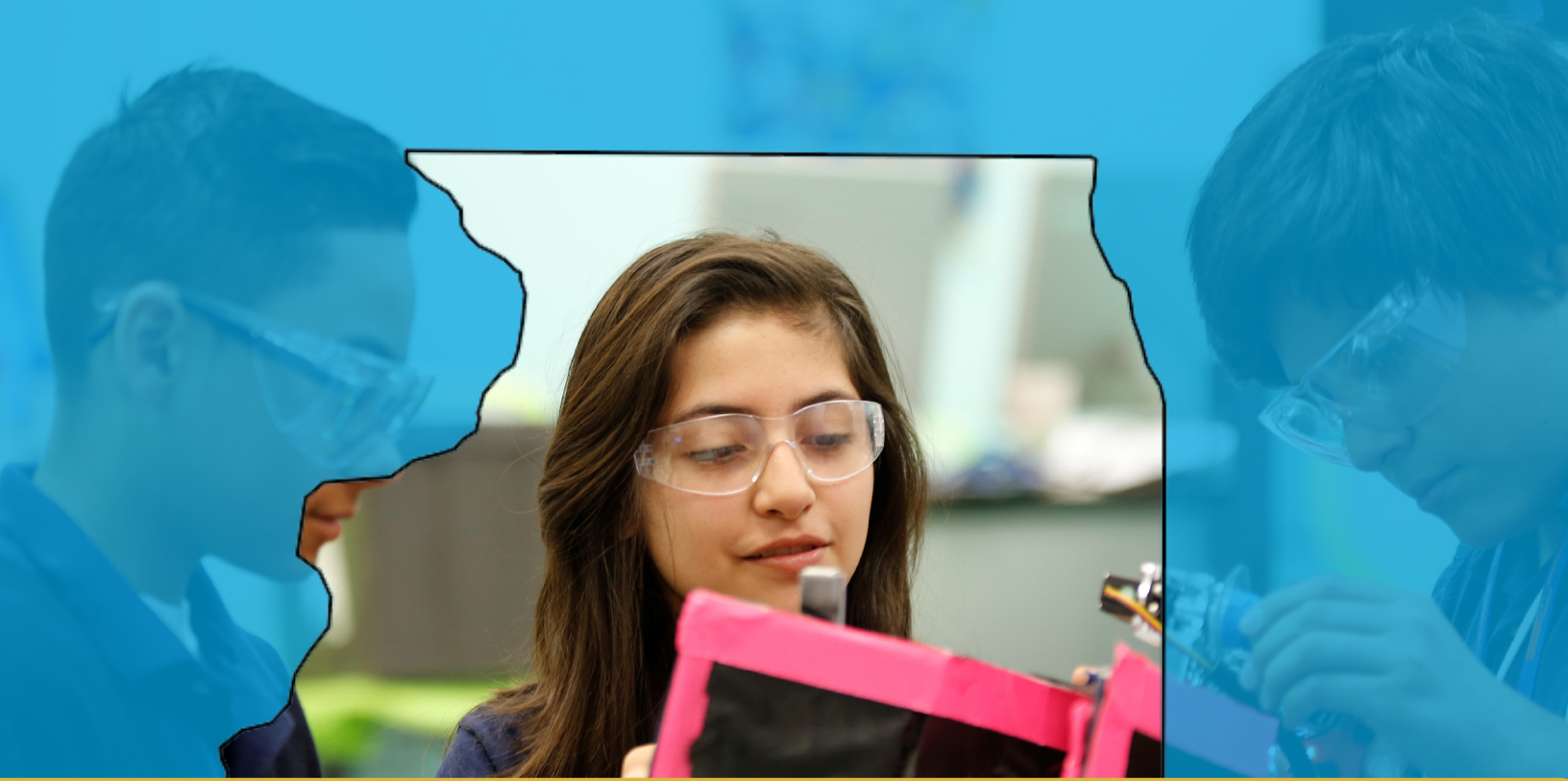


Superintendent Report (1/8/21)

Updates from around the district and the state.

1. Both Special Board Committees continue to make great progress. Here is a quick update of each, but committee members will have the opportunity to report to the whole board additional thoughts later in the agenda.
 - a. The Coaching Evaluation Plan Committee met for a fifth time on 12/17/20. A final draft has been created and is brought to you this month for a first reading. I want to thank the committee members for their time, effort, and energy over the last few months in getting to this point. Kyle Ganson and Bill Menendez represent the Board on the committee.
 - b. The Vocational Committee met again on 12/16/20. We continue to work on developing long-range plans for sustainability of any proposed changes to our existing programs. Heather DeBrock and Karen Urick represent the Board on the committee.
2. After a long adaptive pause, we were able to welcome students back on Monday, January 4, 2021 under our hybrid learning model. We want to do everything we can to help our students to get off to a great start to the 3rd Quarter and 2021.
3. Attached to this report is a copy of ISBE's new Strategic Plan (2020-2023). We know that local school districts will now be required to comply with helping ISBE reach their goals, often by means of unfunded mandates.
4. In the new federal COVID relief \$900 billion package, the Geneseo School District could receive three times the amount it did under the original federal CARES Act allocation. A preliminary (unofficial) figure of \$904,000 was provided this week by the ROE.
5. Our nurses were included in group 1a and were eligible for their COVID vaccine during the week of December 28th. Group 1b individuals in Henry County have not yet begun receiving their vaccines. We have been working with the Henry County Health Department to develop a plan for getting COVID vaccines for our approximate 300 remaining employees, starting as early as the next few weeks.
6. It's hard to believe that it's been 8 years since the Vision 20/20 initiative went into effect. I remember going to Springfield for a conference when this was announced and presented to legislators for the first time. Attached is the final report of that initiative and the successes that came out of it. In actuality, it did produce some great results, including the Evidence Based Funding model. I wonder what's next?
7. The IDPH sent out updated exclusionary guidance on 1/4/21, which will help return students and staff a little earlier than in 2020. It is attached to this report.
8. On 1/6/21, Governor Pritzker announced starting on Jan. 15, any Region that has met the metrics for a reduction of mitigations will be able to move out of Tier 3. Our Region is on track to meet those requirements, which may lead to opportunities for school athletics once again.
9. Social Worker update. Please see the attached update from our social workers regarding what they are seeing and hearing from our students and families during this time of COVID. We know we must continue to monitor and address the social and emotional wellbeing of our students, families, and staff.



Illinois State Board of Education 2020-2023 STRATEGIC PLAN



Illinois
State Board of
Education

STATE BOARD OF EDUCATION

The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate. Board members serve four-year terms, with membership limited to two consecutive terms. The Board appoints the State Superintendent of Education, who may be recommended by the Governor.



Dr. Carmen I. Ayala
*State Superintendent
of Education*



Darren Reisberg
Chair of the Board
Chicago



Dr. Donna
Simpson Leak
Vice Chair
Flossmoor



Dr. Cristina
Pacione-Zayas
Secretary
Chicago



Susan Morrison
*Chair of Education
Policy Planning
Committee*
Carlinville



Jane Quinlan
*Chair of the Finance
and Audit Committee*
Champaign



Dr. Christine Benson
Ottawa



Dr. David Lett
Springfield



Jacqueline Robbins
Batavia



Cynthia Latimer
(Feb. 2019-Jun. 2020)
Aurora

Dear Partner in Education,

We are pleased to share with you this roadmap for Illinois public schools through school year 2022-23. This strategic plan is designed with all of you, your children, and the future of our state in mind. It defines the steps we will take to provide each and every student in our state with safe and engaging schools, excellent teachers, and equitable learning opportunities. This plan reflects both the realities and uncertainties we face today due to the COVID-19 pandemic. The pandemic has affected almost every aspect of education in Illinois – temporarily in some ways, and lasting in others. It is important that our plan is timely and reflects the changing world around us.

Our plan is built around three overarching goals -- all underpinned by equity -- which focus on student learning, learning conditions, and elevating educators. These goals are held together by four principles that guide our work at ISBE – equity, quality, collaboration, and community – and our responsibility to tirelessly pursue educational equity for all of our students in all of our classrooms, schools, and districts.

The goals, priorities, and strategies in this plan were deeply informed by the input, feedback, and questions we received from hundreds of stakeholders all across Illinois, including teachers, students, administrators, parents, policymakers, and community members. This deep engagement was instrumental in designing a plan that is responsive to the needs of every student and positions us for excellence.

We have already embarked on some of the strategies necessary to implement this plan and appreciate your engagement in this work. We cannot do this alone, and we hope all of our partners will stay connected with us as we move forward, though the COVID-19 pandemic may require engagement in new and different ways. Together, we can fulfill our promise to the children of Illinois.



