

AGENDA  
The First Meeting of the Month of July  
of the Board of Education of Township High School District 214  
will be held on Thursday, July 15, 2021  
in the Board Room of the Forest View Educational Center  
2121 S. Goebbert Road, Arlington Heights, IL  
at 7:00 p.m.

- I. CALL TO ORDER  
President Dussling
- II. ROLL CALL  
Ms. Keyes
- III. PLEDGE OF ALLEGIANCE
- IV. APPROVAL OF MINUTES  
Regular Meeting of June 10, 2021  
Closed Session Meeting of June 10, 2021
- V. STUDENT RECOGNITION  
Howard Lester Award  
Perfect ACT Score
- VI. PUBLIC COMMENTS (For Non-Agenda Items)
- VII. SUPERINTENDENT'S REPORT  
Freedom of Information Act Report
- VIII. BOARD MEMBER UPDATES
- IX. CONSENT CALENDAR  
2021-113 Accounts Payable  
2021-114 Personnel Transaction Report  
2021-115 Destruction of Closed Minutes Audio Recordings
- X. DISCUSSION ITEM (The public may comment on each item after Board discussion.)  
2021-116 Return to School Plan  
2021-117 Proposed Revision to Board Policy 2:220
- XI. CLOSED SESSION
  - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
  - The setting of a price for sale or lease of property owned by the District. 5ILCS 120/2(c)(6);

- The placement of individual students in special education programs and other matters relating to individual students. 5ILCS 120/2(c)(10).

## XII. RECONVENE IN OPEN MEETING

Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- The setting of a price for sale or lease of property owned by the District. 5ILCS 120/2(c)(6).
- The placement of individual students in special education programs and other matters relating to individual students. 5ILCS 120/2(c)(10).

## XIII. ADJOURNMENT

## MINUTES

The Minutes of the First Regular Meeting  
of the Month of June of the Board of Education  
Township High School District 214 held on June 10, 2021  
at the Forest View Educational Center,  
2121 S. Goebbert Road, Arlington Heights, Illinois  
at 6:01 p.m.

President Dussling called the meeting to order at 6:01 p.m. and R. Knoepfle called the roll. The following members were present:

William Dussling	President
Mark Hineman	Member
Alva Kreutzer	Member
Mildred Palmer	Vice President
Andrea Rauch	Member

Absent at roll call:

Dan Petro	Member
Leonard Walker	Member

Also present at the meeting were: D. Schuler, superintendent; C. Johnson, associate superintendent for finance and operations; K. Kraft, associate superintendent for human resources; G. Sisson, principal, JHHS; N. Aslinger, associate principal, RMHS; P. Mogge, director of community engagement and outreach; K. Roiland, director of operations; T. Schlorff, director of instructional technology and technology services; S. Scholten, associate principal, specialized schools; C. Uhle, director of administrative services; M. McCullough, assistant director of operations; N. Hansen, purchasing, transportation, and business services supervisor; R. Knoepfle, executive assistant to the school board and superintendent; J. Laskowski, executive administrative assistant to the superintendent; staff members; parents; and citizens.

### 1. PLEDGE OF ALLEGIANCE

President Dussling led the Board and audience in the Pledge of Allegiance.

### 2. APPROVAL OF MINUTES

It was moved by Hineman and seconded by Kreutzer that the Board of Education approve the minutes of the Regular Meeting of May 13, 2021 and the Closed Session of May 13, 2021.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling  
Nays: None

### 3. CLOSED SESSION

It was moved by Kreutzer and seconded by Palmer that the Board of Education convene in Closed Session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling  
Nays: None

The Board convened in Closed Session at 6:03 p.m.

4. RECONVENE IN OPEN SESSION

It was moved by Hineman and seconded by Kreutzer that the Board of Education reconvene in Open Session.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling  
Nays: None

The Board reconvened in Open Session at 6:42 p.m.

5. JOB DESCRIPTIONS 2021-110

It was moved by Rauch and seconded by Kreutzer that the Board of Education approve the following job descriptions:

- Director of Administrative Services
- Logistics Coordinator
- Learning Renewal Program Supervisor
- Tutoring Assistant
- Tutoring Facilitator

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling,  
Nays: None

6. PERSONNEL TRANSACTION REPORT II 2021-111

It was moved by Hineman and seconded by Kreutzer that the Board of Education approve Personnel Transaction Report II, including the following appointments, effective July 1, 2021:

- Felix Negron, Learning Renewal Program Supervisor, FVEC

- o Daniel Bachar, Assistant Director of Research and Evaluation, FVEC

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling,

Nays: None

7. RECOGNITION BY COMMISSIONER MORRISON

D. Schuler introduced Cook County Commissioner Morrison, thanking him for his partnership on numerous issues of interest to the District and its communities.

Commissioner Morrison recognized the following students and staff for their achievements in the areas indicated:

The Happiness Project – J. Lavin, J. DeFillippo, and M. Jones

RMHS Agriculture Pathway – D. Schuler, E. Hart, D. Weitzak, and E. Holmes

D214 Innovation Services for Transportation – N. Hansen

8. PUBLIC COMMENTS

E. Bauer, an Arlington Heights resident, addressed the Board regarding de-tracking, transparency, and live-streaming Board meetings.

D. Makowski, an Arlington Heights resident, addressed the Board regarding de-tracking and live-streaming Board meetings.

9. BOARD MEMBER UPDATES

M. Hineman reported that he attended the JHHS girls water polo game and acknowledged the winning record of Head Coach M. Brownley. He also attended both boys' and a girls' lacrosse games. He noted District 214's partnership with Eastern Illinois University summer program where eight District 214 students will participate in a three-week, on-campus experience to facilitate summer camps for kids living in the area. The students will earn college credit that also counts toward their high school diploma and will experience living on a college campus and also attend classes and participate in social activities. The experience is paid for through grant-funded scholarships.

A. Kreutzer attended the JHHS graduation, the first outdoor ceremony in the school's history. She reported that the District's Practical Architectural Construction Pathway program hosted an open house last week to celebrate the completion of a home renovation at 37 South Wildwood Drive in Prospect Heights. Program instructors, as well as students and alumni, were on hand to give tours. The home is now for sale.

A. Rauch congratulated now recent Rolling Meadows graduate Minh Duong. He is among only 30 seniors in the country to earn the status of a National Cyber Scholar with Honors. This prestigious honor is granted to only the 30 highest-scoring Scholars in the country. The Rolling Meadows High School cybersecurity team is among the nation's top 12 teams.

