



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### BOARD OF EDUCATION AGENDA

OCTOBER 6, 2015

The Special Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, October 6, 2015 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

- A. Call to Order and Roll Call  
Time: 1 Hour 30 Minutes
- B. Pledge of Allegiance
- C. Community Participation
- D. Approval of Employment 2
- E. Discussion Items  
Time: 1 Hour
  - 1. Class Size Discussion 4
  - 2. 5Essentials Report 35
  - 3. School Nursing Discussion 82
  - 4. Facility Improvement Plan - Financing Update 90
  - 5. 2015 Preliminary Levy 91
  - 6. Triple I Delegate Assembly 92
- F. Community Participation
- G. Executive Session  
Time: 30 Minutes
- H. Adjournment



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: October 1, 2015  
Re: Approval of Employment

---

It is the desire of the District to maintain adequate class sizes for our students and staff. The following class sizes are recommended:

K-2 = low 20's  
3-5 = mid 20's  
6-8 = high 20's

When a class size extends beyond these guidelines, the administration reviews whether or not a reduction should ensue. With the recent addition of 7<sup>th</sup> grade students in the past couple of weeks, one of the 7<sup>th</sup> grade science sections exceeded 30 students. After a review by the administration, it is my recommendation that we create another section to reduce the class size to fall within the guidelines. The new course will cluster our students with the most needs for ELL services in one science class to be taught by a teacher with the Middle School Science and ELL endorsements.

The employee who is recommended to teach the Science class currently teaches two Service Learning classes for the District. With the addition of the Science class, the employee will teach three classes. With the addition of the third class, we will assign her a planning period.

It is recommended that the Board accept and approve the employment of the following employee:

**Nancy Blitz**, 0.2 FTE 7<sup>th</sup> Grade Science

**Staff Member's Placement on Master Contract**

**Nancy Blitz**, 0.2 FTE 7<sup>th</sup> Grade Science, BA+24 Step 1 at \$9200 (prorated)



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: October 1, 2015  
Re: Class Size Review

---

A discussion regarding the class size review will be conducted at the meeting. An updated report is included in the board packet.

# **Lincolnshire-Prairie View District 103**

## **Class Size Review**

October 6, 2015



Presented by:  
Scott Warren, Ed.D.  
Superintendent

## **Class Size Summary of Findings and Recommendation**

District 103's Strategic Plan, *Vision 2020*, outlines the need to review class sizes for Early Childhood through grade 8 to determine best practices and establish class size ranges. Specifically, the goals state:

1. Research best practices for class sizes for Early Childhood through 8th grade
2. Establish ranges for class sizes that consider physical space and effective teaching strategies

One of the most discussed and researched topics in education is the impact of class size on student achievement. A concise review of some of the most comprehensive analyses regarding class size and student achievement is presented in the next section.

### **Research**

In Erick Hanushek's work, *Handbook of The Economics of Education*, he summarizes the research completed regarding the effects of class size on student achievement. His analysis reviewed studies from around the world and found that class sizes have a minimal impact on student achievement. Hanushek states "probably no aspect of schools has been studied as much as class size. This work has been going on for years, and there is no reason to believe that there is any consistent relationship with achievement." (Hanushek, *The Evidence on Class Size*).

*The False-Promise of Class Size Reduction* by Matthew Chingos (2011) summarized Erick Hanushek's work by stating:

*Stanford's Eric Hanushek compiled 276 estimates of class-size effects from 59 studies, and found that only 11 percent of these estimates indicated positive effects of smaller classes. A similar number (9 percent) were negative, with the remaining 80 percent not statistically distinguishable from zero. Princeton economist Alan Krueger argued for an alternative method of counting the estimates, but this change only increased the proportion of studies showing positive effects to 26 percent, with the majority showing either negative or insignificant effects. One way to interpret these tallies is that class size matters in some circumstances but not others. Another plausible explanation is that unreliable studies produce unreliable results.*

Likewise, John Hattie has conducted a meta-analysis of the meta-analyses regarding class size. In essence, Hattie's work has reviewed all the research conducted on class size to date.

Hattie has worked to establish the effectiveness of a particular practice as it relates to student growth through the use of "effect size". Hattie has stated that an effect size of 0.40 is a "hinge point" on student achievement. Influences that have an effect size greater than 0.40 have stronger effects on student growth, while effect sizes

below 0.40 have lower effects on student growth. Class-size has an effect size of 0.21, indicating that it has a lower effect on student growth. Class size may have a stronger effect in some areas (such as smaller classes for students with special needs) while having a lesser effect in others (general education math class).

In Malcolm Gladwell’s book, *David and Goliath*, he reviewed the concept of an optimal class size. On one end, having too few students in a class prevents the diverse thinking that is desired for a robust dialogue and reduces the diversity of student experiences. On the other end, too many students create a heavy workload for teachers, reducing the amount of time spent for each child and lowering the amount of feedback each child can receive. Because of these factors, a “mid-range” of students seems to provide a good balance of enough students to provide for diverse thinking for students and a manageable workload for teachers. Gladwell defines that range for class sizes to be in the 20’s.

**Best Practices for Teaching and Learning**

The factors that influence student achievement are complex. In Hattie’s work, he ranks 150 influences and provides an effect size for each one, some which can be controlled by a school system and some which are beyond a school’s control. Many of the effect sizes above 0.40 are related to an appropriate class size. Those include:

<b>Influence</b>	<b>Effect Size</b>
Response to Intervention	1.07
Providing formative evaluation	0.90
Micro-teaching	0.88
Classroom discussion	0.82
Feedback	0.75
Cooperative vs. individualistic learning	0.59
Cooperative vs. competitive learning	0.54
Student-centered teaching	0.54
Classroom management	0.52
Questioning	0.48
Cooperative learning	0.42

As stated earlier by Gladwell, if a class size is too small, some factors may be hindered, such as classroom discussion, cooperative learning, and questioning. If a class size is too large, other factors may be hindered, such as response to intervention, quality feedback, providing formative evaluation, and questioning. Finding an appropriate class size that balances these effects is ideal to maximize student achievement and growth.

Conversely, different researchers have reviewed the work of Hanusheck, Hattie and Gladwell and state that smaller class sizes have a stronger effect than is purported in their research. Schanzenbach, Snook and others state that meta-analyses create a “homogenization” of the research and do not differentiate between highly controlled

studies versus studies with fewer quality controls in place. This body of research points to the Tennessee STAR experiment from 1985-1989 as the “gold standard” of research on class sizes. The STAR experiment found a significant difference in achievement for students in grades K-3 when the class sizes were between 15-20, especially for low income and minority children.

The discussion around class size continues as more research is conducted. It is clear that class size has some effect on student achievement, yet the degree to that effect continues to be under debate.

**Survey Data of High Performing Districts**

Hinsdale Consolidated Community School District 181 asked District 103 to participate in a class-size study in May of 2015 with 19 high performing districts at the same time we were reviewing class sizes\*. The data generated is useful for the comparison study of high performing districts in the Chicago suburban area. The chart below shows the average class size by grade level for District 103 and the combined average of the other Districts:

<b>Grade</b>	<b>District 103 Average (Sep 2015)</b>	<b>Average of 19 Districts (May 2015)</b>
K	18.5	20.8
1	22.6	20.8
2	20.5	21.6
3	24.0	22.1
4	22.7	22.2
5	22.4	22.5
6	26.5	22.6
7	23.2	22.6
8	22.8	23.5

As the data show, District 103 average class sizes are close to the average of similar districts. The 6<sup>th</sup> grade in District 103 is an outlier for the current school year with an average of 4 students above the average, with the rest of the grades averaging within 2 students.

The range of class sizes for each grade level had more variability when individual school districts were considered. The highest class size noted out of all the districts was a 7<sup>th</sup> grade class of 36, while the lowest reported class size was a 2<sup>nd</sup> grade class of 12. Due to the variability of the ranges, the average high and average low for all 19 districts are shown below along with District 103's high and low per grade level:

Grade	District 103 High (Sep 2015)	Average High of 19 Districts (May 2015)	District 103 Low (Sep 2015)	Average Low of 19 Districts (May 2015)
K	19	22	18	17.9
1	24	22.7	22	18.0
2	21	23.1	19	19.1
3	25	23.5	23	19.7
4	23	23.6	22	20.3
5	25	24.3	18	20.2
6	28	25.0	23	19.3
7	30	25.0	14	18.0
8	30	25.7	16	19.9

The average highs for all 19 districts were close to the high class sizes for District, 103 except for 7<sup>th</sup> and 8<sup>th</sup> grades where one class at each grade level during the day was above 30 students. The lows for District 103 and the average low of the 19 school districts varied to within 4 students.

**Current and Recommended Guidelines**

District 103 currently operates under the following guidelines for class sizes:

- Early Childhood, 10 students for self-contained and 14-16 students for blended classroom
- K-2, low 20's
- 3-5, mid 20's
- 6-8, high 20's

These guidelines take into consideration the ages of students and the workload for teachers. Once classrooms reach beyond 30 students, classroom space becomes more congested, and teacher workload becomes greater. It also becomes more difficult to connect with students individually to provide timely and personalized feedback.

Early Childhood (EC) programs are provided guidance by the State of Illinois for class sizes, due to the nature of the services that are required. Because our Early Childhood program provides services for students with special needs as well as community peers, class sizes are dictated by the State. A self-contained classroom is capped at 5:1 student-teacher ratio. A paraprofessional is added when the class size reaches 6. A self-contained EC classroom is capped at 10 students with one teacher

and one paraprofessional. For our blended classrooms, composed of half of the students with special needs and half of the students being community peers, a classroom is capped at 16 students with 1 teacher and 1 paraprofessional. The National Association for the Education of Young Children (NAEYC) provides guidance for this ratio, which is 1:8 for typical 4-5 year olds.

Based on the body of research, best practices for teaching, the comparison of class sizes with similar school districts, and teacher workload, **I recommend the district continue with the current guidelines to maximize student learning and maintain a reasonable workload for teachers.**

### **Supporting Classrooms**

The District provides support in multiple ways to enhance learning for students and maintain a manageable teacher workload. Below are supports and programs that accomplish these needs:

- Classroom assistants for Kindergarten
- Special education services for students and support for teachers
- RtI Program
  - Reading Interventionists
  - Math Interventionists
- ELL services for students with language needs
- REACH to provide differentiation for all students
- Technology Coaches to enhance learning through technology

Without these additional supports and programs, classroom teachers would have an even greater workload and struggle to provide the support needed for our students to succeed and develop 21<sup>st</sup> Century skills. (State and Federal law mandate the district to provide support for our students with the greatest learning needs in Special Education, RtI and ELL programs.)

### **Factors to Consider to Reduce/Increase Class Size**

Several factors are taken into consideration to decide whether or not to add or reduce classroom sections when class sizes fall outside the recommended ranges:

1. Is the class manageable with the current level of students (i.e., a math class in which students need little intervention vs. a class where more intervention is needed)?
2. Is the timing appropriate for an addition/reduction (did the class size increase/decrease before the school year started, in the middle of the year, or at the end of the year)?
3. Are there specific learning needs in a class that must be considered for reducing/adding students to a class, such as students with special education needs or ELL services?
4. Can adequate support for the classroom be provided in the form of an assistant, co-teaching, or other methods?

5. Is the physical space adequate to house the number of students? Is there an alternate space needed for instruction?
6. What are the financial implications for adding/reducing class sizes? Are there finances in the budget to cover costs? Are reductions needed in other areas to cover an additional section?

As a guideline, we will use the following numbers to “trigger” a review of when to add a section to a specific class or grade level:

Grades K-2: 25 students

Grades 3-5: 28 students

Grades 6-8: 30 students

The decision whether or not to reduce/expand class sizes will be made on a case-by-case basis depending on the combination of factors listed above.

### **Conclusion**

District 103 prides itself on providing a very high level of education for all its students. Maintaining manageable class sizes for our students and teachers is an important component to ensuring this standard of education remains. Guidelines of class sizes in the 20's, with flexibility depending on the needs of the classroom, provide for appropriate levels of support for students and teachers to continue the excellent education our community expects and our students deserve.

## **References**

Chingos, M.M. (2011). The false promise of class-size reduction. Center for American progress. Washington, D.C. [www.americanprogress.org](http://www.americanprogress.org).

Gladwell, M., (2013). David and Goliath: Underdogs, misfits, and the art of battling giants. Little, Brown and Company, New York.

Hanushek, E.A. (1998). The evidence on class size. University of Rochester Press.

Hanushek, E.A. (2006). School resources. In: Hanushek, E.A., Welch, F. (Eds.), Handbook of the Economics of Education. North Holland, pp. 865–908.

Hattie, J.H. (2012). Visible learning for teachers. Routledge, Taylor and Francis Group. London and New York.

Schanzenbach, D.W. (2014). *Does class size matter?* Boulder, CO: National Education Policy Center. Retrieved September 2015 from <http://nepc.colorado.edu/publication/does-class-size-matter>.

Snook, I.; O'Neill, J.; Clark, J.; O'Neill, A., and Openshaw, R. (2009). *Invisible Learnings?: A Commentary on John Hattie's Book - 'Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement'*. New Zealand Journal of Educational Studies, Vol. 44, No. 1, 2009: 93-106.

### **\*Districts that participated in the class size survey:**

Aptakisic-Tripp CCSD 102, Avoca School District 37, Benjamin District 25, Bloomingdale District 13, Burr Ridge CCSD 180, Hinsdale CCSD 181, CCSD Schaumburg 54, Darien District 61, Glen Ellyn District 41, Glencoe District 35, Gower District 62, Kildeer District 96, La Grange Highlands District 106, Lincolnshire-Prairie View District 103, Maercker District 60, Sunset Ridge District 29, Western Springs District 101, Wilmette District 39, Woodridge District 68



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: October 1, 2015  
Re: Enrollment Projections

---

Included in the Board packet are three scenarios of district created enrollment projections. These projections are based on our best estimate from a district standpoint. We have contracted with a new demographer, DecisionSite, and will receive their information later this fall.

A discussion regarding the numbers will occur at the Board meeting.

**D103 Enrollment Projections**

**Kindergarten in 132's**

Grade	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	138	137	153	132	132	132	132	132	132
1	154	166	154	182	156	156	156	156	156
2	156	168	178	164	196	168	168	168	168
3	170	166	171	192	174	208	179	179	179
4	183	191	173	182	207	187	224	193	193
5	186	187	202	180	190	216	195	233	201
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>Total</b>	<b>1,598</b>	<b>1,643</b>	<b>1,664</b>	<b>1,672</b>	<b>1,692</b>	<b>1,702</b>	<b>1,707</b>	<b>1,731</b>	<b>1,747</b>
Annual Change	(1)	45	21	8	20	10	5	24	16
% Change	-0.06%	2.82%	1.28%	0.48%	1.20%	0.59%	0.29%	1.41%	0.92%
<b>Total EC</b>	<b>21</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
<b>SpEd Out of Dist.</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Total Total</b>	<b>1,627</b>	<b>1,679</b>	<b>1,704</b>	<b>1,711</b>	<b>1,731</b>	<b>1,741</b>	<b>1,746</b>	<b>1,770</b>	<b>1,786</b>
<b>% Change</b>	<b>-0.18%</b>	<b>3.20%</b>	<b>1.49%</b>	<b>0.43%</b>	<b>1.16%</b>	<b>0.58%</b>	<b>0.30%</b>	<b>1.36%</b>	<b>0.90%</b>

14

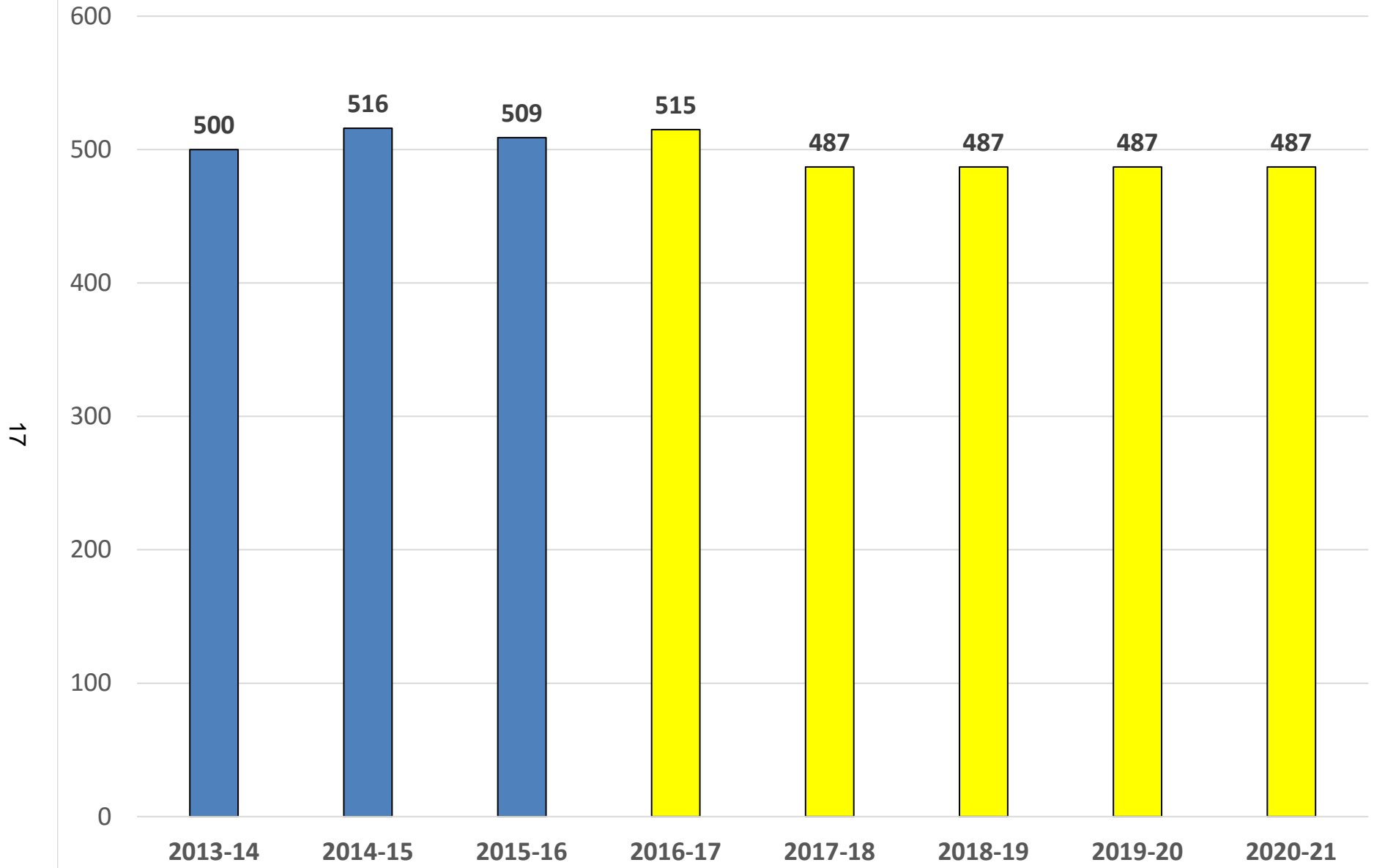
Survival Ratios	2012-13	2013-14	2014-15	2015-16	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K									
1	1.20	1.20	1.12	1.19	1.17	1.18	1.17	1.17	1.18
2	0.99	1.09	1.07	1.06	1.08	1.06	1.06	1.06	1.08
3	1.04	1.06	1.02	1.08	1.05	1.05	1.06	1.06	1.06
4	1.03	1.12	1.04	1.06	1.08	1.06	1.06	1.07	1.08
5	1.03	1.02	1.06	1.04	1.04	1.04	1.04	1.04	1.04
6	1.06	1.07	1.09	1.05	1.07	1.07	1.06	1.07	1.07
7	1.01	1.02	1.05	1.05	1.04	1.03	1.03	1.03	1.04
8	1.03	1.09	1.04	1.02	1.05	1.04	1.04	1.04	1.05

**Enrollment by School**

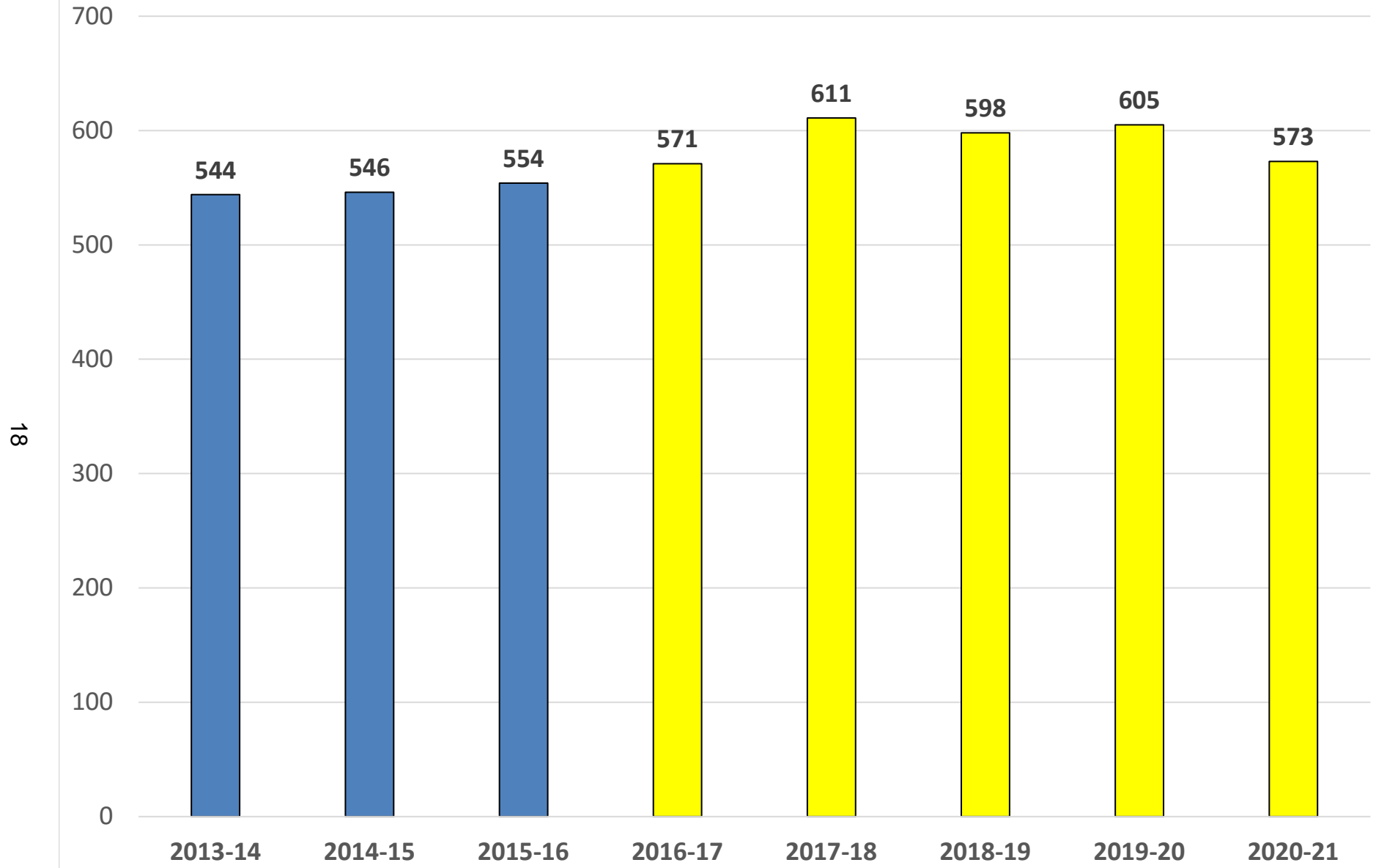
	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Sprague</b>									
K	138	137	153	132	132	132	132	132	132
1	154	166	154	182	156	156	156	156	156
2	156	168	178	164	196	168	168	168	168
<b>Sprague K-2 Total</b>	<b>448</b>	<b>471</b>	<b>485</b>	<b>478</b>	<b>484</b>	<b>456</b>	<b>456</b>	<b>456</b>	<b>456</b>
EC	21	29	31	31	31	31	31	31	31
<b>Sprague Total</b>	<b>469</b>	<b>500</b>	<b>516</b>	<b>509</b>	<b>515</b>	<b>487</b>	<b>487</b>	<b>487</b>	<b>487</b>
<b>Half Day</b>									
3	170	166	171	192	174	208	179	179	179
4	183	191	173	182	207	187	224	193	193
5	186	187	202	180	190	216	195	233	201
<b>Half Day Total</b>	<b>539</b>	<b>544</b>	<b>546</b>	<b>554</b>	<b>571</b>	<b>611</b>	<b>598</b>	<b>605</b>	<b>573</b>
<b>Daniel Wright</b>									
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>DW Total</b>	<b>611</b>	<b>628</b>	<b>633</b>	<b>640</b>	<b>637</b>	<b>635</b>	<b>653</b>	<b>670</b>	<b>718</b>

