. Constitutional Change — Finance Section
3. Faith's Law — CANTS

The following resolutions all received a “Do Not Present” recommendation from the Resolutions Committee. With a “Do Not Present” recommendation, the proposals are not subject to appeal and will not be presented at the Delegate Assembly. They are included in this report for informational purposes only.

## 1. Constructional Change - Mail-in Voting

**Submitting District:** Fremont SD 79

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall support and amend their Constitution so that all member school districts can have the opportunity to vote at the Delegate Assembly. The last sentence of Article III Delegate Assembly and Annual Conference, Section 2 Delegate Assembly in the Constitution of the Illinois Association of School Boards shall be amended to read:

“Voting shall be done by the respective delegate or alternate either in person at the assembly or email ballot due by noon on the Friday prior to the assembly.”

**District Rationale:** This is a revised resolution from 2023 of the proposal to have all, not just some of the school districts in Illinois, represented at the Delegate Assembly during the Joint Annual Conference. Out of over 850 school districts that are IASB members, only 409 delegates in 2022 and 417 in 2023 were in person to actually vote and have a voice for their district.

In 2023, the original resolution ended up as Do Not Present because it created too many questions about how it would be implemented and what changes would have to be made. The Resolution Committee had (1) concerns about the proposed timeline to get the votes in; (2) validating registered delegate is casting; (3) not hearing floor discussions during assembly; (4) solidifying quorum; and finally (5) if absent districts truly can't afford to send delegate. The following are answers to those concerns:

1. The timeline of when to get the email votes in can be up to the Resolution Committee depending on how much time is enough time to count the ballots before the assembly. We suggest, as is in the Statement of Resolution, that all email ballots be turned in by noon on the Friday before the assembly meeting. Any ballots

turned in after that deadline will not be counted and not be included in the voting at the assembly.

2. Validating that ballots come from a registered district delegate would be very simple to identify since the ballots are all emailed in. As long as the email address it is being sent from is an official board address, each district will have just one email ballot to turn in. Once a district has sent in their votes for that assembly event, their voting privilege is done.
3. In September, the Resolution Committee Report goes out to each member district where then the delegate reviews the document with their Board to see how they as a group want the delegate to vote in November at the assembly. The delegate takes with them to the assembly the decision of how their Board wants them to vote, so the floor discussions shouldn't change how the delegates vote anyway. The delegate is voting on the Board's behalf. They're voting on their Boards' decisions, not their own.
4. In the Constitution of the IASB, it states in Article III Delegate Assembly, Section 6 Quorum: “A quorum of the Delegate Assembly for the purpose of transacting business shall consist of a simple majority of the number of delegates present when the Assembly is first convened.”  
It won't matter how many non-present delegates vote during the meeting because the quorum is always based on how many delegates are in-person in the room.  
The assembly has no set magical number like a regular Board meeting does with a majority of the seven members having to be present. The Delegate Assembly quorum is just whoever happens to be there when it starts. The email ballots should not have any bearing on the assembly's quorum.
5. When this resolution was presented to the Resolution Committee last year, it is true that there wasn't any evidence that some districts didn't have delegates at the assembly because of costs, but this year, we have done some research. Of the over 800-member school districts in the state, emails were sent out to 100 districts in eight divisions in southern Illinois asking whether they send a delegate to the assembly. Of those who don't send one, it was asked if it is because it's

not in their budget to do so. Out of that sample group that were contacted, a quarter of them responded, and half of those confirmed that they could not afford to send their delegates to the assembly. True, it is not an overwhelming result, but it does show that some districts are never able to participate in voting.

This resolution is not a substitute or alternative for districts to not attend the conference or the assembly; rather it's an option and opportunity for districts that are just not able to attend to still be able to participate in some way in our legislative event and to have a voice in our process.

**Resolutions Committee Analysis:** The Committee determined that the proposal is a proposed Constitutional amendment and not a resolution. As stated in the IASB Constitution, proposed amendments to the Constitution shall be submitted to the Board of Directors. This resolution was provided to the Board of Directors.