M. Palmer reported that a team from Rolling Meadows High School took home the trophy from this year's Startup Showcase, earning \$2,500 toward their business funded by a generous donor through the District 214 Education Foundation. The team developed a mobile outdoor lighting solution. M. Palmer also gave a shout out to EGHS for their joyful graduation ceremony and recognized the wonderful student speakers.

B. Dussling acknowledged the PHS graduation ceremony and presentations.

10. PUBLIC HEARING – MANDATED ISBE DRIVER EDUCATION WAIVER MODIFICATION

At 7:30 p.m., B. Dussling opened the public hearing to provide citizens an opportunity to address the Board on the proposed Mandated Illinois State Board of Education Driver Education Waiver Modification.

There were no citizens who addressed the Board of Education regarding the proposed waiver modifications for Driver Education.

At 7:33 p.m., B. Dussling closed the public hearing on the proposed Mandated Illinois State Board of Education Driver Education Waiver Modification.

11. APPROVE CONSENT CALENDAR 2021-093 through 2021-107

Items 2021-093 through 2021-107 appearing on the Consent Calendar were presented for the Board's consideration.

B. Dussling requested that item 2021-101 be considered separately.

It was moved by Kreutzer and seconded by Palmer that the Board of Education approve Items 2021-093 through 2021-100, and Items 2021-102 through 2021-107 appearing on the Consent Calendar as presented.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling  
Nays: None

A. Approve Accounts Payable 2021-093

Actual May 13, 2021 listing:	
Educational Fund Listing	\$1,455,849.45
Operations and Maintenance	434,582.08
Transportation Fund	313,776.27
Capital Projects	82,695.60
TOTAL	<u>\$2,286,903.40</u>

Checks Dated: May 13, 2021  
Check Numbers: 743569 through 743943

Actual May 27, 2021 listing:	
Educational Fund Listing	\$1,066,339.72
Operations and Maintenance	630,435.87
Transportation Fund	1,571,037.15
Capital Projects	<u>23,749.76</u>
TOTAL	<u>\$3,291,562.50</u>

Checks Dated: May 27, 2021  
Check Numbers: 743959 through 744321

B.     Personnel Transaction Report 2021-094

Approved Personnel Transaction Report attached to these minutes.

C.     Destruction of Closed Meeting Audio Recordings 2021-095

Approved the destruction of closed session audio recordings for the following meetings:

April 5, 2019  
April 19, 2019

D.     Appointment of District Activity Fund Signatories 2021-096

Approved the designation of the following persons as authorized signatories of activity checks effective July 1, 2021 and direct that appropriate bonding be acquired:

Buffalo	Cathy Johnson, Associate Superintendent for Finance and Operations
Grove High	Miguel A. Vargas, Director of Business Services
School	Jeffrey Wardle, Principal
	F. Robert Hartwig, Associate Principal
	Mark Schaetzlein, Assistant Principal

Elk Grove	Cathy Johnson, Associate Superintendent for Finance and Operations
High	Miguel A. Vargas, Director of Business Services
School	Paul Kelly, Principal
	Kyle Burritt, Associate Principal
	Jacquelyn Randall, Assistant Principal

John	Cathy Johnson, Associate Superintendent for Finance and Operations
Hersey	Miguel A. Vargas, Director of Business Services
High	Gordon J. Sisson, Principal
School	Joseph Krajacic, Associate Principal
	Ronald C. Kiobassa, Assistant Principal

Prospect	Cathy Johnson, Associate Superintendent for Finance and Operations
High	Miguel A. Vargas, Director of Business Services
School	Gregory Minter, Principal
	Kara Kendrick, Associate Principal
	Frank Mirandola, Assistant Principal

Rolling Meadows High School Cathy Johnson, Associate Superintendent for Finance and Operations  
Miguel A. Vargas, Director of Business Services  
Eileen Hart, Principal  
Nathan Aslinger, Associate Principal  
Lisa DaRocha, Assistant Principal

Wheeling High School Cathy Johnson, Associate Superintendent for Finance and Operations  
Miguel A. Vargas, Director of Business Services  
Jerry Cook, Principal  
Henry Brown, Associate Principal  
Donald Rowley, Assistant Principal

District Cathy Johnson, Associate Superintendent for Finance and Operations  
Miguel A. Vargas, Director of Business Services  
Christopher Uhle, Director for Administrative Services

E. Appointment of Activity Fund Treasurer 2021-097

Appointed the Activity Fund Treasurer for Township High School District 214 through the adoption of the following resolution:

WHEREAS, Section 10-20.19 (3) of the School Code of Illinois provides that the Superintendent of Public Instruction may prescribe regulations to assist in the safeguarding of student activity funds; and

WHEREAS, said Superintendent of Public Instruction has caused such guidelines to be adopted and has filed said guidelines with the Secretary of State in the manner provided by law; and

WHEREAS, these guidelines call for the Board of Education to name activity fund treasurers to be custodians of all such funds; now, therefore,

BE IT RESOLVED, that Miguel A. Vargas be, and is hereby appointed to the position of Activity Fund Treasurer for all Township High School District 214 Student Activity Funds and that he be directed to obtain appropriate bonding.

F. Appointment of District Imprest Fund Signatory 2021-098

Approved the designation of Cathy Johnson, Christopher Uhle and Miguel A. Vargas as authorized signatories of District Imprest Fund checks effective July 1, 2021, and that the appropriate bonding be acquired.

G. Insurance Pooling Program – Designation of District Representative 2021-099

Appointed Cathy Johnson as the district's representative to SSCRMP and Miguel A. Vargas as the district's alternate representative to SSCRMP.



H. Treasury Services Resolution 2021-100

Approved the resolution naming Cathy Johnson, treasurer, and Miguel A Vargas, assistant treasurer, for the term commencing July 1, 2021, and ending on July 1, 2023, and naming depositories as custodians of funds and brokers/dealers and intermediaries to assist in investment of funds.

I. Modification of School Code – Maximum Driver Education Fee 2021-102

Approved the request for renewal of the modification of School Code 105 ILSC 5/27-24.2 regarding the driver education fee.

J. District and School Improvement Plans 2021-103

Approved the District Improvement Plan, Consolidated District Plan, the School Improvement Plans, the Title I Local Educational Plan, and the Schoolwide Plans.

K. Forest View Educational Center Garage - Bid 2021-104

Rejected all bids for Central Operations garage at FVEC.