Teachers/Sections	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers									
K	8	8	8	7	7	7	7	7	7
1	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8
4	8	8	8	8	8	8	8	8	8
5	8	8	8	8	8	8	8	8	8
Sections									
6	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
7	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
8	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Class/Section Size									
K	17.3	17.1	19.1	18.9	18.9	18.9	18.9	18.9	18.9
1	19.3	20.8	19.3	22.8	19.5	19.5	19.5	19.5	19.5
2	19.5	21.0	22.3	20.5	24.5	21.0	21.0	21.0	21.0
Sprague Avg.	18.7	19.6	20.2	20.7	21.0	19.8	19.8	19.8	19.8
3	21.3	20.8	21.4	24.0	21.8	26.0	22.4	22.4	22.4
4	22.9	23.9	21.6	22.8	25.9	23.4	28.0	24.1	24.1
5	23.3	23.4	25.3	22.5	23.8	27.0	24.4	29.1	25.1
Half Day Avg.	22.5	22.7	22.8	23.1	23.8	25.5	24.9	25.2	23.9
6	30.0	28.9	29.5	30.5	28.1	29.4	32.9	30.1	35.1
7	26.2	27.6	27.2	27.8	28.4	26.3	27.4	30.7	28.1
8	26.6	28.1	28.4	27.8	28.9	29.7	27.4	28.6	32.0
Daniel Wright Avg.	27.6	28.2	28.4	28.7	28.5	28.5	29.3	29.8	31.7

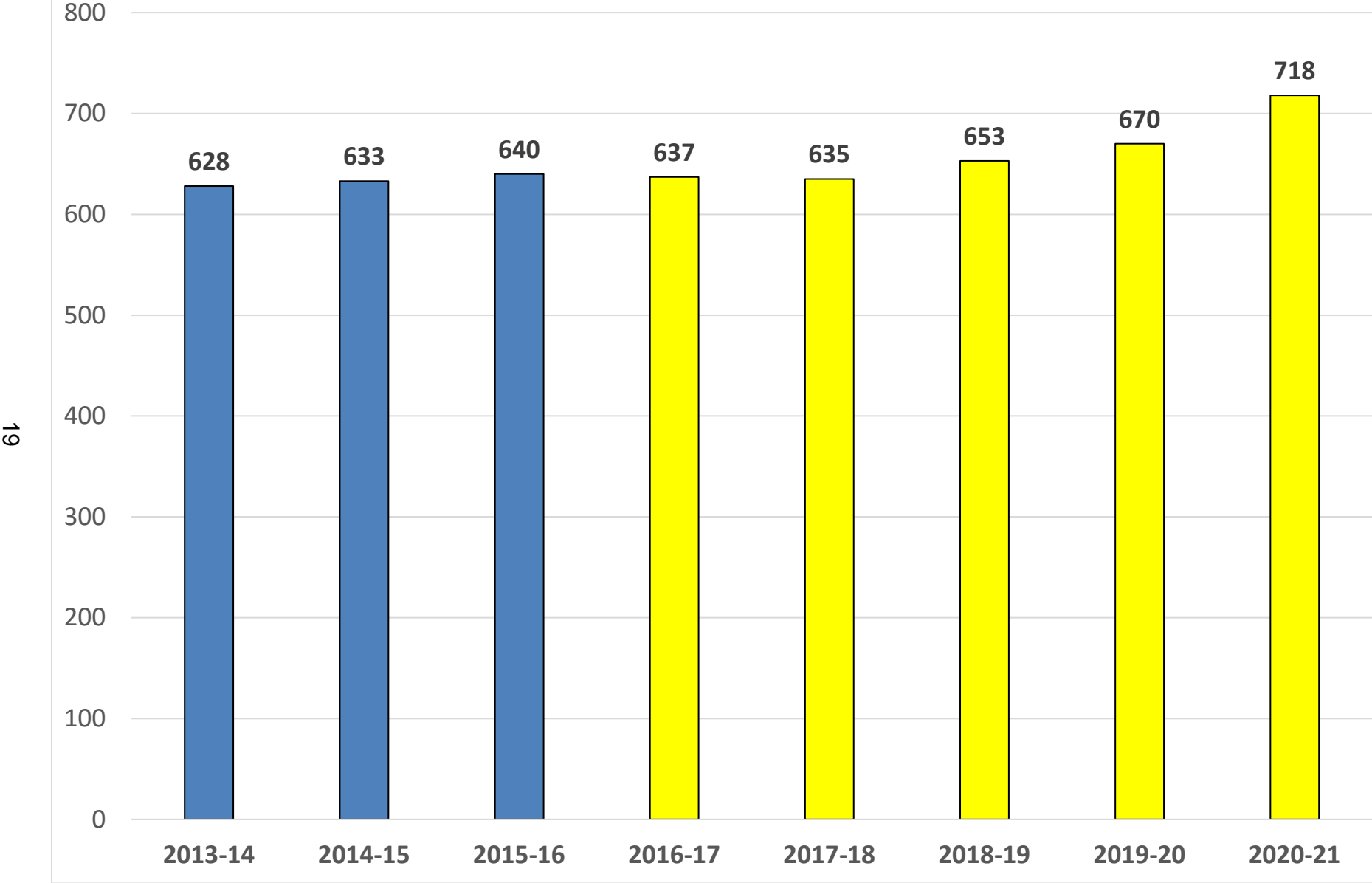
# Sprague Enrollment



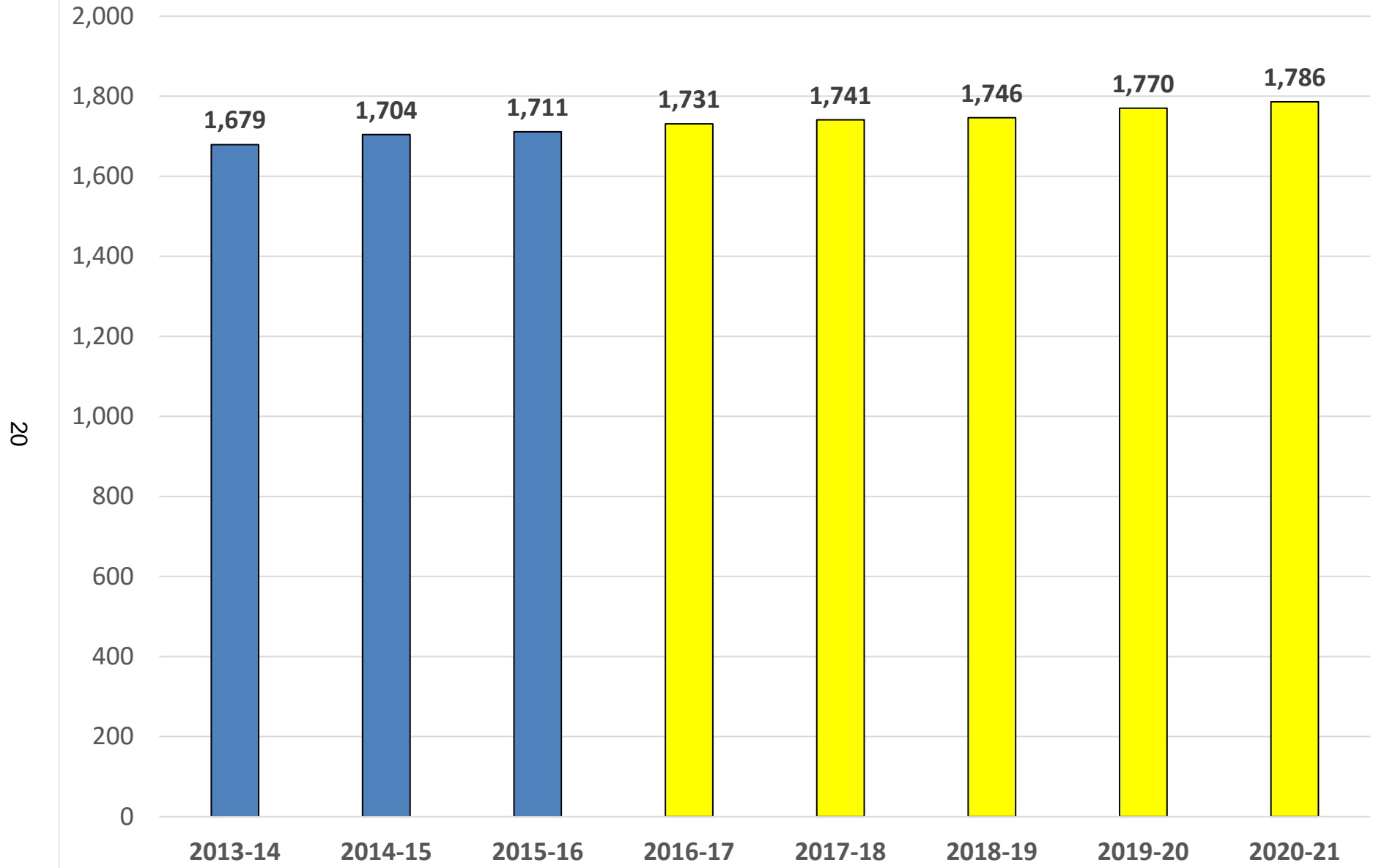
# Half Day Enrollment



# Daniel Wright Enrollment



# District Enrollment



**D103 Enrollment Projections**

**Kindergarten in 140's**

Grade	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	138	137	153	132	141	142	138	140	140
1	154	166	154	182	156	166	167	163	165
2	156	168	178	164	196	168	179	180	175
3	170	166	171	192	174	208	179	190	191
4	183	191	173	182	207	187	224	193	205
5	186	187	202	180	190	216	195	233	201
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>Total</b>	<b>1,598</b>	<b>1,643</b>	<b>1,664</b>	<b>1,672</b>	<b>1,701</b>	<b>1,722</b>	<b>1,735</b>	<b>1,769</b>	<b>1,795</b>
Annual Change	(1)	45	21	8	29	21	13	34	26
% Change	-0.06%	2.82%	1.28%	0.48%	1.71%	1.25%	0.77%	1.96%	1.46%
<b>Total EC</b>	<b>21</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
<b>SpEd Out of Dist.</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Total Total</b>	<b>1,627</b>	<b>1,679</b>	<b>1,704</b>	<b>1,711</b>	<b>1,740</b>	<b>1,761</b>	<b>1,775</b>	<b>1,808</b>	<b>1,834</b>
<b>% Change</b>	<b>-0.18%</b>	<b>3.20%</b>	<b>1.49%</b>	<b>0.43%</b>	<b>1.66%</b>	<b>1.22%</b>	<b>0.77%</b>	<b>1.91%</b>	<b>1.43%</b>

Survival Ratios	2012-13	2013-14	2014-15	2015-16	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K									
1	1.20	1.20	1.12	1.19	1.17	1.18	1.17	1.17	1.18
2	0.99	1.09	1.07	1.06	1.08	1.06	1.06	1.06	1.08
3	1.04	1.06	1.02	1.08	1.05	1.05	1.06	1.06	1.06
4	1.03	1.12	1.04	1.06	1.08	1.06	1.06	1.07	1.08
5	1.03	1.02	1.06	1.04	1.04	1.04	1.04	1.04	1.04
6	1.06	1.07	1.09	1.05	1.07	1.07	1.06	1.07	1.07
7	1.01	1.02	1.05	1.05	1.04	1.03	1.03	1.03	1.04
8	1.03	1.09	1.04	1.02	1.05	1.04	1.04	1.04	1.05

**Enrollment by School**

	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Sprague</b>									
K	138	137	153	132	141	142	138	140	140
1	154	166	154	182	156	166	167	163	165
2	156	168	178	164	196	168	179	180	175
<b>Sprague K-2 Total</b>	<b>448</b>	<b>471</b>	<b>485</b>	<b>478</b>	<b>493</b>	<b>476</b>	<b>484</b>	<b>483</b>	<b>480</b>
EC	21	29	31	31	31	31	31	31	31
<b>Sprague Total</b>	<b>469</b>	<b>500</b>	<b>516</b>	<b>509</b>	<b>524</b>	<b>507</b>	<b>515</b>	<b>514</b>	<b>511</b>
<b>Half Day</b>									
3	170	166	171	192	174	208	179	190	191
4	183	191	173	182	207	187	224	193	205
5	186	187	202	180	190	216	195	233	201
<b>Half Day Total</b>	<b>539</b>	<b>544</b>	<b>546</b>	<b>554</b>	<b>571</b>	<b>611</b>	<b>598</b>	<b>616</b>	<b>597</b>
<b>Daniel Wright</b>									
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>DW Total</b>	<b>611</b>	<b>628</b>	<b>633</b>	<b>640</b>	<b>637</b>	<b>635</b>	<b>653</b>	<b>670</b>	<b>718</b>

Teachers/Sections	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers									
K	8	8	8	7	7	7	7	7	7
1	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8
4	8	8	8	8	8	8	8	8	8
5	8	8	8	8	8	8	8	8	8

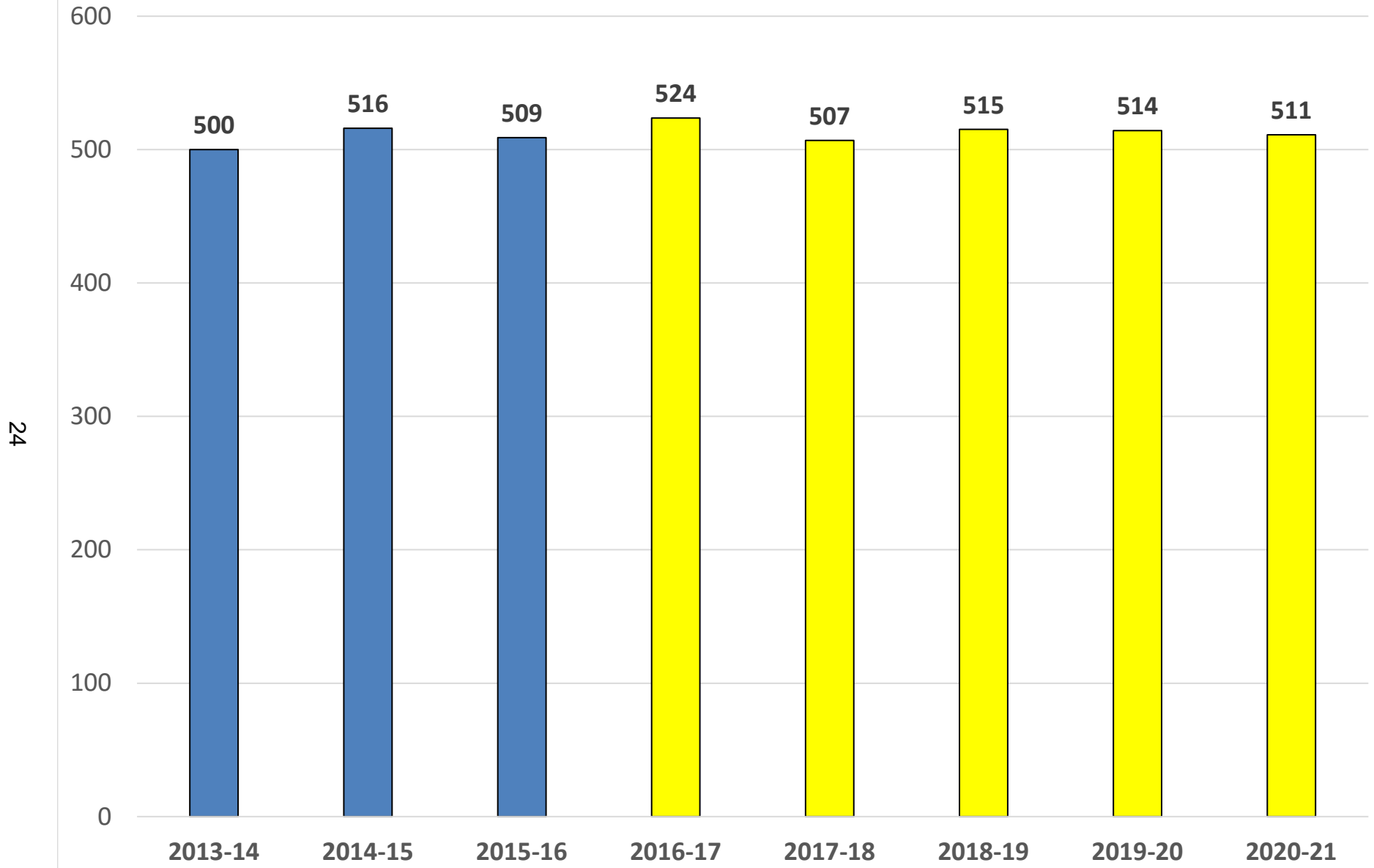
Sections

6	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
7	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
8	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0

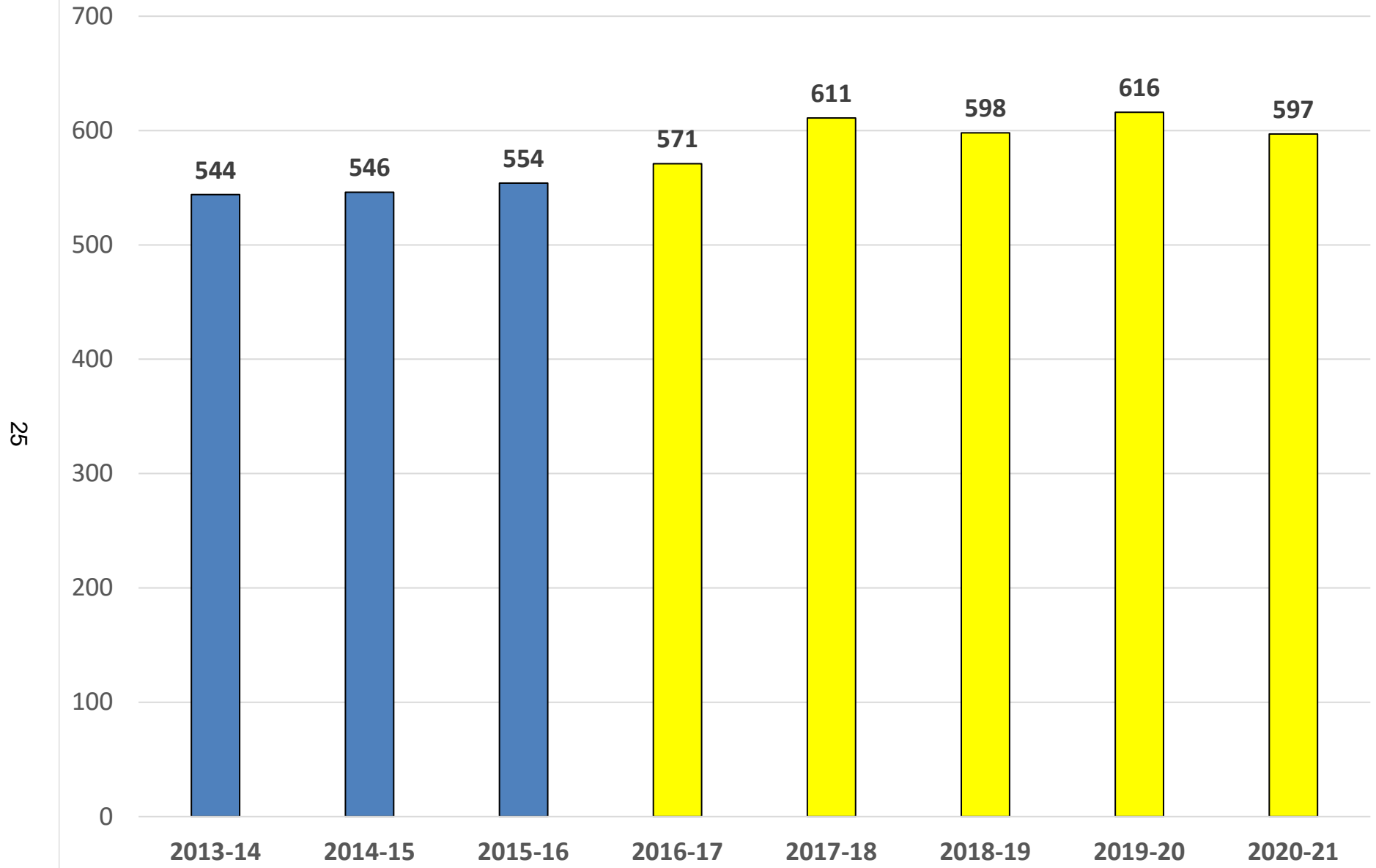
Class/Section Size

	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	17.3	17.1	19.1	18.9	20.1	20.3	19.7	20.0	20.0
1	19.3	20.8	19.3	22.8	19.5	20.8	20.9	20.4	20.6
2	19.5	21.0	22.3	20.5	24.5	21.0	22.4	22.5	21.9
Sprague Avg.	18.7	19.6	20.2	20.7	21.4	20.7	21.0	21.0	20.8
3	21.3	20.8	21.4	24.0	21.8	26.0	22.4	23.8	23.9
4	22.9	23.9	21.6	22.8	25.9	23.4	28.0	24.1	25.6
5	23.3	23.4	25.3	22.5	23.8	27.0	24.4	29.1	25.1
Half Day Avg.	22.5	22.7	22.8	23.1	23.8	25.5	24.9	25.7	24.9
6	30.0	28.9	29.5	30.5	28.1	29.4	32.9	30.1	35.1
7	26.2	27.6	27.2	27.8	28.4	26.3	27.4	30.7	28.1
8	26.6	28.1	28.4	27.8	28.9	29.7	27.4	28.6	32.0
Daniel Wright Avg.	27.6	28.2	28.4	28.7	28.5	28.5	29.3	29.8	31.7