Darren Reisberg
Chair of the Board



Dr. Carmen I. Ayala
State Superintendent of Education

TABLE OF CONTENTS

State Board of Education	2
Letter to Partners	3
Vision	5
Mission	6
Equity Statement	7
Goals	9
Equity Goals	11
Goal 1 Background	14
<i>Strategies and Related Success Measures</i>	15
Goal 2 Background	19
<i>Strategies and Related Success Measures</i>	21
Goal 3 Background	28
<i>Strategies and Related Success Measures</i>	29
Summary of Stakeholder Engagement	31



Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.

5



VISION



MISSION



Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.





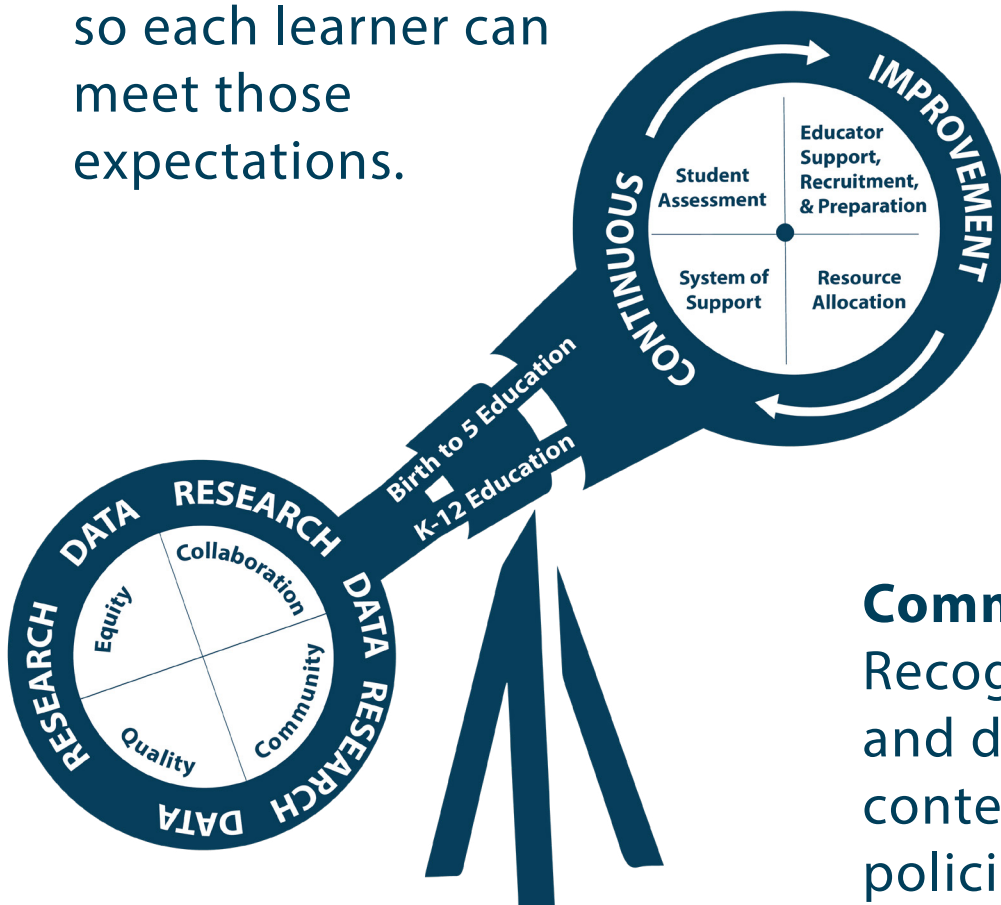
EQUITY STATEMENT

Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.



We're refocusing our work through four lenses: **equity, quality, collaboration, and community.**

Equity: Having high expectations for every learner and providing supports and resources so each learner can meet those expectations.



Quality: Holding ourselves to a high standard of excellence and service to support the high-quality work happening in Illinois schools.

Collaboration: Engaging meaningfully with practitioners, students, families, advocates, and policymakers and ensuring diverse voices have seats at the table.

Community: Recognizing each school and district's unique context and ensuring policies, practices, resources, and programs meet students' unique needs.

GOALS

The priorities outlined in this plan are framed around primary goals: **Equity, Student Learning, Learning Conditions,** and **Elevating Educators**. Each section includes some brief background on why this work matters, as well as strategies and related metrics aimed at supporting our schools and the educational opportunities for each and every student in Illinois.



- + **(Internal)** An equity impact analysis tool will guide all decisions and communications provided to the field.
- + **(External)** An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.



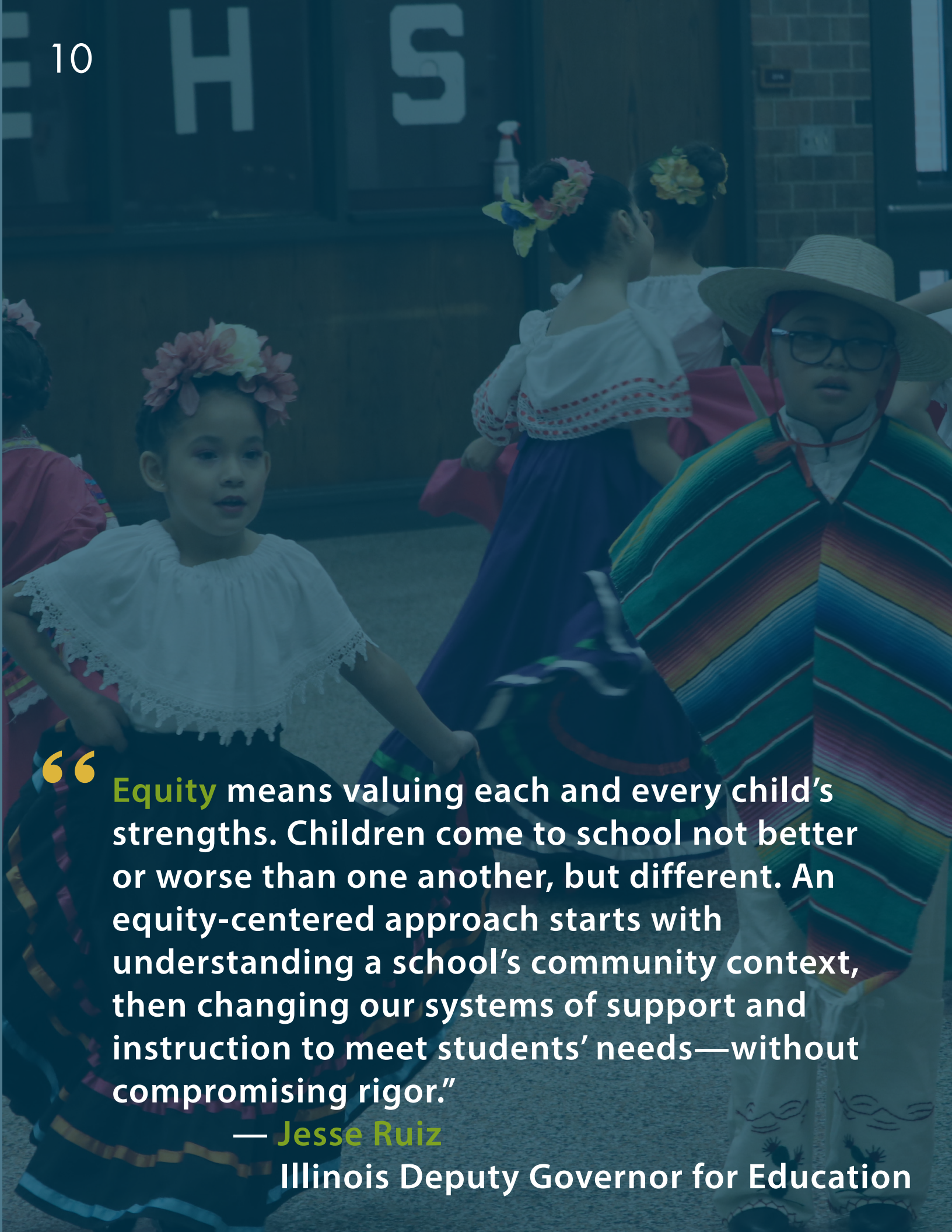
Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.



All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.



Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

A photograph of children in traditional Mexican attire, including white blouses with lace, colorful skirts, and a colorful striped poncho. The image is overlaid with a dark blue tint. The text is positioned in the lower-left quadrant of the image.

“**Equity** means valuing each and every child’s strengths. Children come to school not better or worse than one another, but different. An equity-centered approach starts with understanding a school’s community context, then changing our systems of support and instruction to meet students’ needs—without compromising rigor.”

— **Jesse Ruiz**

Illinois Deputy Governor for Education

BACKGROUND

The 2019 Illinois Report Card, the most current achievement data for Illinois schools, shows we have a lot of work to do to achieve educational equity for Illinois students. The data reveal staggering achievement gaps between student demographic groups. Only 11 percent of Black students performed at grade level in math on the SAT, compared to 45 percent of white students. Nearly 20 percent of Hispanic students were chronically absent, compared to 13 percent of white students. On the Illinois Assessment of Readiness, we see a 30-point achievement gap in both math and English language arts between students who qualify as low-income and students who do not. Between students with Individualized Education Programs and students without, the gap is even wider. While 86 percent of all students graduated in four years, only 77 percent of English Learners did.