⊗ The Resolutions Committee recommends  
DO NOT PRESENT.

## 2. Constitutional Change — Finance Section

**Submitting Board:** South Cook Division Governing Board

**Statement of Resolution:** Be it resolved that the IASB shall support a constitutional change to the finance section to include the following provision under its finance section:

- a. **Dues Invoicing:** The IASB shall adopt a policy to ensure that the invoicing of annual dues for Active, Affiliate, Associate, and Service Associate Members includes detailed itemization of charges, a clear description of services provided, disclosure and details of any unique multipliers used, and is formatted in a user-friendly and easy-to-read manner.
- b. **Annual Increase Notification:** The IASB shall establish policies and procedures to inform member school boards of any potential annual increase in dues. This shall include providing a clear rationale for such increases, outlining the factors contributing to the adjustment, and ensuring that members have adequate opportunity to review and provide feedback on proposed changes.
- c. **Implementation:** This amendment shall take effect immediately upon its adoption by the Illinois Association of School Boards. The Board of Directors of the Illinois Association of School Boards shall be responsible for implementing the policies and procedures outlined in this amendment, including the revision of invoicing practices and the establishment of communication protocols regarding dues increases.

**District Rationale:** The concern of transparency, accountability and communications are currently being debated in almost every sector throughout the country. The proposed constitutional amendment to the Finance section will help improve transparency, accountability,

and communication regarding membership dues. This amendment includes provisions for detailed invoicing, notification of annual increases, and immediate implementation of these policies. Below are the supporting statements and rationale for this resolution.

**Rationale:**

- o **Transparency:** Detailed itemization and clear descriptions of services provided will enhance transparency, allowing members to understand exactly what they are paying for.
- o **Accountability:** By disclosing any unique multipliers used, the IASB can ensure fairness and accountability in its dues calculations.
- o **User-Friendly:** A user-friendly and easy-to-read format will help members quickly comprehend their invoices, reducing confusion and increasing trust in the IASB's financial processes.
- o **Communication:** Timely and clear communication about potential dues increases will foster a collaborative relationship between the IASB and its members.
- o **Rationale for Increases:** Providing a clear rationale and outlining contributing factors will help members understand the need for adjustments, promoting acceptance and reducing resistance.
- o **Member Feedback:** Allowing members to review and provide feedback on proposed changes ensures that the IASB considers their perspectives and addresses any concerns before implementing increases.

**Conclusion:** Amending the Finance section of the IASB Constitution to include provisions for detailed dues invoicing and annual increase notification is essential for promoting transparency, accountability, and effective communication. These changes will enhance member trust and collaboration, ensuring that the IASB operates in a fair and open manner. Immediate implementation of these policies will provide timely benefits, reinforcing the IASB's commitment to serving its members with integrity and transparency.

**Resolutions Committee Analysis:** The Committee determined that the proposal is a proposed Constitutional amendment and not a resolution. As stated in the IASB Constitution, proposed amendments to the Constitution shall be submitted to the Board of Directors. This resolution was provided to the Board of Directors.

⊗ The Resolutions Committee recommends  
DO NOT PRESENT.

## 3. Faith's Law — CANTS

**Submitting District:** Unity Point SD 140

**Statement of Resolution:** Be it resolved that the Illinois Association of School Boards shall request the Illinois legislature consider using the ILL-DCFS (Illinois Department of Child and Family Services) CANTS (Child Abuse and Neglect Tracking System) as a means to fulfill

the Employment History Review (EHR)(105 ILCS 5/22-94) of Faith's Law.

**District Rationale:** The Application of Faith's Law has required districts to contact employers listed in the EHR form and conduct a review for sexual misconduct allegations. This approach to hiring may prove time consuming and financially limiting for some districts, requiring the addition of personnel or utilizing outside firms to complete the process. At this point, there's no guidance on the due diligence process that will be completed for a district to have confidence in approving an employee, an applicant as an employee, contractor, substitute, or any of those with direct contact with students. This lack of guidance could lead districts open for lawsuits based on an individual human resource officer's choice to proceed or deny employment based on the verbal response of a prior employer. With no funding for this end, another option must be considered.

