



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

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, November 7, 2022 - 6:30 PM**

A G E N D A

I. CALL TO ORDER

II. COMMUNICATIONS - PUBLIC COMMENT

III. FACILITIES

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IV. FINANCE

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V. HUMAN RESOURCES

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VI. CURRICULUM & INSTRUCTION

- A. Standardized Assessment Report (K. Zieman)
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VII. PUBLIC COMMENT

VIII. IASB RESOLUTIONS REVIEW

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IX. ADJOURNMENT

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

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101

• Tel: (708) 579-6462 • Fax: (708) 579-6474 • Email: bstachacz@lths.net • Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education

From: Brian Stachacz

Date: 11/1/2022

Re: FY23 School Maintenance Project Grant

Information: The Illinois State Board of Education announced the availability of a School Maintenance Project Grant that will be available to school districts during the current fiscal year of FY23. If awarded, the grant provides up to \$50,000 for the maintenance and upkeep of district buildings with grant recipients providing a matching dollar amount from local funds equal to the grant amount requested. The grants will be awarded based on five priority categories.

In discussions with our architects, we believe that the air-handling unit replacement project in the North Campus Library/LTTV, potentially scheduled for this coming summer, provides us with a good opportunity to receive a grant. This project falls in to the third of the five categories and does so based on the energy savings that will be provided with the new air-handling units.

In order to apply for the grant, the School Board must approve the submission of the application at a regular Board meeting. The application for the grant can only be submitted after receiving the approval of the Board. Grant requests are due to ISBE no later than November 18, 2022. Therefore, we are asking the Board of Education to approve the submission of this grant.

Recommendation: The Board of Education approve the submission of the application to the Illinois State Board of Education for the FY23 School Maintenance Project Grant and approve reserving local funds to meet the local match requirement in the amount of \$50,000.

SCHOOL MAINTENANCE PROJECT GRANT

FY 23 Application Cycle - Round 1

District Certification

Name : Lyons Twp HSD 204

RCDT #: 06-016-2040-17

TIN #: 366004395

The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in the Grant Application Certifications and Assurances and the Program Specific and Financial Assurances of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds to complete the projects described in the "Work Item Listing" section of the School Maintenance Project Grant Application. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances titled "Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant" and "Program Specific and Financial Assurances for the School Maintenance Project Grant" (found within the application under "Application Certifications and Assurances") and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below.

By submitting this form, I certify to the above and that the local board of education or other school governing authority has authorized the school maintenance project during a duly convened meeting, and has reserved local funds to meet the local match requirement. In addition, the applicant has not obligated funds or begun work on any of the projects listed on this application prior to the submission of this application. Signing below certifies that he or she has read, understood, and will comply with all the provisions of the following:

- Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant, and
- Program-Specific and Financial Assurances for the School Maintenance Project Grant.

Signature of President of Board of Education

Date

Name of Board President (type or print)

A copy of this form signed by the President of the Board of Education AND the Taxpayer Identification Number Form MUST be printed, signed, and attached as a PDF under the Application Required Attachments before your application can be approved. No application will be processed without these two signed attachments, without the ICQ completed through the grantee portal, and the SMPG GATA Risk Assessment completed in IWAS.

(SMPG Dist. Cert. - Rev. 8/2021)

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 11/1/2022
Re: 2022 Property Tax Levy

Usually at this time of the year, I would provide a second look at the upcoming property tax levy for 2022. However, I do not yet have the final version of the 2021 tax levy. Since each new tax levy builds on the prior year, I do not have the ability to accurately project the 2022 tax levy numbers at this time. We received notification from Cook County that we should have the final 2021 tax levy information sometime between Nov. 1st and Nov. 11th. Assuming this is the case, we should have enough time to provide the Board with a full levy report and recommendation for the 2022 levy based on actual numbers from the 2021 report. During the regular November Board meeting, the Board will be asked to approve the estimated 2022 tax levy.

Below are a few bulleted points that I can share regarding the 2022 levy:

- The Consumer Price Index in December of 2021 was 7.0%. We are capped at 5% so the increase to the total 2021 levy will be 5%.
- Including additional amounts for new property, we will most likely request an increase to the 2022 levy of 5%-7% over the 2021 levy.
- Historically the district has conducted a Truth-In-Taxation Hearing every year whether required or not. With an expected increase of over 5%, we will be required to hold a hearing before final adoption in December.
- A 5% increase will bring an estimated increase to the 2022 levy of \$3.5 million.
- We will need to adopt an estimated levy at the November Board meeting and the final in December as the documents are due to Cook County no later than the last Tuesday in December.

As soon as we have the final levy information for 2021, I will begin the process of generating the 2022 levy numbers. I will keep the Board informed of any changes as we go forward with the delay of the 2021 levy numbers.

Recommendation: For Information

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 11/1/2022
Re: 2022 Supplemental Tax Levy for Bond & Interest Payments

Information: Prior to 2009, school districts were not allowed to increase the tax levy in the Bond & Interest Fund. The amount of the annual levy in that fund was the same amount as the last year prior to the implementation of the Property Tax Extension Limitation Law and it could not be increased. In 2009 however, the Local Government Debt Reform Act of the State of Illinois allowed taxing bodies the ability to increase the tax levy in the Bond & Interest Fund by the lesser of 5% or the Consumer Price Index in December of the prior year. In December of 2021, the CPI was 7% but since we are capped at a 5% increase, District 204 can increase last year's tax levy in the Bond & Interest Fund by 5.0%.

The District's Bond & Interest levy for Tax Year 2021 was \$2,575,605. The 5.0% increase allows for an additional \$128,780 to be added to the levy for Tax Year 2022, bringing the total proposed 2022 levy in the Bond & Interest Fund to \$2,704,385.

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

A copy of the resolution, necessary to increase the Bond & Interest Levy as discussed, is attached for your review. It is required to be a separate resolution from that of the general tax levy and will appear on the December 2022 Board meeting agenda as its own item.

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

MINUTES of a regular public meeting of the Board of Education of Township High School District Number 204, Cook County, Illinois, held in Room 103 of the North Campus, 100 South Brainard Avenue, LaGrange, Illinois, in said School District at 7:30 o'clock P.M., on the 19th day of December, 2022.

* * *

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

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

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

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

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

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

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

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

* * *

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

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

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

WHEREAS, pursuant to a resolution adopted by the Board of Education of the District (the “*Board*”) on the 28th day of October, 2013, as supplemented by a Notification of Sale for the Bonds, dated the 5th day of November, 2013, and as further supplemented by resolutions adopted by the Board on the 21st day of December, 2015, the 19th day of December, 2016, the 18th day of December, 2017, the 17th day of December, 2018, the 21st day of October, 2019, the 14th day of December, 2020, and the 20th day of December, 2021 (together, the “*Bond Resolution*”), and in accordance with the provisions of the School Code and the Debt Reform Act, the District has heretofore levied taxes upon all of the taxable property within the District to pay the principal of and interest on the Bonds as set forth in Column (B) of the schedule attached hereto as *Exhibit A*; and

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

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

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

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

WHEREAS, the Base for levy year 2022 is equal to \$2,704,384.89 (the "*2022 Base*"); and

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

WHEREAS, in accordance with the School Code, the Debt Reform Act and the Tax Extension Limitation Law, the District has the authority to adopt a supplemental levy causing the amount of taxes levied to pay the principal of and interest on the Bonds to be increased up to the amount of the 2022 Base or the amount of the principal of and interest due on the Bonds payable

from the taxes levied for each such levy year (including principal of and interest due on the Bonds in excess of the taxes levied in prior years), whichever is less; and

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

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

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

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

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

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

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

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

Adopted December 19, 2022.

President, Board of Education

Secretary, Board of Education

EXHIBIT A

SUPPLEMENTAL AND TOTAL TAXES LEVIED AND TO BE EXTENDED

YEAR OF LEVY	(A) DEBT SERVICE ON THE 2013 BONDS	(B) TAXES LEVIED IN 2013, 2014, 2015 2016, 2017, 2018, 2019, 2020 AND 2021	(C) 2022 SUPPLEMENTAL TAX LEVY FOR 2013 BONDS	(D) TOTAL TAXES TO BE EXTENDED TO PRODUCE
2021 ***	\$2,647,585.00 ***	\$2,575,604.66 ***	\$0.00 ***	\$2,575,604.66 ***
2022	2,701,347.50	2,575,604.66	128,780.00	2,704,384.66

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

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

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

The following members voted NAY: _____

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

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

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

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES AND RESOLUTION

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

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 19th day of December, 2022, insofar as same relates to the adoption of a resolution entitled:

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

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

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

IN WITNESS WHEREOF, I hereunto affix my official signature, this 19th day of December, 2022.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Cook, Illinois, and as such official I do further certify that on the ____ day of December, 2022, there was filed in my office a duly certified copy of a resolution entitled:

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

duly adopted by the Board of Education of Township High School District Number 204, Cook County, Illinois, on the 19th day of December, 2022, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of said County, this ____ day of December, 2022.

[SEAL]

County Clerk

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting School Treasurer who receives the taxes of Township High School District Number 204, Cook County, Illinois (the “*District*”), and as such official I do further certify that on the 19th day of December, 2022, there was filed in my office a duly certified copy of a resolution entitled:

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

duly adopted by the Board of Education of the District on the 19th day of December, 2022, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 19th day of December, 2022.

School Treasurer

LYONS TOWNSHIP HIGH SCHOOL

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TO: Brian Waterman, Superintendent
Board of Education
FROM: Edward M. Piotrowski, Director of Human Resources
DATE: November 7, 2022
RE: Stipend Committee Recommendations

EDWARD M. PIOTROWSKI
Director of Human Resources

BACKGROUND

In October, 2022, the Stipend Committee met and reviewed proposals related to stipends for LTHS clubs, activities and athletics. Below, please find a summary of the recommendation from the Stipend Committee to be brought to the Board at the November, 2022, Board of Education Meeting.

ACTIVITIES

The following club is being recommended to move from pilot status to full club status, with accompanying stipend:

Older Adult Connections

Older Adult Connections is a club that connects students at LT with senior citizens in our community. The club began in pilot status during the 2021-2022 school year, but needed to shift the way it was operated to a partially virtual model at times due to COVID.

OAC has established partnerships with Plymouth Place and Aging Care Connections, and has hosted events both on campus and off campus. The club welcomed senior citizens from the community to a Jazz Band concert where club members met and go to know some of the senior citizens in the area. When COVID made it difficult for the senior citizens to leave Plymouth Place, the club traveled off site to spend time with them creating hosting a trivia night, making cards and delivering flowers in the spring and attending a volunteer appreciation breakfast where the students visited with residents.

The Stipend Committee has reviewed this request and is recommending the creation of an Older Adults Connection Club sponsor at a 2.64% stipend.

The total cost associated with the stipend recommended above for the Older Adult Connections Club is \$1,420.39.

The following clubs are being recommended for an increase in the number of total number of stipends:

Pinball Club

Pinball Club has grown not only in the number of students that regularly participate, but in the scope of the club, as well. When the club was initially created, students would join together to play pinball and occasionally compete against each other in pinball tournaments. This has grown to include weekly

tournaments for students, as well as monthly international tournaments through the International Flipper Pinball Association. These tournaments are traditionally held in venues that have minimum age requirements, thus restricting high school students from participating. Through the expansion of our program to hosting these events, our students have been able to compete and have had success against internationally ranked pinball players, including an LT student taking first place in our second IFPA tournament.

The increase in student participation and competitions has necessitated the expansion of the coaching needs, not only to assist and train students, but also to coordinate and oversee the set up of the tournaments, which include significant equipment rentals and set up/tear down time.

The Stipend Committee has reviewed this request and is recommending the creation of a second Pinball Club sponsor at a 2.64% stipend.

The total cost associated with the additional stipend recommended above for the Pinball Club is \$1,420.39.

Yoga and Wellness Club

The Yoga and Wellness Club has continued to grow since its initial creation. Currently, the club has 48 active members, with the anticipation that the roster will continue to grow as more and more students register for both the Yoga (NC) and Dance Fitness (SC) classes as part of the Physical Education curricular offerings.

Additionally, the club is planning to expand to offer activities at both NC and SC to continue to provide opportunities for students to practice yoga regardless of their home campus. The club is also working with existing LTHS athletic teams to provide in-season sport-specific recovery yoga flows to help athletes maintain strong and healthy bodies throughout the season.

With the increase in students and program offerings comes a need for additional supervision. There are many elements of yoga, especially for those beginning their yoga practice, that require monitoring and correction for safety reasons. The additional club sponsor will allow the club to continue to grow while still providing the monitoring necessary to provide each participant with a safe and effective practice.

The Stipend Committee has reviewed this request and is recommending the creation of a second Yoga and Wellness Club sponsor at a 2.64% stipend.

The total cost associated with the additional stipend recommended above for the Yoga and Wellness Club is \$1,420.39.

ATHLETICS

The following athletics are being recommended for an increase in the number of total number of stipends:

Competitive Cheer

The LTHS Competitive Cheer program has been in place at LT for the past six years. We have only offered one level of competitive cheer for the duration of the program's history. Each year we have needed to make cuts to form the varsity team. With the continued improvement in the program, the success in last year's team making it to state for the first time and the huge number of girls participating in feeder program cheerleading, there is now a need for a second team at the JV level. Not only will the second level give us an opportunity to help students who might not be ready for a varsity level team a place to be on a team and develop their skills and continue to improve within the sport, it will also provide an opportunity for these cheer athletes to make connections with their peers as they acclimate to LT. In years past, many freshman and sophomores were cut from the team due to not having enough roster space for the students of their skill level. By adding another team, we will double the number of students who can participate in competitive cheer. For competitive reasons, adding the JV team will help improve the quality of the program by having a place for students to progress during their four years of high school.

The Stipend Committee has reviewed this request and is recommending the creation of a Junior Varsity level of Competitive Cheer, with two assistant coaches added to the Competitive Cheer program at the assistant coach stipend level of 14% each.

The total cost associated with the additional stipends recommended above for Competitive Cheer is \$15,064.74 (\$7,532.37 per position)

Girls' Wrestling

Girls' wrestling is the fastest growing sport in America right now, with several states that have already sanctioned a full athletic season and state series. Currently, the IHSA has girls' wrestling as an emerging sport, with numbers increasing every year. Last year was the first year the IHSA recognized a state tournament and crowned individual champions for girls' wrestling.

The following local schools have been able to field a full girls' team this past season: OPRF, DGS, Morton, Addison Trail, Batavia, Lockport, and many others. All of these schools have decided to hire another coach to meet the demands of coaching another team. Girls' events throughout the season continue to increase, providing several opportunities for the girls to compete against each other. LTHS currently has 17 girls that have expressed interest in participating on the wrestling team. As a result of this interest, we have already scheduled three in-season tournaments for them to attend, six conference dual meets, and plan on scheduling additional opportunities for competition. We currently have five other levels within our program (Varsity, JVI, JVII, Freshman A, Freshman B) and only six coaches. Many weekends throughout the season we have events for all levels and have coaches taking a team to several different locations. With the addition of a girls' schedule, and the increased number of athletes practicing in the gym, we are in need of another coach. This additional coach will serve as a member of the wrestling coaching staff, with the primary focus on coaching and supervising athletes in the Girls' Wrestling program.

The Stipend Committee has reviewed this request and is recommending the creation of an additional coaching stipend at the assistant coach stipend level of 14.4%.

The total cost associated with the additional stipend recommended above for Girls' Wrestling is \$7,747.58.

RECOMMENDATION

We recommend that the Board approve the Stipend Committee recommendations as provided above.

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101
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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott Eggerding
Kristine Zieman
Jennifer Rowe

DATE: November 7, 2022

RE: SY2022 Standardized Assessment Update, Illinois School Report Card and Strategic Plan Goal 1 Update

INFORMATION:

The following collection of materials includes information related to a SY22 Standardized Assessment Report, Illinois School Report Card, Equity Journey Continuum, and Strategic Plan Goal One Update.

STANDARDIZED ASSESSMENT REPORT (Kristine Zieman) **1**

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.

ADVANCED PLACEMENT REPORT (Kristine Zieman) **20**

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.

PRESENTATION SLIDES FOR THE NOVEMBER 7 COMMITTEE OF THE WHOLE MEETING **29**

In addition to summary slides for the two reports above, presentation slides also include:

LTHS School Report Card (Scott Eggerding)	40
Equity Journey Continuum Metrics (Jennifer Rowe)	42

STRATEGIC PLAN GOAL 1 (Scott Eggerding) **45**

Following a review of the SY22 Standardized Assessment Report, AP Report, Illinois School Report Card, and Equity Journey Continuum, Scott Eggerding, Kirstin Bacon, and Virginia Condon will provide an update regarding Strategic Plan Goal One, which will include an overview of the aligned strategies, related to Goal 1, SY23 Areas of Focus, and a brief overview of the curriculum review process and our partnership with Equal Opportunity Schools.

RECOMMENDATION:

No action is required. This item is informational.

ASSESSMENT & RESEARCH



2022 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 are assessed in grades 9 – 11 through the PSAT 8/9, PSAT 10, and SAT assessments. Science is assessed through the Illinois Science Assessment, which is administered to students in grade 11. Fewer than 1% students will be 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 2022 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 are 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.

Typically, juniors will have experienced a PSAT 8/9 and a PSAT 10 prior to taking the SAT. The junior class represented in this data did not have those experiences as the PSAT 8/9 and PSAT 10 were cancelled in the springs of 2020 and 2021.

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.

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.

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.

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.

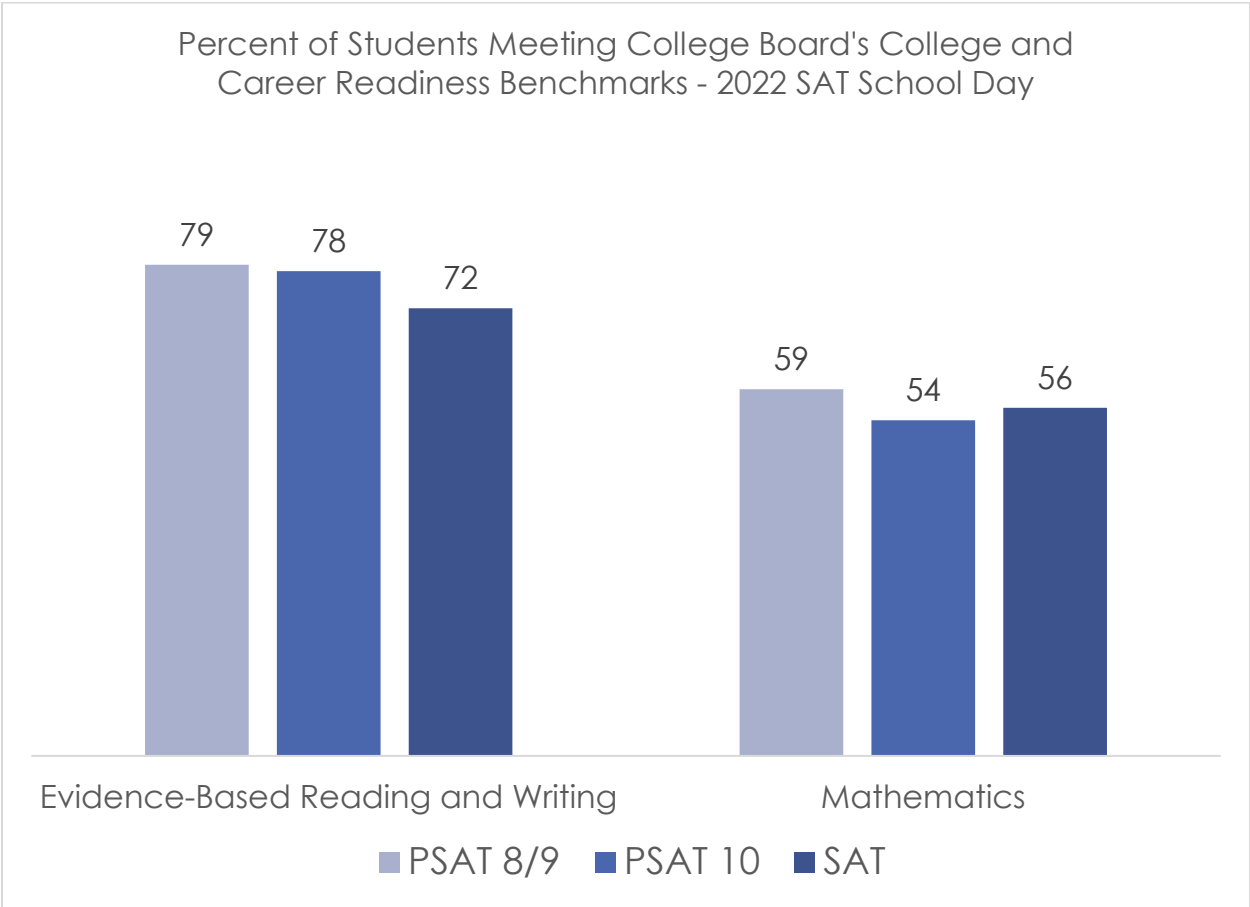
It is important to note that readiness is fluid and a student scoring below the benchmark can still be successful in college.

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.

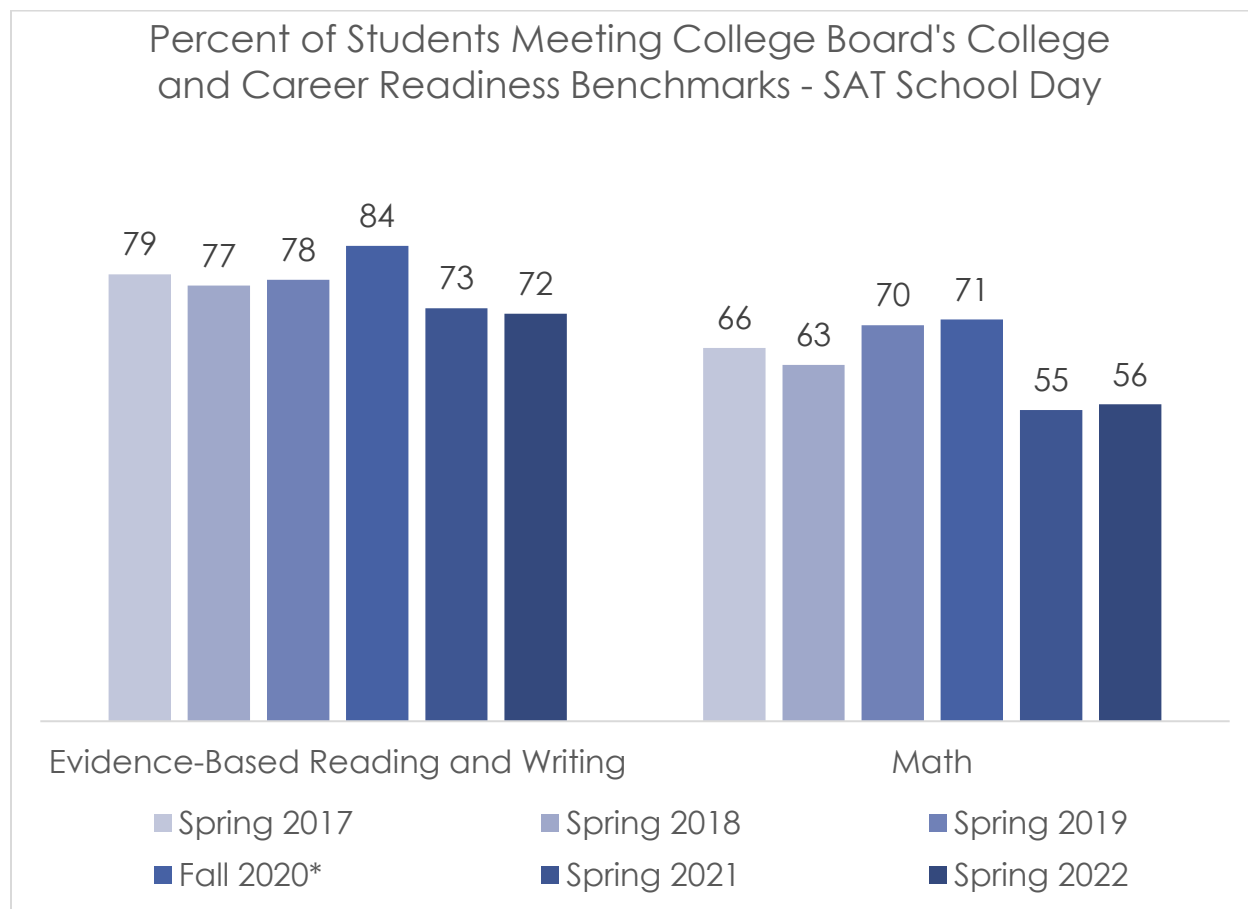


Lyons Township High School students performed well on the Evidenced-Based Reading and Writing portion of the PSAT 8/9, PSAT 10, and SAT with over 70% of students meeting the grade-level benchmark for College and Career Readiness. Data from the spring 2022 assessment indicated fewer juniors met the readiness benchmark in Evidence-Based Reading and Writing than freshman and sophomores. Future school year data will be analyzed to determine if that is a consistent trend or only applicable to these groups of students.