Illinois' achievement on the National Assessment of Educational Progress remained flat from 2009 to 2019. And the key to changing that trajectory is equity.

Illinois' success in expanding college and career readiness provides an example of how strategies designed to address equity can work. Illinois continues to expand access to Advanced Placement (AP) courses among students of color and low-income students by dismantling barriers to entry and providing students and educators with greater supports and resources. As a result, AP Exam pass rates keep climbing higher and higher for every racial group. Illinois also continues to expand access to career and technical education and dual credit courses. And the percentage of students needing to enroll in remedial courses in college continues to drop.

As the COVID-19 pandemic threatens to stretch the divide between the haves and have nots, ISBE's mission of equity becomes even more compelling. Equity underlies every strategy and goal in this strategic plan. But formalizing the role of equity in our decision-making and in the evaluation of our success as an educational system also serves as its own goal. The strategies under this goal seek to operationalize equity in the agency and in each school district so that we truly move the needle toward equitable student outcomes in our state.

Illinois continues to expand access to Advanced Placement (AP) courses among students of color and low-income students by dismantling barriers to entry and providing students and educators with greater supports and resources.



Equity Strategies

(Internal): An equity impact analysis tool will guide all decisions and communications provided to the field.

EG.I An internal equity impact analysis tool will be developed, implemented, and used by all agency staff.

By end of the 2020-21 school year

An equity impact analysis tool will be developed.

By end of the 2021-22 school year

All agency staff will utilize the equity impact analysis tool.

Major documents will be revised to reflect equity impact analysis.

(External): An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.

EG.E An Equity Journey Continuum tool will be researched, developed, and incorporated into each district's public Report Card by the 2022 reporting year.

By end of the 2020-21 school year

An Equity Journey Continuum will be developed for the field and the agency to pilot.

By end of the 2021-22 school year

Districts will pilot and provide feedback with the continuum being finalized at the end of the school year.

By end of the 2022-23 school year

The Equity Journey Continuum will be published on each school district's 2022 Report Card.

“

As a district superintendent, I know different schools need different **supports** to reach the same high expectations for student learning. My district has Comprehensive schools, and the supports laid out in this plan will help us chart a path to equity and success, through recovering from the COVID-19 pandemic and beyond.”

— **Dr. Donna Simpson Leak**
Vice Chair of the Board

Student Learning | Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

BACKGROUND

Students began the 2020-21 school year after several months of remote learning and a summer break without many of their normal educational activities. Educators now must cement the previous year's standards, support recovery from the normal summer slide, and support new learning gains, while teaching both in-person and remotely. Successfully accomplishing these goals begins and ends with assessment and school improvement.

Equitable access to technology is key to equitable student outcomes – and not only in a remote learning environment. Even while students are learning primarily in-person, technology allows learning to be more personalized, enables students to collaborate with peers outside of school, equips students with access to the resources they need to supplement their learning at home, and develops 21st-century workforce skills. ISBE's strategic plan aims to bridge the digital divide that exists in Illinois.

ISBE's strategic plan also will build upon the IL-EMPOWER 2.0 system of supports for high-need schools. The Every Student Succeeds Act (ESSA) State Plan, approved in 2017, transformed support and accountability in Illinois to be based on multiple measures of school performance and to promote best practices for sustained change. An evaluation in 2019 produced further enhancements to Illinois' system of supports. IL-EMPOWER 2.0 now drives continuous improvement through additional funding; planning informed by standards, data, and stakeholder engagement; and partnerships that supply expertise and capacity in areas of need.

Educators now must cement the previous year's standards, support recovery from the normal summer slide, and support new learning gains, while teaching both in-person and remotely.

Lastly, ISBE's strategic plan will make assessment data more useful, accessible, and actionable for improving alignment between standards and curricula, while reducing the time spent taking assessments. Most importantly, ISBE will produce a Spanish Language Arts assessment, so Spanish-speaking English Learners can more accurately show what they know and can do, which will result in high-quality supports for their learning.



Strategies and Related Success Measures

1.1 Support best practices and continuous quality improvement, including an emphasis on equity and diversity in order to support student learning while also addressing remote and blended learning.

By end of the 2020-21 school year

The Curriculum Evaluation Tool (CET) will be developed, refined based on stakeholder feedback, and made available to all schools/districts. A pilot of 5% of districts will use the ISBE CET.

In August 2019, 62% of districts provided one device per student. By the end of the 2020-21 school year, 75% of districts will provide one device per student.

By end of the 2021-22 school year

At least 50% of districts will use the ISBE CET and at least 20% of districts that used the CET will have maintained or improved student performance on state assessments.

By the end of the 2021-22 school year, 80% will provide one device per student.

By end of the 2022-23 school year

At least 50% of districts will use the ISBE CET and at least 20% of districts that used the CET will have maintained or improved student performance on state assessments.

1.2 **Assist** districts in addressing COVID-19's impact on learning resulting from the suspension of in-person instruction by providing supports around Priority Learning Standards.

By end of the 2020-21 school year

75% of districts participating in professional learning will report increased alignment of curriculum to Priority Learning Standards.

By end of the 2021-22 school year

50% of districts that participated in ISBE/ROE-led professional learning will have maintained or improved student performance on state assessments.

1.3 **Increase** supports for schools identified with the greatest need through ISBE's partnerships with the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and primary support entities.

By end of the 2020-21 school year

At least 60% of Comprehensive Support schools will work with a primary support partner.

By end of the 2021-22 school year

At least 70% will work with a primary support partner to improve student growth by 3 percentage points.

By end of the 2022-23 school year

At least 80% will work with a primary support partner to improve student growth by 3 percentage points.



1.4 **Provide** tiered state-level support for schools that remain in the Comprehensive Support designation for more than four years.

By end of the 2020-21 school year

10% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

By end of the 2021-22 school year

An additional 10% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

By end of the 2022-23 school year

An additional 13% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

1.5 **Expand** literacy on the utilization of assessment and on assessment data to accurately identify learning gains, achievement gaps, and COVID-19's impact on learning.

By end of the 2020-21 school year

ISBE will have a plan to enhance reports, create professional development resources, and release communications to expand assessment literacy.

By end of the 2020-22 school year

ISBE will have created enhanced reports and professional development resources will be completed and implemented. Illinois Assessment of Readiness reports will include Lexile and Quantile data.

1.6 **Develop** a native language assessment.

By end of the 2020-21 school year

Spanish Language Arts Standards will be developed and adopted by the Board.

By end of the 2021-22 school year

ISBE will have developed test items based on the adopted/approved Spanish Language Arts Standards.

By end of the 2022-23 school year

ISBE will have piloted the test items based on the adopted/approved Spanish Language Arts Standards. The assessment will be completed and fully implemented during the 2023-24 school year.

“

We are committed to creating an environment in which each and every student can succeed. A central part of that commitment is equipping schools to provide **safe** and **inclusive** learning conditions for every student.”

— **Darren Reisberg,**
Chair of the Board

Learning Conditions | All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

PRIORITIES

Priority 1: Student Well-Being | All schools and their respective programs will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Priority 2: Resource Allocation | Strategic resource allocation decision-making will be used across and within Local Education Agencies (LEAs).

BACKGROUND

Priority 1: Student Well-Being | All schools and their respective programs will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

ISBE's efforts regarding family engagement, student wellness, and safety are critical to the continued success of the state's students, especially in recovering from the traumatic effect of the COVID-19 pandemic.

Most of ISBE's current student wellness and safety efforts have evolved over the past decade and support community-based partnerships to address social and emotional learning (SEL) needs. ISBE is poised to provide statewide training on social and emotional learning, behavioral interventions, and trauma-informed care by leveraging federal programs, such as Student, Teachers, and Officers Preventing (STOP) School Violence;

ISBE's current student wellness and safety efforts include:



Overseeing the STOP School Violence Grant, which provides mental health first aid training to educators, families, and others to support adolescents experiencing trauma, struggling with addiction, or dealing with a crisis.

Building the community partnership pilot program to help districts work with community partners to address all factors impacting student learning conditions with a focus on student health and well-being.

Facilitating the 21st CCLC to support after-school academic and youth development programming for students, and literacy and educational programming for families.

Monitoring school environments by administering the 5Essentials and Youth Risk Behavior surveys.

Partnering with the School Safety Task Force to improve school safety and student wellness.

Partnering with organizations to support student health through the Student Health Advisory Committee, the Illinois Suicide Prevention Alliance, the Illinois Opioid Response Advisory Committee, and the Illinois Children's Mental Health Partnership.

continued from page 19

Illinois Advancing Wellness and Resilience in Education (IL-AWARE); and Nita M. Lowey 21st Century Community Learning Centers (21st CCLC).