L. PHS Dust Collector – Bid 2021-105

Rejected all bids from for the purchase and installation of a dust collector for the Prospect High School Fabrication Lab.

M. Concrete Stair Repair at RMHS - Bid 2021-106

Accepted the bid from Tandem Construction Company, Chicago, IL in the amount of \$53,000 for concrete stair repair at RMHS and authorized its Superintendent or designee to approve and execute contracts on behalf of the Board for services related to the Project, and to approve and execute change orders.

With respect to change orders that necessitate an increase in the cost of contracts by 10% or more, or which will change the time of completion by a total of 30 days or more, the Board hereby authorizes its Superintendent or designee to make the written determinations required by 720 ILCS 5/33E-9, that: (1) the circumstances said to necessitate the change in performance were not reasonably foreseeable at the time the contract was signed, or (2) the change is germane to the original contract as signed, or (3) the change order is in the best interest of the District and is authorized by law.

<b>Vendor</b>	<b>Bid</b>
Boller Construction Company, Inc. (Waukegan, IL)	\$69,000
<b>Tandem Construction, Inc. (Chicago, IL)</b>	<b>\$53,000</b>
Tri-State Enterprises, Inc. (Romeoville, IL)	\$100,000

N. Illinois Municipal Retirement Fund Obligation 2021-107

Approved the recommended pay down of the IMRF Unfunded Actuarial Accrued Liability (UAAL) in the amount of up to \$8 million prior to June 30, 2021.

12. ALTERNATIVE STUDENT TRANSPORTATION SERVICES 2021-101

It was moved by Dussling and seconded by Palmer that the Board of Education approve Item 2021-101 appearing on the Consent Calendar as presented.

B. Dussling requested that this item be considered separately to question the differences in the fares from the various companies represented. C. Johnson noted that the majority of students ride the regular bus routes, but for students needing individualized services, such as those who are medically fragile or McKinley Vento students, a different form of transportation is required. Depending on the student and their needs, the form of transportation and equipment necessary varies as does the cost structure required to meet those needs. In all cases, the drivers must have a school bus operator license.

There was no further discussion.

There were no comments from the public.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling  
 Nays: None

Approved the following rates for alternative student transportation services beginning July 1, 2021 through June 30, 2023.

<u>Vendor</u>	<u>Base Fare</u>	<u>Cost Per Mile</u>	<u>Minimum Fare</u>
<b>303, LLC (Chicago, IL)</b>	\$9.94	\$2.68	\$24.00
<b>ALC Schools, LLC (San Clemente, CA)</b>	\$35.00	\$2.50	\$65.00
<b>American Taxi (Mt. Prospect, IL)</b>	\$0.00	\$2.40	\$13.50
<b>Axess Transportation (Algonquin, IL)</b>	\$0.00	\$2.60	\$18.00
<b>BriteLift (Rosemont, IL)</b>	\$18.00	\$3.00	\$40.00
<b>Citicare Services (Lake Zurich, IL)</b>	\$0.00	\$2.40	\$24.00
<b>CSTMN (Minneapolis, MN)</b>	\$0.00	\$3.50	\$35.00
<b>Safeway Transp. (Waukegan, IL)</b>	\$48.00	\$2.60	\$55.00

13. APPROVAL OF 2021-22 TENTATIVE BUDGET AND ESTABLISHMENT OF DATE FOR PUBLIC HEARING 2021-108

It was moved by Kreutzer and seconded by Rauch that the Board of Education:

1. approve the tentative budget for 2021-22;
2. direct the Secretary to place the tentative 2021-22 budget substantially in the form presented on public display from July 12, 2021 through August 12, 2021;
3. direct the administration to convert the program budget to the State budget format for public display prior to July 12, 2021;
4. call for a public hearing on the proposed budget to be held at 7:00 p.m. on the night of August 12, 2021;
5. direct the Secretary to publish notice, on July 12, 2021, of the availability of the tentative budget for inspection and the hour, date, and place of the public hearing.

D. Schuler noted that once again the administration is presenting the Board with a balanced operating budget. C. Johnson provided a brief overview of the factors contributing to this year's budgeting process, including the CPI rate, the Elementary and Secondary Schools Emergency Relief (ESSER) funding, student population changes, possible increases in costs due to shortages, and decreased transportation funding. The budget will be posted from July 12<sup>th</sup> through August 12<sup>th</sup>, at which time a public hearing will be held and then the Board will take action.

Board discussion included:

- the level and type of federal relief funding available;
- the Academic Learning Renewal Plan will be shared with the Board in the near future;
- ESSER funding is federal dollars, but the State of Illinois will administer the awarding and distribution of the funds;
- how the budgeting process and approval must proceed by State law even when the District does not have the EAV amounts from the county before the Board must take action.

There were no comments from the public.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Rauch, Dussling

Nays: None

14. BOARD OF EDUCATION POLICY AND PROCEDURES: RECORDING & BROADCASTING MEETINGS 2021-109

D. Schuler presented the policy that would need to be revised to allow for the Board to record and broadcast the regular Board meetings. He recommended that the broadcasting of meetings be limited to those at FVEC and recommended that the workshops, which often include a walk through the facilities and rotate among the schools, not be included in the policy change. The videos could be posted on the website the following week. He also noted that the policy currently limits the ability of Board members to attend remotely, so if the Board were so inclined to make any changes in Board member participation at meetings, this would be an ideal time to also have those conversations.

Discussion included:

- the ability of students in the Multi-Media Pathway participate in the filming of the meetings;
- the Board is cognizant of the taxpayers' interests in spending all available dollars on educational and student matters while at the same time providing the public with the ability to be informed on what the Board is discussing and deciding at the meetings;
- the tentative budget has resources set aside for the purchase of new equipment to record and broadcast;
- the Board will have a revised policy to review at the July Board meeting for discussion and will take action at the August meeting if they choose to proceed with the recommended policy revision.

Comments from the public following a discussion item:

E. Bauer, an Arlington Heights resident, addressed the Board regarding the length of time the videos should be posted.

M. Edwardsen, a Mount Prospect resident, addressed the Board regarding the length of time the videos should be posted and the need for the Board to become educated about how other districts are broadcasting and posting their meetings.

15. ADJOURNMENT

It was moved by Kreutzer and seconded by Hineman to adjourn. The motion carried.

The meeting adjourned at 8:02 p.m.