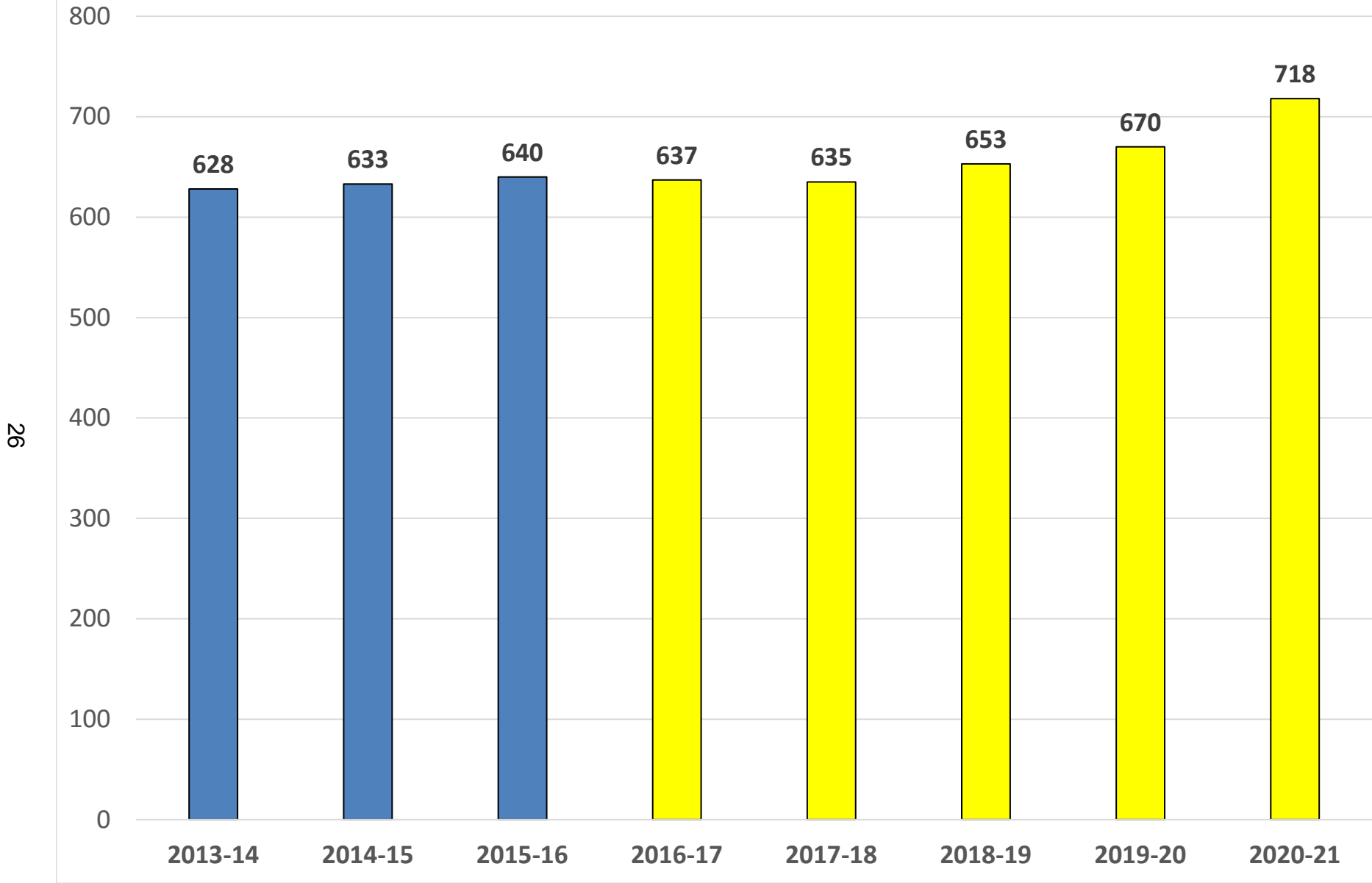
# Sprague Enrollment



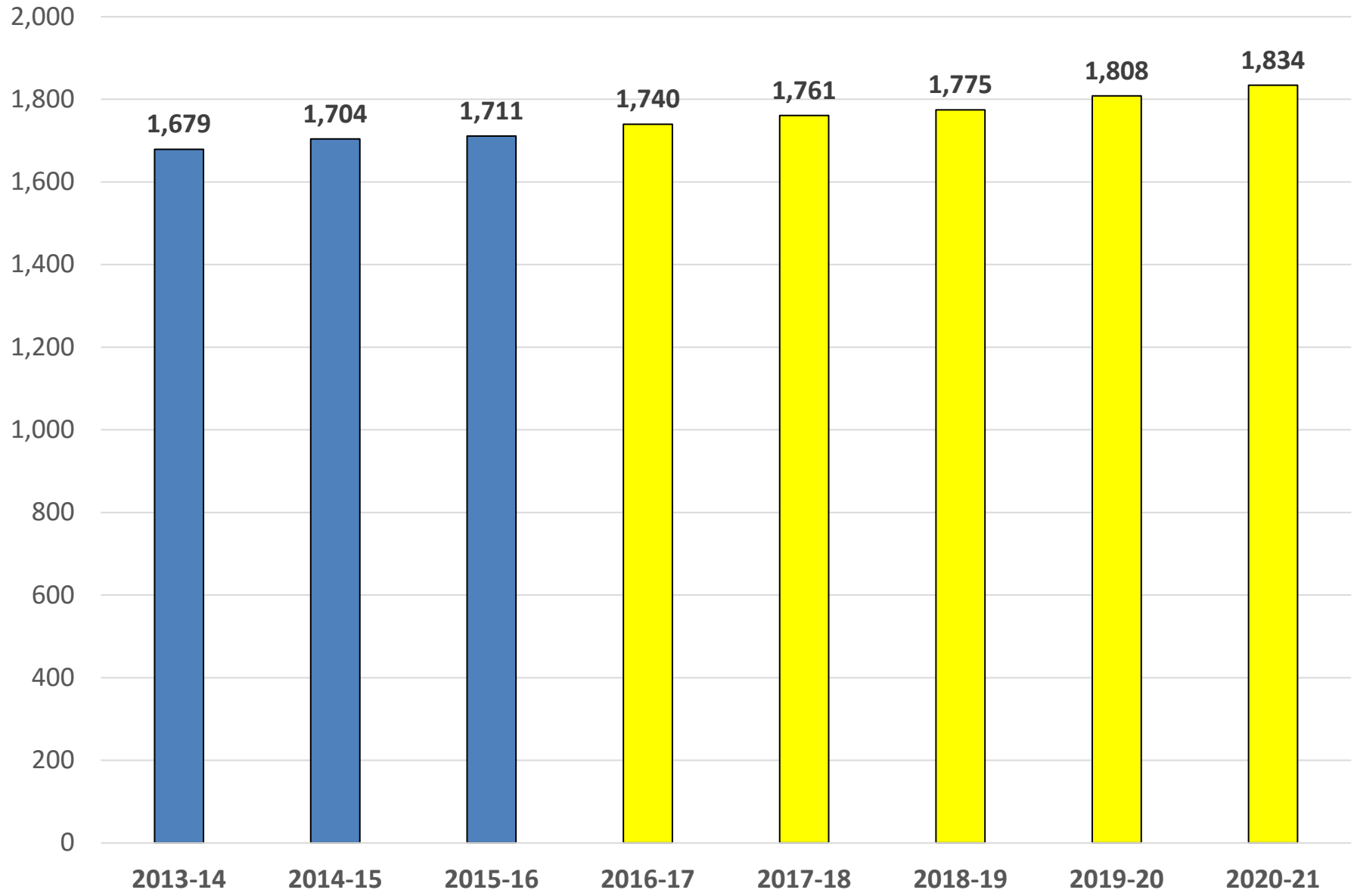
# Half Day Enrollment



# Daniel Wright Enrollment



# District Enrollment



**D103 Enrollment Projections**

**Kindergarten in 150's**

Grade	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	138	137	153	132	150	150	150	150	150
1	154	166	154	182	156	177	177	177	177
2	156	168	178	164	196	168	190	190	190
3	170	166	171	192	174	208	179	202	202
4	183	191	173	182	207	187	224	193	217
5	186	187	202	180	190	216	195	233	201
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>Total</b>	<b>1,598</b>	<b>1,643</b>	<b>1,664</b>	<b>1,672</b>	<b>1,710</b>	<b>1,741</b>	<b>1,768</b>	<b>1,815</b>	<b>1,855</b>
Annual Change	(1)	45	21	8	38	31	27	47	40
% Change	-0.06%	2.82%	1.28%	0.48%	2.27%	1.81%	1.55%	2.66%	2.20%
<b>Total EC</b>	<b>21</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
<b>SpEd Out of Dist.</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Total Total</b>	<b>1,627</b>	<b>1,679</b>	<b>1,704</b>	<b>1,711</b>	<b>1,749</b>	<b>1,780</b>	<b>1,807</b>	<b>1,854</b>	<b>1,894</b>
<b>% Change</b>	<b>-0.18%</b>	<b>3.20%</b>	<b>1.49%</b>	<b>0.43%</b>	<b>2.21%</b>	<b>1.77%</b>	<b>1.53%</b>	<b>2.59%</b>	<b>2.16%</b>

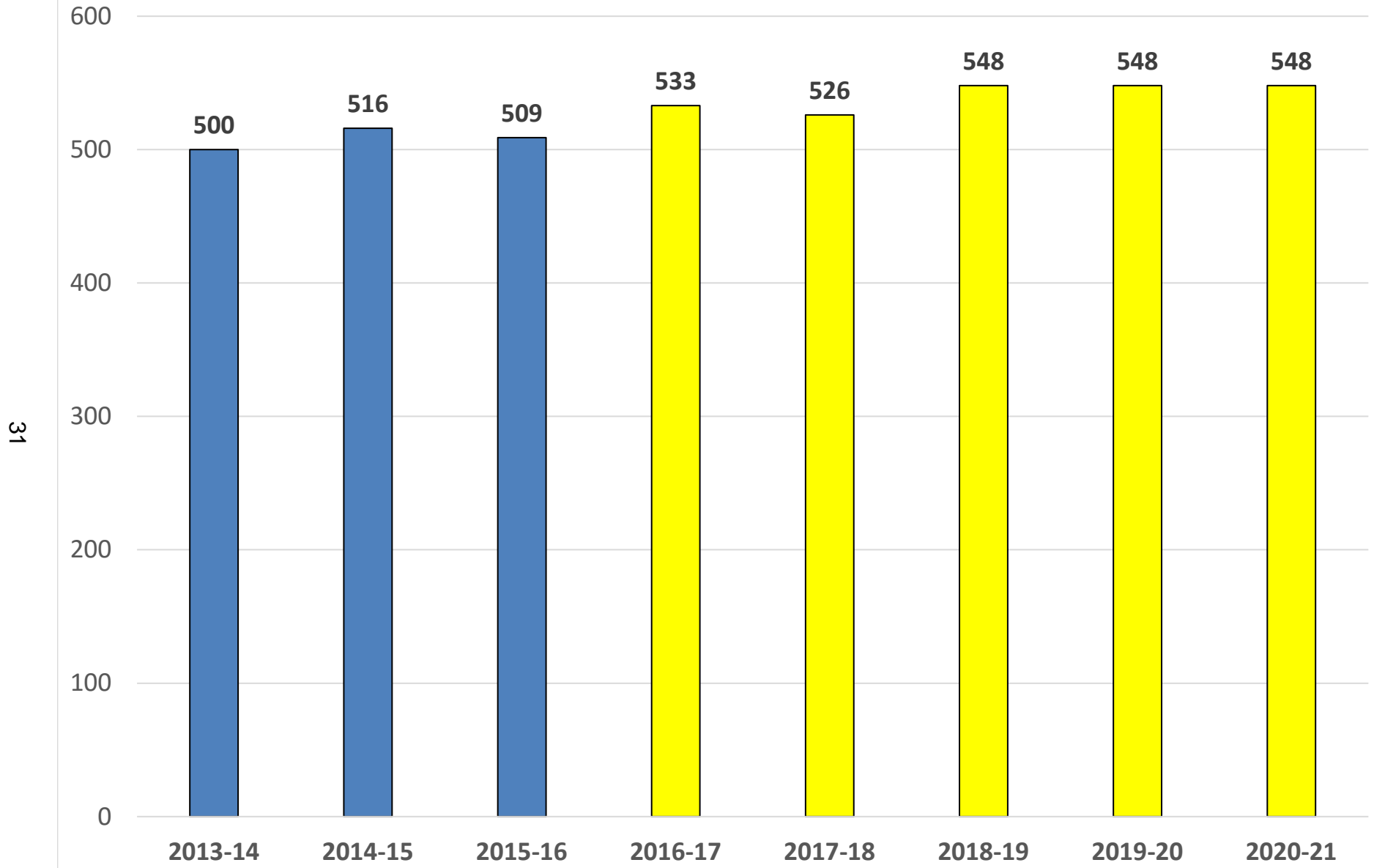
Survival Ratios	2012-13	2013-14	2014-15	2015-16	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K									
1	1.20	1.20	1.12	1.19	1.17	1.18	1.17	1.17	1.18
2	0.99	1.09	1.07	1.06	1.08	1.06	1.06	1.06	1.08
3	1.04	1.06	1.02	1.08	1.05	1.05	1.06	1.06	1.06
4	1.03	1.12	1.04	1.06	1.08	1.06	1.06	1.07	1.08
5	1.03	1.02	1.06	1.04	1.04	1.04	1.04	1.04	1.04
6	1.06	1.07	1.09	1.05	1.07	1.07	1.06	1.07	1.07
7	1.01	1.02	1.05	1.05	1.04	1.03	1.03	1.03	1.04
8	1.03	1.09	1.04	1.02	1.05	1.04	1.04	1.04	1.05

**Enrollment by School**

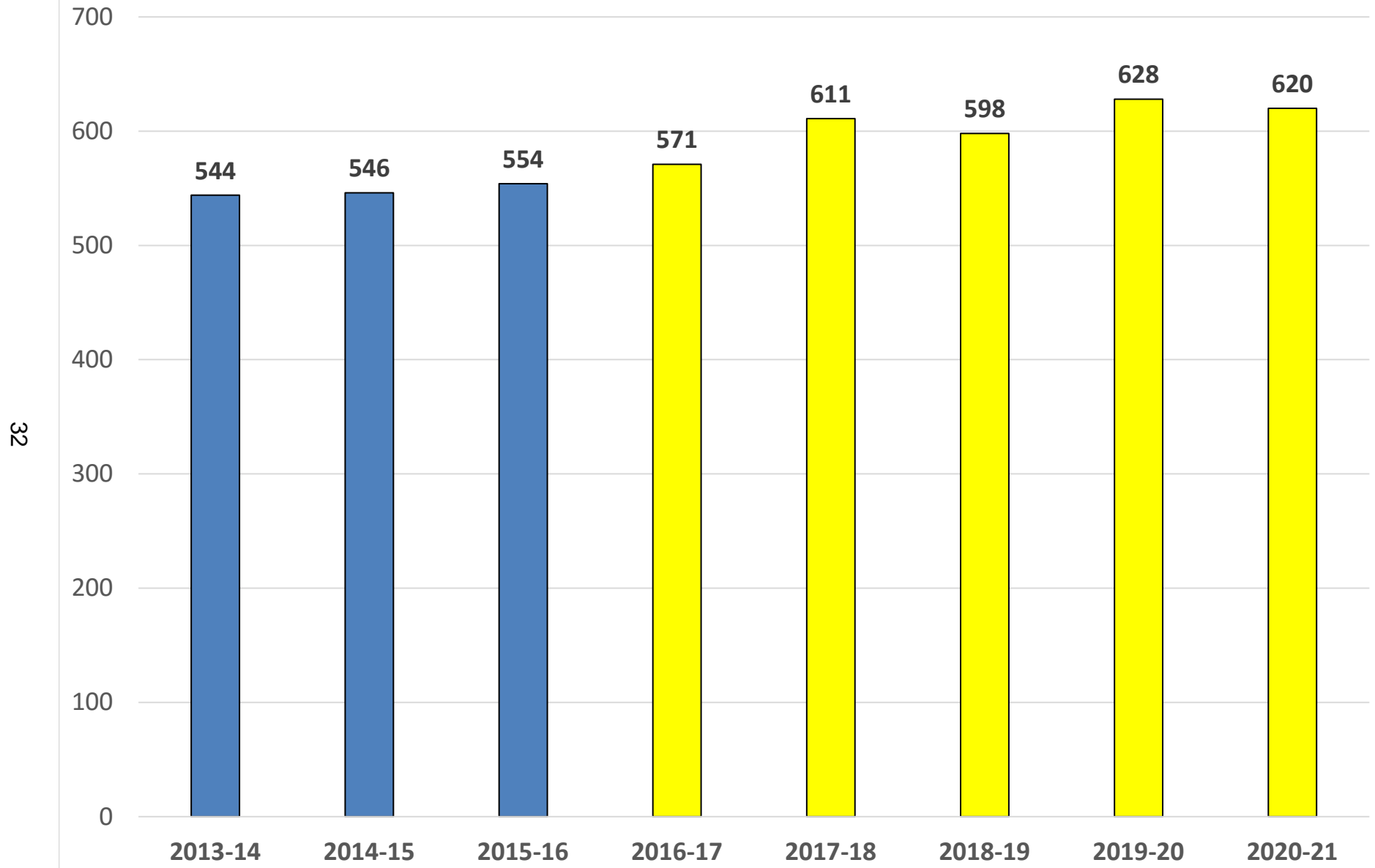
	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Sprague</b>									
K	138	137	153	132	150	150	150	150	150
1	154	166	154	182	156	177	177	177	177
2	156	168	178	164	196	168	190	190	190
<b>Sprague K-2 Total</b>	<b>448</b>	<b>471</b>	<b>485</b>	<b>478</b>	<b>502</b>	<b>495</b>	<b>517</b>	<b>517</b>	<b>517</b>
EC	21	29	31	31	31	31	31	31	31
<b>Sprague Total</b>	<b>469</b>	<b>500</b>	<b>516</b>	<b>509</b>	<b>533</b>	<b>526</b>	<b>548</b>	<b>548</b>	<b>548</b>
<b>Half Day</b>									
3	170	166	171	192	174	208	179	202	202
4	183	191	173	182	207	187	224	193	217
5	186	187	202	180	190	216	195	233	201
<b>Half Day Total</b>	<b>539</b>	<b>544</b>	<b>546</b>	<b>554</b>	<b>571</b>	<b>611</b>	<b>598</b>	<b>628</b>	<b>620</b>
<b>Daniel Wright</b>									
6	208	199	204	212	193	203	231	209	249
7	200	212	209	214	220	201	211	240	217
8	203	217	220	214	224	231	211	221	252
<b>DW Total</b>	<b>611</b>	<b>628</b>	<b>633</b>	<b>640</b>	<b>637</b>	<b>635</b>	<b>653</b>	<b>670</b>	<b>718</b>

Teachers/Sections	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers									
K	8	8	8	7	7	7	7	7	7
1	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8
4	8	8	8	8	8	8	8	8	8
5	8	8	8	8	8	8	8	8	8
Sections									
6	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
7	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
8	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Class/Section Size									
K	17.3	17.1	19.1	18.9	21.4	21.4	21.4	21.4	21.4
1	19.3	20.8	19.3	22.8	19.5	22.1	22.1	22.1	22.1
2	19.5	21.0	22.3	20.5	24.5	21.0	23.8	23.8	23.8
Sprague Avg.	18.7	19.6	20.2	20.7	21.8	21.5	22.4	22.4	22.4
3	21.3	20.8	21.4	24.0	21.8	26.0	22.4	25.3	25.3
4	22.9	23.9	21.6	22.8	25.9	23.4	28.0	24.1	27.1
5	23.3	23.4	25.3	22.5	23.8	27.0	24.4	29.1	25.1
Half Day Avg.	22.5	22.7	22.8	23.1	23.8	25.5	24.9	26.2	25.8
6	30.0	28.9	29.5	30.5	28.1	29.4	32.9	30.1	35.1
7	26.2	27.6	27.2	27.8	28.4	26.3	27.4	30.7	28.1
8	26.6	28.1	28.4	27.8	28.9	29.7	27.4	28.6	32.0
Daniel Wright Avg.	27.6	28.2	28.4	28.7	28.5	28.5	29.3	29.8	31.7