Mathematics performance is also strong with 54-59% of students meeting the grade-level benchmarks in Mathematics. The percent of students meeting mathematics benchmarks is pretty stable across all three grade-levels. The gap between Evidence-Based Reading and Writing and Mathematics data is evident across multiple school districts. Lyons Township High School is exploring ways to close this gap through the work of the strategic plan.

College Board College and Career Readiness Benchmarks by Year

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.



Due to the pandemic and the cancellation of many assessments, this data is not available for the PSAT 8/9 or PSAT 10. Data from the Fall of 2020 represents seniors who optionally completed the assessment because spring of 2020 exams were cancelled by ISBE.

Lyons Township High School students continue to perform well on the SAT School day with high percentages of students meeting the College and Career Readiness Benchmarks in Evidence-Based Reading and Writing and/or Mathematics. Performance was lower in the springs of 2021 and 2022. This was expected due to the COVID-19 pandemic. The staff of Lyons Township High School District 204 are continuing to meet the needs of all students. National research and data trends are consistent with LTHS's data in both Evidence-Based Reading and Writing and Mathematics – especially the finding that Mathematics learning was more challenging throughout pandemic-related school closures than English Language Arts.

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.

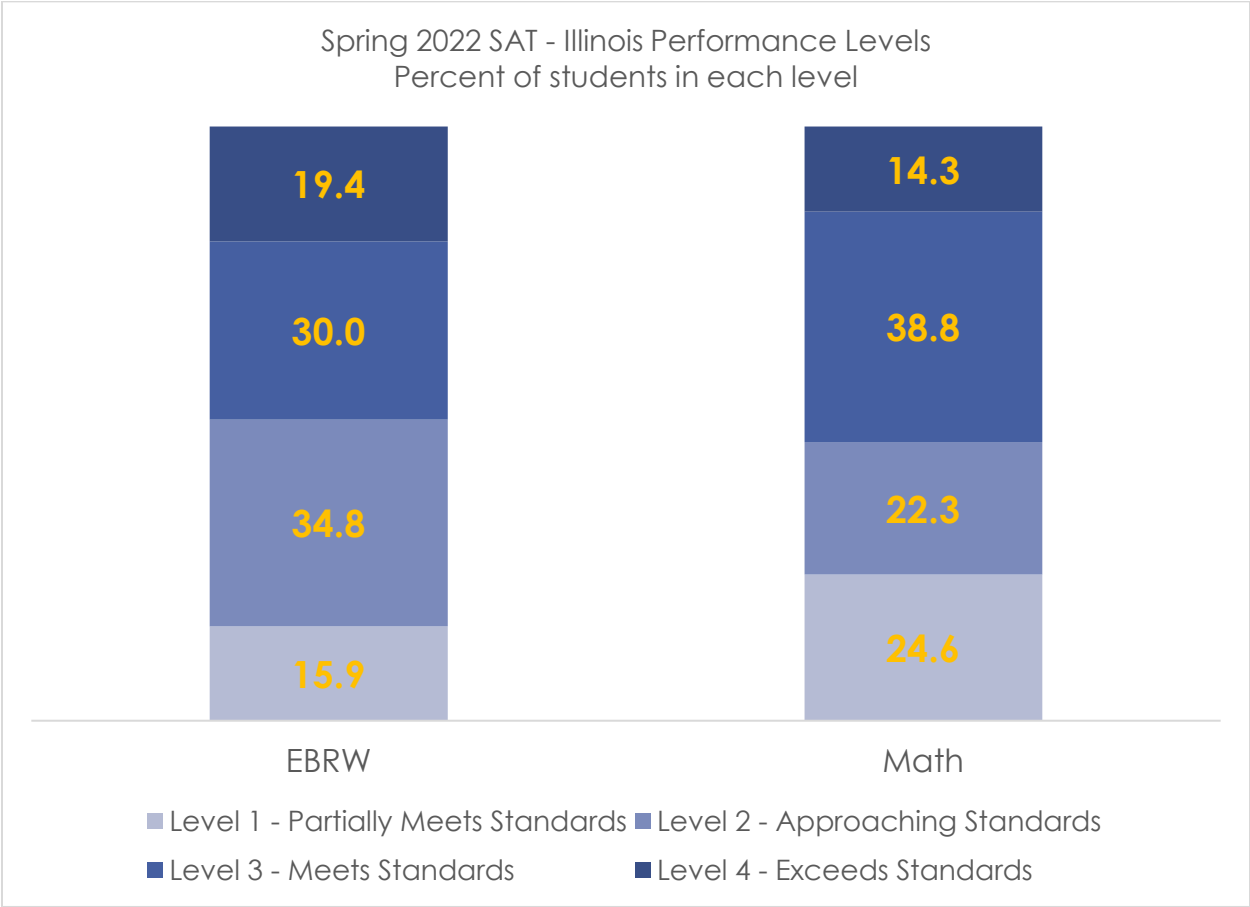
Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the SAT. The ISBE Performance Levels are found below:

<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.

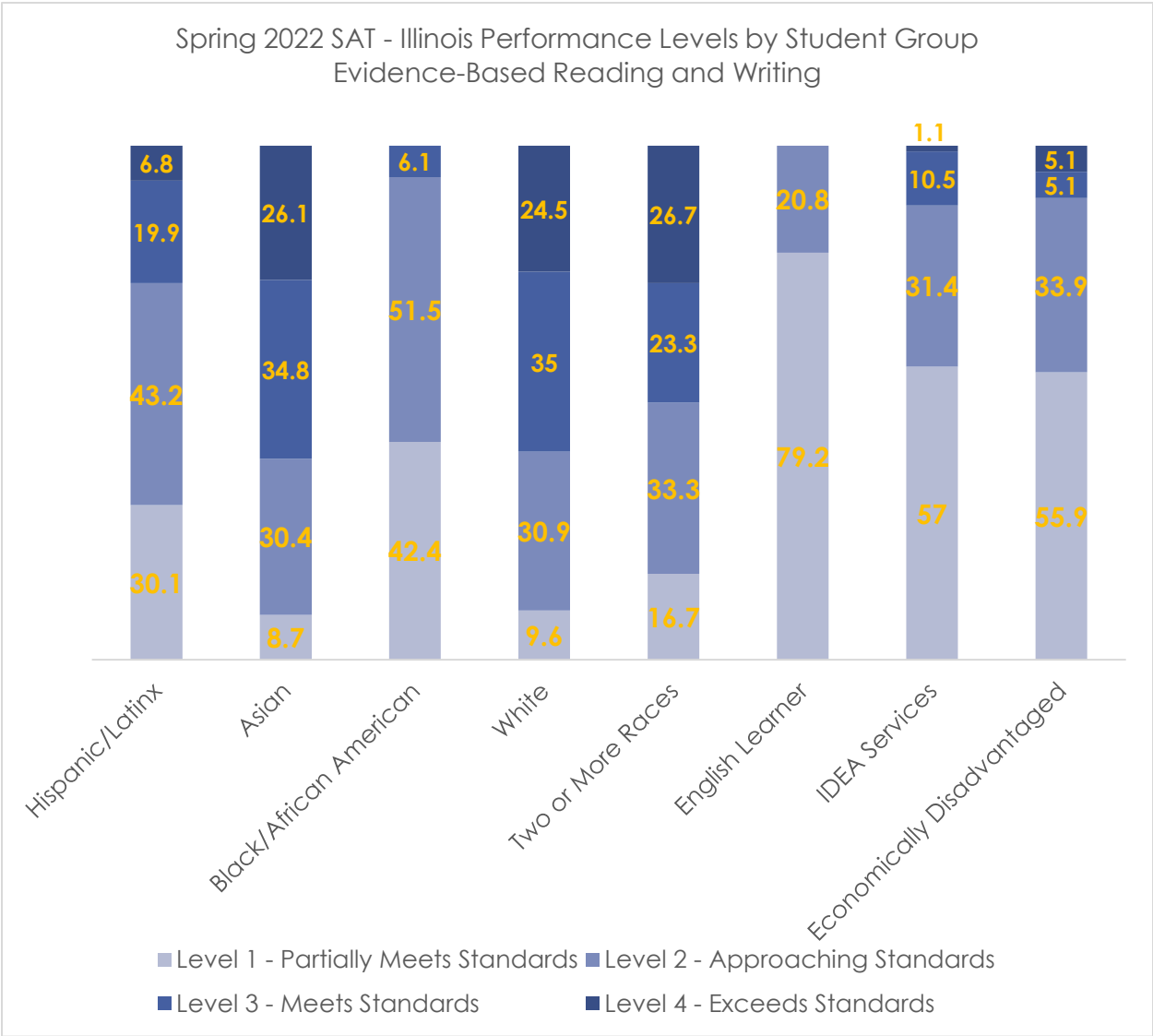
Spring 2022 Illinois Performance Level Distributions

As described above, 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 falling in each performance level for Evidence-Based Reading and Writing and Mathematics.



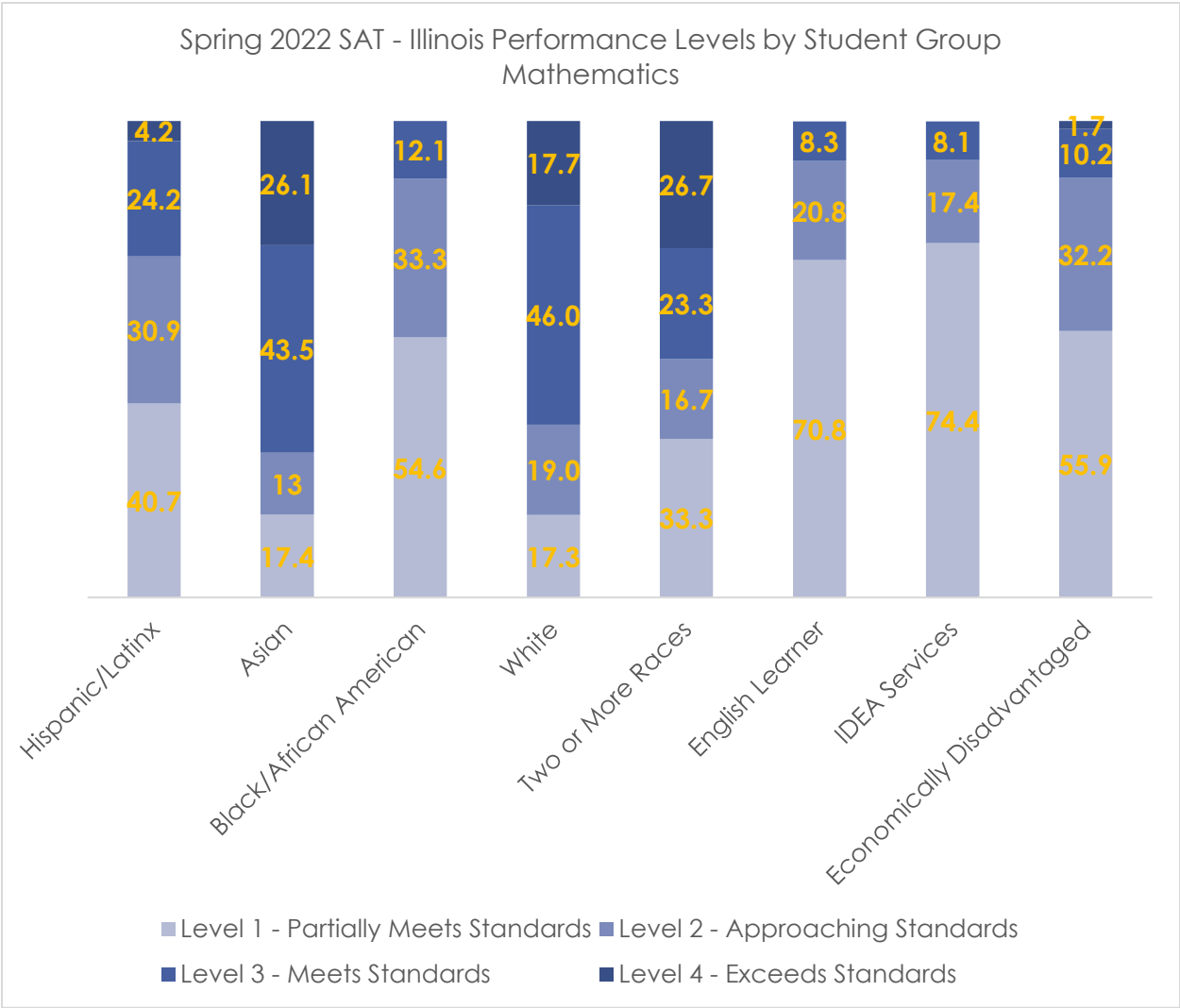
Lyons Township High School District has a 34.7% of students approaching standards in Evidence-Based Reading and Writing and 22.2% of students approaching standards for mathematics. These students are close to mastering the Illinois learning standards as measured by the school day SAT. As Illinois releases performance levels for the PSAT 8/9 and PSAT 10, teachers and administrators will be able to identify students in the approaching category and find ways to further support their academic and social emotional growth.

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



Performance level percentages vary across student groups with students receiving English Learner supports having the largest percentage of level 1 scores. Lyons Township High School will continue to support all students with a comprehensive curriculum and wrap-around supports in both academics and social-emotional learning.

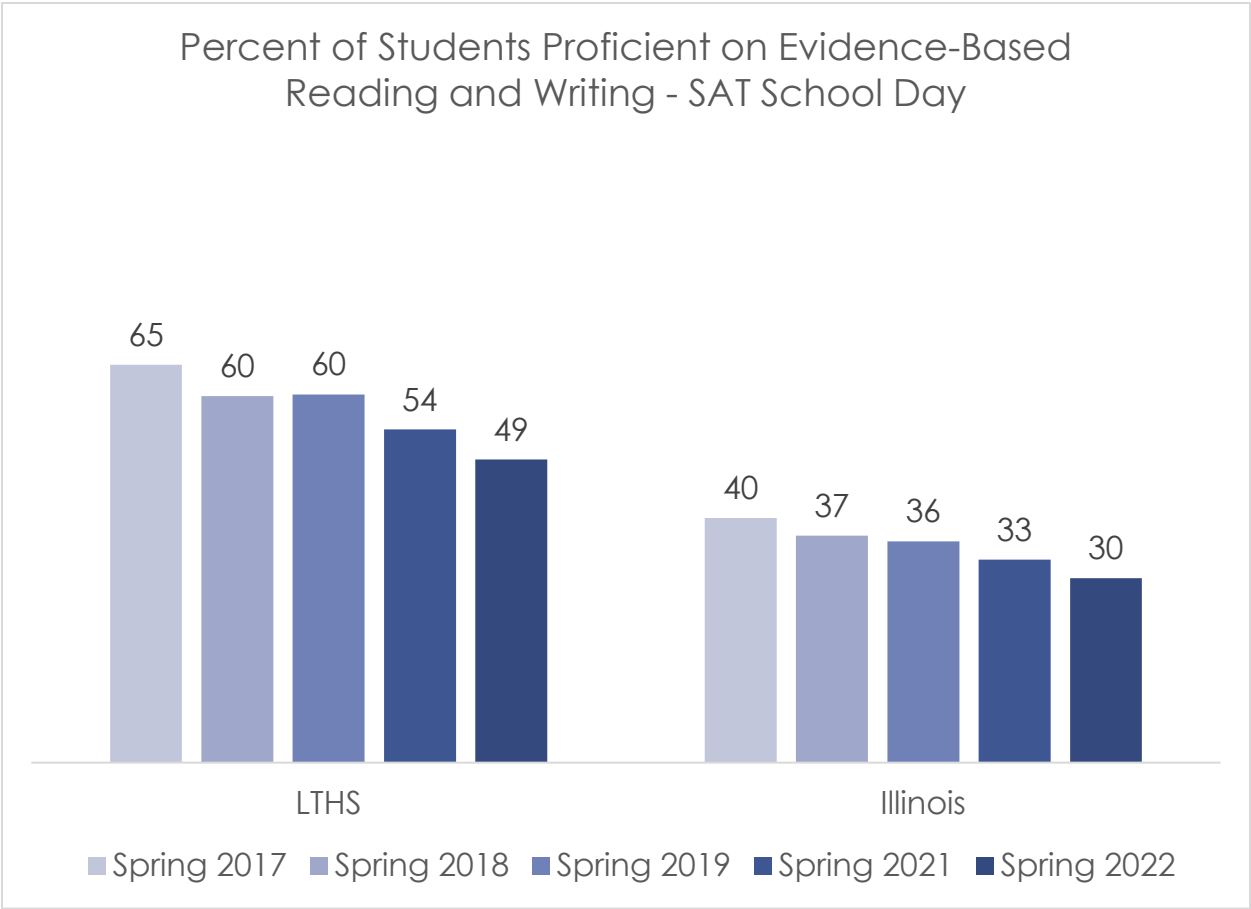
The performance level breakdown by student group for Mathematics is displayed below.



The distribution of scores in each performance level differs across student groups. The work to support the district's strategic plan will ensure all students are provided the appropriate supports to grow in their mastery of mathematics standards.

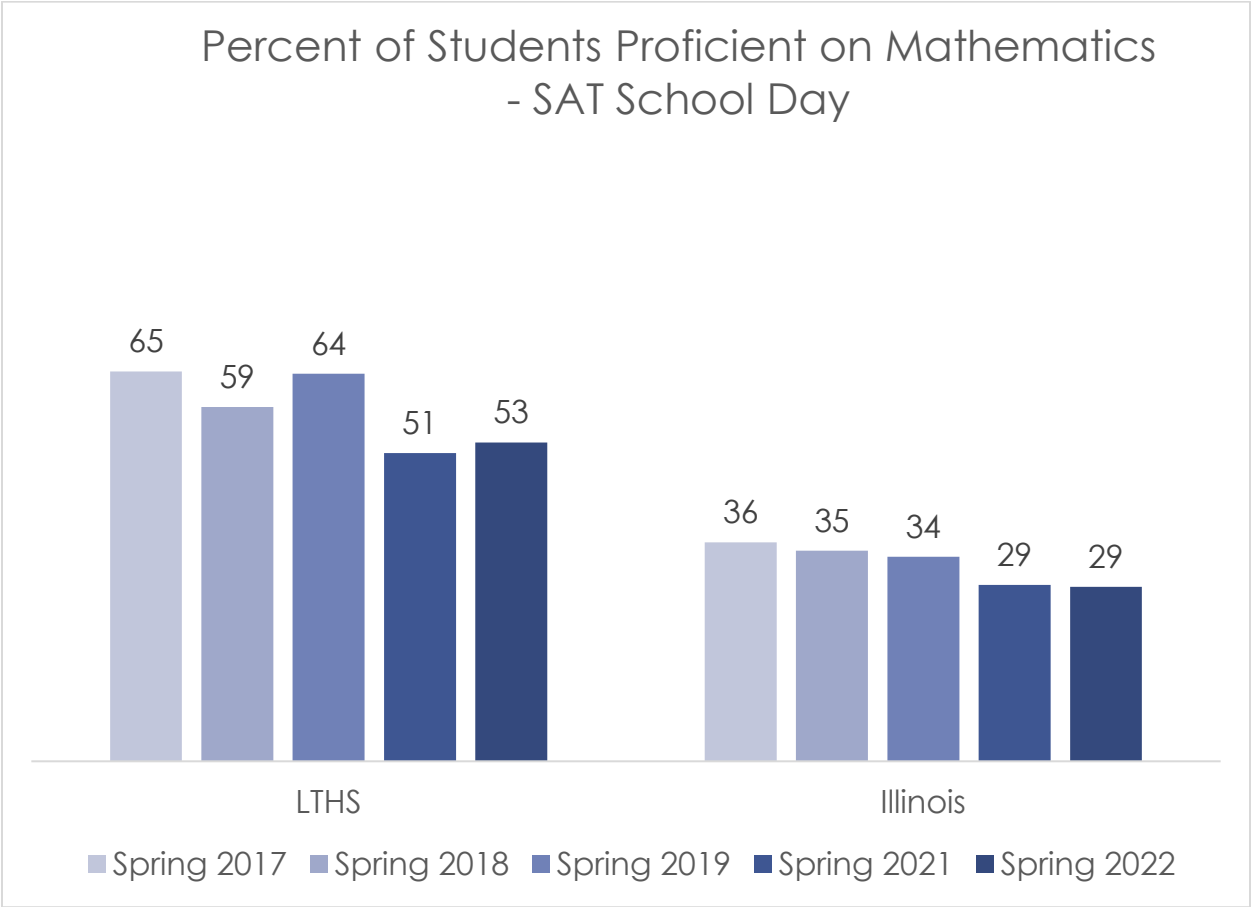
Illinois Proficiency by School Year

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. Proficiency was lower in the springs of 2021 and 2022 at LTHS and throughout the state of Illinois. This is expected due to the COVID-19 pandemic and all educators are working to support students as they learn and grow.



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

The next chart displays Lyons Township High School's proficiency percentage on the Mathematics portion of the SAT compared to state proficiency percentages. Proficiency (scoring levels 3 and 4) was slightly lower in the springs of 2021 and 2022 at LTHS and throughout the state of Illinois. National research suggests Mathematics performance was impacted by the COVID-19 pandemic more than English Language Arts performance and LTHS's data is consistent with those findings. Spring 2022 data suggests student mathematics performance is starting to rebound to pre-pandemic levels. Educators and school staff are continuing to support the needs of all students as we identify and strengthen learning gaps.