ISBE will expand its student wellness partnerships by working with the Regional Offices of Education to develop evidence-based modules and toolkits, including the creation of age-appropriate SEL assessment and curriculum guidelines. ISBE's comprehensive system of learning supports also will promote supportive school environments. These efforts will include the development of home-school-community partnerships and assessments to determine how well schools and districts address barriers to learning, including trauma.

ISBE's strategies aim to better prepare schools to meet the needs of their dynamic populations, leading to reduced numbers of suspensions and expulsions and to students feeling safer, mentally healthier, and more welcomed at school.

Strong family engagement is essential to the success of this work. ISBE's current Family Engagement Framework serves as a guide for engagement with Illinois' districts, schools, and families. ISBE will revise the framework to align with the ESSA State Plan; increase accessibility; and give specific recommendations for parents and families, teachers and educators, and district administrators.



Strategies and Related Success Measures

2.1.1 **Support** schools to address the social and emotional needs of students, educators, and staff impacted by COVID-19 by providing them with high-quality professional development.

By end of the 2020-21 school year

Each of the six Regional Office of Education regions will have established a Social Emotional Learning (SEL)/Trauma training hub.

By end of the 2021-22 school year

50% of schools in each region will have accessed SEL/Trauma training from the regional training hubs, resulting in a 15% increase in the number of students responding positively to targeted SEL questions on their 5Essentials Survey or district-identified surveys.

By end of the 2022-23 school year

75% of schools in each region will have accessed SEL/Trauma training from the regional training hubs, resulting in a 15% increase in the number of students responding positively to targeted SEL questions on their 5Essentials Survey or district-identified surveys.

2.1.2 **Support** district implementation of policy and guidance to promote students’ safety and well-being, including non-discrimination and inclusion.

By end of the 2020-21 school year

ISBE will provide model policies and revise guidance on safety and well-being to include non-discrimination and inclusive practices.

By end of the 2021-22 school year

There will be a 5 percentage point reduction in suspensions and expulsions of students of color.

By end of the 2022-23 school year

There will be an additional 5 percentage point reduction in suspensions and expulsions of students of color.

2.1.3 **Adopt** culturally responsive teaching and leading standards for educator preparation programs.

By end of the 2020-21 school year

The culturally responsive teaching and leading standards will be fully adopted and a training for higher education will be developed.

By end of the 2021-22 school year

100% of colleges and universities with approved educator preparation programs will have completed the training and 30% will have re-aligned their program in accordance with the standards.

By end of the 2022-23 school year

100% of colleges and universities with approved educator preparation programs will have re-aligned their program in accordance with the standards.

2.1.4 **Support** implicit bias training through professional development in schools and classrooms.

By end of the 2020-21 school year

Districts will report how they have met Public Act 100-0014. A revision to the compliance monitoring tool will be completed.

By end of the 2021-22 school year

ISBE will pilot an evaluation tool with 25% of districts to assist them in selecting implicit bias professional development providers.

By end of the 2022-23 school year

25% of pilot districts that completed training on implicit bias will show a 10% positive increase in both the student and teacher responses in the “Supported Environments” and “Ambitious Instruction” domains of the 5Essentials Survey.

2.1.5 **Embed** the history and accomplishments of historically underrepresented groups (e.g., Latino/a, African-American, LGBTQ) in the Illinois Social Science Learning Standards.

By end of the 2020-21 school year

Districts will report how they have met Public Act 100-0014. A revision to the compliance monitoring tool will be completed.

By end of the 2021-22 school year

ISBE will pilot an evaluation tool with 25% of districts to assist them in selecting implicit bias professional development providers.

By end of the 2022-23 school year

25% of pilot districts that completed training on implicit bias will show a 10% positive increase in both the student and teacher responses in the “Supported Environments” and “Ambitious Instruction” domains of the 5Essentials Survey.

BACKGROUND¹

Priority 2: Resource Allocation | Strategic resource allocation decision-making will be used across and within Local Education Agencies (LEAs).

Two major forces have shaped resource allocation decision-making in Illinois since 2017: passage of the Evidence-Based Funding (EBF) for Student Success Act² and approval of ESSA State Plan. The former marked a significant change in state funding for K-12 education, establishing more predictable annual distributions to school districts, encouraging increased appropriations, and allocating any new appropriations more equitably than ever before. Meanwhile, ESSA marked a significant change in financial data reporting. Prior to its passage, per-pupil spending data were only available at the district level. ISBE implemented “site-based expenditure reporting³” in 2019 to capture these data at the school level for the first time. A statewide advisory group guided implementation to prioritize the new reporting’s value for resource allocation visibility, assessing and improving equity, exploring the relationship between investments and outcomes, and discovering best practices and innovations.

EBF’s provision of stability and equity for state K-12 funding and site-based expenditure reporting’s new look at districts’ resource allocations inspire this priority area of the strategic plan. As districts receive new dollars or stretch existing dollars, they face the challenge of spending those dollars strategically, aligning fiscal solvency with student success priorities. School system leaders know their students best and are therefore best equipped to make these decisions within their district. At the same time, the state has a responsibility to support these decision-makers by providing user-friendly data and tools, encouraging collaboration between finance and program area leaders, educating practitioners on funding expectations and requirements, and maximizing the equity of resources available to districts.

As districts receive new dollars...they face the challenge of spending these dollars strategically, aligning fiscal solvency with student success priorities.

The strategies under this priority area are intended to uphold this state responsibility and position districts to make better informed resource allocation decisions that support sustainable student success and that better balance fiscal and academic solvency.

FOOTNOTES

¹ Additional background on EBF can be found at <https://www.isbe.net/ebf>

² Full language of [legislation](#)

³ Information on site-based expenditure reporting can be found at www.isbe.net/site-based



Strategies and Related Success Measures

2.2.1 **Provide** clear and user-friendly data and tools to promote collaboration within LEAs among their finance and programmatic teams to support strategic resource allocation.

By end of the 2020-21 school year

ISBE will provide professional development on the use of the financial projection tool.

By end of the 2021-22 school year

There will be an increase of 20% of LEAs demonstrating alignment between the financial projection tool and the financial impact on program decisions.

By end of the 2022-23 school year

There will be an additional 20% increase of LEAs demonstrating alignment between the financial projection tool and the financial impact on program decisions.

2.2.2 Educate advocates, stakeholders, and LEAs regarding equitably designating funds to focus on specific student populations, including birth-to-5, English Learners, special education, and low-income, resulting in diminishing achievement gaps.

By end of the 2020-21 school year

All LEAs will have the redesigned Evidence-Based Funding Spending Plan information available to them to equitably allocate designated funds to specific student populations.

By end of the 2021-22 school year

A revised supplement not supplant policy will be implemented. This will be validated by Title I monitoring, Resource Allocation Reviews, and site-based expenditure reporting data.

2.2.3 Create an efficient and effective reporting system in collaboration with the field that encourages and fosters braiding and blending (i.e., integrated resource allocation system) and is supported by aligned agency mindsets and practices.

By end of the 2020-21 school year

Agency staff will be trained to understand and work with districts on blending and braiding.

By end of the 2021-22 school year

Up to 10 pilot districts will be selected and trained and will utilize blending and braiding.

By end of the 2022-23 school year

ISBE will increase by two the number of federal funds braided at the state level to maximize its resources to serve LEAs and will distribute all discretionary grants according to equity-based criteria.

“ Teaching is one of the most important jobs in the world. The COVID-19 pandemic has highlighted how teachers **inspire, connect, care for, and transform** – not just students, but entire communities. We will continue to uplift this sacred profession and support our teachers as they have supported each of us.”

— **Dr. Carmen I. Ayala**

State Superintendent of Education



Elevating Educators | Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

BACKGROUND

ISBE launched Teach Illinois: Strong Teachers, Strong Classrooms in September 2017 to better understand the state's staffing challenges and craft a holistic set of policy solutions to address them. The 2018 publication of [Teach Illinois: Strong Teachers, Strong Classrooms](#) prompted policy recommendations designed to expand the teacher workforce by creating alternative pathways to the field based on job experience, facilitating the transition of career changers into the field, and licensing substitute teachers. In 2019, Illinois Governor JB Pritzker signed multiple bills into law in support of increasing the number of educators and educator diversity in Illinois schools.

Unfilled positions (UFPs) are the most prominent component of teacher shortages. Between 2010 and 2019, the number of full-time unfilled teaching positions more than quadrupled, with the most vacancies in special education and bilingual/English as a Second Language education. In contrast, English Learners are one of the fastest growing groups of students, accounting for 12.5 percent of all students in the 2019-20 school year.