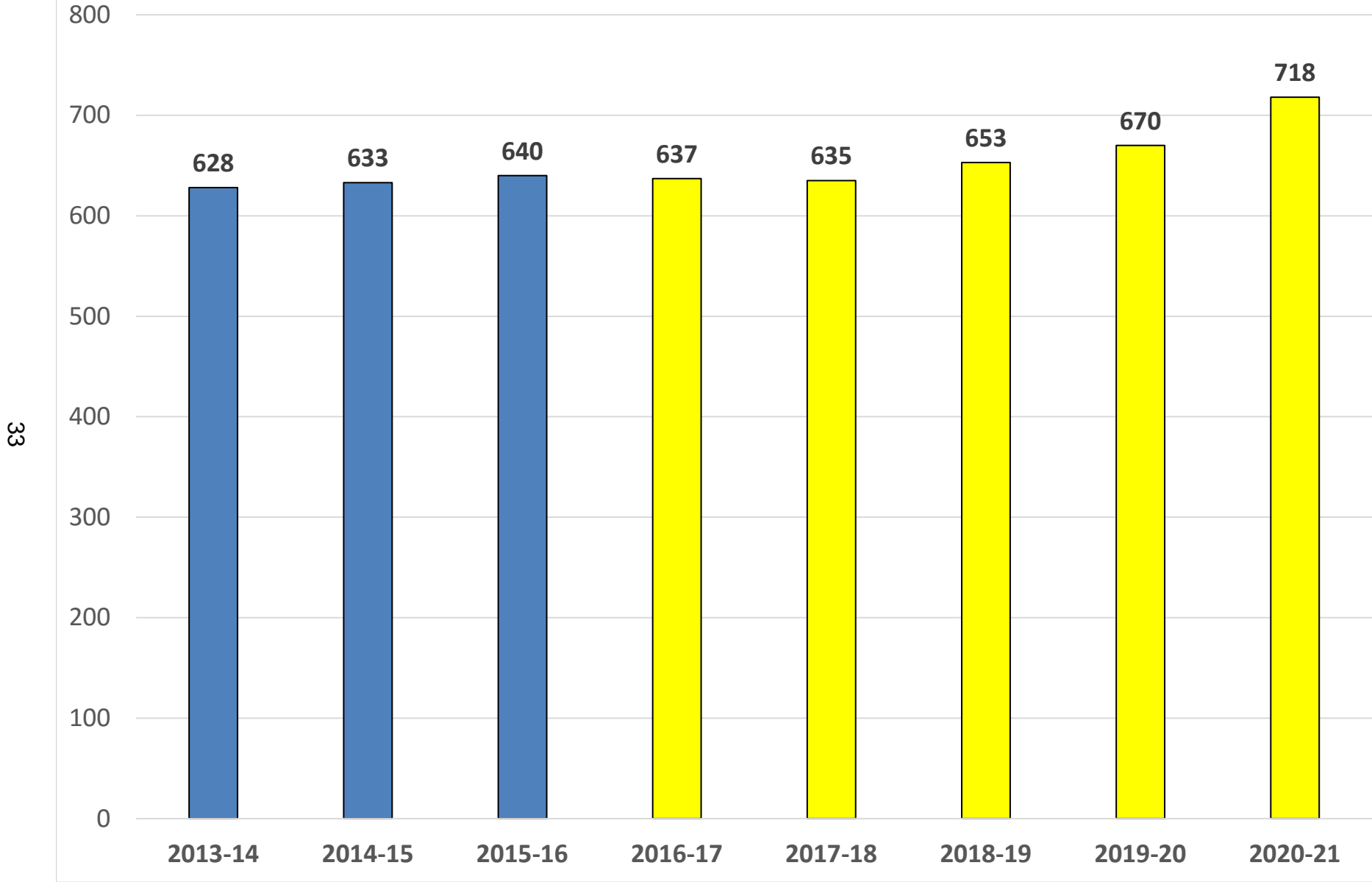
# Sprague Enrollment



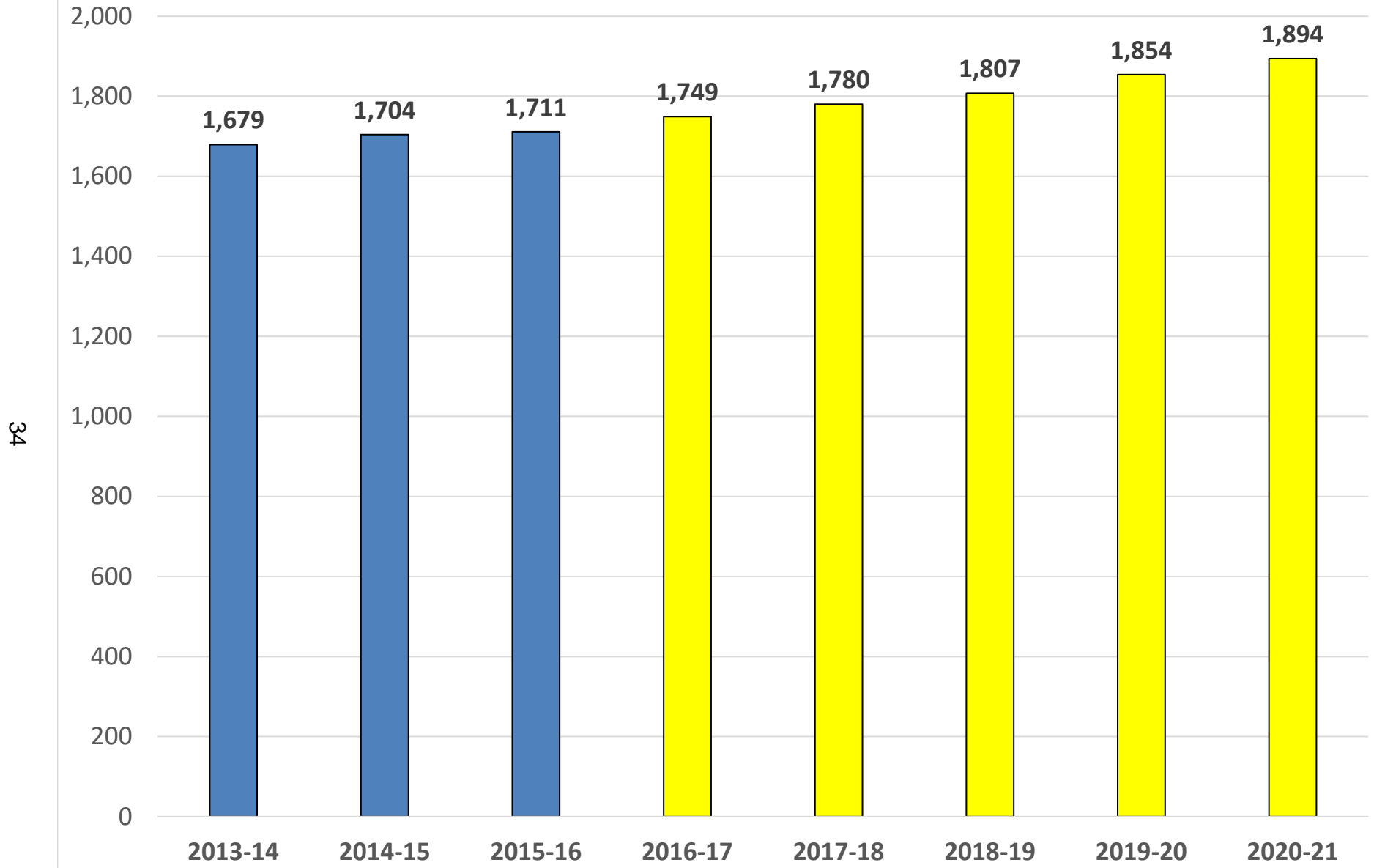
# Half Day Enrollment



# Daniel Wright Enrollment



# District Enrollment





## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: October 1, 2015  
Re: 5Essentials Report

---

The 5Essentials is a survey for students in grades 6-12, parents and certified teachers, conducted by the State of Illinois, to help school improvement initiatives. The survey was available for school districts throughout Illinois beginning in the 2012-2013 school year. School districts are required to administer the 5Essentials survey once every 2 years. District 103 has conducted the survey each year to track progress. In order to receive results for each stakeholder group for each school, 50% of certified teachers, 50% of students and 20% of parents must complete the survey.

The survey measures responses in five areas: ambitious instruction, effective leaders, collaborative teachers, involved families and supportive environment. The scale for assessing the strength of each component is:

1. Most implementation
2. More implementation
3. Average implementation
4. Less implementation
5. Least implementation

The 5Essentials website asserts that “schools strong in 3-5 essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 essentials”. All three schools received enough feedback for all five categories from staff and parents. Only 6-8 grade students are eligible to take the survey, and enough students completed it to provide results for Daniel Wright. The results showed that our district is well organized for success as our results for each of the five essential areas scored in the Average, More Implementation, or Most Implementation ranges.

The results included in the 5Essentials will be used as data to help with school improvement. Principals will use the information to target areas that have lower scores and work with school teams to improve. Our school community will have another opportunity to provide us feedback on the 5Essentials survey this spring.

The 5Essentials All Measures report is included for your review.



# All Measures

Report for Lincolnshire-Prairieview SD 103

# 2015 Illinois 5Essentials Survey

# Table of Contents

All Measures Report..... 0

## Lincolnshire-Prairieview SD 103: Measures in the 5 Essentials

### Ambitious Instruction

	most implementation
English Instruction	most implementation
Math Instruction	most implementation
Academic Press	more implementation
Quality of Student Discussion	more implementation

### Effective Leaders

	average implementation
Program Coherence	average implementation
Teacher-Principal Trust	more implementation
Teacher Influence	average implementation
Instructional Leadership	average implementation

### Collaborative Teachers

	more implementation
Collaborative Practices	more implementation
Collective Responsibility	average implementation
Quality Professional Development	average implementation
School Commitment	more implementation
Teacher-Teacher Trust	more implementation

### Involved Families

	most implementation
Teacher-Parent Trust	most implementation
Parent Involvement in School	more implementation
Parent Influence on Decision Making in Schools	most implementation

### Supportive Environment

	more implementation
Peer Support for Academic Work	most implementation
Academic Personalism	average implementation
Safety	more implementation
Student-Teacher Trust	more implementation

## Supplemental Measures

The following measures were not used to calculate a 5 Essentials score; however, they have been found to be related to other important student and school outcomes.

**Teacher Measures**

Classroom Disruptions	most implementation
Innovation	average implementation
Reflective Dialogue	average implementation
Socialization of New Teachers	more implementation
Student Responsibility	more implementation
Teacher Safety	more implementation

**Student Measures**

Academic Engagement	average implementation
Classroom Rigor	average implementation
Course Clarity	average implementation
Emotional Health	more implementation
Grit	average implementation
Human & Social Resources in the Community	most implementation
Inquiry-Based Science Instruction	average implementation
Parent Supportiveness	more implementation
Rigorous Study Habits	most implementation
School Connectedness	more implementation
School safety	most implementation
Student Peer Relationships	most implementation

## 5 Essentials Measure Details

## Ambitious Instruction: English Instruction

### Performance: **Most Implementation**

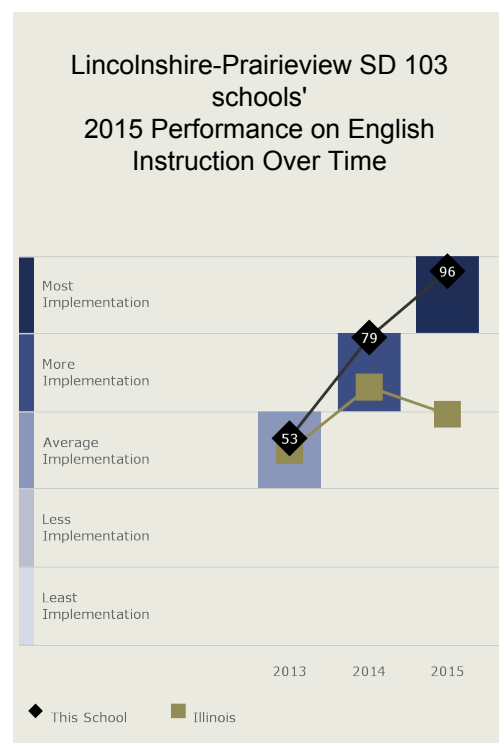
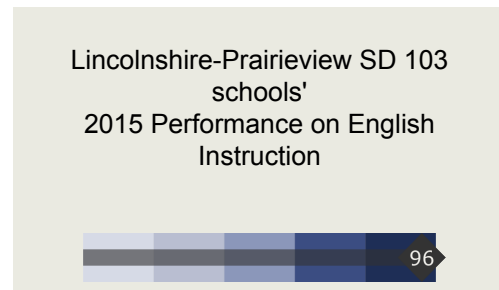
#### English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

#### Survey Questions

Students report doing the following in English class:

- Rewrite a paper or essay in response to comments.
- Improve a piece of writing as a class or with partners.
- Debate the meaning of a reading.
- Discuss how culture, time, or place affects an author's writing.
- Discuss connections between a reading and real life people or situations.



## Ambitious Instruction: Math Instruction

**Performance:** **Most Implementation**

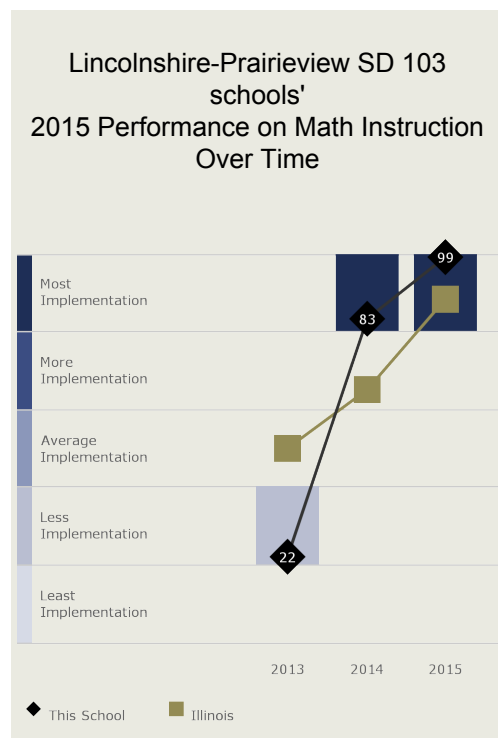
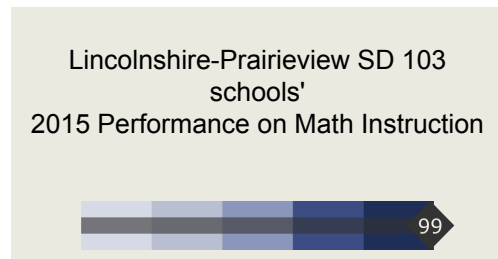
### Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

### Survey Questions

Students report that they do the following in math class:

- Write a math problem for other students to solve.
- Write a few sentences to explain how you solved a math problem.
- Apply math to situations in life outside of school.
- Explain how you solved a problem to the class.
- Discuss possible solutions to problems with other students.



## Ambitious Instruction: Academic Press

**Performance:** **More Implementation**

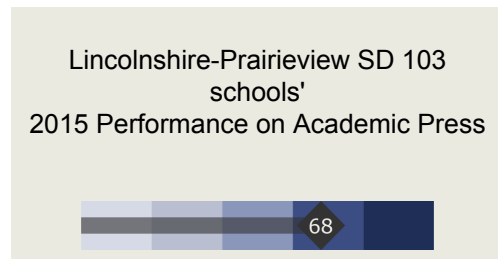
### Academic Press

Teachers expect students to do their best and to meet academic demands.

### Survey Questions

Students report the following about one specific class:

- The teacher asks difficult questions in class
- The teacher asks difficult questions on tests
- This class challenges me
- This class really makes me think.
- I really learn a lot in this class
- This class requires me to work hard to do well
- The teacher wants us to become better thinkers, not just memorize things
- The teacher expects me to do my best all the time
- The teacher expects everyone to work hard



## Ambitious Instruction: Quality of Student Discussion

**Performance:** **More Implementation**

### Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

### Survey Questions

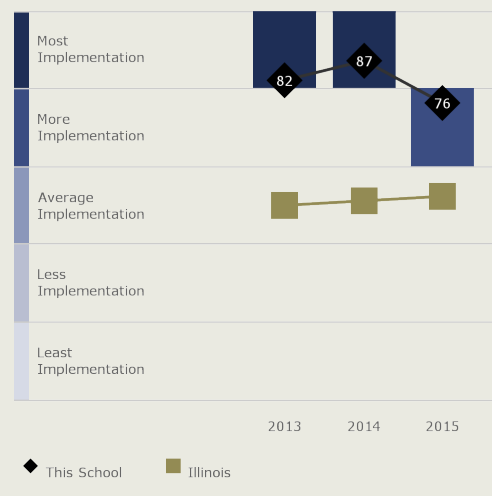
Teachers report the following about classroom discussions:

- Students use data and text references to support their ideas.
- Students provide constructive feedback to their peers and to me.
- Students build on each other's ideas during discussion.
- Most students participate in the discussion at some point.
- Students show each other respect.

Lincolnshire-Prairieview SD 103 schools' 2015 Performance on Quality of Student Discussion



Lincolnshire-Prairieview SD 103 schools' 2015 Performance on Quality of Student Discussion Over Time



## Effective Leaders: Program Coherence

### Performance: **Average Implementation**

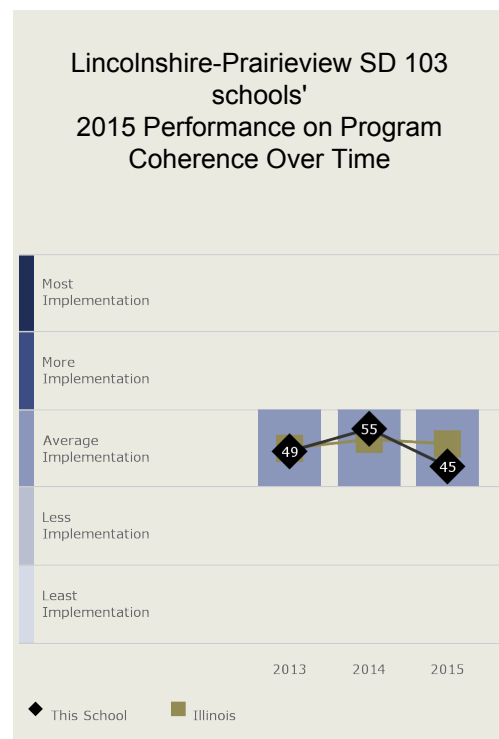
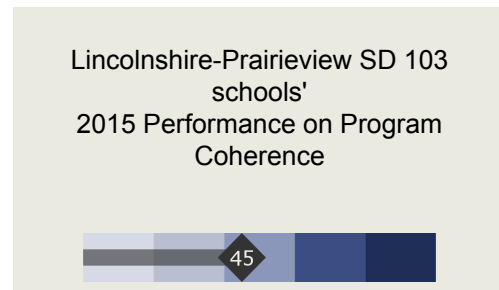
#### Program Coherence

School programs are coordinated and consistent with its goals for student learning.

#### Survey Questions

Teachers report the following:

- Many special programs come and go at this school.
- Once we start a new program, we follow up to make sure that it's working.
- Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- We have so many different programs in this school that I can't keep track of them all.
- There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



## Effective Leaders: Teacher-Principal Trust

**Performance:** **More Implementation**

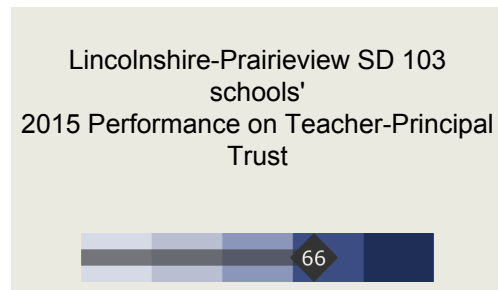
### Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

### Survey Questions

Teachers report the following:

- It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- The principal looks out for the personal welfare of the faculty members.
- I trust the principal at his or her word.
- The principal at this school is an effective manager who makes the school run smoothly.
- The principal places the needs of children ahead of personal and political interests.
- The principal has confidence in the expertise of the teachers.
- The principal takes a personal interest in the professional development of teachers.
- Teachers feel respected by the principal



## Effective Leaders: Teacher Influence

**Performance:** Average Implementation

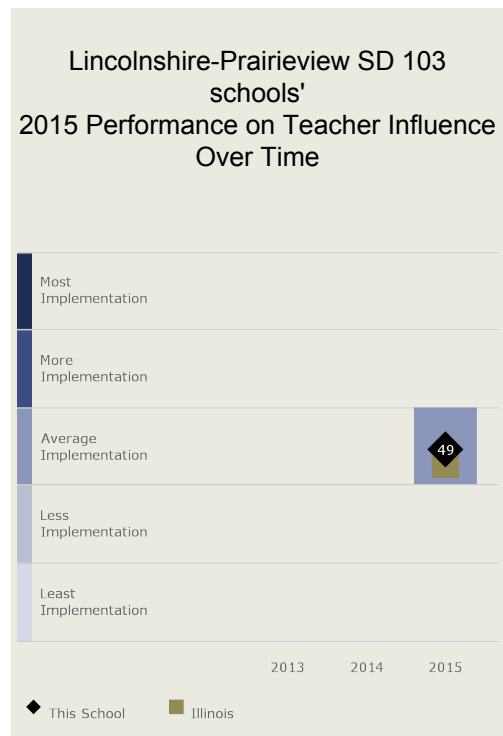
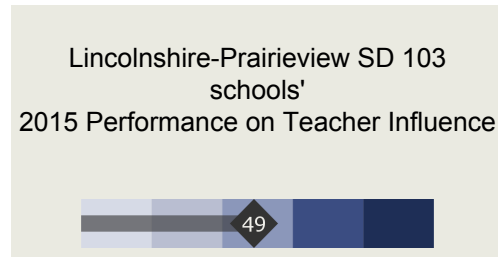
### Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

### Survey Questions

Teachers report having influence on:

- Planning how discretionary school funds should be used.
- Determining the content of in-service programs.
- Determining books and other instructional materials used in classrooms.
- Establishing the curriculum and instructional program.
- Setting standards for student behavior.



## Effective Leaders: Instructional Leadership

### Performance: Average Implementation

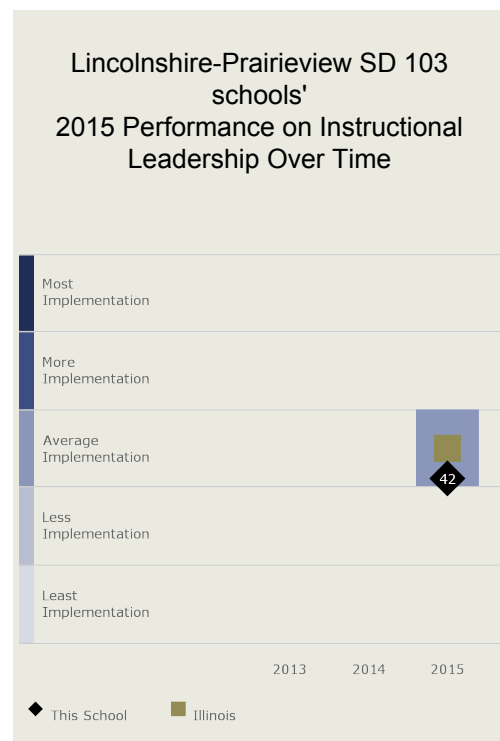
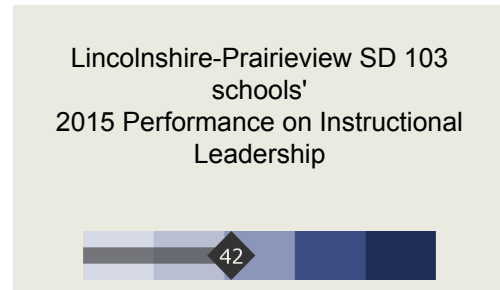
#### Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

#### Survey Questions

Teachers report that a member of the school leadership team:

- Knows what’s going on in my classroom.
- Provides me with useful feedback to improve my teaching.
- Has provided me with the support I need to improve my teaching.
- Presses teachers to implement what they have learned in professional development.
- Communicates a clear vision for our school.
- Makes clear to the staff the leadership’s expectations for meeting instructional goals.