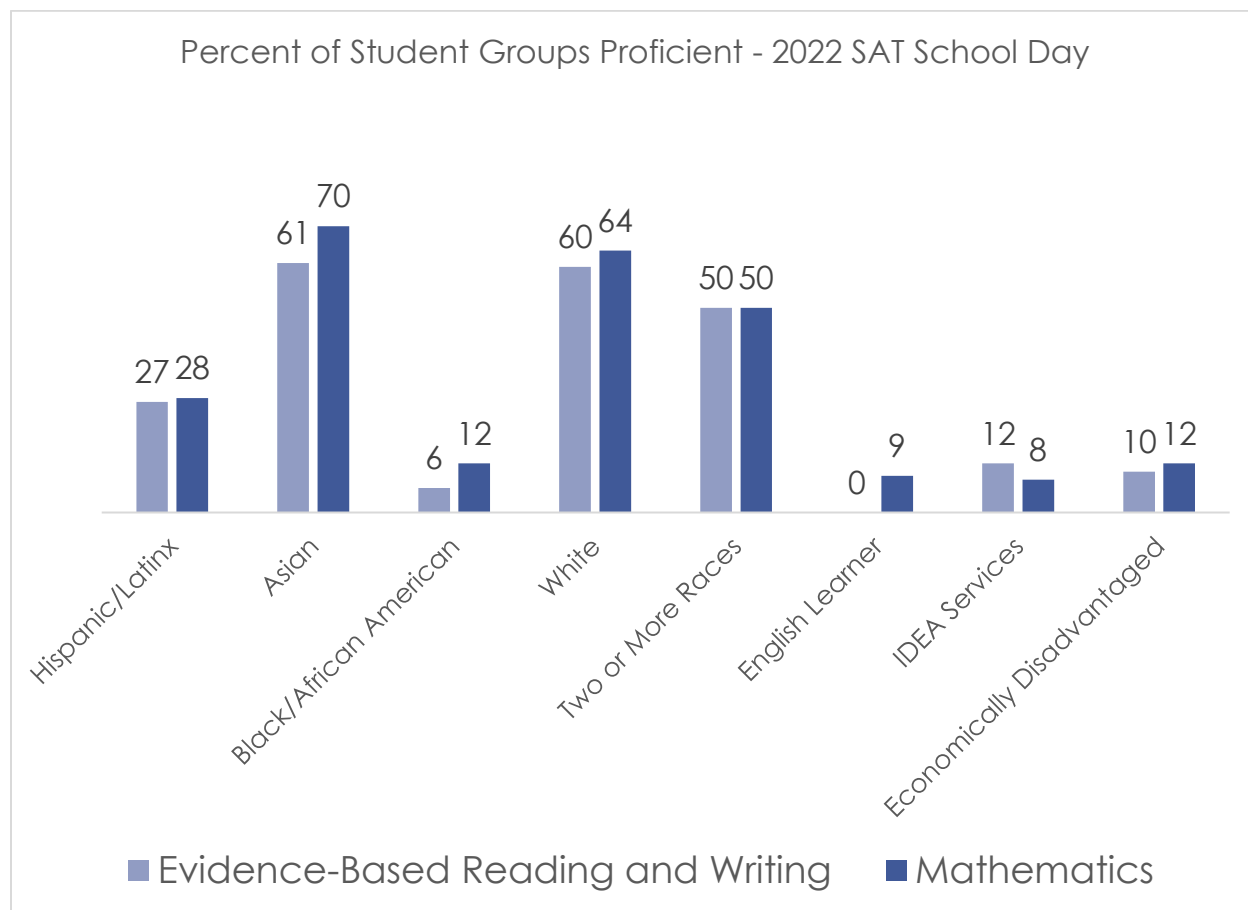


Spring 2020 data is not available due to the cancelation of assessments by ISBE.

Lyons Township High School continues to outperform the state of Illinois on the SAT in both Evidence-Based Reading and Writing and Mathematics.

Spring 2022 Illinois Proficiency by Student Group

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. The chart below depicts the percentage of students proficient (scoring a level 3 and 4) on the Spring 2022 SAT by student group. The light blue bar represents Evidence-Based Reading and Writing proficiency percentages and the dark blue bar corresponds to Mathematics proficiency percentages.



Proficiency percentages vary across student groups with students from traditionally under-supported groups performing lower than their peers. Lyons Township High School is committed to closing these gaps through the Strategic Plan, supporting the needs of all students, and by providing engaging, rigorous learning experiences for every student.

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.

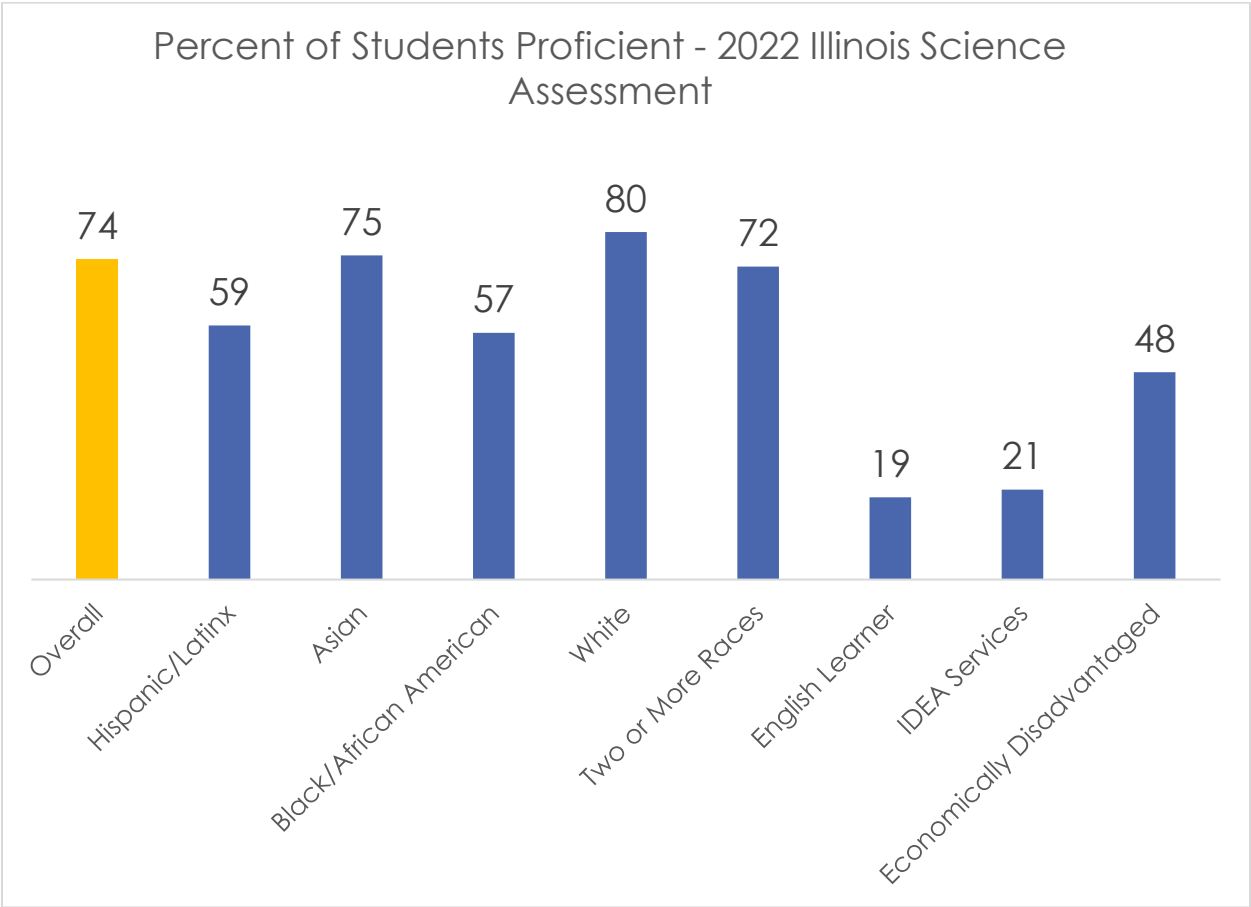
The ISA underwent a redesign in 2020. ISBE has stated that data from the spring of 2021 cannot be compared to the spring of 2022 so no comparison data is included in this report.

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

Spring 2022 ISA Proficiency by Student Group

The chart below shows the percentage of students proficient (earning level 3 or 4) on the Spring 2022 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. Hispanic/Latinx, Black/African American, students receiving English Learner services, students receiving special education services, and economically disadvantaged students had lower proficiency percentages than the overall student group.



Students do well on the Illinois Science Assessment with approximately three-quarters of juniors meeting proficiency standards. Gaps exist between student groups and the staff at Lyons Township High School will continue to address those gaps through the strategic plan work.

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 English Learners. The assessment assesses listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

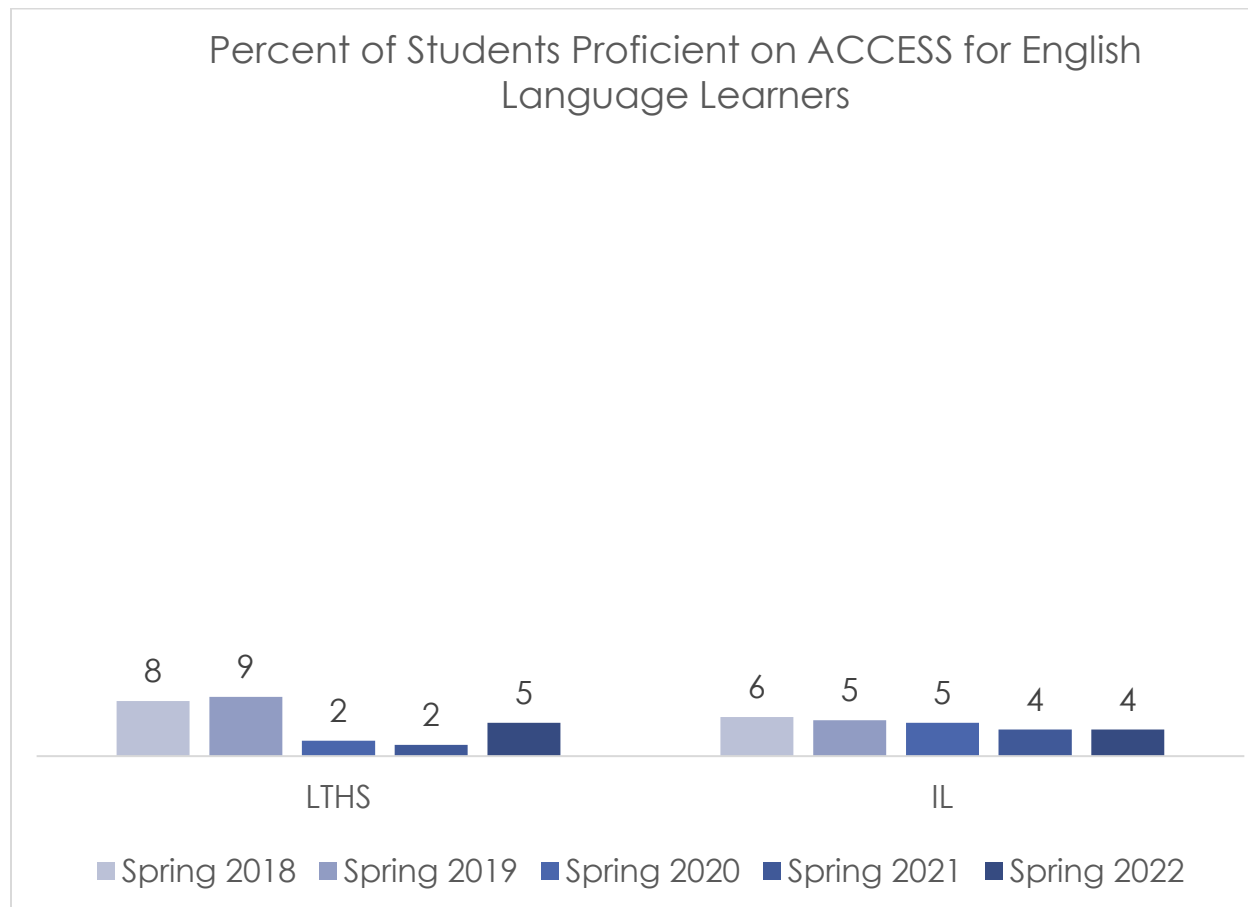
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner. The six proficiency levels and their descriptors are below.

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

ACCESS for ELLs Proficiency by School Year

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 1.6% of the student population qualified for services. In 2021, 2.6% of the student population qualified.

The chart below depicts the percent of students identified as English Learners that met proficiency standards for each school year.



While proficiency levels are mostly stable at the state level, Lyons Township High School has experienced a dip in proficiency from the spring of 2019 to the spring of 2020. Spring 2020 assessments were completed prior to the COVID-19 pandemic. LTHS is continuing to recover as evident in 2022 data and is working to meet the continued needs of students receiving English Learner supports.



2022 Advanced Placement Exam Report

Lyons Township High School District 204

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Percent of Passing Exams	7
Percent of Passing Exams by Course	8
Percent of Students Earning a Passing Score	9

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:

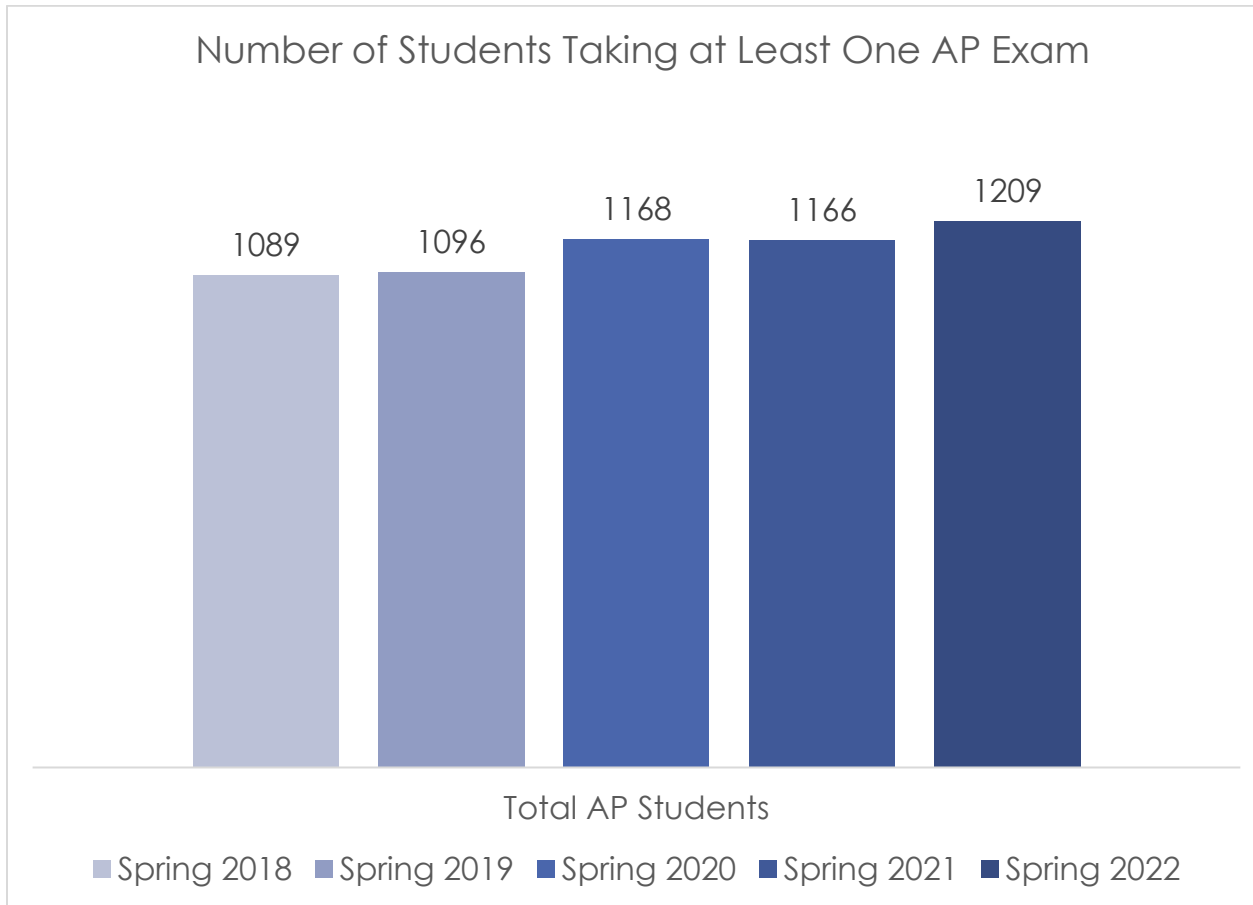
<i>Exam Score</i>	<i>Recommendation</i>
5	Extremely Well Qualified
4	Very Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

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 2022-2023 school year is the first year of this partnership and the work from that partnership is not reflected in the following Spring 2022 data.

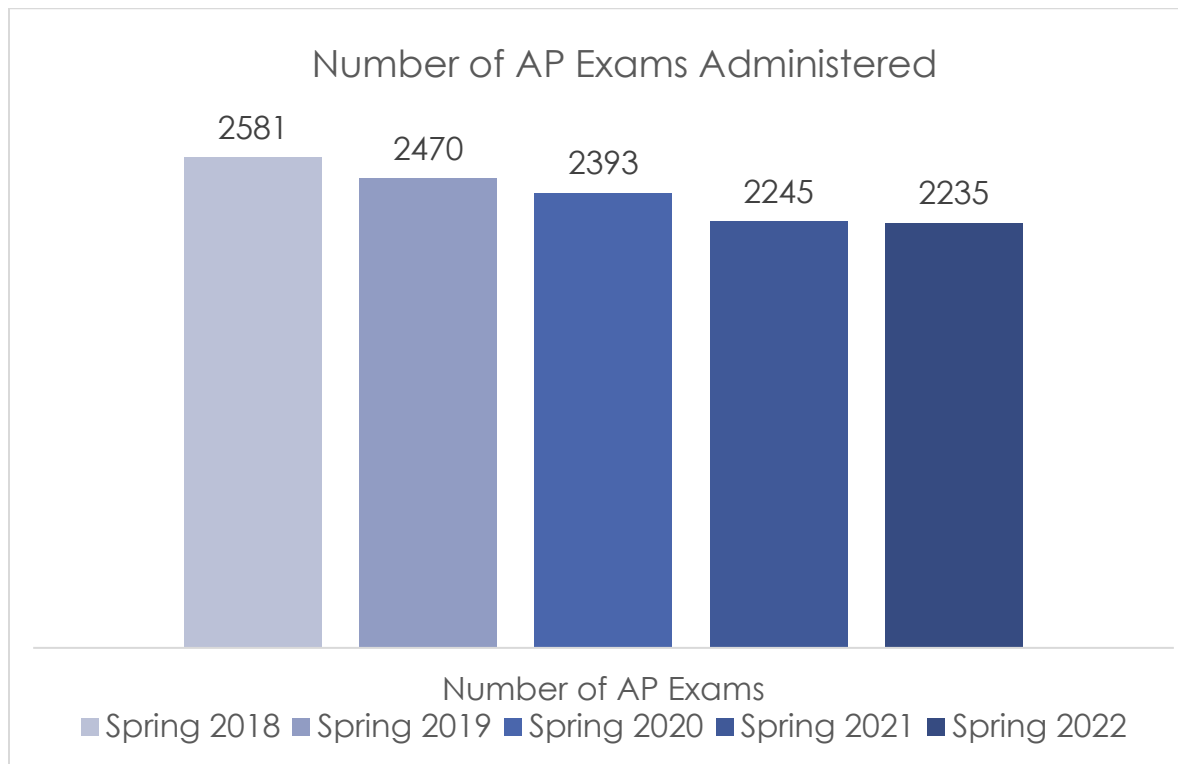
Number of Students Tested

The number of students taking AP exams has increased over the last five years. In 2018, 1089 students took at least one AP exam. In the spring of 2022, this number was 1209 students.



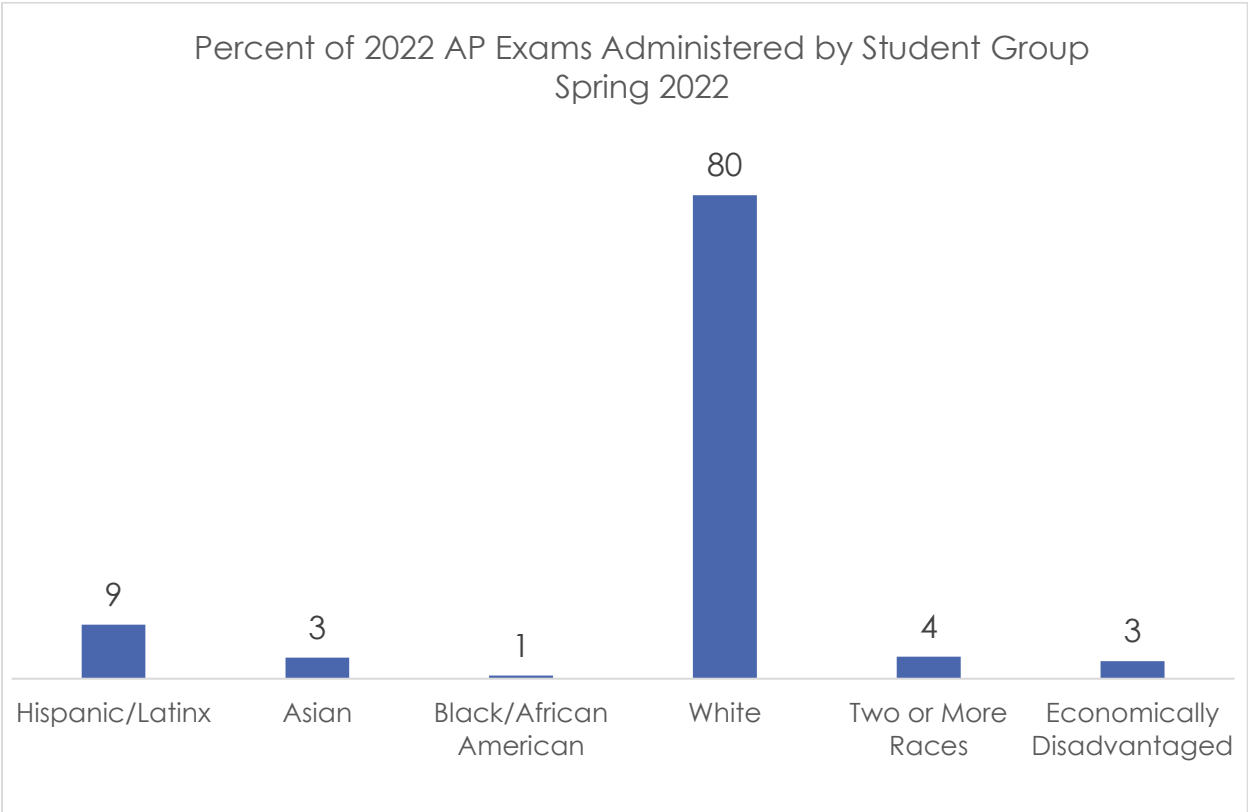
Number of Exams Administered

While the number of students taking one of more exams has increased, the total number of exams administered has decreased. Lyons Township High School has expanded Dual Credit opportunities, which provide college credit without an exam. For example, many students who might have taken the AP Spanish Language and Culture exam could select the Dual Credit option and earn college credit through Indiana University.