Educators of color are also in high demand across the state. Research from the Learning Policy Institute shows that teachers of color boost the academic performance of students of color, including reading and math test scores, graduation rates, and aspirations to attend college. Studies also show that students taught by teachers of the same race are less likely to be chronically absent and less likely to experience exclusionary discipline. However, despite the increasing diversity of Illinois' students to more than 50 percent students of color, the teaching profession remains overwhelmingly white and female. Importantly, while students of color in particular benefit from having teachers of color, students of all races report favorable attitudes, including feeling cared for and academically challenged, toward Black and Latinx/Hispanic teachers.

The strategies under this goal are intended to increase the number of diverse educators who are attracted to the profession and ensure all educators of every race are prepared to work with diverse students and support their learning. These strategies are also intended to improve the support via training, coaching, and mentoring for new teachers and those in our highest-need subject areas.



Strategies and Related Success Measures

3.1 **Leverage** and **align** partnerships that lead to the recruitment of a diverse teaching corps.

By end of the 2020-21 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 30% to 35%).

By end of the 2021-22 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 35% to 40%).

By end of the 2022-23 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 40% to 45%).

3.2 **Establish** a school/district leadership department that will support the recruitment of a diverse leadership pipeline with a focus on race and culturally responsive leadership.

By end of the 2020-21 school year

The school/district leadership department will be established.

By end of the 2021-22 school year

The number of diverse leader candidates across the state will increase by 5%.

By end of the 2022-23 school year

The number of diverse leader candidates across the state will increase by 10%.

3.3 **Improve** incentives, training, and partnerships for districts to attract and support teachers in early childhood, special education, and bilingual programs.

By end of the 2020-21 school year

There will be an 8% reduction in unfilled early childhood, special education, and bilingual positions.

By end of the 2021-22 school year

There will be an additional 8% reduction in unfilled early childhood, special education, and bilingual positions (from 8% to 16%).

By end of the 2022-23 school year

There will be an additional 8% reduction in unfilled early childhood, special education, and bilingual positions (from 16% to 24%).

3.4 **Support** educator retention by leveraging partnerships that will provide access to coaching, mentoring, and teacher leadership opportunities, which include remote and blended pedagogy, as well as culturally responsive teaching practices.

By end of the 2020-21 school year

There will be at least three partnerships focused on retention of educators of color resulting in an 8% reduction in the retention gap between white teachers and teachers of color.

By end of the 2021-22 school year




ISBE will sustain the school year 2020-21 partnerships and develop one new partnership focused on retention of educators of color resulting in an additional 8% reduction in the retention gap between white teachers and teachers of color (from 8% to 16%).

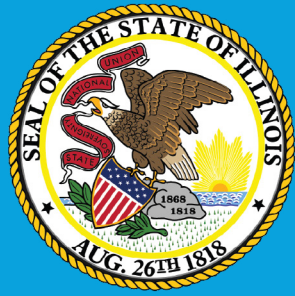
By end of the 2022-23 school year

ISBE will sustain the school year 2021-22 partnerships and develop one new partnership focused on retention of educators of color resulting in an additional 8% reduction in the retention gap between white teachers and teachers of color (from 16% to 24%).

Summary of Stakeholder Engagement

The Illinois State Board of Education engaged deeply with hundreds of stakeholders across the state during the first few months of 2020, and virtually over the summer and early fall. Hundreds of pieces of feedback were gathered from all major stakeholders, whose perspectives and experiences informed the development of this strategic plan. Feedback was gathered in three ways:

-  **Community Forums.** ISBE led seven in-person stakeholder engagement sessions across the state that were open to the public. These sessions were held at the St. Clair County Regional Office of Education, Regional Office of Education #11 in Charleston, Carbondale Middle School, DuPage Regional Office of Education, Governors State University, Springfield School District 186, and the Rodolfo Lozano Bilingual & International Center. For the first time ever, ISBE also offered an engagement session presented in Spanish, which was held at the Rodolfo Lozano Center in Chicago. More than 200 stakeholders - including teachers, administrators, families, students, policymakers, and community members - attended these sessions, and they shared more than 200 pieces of feedback on the strategic plan.
-  **Survey.** ISBE designed and shared a stakeholder survey on its website to gather feedback on the strategic plan. ISBE received nearly 190 survey responses from a number of stakeholders, including teachers, administrators, parents, community members, and advocates.
-  **Focus groups.** ISBE led four internal focus groups with staff, as well as numerous external focus groups with stakeholders throughout the process. Stakeholder groups included, but were not limited to, the Management Alliance, the Illinois Education Association and the Illinois Federation of Teachers, Illinois education advocates, and regional superintendents.



Illinois State Board of Education

For more information, visit
www.lsbe.net/strategicplan.



Illinois
VISION 20/20
Final Report



December 2020



VISION 20/20
Fulfilling the Promise of Public Education

VISION 20/20

From Vision to Action: 2012-2020

Before the launch of Vision 20/20, education organizations were widely known at the state capitol for what they opposed rather than what they supported.

In November 2012, the Illinois Association of School Administrators (IASA) initiated a visioning process in partnership with the Illinois Principals Association (IPA), the Illinois Association of School Business Officials (IASBO), the Illinois Association of School Boards (IASB), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), and the Illinois Association of Regional Superintendents of Schools (IARSS) to unite the education community and change that perception.

What transpired was unique and unprecedented. The groups, with membership across every corner of the state, collaborated and developed a long-term plan that challenged the state legislature and governor to take action to fulfill the promise of public education in Illinois by the year 2020. Over the past eight years, the Vision 20/20 blueprint helped produce meaningful and lasting changes to public education in Illinois, most notably the passage of the Evidence-Based Funding formula. In addition, the process elevated the voices of educators on public policy matters in our state and led to Dr. Donna Leak, superintendent of Community Consolidated School District #168, becoming the first active superintendent ever to serve on the Board of the Illinois State Board of Education.

Vision 20/20's success was rooted in the commitment and dedication of members in the six stakeholder groups, who increased their efforts to communicate with legislators and policymakers and make their voices heard. In total, more than 500 districts, representing nearly 1 million students, signed on to support Vision 20/20.

As 2020 comes to a close, this document serves as a final report of Vision 20/20. The report examines accomplishments between 2012 and 2020, organized through the lens of four priorities:

- Equitable and Adequate Funding
- Highly Effective Educators
- 21st Century Learning
- Shared Accountability

The progress made, as detailed in this report, was not solely achieved by Vision 20/20. Other education groups, advocates and policymakers played instrumental roles in these accomplishments during the past eight years.

While the Vision 20/20 plan was unique and successful, the stakeholders recognize work remains. The COVID-19 pandemic has created new challenges for public education while also shining a light on existing issues. Priorities moving forward will include, but are not limited to, increased funding of the Evidence-Based Funding formula, addressing racial disparities in educational opportunities, curbing the teacher shortage and expanding broadband internet. And, on a broader scale, what should education look like post-pandemic?

We hope you will take a few minutes to review this final report. Once the pandemic is clearly behind us, IASA, along with the other stakeholders will begin a visioning process to address this monumental task facing public education. Your input will once again be vital to its success. Together we stand for excellence in education for all Illinois children.



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From Vision to Action

In districts throughout Illinois, concerns remain regarding equity, access and opportunities for continuous improvement. Specifically, Vision 20/20 identified four priorities for the State of Illinois to have the most immediate and profound impact on public education: highly effective educators, 21st century learning, shared accountability, and equitable and adequate funding.



VISION 20/20 PRIORITIES

EQUITABLE AND ADEQUATE SCHOOL FUNDING



- Fund Education Based on Local Need
- Stabilize State Funding for Education
- Enhance District Flexibility to Increase Financial Efficiency

HIGHLY EFFECTIVE EDUCATORS



- Recruit and Retain High-Impact Educators
- Provide Relevant Professional Development

21ST CENTURY LEARNING



- Develop the “Whole Child”
- Invest in Early Childhood Education
- College and Career Readiness
- Expand Equity in Technology Access

SHARED ACCOUNTABILITY



- Expand Educator Role and Responsibility in State Governance
- Implement a Balanced Accountability System
- Restructure Mandates



EQUITABLE AND ADEQUATE SCHOOL FUNDING

Fund Education Based on Local Need

On August 31, 2017, the Evidence-Based Funding for Student Success Act, or Public Act 100-0465, became law. Five previous grant programs were combined into a single grant program and distributed as Evidence-Based Funding (EBF). Those grant programs are General State Aid, Special Education—Personnel, Special Education—Funding for Children Requiring Special Education Services, Special Education—Summer School and English Learner Education.

EBF sets a target of increasing year-to-year state formula funding for K–12 education by at least \$300 million (the “Minimum Target Level”). Illinois satisfied the Minimum Target Level for increased year-to-year state funding of K–12 education in each of the first three fiscal years—FY 2018, 2019 and 2020. Due to significant revenue loss caused by the COVID-19 pandemic, FY 2021 funding was held level.

In those three fiscal years, Illinois moved from having more than 160 school districts below 60% of adequacy to only 14 districts in FY 19. The impact on the ground was immense.