Alternatively, the DCFS CANTS system is an established system that is currently required alongside the standard FBI and IL State Police background checks for all DCFS facilities. Additionally, this system is already designed to be used in non-DCFS daycare spaces, including by the University of Illinois, for all applicants at their University

and other entities in the State. The CANTS system would provide an unbiased system to examine sexual misconduct allegations, giving districts a clear answer on prior misconduct.

Lastly, as this is a statewide database, employees and contractors who work in multiple districts will not have to reapply through the ISBE's employment history check with each district they will work in. This would allow for the quick approval of new hires, contractors, and volunteers, saving schools valuable time and money. Again, we urge the IASB to ask the Illinois legislature to join these other entities in utilizing the CANTS system to screen employees as an alternative to the Employment history Review.

**Resolutions Committee Analysis:** The Committee determined that EHRs are burdensome and that a statewide centralized solution is needed. However, it did not support CANTS as an appropriate substitute. Additionally, this resolution is substantially similar to a resolution submitted in recent years that was not adopted.



The Resolutions Committee recommends  
**DO NOT PRESENT.**

# LOCAL SCHOOL BOARD GUIDANCE FOR DISCUSSING IASB RESOLUTIONS

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

## Open Meetings Act

Resolutions of the Illinois Association of School Boards (IASB) are likely considered public business and subject to the Illinois Open Meetings Act (OMA) (5 ILCS 120/). OMA requires school boards to discuss district business only at properly noticed board meetings. Other than during a properly noticed board meeting, a majority or more of a board-quorum (or in the case of a five-person board, a quorum or more) may not engage in contemporaneous interactive communication, which includes electronic communication, to discuss district business, including IASB resolutions. IASB does not monitor for OMA compliance or investigate claims of OMA violations. Members are responsible for their own compliance with OMA requirements.

## Freedom of Information Act

Resolutions of IASB and related information are likely subject to the Illinois Freedom of Information Act (FOIA) (5 ILCS 140/). Because of this, the resolutions and related information are likely subject to disclosure under FOIA, unless a specific exemption applies. Members with specific questions should contact their board attorney.

## Discussion of Resolutions by the School Board

IASB recommends that as a best practice each school board discuss the proposed resolutions from IASB and come to a consensus regarding whether to vote in support of or against each resolution at the 2024 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A sample agenda item is as follows:

*Discussion and Action on Proposed Illinois Association of School Boards (IASB) Resolutions for Consideration at the 2024 IASB Delegate Assembly and Appointment*

*of [INSERT SCHOOL DISTRICT NAME] Delegate to the 2024 IASB Delegate Assembly*

Next, at the board meeting, board members should discuss the proposed IASB resolutions to come to a consensus on how the delegate will vote on each resolution and determine who will represent them as a delegate at the 2024 IASB Delegate Assembly. A sample motion for appointment of a delegate may read as follows:

### Appointment of Delegate

1. I move that *[INSERT NAME]* be appointed the 2024 IASB Delegate to the 2024 IASB Delegate Assembly on behalf of *[INSERT DISTRICT NAME]*.

Finally, board members will need to take action to determine how the district's delegate should vote at the Delegate Assembly. For example, the board may have two options:

### Motion to Direct Delegate Votes at the Delegate Assembly

1. The appointed delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2024 Delegate Assembly solely in accordance with the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]*.

2. The delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2024 IASB Delegate Assembly.

I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2024 IASB Delegate Assembly with their independent discretion based on the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]* and any discussions had on each resolution at the 2024 IASB Delegate Assembly.

# LOCAL SCHOOL BOARD DELEGATE DIRECTION (RESOLUTIONS)

## Resolutions that received a “Do Adopt” Recommendation from the IASB Resolutions Committee

All the below resolutions will be placed on a consent agenda for a vote during the IASB Delegate Assembly. If any are removed from the consent agenda, what is your board’s direction as to whether the following resolutions should be adopted by the IASB Delegate Assembly?