Percent of Administered Exams by Student Group

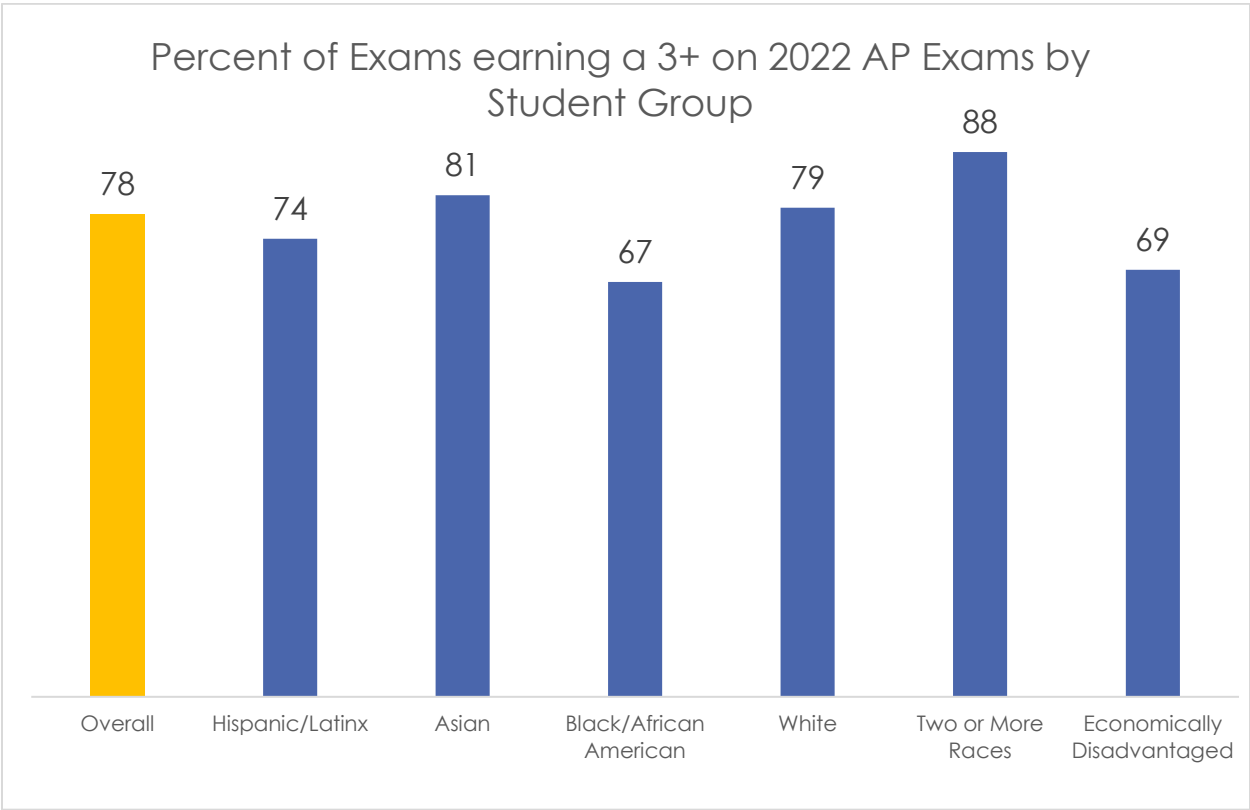
The number of AP exams administered varies by student group. The graph below shows what percentage of the 2235 exams administered were administered to various student groups. For example, 1% of the 2235 exams were administered to Black/African American students.



Lyons Township High School District 204 is working to have these percentages mirror student demographic percentages through the partnership with Equal Opportunity Schools and the strategic plan work.

Percent of Passing Exams

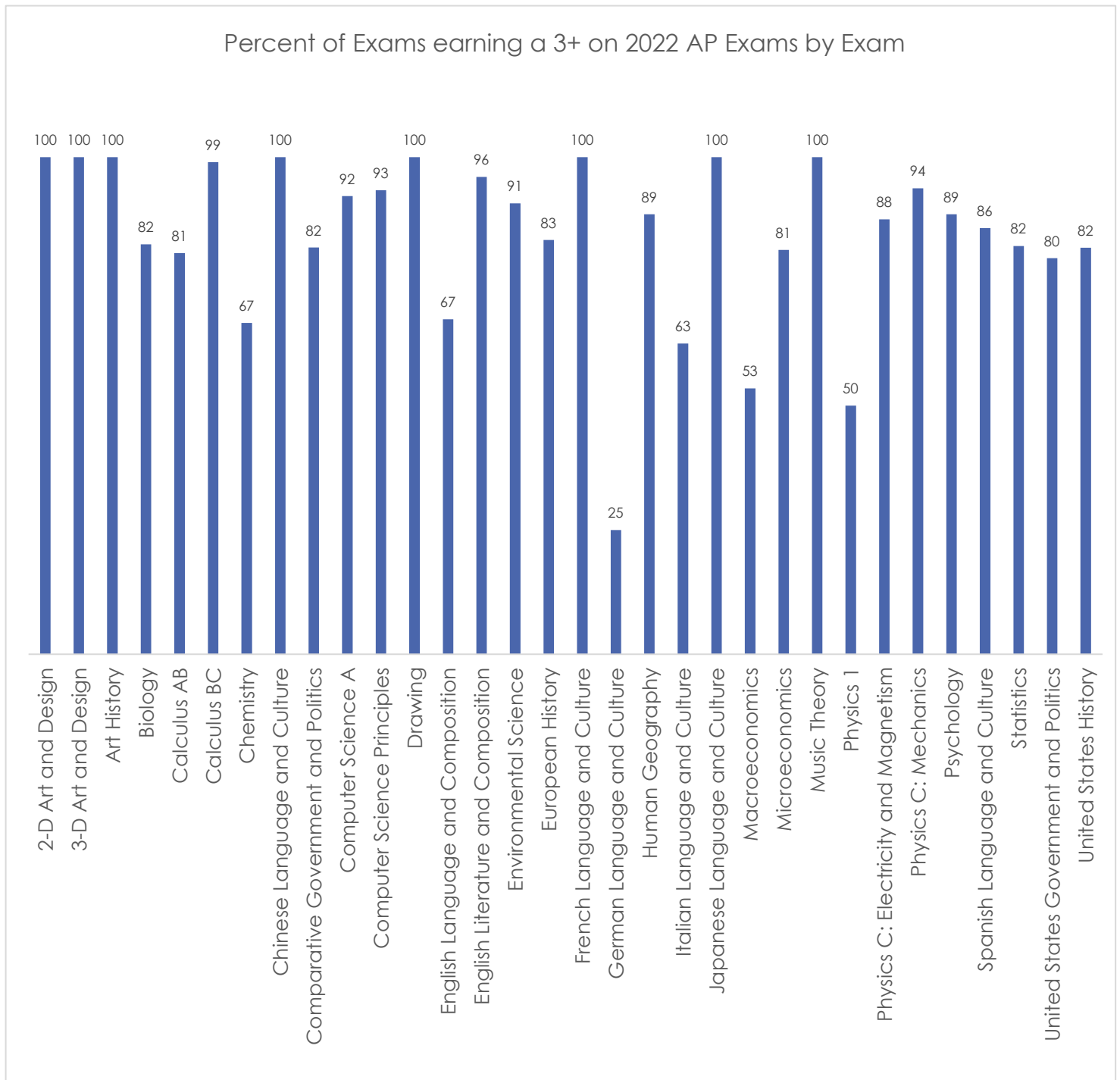
78% of all AP exams administered in the Spring of 2022 earned a passing score of 3 or higher. The percentage of passing exams within each student group can be seen in the chart below.



Lyons Township High School students do well on AP exams with each student group passing two-thirds or more of their AP exams.

Percent of Passing Exams by Course

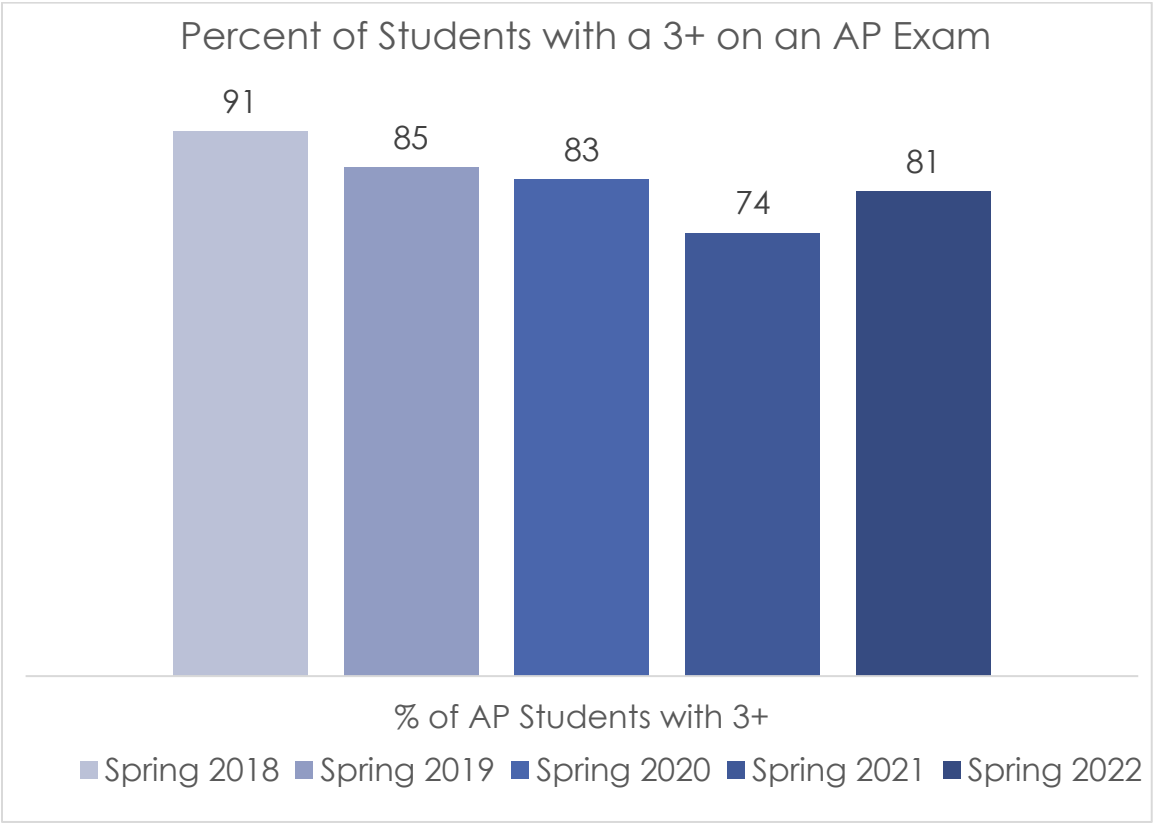
The percentage of students earning a 3 or higher varies between AP Courses. The percent of students who passed each exam is illustrated below.



This data will be used by course teams, building leadership, and district leadership to review course sequencing, course alignment, and best practice instruction.

Percent of Students Earning a Passing Score

A score of 3 or higher is considering passing and will result in college credit at any public college or university in the state of Illinois. The graph below illustrates the percentage of AP students who earned at least one passing score on an AP exam each year for the last 5 years.



Students at Lyons Township High School continue to do well on Advanced Placement exams with 81% of students who take an AP exam earning at least one passing score. The dip in Spring 2021 performance is consistent with national trends.

LYONS TOWNSHIP HIGH SCHOOL



2022 Assessment and Report Card Summary November 2022



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Outcomes

- Review 2021-2022 Standardized Assessment Data and Advanced Placement Exam Data
- Understand metrics on School Year 2022 School Report Card that contribute to summative designation
- View placement on new Equity Journey Continuum

2021 - 2022 Standardized Assessments

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



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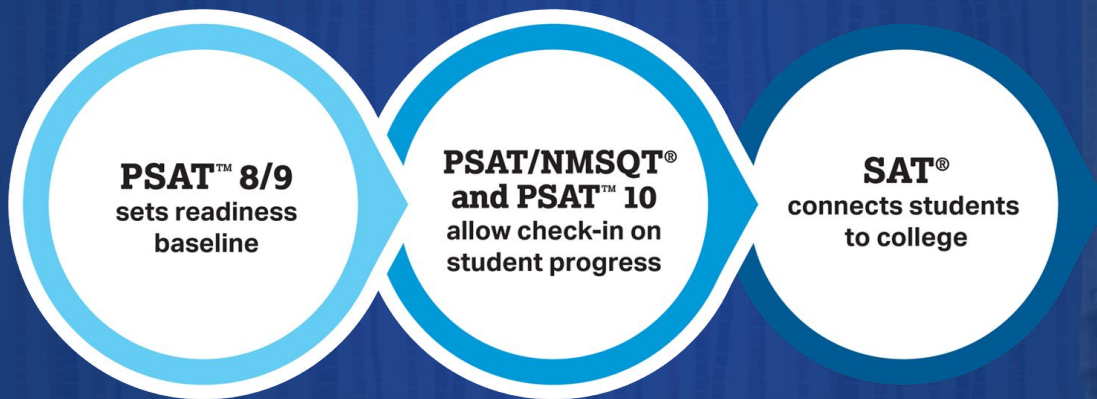
Assessment Participation

- English Language Arts - 98.2%
- Mathematics - 98%
- Science - 100%



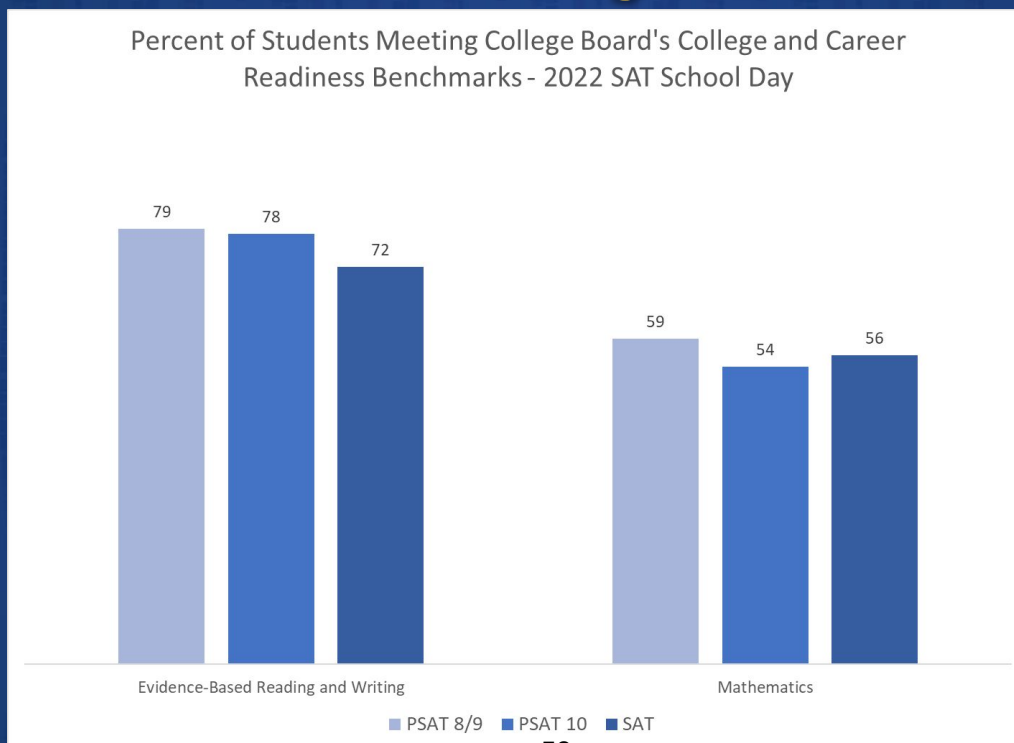
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SAT Suite of Assessments



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Spring 2022 PSAT/SAT College & Career Benchmarks



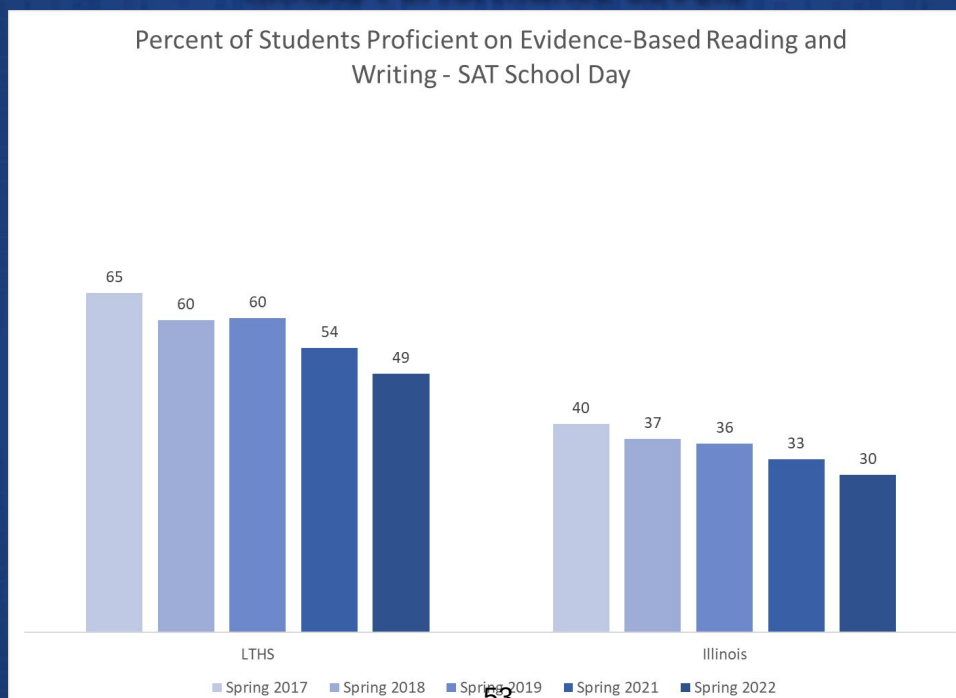
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Spring 2022 SAT Illinois Performance Levels



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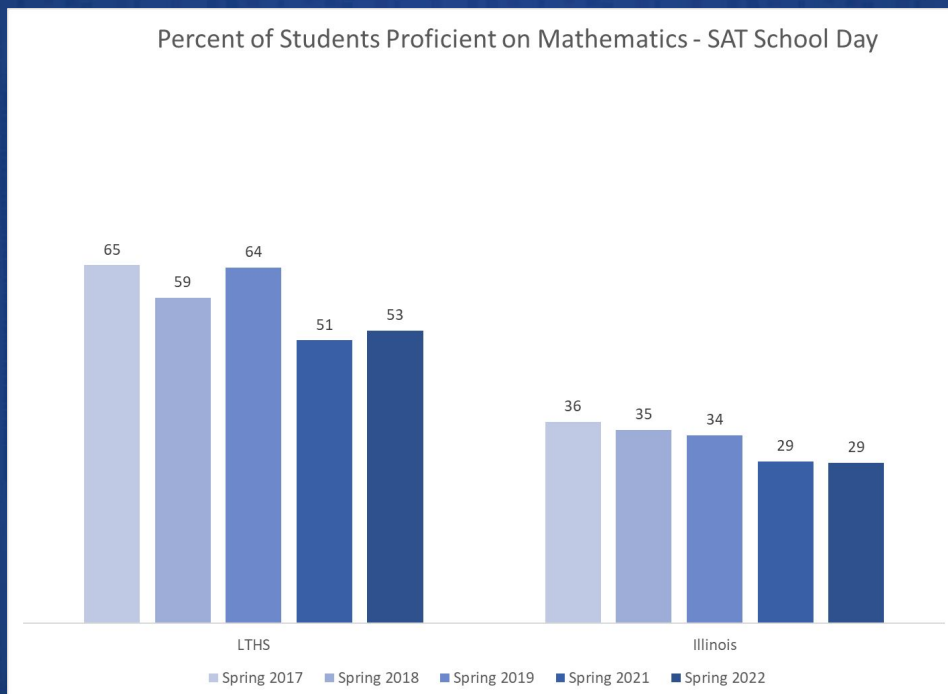
SAT EBRW Proficiency by School Year Illinois Performance Levels



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SAT Math Proficiency by School Year

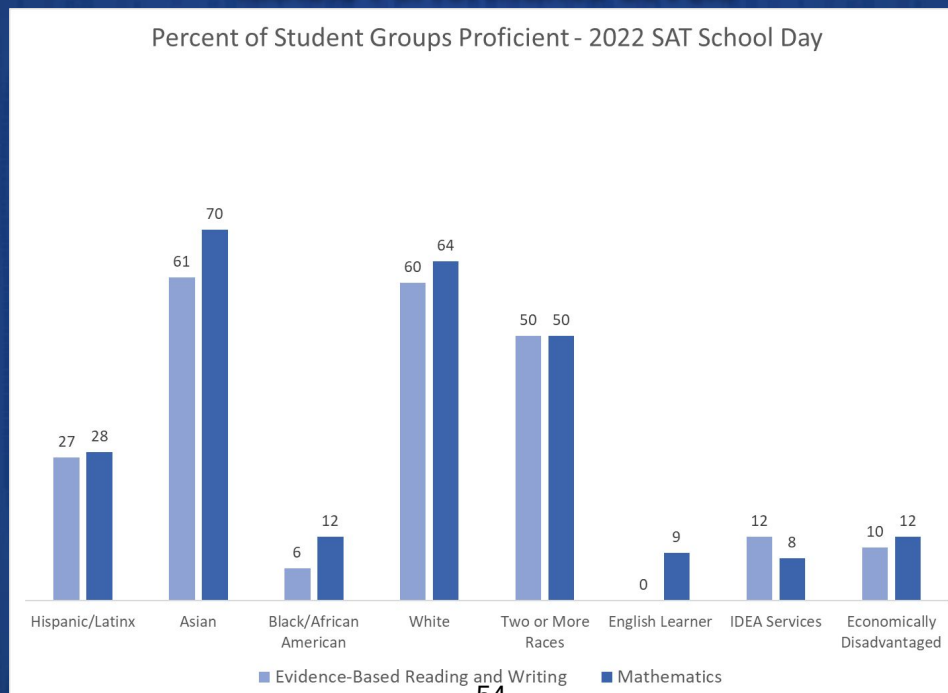
Illinois Performance Levels



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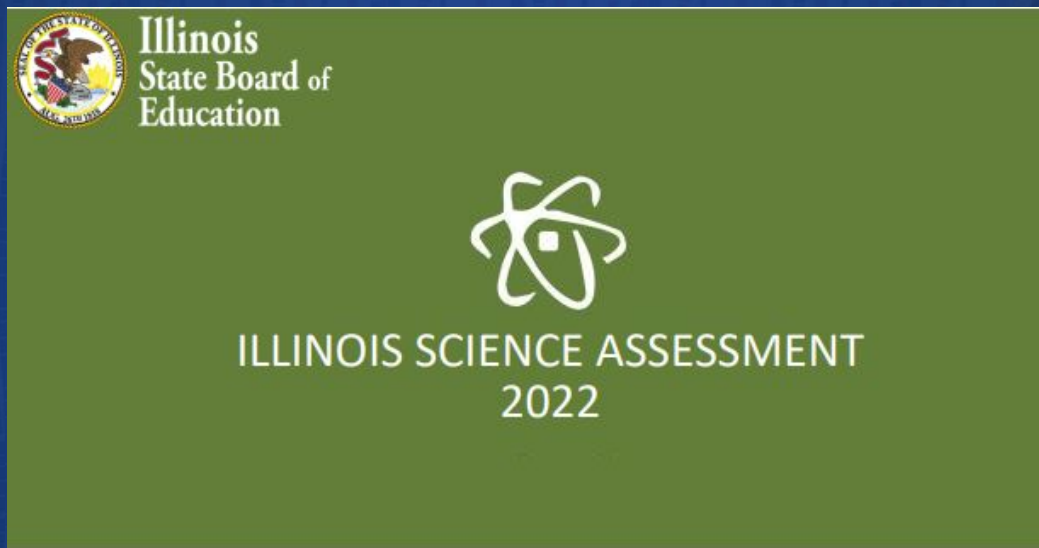
SAT Proficiency by Student Group