## Collaborative Teachers: Collaborative Practices

**Performance:** **More Implementation**

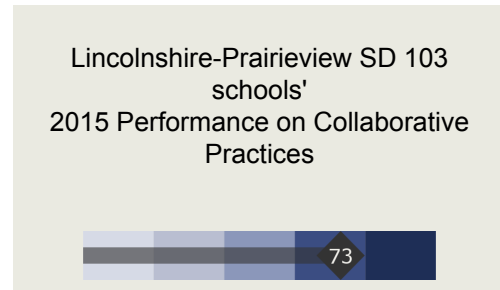
### Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

### Survey Questions

Teachers report how often they have done the following:

- Observed another teacher's classroom to offer feedback.
- Observed another teacher's classroom to get ideas for your own instruction.
- Gone over student assessment data with other teachers to make instructional decisions.
- Worked with other teachers to develop materials or activities for particular classes.
- Worked on instructional strategies with other teachers.



## Collaborative Teachers: Collective Responsibility

**Performance:** Average Implementation

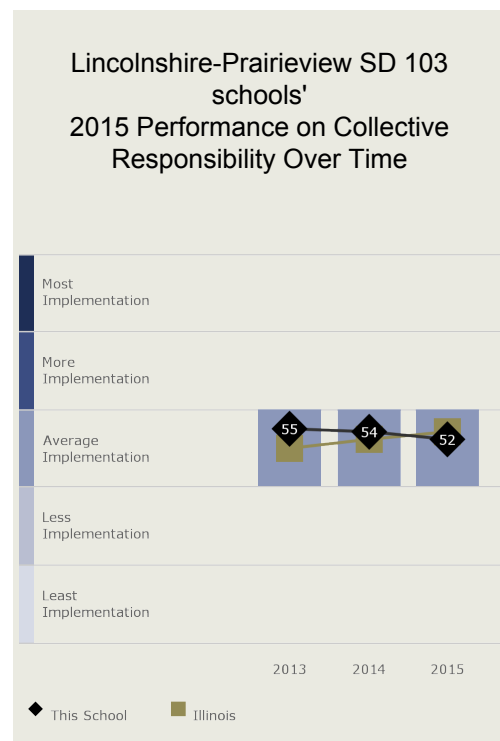
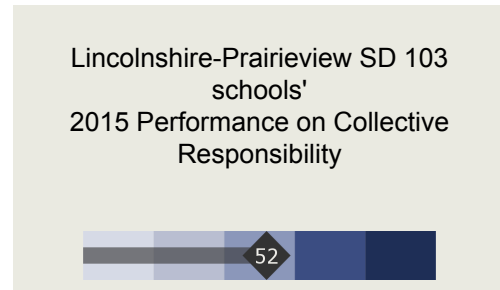
### Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

### Survey Questions

Teachers report that other teachers in the school:

- Feel responsible when students in this school fail.
- Feel responsible to help each other do their best.
- Help maintain discipline in the entire school, not just their classroom.
- Take responsibility for improving the school.
- Feel responsible for helping students develop self-control.
- Feel responsible that all students learn.



## Collaborative Teachers: Quality Professional Development

### Performance: Average Implementation

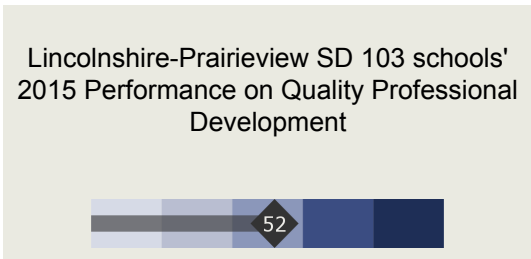
#### Quality Professional Development

Professional development is rigorous and focused on student learning.

#### Survey Questions

Teachers report that professional development this year has:

- Included opportunities to work productively with teachers from other schools.
- Included enough time to think carefully about, try, and evaluate new ideas.
- Been sustained and coherently focused, rather than short-term and unrelated.
- Included opportunities to work productively with colleagues in my school.
- Been closely connected to my school's improvement plan.



## Collaborative Teachers: School Commitment

### Performance: **More Implementation**

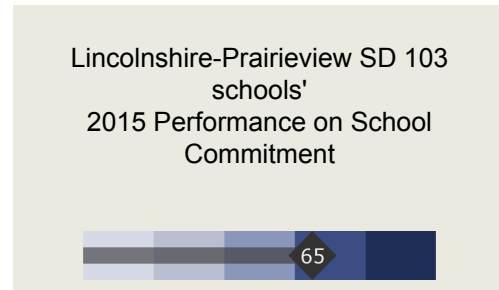
#### School Commitment

Teachers are deeply committed to the school.

#### Survey Questions

Teachers report the following:

- I wouldn't want to work in any other school.
- I would recommend this school to parents seeking a place for their child.
- I usually look forward to each working day at this school.
- I feel loyal to this school.



## Collaborative Teachers: Teacher-Teacher Trust

**Performance:** **More Implementation**

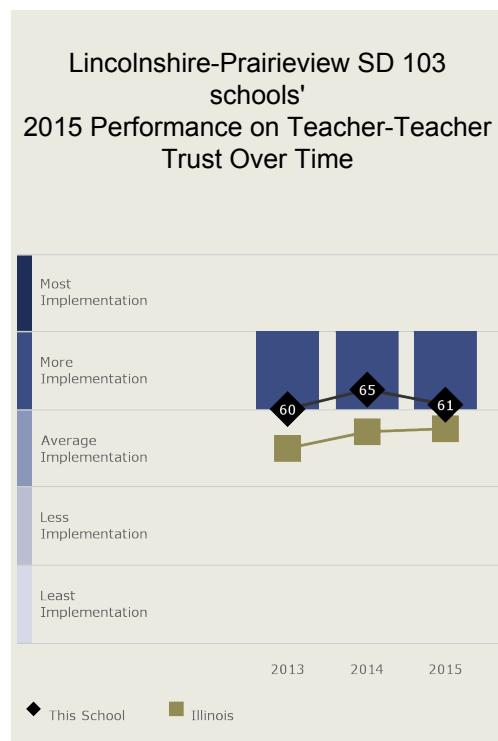
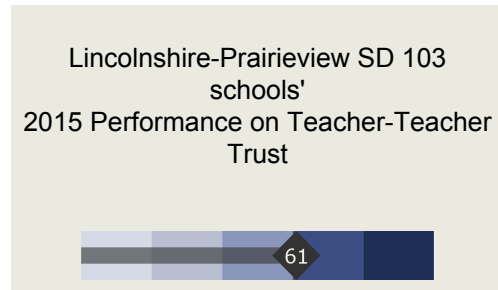
### Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

### Survey Questions

Teachers report the following:

- Teachers in this school trust each other.
- It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are experts at their craft.
- Teachers feel respected by other teachers



## Involved Families: Teacher-Parent Trust

**Performance: Most Implementation**

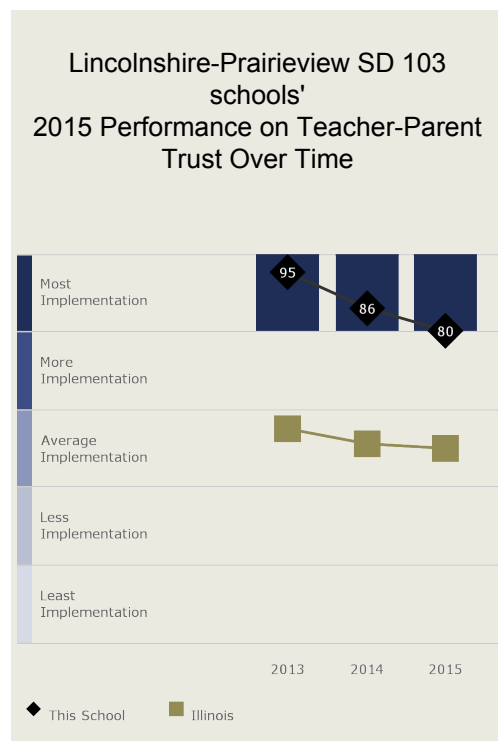
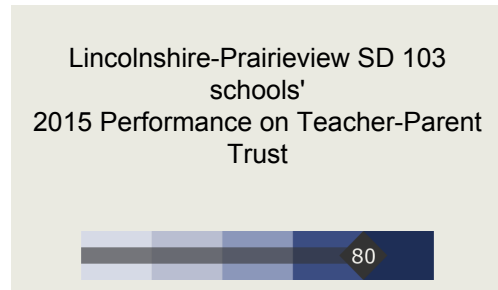
### Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

### Survey Questions

Teachers report the following:

- Parents do their best to help their children learn
- Teachers feel good about parents' support for their work
- Parents support teachers teaching efforts
- Teachers and parents think of each other as partners in educating children.
- Staff at this school work hard to build trusting relationships with parents.
- Teachers feel respected by the parents of the students



## Involved Families: Parent Involvement in School

**Performance:** **More Implementation**

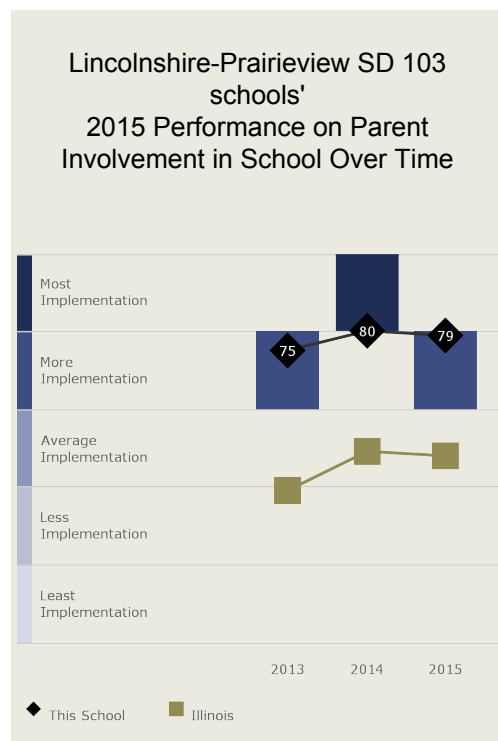
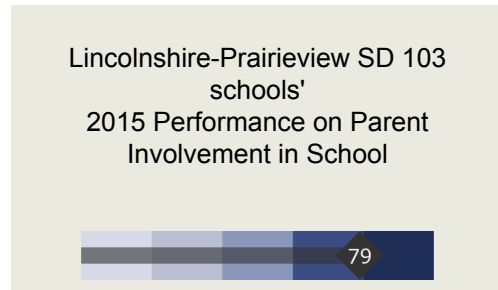
### Parent Involvement in School

Parents are active participants in their child's schooling.

### Survey Questions

Teachers report that students' parents:

- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.).
- Contacted me about their child's performance.
- Respond to my suggestions for helping their child.
- Attended parent-teacher conferences when you requested them.



## Involved Families: Parent Influence on Decision Making in Schools

**Performance:** **Most Implementation**

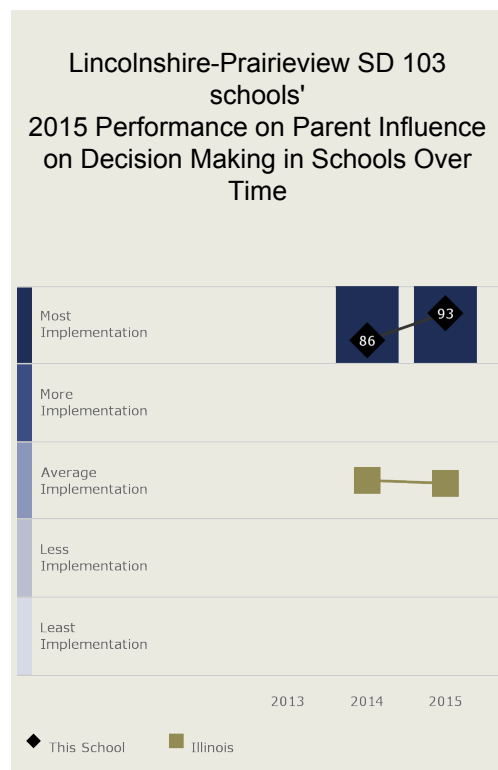
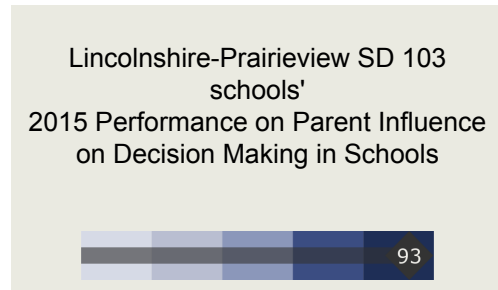
### Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

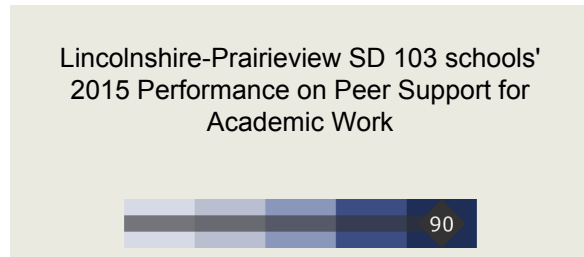
### Survey Questions

Teachers report that the school:

- Involves parents in commenting on school curricula.
- Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).
- Encourages more-involved parents to reach out to less-involved parents.
- Involves parents in the development of programs aimed at improving students' academic outcomes.
- Includes parent leaders from all backgrounds in school improvement efforts.



## Supportive Environment: Peer Support for Academic Work



**Performance:** **Most Implementation**

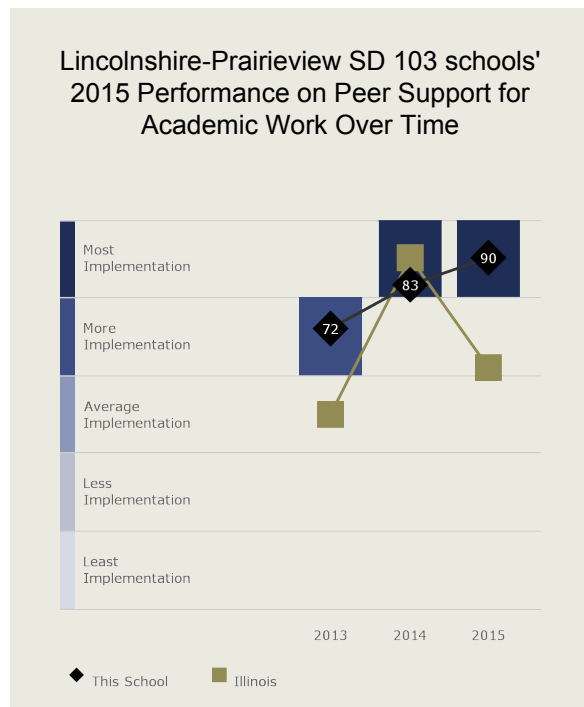
### Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

### Survey Questions

Students report that their classroom peers:

- Think doing homework is important.
- Feel it is important to pay attention in class.
- Feel it is important to come to school every day.
- Try hard to get good grades.



## Supportive Environment: Academic Personalism

### Performance: Average Implementation

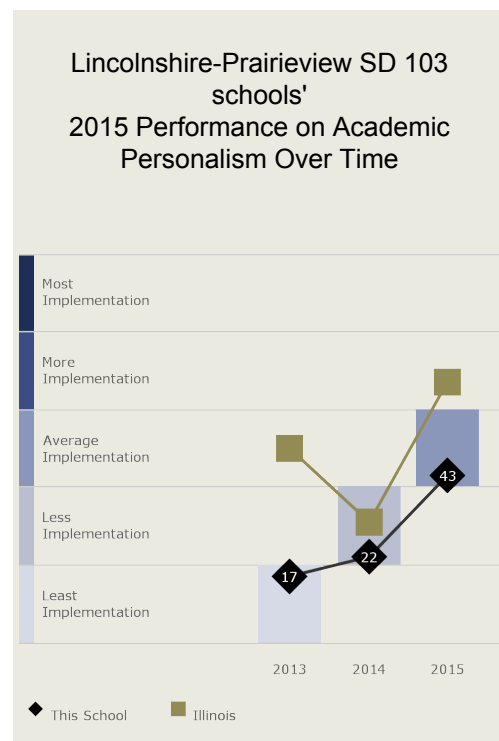
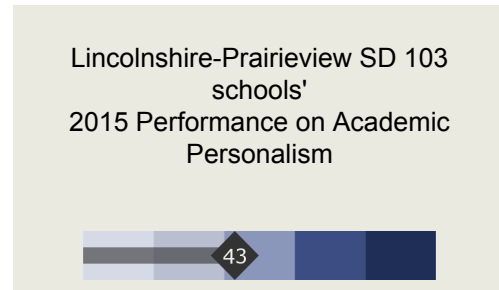
#### Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

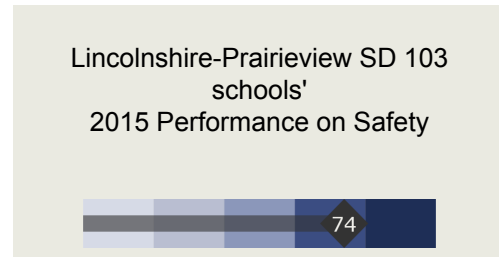
#### Survey Questions

Students report that their teacher:

- Helps me catch up if I am behind.
- Notices if I have trouble learning something.
- Gives me specific suggestions about how I can improve my work in this class.
- Is willing to give extra help on schoolwork if I need it.
- Explains things in a different way if I don't understand something in class.



## Supportive Environment: Safety



**Performance:** **More Implementation**

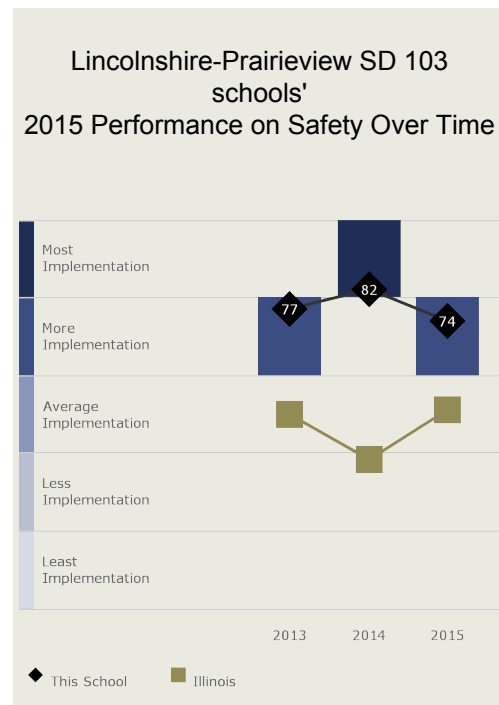
### Safety

Students feel safe both in and around the school building, and while they travel to and from home.

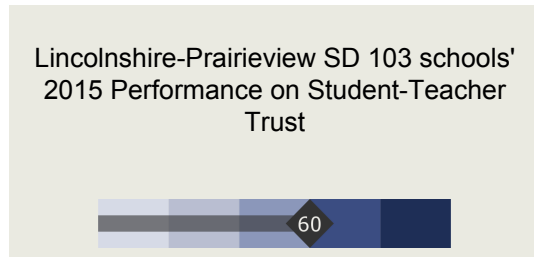
### Survey Questions

Students report how safe they feel:

- Outside around the school.
- Traveling between home and school.
- In the bathrooms of the school.
- In the hallways of the school.
- In their classes



## Supportive Environment: Student-Teacher Trust



**Performance:** **More Implementation**

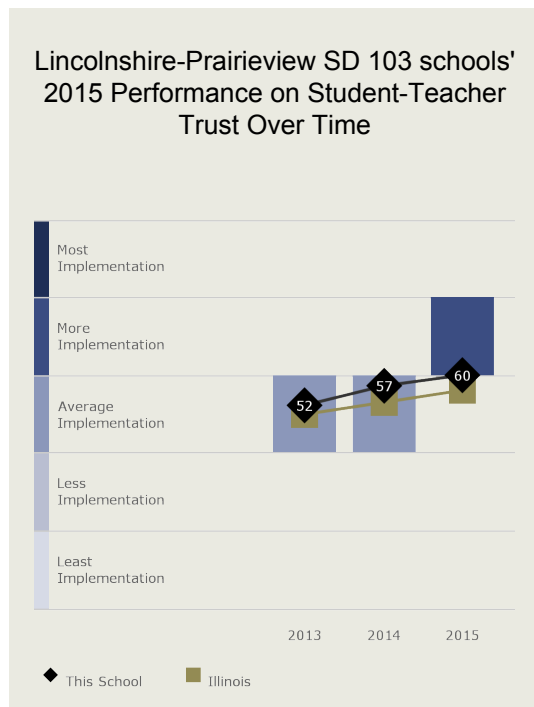
### Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

### Survey Questions

Students report:

- My teachers always keep their promises
- I feel safe and comfortable with my teachers at this school.
- My teachers will always listen to students' ideas.
- My teachers treat me with respect.



## **Supplemental Teacher Measure Details**

## Classroom Disruptions

**Performance:** **Most Implementation**

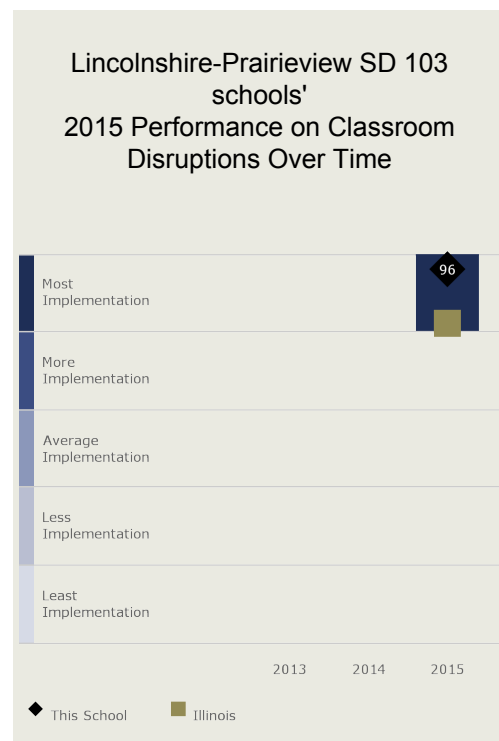
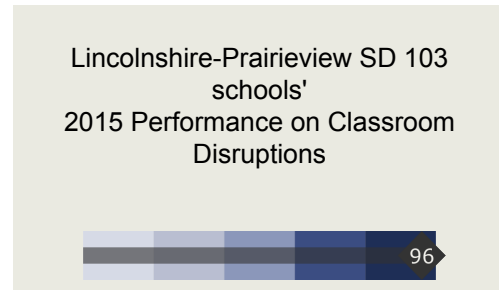
### Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

### Survey Questions

Teachers report that students in their classrooms:

- Threaten you verbally.
- Create serious behavior problems in your class.
- Refuse to respond when addressed.
- Use inappropriate language during class.
- Do off-task things (e.g., play games, text, talk on cell phone) during instructional time.