In its “[Making a Difference](#)” series, IASA cataloged how EBF benefited 80 school districts across the state. Superintendents shared stories of academic growth, new STEM programs created, additional social workers and counselors hired, reduced class sizes, electives restored, improved student safety, instructional coaches added and new learning opportunities for students being provided.

“EBF has provided a ray of hope for our district. It’s no longer a matter of wishing we could do that. We can actually do things now, and it’s had an immediate impact on kids.”

—Dr. Corey Tafoya, Superintendent, Harvard CUSD #50

“It’s amazing what a few dollars can do. It’s a slow process, but we are off to a good start in the transformation of our district.”

—Rodolfo Hernandez, Superintendent, Cicero SD #99

Beyond tangible measurements, superintendents interviewed in the series repeatedly expressed how the additional funding has been transformative.

“EBF has provided a ray of hope for our district. It’s no longer a matter of wishing we could do that. We can actually do things now, and it’s had an immediate impact on kids,” said Dr. Corey Tafoya, superintendent of Harvard CUSD #50.

“It’s amazing what a few dollars can do. It’s a slow process, but we are off to a good start in the transformation of our district,” said Rodolfo Hernandez, superintendent of Cicero SD #99.

However, the work is far from over. Half of Illinois school districts remain below 70% funded, and the goal of funding the formula fully within 10 years of its implementation is impossible at this current pace. According to the Illinois State Board of Education, as of FY 2020, the EBF was underfunded statewide by some \$6.8 billion, an amount that will exceed \$7 billion by the end of FY 2021.

Moving forward, it is imperative the General Assembly keeps its promise of allocating at least \$350 million in EBF funding each year. According to [research](#) from Picus, Odden & Associates and the Illinois School Finance Adequacy Task Force, academic growth, improved teacher retention and an increase in graduation rates occur when significant investments are made in districts that need it the most across a sustained period of time.

Undoubtedly, the COVID-19 pandemic and decline in state revenue makes this goal a significant challenge. Stakeholders will once again need to make their voices heard and be strong advocates for increased funding.



Vision 20/20 stakeholders recognized increasing the availability and equitable distribution of highly effective educators must be a top priority, not only because of the teacher shortage situation, but because research shows the best thing we as a state can do to improve public education is attract and develop highly effective educators. Continuous, high-quality, job-embedded professional development and opportunities for educator collaboration are a necessary part of an effective continuous improvement process.

The efforts of Vision 20/20 made strides to address the teacher shortage, but significant issues remain in increasing the availability and equitable distribution of highly effective educators. Here is a closer look at specific Vision 20/20 policy proposals to address the teacher shortage and other meaningful reforms that have been approved.

Licensure Reciprocity

Public Act 99-58 streamlined the licensure process for teachers and administrators and established reciprocity with other states in order to increase the pool of qualified candidates for positions in Illinois.

Recruit Teachers into the Profession

By amending the Educator Licensure Article of the School Code, Public Act 100-0596 made changes to provisions concerning the licensure powers of the Illinois State Board of Education, the State Educator Preparation and Licensure Board (including adding two members), types of licenses (including removing and adding certain endorsements on an educator license with stipulations), endorsements on PELs, educator testing, the minimum requirements for educators trained in other states or countries, application fees, license renewal, the Alternative Educator Licensure Program for Teachers, alternative route to superintendent endorsement programs and the approval of educator preparation institutions.

Basic Skills Test, Student Teachers, edTPA

Public Act 101-0220 eliminated the requirement that teacher candidates pass a test of basic skills to receive a Professional Educator License. The law was later amended to remove an unintended barrier for paraprofessionals. In the same piece of legislation, the General Assembly approved allowing districts to pay student teachers and let teachers in underfunded schools recoup the cost of the edTPA.

End of Career Pension Limitations

In 2019, the General Assembly repealed the 3 percent salary threshold on teacher salaries and reinstated the 6 percent salary threshold. The change was made in the budget implementation bill.

Increase Substitute Teacher Pool

Public Act 100-0596 enhanced the state's pool of substitute teachers by:

- Allowing the Illinois State Board of Education (ISBE) to issue short-term substitute teacher licenses to applicants with an associate's degree or 60 hours of college credit;
- Providing reciprocity for comparable and valid educator licensures from other states;
- Allowing retired teachers, through June 30, 2020, to work 120 days or 600 paid hours in each school year without jeopardizing retirement benefits, but not more than 100 days in the same classroom; and
- Requiring school boards to collaborate with teachers and unions to develop short-term substitute teacher training programs.

The provision to allow retired teachers to work 120 days or 600 paid hours in each school year without jeopardizing retirement benefits was extended to June 30, 2021, during the spring 2020 legislative session.

VISION 20/20

Fulfilling the Promise of Public Education

Public Act 99-0920 also helped alleviate some barriers to hiring substitute teachers. Provisions of the bill included reducing the substitute license fee from \$100 to \$50 and creating a one-year grace period for retired teachers with lapsed licenses to bring their license into good standing without fines or coursework.

As mentioned previously, there is still much that needs to be done to encourage young people to enter the teaching profession. One such area is the recruitment of African-Americans and other minorities. According to Illinois Report Card data, currently 82 percent of teachers in the state are White, 7 percent are Hispanic and 6 percent are Black. Of the state's 2 million students, 47 percent are White, 26 percent Hispanic and 16 percent are Black.

Unfortunately, the teacher shortage has gotten worse in recent years. According to the Illinois Association of Regional Superintendents of Schools, superintendents in 85% of the districts surveyed in 2018 believed that they have either a major or a minor problem with teacher shortages, which is up from 78% from the 2017 survey. Further, 79% believe that they have received significantly fewer applicants than five years ago, which also is up from 65% from the 2017 survey.

The COVID-19 pandemic will likely also exacerbate short- and long-term challenges for school districts. Any strategy to seriously address the teacher shortage will have to be multifaceted and meaningful.





21ST CENTURY LEARNING

Vision 20/20 recognized all Illinois students deserve 21st-century instruction that provides equitable access to modern learning environments that allow them to learn and apply knowledge, think creatively and be well-prepared for global citizenry.

Prior to the COVID-19 pandemic, Vision 20/20 pushed for additional funding for broadband expansion. The FY 2019 Budget Implementation Act, HB 3342 (Public Act 100-587), provided \$16.3 million from the School Infrastructure Fund to the Illinois State Board of Education, to improve internet connectivity.

The push for broadband expansion got a big boost when the General Assembly approved a much-needed statewide infrastructure plan in 2019, known as Rebuild Illinois.

The “Connect Illinois” initiative directed the state to make a \$420 million investment into broadband expansion. Of that total, \$400 million is to the Department of Commerce and Economic Opportunity for a statewide broadband deployment grant program. The other \$20 million is dedicated for the Illinois Century Network (ICN) to repair and expand the broadband network for schools, refresh aged components of the network and expand the existing network, with a focus on the K–12 portion.

Another useful component for schools was the creation of the K–12 Broadband Network. The initiative provides secure internet and broadband connectivity at no charge to Illinois Public K–12 schools that join the Illinois Department of Innovation and Technology (DoIT) Consortium. The state has also created a Broadband Advisory Council to develop a strategic plan of how to expand internet access.

While progress had been made on goals Vision 20/20 identified years earlier about the need for the state to close the digital divide, much work remains.

The COVID-19 pandemic drew attention to the inequities that exist across the state. Large swaths of students, primarily in rural areas, did not have internet access in their homes when school buildings closed in the spring. In addition, the cost of Wi-Fi in areas where broadband is available was a barrier for many families.

However, efforts at the state and local levels quickly resulted in a rapid expansion of internet access and put devices into

the hands of students. Furthermore, districts developed remote learning plans and procedures and invested in digital resources that will have a lasting impact.

Whole Child

A key provision of Vision 20/20 was to develop the “whole child.” The initiative advocated for current social and emotional standards to be aligned across curriculum and expanded to include safety and cyberbullying resources. As a result, many districts engaged in a review of their policies, procedures and goals related to not only safety, but also to technology, resources and bullying resources to help students across the state.

Vision 20/20 also advocated for the Illinois State Board of Education (ISBE) to ensure that digital learning skills are embedded into the Illinois Learning Standards. In the most recent era of remote learning, districts have been able to hone digital learning skills, assess areas of need and create digital learning skills into all grade levels and content areas.

College and Career Readiness

The Postsecondary Workforce Readiness (PWR) Act (Public Act 99-674), signed into law in 2016, takes a student-based and competency-based approach to helping students achieve college and career readiness. The act listed four strategies to help students prepare for postsecondary and career opportunities:

- Offering a Postsecondary and Career Expectations framework.
- Piloting competency-based high school graduation requirements.
- Supporting students to avoid remediation in college through targeted math instruction during their senior year.
- Creating a new system for school districts to award college and career pathways endorsements on high school diplomas.