Illinois Performance Levels



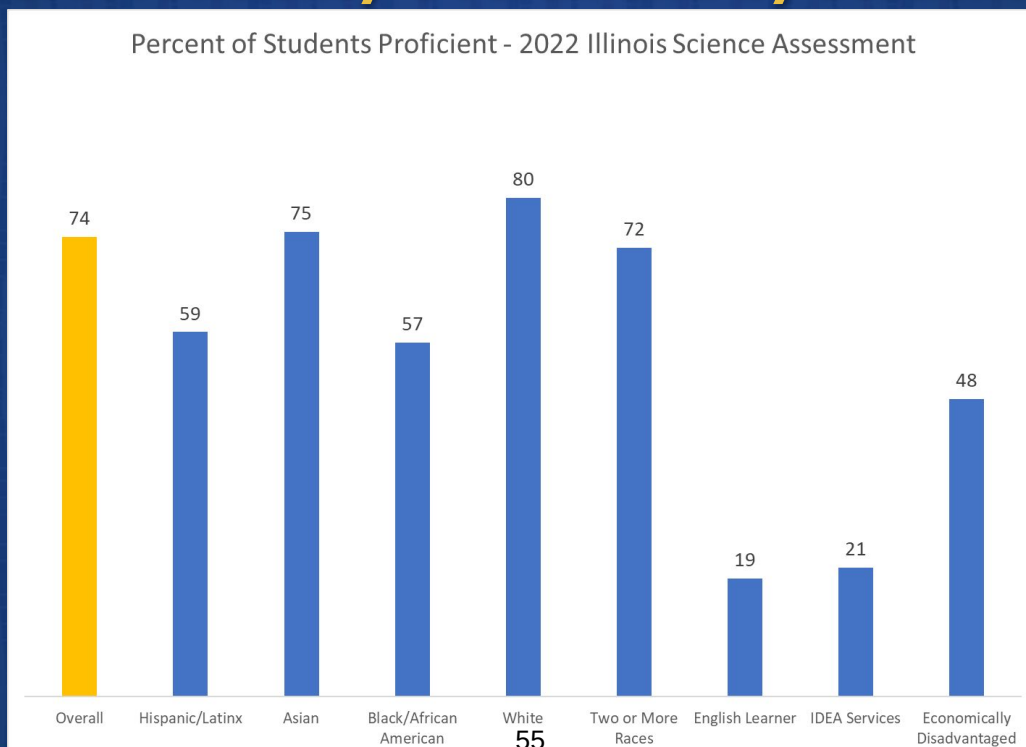
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Illinois Science Assessment



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2022 ISA Proficiency Overall and by Student Group



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Dynamic Learning Maps - Alternate Assessment



DYNAMIC[®]
LEARNING MAPS



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ACCESS for English Learners

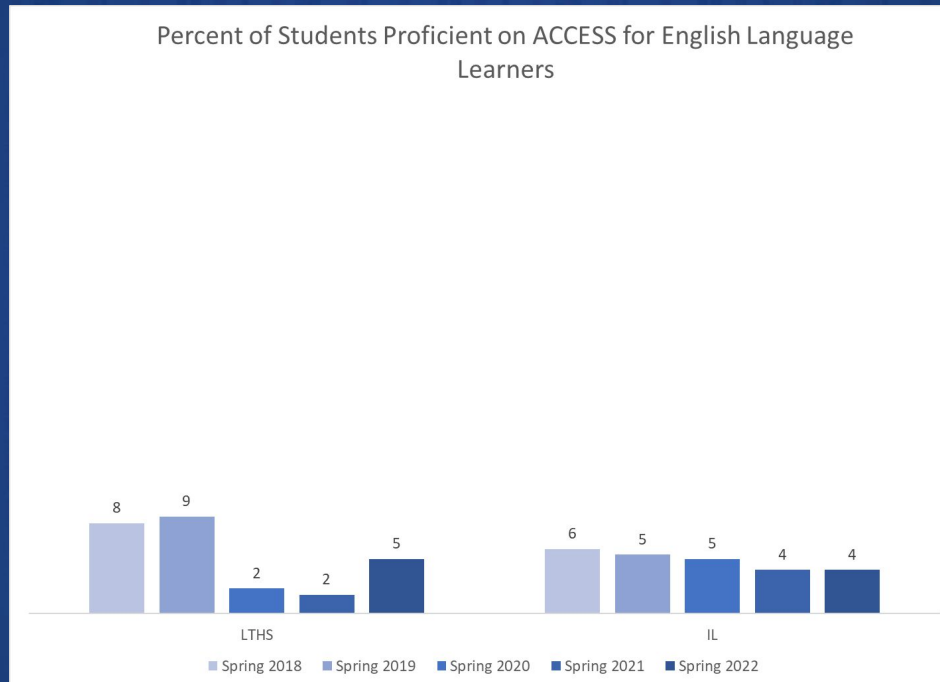


WIDA[™]
ACCESS for ELLs



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2022 ACCESS for ELLs Proficiency



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Standardized Assessments

Highlights

- 79% of students in the class of 2025 and 78% of students in the class of 2024 met College and Career Readiness benchmarks in ELA.
- Students in the spring of 2022 performed 2% higher on the mathematics portion of the SAT than students in the spring of 2021.
- 74% of LTHS Juniors were proficient on the redesigned Science Assessment.
- ACCESS proficiency increased by 3% from the spring of 2021 to the spring 2022.



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Standardized Assessments

Focus Areas

- SAT Achievement gaps ranging from 25-49% exist among Black/African American, Hispanic/Latinx, Economically Disadvantaged, English Learners, and students with disabilities compared to the overall student proficiency.
- Students in the spring of 2022 performed 5% lower on the ELA portion of the SAT than students in the spring of 2021.
- While ACCESS proficiency percentages have improved, they remain low at 5%.



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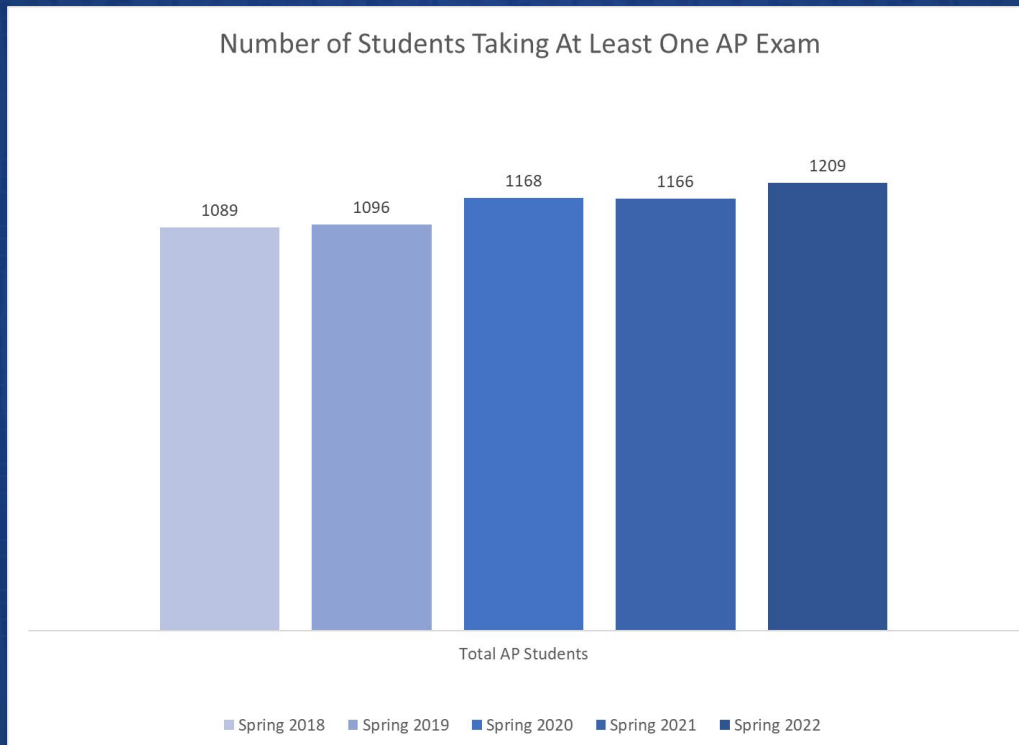
2021 - 2022 Advanced Placement Exams

- Participation Statistics
- Passing Score Statistics



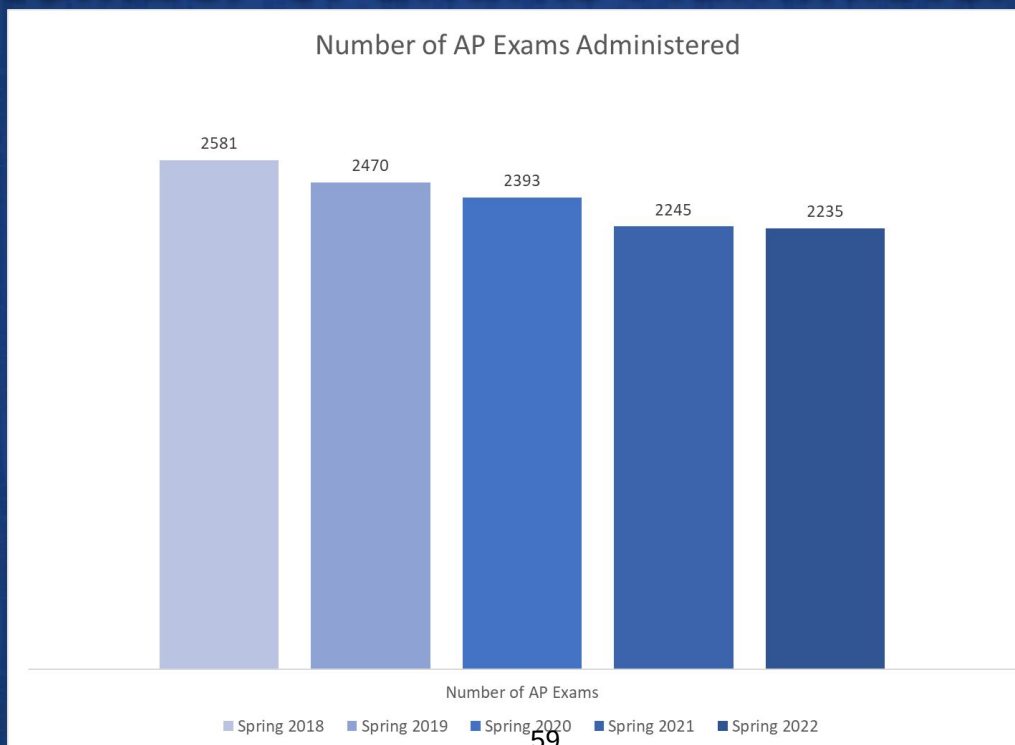
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Number of Students Tested



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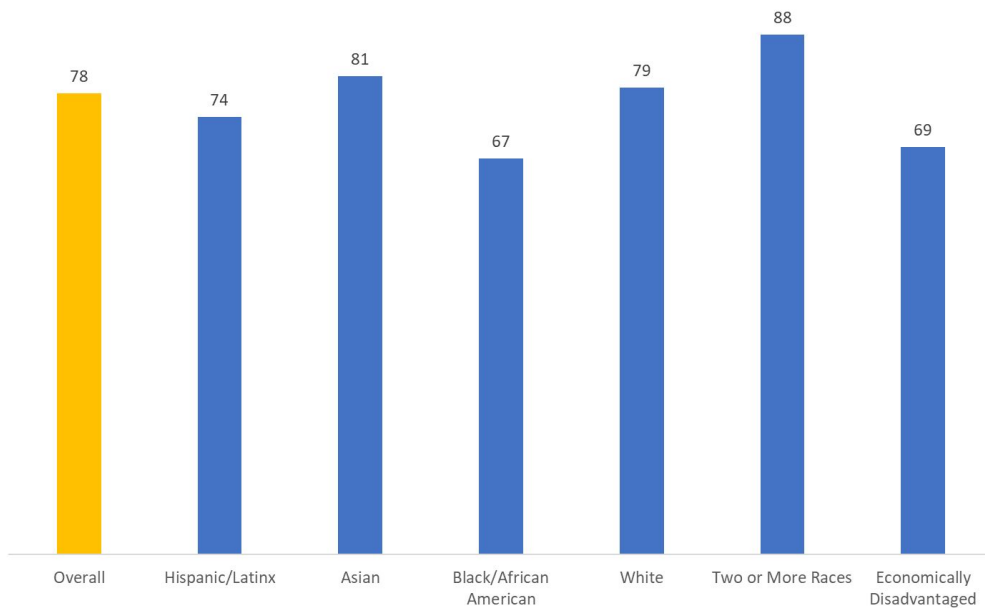
Number of Exams Administered



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Passing Exams

Percent of Exams earning a 3+ on 2022 AP Exams by Student Group



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AP Exams

Observations

- 5% more students at LTHS completed an AP exam in the spring of 2022 compared to the spring of 2018.
- 78% of exams result in a passing score of 3 or higher.
- Demographics of students taking AP exams does not match the demographics of LTHS's student population.



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2021 - 2022 School Report Card

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



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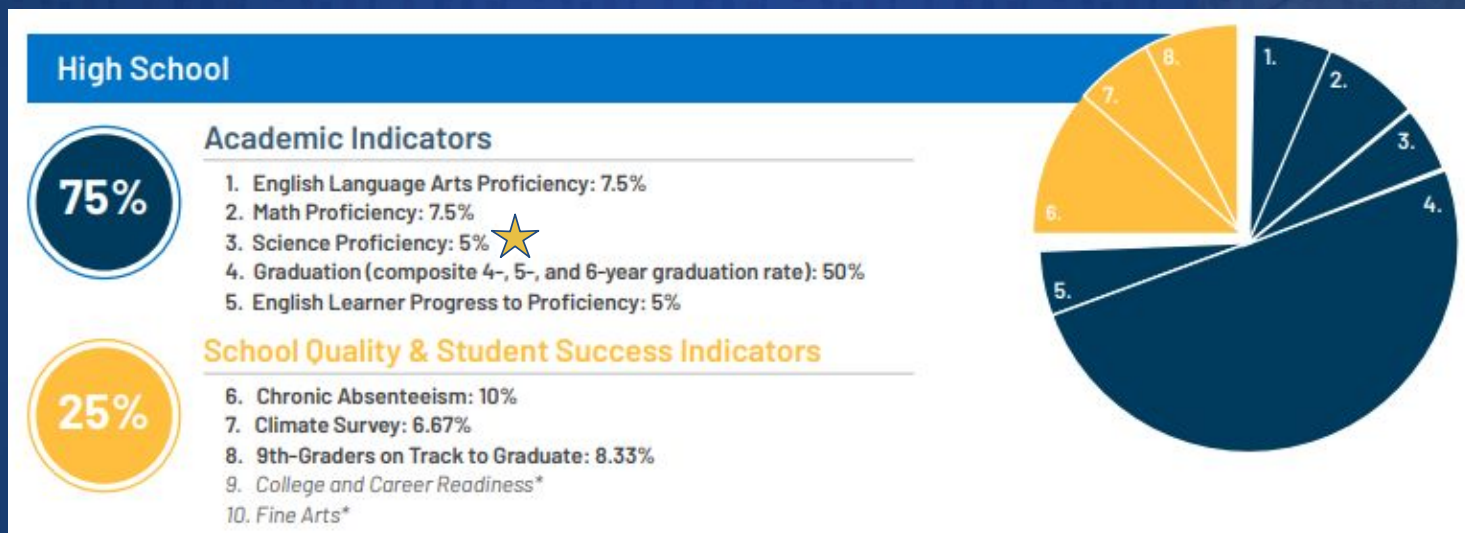
2021 - 2022 Summative Designation

Exemplary	• Top 10% of schools • No underperforming student groups • Graduation rate greater than 67%
Commendable	• Not in top 10% • No underperforming student groups • Graduation rate greater than 67%
Targeted Support	• One or more underperforming student group(s) • Graduation rate greater than 67%
Comprehensive Support	• Bottom 5% of all schools • Graduation rate below 67%



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2021 - 2022 Summative Designation



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Academic Indicators

ELA Proficiency	49.1% - Combines SAT and DLM-AA
Math Proficiency	52.8% - Combines SAT and DLM-AA
Science Participation	100% - Combines ISA and DLM-AA
Graduation Rate	95.25% - Combines 4-year, 5-year, and 6-year graduation rate
English Learner Progress to Proficiency	39.4% of English Learners met yearly targets to reach proficiency in 5-years



#WeAreLT

School Quality & Success Indicators

	Chronic Absenteeism	• 28.1% • Percentage of students missing 10% or more of school days
	Climate Survey	• 93.3% • Percentage of students who complete 5Essentials
	9th Grade on Track	• 97% • Must earn 10 semester credits • No more than one "F" in a core academic course



#WeAreLT

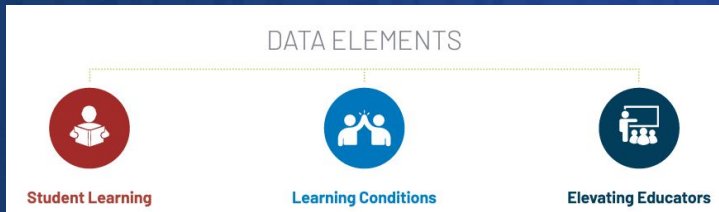
Equity Journey Continuum

- 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.



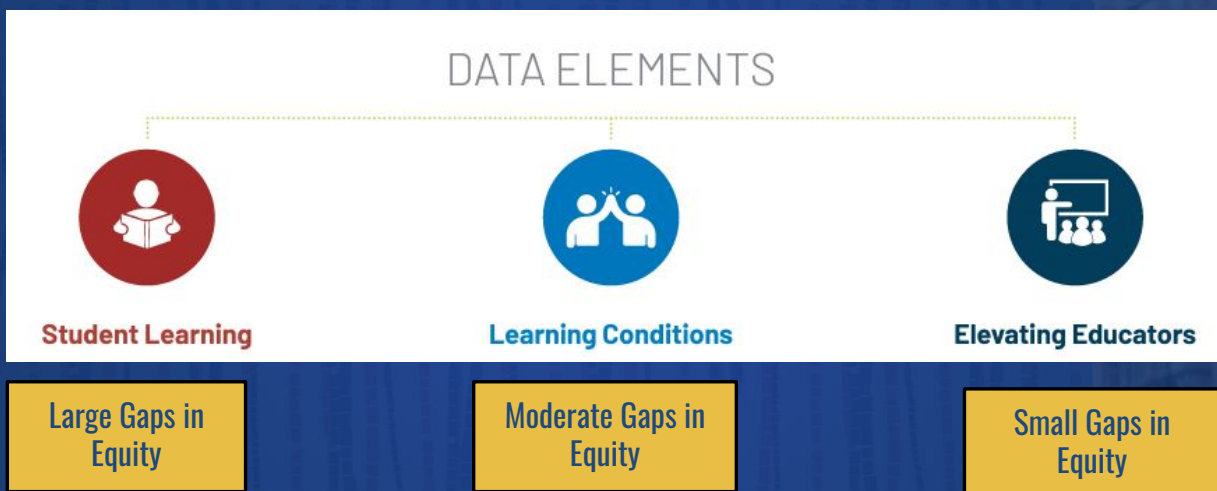
#WeAreLT

Equity Journey Continuum



#WeAreLT

Equity Journey Continuum



#WeAreLT

Report Card & Equity Journey Continuum

Observations

- Combined graduation rate is over 95%
- 9th grade on track is 97%.
- Chronic absenteeism remains high at 28.1%.
- 39.4% of English Learners met their yearly proficiency target.
- Gaps exist in all areas of the Equity Journey Continuum.



#WeAreLT

Strategic Plan Goal 1 Update

LTHS is committed to providing a high quality education to all students. Goal 1 of the strategic plan addresses the action steps LTHS is taking to address student growth and achievement. Goal 1 strategies focus on improving many of the metrics discussed in today's presentation and represent the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.



#WeAreLT

Goal One: Student Growth and Achievement

Provide a comprehensive, innovative education for every student to ensure all students grow and achieve

STRATEGY 1	STRATEGY 2	STRATEGY 3
<i>Deliver a guaranteed, viable, and rigorous curriculum for all students.</i>	<i>Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.</i>	<i>Bring consistencies to assessments and feedback processes supported by research and student/staff voice.</i>
• Review District Curriculum focusing on: ○ Priority Skills & Standards ○ Illinois Standards and Mandates ○ Articulated Success Criteria ○ Skill-Based Rubrics ○ Common Formative & Summative Assessments ○ SAT Alignment (Literacy, Numeracy) ○ SEL Competencies ○ Culturally Responsive Pedagogy • Align course outcomes to Graduate Portrait. • Publish unit outcomes for students & parents. • Embed engaging and relevant student activities in the updated curriculum. • Incorporate student voice in course offerings. • Develop career pathways leading to post-high school success.	• Apply the equity lens to course options which ensures equity and access to learning content. • Remove barriers to guarantee access for all students. • Seek ways to increase student voice and engagement in learning. • Increase representation and support of diverse learners in all instructional areas. ○ Engage Equal Opportunity Schools as a partner to identify and promote students who demonstrate readiness and interest in advanced coursework. • Increase teacher voice and engagement in developing equitable and engaging learning experiences • Implement career pathways	• Ensure formative and summative assessments are aligned to unit outcomes and ensure equity and access for all students. • Use PSAT 9, PSAT 10, and SAT growth to inform instruction. • Develop learners who: ○ Know the learning target for a lesson. ○ Can describe where they are in relation to the success criteria. ○ Use that information to select the learning strategies to improve their work. • Assess grading practices across and within divisions to ensure assessments measure learning.

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Goal Metrics

Graduation Rate, Advanced Placement/Dual Credit Participation, SAT ELA and Math Performance,
Eliminating the Achievement Gap on SAT ELA and Math, Eliminating the Opportunity Gap (EOS AP and Dual Credit), Grade Point Average

Data Dashboard Template

<u>Goal Category:</u> Student Growth and Achievement (Goal One)	
<u>Goal Champion:</u> Scott Eggerding, Director of Curriculum and Instruction	
<u>Action Team Members:</u> Emma Colangelo, Allison Doyle, Ann Dudek, Yvonne Glodz, Gerry James, Jaime Morote, Karen Raino, Kristie Scriba, Thomas Sloan, Dyana VanWyngaarden, Collin Voigt, Jeremy Vrtis, Kristine Zieman, Emily Ann Brown	
<u>Goal Statement:</u> Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.	
Strategies	District Scorecard Goal Metrics
✓ 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.	● Graduation Rate ● Advanced Placement/Dual Credit Participation ● SAT ELA and Math Performance ● Eliminating the Achievement Gap on SAT ELA and Math ● Eliminating the Opportunity Gap (AP and Dual Credit) ● Grade Point Average

History/Rationale for Critical Improvement

The ultimate business of a school is teaching and learning. And while many supports, programs, partnerships and facilities are necessary to meet the needs of all students and programs, a school is ultimately judged by how well students learn and whether they are prepared for the next step in their learning.

Our Vision, “all students graduate prepared for life, career and college success,” makes the strategies for Goal One essential.

Strategy	Why this Issue Became a Critical Strategy
Deliver a guaranteed, viable, and rigorous curriculum for all students.	In a large comprehensive high school with over 300 courses or versions of courses, it is imperative that the courses are aligned to standards, can be covered in the time allotted, and prepare students for either the next course in a sequence or a college/career expectation.
Provide engaging and equitable instructional learning experiences for all students aligned to the district’s vision.	Students should expect to have engaging programs, aligned to their goals and interests, that will prepare them for life, career and college success. Likewise, every student has a right to access curriculum regardless of race, color, creed, national origin, disability or gender. Based on our surveys of the community and a review of performance data, we need to be deliberate in finding ways to place students in courses that are appropriate for their learning needs and aligned to future goals.
Bring consistencies to assessments and feedback processes supported by research and student/staff voice.	Students need feedback to know whether they are learning and to what degree they are meeting the expectations of a course. Grading practices need to be clear and fair. Assessments should not vary among teachers of the same course and students should be able to know where they stand based on the feedback provided. Changes to grading during the pandemic and subsequent feedback has led to greater consistency in

grading. Data from standardized tests also needs to be used to inform learning.