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William J. Dussling, president

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Mildred Palmer, vice president

**PERSONNEL TRANSACTION REPORT**

**EMPLOYMENT OF EDUCATION ASSOCIATION PERSONNEL 2021-2022**

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>
<b>WEBER, PATRICK</b>	<b>0.4 Social Science - PHS</b>	<b>\$23,622.80</b>
<u>Remarks</u> Degree	B none - step 1 B.A.	University of Illinois, Urbana, IL
<b>BAUM, DIJANA</b>	<b>1.0 Special Education - BGHS</b>	<b>\$76,184.00</b>
<u>Remarks</u> Degree	M 15.5 yrs. - step 7 M.Ed. B.S.	Loyola University, Chicago, IL University of Illinois, Urbana, IL
Exp.	01/2019 - 06/2021 08/2004 - 06/2018	English teacher - Loyola Academy, Wilmette, IL English teacher - CPS, Chicago, IL
<b>CALDWELL, STARR</b>	<b>1.0 Special Ed - TAFV</b>	<b>\$88,290.00</b>
<u>Remarks</u> Degree	M+30 10.5 yrs. - step 10.5 M.A. M.A. B.A.	Concordia University, National Louis University, Benedictine University, Lisle, IL
Exp.	12/2012 - present 8/2008 - 6/2011	Special Ed teacher - Bolingbrook HS, Bolingbrook, IL Special Ed teacher - Metea Valley HS, Aurora, IL

**CLASSIFIED PERSONNEL TRANSACTION REPORT**

**EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2021-2022**

**CHANGE**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
<b>DIETZ, DANIEL</b>			
<b>Remarks:</b>	<b>Lead Building Maintenance (FVEC)</b>		
	Resignation		
	Effective: July 16, 2021		

**EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2021-2022**

**NEW**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
<b>BREDEMANN, LYLE</b>			
<b>Remarks:</b>	<b>Custodian I - 3rd Shift (CM)</b>		
	Grade I, CMS 13, Step 1	17. 69	40
	Initial Location: JHHS		
	Effective: July 16, 2021		
<b>LA VAN SCOTT</b>			
<b>Remarks:</b>	<b>Custodian I - 3rd Shift (CM)</b>		
	Grade I, CMS 13, Step 1	17. 69	40
	Initial Location: BGHS		
	Effective: July 19, 2021		
<b>SANCHEZ, SUSANA</b>			
<b>Remarks:</b>	<b>Custodian I - 3rd Shift (CM)</b>		
	Grade I, CMS 13, Step 1	17. 69	40
	Initial Location: EGHS		
	Effective: July 19, 2021		

<b>EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2021 - 2022</b>
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<b>CHANGE</b>
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<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
<b>ESPINOZA GREGORIO, ROSALBA</b>			
<b>Remarks:</b>	<b>Instructional Assistant - ELL (SS)</b>		
	Grade 4, Step 3	\$23.64	37.5
	From: Temporary and Grant-Funded		
	Effective: August 9, 2021		
<b>HINDS, PAMELA</b>			
<b>Remarks:</b>	<b>Assessment Center Assistant (RMHS)</b>		
	Grade 4, Step 3	\$23.64	37.5
	From: Campus Security (RMHS)		
	Effective: August 9, 2021		
<b>KARPINSKI, JENNIFER</b>			
<b>Remarks:</b>	<b>Program Assistant/ Medically-Fragile Students (JHHS)</b>		
	Resignation		
	Effective: June 24, 2021		
<b>LINDFORS, COURTNEY</b>			
<b>Remarks:</b>	<b>Instructional Assistant - Student Services (SS)</b>		
	Resignation		
	Effective: June 30, 2021		
<b>WALKOWIAK, LORRAINE</b>			
<b>Remarks:</b>	<b>Insurance Clerk (SS)</b>		
	Resignation		
	From: July 22, 2021		
	Effective: June 30, 2021		

**EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2021 - 2022**

**NEW**

**ALTAN, BATICAN**

<b>Remarks:</b>	<b>Campus Security (WHS)</b>		
	Grade 3, Step 1	\$21.80	40
	Effective: August 9, 2021		

**EMPLOYMENT OF TEMPORARY AND GRANT-FUNDED PERSONNEL 2021-2022**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
<b>BROOKS, SHANNON</b>	<b>Administrative Assistant I (FVEC)</b>		
<b>Remarks:</b>	Grade 4, Step 1	\$22.74	40
	Effective: August 16, 2021 - June 30, 2022		



## RETURN TO SCHOOL

# Learning Renewal Plan

JUNE 2021 – SEPTEMBER 2024

**District 214 welcomes all students back to full in-person learning for the 2021-2022 school year.**

## HEALTH AND SAFETY

**District 214 has implemented and will continue to follow local, state and federal requirements to comply with the provisions of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021.**

As of July 1, 2021\*, the District is following all Illinois Department of Public Health and Illinois State Board of Education guidelines including:

### **Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);**

- Lunch in gyms and outdoor spaces to maintain social distancing
- 3 foot minimum distance in classrooms

### **Handwashing and respiratory etiquette;**

- Mask mandate enforced
- Sanitizing stations provided throughout school facilities

### **Cleaning and maintaining healthy facilities, including improving ventilation;**

- Electrostatic sprayers utilized to sanitize classrooms
- Increased air circulation

### **Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;**

- District hired Health Services Supervisor - coordinates all contact tracing efforts across the district - including tracking and notification of positive cases to CCDPH

### **Diagnostic and screening testing; efforts to provide vaccinations to school communities;**

- Staff vaccination clinics in Feb/March
- Student vaccination clinics in May/June
- Monitoring testing requirements for Fall 21

### **Appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.**

\*On June 11, 2021, the Governor extended Executive Order 2021-12 (COVID-19 Executive Order No. 81) until July 11, 2021.

# DRAFT

**A | Embed Access to Support Resources in Student Schedules**

Balance social-emotional health with academic progress by guaranteeing access to a study hall, lunch and support resources.

SCHEDULE		A	B
ZERO HOUR	7:30 - 8:20 am	Zero Hour	Zero Hour
BLOCK 1	8:35 - 9:55 am	Period 1	Period 5
BLOCK 2	10:00 - 11:20 am	Period 2	Period 6
BLOCK 3	11:25 am - 1:35 pm (embedded 45-minute lunch)	Period 3	Period 7
BLOCK 4	1:40 - 3:00 pm	Period 4	Period 8
AFTER SCHOOL	3:00 - 3:20 pm	Student Support	Student Support

**B | Expanded Mental Health Supports**

Rather than responding in crisis, expanded mental health supports guide and nurture students and staff to process trauma, restore their equilibrium within the school community and participate fully in teaching and learning.