## Innovation

### Performance: Average Implementation

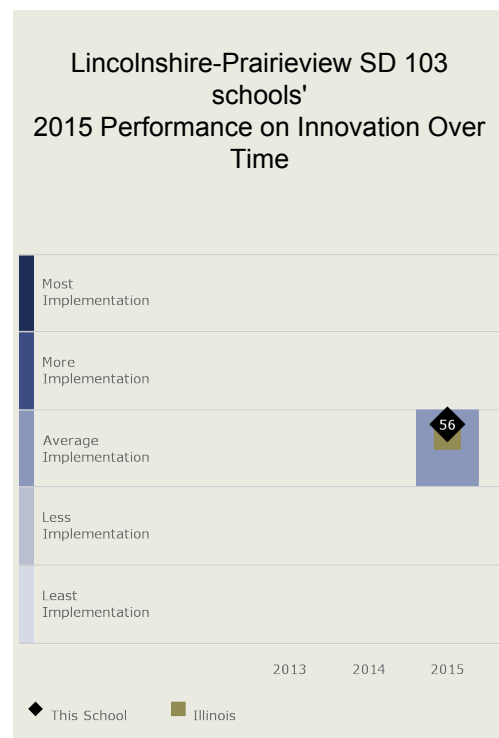
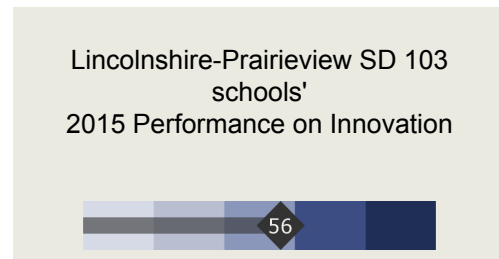
#### Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

#### Survey Questions

Teachers report that:

- Teachers are willing to take risks to make the school better
- Teachers are eager to try new ideas
- In this school, teachers are continually learning and seeking new ideas.
- Teachers are really trying to improve their teaching



## Reflective Dialogue

### Performance: Average Implementation

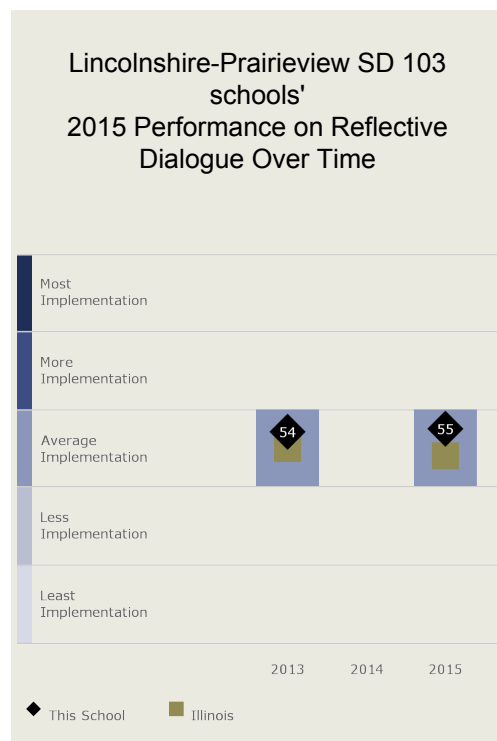
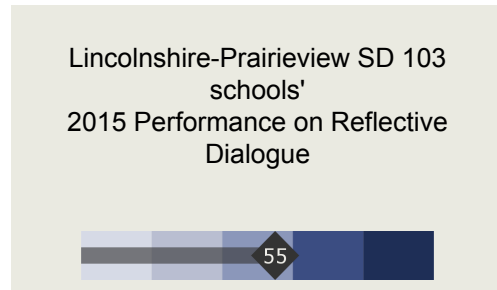
#### Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

#### Survey Questions

Teachers report that:

- Teachers discuss the goals of this school
- Teachers discuss the development of new curriculum
- Teachers discuss managing classroom behavior
- Teachers discuss what helps students learn the best



## Socialization of New Teachers

### Performance: **More Implementation**

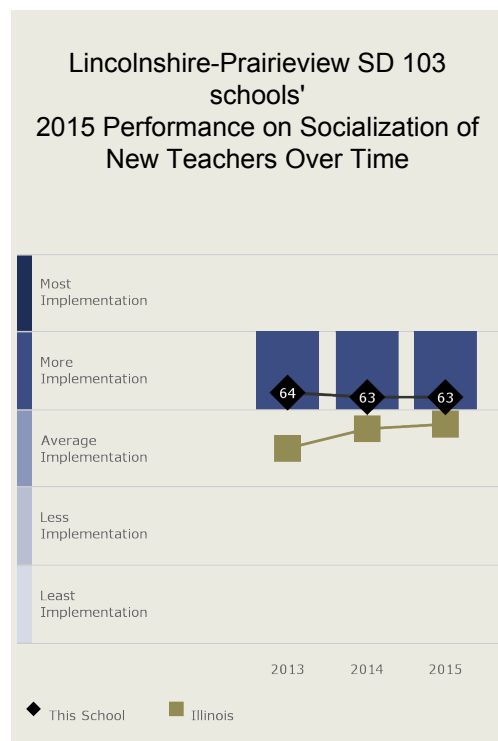
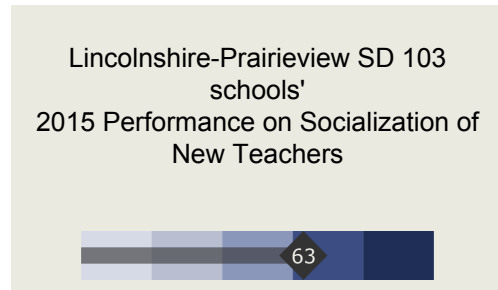
#### Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

#### Survey Questions

Teachers report the following:

- Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.
- A conscious effort is made by faculty to make new teachers feel welcome here.



## Student Responsibility

**Performance:** **More Implementation**

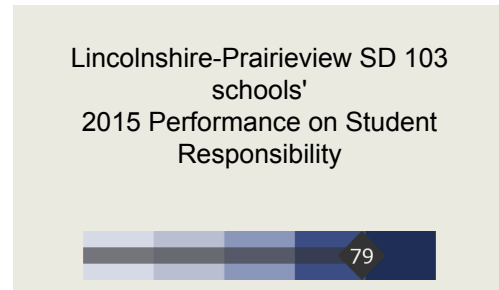
### Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

### Survey Questions

Teachers report that their students:

- Always turn in their homework.
- Come to class prepared with the appropriate supplies and books.
- Actively participate in class activities.
- Regularly pay attention in class.
- Come to class on time.
- Attend class regularly.



## Teacher Safety

**Performance:** **More Implementation**

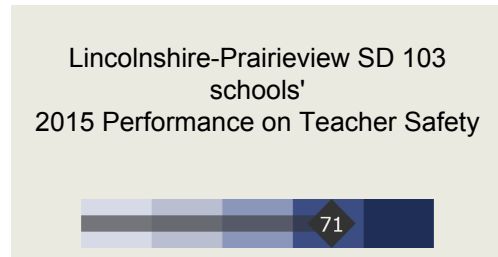
### Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

### Survey Questions

Teachers report how much each of the following is a problem:

- Threats of violence toward teachers.
- Robbery or theft.
- Gang activity.
- Disorder in classrooms.
- Physical conflicts among students.
- Student disrespect of teachers.
- Disorder in hallways.



## **Supplemental Student Measure Details**

## Academic Engagement

**Performance: Average Implementation**

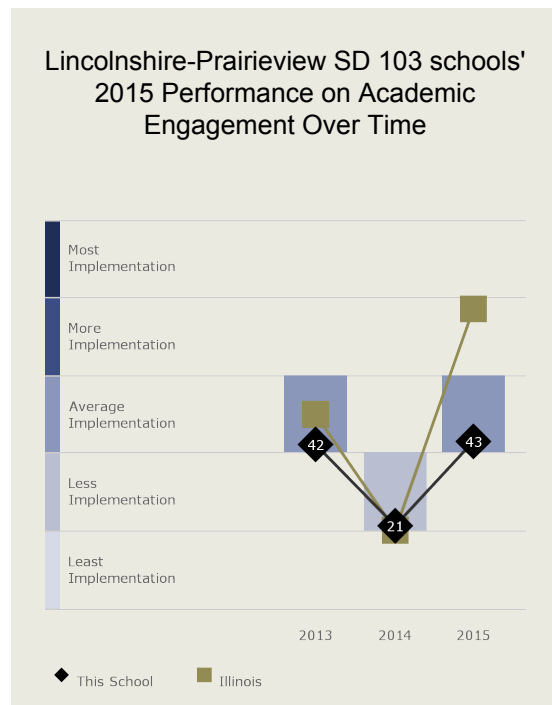
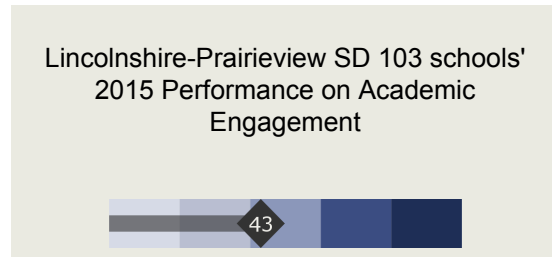
### Academic Engagement

Students are interested and engaged in learning.

### Survey Questions:

Students report:

- Sometimes I get so interested in my work I don't want to stop.
- I usually look forward to this class.
- The topics we are studying are interesting and challenging.
- I work hard to do my best in this class.



## Classroom Rigor

**Performance:** Average Implementation

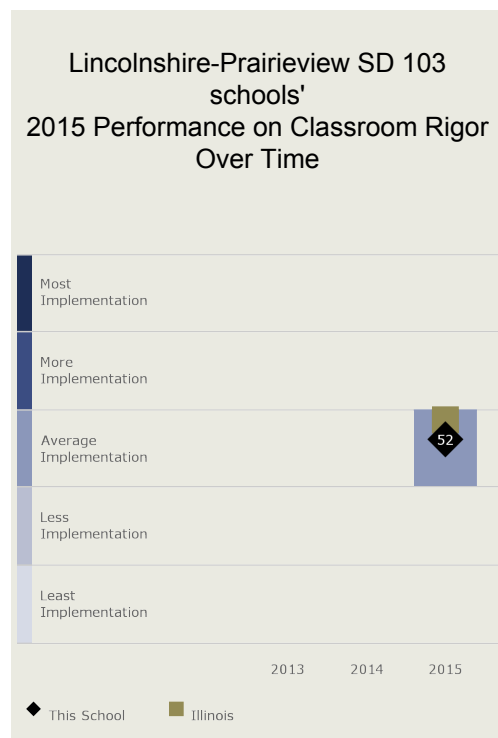
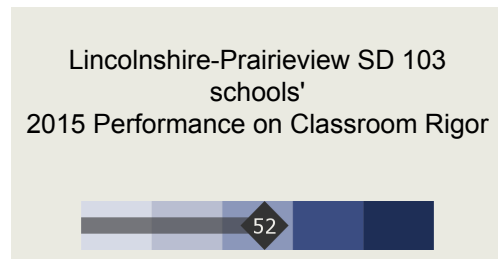
### Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

### Survey Questions:

Students report that the teacher in their target class:

- Often connects what I am learning to life outside of the classroom.
- We talk about different solutions or points of view.
- Encourages students to share their ideas about things we are studying in class.
- Encourages us to consider different solutions or points of view.
- Doesn't let students give up when the work gets hard.
- Often requires me to explain my answers.



## Course Clarity

**Performance:** Average Implementation

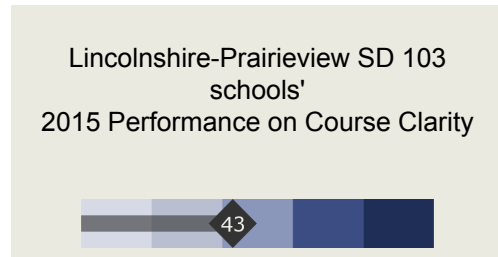
### Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

### Survey Questions:

Students report the following about one specific class:

- I learn a lot from feedback on my work.
- The homework assignments help me to learn the course material.
- The work we do in class is good preparation for the test.
- I know what my teacher wants me to learn in this class.
- It's clear to me what I need to do to get a good grade.



## Emotional Health

---

### Performance: **More Implementation**

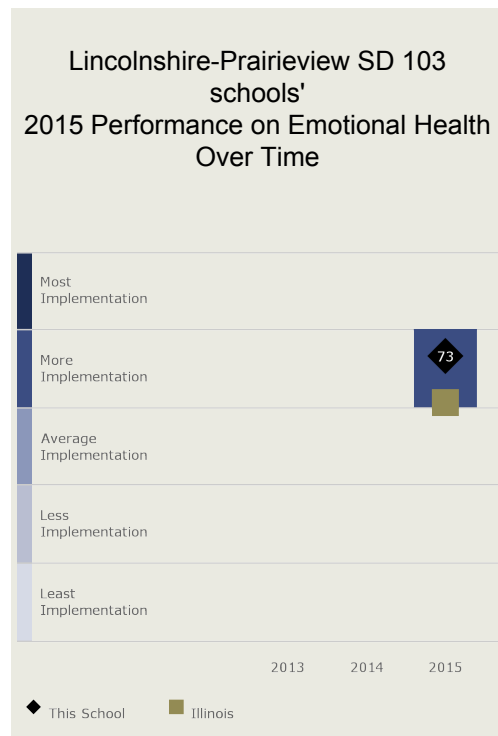
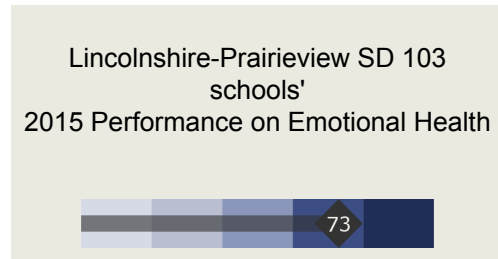
#### Emotional Health

Students have the skills to nurture positive and respectful relationships with others.

#### Survey Questions:

Students report:

- I can always find a way to help people end arguments.
- I'm good at working with other students.
- I listen carefully to what other people say to me.
- I'm good at helping other people.



## Grit

### Performance: Average Implementation

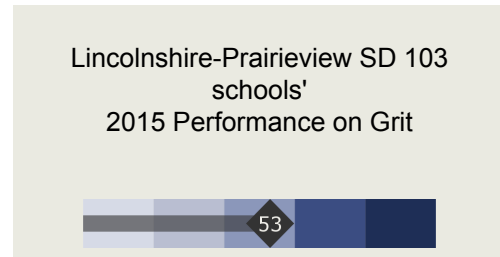
#### Grit

Students sustain interest and effort toward long-term goals.

#### Survey Questions:

Students report:

- I finish whatever I begin.
- I am a hard worker.
- I continue steadily toward my goals.
- I don't give up easily.



## Human & Social Resources in the Community

**Performance:** **Most Implementation**

### Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

### Survey Questions:

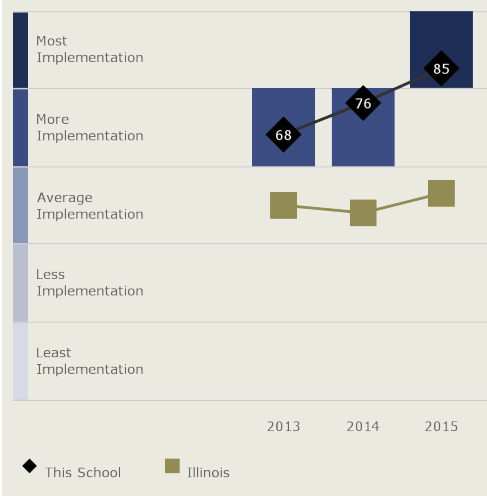
Students report the following about their community:

- People in this neighborhood can be trusted.
- The equipment and buildings in the neighborhood, park, or playground are well kept.
- There are adults in this neighborhood that children can look up to.
- Adults in this neighborhood know who the local children are.
- During the day, it is safe for children to play in the local park or playground.

Lincolnshire-Prairieview SD 103 schools' 2015 Performance on Human & Social Resources in the Community



Lincolnshire-Prairieview SD 103 schools' 2015 Performance on Human & Social Resources in the Community Over Time



## Inquiry-Based Science Instruction

### Performance: Average Implementation

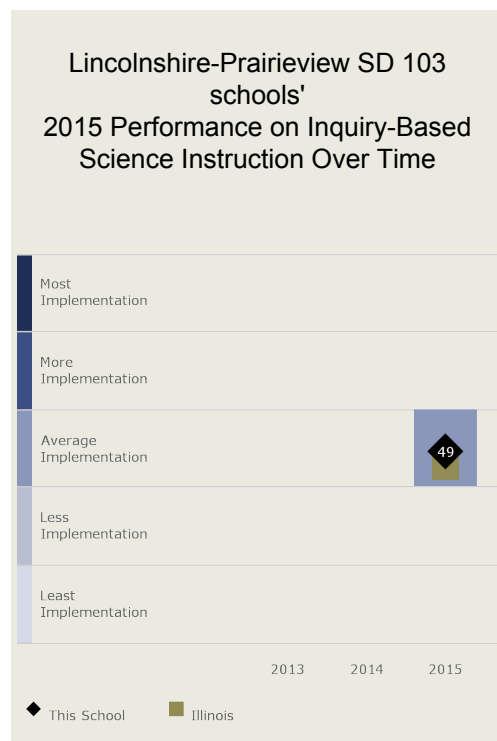
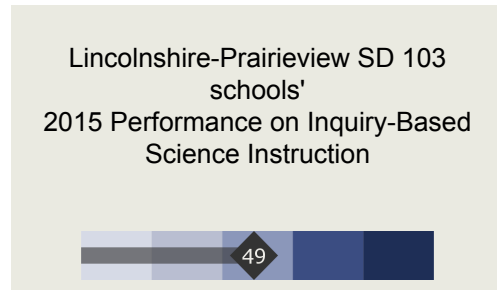
#### Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

#### Survey Questions:

Students report doing the following in science class:

- Use laboratory equipment or specimens.
- Write lab reports.
- Generate your own hypotheses.
- Use evidence/data to support an argument or hypothesis.
- Find information from graphs and tables.



## Parent Supportiveness

**Performance:** **More Implementation**

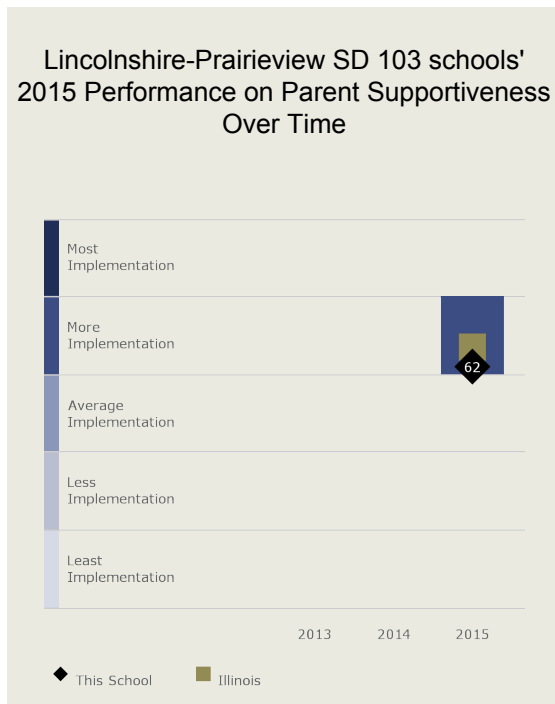
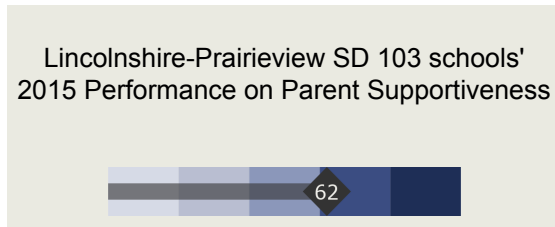
### Parent Supportiveness

Parents support their children emotionally and developmentally.

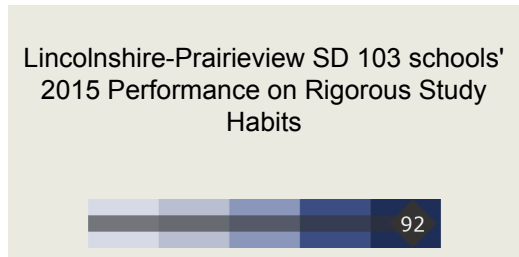
### Survey Questions:

Students report the following about their parents. My parents:

- Take time to help you make decisions.
- Are supportive of the things you like to do outside of school.
- Listen to you when you need to talk.
- Show they are proud of you.
- Encourage you to work hard at school.



## Rigorous Study Habits



**Performance:** **Most Implementation**

### Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

### Survey Questions:

Students report that:

- I always study for tests.
- If I need to study, I don't go out with my friends.
- I set aside time to do my homework and study.
- I try to do well on my schoolwork even when it isn't interesting to me.



## School Connectedness

Lincolnshire-Prairieview SD 103 schools' 2015 Performance on School Connectedness



**Performance:** **More Implementation**

### School Connectedness

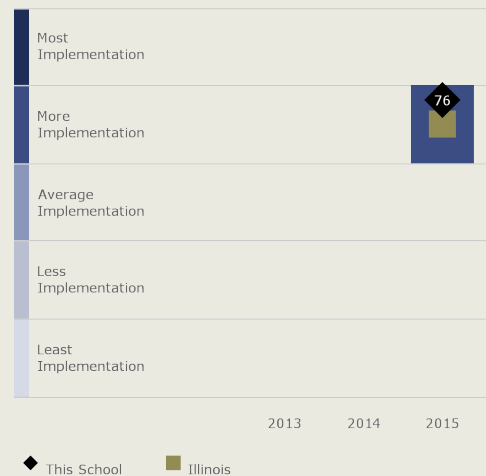
Students feel included in their school's community.

### Survey Questions:

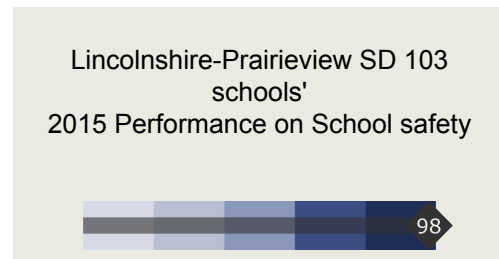
Students report the following:

- Other students in my school take my opinions seriously.
- I'm included in lots of activities at school.
- I feel like a real part of my school.
- People here notice when I'm good at something.
- People at this school are friendly to me.