Strategy and Related Success Measures

By June 2023

- Complete review of Freshman English, Algebra, Biology, PE, and World History Course Curriculum.
- Complete Year 2 of partnership with Equal Opportunity Schools in order to increase representation in AP courses.
- Share grading implementation team suggestions with the Principal Student Advisory Council.
- Implement co-teaching in freshman year core courses.
- Analyze EOS survey results to ensure student voice in course selection.
- Review rigorous expectations and engaging instruction data from Panorama survey.
- Increase the number of staff who have been trained in SIOP diverse learner strategies.

By June 2024

- Review Sophomore Curriculum
- Publish updated unit plans for Core Freshman Curriculum.
- Investigate Career Pathways
- Study the impact of ability levels on student achievement.
- Conduct gradebook audits for all courses to ensure alignment to course outcomes.
- Inform parents about standardized assessment results and research ways to improve how they can support student learning at home. (Access, MAP, SAT).
- Support students as they transition to digital PSAT/SAT testing.
- Add a day into new teacher training about teaching diverse learners.
- Develop a vision for using instructional coaches to innovate teaching and learning.
- Expand co-teaching to sophomore year core courses.

By June 2025

- Review Junior Core Curriculum.
- Develop Career Pathways.
- Publish updated unit plans for Core Sophomore Curriculum.
- Consider the impact of levels on students' performance.
- Create a data dashboard that is easy to

By June 2026

- Review Senior Core Curriculum.
- Publish updated unit plans for Core Junior Curriculum.
- Incorporate common assessments into Mastery Manager so district level data can be utilized to measure growth.
- Staff training on accessing and

understand and navigate for teachers to view and understand student assessment data ● Increase the participation of students in SAT prep courses ● Expand co-teaching to junior year core courses.	interpreting student standardized assessment results (new SAT). ● Implement Career Pathways. ● Expand co-teaching to senior year core courses.
--	--

Strategy Actions for 2022-2023

Strategy 1

Investigating	Developing	Implementing
Career Pathways (overall)	Career Pathways (Perkins) Increase the number of staff who have been trained in SIOP diverse learner strategies.	Review Freshman Core Curriculum.

Strategy Actions for 2022-2023

Strategy 2

Investigating	Developing	Implementing
Review rigorous expectations and engaging instruction data from Panorama survey.	Utilize EOS survey results to ensure student voice in course selection.	Engage Equal Opportunity Schools to increase representation in AP courses (by how much?)

Strategy Actions for 2022-2023

Strategy 3

Investigating	Developing	Implementing
Develop a process/approach/ to use data to inform instruction.	Develop a process approach to using yearly PSAT/SAT data to improve instruction and student learning.	Share grading implementation team suggestions with the Principal's advisory council.

LTHS Curriculum Review Cycle

The Curriculum Review Cycle consists of 5 years of planning, revisions, writing, implementation and monitoring to ensure a guaranteed and viable curriculum that is guided by six Leading Indicators¹:

1. The school curriculum and accompanying assessments adhere to state and district standards.
2. The school curriculum is focused enough that it can adequately be addressed in the time available to teachers.
3. All students have the opportunity to learn the critical content of the curriculum.
4. Clear and measurable goals are established and focused on critical needs regarding overall student achievement at the school level.
5. Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
6. Appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

Stage 1: Review, Write and Pilot

Review and gather the following information:

- National, state and local assessment results
- Current maps
- Current state/national/industry standards documents
- Current textbooks and materials
- Current assessments

Curriculum is then written or revised utilizing the District's common format. Assessments are developed along with rubrics, exemplars, and success criteria.

Teachers complete writing the curriculum and new curriculum materials can be piloted followed by formal adoption/change of textbooks and instructional materials. Maps and syllabi are updated prior to the start of Stage 3. Student supports are identified.

FALL: Review evaluation data and alignment to state/national/industry standards

FALL: Establish guidelines for writing of curriculum (vertical alignment, content, units)

WINTER: Research instructional materials/programs and best practice

WINTER: Recommend budget and training needs (summer workshop, training, faculty supports)

SPRING: Review/revise curriculum

- Coordinate sequence to assure coverage
- Develop assessments
- Establish benchmarks for program evaluation
- Identify student supports

SPRING: Assign curriculum and assessment writing tasks

SUMMER: Write/Revise Curriculum

FALL: Present curriculum to teaching teams.

¹ Marzano, Robert. Marzano Levels of School Effectiveness. Marzano Research Laboratory. 2012.

Stage 2: Pilot, Implement and Refine

Teachers continue to monitor and refine curriculum. Targeted professional development is available. Student supports are reviewed and improved upon.

Stage 3: Implement, Monitor and Revise

Teachers continue to monitor and refine the curriculum with the added element of measuring impact of changes through data collection to ensure that the intended outcomes of the curriculum review are making an impact. Student supports continue to be reviewed and improved upon.

Stage 4: Evaluate and Assess

Teachers evaluate the strengths and weaknesses in their curriculum, course materials, and/or programs. Data collection continues with an eye toward Review and Revision of curriculum the following year.

Curriculum Review Plan for 2022-23 through 2026-27

	2022-23	2023-24	2024-25	2025-26	2026-27
Stage 1	Freshman Core	Sophomore Core	Junior Core	Senior Core	Electives
Stage 2	Electives	Freshman Core	Sophomore Core	Junior Core	Senior Core
Stage 3	Senior Core	Electives	Freshman Core	Sophomore Core	Junior Core
Stage 3	Junior Core	Senior Core	Electives	Freshman Core	Sophomore Core
Stage 4	Sophomore Core	Junior Core	Senior Core	Electives	Freshman Core

Electives Timeline

Electives will complete a pathway that includes a beginning, intermediate and advanced course sequence. If the electives follow a set sequence, they can follow along with the year-in-school designation above. Otherwise, the sequence will be set by the Division Chair in consultation with the Director of Curriculum and Instruction.

Stage 1 = Review of sequence and align sequence to state/national/industry standards

Stage 2 = Scaffold skills throughout the sequence

Stage 3 = Implement and monitor; Identify dual credit and industry credential opportunities, monitor and refine assessments; collect data

Stage 4 = Evaluate and assess curriculum, equipment and software

Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?

One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).

To improve student achievement, educators must determine the power standards—learning standards that are most essential because they possess the qualities of endurance, leverage, and readiness for success at the next level; “the first and most important practical implication of power standards is that leaders must make time for teachers to collaborate within and among grade levels to identify the power standards” (Reeves, 2002, p. 54).

One of the keys to improving schools is to ensure teachers “know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students’ current knowledge and understanding and the success criteria”; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).

“The staff in the effective school accepts responsibility for the students’ learning of the essential curricular goals.” (Lezotte, 2002, p. 4, emphasis added)

Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher’s classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

“[Effective teachers] clarify . . . goals and assessment criteria in ways that will help students understand what they need to learn and what strategies are likely to be most useful in enabling them to do so.” (Brophy, 2004, p. 79, emphasis added)

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students.” (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101
Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



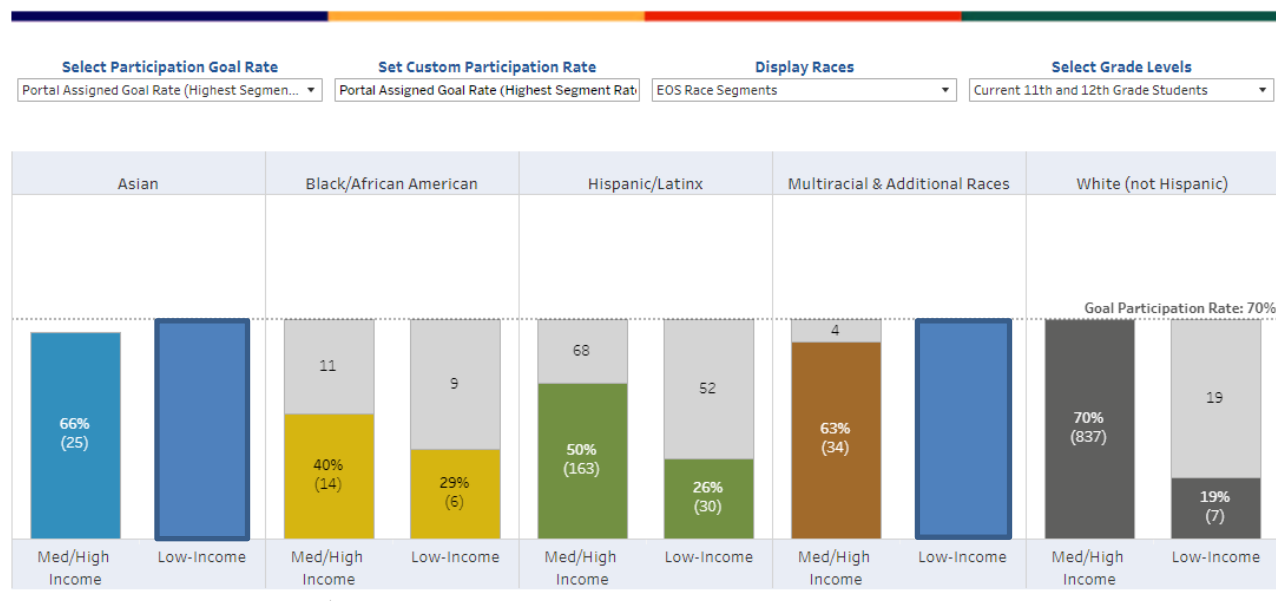
SCOTT D. EGGERDING
Director of Curriculum and Instruction

Equal Opportunity Schools Update

2022-23 Opportunity Chart for Lyons Township High School

255 Low-Income & Students of Color in 11th and 12th Grades Currently Participate in AP courses (Current participation rate of 43%)

169 Low-Income & Students of Color to Add to Realize Goal Rate of 70% Participation in AP Courses



		21-22	22-23	Δ	Gap	# Missing
Asian	Med/High Income	72%	66%	-6%	4%	0
	Low Income	*	*	*	*	*
Black/African American	Med/High Income	13%	40%	27%	30%	11
	Low Income	11%	29%	18%	41%	9
Hispanic/ Latinx	Med/High Income	38%	50%	12%	20%	68
	Low Income	16%	26%	10%	44%	52
Multiracial	Med/High Income	48%	63%	15%	7%	4
	Low Income	*	*	*	*	*
White (not Hispanic)	Med/High Income	65%	70%	5%	0%	0
	Low Income	31%	19%	-12%	51%	19
						163

*Categories with 5 or fewer students are not reported.

LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

bwaterman@lths.net

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



708-579-6451

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

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

DATE: October 17, 2022

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 19, 2022 and will involve one board member voting on a variety of resolutions on behalf of the BOE. Michael Thomas has agreed to represent the District 204 Board of Education as the voting member at the Delegate Assembly.

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 7 Committee of the Whole Meeting.

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

2022 Delegate Assembly

For the 2022 Delegate Assembly meeting on
Saturday, November 19, 2022



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

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

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

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Delegate Assembly

Saturday, November 19, 2022
10:30 a.m.

Regency A/B, Hyatt West
Tower

Delegate Assembly Registration & Credentials for Attending Delegates

- All participants are *strongly encouraged* to pre-register using the online registration. Online registration can be completed by your district registrar at www.iasb.com. If you have any questions regarding registration, please contact registrar@iasb.com.
- In-person registration will take place in the Information Center on Friday, November 18. All Saturday morning registration and packet pick up will take place in front of the Regency A/B/C of the Hyatt West Tower, beginning at 8 a.m.
- Credentials are required for Delegates to be seated in the meeting. These will include the **2022 Delegate pin** as well as a brightly colored sheet of cardstock with the word “Delegate” and your school district name on it. Both of these items will be inside the packet you pick up prior to the meeting. Packets can be picked up in the Information Center during Conference hours on Friday or in front of the Delegate Assembly location on Saturday morning.

Voting at Delegate Assembly

A new vendor has been chosen for the voting portion of Delegate Assembly this year. There will be no need for logging in and physical clickers will be handed out to all Delegates. 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.



Pre-Delegate Assembly Informational Webinar

Thursday, November 3, 2022, 6:30 p.m.

Register online at www.iasb.com.

Description: The 2022 Delegate Assembly and IASB business meeting will take place at the Joint Annual Conference. To prepare, attend an informational webinar (no action will be taken) with IASB Governmental Relations discussing resolutions submitted. Watch your inbox for the Resolutions Committee Report and join us November 3, at 6:30 p.m.

JAC Panel Session Delegate Assembly Overview

Friday, November 18, 2-3 p.m.

Grand Hall K, Ballroom Level, Hyatt
East Tower

IASB Delegates are invited to attend an overview session for the annual Delegate Assembly to get an understanding of the process and learn about new ways the Association is making the process easier to understand. If this is your first time as a delegate or if you are a seasoned veteran of the IASB delegate assembly process, we encourage you to attend this overview to make your experience as an IASB delegate the best it can be.

September 2022

Board Presidents and Administrators,

This report outlines proposals to be acted upon at the annual meeting of the IASB Delegate Assembly on Saturday, November 19, 2022 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 for election of IASB officers, approval of Constitutional amendments, and adoption of IASB Position Statements on issues that reflect the interests of boards of education across the state.

Please discuss with your board the topics that will come before the Delegate Assembly for action. Identify and prepare your district's delegate representative to vote on behalf of your board. The decisions made by the Assembly will set the course for IASB's legislative initiatives.

We look forward to our work together in November.

Sincerely,



Mark Harms, Resolutions Committee Chair

PLEASE REPLY TO:

□ 2921 Baker Drive
Springfield, Illinois
62703-5929
(217) 528-9688
Fax: (217) 528-2831

□ One Imperial Place
1 East 22nd Street
Suite 310
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Fax: (630) 629-3940

OFFICERS

Simon Kampwerth Jr.
President

Mark Harms
Vice President

Thomas Neeley
Immediate Past President

Tim Custis
Treasurer

Thomas E. Bertrand, Ph.D.
Executive Director

SERVICE OF THE FOLLOWING SCHOOL BOARD MEMBERS ON THE 2022 RESOLUTIONS COMMITTEE IS ACKNOWLEDGED WITH SINCERE APPRECIATION



**CHAIR,
RESOLUTIONS**
IASB Vice President
Mark Harms
Flanagan-Cornell
Unit District 74



IASB PRESIDENT
Simon Kampwerth Jr.
Peru ESD 124



**IMMEDIATE PAST
PRESIDENT**
Thomas Neeley
Morton CUSD 709



ABE LINCOLN
Amy Reynolds
Rochester CUSD 3A



BLACKHAWK
Julie Wagner
Mercer County SD 404



**CENTRAL ILLINOIS
VALLEY**
Charlie Zimmerman
Washington SD 52



CORN BELT
Nick Sartoris
Pontiac THSD 90



DUPAGE
James Blair
Salt Creek SD 48



EGYPTIAN
Lisa Irvin
Opdyke-Belle Rive
CCSD 5



ILLINI
Elizabeth Sotiropoulos
Champaign CUSD 4



KASKASKIA
Kent Kistler
Brownstown CUSD 201



KISHWAUKEE
Stephen Nelson
Sycamore CUSD 427



LAKE
Odie Pahl
Gurnee SD 56



NORTH COOK
Anna Klimkowicz
Township HSD 211



NORTHWEST
Steve Snider
Eastland CUSD308



SHAWNEE
Vernon L. Stubblefield
Cairo USD 1



SOUTH COOK
Wilbur Tillman
Dolton SD 149



SOUTHWESTERN
Jeff Hewitt
Triad CUSD 2



STARVED ROCK
Carol Alcorn
LaSalle-Peru THSD
120



THREE RIVERS
Chris Trzeciak
Homer CCSD 33C



TWO RIVERS
Rodney Reif
Carrollton CUSD 1



WABASH VALLEY
Chad Weaver
Hutsonville CUSD 1



WEST COOK
Dianne Williams
Maywood-Melrose Park-
Broadview SD 89



WESTERN
Scott Vogler
West Prairie SD 103



DELEGATE ASSEMBLY AGENDA

1. Call to Order
2. Report of the Credentials Committee
3. Approval of Delegate Assembly Business Rules
4. President's Report, Simon Kampwerth Jr.
5. Executive Director's Report, Thomas Bertrand, Ph.D.
6. Financial Report, Tim Custis
7. Election of Officers
 - A. Nominating Committee Report, Thomas Neeley, Nominating Committee Chair
8. Constitutional Amendments
9. Resolutions Committee Report, Mark Harms, Resolutions Committee Chair
 - A. Consent Agenda
 - B. New Resolutions
 - C. Amended Existing Position Statement
 - D. Current Position Statements Deletions and Amendments
10. Adjournment



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DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert's Rules of Order Newly Revised shall govern.
2. **Credentials** — Delegates shall be registered with the Credentials Committee.
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 met the notice provisions required by Article IX, Section 5 of the IASB Constitution, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a "Do Not Adopt" recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
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.



RESOLUTIONS PROCEDURES

1. **Types of Resolutions** — (Article IX, Section 1) Resolutions may be either in the form of a position statement or a belief statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts. Belief statements express significant values commonly held by local boards of education; they may or may not call for action to be taken by the Association.
2. **Proposals** — (Article IX, Section 2) Resolutions for proposed position statements or belief statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
3. **Presentation of Resolutions** — (Article IX, Section 3) The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; and whether they are presented as position statements or belief statements. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 2 above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.
4. **Annual Review** — (Article IX, Section 4) The Resolutions Committee shall annually review currently in force position statements and belief statements to determine whether they are consistent with the current positions or beliefs of Association members. The Resolutions Committee shall recommend that the Delegate Assembly amend or rescind any position statement or belief statement that is not consistent with the current positions or beliefs of Association members. All position statements and belief statements currently in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.
5. **Appeals** — (Article IX, Section 5) Any Active Member, Association Division, or Association Board of Directors, that has submitted a proposal that has received a negative recommendation from the Resolutions Committee, shall have the right to appeal the decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. The committee must be in receipt of the written appeal no later than the close of business eight calendar days before the Annual Meeting of the Delegate Assembly. A majority of the delegates present and voting at the Annual Meeting of the Delegate Assembly is required for consideration of appeals.
6. **Amendments to Resolutions** — (Article IX, Section 6) Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.
7. **Late Resolutions** — (Article IX, Section 7), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.
8. **Order of Resolutions** — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Reaffirmation or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.



IASB ADVOCACY CORE VALUES

The 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 2022

The 2022 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 19, 2022.

President Simon Kampwerth Jr.
Peru ESD 124

Vice President Mark Harms
Flanagan-Cornell Unit District 74

2022 NOMINATING COMMITTEE MEMBERSHIP

Tom Neeley, Chairman,
Immediate Past President

Chris Buikema
Director, Northwest Division

David Rockwell
Director, Blackhawk Division

Sheila Nelson
Director, Shawnee Division

Jim McCabe
Director, Starved Rock Division

Joyce Dickerson, Alternate
Director, South Cook Division

Liz Campbell, Alternate
Director, Three Rivers Division

IASB CONSTITUTIONAL AMENDMENTS

PROPOSED AMENDMENTS APPROVED AT THE AUGUST 27 BOARD OF DIRECTORS MEETING

IV. ELECTIONS

Section 2. Terms of Office — All elective officers shall be elected at the Annual Meeting of the Delegate Assembly. The term of office of officers shall be ~~one two years~~. Each officer may serve no more than ~~one two consecutive one two-year terms~~ or until their successors are elected and qualified, and offices shall be assumed at the close of the Annual Meeting of the Delegate Assembly.

Rationale for Amendment to Article 4.2

IASB elected officers currently serve a one-year term. Each officer may not serve more than two consecutive one-year terms. In every case the incumbent officer has been elected for a second year. The transition to a single two-year term eliminates uncertainty concerning the leadership of IASB, the need for an annual nomination process, and annual candidate interviews.

IX. RESOLUTIONS

Section 3. Presentation of Resolutions — 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 proposals are to be presented to the Delegate Assembly; and whether they are presented as position statements ~~or belief statements~~. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 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.

Rationale for Amendment to Article 9.3

“Belief” statements will be replaced by IASB Core Values that will guide the Association’s advocacy.

The current political climate in Illinois, along with the existing number of position statements (150+) and the volume of resolutions each year do present some challenges for the Association’s advocacy work.

IASB has a history of the grass roots resolutions process and encourages members to submit proposals. However, the number of proposals received each year coupled with the current simple majority requirement for passage raises the possibility of the addition of numerous new position statements that can dilute advocacy efforts and result in more division among members over contentious issues.

The table below illustrates the five-year history of proposals brought before the IASB Delegate Assembly.

Year	Number submitted	Number approved
2021	23	16
2020	12	8
2019	18	15
2018	8	5
2017	8	5

The table below illustrates the five-year trend of voting delegates to the IASB Delegate Assembly. IASB currently has 848 member boards. A simple majority of delegates present is required to pass a resolution or belief statement.

Year	Number of voting delegates
2021	411
2020	*278
2019	441
2018	391
2017	367

*virtual DA

Based upon the 411 delegates to the 2021 Delegate Assembly, 206 votes could pass an advocacy position statement. While one could argue that this is how democracy works, it can put the Association in a very precarious legislative position in which staff are advocating for or against legislation that a clear majority of the membership may or may not support. It is imperative that IASB has strong support from its membership for legislative positions and a higher threshold for passage ensures a high level of support and a more focused legislative agenda.

IX. RESOLUTIONS

Section 5. Appeals — Any Active Member, Association Division, or the 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 decision(s) of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. ~~The committee must be in receipt of the written appeal no later than the close of business eight calendar days before the Annual Meeting of the Delegate Assembly.~~ A majority of the delegates present and voting at

~~the Annual Meeting of the Delegate Assembly is required for consideration of appeals. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. Passage by supermajority or three-fifths of delegates voting at the Annual Meeting of the Delegate Assembly is required for consideration of appeals.~~ All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.

Rationale for Amendment to Article 9.5

The current language allows for an appeal of a negative recommendation to be submitted up to eight days prior

to the annual IASB Delegate Assembly. This presents major logistical challenges prior to the meeting and often delays the preparation of materials necessary for the Delegate Assembly. This proposed amendment would allow the Resolutions Committee to establish through its rules the deadline for appeals. These rules would be approved annually by the IASB Board of Directors and distributed to the membership well in advance of the deadline.

The supermajority requirement for the consideration of appeals matches the proposed amendment requiring a higher threshold of affirmative votes by delegates outlined in the proposed amendment to Article 9.3.

NEW RESOLUTIONS

1. Fund Balances-Miller Ratio Adjustment

2. Alternative Fueled School Bus Funding

3. Firearm Dealer Location

FINANCING PUBLIC EDUCATION – LOCAL

1. Fund Balances-Miller Ratio Adjustment

Submitting District: Homer Community Consolidated School District 33C

BE IT RESOLVED THAT the Illinois Association of School Boards shall request that the Illinois legislature consider legislation barring claims for excessive accumulations when a school district's Miller Ratio of amounts available to average annual expenditures is less than 3.0.