**C | Summer Bridge to High School**

Support incoming and returning students through summer school programming that focuses on language and math skill development as well as the transition to high school.

**D | Accelerated Credit Acquisition for Students Not on Track for Graduation**

Cohort senior class students not on track for graduation and provide accelerated acquisition of credits alongside intensive individualized support.

**E | Options for Online Learning: Students Unable to Vaccinate**

Support students unable to participate in vaccination programs with continued access to online learning opportunities.

**F | Interventions for English Learners and Students with Disabilities**

Support for English learners and students with disabilities includes the assignment of tutoring support staff for small group interventions integrated into general education courses and individualized support of workforce development transition services for rising seniors.

**G | Interventions for Students of Poverty**

Targeted help and high-dosage tutoring to address unfinished learning through acceleration and structured learning supports.

**H | Activities to Support Gifted and Talented Students**

Support for gifted and talented children through summer coursework for acceleration and expansion of a variety of enrichment opportunities.



RETURN TO SCHOOL

# Learning Renewal Plan

JUNE 2021 –  
SEPTEMBER 2024

**DRAFT**



## INTRODUCTION

District 214 is planning for full in-person learning for the 2021-2022 school year. We are excited to welcome all students back to school in August. We continue to await further guidance from the Illinois State Board of Education on any changes to health and safety guidelines for re-opening.

Significant resources are being allocated to ensure residual impediments toward the progression of students to high school graduation and successful transition to postsecondary opportunities are minimized. The High School District 214 return to School Learning Renewal Plan is intended to be a living document that outlines efforts to support all students and evolves to meet the needs of those whose educational progress is most in jeopardy as a result of the negative impact of the pandemic.

This plan is reflective of the State of Illinois P20 Council Learning Renewal Plan Recommendations, as well as leading research from the “What Works Clearinghouse.” It sets a course of action in motion founded in best practices, that addresses both the academic and social-emotional needs of students. It utilizes current data, quantitative and qualitative, to inform strategies that engage all students with caring adults and support student communities.

The new initiatives are aligned to key components of priority areas outlined in the Illinois’ vision for the “Road to Renewal.”

- Reimagine the school day
- Enrollment and re-engagement
- Out-of-classroom learning experiences
- Improve quality of learning through altered classroom structures
- Academic support and behavioral counseling resources
- Structured engagement in transition periods
- Education workforce strategy

Activities outlined in the plan are organized into two sections:

**Section I:** Supporting All Students Return To In-Person Education

**Section II:** Targeted Support For Special Populations

## HEALTH AND SAFETY

District 214 has implemented and will continue to follow local, state and federal requirements to comply with the provisions of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021.

As of July 1, 2021\*, the District is following all Illinois Department of Public Health and Illinois State Board of Education guidelines including:

### **Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);**

- Lunch in gyms and outdoor spaces to maintain social distancing
- 3 foot minimum distance in classrooms

### **Handwashing and respiratory etiquette;**

- Mask mandate enforced
- Sanitizing stations provided throughout school facilities

### **Cleaning and maintaining healthy facilities, including improving ventilation;**

- Electrostatic sprayers utilized to sanitize classrooms
- Increased air circulation

### **Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;**

- District hired Health Services Supervisor - coordinates all contact tracing efforts across the district - including tracking and notification of positive cases to CCDPH

### **Diagnostic and screening testing; efforts to provide vaccinations to school communities;**

- Staff vaccination clinics in Feb/March
- Student vaccination clinics in May/June
- Monitoring testing requirements for Fall 21

### **Appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.**

\*On June 11, 2021, the Governor extended Executive Order 2021-12 (COVID-19 Executive Order No. 81) until July 11, 2021.

# Section I

## Supporting All Students Return to In-Person Education

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## **INTRODUCTION**

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- B | Expanded Mental Health Supports
- C | Summer Bridge to High School

### **SECTION II: TARGETED SUPPORT FOR SPECIAL POPULATIONS**

- D | Accelerated Credit Acquisition for Students Not on Track for Graduation
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- F | Interventions for English Learners and Students with Disabilities
- G | Interventions for Students of Poverty
- H | Activities to Support Gifted and Talented Students of Poverty

## **REFERENCES**

## A | Embed Access to Support Resources in Student Schedules

**Balance social-emotional health with academic progress by guaranteeing access to a study hall, lunch and support resources.**

The modified schedule implemented Districtwide during the COVID 19 pandemic received a positive response from students, staff and parents. In particular, the later start times support student well-being, extended class periods, support labs and project-based learning, and the daily coursework promotes balance. Adopting the A/B Block schedule as a post-covid response supports the success of all students by ensuring guaranteed access to a study hall and lunch while improving scheduling flexibility for elective coursework. Also, the later start and earlier dismissal times supports co-curricular participation and maximizes after-school facility availability.

### RECOMMENDATIONS

- Adopt an A/B block schedule as described below.
- Schedule all students for a study hall.
- Allow students to opt in to an additional elective, request late arrival or early dismissal.

### IMPLEMENTATION

1. Provide expanded access to professional development activities that facilitate best practice instructional strategies on the block.
2. Reach out to students to discuss scheduling options including access to high-interest elective coursework.

SCHEDULE		A	B
ZERO HOUR	7:30 - 8:20 am	Zero Hour	Zero Hour
BLOCK 1	8:35 - 9:55 am	Period 1	Period 5
BLOCK 2	10:00 - 11:20 am	Period 2	Period 6
BLOCK 3	11:25 am - 1:35 pm (embedded 45-minute lunch)	Period 3	Period 7
BLOCK 4	1:40 - 3:00 pm	Period 4	Period 8
AFTER SCHOOL	3:00 - 3:20 pm	Student Support	Student Support



## B | Expanded Mental-Health Supports

**Rather than responding in crisis, expanded mental health supports guide and nurture students and staff to process trauma, restore their equilibrium within the school community and participate fully in teaching and learning.**

Students who re-enter our schools in August 2021 may be very different from those who left in March 2020. The same is true for teachers, staff and families.

As schools move to fully reopen, our first inclination may be to focus on the learning gaps that students have developed during the pandemic. But the psychological and emotional well-being of all members of a school community must also remain in the foreground. Establishing school as a space that is both physically and emotionally safe is essential.

All students and teachers have experienced unprecedented disruption to normal patterns of interaction, and many have had to cope with uncertainty or substantial hardship. They will need support as they transition back into a full-time academic environment. In addition, many students will be managing grief, anxiety or other emotional responses to recent events that will require long-term monitoring and ongoing response.