Lincolnshire-Prairieview SD 103 schools' 2015 Performance on School Connectedness Over Time



## School safety



### Performance: **Most Implementation**

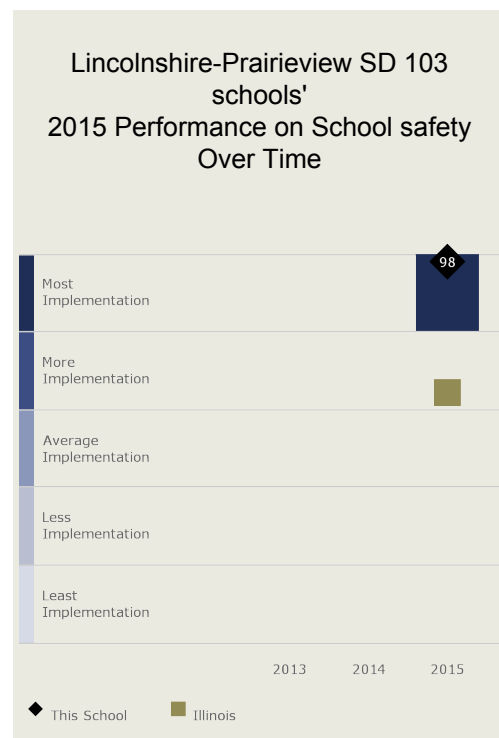
#### School safety

Students encounter very little crime, violence, or bullying at school.

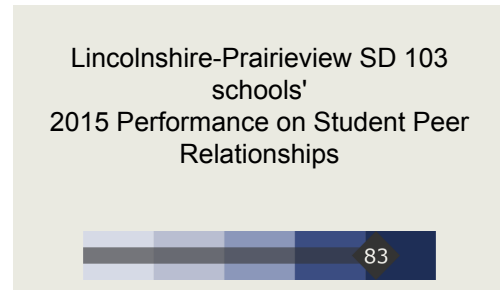
#### Survey Questions:

Students report that:

- I worry about crime and violence in this school.
- Students at this school are often threatened or bullied.
- Students at this school are often teased or picked on.



## Student Peer Relationships



**Performance:** **Most Implementation**

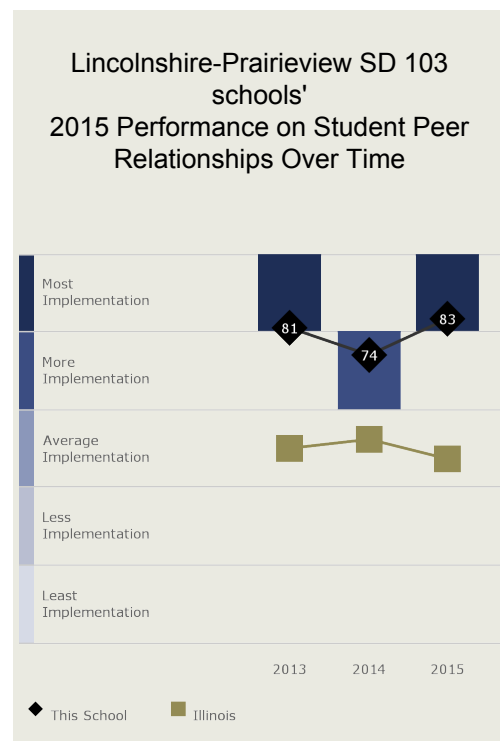
### Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

### Survey Questions:

Students report that their school peers:

- Like to put others down.
- Treat each other with respect.
- Don't get along together very well.
- Help each other learn.





LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(FAX) 847.295.9196

**MEMO**

**TO:** Board of Education and Dr. Warren, Superintendent  
**FROM:** Julie Postma, Director of Student Services  
**DATE:** October 6, 2016  
**RE:** Nurse Staffing Review

---

Attached please find a report detailing the nurse staffing in District 103 and the recommendation for a change in nurse staffing.

## STAFFING REVIEW OF NURSING FOR LINCOLNSHIRE-PRAIRIE VIEW DISTRICT 103

District 103 hired our first Professional Educator Licensed - Certified School Nurse (PEL-CSN) in 2010 based on the increasing needs of our student population. The specialized knowledge and experience that is required of a PEL-CSN was necessary to support the needs of our students in the educational environment. Since that time, the roles and responsibilities of both our classified and certified nursing staff have changed and evolved. These changes have led us to look at the workload and duties of our nurses.

District 103 currently employs 3 nurses, one with an Associate of Applied Science (AAS), one with a Masters in Health Care Administration (MS) who is also an RN, and one PEL-CSN. The addition of the PEL-CSN, along with her knowledge and skill set, has helped to clarify the role nursing plays in the school environment and the importance of that role. The responsibilities of a nurse in an educational setting continue to increase with changes in legislation and student medical needs. These changes have had a significant impact on the roles and responsibilities of our nurses on a daily basis.

The major changes in District 103 include:

- Implementation of new procedures related to the law that dictates who can conduct medical reviews.
- Increased acuity and significance of student medical needs requiring nursing involvement leading to increases in:
  - Collaboration and consultation with staff, parents and outside providers to ensure the impact of the health conditions are considered and addressed in the educational environment.
  - Participation in the process (paperwork and meetings) related to health plans (Individual Health Care Plans, 504 Plans, IEPs).
  - The increase in student specific nursing care including but not limited to diabetes, seizures, feeding tubes, catheterization and life threatening allergies).
  - The need for observations by nursing staff to assess the impact of medical conditions in the educational environment.
- The additional need for accurate and efficient access to student medical information (electronic input of data).
- Compliance related mandates involving acute health conditions (concussions, diabetes, seizures) and the resulting need for consistent procedures to be established and documented.
- Implementation of mandates related to training of staff in the educational environment.
- Compliance related to State of Illinois laws, the Nurse Practice Act in IL which dictates who can perform nursing duties, i.e. who can complete medical reviews/health histories, administer medication, care for a diabetic and what can be delegated by the nurse to unlicensed personnel.
- The addition of the Guided Program at Daniel Wright.

The importance and need of adequate staffing and workload considerations is well documented with regard to the impact in the educational environment.

*In addition to laws that allow all students a public school education, medical advances have increased the acuity of those attending schools. A school nurses responsibilities include far more than band-aids and ice packs. One in eight students are born prematurely and are more likely to have neurologic deficits, cognitive delays and need lifetime accommodations. More students are being diagnosed and treated for cancer. Students with congenital heart disease return to school earlier and require specialized nursing care. Students previously cared for in Therapeutic settings now attend and receive care in schools. The percentage of students with chronic conditions such as asthma and diabetes requiring professional nursing care at school has significantly increased. (Van Cleave, Gortmaker, & Perrin, 2010; CDC, 2011a)*

*Appropriate school nurse staffing is related to better student attendance and academic success. When a school nurse is present, a principal gains nearly an hour a day and teachers gain an extra 20 minutes a day to focus on education instead of student health issues (Baisch, Lundeen, and Murphy, 2011; Hill & Hollis, 2012).*

Given the complexity of this situation, the following information further details these changes with more specific data and explanations. The last section discusses resolutions.

## CONSIDERATIONS/ISSUES

### Defining and Understanding Illinois Laws

- ***Educational Preparation of Registered Nurse vs. Certified School Nurse***

In Illinois, a registered nurse (RN) is eligible for employment after receiving education earning either an Associate in Applied Science in Nursing (AAS), a Bachelor of Science in Nursing (BSN), or a Master of Science in Nursing (MSN) and successfully completing the state licensing exam (NCLEX-RN). This prepares a nurse to practice in all healthcare settings with all patient populations, including employment by schools.

Obtaining a Certification in School Nursing in Illinois requires a BSN and completion of additional coursework (10-13 credits), a school based internship (300 hours) and passing the State's School Nurse Content examination. After completion, the nurse receives endorsement by the Illinois State Board of Education Professional Educators Licensure in School Nursing (PEL-CSN). This prepares the nurse to focus on health care management for school-aged children and to implement the nursing process in response to the diverse needs of children in the school community. The RN who holds PEL-CSN endorsement has received and demonstrated specialized knowledge and experience in educational/learning environments and special education content. This individual will also have specialty knowledge in the field of school nursing.

- ***Illinois Special Education Law re: Medical Reviews***

Effective July 1, 2016 - this law dictates who can conduct medical reviews for any student being evaluated or re-evaluated for special education services. The changes are more restrictive regarding who can conduct medical reviews, limiting them to specific medical personnel. The law places a high priority on medical reviews being conducted by a PEL-CSN due to their specialized training and knowledge.

The new law presents several challenges for District 103. Our current district model would not meet the mandates of the law. Additionally, while the law will, if a number of conditions are met, allow health professionals other than a PEL-CSN to conduct medical reviews, the specialized training and knowledge of a PEL-CSN is needed in many situations especially when the category of Other Health Impaired and/or a significant medical history is present and special education eligibility is being considered.

At this time, the use of a PEL-CSN for these situations is not fully implemented in District 103, and the extent to which District 103 is implementing this is placing a significant workload on the PEL-CSN in the district. Finally, additional medical reviews and health histories will need the involvement of health professionals as dictated by this law.

### Expansion of the Roles/Duties of the Registered Nurse in District 103

#### *Prior to 2010-11 School Year*

#### ***Laura Sprague, Half Day and Daniel Wright Junior High School RN Roles***

(District 103 did not employ a PEL-CSN)

- Medication administration and monitoring
- First aid and emergency care to students and staff
- Relevant nursing treatments/care (i.e. diabetics)
- Vision and Hearing Screening of state mandated students (SP, HD RN's certified)
- Scheduling Cardiopulmonary Resuscitation/AED classes for staff twice yearly (DW RN)
- Review maintenance/follow up of compliance to state health requirements (physical exams, immunizations, dental exams, vision exams)
- Review for sports participation (DW)
- Participation/Coordination of Red Ribbon Week (HD, DW) / Participation Healthy Choices Week (SP)
- Oversee medical need for overnight field trips (Outdoor Education HD, DW; Springfield DW)
- Compile school specific health data for state reports
- Process state health reports (DW)
- Health Committee member (DW)
- Yearly Staff education
- Communication with staff, parents, physicians re: health issues/information
- Monitor communicable disease in the school setting

**Beginning 2010 – Present (PEL-CSN Hired 2010)**

**Half Day School and Sprague School RN Role**

All of the above roles filled before 2010 at Sprague or Half Day in addition to:

- Assist in teaching CPR/AED classes as American Heart Association Basic Life Support Instructor
- Wellness Committee member (voluntary beginning with the establishment of the committee in Spring 2014)
- Attend IEP, 504 Plan, PST meetings as requested.
- Medical Reviews as requested and qualified.
- Writing Individual Health Care Plans (IHCP).
- Data Input (Skyward) system available for documentation/ student health info.

**Daniel Wright Junior High School PEL-CSN Role**

All of the above roles filled before at DW by the RN in addition to:

- Nurse for the Guided Program students including direct nursing care, nursing procedures, writing IHCP's, medical reviews, and staff support and education on student health issues.
- Utilized as a team member in buildings other than DW for case study evaluations/ medical reviews when a PEL-CSN is needed.
- Vision and hearing screening of all state mandated grade levels, and referral with follow up.
- Participation as a member of the DW Problem Solving Team and special education team including medical reviews/health histories as relevant.
- Case management of medically based Section 504 Plans at DW.
- Coordination, scheduling and providing instruction in American Heart Association CPR/AED and First Aid training for all district staff and substitute nurses.
- Implementation and use of a data base system (Skyward) for documentation of nursing care and student health information.
- Wellness Committee member (2014 to present) and principal coordinator of initiatives at Daniel Wright.
- Advisor/consultant to district's Nurses/Principals/Director Student Services/Superintendent.
- Coordinate and write District nursing policy and procedures.
- Consultant for District Registration procedures related to health data collected yearly.
- Maintenance of all health files/health requirements for District 103 students that are outsourced to other facilities.
- Provide mandated training to the District substitute teachers 1-3 times per year.
- Provide mandated training to the District transportation department yearly.
- Provide training to the District associates yearly.

**High Level of Acuity and Health Needs/Professional Nursing Care in District 103**

- **Significant Diagnoses are reported by parents and treated by nursing staff**

DW 356 of 821 (43.4%) students have a health concern reported to school by a parent via registration.

HD 151 of 375 (40%) students have a health concern reported to school by a parent via registration.

SP 150 of 509 (29.5%) students have a health concern reported to school by a parent via registration.

Known Diagnoses (based on 2015-16 Registration)

Reported Diagnoses*	Sprague	Half Day	Daniel Wright
Diabetes	1	1	1
Insulin pump (Minimum contact once daily 15 min.)	1	1	0
Seizure/history of seizures/at risk	6	1	6
Life Threatening Allergies/EAP	22	21	59
Mental Health Issues/Diagnoses	3	2	19
Immunosuppressed students incl Cancer	4	2	3
Asthma	21	24	82
ADHD	2	22	46

Hearing Loss	1	1	10
VP (Brain) Shunts	0	0	2
Gastric Feeding Tubes	0	0	2 (one student w/ 4 feedings per day 10-20 minutes each)
Urinary catheterization	1 (twice daily 15 min. each)	0	0
Medications**:			**
Daily scheduled	3	3	2
PRN "as needed"	Not reported	34	105
Emergency	24	10; more in process	60

\*There are many additional reported health concerns not individually delineated above, but requiring significant nursing intervention including migraines, Tourette Syndrome, VACTERAL, Down Syndrome, Autism, Juvenile Arthritis, neurologic disorders, cardiac murmurs and many others.

\*\*DW-20 % of students have medication orders at school. These numbers typically increase as the year progresses; many students attending Outdoor Education at both Half Day and DW and Springfield overnight trips will elect to have daily and as needed medications administered on these trips.

- **Guided Program**

Students in this program have many significant health and educational needs (medication monitoring, gastrostomy tube feedings, seizure precautions, consultation with staff and physicians).

- **Volume of Health Office Visits**

Sprague: Current sampling of documented student visits at Sprague School is an average of 25-30 visits per day.

HD: Current sampling of documented student visits at Half Day School averages 24.5 student visits per day with a range of 13-44.

Daniel Wright: A sampling of data collected over the last 3 years at DW includes the documented number of daily visits to the health office for students and staff with averages and ranges as well as amount of time for student visits. DW averages 25.56 daily student visits with a range of 2-64 per day. The average nursing time per student ranges from 5-30 minutes. The average number of staff visits per month is 5.5 with a range of 1-25.

### Special Education Needs and Related Health Services

	Sprague	Half Day	Daniel Wright
*Individual Health Care Plans (IHCP)	Not reported	Not reported	8
*Section 504 Plans	4	18	33 4 (case managed by PEL-CSN)
Initial IEP medical reviews	10	6	12
Re-evaluation IEP medical reviews	12	9	25

\*The # of IHCP and Section 504 Plans are for the 2015-16 School Year;

\*\*IEP data is an average of 2012-2013, 2013-14 and 2014-15 and projected for re evaluations for the 2015-16 SY.

Nursing staff should be involved in all of these special education and related health services. At the current time, that model is not fully implemented due to staffing capabilities. Nurses are involved in all IHCPs. The PEL-CSN at DW is significantly involved in medical reviews for IEPs. Over the past five years, the PEL-CSN has completed an average of 34.8 medical reviews per year. She also case manages medical 504s at DW. At Sprague and Half Day the nurses are involved in medical 504s, but are not case managers. They also conduct some medical reviews for IEPs.

## Other Factors

- **Number of new students entering at beginning of the year September**

2013-14 School Year- 58 DW\*

2014-15 School Year- 58 DW\*

2015-16 School Year- 59 DW, 32 HD, 43 Sprague\*

\*More complete data has been gathered at DW as the PEL-CSN at DW has been the most impacted and most aware of the growing workload related to nursing in District 103

Many out of state and out of country students require additional assistance to access healthcare providers, to assess and monitor state health requirements, would need vision and hearing screening, thus increasing nurse workload.

- **State of Illinois Health Requirements**

The majority of the State of Illinois Health requirements are at DW and Sprague with first entry to an Illinois school in Kindergarten, and in 6<sup>th</sup> grade requirements. This significantly increases the nursing workload requiring assessment, processing and monitoring of a large volume of paperwork to ensure compliance.

Additionally at DW, a large number of additional physicals related to participation in extra-curricular sports are processed. On average, there are 122 sports physicals in each of four sports seasons at DW to review.

## IMPACT ON THE SCHOOL COMMUNITY

### Safety

- **Nursing Delimmas**

The high acuity of students and high volume of student visits to the nurse's office has led to nursing practice dilemmas and safety concerns on several occasions. Thoughtful triage has been necessary in a number of situations recently:

- monitoring a student with a low blood sugar and an emergency call for a student having a seizure at the same time;
- monitoring a student with a known life threatening allergy having symptoms and the need to be in a classroom for a gastrostomy tube feeding at that time;
- monitoring 2 symptomatic students with head injuries during a fall at PE and responding to an emergency call to a classroom for a student having a seizure.

These types of triage lead to safety concerns and a higher risk for escalation of these potential emergency medical situations.

- **Recommended Nurse: Student Ratios**

*The National Association of School Nurses recommends the following:*

- 1 school nurse to 750 students in the **healthy** student population
- 1:225 for student populations requiring daily professional nursing services
- 1:125 for student populations with complex health care needs
- 1:1 for individual students requiring daily, continuous professional nursing services.

*It must be noted that although the 1:750 ratio is recommended and acknowledged in Healthy People 2020 and by the American Academy of Pediatrics, a one size fits all workload determination is inadequate to fill the increasingly complex health needs of students and specific school communities. (AAP, 2008, ANA/NASN, 2011).*

### Nursing Documentation and Record Keeping/ Data Input

The importance, benefit, as well as legal requirements for documentation of events at school is critical. Efficient data entry of state health requirement information and documentation of nursing care administered to students is challenging to complete within the hours of the school day, given the daily volume of school visits and ongoing acuity of students. No time is dedicated in the day of a nurse for documentation or data entry. The nurse is always on call and does not have "planning" time for a lack of a better term. This nursing documentation, record keeping and data input is compromised in the current staffing scenario.

### Limitations Related to Collaboration, Coordination of Services, Crisis Team

#### Collaboration

There is limited time for teacher/nursing collaboration and student observations within the school day.

There is limited time for collaboration and coordination of services with outside health providers including support for homebound/hospital services. These types of collaboration lead to increased understanding of student health conditions, as

well as increased knowledge of the impact of health conditions in the school environment and appropriate steps to support the health conditions of students.

At this time our PEL-CSN is not indicated as a member of the District's Crisis team and her knowledge and expertise is important in many crisis situations.

## **CONSIDERATION OF STAFFING SOLUTIONS**

The determination of adequate nurse staffing is a complex decision-making process involving safety, student needs (medications, health procedures, care coordination, case management), and acuity of students. Given the changes that have occurred since 2010, it is recommended that District 103 increase their nursing staff. Several scenarios were considered.

### *Scenario #1*

Additional staff to include:

- A health assistant for the health office for basic first aid and assistance with documentation/data input;
- RN/LPN associate for support related to seizures and 4 tube feedings per day; hours would reflect 15 mn before the first scheduled feeding and 30 minutes after the last scheduled feeding
- PEL-CSN to support Daniel Wright and continue with additional District-wide responsibilities

In this scenario, our PEL-CSN would still be the primary nurse for all students at Daniel Wright. The PEL-CSN would delegate responsibilities to the health assistant that would include basic first-aid and documentation / data input. The additional nurse would be primarily assigned to the Guided program to provide nursing care and consultation. She would not initially be able to conduct medical reviews for the program or to provide educational recommendations related to medical conditions. The PEL-CSN would also remain responsible for the District-wide responsibilities already addressed.

This option will not be efficiently or effectively meet the current needs for the following reasons:

- It assumes a health assistant can perform nursing duties when the PEL-CSN is fulfilling District-wide roles outside of Daniel Wright;
- It hires an RN/LPN associate to primarily oversee a single student and provide nursing care to that student who does not have this indication on his/her IEP. The nurse would have significant time when the duties are minimal as feedings actually occur over less than 2 hours per day and seizures occur on average two to three times per day.
- The PEL-CSN likely remains in a position where the workload exceeds what can be accomplished by a single person.

### *Scenario #2*

Additional staff to include:

- An RN (BS preferred) to be the Daniel Wright nurse.

In this scenario, the roles and responsibilities of our nursing staff are more "shared" across the district. All specifics of the sharing would be more clearly defined. Several guiding assumptions would be used to create the specifics. The primary role of the PEL-CSN would be as a district nurse, conducting all district level nurse roles and responsibilities, and as a nurse to the Guided program. She would also provide significant support in each building including, but not limited to, case managing all medical 504s in the district; conducting medical reviews in situations where the knowledge and experience of a PEL-CSN is needed; assisting with establishing individual student nursing procedures and providing back up to provide those services; attending problem solving meetings and IEP meetings that require a PEL-CSN; assisting with unique medical situations such as the collaboration during homebound or hospitalizations; assisting during times that require significant time commitment from nurses such as vision and hearing screening and review of health records at the beginning of the year and for extra curricular sports. In addition, she would remain at Daniel Wright to support and share responsibilities of the DW nurse.

This option results in the following:

- Increased nursing support that allows for addressing the legal mandates and the acuity of student medical needs.
- Increased time for the PEL-CSN to address the roles and responsibilities best addressed by a PEL-CSN district wide.
- The District remains in a position of having only one PEL-CSN to perform all the roles and responsibilities, which are necessary.
- This will address workload issues, but given the evolving nature of nursing in schools and the legal mandates, it is unclear if it resolves all of the concerns.

### *Scenario #3*

Additional staff to include:

- A second PEL-CSN for the District.

This meets the intent of the law and the expectation of the law beginning July 1, 2016 that Districts secure individuals who are PEL-CSN certified. The roles and responsibilities of our nursing staff are again “shared” across the district. All specifics of the sharing would be more clearly defined. Several guiding assumptions would be used to create the specifics. The primary role of one of the PEL-CSNs would be as a district nurse, conducting all district level nurse roles and responsibilities, and as a nurse to the Guided program. She would also provide significant support in two of the buildings including, but not limited to, case managing all medical 504s; conducting medical reviews in situations where the knowledge and experience of a PEL-CSN is needed; assisting with establishing individual student nursing procedures and providing back up to provide those services; attending problem solving meetings and IEP meetings that require a PEL-CSN; assisting with unique medical situations such as the collaboration during homebound or hospitalizations; assisting during times that require significant time commitment from nurses such as vision and hearing screening and review of health records at the beginning of the year and for extra curricular sports. The second PEL-CSN would be assigned to the third building. In the building he/she is assigned to they would case manage all medical 504s; conducting all medical reviews; establish individual student nursing procedures in the building; attending problem solving meetings and IEP meetings that require a PEL-CSN, and address unique medical situations such as the collaboration during homebound or hospitalization situations.