District Rationale: Current Illinois law allows for Illinois taxpayers to file suit for an "excessive accumulation" when the fund balance of a school fund account exceeds the fund's average annual expenditures from the previous three fiscal years. This ratio of amounts available to average annual expenditures is commonly referred to as the Miller Ratio. The intention of the Miller Ratio is to limit local units of government from excess fund balance accumulation. While we recognize the need to ensure responsible taxation and the limitation of excess fund balance, we also believe that the current permissible Miller Ratio of only 2.0 in effect has the potential to have a detrimental impact on school district finance. School districts are often required to base year-to-year budgets on long-term financial projections and forecasts. In order to provide for long-term fiscal stability, many school districts elect to budget conservatively given the potential for fluctuation of revenues and expenses that is inherent with long-term financial projections. The current permissible Miller Ratio of 2.0 thereby serves as a disincentive for schools to maintain the healthy fund balances necessary to address foreseeable spending needs by exposing the district to suit for any fund balances that exceed the current ratio. Further, when an objector files suit against a district on the basis of the Miller Ratio, the district is subject to additional legal fees associated with resolving the suit. Finally, if the objector's suit is successful, the district is required to pay the objector based on the judgment. This in effect removes monies from the school accounts to result in a fund balance decrease, rather than redistribution to other school funds as would be a more appropriate budgetary correction.

The legislature recently amended the Township Code to permit townships to have Miller Ratios of 2.5. See 60 ILCS 1/85-65 "Accumulation of Funds" under the IL Township Code.

Sec. 85-65. Accumulation of funds. Township funds, including, but not limited to, general assistance funds and excluding the township's capital fund, shall not exceed an

amount equal to or greater than 2.5 times the annual average expenditure of the previous 3 fiscal years.

(Source: P.A. 102-231, eff. 7-30-21.)

Almost all Illinois law involving the Miller Ratio pertains to township governments. Thus, any change in the standard for townships should be equally applicable to school districts. Furthermore, given a school district's extensive staffing, student and service needs, school districts need the flexibility to accumulate funds up to a Miller Ratio of no less than 3.0.

Resolutions Committee Analysis: The Committee agreed with the testimony indicating that similar to the statutory level of 2.5 times annual expenditures that townships sought to lessen future fund balance taxpayer objections, school districts may be in a better position if they also worked to enact a level up to the 3.0 level established by case law. The Illinois Supreme Court held that "a fund balance in excess of two or three times the annual expenditure in the fund is illegal." *Central Illinois Public Service Co. v. Miller*, [42 Ill. 2d 542, 248 N.E. 2d 89](#) (1969) Currently, no statutory provisions specifically encourage taxpayers to seek objection to excessive school district fund balances. Illinois law does not establish minimum or maximum fund balances. Information shared in testimony and discussion indicated that there are tax objection groups who file tax objections when a taxing districts report fund balances over two times annual expenditures.



The Resolutions Committee RECOMMENDS DO ADOPT.

FINANCING PUBLIC EDUCATION – OTHER

2. Alternative Fueled School Bus Funding

Submitting District: Naperville Community Unit School District 203

BE IT RESOLVED THAT the Illinois Association of School Boards shall urge the state and federal governments to provide funding to school districts for transitioning to zero-emission school buses, or low-emission school buses when a district can demonstrate that zero-emission buses are not practical, and for green charging infrastructure in order to reduce school children's exposure to harmful pollutants from diesel emissions.

District Rationale: Transportation funding is a key priority for the IASB as nearly one million school children in districts across the state use bus transportation. Currently, nearly all school buses in the state have conventional diesel engines. Exposure to diesel emissions can have a negative impact on students' health and school performance and a negative

impact on the health of the bus drivers and teachers and staff on bus duty. Thus, reducing exposure to diesel emissions from school buses supports the physical wellbeing of students and staff. Diesel emissions contain a number of pollutants, including nitrogen oxides (NOx), fine particulate matter (PM), and various hydrocarbons. These pollutants are known to cause or exacerbate respiratory and cardiovascular health issues in people of all ages, and studies have shown that they can predispose school-age children to asthma and wheeze. Moreover, studies have linked NOx and PM air pollution to reduced lung function in children and to impacts on children's neurological systems and brain development, including reduction in working memory and cognitive function. A 2019 study at Georgia State University directly linked diesel bus emissions to school performance and respiratory health, finding that retrofitting buses to reduce emissions led to increased test scores and improved aerobic capacity. Additionally, a 2015 study at the University of Michigan showed lower absenteeism, especially among those with persistent asthma, after buses transitioned to clean technologies and fuels. In addition to the health and school performance benefits converting to clean bus technologies would provide to the nearly one million Illinois school children in districts across the state who use bus transportation, converting to zero emissions buses would significantly reduce greenhouse gas emissions and would improve air quality in communities across the state, leading to wider public health benefits.

While zero-emissions buses, especially electric buses, should be the focus, we recognize that these buses may not yet be practical for some districts, especially rural districts covering large areas. This was a concern raised by the IASB Resolutions Committee in 2021 on a resolution for funding only electric buses. Therefore, this resolution would allow districts that can make the case that zero-emission buses are not feasible to apply for funding for low-emission buses instead.

On-site or local clean charging infrastructure should also be funded to ensure that the electricity is coming from renewable sources. Solar panels are an especially attractive solution since schools tend to have large, flat roofs, and electricity generated by the solar panels could be used to power schools when not charging buses. Over the lifetime of the buses and charging infrastructure, school districts would likely see cost savings overall between the reduced maintenance and fuel costs for the buses and the reduction in utility bills by generating some electricity on site.

Resolutions Committee Analysis: The Committee understood and agreed with many of the points the district shared in testimony and with submitted rationale. However, the Committee was concerned that the current transportation reimbursement formula does not fully support the reimbursement costs and questioned how the funds would be found or diverted to fund a new program. They recognized that financial support for this endeavor would

mean funding not only the cost of new buses but also the cost of a charging infrastructure. Consideration regarding the challenges of rural and urban settings was also discussed, giving notice that analysis would need to be sought to ensure funds were sufficient to support all types of school district transportation needs.

 The Resolutions Committee RECOMMENDS DO NOT ADOPT.

LOCAL-STATE-FEDERAL RELATIONS

3. Firearm Dealer Location

Submitting District: Mundelein Consolidated High School District 120

Statement of Resolution: The Illinois Association of School Boards shall support and advocate to expand and amend legislation of the existing Public Safety Firearm Dealer License Certification Act (430 ILCS 68) to increase the distance a gun store or any retail facility selling firearms and/or ammunition may be located in relation to a school, pre-school, or day care facility from 500 feet to 1,500 feet.

District Rationale: Gun and ammunition sales have been increasing at significant rates across the country, driving heightened demand for retail locations for gun stores. Given these trends, it is appropriate for the legislature to revisit our established laws regarding gun sale licensure. This is an important moment for reinforcing the initial intent of the current law, which is to ensure a safe zone or physical buffer between the location of gun sales and schools. This resolution is not a comment on the value of gun ownership, gun control, or gun sales to our communities, but a recognition of changing gun market dynamics and the value of responsible zoning and school safety. Although IASB often prioritizes those laws that impact what happens within a school, and this law seems to impact activity beyond a school's geographic boundary, the location of an increased number of gun sales in close proximity to a school has a very real impact on the sense of safety of students and staff while they are at school. In this moment of pursuit of enhancements to the mental health of our Illinois students, the psychological and physical distance of gun sales from schools is tantamount to students' real and perceived sense of safety.

Resolutions Committee Analysis: The committee was concerned with the process for exemptions for current firearms dealers within the 1,500-foot radius and who all might fall under the definition of a firearms dealer. The committee understood the point about the trauma that might be caused by seeing gun advertisements from the classroom but thought a different statement about firearm advertising might be more impactful than increasing the radius for firearms dealers.

 The Resolutions Committee RECOMMENDS DO NOT ADOPT

AMENDED EXISTING POSITIONS

4. Capital Grant Fund for School Buildings

5. School Safety Fund

6. Involvement with Candidates for Public Office

7. Mandates Review Committee

8. Financial Contributions for School Board Elections

FINANCING PUBLIC EDUCATION – STATE

4. Capital Grant Fund for School Buildings

Position Statement 2.11 - Capital Funding for School Construction

2.18 – School Construction Grant Program

Submitting District: Glen Ellyn School District 41 and Mercer County CUSD 404

2.11 Capital Funding for School Construction

The Illinois Association of School Boards shall actively work with the Illinois General Assembly and the Illinois State Board of Education to increase capital funding for public school infrastructure improvement and development allocating School Construction Grant funds every year. Providing a Capital Grant Fund to address shortage of classroom space due to population growth and repair and maintenance needs of aging buildings. IASB shall advocate that the General Assembly study and consider additional forms of financial revenue for school construction needs, including but not limited to sales tax revenue. Any new revenue shall supplement current school construction funds, not supplant them.

2.18 School Construction Grant Program

The Illinois Association of School Boards shall continue to support the current School Construction Grant Program and its provisions for grant applications, grant entitlements, grant awards, and local school district authority to select architects, engineers, contractors, and laborers. All school districts with an approved school construction grant entitlement shall be paid the amount of the entitlement in its entirety before a new school construction program can be implemented. Funding should be dispersed to school districts based on criteria of 1) a district's "percent fully funded" number, based on the Evidence Based Funding Model, 2) a district's borrowing capacity, 3) a district's EAV per pupil, and 4) age of existing educational facilities (not to include sports facilities). School districts shall receive a priority ranking within 90 days of the end of the current year's application cycle. The Illinois State Board of Education shall priority rank, by grant year, all school districts that have been waiting for longer than 90 days for school construction grant funds. (Adopted 2006, Amended 2014, Reaffirmed 2015)

District Rationale: State law requires the Illinois State Board of Education (ISBE) and the Capital Development Board (CDB) to file a comprehensive assessment report of the capital needs of all school districts to the General Assembly every two years. Findings from 2020 indicate that 251 responding districts needed a combined \$6.9 billion, averaging nearly \$27.5 million per district, for construction needs for new buildings, additions, and general repair. These findings indicate widespread capital improvement needs throughout Illinois.

This resolution meets two of the IASB Advocacy Core Values. It supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education, and it supports the Association's commitment to educational equity for every student. Providing state funds for capital projects would help growing districts meet the space needs of their expanding populations, and it would help older, established districts replace or maintain their aging buildings for the safety and well-being of their students and staff.

Resolutions Committee Analysis: The Resolutions Committee heard testimony from the submitting districts regarding Capital Grant Fund for School Buildings and School Construction Grants Continuing Appropriation. The two resolutions were similar in scope recommending funding for capital needs. The committee amended current Position Statements 2.11 and 2.18 to address both submitting districts' intent. The two submitted resolutions were combined. Both districts agreed to merge.



The Resolutions Committee RECOMMENDS DO ADOPT.

FINANCING PUBLIC EDUCATION – STATE

5. School Safety Fund

Position Statement 2.27 – School Safety Grant Program

Submitting Districts: Grayslake Community High School 127, Lake Forest CHSD and Lake Forest School District 67

The Illinois Association of School Boards shall advocate for the creation and funding of a school safety grant program at the federal and state level that would assist school districts to support all costs of a comprehensive school security enhancements including, but not limited

to, cameras, technology, infrastructure, security personal, staff training, and maintenance. Priority in the distribution of grants shall be based on both geography (school districts with lengthy response times from first responders) and financial need (Tier I and Tier II districts based on the Evidence-Based Funding model in that order) would receive priority in the awarding of the grants. In addition to grant funding, IASB shall support the establishment of state and federal resources to assist in establishing best practices, implementation, and monitoring for continued improvements to further enhance policies and procedures to increase school safety.

District Rationale: The threat of gun violence in schools has increased dramatically over the last two decades, and there have been no sustained funding sources to assist schools in making capital improvements or hiring additional security staff that keep students safe from such threats. The inequitable public school funding mechanism in Illinois schools guarantees that some districts will be able to make improvements to safety and security at the local level, while others will not. With no other additional funding, school districts that choose to make safety improvements will do so at the local level and at the expense of other educational programs. Because every student in Illinois deserves to be safe from gun violence at school, we call on the Illinois State Legislature to materially support all districts in improving safety.

Resolutions Committee Analysis: The final recommendation of the resolution was as an amendment to current Position Statement 2.27. Ultimately, the committee agreed with the original language that included equity in the process.

✔ The Resolutions Committee RECOMMENDS DO ADOPT

LEGISLATIVE ACTIVITY

6. Involvement with Candidates for Public Office

Position Statement 3.02 – Candidate Support

Submitting District: Indian Prairie School District 204

3.02 – Candidate Legislation Position Support

The Illinois Association of School Boards shall actively encourage and assist school board members to effectively evaluate legislative positions relative to public education as they affect of legislative candidates relative to public education and to support those candidates who have demonstrated understanding and support for the principles of school management to ensure the best education for public school students in Illinois.

District Rationale: As elected trustees of local public education, School Boards and their individual members should be actively participating in the legislative process as it relates to school board operations and public education. IASB should encourage this involvement and assist in evaluating legislative positions. In its Foundational Principles of Effective Governance, Code of Conduct and

Belief Statement, IASB emphasizes the importance of elections remaining non-partisan as this leads to effective governance and consideration of the whole community and all students. IASB should not be involved in evaluating individual candidates. This amendment is based on the principle of nonpartisanship, by supporting analysis of legislative positions rather than individual candidates.

Resolutions Committee Analysis: The Committee discussed the intent of the current Position Statement 3.02 in relation to the proposed amendment and felt the current language should remain.

✘ The Resolution Committee RECOMMENDS DO NOT ADOPT

LOCAL – STATE – FEDERAL RELATIONS

7. Mandates Review Committee

Position Statement 6.02 – Periodic Review of State and Federal Mandates

Submitting Districts: Lake Forest CHSD 115 and Lake Forest SD 67

The Illinois Association of School Boards shall support legislation for the creation of a Committee on Mandate Review. IASB shall support at the state and national level periodic review of all mandates, rules, and regulations affecting local districts. Such mandates, rules, and regulations should be broad in scope providing great flexibility in implementation, eased or reduced during periods when state supporting funds are unavailable or reduced, and eliminated if not of benefit to educational opportunities and outcomes. All mandates shall be subject to a sunset provision.

District Rationale: The district requested creation of a Committee on Mandate Review that would include a representative group to examine all aspects of current, newly proposed and the process for future educational mandates. The group would provide a comprehensive view of mandates, including complete costs of all parties; implementation resources required; duplication and recommendations for removal; existing waiver process participants; and recommendations to improve and simplify meaningful use of the mandate waiver process, that enhances abilities for districts to apply for and gain greater local control of education (not waivers which create greater burdens for both districts and ISBE). Additionally, legislators and ISBE will create an estimated financial note process with greater visibility of all projected costs of all stakeholders for all future mandates being considered by legislators. Lastly, the inclusion of a timing or sunset provision for all mandates, so that there is visibility to the current purpose of new mandates and an understanding of future demands and needs that may change and thereby allowing for understanding if certain mandates should continue or be allowed to naturally expire or transition into a different condition.

This is a current legislative priority of districts 115, 67, and 65 and this effort is to expand knowledge of the working being done with ED-RED and other parties to include IASB and the other states' school boards to create greater momentum for the cause of reducing the mandate burdens and all of the elements surrounding the process.

Resolutions Committee Analysis: The Resolutions Committee believed many of the points raised in the resolution on mandates are currently reflected in IASB Position Statement 6.02. Position Statement 6.02 was amended to include additional language the district brought forth.

✔ The Resolutions committee RECOMMENDS DO ADOPT.

DISTRICT ORGANIZATION AND ELECTIONS

8. Financial Contribution for School Board Elections

Position Statement 7.07 – Election Schedules

Submitting District: Indian Prairie School District 204

7.07 Election Schedules School Board Elections non-partisanship

The Illinois Association of School Boards shall continue to support the non-partisan election of school board members at a non-partisan election. IASB strongly believes that school board candidates should not solicit, accept, or receive either a donation or financial contribution from special interest groups, political action committees or political parties.

District Analysis: School board elections must remain non-partisan. School boards are not a place for politics. Rather a school board's job is to maintain the interest of the community and its students. The IASB Code of Conduct has 12 standards and principles. IASB Code of Conduct #12 defines a school board member's "primary work" as "clarifying the district purpose, direction and goals, and monitoring district performance". This is accomplished

through effective governance. Effective governance is negatively impacted if a school board candidate is influenced by special interest groups, PACS or political parties.

The Foundational Principles of Effective Governance clearly state - "As a corporate entity charged by law with governing a school district, each school board sits in trust for its entire community." The Foundational Principles further state - "A board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests." IASB Code of Conduct #1 states that board members will "represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups". IASB Belief Statement 5 states "The Illinois Association of School Boards believes strongly in the non-partisan election of local school boards." Having partisan elections is inconsistent with the Fundamental Principles of Effective Governance, IASB Code of Conduct, and IASB Belief Statement 5.

Having special interest groups, PACs and political groups influencing an election also undermines IASB policy 6.01 (local control) which discourages federal and state courts and agencies from depriving local school districts of decision-making powers. Partisan elections encourage national and state political conflicts into local governance. Federal and State political organizations, PACs and special interest groups would use local school board elections as a means to gain influence in local government elections. Recent changes to allow partisan school board elections in other States make it imperative to reaffirm the importance of public education remaining non-partisan and locally focused. Therefore, this position statement needs to be amended.

Resolutions Committee Analysis: The Resolutions Committee agreed to add non-partisanship to the title and to add a section regarding school board candidates not accepting contributions from partisan groups.

✔ The Resolutions Committee RECOMMENDS DO ADOPT.

DO NOT PRESENT

9. School Construction Grants Continuing Appropriation

10. Child Safe Gun Storage

11. Funding for School Security

12. Special Education Funding and Task Force

13. Charter Schools At Risk Students

14. Charter Funding Methodology

15. Charter Renewal Process

16. Style Guide for Gender Neutral Language

Per the IASB Constitution that has been approved by the IASB Board of Directors, the Resolutions Committee has the authority to recommend Do Adopt, Do Not Adopt or Do Not Present a Resolution. The following Resolutions were recommended as Do Not Present at the Resolutions Committee meeting in August and will not be presented at Delegate Assembly. They are included in this report as informational only.

9. School Construction Grants Continuing Appropriations

Submitting District: Mercer County CUSD #404

Statement of Resolution: The Illinois Association of School Boards shall support and advocate for legislation that mandates the State of Illinois allocate School Construction Grant funds EVERY YEAR, and that such funding should be dispersed to school districts based on criteria of 1) a district's "percent fully funded" number, based on the Evidence Based Funding Model, 2) a district's borrowing capacity, 3) a district's EAV per pupil, and 4) age of existing educational facilities (not to include sports facilities).

Resolutions Committee Analysis: Because this resolution was similar to the new Resolution - Capital Grant Fund for School Buildings, the two were combined into one resolution, which will be forwarded to the Delegate Assembly.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

10. Child Safe Gun Storage

Submitting District: Glen Ellyn School District 41

Statement of Resolution: The Illinois Association of School Boards shall support and advocate for legislation which strengthens child safe gun storage laws in the state of Illinois, requiring gun owners to store firearms, whether they are loaded or unloaded, in a securely locked container, if a person under the age of 18 has unrestricted access to the location where it is stored.

Illinois prohibits any person from storing or leaving his or her firearm unlocked and accessible to a minor under the age of 14 if that person knows or has reason to believe that the minor under the age of 14 who does not have a Firearm Owner's Identification ("FOID") card is likely to gain access to the firearm and the minor causes death or great bodily harm with that firearm.

Resolutions Committee Analysis: Under current Resolutions Committee Special Rules, proposals that are substantially the same as the proposed position or belief statement that failed to pass the Delegate Assembly the prior year must receive a two-thirds affirmative vote from the Resolutions Committee to be presented at the Delegate Assembly. That threshold was not met, and a motion to Do Not Present prevailed. Due to this motion, the district can resubmit this resolution, or one substantially similar next year, and it will not have to meet the two-thirds threshold.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

11. Funding for School Security

Submitting Districts: Lake Forest CHSD and Lake Forest School District 67

Statement of Resolution: The Illinois Association of School Boards shall support federal legislation with state legislative support to create a national fund for the next 10 years to support all costs of a comprehensive school security approach, including but not limited to: Cameras, Technology, Infrastructure, Security Personal, Training & Ongoing Yearly Staffing & Maintenance. This fund would be available to all schools along with federal and state resources to assist in best practices, implementation, and monitoring for continued improvements so as to create the greatest possible path for security to our most vulnerable aged population.

Resolutions Committee Analysis: The committee agreed with several points in this resolution and combined the language with another resolution (School Safety Fund) to provide an amendment to current Position Statement 2.27.

93 ✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

12. Special Education Funding & Task Force

Submitting Districts: Lake Forest CHS District 115
Lake Forest School District 67

Statement of Resolution: The Illinois Association of School Boards shall support a more aggressive stance on improving the current federal and state funding for all special education responsibilities currently and in the future for our Illinois school districts. Additionally, creating a task force to examine and report on the best practices of special education and adjusting current funding procedures to remove competing incentives to schools to choose less desired educational methods.

Resolutions Committee Analysis: While the committee agreed with many ideas presented in the resolution, they felt it was already addressed in the current Position Statement 2.04, and the task force section is unclear. The committee recommends submitting the resolution in the future with additional specifics regarding the task force.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

13. Charter Schools At-Risk Students

Submitting District: Woodland Community Consolidated School District 50

Statement of Resolution: The Illinois Association of School Boards shall urge the adoption of legislation that defines the special expectations of charter schools to educate at-risk students, including the requirement that the charter school's programs and operations be specifically designed to attract and services at-risk students and that the charter school be required to report to the public its progress in achieving these expectations.

Resolutions Committee Analysis: While the committee agreed with the district and understands the difficult situation faced, the committee believes this resolution duplicates current Position Statement 1.17. The language of the position statement is identical to what the district presented as a belief statement. IASB will continue to advocate for the ideals submitted in the resolution.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

14. Charter Funding Methodology

Submitting District: Woodland Community Consolidated School District 50

Statement of Resolution: The Illinois Association of School Boards shall "Urge the adoption of legislation that creates a methodology for the funding of State Authorized Charter School which shall not have a negative financial impact of the host district, particularly in the spirit of evidence-based funding and which shall minimize the anti-consolidation effects of charter school authorization."

Resolutions Committee Analysis: While the committee agreed with the district and understands the difficult situation faced, the committee believes this resolution duplicates current Position Statement 2.25. The language of the position statement is identical to what the district proposed as a belief statement. IASB will continue to advocate for the ideals submitted in the resolution

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

15. Charter Renewal Process

Submitting District: Woodland Community Consolidated School District 50

Statement of Resolution: The Illinois Association of School Boards shall "Urge the adoption of legislation that allows for participation of the host school district in the charter school renewal process for State Authorized Charter Schools."

Resolutions Committee Analysis: While the committee agreed with the district and understands the difficult situation faced, the committee believes this resolution duplicates current Position Statement 1.16. The language of the position statement is identical to what the district submitted as a belief statement. IASB will continue to advocate for the ideals submitted in the resolution.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

16. Style Guide for Gender Neutral Language

Submitting District: Aptakisic-Tripp CCSD 102

Statement of Resolution: The Illinois Association of School Boards shall adopt a style guide for proposed legislation and PRESS review that eliminates gendered pronouns and replaces them with direct reference to the role being referenced in the document (e.g., the superintendent or designee would always be referenced as such and never as he/she). Additionally, references to "each" or "both" genders would be replaced with "all" genders. References to "opposite" gender would be replaced with "not of the same" gender.

This style guide should be immediately implemented in new, proposed legislation and in all updates to PRESS Policy as the policies come up for review, either through the regular review process or as a policy is revised.

Resolutions Committee Analysis: The Committee feels the submission is an internal business function best addressed with the Board of Directors and does not direct the Association's advocacy efforts. A request for consideration will be sent to the IASB President, Simon Kampwerth.