Yes

No

<input type="checkbox"/>	<input type="checkbox"/>	1. Dual Language
<input type="checkbox"/>	<input type="checkbox"/>	2. EBF Authorized Charter School Funding
<input type="checkbox"/>	<input type="checkbox"/>	3. Tax Increment Financing (TIF) Accountability
<input type="checkbox"/>	<input type="checkbox"/>	4. Faith’s Law — Centralized State Agency for EHRs
<input type="checkbox"/>	<input type="checkbox"/>	5. Health Care Coverage
<input type="checkbox"/>	<input type="checkbox"/>	6. Polling Place — Amendment to Position Statement 7.08

## Resolutions that received a “Do Not Adopt” Recommendation from the IASB Resolutions Committee

The below resolutions may be appealed by the submitting district. Any resolution that is appealed requires a two-thirds vote at the Delegate Assembly to be reconsidered. If a “Do Not Adopt” resolution is appealed, what is your board’s direction to its delegate as to whether the following resolutions? a) Should be reconsidered by the IASB Delegate Assembly; and b) if reconsidered, should be adopted by the IASB Delegate Assembly.

Yes

No

<input type="checkbox"/>	<input type="checkbox"/>	7a. Cellphone Usage — should be reconsidered
<input type="checkbox"/>	<input type="checkbox"/>	7b. If reconsidered, should be adopted by the Delegate Assembly
<input type="checkbox"/>	<input type="checkbox"/>	8a. Office of Inspector General — should be reconsidered
<input type="checkbox"/>	<input type="checkbox"/>	8b. If reconsidered, should be adopted by the Delegate Assembly
<input type="checkbox"/>	<input type="checkbox"/>	9a. Faith’s Law — EHRs for Current Employees — should be reconsidered
<input type="checkbox"/>	<input type="checkbox"/>	9b. If reconsidered, should be adopted by the Delegate Assembly
<input type="checkbox"/>	<input type="checkbox"/>	10a. Criminal Background Check— should be reconsidered
<input type="checkbox"/>	<input type="checkbox"/>	10b. If reconsidered, should be adopted by the Delegate Assembly

# LOCAL SCHOOL BOARD GUIDANCE FOR DISCUSSING IASB CONSTITUTIONAL AMENDMENT

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

## Discussion of IASB Constitutional Amendment by the School Board

IASB recommends that as a best practice each school board discuss the proposed IASB Constitutional Amendment and come to a consensus regarding whether to vote in support of or against the amendment at the 2024 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A proposed agenda item is as follows:

*Discussion and Action on Proposed Illinois Association of School Boards (IASB) Constitutional Amendment for Consideration at the 2024 IASB Delegate Assembly*

Next, at the board meeting, board members should discuss the proposed IASB Constitutional Amendment to come to a consensus on how the previously appointed delegate should vote on the constitutional amendment at the 2024 IASB Delegate Assembly. A sample motion for appointment of a delegate may read as follows:

## Motion to Direct Delegate Vote on the IASB Constitutional Amendment at the Delegate Assembly

- 1) The appointed delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

I move that [INSERT NAME OF DELEGATE] be granted the authority to vote at the 2024 IASB Delegate Assembly solely in accordance with the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE] on the proposed IASB Constitutional Amendment.

- 2) The delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2024 IASB Delegate Assembly.

I move that [INSERT NAME OF DELEGATE] be granted the authority to vote at the 2024 IASB Delegate Assembly with their independent discretion based on the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE] and any discussions had on the proposed IASB Constitutional Amendment at the 2024 IASB Delegate Assembly.