In addition, dual credit coursework for high school students was expanded with the passage of Public Act 100-1049. The act includes expanding dual credit in order to reduce college costs, speed time to completion, facilitate the transition between high school and college, and offer opportunities for improving degree attainment for underserved populations.

Invest in Early Childhood Education

Early childhood education remains a key component to the success of 21st Century Learning. In FY 2019, the state allocated an additional \$50 million for the Early Childhood Block Grant. The increase was necessary to keep with terms of a federal block grant agreement. The state built on that foundation in FY 2020 when the General Assembly included \$50 million in additional funding.

As a result, Illinois preschools enrolled 81,161 children in 2018–2019, an increase of 6,022 children from the prior year.

[Research](#) shows support of early learning better prepares children to succeed in the primary grades and reduces achievement gaps that emerge well before kindergarten.

The state's current budget kept the Early Childhood Block Grant level. In order to expand preschool access across the state, additional funding is needed to the Early Childhood Block Grant.



Vision 20/20 recognized student learning should be the number one priority of the education system and that providing greater flexibility in local decision-making will allow for innovation and a direct impact on student performance.

The work of Vision 20/20 led to the implementation of a balanced accountability system, a precursor to Illinois' Every Student Succeeds Act plan. For nearly 18 months, members of a Vision 20/20 subcommittee convened to develop the accountability system and make recommendations to the state, including a weighted accountability system, the Quality Framework and Illinois Empower system.

The result was Public Act 99-193, which made changes concerning references to adequate yearly progress with respect to the Illinois State Board of Education's recognition standards for student performance and school improvement, the State Board's system of rewards for school districts and schools, the State Board's system to acknowledge schools, state interventions and remote educational programs.

Some of the framework of IBAM was adopted in Illinois' ESSA plan, although the federal plan places more emphasis on standardized assessments.

In addition, the act created the Balanced Accountability Measure Committee within the Illinois State Board of Education. The committee still convenes and focuses on developing recognition standards for student performance and school improvement for all school districts and their individual schools.

Practicing Educator on ISBE

Another major accomplishment of Vision 20/20 was ensuring a practicing educator serves on the Illinois State Board of Education Board. The passage of Public Act 100-1135 provides that three ISBE board members represent the educator community. Allowing practicing educators to serve on the ISBE Board provides professional expertise that helps guide the implementation of state initiatives and helps ensure that oversight and regulatory efforts positively impact student learning. As a result of the legislation, Dr. Donna Leak, superintendent of CCSD #168, was appointed to the ISBE Board in February 2019.

Restructure Mandates

Another focus of the Shared Accountability pillar included unfunded mandate relief. The passage of the Evidence-Based Funding Formula provided some help in this area, including:

- School boards can determine the frequency of physical education as long as it is a minimum of three days per five-day week (the state previously required daily PE). Also, districts may exempt on a case-by-case basis 7th through 12th graders who participate in sports.
- School districts can contract with third party driver's education vendors without requesting a waiver from the General Assembly.
- Schools now have a more streamlined process to request waivers from the General Assembly from other state mandates.

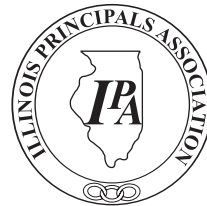
The COVID-19 pandemic has highlighted the state's accountability systems and further conversation is needed on Illinois' ESSA plan and the role of standardized assessments.



VISION 20/20

Fulfilling the Promise of Public Education

To close, thank you for all of your help in making sure Vision 20/20 produced meaningful and lasting changes to public education in Illinois. The success truly was rooted in the advocacy efforts of members of each stakeholder group. Together we can make additional strides toward excellence in education for all Illinois children.



COVID-19 INTERIM EXCLUSION GUIDANCE¹

Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs



Send home or deny entry (and provide remote instruction) if ANY of the following symptoms² are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches.

Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	Evaluated by Healthcare Provider	Return to School Guidance	Quarantine for Close Contacts?	Documentation Required to Return to School
A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)	YES / NO	<u>Stay home</u> at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	YES	Release from Isolation letter (if received from their LHD) provided by the parent/guardian or staff person, notification via phone, secure email or fax from the LHD to the school, OR other process implemented by your LHD
B. Symptomatic individual with a negative COVID-19 diagnostic test <i>Negative COVID-19 diagnostic tests are valid only for the date on which they are collected; specimens collected 48 hours prior to symptom onset, after symptom onset, or while symptoms are present are acceptable for determining school exclusion status.</i>	YES / NO	<u>Stay home</u> until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	NO	If staff/student is a close contact to a confirmed case, the school is experiencing an outbreak, or the LHD is requiring validation due to community transmission levels, documentation of a negative RT-PCR COVID-19 test result is needed. In other situations, a negative RT-PCR, rapid molecular (rapid PCR) or negative antigen test is acceptable.
C. Symptomatic individual with an alternative diagnosis <u>without</u> a negative COVID-19 diagnostic test	YES	<u>Stay home</u> until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	NO	If testing is not performed due to the clinical judgment of the healthcare provider, a medical note is needed to return to school/day care documenting that there is no clinical suspicion for COVID-19 infection and indicate an alternative diagnosis with exclusion consistent with this diagnosis
D. Symptomatic individual without diagnostic testing or clinical evaluation <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i>	NO	<u>Stay home</u> at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Household Member (e.g., Siblings, Parent) ⁵	After the ten-day exclusion, a note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved
E. Asymptomatic individual who is a close contact⁶ to a confirmed or probable COVID-19 case	NO	Stay home for 7-14 calendar days^{7,8} after last exposure to the COVID-19 case. Local health departments must authorize early release from quarantine. <i>If COVID-19 illness develops, use the ten-day isolation period³ guidance for a COVID-19 case from the onset date. Testing is recommended.</i>	NA	Release from Quarantine letter (if received from their LHD) and negative PCR lab result if applicable^{7,8} provided by the parent/guardian or staff member, LHD notification via phone, secure email or fax to the school OR other process implemented by your LHD

1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department. This chart should be used in conjunction with the [Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs¹ for Addressing COVID-19](#).
 2 New onset of a symptom not attributed to allergies or a pre-existing condition.
 3 Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from the individual's infectious disease physician.

4 If the individual has been identified by public health for quarantine or knows they are a close contact to a case, the **quarantine period** must be completed.
 5 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.
 6 Contacts to close contacts of a case do not need to be excluded unless the close contact becomes a confirmed or probable case.
 7 Quarantine options: **Complete a. 14 days, OR b. 10 days with no symptoms, OR c -for ADULT STAFF ONLY: 7 days with no symptoms and a negative SARS-CoV-2 RT-PCR test. Specimen for testing must be obtained within 48 hours of Day 7. Last exposure date = Day 0. See <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-options-to-reduce-quarantine.html>**
 8 Molecular testing (PCR) is recommended for individuals ending quarantine at Day 10 after exposure; may be required by LHD.

Box A. Assessment of Symptomatic Persons

Consider the following when assessing symptomatic students/staff:

Are symptoms new to the student/staff person or are they a change in baseline for that individual?

Does the symptomatic individual have any of the following potential exposure risks?

Did the student/staff have an exposure to a suspected or confirmed COVID-19 case in the past 14 days?

Is there a household or other close contact with similar symptoms who has not been yet classified as a confirmed or probable case?

Is there a household member or other close contact with high-exposure risk occupation or activities (e.g. HCW, correctional worker, other congregate living setting worker or visitor)?

Did the student/staff member have potential exposure due to out-of-school activities (private parties, playing with friend groups, etc.) or have poor compliance with mask wearing and social distancing?

Do they live in an area of moderate or high community transmission? (as defined in the [Adaptive Pause Metrics guidance](#)¹)

Do they have a history of travel to an area of high transmission in previous 14 days?

Is there an outbreak in the school or has there been another known case of COVID-19 in the school building in the last 14 days or are there other students or staff in the classroom or cohort currently out with COVID-19 symptoms?

Box B. Clinical Evaluation for Children with Symptoms of COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>)

Consider the individual's risk of exposure. See Box A.

No Exposure Risk Identified & resides in County with Minimal County Transmission¹

If no known close contact to COVID-19 case and no other exposure risks, testing and exclusion for COVID-19 may be considered based on level of clinical suspicion and testing availability.

Alternate diagnoses should be considered, and exclusions based on usual practice. (Isolate until at least 24 hours fever-free without fever-reducing medicine)

Has Exposure Risk and/or Clinical Suspicion for COVID-19

Isolation
COVID-19 Testing Recommended

TESTING

PCR or antigen (Ag) testing is acceptable.

- If an Ag detection test is negative and there is a high clinical suspicion of COVID-19, confirm with PCR) (see Column B, pg. 1), ideally within 2 days of the initial Ag test.
- If RT-PCR testing is not available, clinical discretion can be used to recommend isolation. Test result is only valid for the day of specimen collection.