✗ The Resolutions Committee RECOMMENDS DO NOT PRESENT

CURRENT POSITION STATEMENTS

DELETIONS AND AMENDMENTS

The Illinois Association of School Boards' resolutions process results in the adoption of several new position statements each year. The IASB Constitution (Article X, Resolutions, Section 3, Annual Review) and the Resolution Committee special rules, requires that the Resolutions Committee "annually review all position statements and resolutions in force."

Please review the following recommendations. Some position statements are no longer needed because the objective has been accomplished, some are issues that may never be accomplished, and some simply are no longer relevant because of the passage of time.

1.10 Every Student Succeeds Act Student Information Sharing Military Recruitment (D)

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

Rationale: Amend. Position has been updated numerous times to reflect changes to the Federal law and new administration renames of the education section of the law. Amendment suggestions will negate the need for an amendment as each administration renames the statute.

1.11 School Attendance Days (D)

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

Rationale: Delete. Section 105 ILCS 5/10-19 of the School Code provides that "Each school board shall annually prepare a calendar for the school term..." Illinois State Board of Education (ISBE) allows school districts to adopt calendars for underlying schools to follow different calendars, as long as each school's calendar meets the minimum number of attendance day requirements set forth in law. If a school district adopts a district calendar allowing for different calendars for buildings or otherwise, the district must officially code for reporting purposes, based on what the majority of students are doing that day. This information effectively addresses the intent of the position statement, making it no longer necessary.

2.08 Permissive Rate Equalization (D)

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

Rationale: Delete. 105 ILCS 5/27-2 establishes the maximum property tax rates for school districts. Several school funding models, post 1965 have been adopted resulting in changes to this law, increasing the statutory maximums over time. In addition to changes in the school funding formula, Illinois relies on local property taxes for the bulk of the funding for our schools, over 60%. Enactment of the Property Tax Extension Limitation Law (PTELL) in 1992 impacted rates that determine the bulk of the local share of school funding. The enactment of the Evidence Based Funding Formula (EBF) in 2017, utilizes evidence-based education practices as the driver of state resources for schools. It is unlikely that this rate equalization directive remains applicable in 2022 given the impact of PTELL and the funding formula based upon an adequacy target, utilizing investment cost factors that reflect the general intent of this position. Given our current funding realities, significant data analyses to study the impact of an automatic statutory increase in the maximum rate for unit school districts would be required to carry out this directive and would likely find it inapplicable.

2.19 School Construction Grant Index (D)

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

Rationale: Delete. The provision for access to grants for Cooperative High Schools (105 ILCS 5/10-22.22c and 105 ILCS 230/5-5) remained untouched in the recent amendments to the School Construction Grant Program in PA 102-0723 (HB 3637). Position Statement 2.19 includes references applicable to school districts seeking facilities for cooperative high schools planning to build after 2006, therefore not eligible for conditional grant awards for projects not previously promised funding through the 2004-2006 grant entitlement process. Amendments to the Act in PA 102-0723, do not change the provision "The average grant index of those school districts shall be used as the grant index for the newly reorganized district or cooperative high school" that this position seeks. However, given that the School Construction Grant program experienced a comprehensive amendment, thoroughly discussed including a task force and much legislative deliberation, it is unlikely that this position statement can be realized.

2.21 Non-Resident Student Tuition (D)

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

Rationale: Delete. 105 ILCS 5/10-20.12a already provides that if a student becomes a non-resident during a school term, the student must be permitted to attend school without paying tuition until the end of the term.

2.43 Property Tax Cap Expiration (D)

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

Rationale: Delete. PTELL has been in force for nearly 30 years, making the provisions of this position statement, not only unlikely, but in addition to changes that have been enacted over time, completely unworkable.

2.47 PTELL — Debt Service Extension Base (D)

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

Rationale: Amend. Removed reference to specific legislation from 2011.

2.48 PTELL No Penalty For Under Levy (A & D)

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

Rationale: Delete. PA 102-0895 (SB 1975) provides a version of this initiative. Since the adoption of this position statement IASB staff has been vigilant in having the issue introduced in various bills since 2012. The version adopted in PA 102-0895,

35 ILCS 200/18-190.7 enacts many of the provisions in this position statement with some limitations. Most importantly, it enacts what has been sought by this position statement, allowing school districts that choose to abate through a process of “under levy” and recapture, i.e. “aggregate extension limit” means the taxing district’s last preceding aggregate extension if the district had utilized the maximum limiting rate permitted without referendum for each of the 3 immediately preceding levy years.

2.54 State And Local Federal Tax Deduction (A)

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

Rationale: Amend. Broaden definition of Coalition removing NSBA and review regarding recent federal tax law.

2.58 Transportation For Private School Students (D)

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

Rationale: Delete. To date, legislation has not been brought forward on this issue. Given the complexity and unlikely success compelling private schools and charter schools to conform to the public school’s schedule called for in this position statement, deletion of Position Statement 2.58 is recommended.

4.01 Self-Insure Risk (Z)

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

Rationale: Delete. Due to changes surrounding tort immunity since this position statement has been adopted and the fact that it has been nearly 30 years since adoption without any updates deletion is recommended for Position Statement 4.01.

5.12 School District Police Force (D)

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

Rationale: Delete. The position statement was adopted to provide Peoria CUSD 150 with IASB support, with the hope that it would help them address the issue in their area. Because of its narrow scope, it could be deleted at this time.

6.10 Design Profession Selection

The Illinois Association of School Boards shall support legislation in the Illinois General Assembly amending or repealing the Local Government Professional Services Selection Act, or any other applicable laws, rules, or

~~regulations, to the extent necessary to permit Illinois school boards to solicit, and to permit licensed architects, engineers, and land surveyors to submit cost proposals for these professional services as part of a school board's design professional selection process. (Adopted 1997)~~

Rationale: Delete. Earlier this year, the Service Associates Executive Committee contacted IASB staff and leadership requesting deletion. The Committee has had several discussions about the Qualifications Based Selection process as it pertains to Position Statement 6.10 and on the design profession selection process. The following rationale was provided by the Service Associates. Whereas IASB Service Associates represent a wide range of expertise, offering a wealth of knowledge to the Association and its member school boards by providing advice and information to IASB staff and directors on legislative and administrative matters:

- Therefore, since architects and engineers are called on to provide professional opinions, advice, direction and oversight to the planning, design, maintenance, and up-keep of the facilities and grounds that are dedicated to the education of Illinois students, it is distinctly to the advantage of local boards of education to select these licensed professional advisors on the basis of their expertise, experience, and unique capabilities, exclusive of the pressures of limiting their time and value brought about by lowest initial understanding of the cost of services.
- Therefore, once the architects and/or engineers determine the specific nature and scope of work necessary to meet or exceed the needs and desires of the district, the open and competitive nature of construction bidding will afford the district the most economical price, for the planned work

or project. Once a design professional has been properly selected through the Qualification Based Selection (QBS) Process, the district is free to negotiate the cost of services with the selected firm in a professional manner.

- Thus, the two-step process of hiring a design professional to ensure quality and value and then competitively bidding construction and work will deliver the best outcome of meeting the quality/value needs at the lowest cost.
- School districts are well networked, including via IASB and Illinois ASBO, and school district administrators typically contact other school districts as to learn what those districts are paying for services associated with their specific scope. This QBS Process has been adopted by local, state, and federal agencies across the nation in response to verified success and testimony to best represent the public client interest in quality, time, and cost.

6.21 E-Learning Election Days (Z)

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

Rationale: Delete. A school district is allowed to conduct E-Learning Days due to their facilities being used as a polling place. We can delete this position statement as we achieved successful enactment. 105 ILCS 5/10-20.56 <https://www.ilga.gov/legislation/publicacts/102/102-0697.htm>

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CURRENT POSITIONS

EDUCATIONAL PROGRAMS

1.01 Educational Programs

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

1.02 Curricular Material Determination

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

1.03 Physical Education

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

1.04 P. E. Exemption For Show Choir

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

1.05 Student Retention And High School Completion

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

1.06 Preschool Programs

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

1.07 Discipline For Special Education Students

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

1.08 Standardized Test Procedures

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

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

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

1.09 Student Assessment

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

- Enhance student achievement;
- Increase student instructional time;
- Facilitate test score comparability within and across state lines;
- Fairly test students who are English language learners so that their academic progress can be accurately assessed regardless of their fluency;
- Return test results in a manner that will allow school districts to maximize student learning;

- Comply with the federal accountability mandate tied to testing;
- Maintain a needed emphasis on the Illinois Learning Standards; and
- Develop a reporting process that reflects a school's progress beyond simply student assessment scores.

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

1.10 Every Student Succeeds Act — Military Recruitment

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

1.11 School Attendance Days

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

1.12 Funding For Differentiated Instruction

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

1.13 Bilingual Education Options

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

1.14 Student Academic Placement

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

1.15 Virtual Charter Schools

The Illinois Association of School Boards shall encourage the Illinois State Board of Education to develop regulations

that ensure State-authorized virtual charter schools meet the full needs of Illinois students and follow the intent of current State laws prohibiting the use of public funds for profit-driven educational firms. (Adopted 2013; Amended 2020)

1.16 Charter School — Renewal Of Charters

The Illinois Association of School Boards shall urge adoption of legislation that allows for participation of the host school district in the charter school renewal process for State Authorized Charter Schools. (Adopted 2019; Reaffirmed 2020, 2021)

1.17 Charter Schools — At-Risk Students

The Illinois Association of School Boards shall urge the adoption of legislation that defines the special expectations of State Authorized Charter Schools to educate at-risk students, including the requirement that the State Authorized Charter School's program and operations be specifically designed to attract and service at-risk students, and that the State Authorized Charter School be required to report to the public its progress in achieving these expectations. (Adopted 2019; Reaffirmed 2020, 2021)

1.18 Student Discipline Practices

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

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

(Adopted 2014)

1.19 Longitudinal Data Systems

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

1.20 Indigenous People Curriculum Inclusion

The Illinois Association of School Boards shall support legislation to include the study of Native Americans/Indigenous People for Social Studies content and U.S. History. (Adopted 2021)

1.21 Health And Sex Education Curriculum

The Illinois Association of School Boards shall support and advocate for local school district control of content and curriculum for health and sex education courses offered in their districts. (Adopted 2021)

FINANCING PUBLIC EDUCATION — STATE

2.01 Priority And Support

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

2.02 Funding Sources

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

2.03 Funding Mandated Programs

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

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

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

2.04 Funding Special Education Programs

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

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

(Portions adopted 1977, 1980, 1986; Amended 1988, 2000, 2001, 2019 Portions Reaffirmed 1985, 1986, 2002, 2021)

2.05 Corporate Personal Property Replacement Tax

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

2.06 Impact Aid (Student Housing)

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

2.07 Tax Assessment Schedules

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

2.08 Permissive Rate Equalization

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

2.09 Residential Placement Costs

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

- Shall work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students;
- Shall initiate and support legislation that will require the Department of Children and Family Services to involve local school districts in any plans for group placements of children in those districts and that funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan; and
- Shall seek and support legislation for the State of Illinois to provide funds to local school districts for purchasing or constructing additional classrooms that are required to provide instruction for students who reside in state facilities located within the district.

(Adopted 1991; Amended 2001)

2.10 State Aid Payments

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

2.11 Capital Funding For School Construction

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

2.12 Summer School Funding

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

2.13 Local Tax Collection And Distribution

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

2.14 Tax Levy Amendments

The Illinois Association of School Boards shall seek legislation to provide that a duly constituted Board of Education may

submit an amended tax levy to avail itself of potential additional revenue through a change and increase in district EAV (Equalized Assessed Valuation), provided the original levy was properly filed on time, based upon the best information available at the time of filing, and the change in EAV has occurred since the filing of the original levy. (Adopted 1996)

2.15 Alternative Schools

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

2.16 Tort Immunity Fund

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

2.17 School Funding And Taxation Reform

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

2.18 School Construction Grant Program

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

2.19 School Construction Grant Index

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

2.20 Constitutional Amendment On School Funding

The Illinois Association of School Boards shall support passage of an amendment to the Illinois Constitution that

would make education a fundamental right, would make it a par- amount duty for the State to provide a thorough and efficient system of public education, and that would provide that the State has the preponderant financial responsibility for financing the system of public education. (Adopted 2006; Reaffirmed 2007, 2014)

2.21 Non-Resident Student Tuition

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

2.22 ISBE Oversight Agreement

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

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

(Adopted 2009; Amended 2010)

2.23 Multi County School District GSA Offset

The Illinois Association of School Boards shall support legislation to modify calculation for multi-county PTELL (Property Tax Extension Limitation Law) school districts which have experienced a loss of state aid for current and prior years due to

an estimate of Equalized Assessed Value (EAV) utilized by the county providing the limiting rate to the Illinois State Board of Education (ISBE) for use in calculating a District's base funding minimum. (Adopted 2010; Amended 2020)

2.24 Categorical Reductions Prospective Only

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

2.25 State Authorized Charter School Funding

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

2.26 Special Education Student Transportation Cost

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

2.27 School Safety Grant Program

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

FINANCING PUBLIC EDUCATION — LOCAL

2.28 Property Tax Assessment And Collection

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

2.29 Property Tax Base

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

2.30 Standing On Tax Appeals

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

2.31 Tax Increment Financing

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

2.32 Site Development

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

2.33 Property Tax Cap

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

- exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions

of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds;

- base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index;
- base any such index (CPI or ECI) on a method for calculating average over time to lessen the unpredictability of tax capped local resources; and
- to establish a "floor" to PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year.

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

2.34 Property Tax Cap — GSA Calculation

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

2.35 Property Tax Classification

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

2.36 Evidence-Based Funding Model

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

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

10. A specified local tax effort is required to qualify for state aid.

11. Authority for changing a district's aggregate tax levy is retained by the local board of education.

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

2.37 Changes In School Accounting Practices

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

2.38 Tax Law And Assessment Practices

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

2.39 Impact Fees For Residential Development

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

2.40 Bond And Interest Levy

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

2.41 Local Taxes On School Districts

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

2.42 Property Tax Rate Increases

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

2.43 Property Tax Cap Expiration

The Illinois Association of School Boards shall support a change in State law to create a four-year sunset on the

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

2.44 Truth In Taxation

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

2.45 Sales Tax For School Districts

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

2.46 Abatements For Home Builders

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

2.47 PTELL — Debt Service Extension Base

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

2.48 PTELL No Penalty For Under Levy

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

2.49 EAV Adjustments — Timely Notification

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

2.50 Pension-Normal Cost Shift

The Illinois Association of School Boards recognizes that legislation to sensibly resolve Illinois' current pension crisis must be fully compliant with prevailing actuarial scientific standards in order to achieve fully-funded and sustainable pension funds. The Illinois Association of School Boards therefore shall not support a "cost-shift" to local districts as a true sensible solution to the pension burden. (Adopted 2013)

2.51 School Facility Occupation Tax

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

2.52 Tax Increment Financing

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

2.53 Energy Savings Funding & Borrowing

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

FINANCING PUBLIC EDUCATION — FEDERAL

2.54 State And Local Federal Tax Deduction

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

2.55 E-Rate Discount Program

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

FINANCING PUBLIC EDUCATION — OTHER

2.56 Non-Public School Funding

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

2.57 Non-Public Student Reporting

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

2.58 Transportation For Private School Students

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

2.59 Tax Exempt Bond Use

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

2.60 Life Safety Fund Use

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

1991; Amended 1993, 2006)

2.61 State And Federal Grant Carryover

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

2.62 Cannabis Sales

The Illinois Association of School Boards shall introduce and support legislation that would allocate 20% of state tax revenues from cannabis sales to public education programs that support youth development, violence prevention, and health education. These funds shall be divided equitably across the state based on the Disproportionately Impacted Area (DIA) that determine the R3 funding. (Adopted 2021)

2.63 Healthy Environmental Land Use

The Illinois Association of School Boards shall urge the Congress of the United States to provide federal funding to the school districts for landscaping and infrastructure improvements to mitigate the effects of environmental problems. These may include, but not limited to, rain gardens, pollinator gardens, stormwater detention areas, trees, and perennial plants whose root structure can help soil erosion, and sidewalks, bike paths, and covered bike parking to encourage students and staff to use active transportation to get to school. (Adopted 2021)

LEGISLATIVE ACTIVITY

3.01 Board Member Involvement

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

3.02 Candidate Support

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

3.03 Limited Bill Introductions

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

3.04 General Assembly Rules

The Illinois Association of School Boards shall support changes in the operating procedures of the Illinois General Assembly which would promote maximum

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

3.05 Effective Date And State Board Rules & Regulations

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

3.06 Data Utilization

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

3.07 Local Legislative Visits

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

3.08 Elected State Board Of Education

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

3.09 Budget Stability For School Districts

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

3.10 Expand Broadband Internet Access

The Illinois Association of School Boards shall actively present, support and advocate for legislation that expands broadband internet access for families across the State of Illinois. (Adopted 2021)

BOARD OPERATIONS AND DUTIES

4.01 Self-Insure Risk

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

4.02 Board Member — Travel Reimbursement

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

4.03 School Board Member Training

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

4.04 Statement Of Affairs

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

4.05 Business Enterprises — Minority Owned

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

BOARD – EMPLOYEE RELATIONS

5.01 Board Rights

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

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

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

5.02 Teacher Salaries (Length Of Contract)

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

5.03 Collective Bargaining

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

5.04 Unemployment Compensation (Substitute Teachers)

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

5.05 Prevailing Wage Act

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

5.06 ESP Contracts

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

5.07 Illinois Educational Labor Relations Act

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

5.08 Workers' Compensation Law

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

5.09 Tenure Repeal

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

5.10 School Employee Strikes

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

5.11 Third Party Contracting

The Illinois Association of School Boards shall strongly oppose legislation or rulemaking that regulates and restricts the ability of school boards to contract with third-parties for the provision of non-instructional services. The Illinois Association of School Boards shall seek to repeal or amend the provisions of the School Code which unreasonably restrict the ability of school boards to enter into contracts with third-parties for the provision of non-instruction services. (Adopted 2012)

5.12 School District Police Force

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

5.13 Background Checks Substitute Teachers

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

5.14 Teacher Prep-Reading Instruction

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

5.15 Teacher Shortage

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

5.16 Pre-Service Teacher Education And Licensure In Literacy

The Illinois Association of School Boards shall advocate for legislation mandating the Illinois State Board of Education require pre-service teachers seeking licensure in the areas listed complete at least one undergraduate level literacy education course solely dedicated to scientifically proven methods of reading instruction. Before being granted licensure in the following areas, individuals must receive a passing score on the most recently published Foundations of Reading Exam using cut scores in the formal standard setting process. Licensure areas that should meet these requirements are: Early Childhood Education, Early Childhood Special Education, Elementary Education, English Language Arts, Middle Grades Language Arts, Reading Specialist, Reading Teacher, Special Education, Speech Language Pathologist, and English Language Learner Teachers. (Adopted 2021)

5.17 Remote-Virtual School Board Open Meetings

The Illinois Association of School Boards shall urge the Illinois General Assembly to pass legislation to allow school boards, and committees of school boards, subject to the Illinois Open Meetings Act to allow open or closed meetings to be conducted via audio or video conference, without the physical presence of a quorum of the members, so long as provisions are included: addressing verification of members present with full access and participation in the meeting; providing that public members attending in person at the location can observe all votes and discussion of the body; providing certain personnel are present at the posted meeting location; addressing the process for how votes are conducted to guarantee identification and proper recording; providing appropriate notice to news media and public regarding time, location, and methods of participation; providing appropriate verbatim record and recording of meetings are maintained and provided to the public; to remove restricting remote participation to only times of personal illness, disability, employment purposes, or family emergency. (Adopted 2021)

LOCAL - STATE - FEDERAL RELATIONS

6.01 Local Control

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

6.02 Periodic Review Of State And Federal Mandates

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

6.03 Educational Labor Relations Board Procedures

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

6.04 State Board Communication

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

6.05 Zoning Hearing Participation

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

6.06 Railroad Crossings

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

6.07 ISBE Rules And Regulations Review

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

6.08 Students On Public Aid

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

6.09 Home Schooling Policy

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

6.10 Design Profession Selection

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

6.11 Statutory Job Descriptions

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

6.12 Administrative Caps

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

6.13 Bilingual Education

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

6.14 Fair Labor Standards Act

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

6.15 Constitutional Convention Support

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

6.16 Bidding Contracts-Local Bidders

The Illinois Association of School Boards shall support legislation that allows the local Board of Education to award a contract, under certain circumstances, to a qualified bidder that may not be the lowest responsible bidder. The

bid must not be more than 2% over the lowest responsible bid and the bidder must be considered a local contractor by the local Board of Education. (Adopted 2006)

6.17 Freedom Of Information Act Changes

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

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

(Adopted 2010)

6.18 Homeless Student Transportation

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

6.19 Mandate Cost And Periodic Review

The Illinois Association of School Boards shall support modifications to the Illinois State Mandates Act (30 ILCS 805) that will strengthen the ability of the Illinois State Board of Education (ISBE) to accurately and sufficiently provide timely information on the costs of mandates including input from local elected boards of education. In addition, the mandates report required for other local governments shall be required of ISBE to provide timely, updated information on the impact of new mandates as they are enacted. (Adopted 2013; Reaffirmed 2014)

6.20 School Safety — Traffic Zones

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

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

(Adopted 2019)

6.21 E-Learning Election Days

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

6.22 Local Control Pandemic

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

DISTRICT ORGANIZATION AND ELECTIONS

7.01 District Reorganization

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

7.02 School District Reorganization Voting Requirements

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

7.03 Annexing District Requirements

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

7.04 Detachment From Unit District

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

7.05 Public Question Voting Dates

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

7.06 School Ballot Format

The Illinois Association of School Boards shall urge the State Legislature to review and revise the school ballot formats as

established in section 9-12 of the School Code to more clearly identify for whom the voter is casting a ballot. (Adopted 2001)

7.07 Election Schedules

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

7.08 Polling Places In Schools

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

7.09 School As Polling Place Reimbursement

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

7.10 School Board Elections — Seating New Members

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

7.11 School Board Elections — Terms

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

7.12 Reorganize Board-From 28 To 40 Days

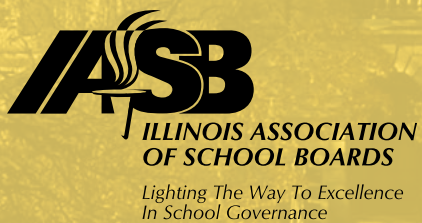
The Illinois Association of School Boards shall support legislation to change the legal requirement of reorganizing a newly elected board of education to “from within 28 days” to “from within 40 days” of the election. (Adopted 2021)

CURRENT IASB BELIEF STATEMENTS

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

MY BOARD'S RECOMMENDATION

Support	Oppose	
☐	☐	NEW RESOLUTIONS
☐	☐	1. Fund Balances-Miller Ratio Adjustment
☐	☐	2. Alternative Fueled School Bus Funding
☐	☐	3. Firearm Dealer Location
☐	☐	AMENDED EXISTING RESOLUTION
☐	☐	4. Capital Grant Fund for School Buildings - Amend Position Statement 2.11 and 2.18
☐	☐	5. School Safety Fund – Amend Position Statement 2.2
☐	☐	6. Involvement with Candidates for Public Office – Amend Position Statement 3.02
☐	☐	7. Mandates Review Committee – Amend Position Statement 6.02
☐	☐	8. Financial Contributions for School Board Elections – Amend Position Statement 7.07
☐	☐	CURRENT POSTION STATEMENTS DELETIONS AND AMENDMENTS



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