## LOCAL SCHOOL BOARD DELEGATE DIRECTION (CONSTITUTIONAL AMENDMENT)

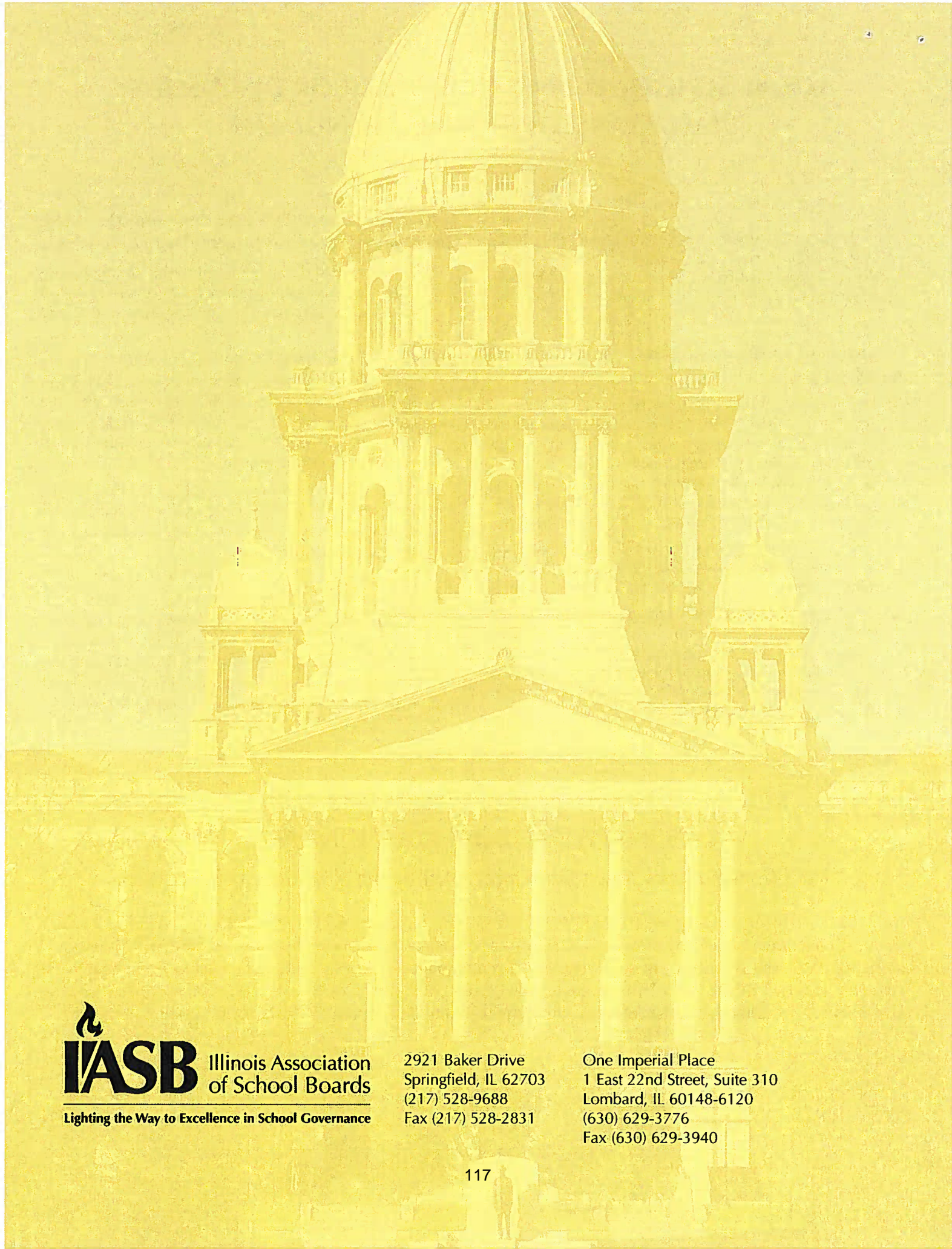
### IASB Constitutional Amendment presented by the IASB Board of Directors


The IASB Board of Directors presents the following constitutional amendment to the Delegate Assembly. Because constitutional amendments are presented by the Board of Directors and as such are not recommendations made by the Resolutions Committee, this constitutional amendment will not be included on the consent agenda. It must receive a two-thirds vote of all delegates present and voting for adoption. What is your board's direction as to whether the following constitutional amendment should be adopted by the IASB Delegate Assembly?

Yes

No

Article XI, Section 5 - Parliamentary Practice



**IASB** Illinois Association  
of School Boards  

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**Lighting the Way to Excellence in School Governance**

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