¹ Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments. Available at <https://www.isbe.net/Documents/IDPH-Adaptive-Pause-Metrics.pdf> and CDC Indicators for Dynamic School Decision-Making available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds>

Resources:

- COVID-19 Testing Overview <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>
- Isolation and Quarantine: CDC <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html>

Elementary:

- Increased anxiety/school refusal for students
- More families struggling financially and reaching out for assistance (bills, basic needs, etc)
- Increased behaviors for students who struggle with transitions
- Increase in requests for outside mental health referrals
- Parents seeking mental health resources for their children. Needing assistance/ideas for motivation and organization strategies for their child.
- Moodiness/irritability/overwhelmed
- Withdrawal and lack of participation with students during online learning
- Anxiety/stress with changes in schedule/routine, as well as, trying to complete work independently.
- Missing the routine of going to school and being with friends
- Students being left alone while their caregivers are working
- Increase in food insecurities. Families who have not struggled before are now

From elementary students' perspective:

- Worry about how long we will have to do this? When will it ever end.
- Trying to figure out online learning. There are too many directions. It's so hard to read and figure out everything. Parents are too busy. Harder to get answers to questions from teachers via email. My mom can't help me.
- Not getting to see friends. Getting a lot of texts from friends when I am supposed to be working. Trying to work when there is too much noise. Trying to work when my sister gets to have fun and I don't. Having to stay home all the time. Feeling bored and lonely

GMS:

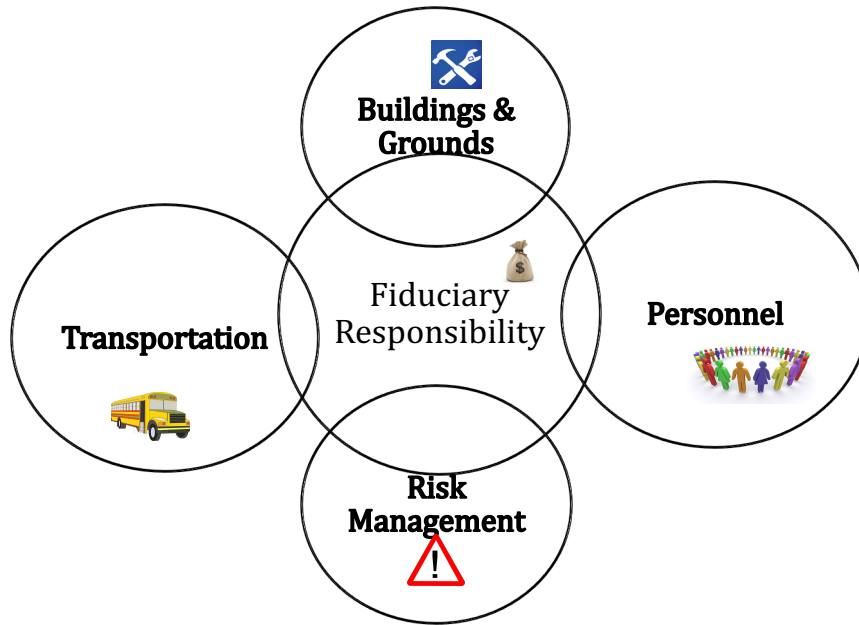
- Struggling with independence-lack of motivation to complete on-line assignments (just checking a task off a list)
- Minimal pride in completing quality work to others who take a ton of pride and are doing outstanding work (the gap is wide with no much in the middle)
- Increased anxiety with high achievers needing constant reassurance that their work meets expectations (students emailing multiple times per day seeking validation. Perfectionism on steroids.)
- No established daily routines
- Craving social interaction with peers but feeling very disconnected
- Our students do not know each other (especially 6th grade)
- No consistent routine creates a higher level of anxiety with each change (organizational and personal)
- Parental frustration with ever changing models of learning
- Increased anxiety with parents (not knowing how to help their child be successful at school, work demands, fulfilling family basic needs, job loss, eviction, food)
- Increased fear of getting sick
- Increased fear of the unknown
- Increased family conflict

- Increased feelings of being negatively judged when professional/personal/family choices do not align with mitigation requirements to the fullest extent
- Increased requests for outside counseling, increase in hospitalizations for suicidal/homicidal ideation

GHS:

- Increased anxiety and depression and general “grief” of many losses, which some students have been “named” these losses and some cannot...they just feel “overwhelmed”.
- Increased general disconnect from school, peers, “life”.
- Increased requests for mental health/SASS services as well as hospitalizations for suicidal ideations, as well as family counseling and support.
- Any family that had previously experienced some sort of trauma and was learning how to gain protective strategies as well as resilience has been observed to now be re-experiencing those strong trauma “feelings” with COVID Pandemic trauma added to this list. The students from those families are currently struggling because their families are struggling with many old and new challenges.
- Students “blaming” themselves for their inability to “get over this” and “just get their work done”. They seriously think something is wrong with just them.
- “Working” from home doesn’t even seem like an option for some students during Remote Learning and/or Hybrid schedules when not in session.
- Some students have actually said, “I don’t even think I have learned anything this semester”. That very thought has been upsetting to those students.
- Some students that are in transition years, (freshman and seniors) have struggled to get into a routine, feel “connected” to their school and gain positive relationships with teachers/peers (freshmen) and some seniors have struggled to think past the present day and are overwhelmed with the thought of making plans for the future subsequent graduation and/or are concerned about what that future even looks like. Developmentally speaking, these are difficult skills and thoughts already in a “normal” school year, however, COVID Pandemic trauma feelings and experiences have exacerbated these struggles.
- Increased food insecurity, financial distress and basic needs that are not being met.
- Increased FEAR from some students has been shared about getting sick, getting loved ones sick.

CSBO Update
January 2021



Mid-Fiscal Year Expense Variance Budget Report

Expense Budget Variance Report		FY 21	FY 21	FY 21	FY 20	FY 20	FY 20
Fund	Revised Budget	FYTD Activity	% of Budget	Revised Budget	FYTD Activity	% of Budget	
Education	19,031,361.00	9,855,202.99	51.78%	18,116,655.00	10,979,994.98	60.61%	
Operations & Maintenance	3,091,467.00	1,628,817.26	52.69%	2,185,808.50	1,271,867.71	58.19%	
Debt Service	3,631,147.00	1,196,030.55	32.94%	3,568,700.00	1,046,862.50	29.33%	
Transportation	2,108,924.00	881,262.83	41.79%	1,958,363.00	989,937.29	50.55%	
IMRF/SS	680,331.00	313,953.34	46.15%	660,023.00	334,668.20	50.71%	
Capital Projects	905,000.00	124,811.19	13.79%	797,000.00	509,877.39	63.97%	
Working Cash	700,000.00	0	0.00%	250,000.00	0	0.00%	
Tort	1,091,660.00	390,986.50	35.82%	596,845.00	335,981.16	56.29%	
Health Life Safety	1,000.00	0	0.00%	1,000.00	0	0.00%	
Totals	31,240,890.00	14,391,064.66	46.06%	28,134,394.50	15,469,189.23	54.98%	

Bus Referrals Semester 1

School Year	Total Referrals Semester 1
2020-21	2
2019-20	101
2018-19	87
2017-18	77
2016-17	111
2015-16	89

Sales Tax Revenue

	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	YTD % Increase (Decrease)
July	\$75,669	\$72,660	\$82,824	\$71,936	\$74,987	\$85,808	\$74,695	
August	\$78,339	\$78,312	\$76,691	\$78,778	\$99,687	\$91,476	\$70,755	-2.64%
September	\$87,977	\$83,634	\$82,544	\$85,508	\$81,368	\$86,667	\$87,687	
October	\$85,377	\$83,718	\$83,451	\$85,204	\$91,463	\$88,981	\$91,699	
November	\$79,133	\$80,163	\$80,143	\$81,876	\$86,915	\$82,260	\$90,985	
December	\$81,146	\$78,882	\$80,001	\$81,758	\$85,746	\$83,632	\$89,320	
January	\$80,888	\$82,089	\$79,251	\$81,544	\$85,746	\$82,961		
February	\$82,888	\$81,088	\$77,618	\$83,919	\$89,788	\$89,044		
March	\$80,552	\$79,131	\$78,646	\$85,957	\$84,543	\$88,400		
April	\$84,144	\$86,295	\$89,126	\$94,502	\$89,297	\$94,238		
May	\$66,904	\$64,765	\$67,456	\$73,367	\$67,423	\$73,588		
June	\$68,349	\$63,908	\$63,360	\$82,165	\$81,720	\$69,092		
Total	<u>\$951,366</u>	<u>\$934,645</u>	<u>\$941,111</u>	<u>\$986,514</u>	<u>\$1,018,683</u>	<u>\$1,016,147</u>		

Upcoming

- Unleaded bids late February.
- Begin planning summer maintenance work.
- FY 22 Budget planning.