### RECOMMENDATIONS

- **Triage:** Perform formal or informal triage to identify what students need to support their learning, and establish a referral system to connect students with school- and community-based mental health resources.
- **Trauma-informed practices:** Expect students to have difficulty with the transition back into classrooms. Establish generalized supports that can benefit all students, specifically trauma-informed relational practices, and a robust framework for social and emotional learning that promotes emotional well-being and social connectedness.
- **Targeted intervention:** Monitor for behaviors that indicate a need for targeted intervention. Support school-based mental health professionals in implementing an evidence-based mental health program or individual support for students who have experienced significant trauma or who have been diagnosed with serious mood, anxiety or other behavioral disorders.
- **Faculty support:** Attend to the mental health needs of faculty and staff by providing appropriate resources, developing a culture of emotional openness and vulnerability, building structures to support social engagement and helping individuals develop their self-care practice.

### IMPLEMENTATION

1. Increase number of social work and psychologist internship opportunities in FY21/FY22/FY23.
2. Increase the number of student therapeutic groups.
3. Contract with community-based organizations (CBO) to provide family wraparound services to students of poverty experiencing academic regression, attendance issues and mental health concerns. If CBO is not an option, then a part-time staff allocation will be provided to each site.
4. Increase opportunity for social engagement through expansion of intramural offerings at school and the community through sender schools sites and park districts.
5. Plan for Employee Assistance Program sessions at institute and in-service days targeting staff mental health wellness.

## C | Summer Bridge to High School

**Support incoming and returning students through summer school programming that focuses on language and math skill development as well as the transition to high school.**

Transitioning from middle school to high school can be difficult. An unfamiliar building, new teachers, more students and older teens can be intimidating. According to the University of California's Policy Research Series, students who have difficult transitions to high school tend to have lower motivation, lower grades and a higher dropout rate.

Many students completing their 8th grade year at one of our sender districts may not have been in school since the Spring of 7th grade in 2020. The transition to high school is already challenging. A reimagined Bridge to High School program serves to ease potential anxiety and prepare students academically with the support of peer mentors and developed relationships with future classmates, while earning early high school credit in English and career technical education. The program is designed to ensure the advancement of District 214 students' four-year plans and college and career trajectories by providing a comprehensive program that offers access not only to core academic classes, but also to enrichment, bridge and career pathway coursework.

### RECOMMENDATIONS

- Provide summer school programming with direct instruction, practice and feedback on reading, writing, speaking and listening, and math skills.
- Facilitate access to school counselors and/or social workers to deliver social emotional learning curriculum and provide individual student support.
- Incorporate exposure to career pathway teachers, classrooms and work-based learning opportunities.
- Offer math skills review and readiness program to increase likelihood of success in fall courses.

### IMPLEMENTATION

1. Coordinate staff workshops to develop curriculum materials.
2. Identify a targeted list of students from each sender site that would benefit from the program.
3. Recruit staff, teachers and peer mentors for summer instruction.
4. Allocate needed facilities and transportation for career exploration field trips.

# Section II

## Targeted Support for Special Populations

## D | Accelerated Credit Acquisition for Students Not on Track for Graduation

**Cohort senior class students not on track for graduation and provide accelerated acquisition of credits alongside intensive individualized support.**

Students typically earn a minimum of five credits annually to remain on track for graduation. Junior year is considered the most academically challenging with several academic courses required for graduation and high stakes testing. Current juniors failing three or more courses will likely begin the senior year with 12 credits or less and be significantly at risk of not graduating with their class.

These students may be disengaged with school and have many contributing factors that resulted in these failures. Engaging adult mentorship and counseling to assess individual student needs, personalize the school experience and serve as an advocate in the school community will provide a more likely path to graduation. Students will benefit from retaking academic coursework in an accelerated format, targeted skills assessments to determine competencies, engaging in regular check-ins with a trusted advisor and access to alternative learning opportunities.

### RECOMMENDATIONS

- Identify or hire a dedicated staff member at each site to provide mentorship and counseling.
- Allow retake of core academic classes during the school day with an accelerated competency-based approach.
- Utilize online personalized learning programs to supplement credit acquisition.

### IMPLEMENTATION

1. Allocate additional staffing to serve as teacher and case manager for targeted students.
2. Add sections as needed for students retaking courses.
3. Waive fees associated with the online credit recovery.

## E | Options for Online Learning: Students Unable to Vaccinate

**Support students unable to participate in vaccination programs and quarantined with continued access to online learning opportunities.**

The Illinois State Board of Education did not extend the current remote instruction mandate to school districts. It did guarantee access to an online learning option for students unable to participate in vaccination programs and are quarantined. At this point it is unclear the number of potential students that will require this accommodation. High School District 214's Specialized School program has the developed expertise to deliver an online learning environment most effectively and will facilitate the delivery of this program. Staffing capacity may be impacted depending on the final number of students.

### RECOMMENDATIONS

- Identify curricular resources to support traditional lab classes in an online environment.
- Expand capacity of Specialized School's programming to meet the needs of medically fragile students for an online learning environment.

### IMPLEMENTATION

1. Increase licensing options for online credit recovery to meet demand.
2. Secure curricular resources for online labs.
3. Identify current staff that can be assigned online sections or add additional course assignments to their load.



## F | Interventions for English Learners and Students with Disabilities

**Support for English learners and students with disabilities includes the assignment of tutoring support staff for small group interventions integrated into general education courses and individualized support of workforce development transition services for rising seniors.**

Meeting the particular needs of the diverse and growing group of English learners (ELs) is a pressing challenge. Specific English language instruction is appropriate for students with the lowest levels of proficiency, but emerging and developing learners should primarily participate in mainstream grade level instruction with targeted supports aimed at building their academic vocabulary and oral and written language.

Targeted interventions for students with IEPs should not occur at the expense of also receiving quality Tier 1 instruction with the remainder of the class. As much as possible, every opportunity should be provided for student supports that scaffold grade level instruction.

The Jobs for America's Graduates (JAG) Model consists of a comprehensive set of services designed to keep young people in school through graduation and improves their success rates in education and career.

- **Classroom Instruction.** A trained JAG Specialist provides individual and group instruction to 35-45 students carefully selected by an in-school advisory committee composed of faculty, administrators and counselors. JAG classes are scheduled during the school day for credit.
- **Competency-Based Instruction.** The JAG program equips students with no less than 37 employability skills competencies in addition to developmental curriculum and career exploration. Multi-year JAG students are eligible to master 81 competencies.
- **Project-Based Learning.** PBL methodology creates engaging classrooms to deliver JAG competencies, allowing students to participate in realistic learning experiences that better reflect the workplace.
- **Trauma Informed and Caring Adults.** JAG Specialists provide individual attention to students to overcome barriers that prevent them from taking advantage of their high school education, completing requirements for a high school diploma and/or securing employment or pursuing a postsecondary education leading to a career after high school.
- **Advice and Support.** JAG Specialists provide advice and support as students make significant career and life decisions and serve as a "one stop" connection for participants to access personal, behavioral and other youth services in the community. Support services are provided during the school year as well as the summer months.
- **Employer Engagement.** JAG engages employers in the classroom as well as in the professional setting to expose students to job opportunities and career pathways in their own communities.
- **Student-Led Leadership Development and Experience.** As a highly motivational student-led organization, the JAG Career Association develops student civic engagement, public service, leadership development, career preparation and social awareness.
- **Job and Postsecondary Education Placement Services.** Specialists help graduates identify job opportunities, assist in exploration of postsecondary education and navigate financial aid enrollments to pursue a degree program, certification or industry recognized credential.
- **12-Month Follow-up Services.** JAG provides twelve months of follow-up services after high school graduation to support student transition into employment, military service and/or post-secondary enrollment.
- **Accountability.** JAG is an evidence-based organization that uses metrics to reward performance and identifies best practices for continuous improvement. Comprehensive tracking and reporting collects information in three categories – students served, services delivered and outcomes achieved.

*F. Interventions for English Learners and Students with Disabilities (continued)***RECOMMENDATIONS**

- Ensure all students can participate in whole class, rigorous instruction through scaffolds. Keep struggling students together with their general education classmates as much as possible, even as their specific learning challenges are also being addressed in small group settings.
- Provide intensive small group instruction and regular opportunities to develop written language skills based on students' specific learning needs.
- Engage families and build on students' prior knowledge, including home languages and cultural assets.
- Offer extended instructional time over and above the regular school day, such as summer programs or after school, small group tutoring.
- Target intervention for rising long-term EL seniors utilizing the JAG model.

**IMPLEMENTATION**

1. Allocate teacher and support staffing to EL students at all school sites.
2. Develop a cadre of assigned tutoring support staff with assigned small group intervention integrated into general education courses with a high propensity of students with disabilities and English learners.
3. Implement Jobs for American Graduates (JAG) targeting EL rising seniors at the four EL Program comprehensive school sites.
4. Provide after school recreational and leisure activities for specialized programs to practice social interaction and communication skills.

## G | Interventions for Students of Poverty

**Targeted help and high-dosage tutoring to address unfinished learning through acceleration and structured learning supports.**

### ACCELERATION vs REMEDIATION

David Steiner and Dan Weisberg write that “‘meeting students where they are’ and trying to remediate learning deficits often just results in having to meet them even further back next year. It stigmatizes students and reinforces inequities. Instead of delaying access to grade level work for students who’ve fallen behind, we need to accelerate it.”

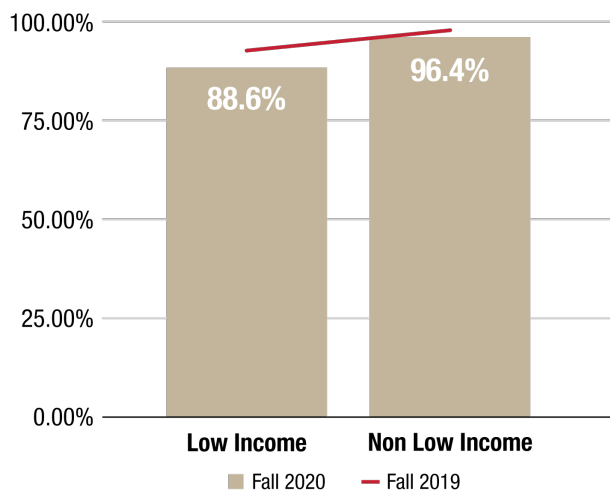
In her book, *Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success*, Suzy Pepper Rollins writes, “Remediation is based on the misconception that for students to learn new information, they must go back and master everything they missed.” Rollins goes on to say that while the primary focus of remediation is mastering concepts in the past, acceleration prepares students for success in the present. “Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future.”

By providing a tutor to every student, schools can decrease the stigma around receiving extra help and eliminate the perception of tutoring as a “punishment” for low performance. Further, incorporating tutoring into a part of the regular school day promotes “regular attendance, better coordination with teachers and a stronger academic culture.”

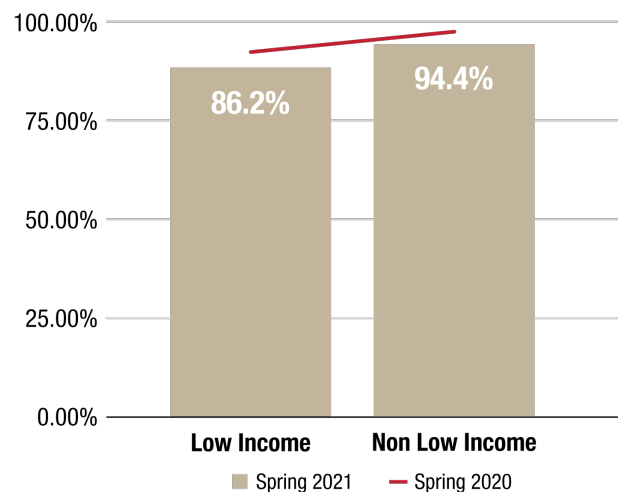
District academic data for the Fall of 2020 reflects the course completion performance disparity among low-income students. While all students would benefit from acceleration strategies in core content areas, students of poverty (2,998 district-wide) would be the focus of high-dosage tutoring.

### COURSE SUCCESS RATE

Fall 2020 and Fall 2019



Spring 2021 and Spring 2020





*G. Interventions for Students of Poverty (continued)***RECOMMENDATIONS**

- Articulate the most critical instructional content priorities and benchmarks for grade level success and focus instruction accordingly.
- Maintain grade level instruction and use regular assessments to deliver just-in-time acceleration as needed. Teaching at grade level is about keeping up, not catching up, but using frequent formative assessments can identify missing skills or content knowledge so that gaps can be addressed at the right moments.
- Modify the school day to provide high-impact, high-dosage tutoring using proven practices. These include student-tutor ratios of approximately 6:1, instruction that complements classroom lessons, ample time to meet at least two to three times each week and sustained relationships between students and well-supported, well-trained tutors.

**IMPLEMENTATION**

1. Extend the school day and year to provide high-impact, high-dosage tutoring using proven practices. This includes free access to credit recovery in summer school.
2. During the summer, provide access to tutoring in core subjects at accessible locations including elementary school sites, local libraries, community-based organizations and community centers.
3. In the 21/22 school year, provide effective, Tier II scaled tutoring during the day and after school:
  - a. sustained and strong relationships between student and tutor
  - b. student-tutor ratios of approximately 6:1
  - c. close monitoring of student knowledge and skills
  - d. alignment with the school curriculum
  - e. oversight of tutors to assure quality interactions
4. Expand AVID trained tutors to all school sites with a full-time coordinator and part-time positions allocated according to the number of students in poverty and regression in academic performance. Program facilitators will:
  - a. Identify the students;
  - b. Communicate the need to attend mandatory tutoring to them and their families, and
  - c. Follow up with the kids and their families if and when they do or don't attend.
5. Tutor training (AVID tutorials) for all staff that oversee study halls during the school day. Since most students will have a study hall built into their schedule, it would be beneficial if the supervisor is a trained tutor that can assist with setting up student support groups in the classroom.
6. Full-service peer-tutoring centers are centralized at all school sites with a high proportion of students of poverty or high failure rates.
7. Core Content Focused "Assigned Study Halls" for students needing credit recovery, curriculum review or regular support in coursework. Support staff leading these interventions should have a content background. These may be referred to as a "Math Lab" or "Writing Lab" specifically and even allocated with course credit.

## H | Activities to Support Gifted and Talented Students

### **Support for gifted and talented children through summer coursework for acceleration and expansion of a variety of enrichment opportunities.**

High ability students from low-income families will need specialized attention and guidance from their parents and teachers. Many less-resourced families have experienced illness or personal and financial instability, and low-income students' schooling may have experienced long interruptions due to a lack of resources at home.

Ensuring all students have access to high quality educational programs and teachers is paramount, and the strategies we outline here would benefit all students. We look at the specific needs of low-income students because the difference in participation in gifted programs between low-income and more affluent students may continue to grow during and post-pandemic if necessary steps are not put in place.

### **RECOMMENDATIONS**

- Research-based evidence points to distinctive strategies that can support and challenge gifted children. The National Association for Gifted Children makes the following recommendations to encourage the growth and development of the whole gifted child, including their intellectual, social, emotional and physical domains.
- Acceleration occurs when students move through the traditional curriculum at rates faster than typical. Many researchers consider acceleration to be well-being, appropriate educational planning that matches the curriculum's level and complexity with the student's readiness and motivation. These include access to middle college, dual credit courses and Advanced Placement.
- Curriculum compacting is a technique for differentiating instruction for students who have already mastered the material to be learned, rather than cueing students to practice what they already know, teachers replace whole class content with new content, enrichment options or other activities. This important instructional strategy condenses, modifies, or streamlines the regular curriculum to reduce repetition, allowing time for acceleration or enrichment.
- Provide access to enrichment opportunities and private tutoring, the same cultivation of talent and targeted support available to students from more affluent families.

### **IMPLEMENTATION**

1. Fund expansion of enrichment programming during the summer and FY21 school year.
2. Develop professional development activities that address curriculum compacting as a strategic alternative to remediation.
3. Eliminate barriers to access to early college opportunities including transportation, associated fees and scheduling limitations.

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ITEM: 2021-117  
DATE: July 15, 2021  
FILE: Policy

**SUBJECT: Board of Education Policy Manual Revision**

## **BACKGROUND**

One of the goals of the Board of Education and administration for the 2007-08 school year was to conduct a comprehensive review the District 214 Board of Education Policy Manual. After researching possible methods to accomplish a thorough review, the Board agreed to work with the Illinois Association of School Boards (IASB) for a complete review and revision of Board policies. A working group met over the course of five months to review and revise each policy for District 214. The IASB consultant met with the Board of Education on June 30, 2008 to present the revised Policy Manual at a Board Workshop. The Board of Education approved the new manual on August 7, 2008.

In addition to the comprehensive review, the District 214 Board of Education is using the Policy Reference Education Subscription Service (PRESS) of IASB to keep the policy manual up to date. This resource provides the legal rationale and references for suggested policy revisions to assist the Board in focusing on their leadership role while complying with state and federal law.

The administration also makes recommendations for policy revisions as needed. The public has asked for greater access to Board of Education meetings through live-streaming and recordings.

## **ADMINISTRATIVE CONSIDERATION**

Board policy 2:220 *Board of Education Meeting Procedure* currently does not allow for the video-taping of meetings by the administration other than for a disaster declaration from the Governor or Illinois Department of Public Health declaring a disaster declaration related to a public health emergency. The District will need to equip the Board Room with the appropriate video and audio technology. The District administration has provided for the installation of the equipment in the 2021-22 budget for Board approval in August.

## **RECOMMENDATION**

That the Board of Education discuss revising Board Policy 2:220 *Board of Education Meeting Procedure* as presented.

## **Board of Education**

### **Board of Education Meeting Procedure**

#### Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration. Under the "Board Update" portion of the agenda, at a regular meeting, a member of the Board may request an item be placed on a future agenda, by making a motion to that effect. If the motion receives a second and majority approval, the item will be added. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

#### Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Any Board member may request that his or her vote be changed before the President announces the result.

#### Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;

3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted “yea” and “nay”;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, the members making the motion and the second;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting’s date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board’s meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within ten days after the Board’s approval; they may be inspected in the District’s main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District’s administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District’s administrative offices or their official storage location except by vote of the Board or by court order.

The Board’s open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

#### Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District’s main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District’s administrative offices or the verbatim recording’s

official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

#### Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

#### No Physical Presence of Quorum and Participation by Audio or Video: Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unavailable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration. If neither the President or Vice President are present or able to perform this determination, the Superintendent shall serve as the duty authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

#### Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (10th Edition), as a guide when a question arises concerning procedure.

#### Livestreaming of Board Meetings

To provide access to Board of Education meetings, the District will livestream regular Board of Education meetings. Recordings of each regular Board meeting will be posted to the District's website the week following the actual meeting. Recordings will remain posted on the District's website for a minimum of 60 days following the actual meeting.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7.  
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: ~~August 5, 2020~~