This option results in the following:

- Increased nursing support that allows for more fully addressing the legal mandates and the acuity of student medical needs.
- Increased time for the PEL-CSN to address the roles and responsibilities best addressed by a PEL-CSN district wide.
- A second PEL-CSN who has the knowledge, expertise and experience to fully address medical needs and their impact in the educational environment
- This more fully addresses workload issues. In addition, the law will require the District to make every effort to hire PEL-CSN in the future when they have any responsibility related to making recommendations related to health conditions and the school environment.

### **RECOMMENDATION**

At this time, the administration in collaboration with the PEL-CSN and nurses recommend Scenario 2. While Scenario 3 is an optimal solution it is more prudent given the time of year and the number of individuals with PEL-CSN certification to begin by hiring an RN with a BA. Next steps will be to reorganize the responsibilities and roles of the nursing personnel and continue to monitor and collect data related to student health needs, workload and state mandates.

Anticipated total expense for Scenario 2 is \$53,000.



**Lincolnshire-Prairie View School District 103**

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** October 5, 2015  
**Re:** Financing Plan for Facilities Improvement Plan

---

Information will be given and discussed at the meeting regarding the plan for financing the Facilities Improvement Plan. We will receive the information early next week. As such, it is not available yet for the board book.



**Lincolnshire-Prairie View School District 103**

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** October 5, 2015  
**Re:** Preliminary Levy

---

Information for the preliminary 2015 levy will be presented at the meeting. Due to availability of information, there was not enough time to get it in the board book.

# Report to the Membership

---

for the 2015 Delegate Assembly Meeting  
on November 21, 2015, Chicago

**September 2015**



2921 Baker Drive  
Springfield, Illinois 62703-5929  
217/528-9688  
Fax 217/528-2831

One Imperial Place  
1 East 22nd Street, Suite 20  
Lombard, Illinois 60148-6120  
630/629-3776  
Fax 630/629-3940

TO: Board Members and Administrators  
FROM: Phil Pritzker, Resolutions Committee Chairman  
DATE: September, 2015  
SUBJECT: 2015 Resolutions Committee Report

Thank you for your interest in the 2015 Resolutions Committee Report to the Membership. Proposals set forth in this Report will be acted upon at the Annual Meeting of the IASB Delegate Assembly which convenes at 10:30 a.m. on Saturday, November 21, 2015, at the Hyatt Regency Chicago, Regency A/B West Tower.

The Delegate Assembly is one of the most important functions held at the IASB Annual Conference. It gives member districts ownership in the association and the opportunity to establish the direction of the association and its major policies. Every member district has a delegate, a vote, and a voice.

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

This booklet is provided in the fall and is intended to allow your board more time to discuss the resolutions. We hope that this will increase participation and enthusiasm from member districts.

We will again prepare a packet of information for distribution at the Delegate Assembly meeting. This packet will provide any information needed by delegates that was not available in the Report to the Membership. Advanced registration for delegates is not necessary. Upon arriving at the conference in November your districts' delegate should check in at the "Delegate Registration" desk across the hallway from the main conference registration desk.

If you have materials that you will need to distribute on the assembly floor, 500 copies must be provided to the staff at least 24 hours in advance (an additional day or two would be appreciated). This should expedite matters at the Delegate Assembly and provide for a more organized meeting.

On behalf of the Resolutions Committee, thank you for your interest in the resolutions process. I look forward to seeing you in November.

**For further information  
please contact Ben Schwarm  
at IASB, Springfield office  
217/528-9688, ext. 1132**

**Service of the following school board members on the 2015 Resolutions Committee is acknowledged with sincere appreciation.**

Pritzker, Phil .....	Wheeling.....	Chair
Armstrong, John.....	Wauconda.....	Lake
Bruscato, Mary .....	Elmwood Park .....	West Cook
Buikema, Christopher.....	Rock Falls .....	Northwest
Clayberg, Donald.....	Sycamore.....	Kishwaukee
Conner, David.....	Streator .....	Starved Rock
De Neal, Tom .....	Harrisburg .....	Shawnee
Dothard, Linda .....	Rock Island.....	Blackhawk
Fielden, Terry .....	Naperville .....	DuPage
Hake, Andi .....	Lincoln.....	Abe Lincoln
Irvin, Lisa .....	Belle Rive.....	Egyptian
Jenkins, Rhonda .....	Millstadt .....	Southwestern
Jordan, Juanita .....	Hazel Crest .....	South Cook
Kistler, Kent.....	Farina.....	Kaskaskia
Klimkowicz, Anna .....	Schaumburg .....	North Cook
Sayre, Tracie .....	Arenzville .....	Two Rivers
Rodewald, Rob.....	Bourbonnais.....	Three Rivers
Ruffner, Carol .....	Mason .....	Wabash Valley
Scarfe, Kelly.....	Morton.....	Central Illinois Valley
Uhlott, Sandra .....	Rantoul .....	Illini
Vogler, Scott .....	Colchester .....	Western
Weers, Doug.....	Flanagan .....	Corn Belt

**Delegate Assembly Agenda**

- |  |  |
|--|--|
| 1. Call to Order                                   | 8. Election of Officers                            |
| 2. Report of the Credentials Committee             | A. Nominating Committee Report,<br>Carolyne Brooks |
| 3. Approval of Delegate Assembly<br>Business Rules | 9. Dissolution of Councils                         |
| 4. Approval of Conference Program                  | 10. Resolutions Committee Report,<br>Phil Pritzker |
| 5. President’s Report, Karen Fisher                | A. New Resolutions                                 |
| 6. Executive Director’s Report, Roger Eddy         | B. Reaffirmation of Existing Positions             |
| 7. Financial Report, Dale Hansen                   | 11. Belief Statements                              |
|  | 12. Adjournment                                    |

# TABLE OF CONTENTS

2015 IASB Resolutions Committee .....	3
Delegate Assembly Agenda .....	3
Current Position Index .....	5
Delegate Assembly Business Rules .....	7
Resolutions Procedures.....	8
Nominating Committee Report .....	9
New Resolutions .....	10
Reaffirmation of Existing Positions.....	13
Belief Statements.....	14
Current Positions.....	14

## **My Board’s Recommendation**

*Support    Oppose*

### **Board Operations and Duties**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Family Members as Officers on Board of Education |
|--------------------------|--------------------------|---|

### **Local State and Federal Relations**

- |                          |                          |                                      |
|--------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Sale of Student Constructed Homes |
|--------------------------|--------------------------|--------------------------------------|

### **Financing Public Education-Federal**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Mandates Costs-No Child Left Behind |
|--------------------------|--------------------------|--|

### **Financing Public Education-Local**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Charitable Tax Exemption for Hospitals |
|--------------------------|--------------------------|---|

### **REAFFIRMATION OF EXISTING POSITIONS**

#### **Financing Public Education-State**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 5. State Authorized Charter School Funding |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. School Construction Grant Program       |

## CURRENT POSITIONS

<p>Abatements for Home Builders (2.47) .....23</p> <p>Administrative Caps (6.15) .....28</p> <p>Advanced Placement for Students (1.12)..... 16</p> <p>Alternative Schools (2.17) ..... 19</p> <p>Annexing District Requirements (7.03) .....30</p> <p>Attention Deficit Disorder (4.01) .....25</p> <p>Bidding Contracts-Local Bidders (6.20) .....29</p> <p>Bilingual Education (6.17) .....29</p> <p>Bilingual Education Options (1.17)..... 17</p> <p>Board Member Involvement (3.01).....25</p> <p>Board Member—Travel Reimbursement (4.03).....26</p> <p>Board Rights (5.01).....26</p> <p>Board Vacancy Filings (7.10).....30</p> <p>Bond and Interest Levy (2.41).....23</p> <p>Budget Stability for School Districts (3.09) .....25</p> <p>Candidate Support (3.02).....25</p> <p>Capital Funding for School Construction (2.12)..... 19</p> <p>Categorical Reductions Prospective Only (2.26).....20</p> <p>Changes in School Accounting Practices (2.38).....22</p> <p>Collective Bargaining (5.03) .....26</p> <p>Constitutional Amendment on School Funding (2.22) 20</p> <p>Constitutional Convention Support (6.19) .....29</p> <p>Contracting Driver’s Education (2.07)..... 18</p> <p>Corporate Personal Property Replacement Tax (2.05) .18</p> <p>Curricular Material Determination (1.02) ..... 14</p> <p>Cyber-bullying Definition (4.05) .....26</p> <p>Data Equity (1.21) ..... 17</p> <p>Data Utilization (3.06) .....25</p> <p>Design Profession Selection (6.12) .....28</p> <p>Detachment from Unit District (7.05) .....30</p> <p>Discipline for Special Education Students (1.07) ..... 15</p> <p>District Reorganization (7.01) .....30</p> <p>Early Retirement-District Option (5.13).....27</p> <p>EAV Adjustments-Timely Notification (2.50) .....23</p> <p>Educational Labor Relations Board Procedures (6.03).27</p> <p>Educational Programs (1.01) ..... 14</p> <p>Effective Date and State Board Rules &amp; Regulations (3.05).....25</p> <p>Elected State Board of Education (3.08) .....25</p> <p>Election Schedules (7.08).....30</p> <p>E-Rate Discount Program (2.55).....24</p>	<p>ESP Progressive Disciplinary Procedures (5.06).....27</p> <p>Fair Labor Standards Act (6.18) .....29</p> <p>Freedom of Information Act Changes (6.21).....29</p> <p>Funding for Differentiated Instruction (1.15)..... 17</p> <p>Funding Mandated Programs (2.03)..... 18</p> <p>Funding Sources (2.02) ..... 18</p> <p>Funding Special Education Programs (2.04) ..... 18</p> <p>General Assembly Rules (3.04) .....25</p> <p>Heat Days Funding (2.13) ..... 19</p> <p>Homeless Student Transportation (6.22).....29</p> <p>Home Schooling Policy (6.11) .....28</p> <p>Illinois Educational Labor Relations Act (5.07) .....27</p> <p>IEP Out-of-Grade Level Assessment (1.14)..... 16</p> <p>Impact Aid (Student Housing) (2.06) ..... 18</p> <p>Impact Fees for Residential Development (2.40) .....23</p> <p>IMRF Qualification (5.09) .....27</p> <p>ISBE Oversight Agreement (2.24) .....20</p> <p>ISBE Rules and Regulations Review (6.08).....28</p> <p>Legislative Pay Accountability (3.10) .....25</p> <p>Life Safety Fund Use (2.60) .....24</p> <p>Limited Bill Introductions (3.03) .....25</p> <p>Local Control (6.01).....27</p> <p>Local Legislative Visits (3.07) .....25</p> <p>Local Tax Collection and Distribution (2.15)..... 19</p> <p>Local Taxes on School Districts (2.42).....23</p> <p>Longitudinal Data Systems (1.22) ..... 17</p> <p>Mandate Cost &amp; Periodic Review (6.23) .....29</p> <p>Multi County School District GSA Offset (2.25) .....20</p> <p>No Child Left Behind (1.10)..... 15</p> <p>No Child Left Behind – Military Recruitment (1.11).... 16</p> <p>Non-Public School Funding (2.56).....24</p> <p>Non-Public Student Reporting (2.57) .....24</p> <p>Non-Resident Student Tuition (2.23) .....20</p> <p>Open Meetings Act Building Safety &amp; Security (6.24) .29</p> <p>P.E. Exemption for Show Choir (1.04) ..... 15</p> <p>Pension-Normal Cost Shift (2.51) .....23</p> <p>Periodic Review of State and Federal Mandates (6.02).27</p> <p>Permissive Rate Equalization (2.09) ..... 19</p> <p>Physical Education (1.03) ..... 14</p> <p>Polling Places in Schools (7.09) .....30</p> <p>Preschool-Prioritize Public Schools (1.16)..... 17</p>
--	--

Preschool Programs (1.06).....	15	Standing on Tax Appeals (2.31).....	21
Prevailing Wage Act (5.05) .....	26	State Aid Payments (2.11) .....	19
Priority and Support (2.01).....	18	State and Federal Grant Carryover (2.61).....	24
Property Tax Assessment and Collection (2.29) .....	21	State and Local Federal Tax Deduction (2.54) .....	24
Property Tax Base (2.30).....	21	State Authorized Charter School Funding (2.27) .....	21
Property Tax Cap (2.34).....	21	State Board Communication (6.04) .....	28
Property Tax Cap — GSA Calculation (2.35).....	21	State Board of Education Membership (6.05) .....	28
Property Tax Classification (2.36) .....	22	Statutory Job Descriptions (6.14) .....	28
Property Tax Cap Expiration (2.44).....	23	Student Academic Placement (1.18) .....	17
Property Tax Rate Increases (2.43) .....	23	Student Assessment (1.09).....	15
PTELL-Debt Service Extension Base (2.48) .....	23	Student Discipline Practices (1.20) .....	17
PTELL No Penalty for Under Levy (2.49).....	23	Student Expulsion Hearings (6.16).....	28
Public Question Voting Dates (7.06) .....	30	Student Retention and High School Completion (1.05) ...	15
Railroad Crossings (6.07) .....	28	Students on Public Aid (6.09) .....	28
Residential Placement Costs (2.10) .....	19	Summer School Funding (2.14) .....	19
Sales Tax for School Districts (2.46) .....	23	Support Services to Private Schools (6.13).....	28
School Attendance Days (1.13) .....	16	Tax Assessment Schedules (2.08) .....	18
School Ballot Format (7.07) .....	30	Tax Exempt Bond Use (2.59) .....	24
School Board Election At-Large (7.04).....	30	Tax Increment Financing (2.32) .....	21
School Board Member Training (4.04) .....	26	Tax Increment Financing (2.53) .....	24
School Construction Grant Index (2.21).....	20	Tax Law & Assessment Practices (2.39) .....	22
School Construction Grant Program (2.20).....	20	Tax Levy Amendments (2.16) .....	19
School District Reorganization		Teacher Salaries (Length of Contract) (5.02).....	26
Voting Requirements (7.02) .....	30	Tenure Repeal (5.10) .....	27
School Employee Strikes (5.11) .....	27	Third Party Contracting (5.14).....	27
School Facility Occupation Tax (2.52) .....	24	Tort Immunity Fund (2.18).....	19
School Finance Reform (2.37) .....	22	Transportation for Private School Students (2.58) .....	24
School Funding and Taxation Reform (2.19) .....	19	Truth in Taxation (2.45) .....	23
School Holidays-Local Option (6.10) .....	28	Unemployment Compensation	
Self-Insure Risk (4.02) .....	26	(Substitute Teachers) (5.04).....	26
Site Development (2.33) .....	21	Virtual Charter Schools (1.19) .....	17
Special Education Student Transportation Cost (2.28) 21		Workers' Compensation Law (5.08) .....	27
Staff Development Activities (5.12).....	27	Zoning Hearing Participation (6.06) .....	28
Standardized Test Procedures (1.08) .....	15		

## DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert’s Rules of Order shall govern.
2. **Credentials** — Delegates shall be registered with the Credentials Committee.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. **Debate on the Floor** — No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
6. **Calls for the Question** — A delegate may “call for the question” to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
7. **Appeals** — Those delegates wishing to appeal a “do not adopt” recommendation of the Resolutions Committee, to present a late resolution, or to amend a resolution or position statement, and have met the notice provisions required by Article X, Sections 4 and 5 of the IASB Constitution shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly.
8. **Reaffirmation of Existing Position Statements** — The Delegate Assembly has the authority to reaffirm existing Position Statements. Proposals to reaffirm an existing position may be initiated by member school boards or the Resolutions Committee. All such proposals shall be submitted through the same procedure as all other resolutions and shall meet all criteria and constitutional timelines applicable to all resolutions.
9. **Other Recognition** — Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
10. **Nomination** — Consent of nominee must be secured prior to presentation to the Delegate Assembly.

# RESOLUTIONS PROCEDURES

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

## **NOMINATING COMMITTEE REPORT AUGUST 2015**

The 2015 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30, Saturday, November 21, 2015, Regency A/B West Tower, Hyatt Regency Chicago:

President – Phil Pritzker  
Wheeling CCSD 21

Vice President – Joanne Osmond  
Lake Villa CCSD 41

## **2015 NOMINATING COMMITTEE MEMBERSHIP**

Carolyne Brooks, Chair  
IASB Immediate Past President

Roger Pfister  
Carbondale ESD 95

Sue McCance  
CUSD 3 – Fulton County

Mary Stith  
Geneva CUSD 304

Dave Barton  
Pikeland CUSD 10

John Metzger, Alternate  
Benton CCSD 47

# DISSOLUTION OF COUNCILS

**Subject:** At the May 2015 meeting of the IASB Board of Directors, the Board voted to dissolve the Illinois Council of Township/County School Treasurers and that, upon approval of this motion by the Board of Directors, the Board forward this same motion to the IASB Delegate Assembly for consideration in November.

**Rationale:** The Council established for school township treasurers has become defunct and serves no useful purpose. According to the IASB Constitution, it takes action from the Board of Directors and the Delegate Assembly to dissolve a Council. Services will still be provided to those treasurers who continue their participation in the Association through Affiliate Membership.

**Background:** The IASB Constitution allows for the creation and dissolution of Councils by the Board of Directors with the approval of the Delegate Assembly. The Board determines the membership eligibility of

the Council members and each Council is entitled to a member on the Board of Directors.

Currently, the only Council so-created is the Illinois Council of Township/County School Treasurers. These positions are only, according to the Illinois School Code, applicable in Cook County. The Council was created years ago, but is now largely defunct. There are seven township treasurers that pay dues to the Association, but the business office defines them as affiliate members. There has been no activity within the Council for 13 years. Though there has been no activity among the Council members, the Board of Directors has never officially dissolved the Council.

With the dissolution of the Council, the seven current members will still receive the services they currently do as being (re)defined as Affiliate Members.

## NEW RESOLUTIONS

---

### BOARD OPERATIONS AND DUTIES

---

#### 1. Family Members as Officers on Board of Education

Submitted by: Hoover-Schrum Memorial SD 157

BE IT RESOLVED that the Illinois Association of School Boards shall support legislation to prohibit multiple family members who are elected to serve on the same Board of Education from serving as officers of that Board of Education during simultaneous terms. (i.e. President, Vice President, or Secretary, and any combination thereof.)

**Rationale:** It is a conflict of interest to the collective Board of Education to have family members serving as officers at the same time. The family members can hinder the collective work of the Board of Education by supporting each other in their capacity as an officer. For example, the Board President and Board Secretary have the authority to sign pertinent documents, i.e., Bonds, and Resolutions, that can be legally binding for the district for which they serve. This practice may cause the family members to have controlling power for important issues that require approval or action by the Board of Education without the knowledge of its members.

The Resolutions Committee RECOMMENDS DO NOT ADOPT

**Resolution Committee Rationale:** The submitting district described a specific scenario that prompted it to bring the resolution forward. Though sympathetic to the board's dilemma, the Committee questioned whether this situation was truly a statewide concern and if it was in need of a legislative solution or if it was a matter that should be addressed locally. Committee members suggested that boards of education have a local policy in place that addresses this issue thereby eliminating the need for State legislation and preserving the local authority of a school board. After lengthy discussion and deliberation, it was the consensus of the Committee to recommend "Do Not Adopt" the resolution, but offered the opportunity for the submitting district to submit this proposal as an IASB Belief Statement which would discourage school board members from having these types of arrangements on their local boards and urge boards to adopt local policies addressing these types of potential conflicts of interest.

---

## LOCAL STATE AND FEDERAL RELATIONS

---

### 2. Sale of Student Constructed Homes

Submitted by: Pekin CHSD 303

BE IT RESOLVED that the Illinois Association of School Boards shall support legislation that amends statutory guidelines outlined in Section 5-22 of the Illinois School Code to allow a school district the initial option to advertise, list, and sell a structure, constructed or renovated by students as part of the its curricular program, by other means than the sealed bid process (i.e.: Sale By Owner, Licensed Real Estate Agent).

**Rationale:** In order to complete a sale of the Pekin Community High School Building Trades House, the District must adhere to the statutory guidelines outlined in Section 5-22 of the Illinois School Code. Those guidelines are as follows:

- Determine by Board resolution, adopted by at least 2/3 of the board members, that the property has become unnecessary or unsuitable or inconvenient for the District;  
*A minor point, but would it not be better to adopt a resolution that outlines that as part of its curricular program the residence was constructed by students in the Career and Technical Education program and the property is not ready for sale to the general public.*
- As part of the Board resolution, a minimum selling price must be approved and identified in the public document.  
*To identify the minimum selling price the district would accept for the property could give potential buyers an advantage while limiting the district's ability to negotiate for the sale in a timely manner.*
- Sell the property within 60 days after adoption of the resolution by sealed bids.  
*The sealed bid process is intimidating to most home buyers as they do not understand the process, does not allow for negotiating items, and the majority of the general public wishes to use the services of a real estate agent and/or lawyer. The sealed bid process makes that a bit more difficult.*
- If the reasonable minimum selling price is not met or if no bids are received, the Board may then adopt a resolution determining or directing that the services of a realtor by engaged to sell the property for a commission not to exceed 7%, contingent on the sale of the property within 120 days.  
*With the general public being intimidated by the sealed bid process the majority of residences that PCHS has sold were finally sold through this process. The minimum selling prices is still in effect, so negotiations are still limited thus causing some issues to reach a compromise*

*in the selling of the property in a timely fashion. Not allowing the district the flexibility to list initially also extends the ability to sell the residence in a timely manner.*

- The Board may then accept a written offer equal to or greater than the established minimum selling price only. If the Board wishes to lower the minimum selling price, for whatever reason, the public sale procedures must be repeated.  
*To repeat the process lessens the ability of the district to sell the property in a timely manner and diminishes the potential buyers when the district is unable to negotiate an agreement without going thru the sealed bid process again. PCHS has lost potential buyers because of minimal differences in an offered purchase price (\$2000) because the buyer did not want to wait for the process to start over.*

The Resolutions Committee RECOMMENDS DO ADOPT

**Resolution Committee Rationale:** The submitting district has had difficulties selling houses built by its trade program because the process is cumbersome, time consuming, and intimidating to the average home buyer. This limits the opportunity to sell the properties, which they do only to cover the cost of building the home.

In Committee discussion it was mentioned that many districts have, or have had, similar trade programs and discussed the benefit these programs offer students. With general support of the concept of the proposal, there were concerns about the specificity of the original resolution and how the strict drafting may have prohibited some school districts from taking advantage of such a legislative change. The committee worked with the submitting district to slightly modify the original proposal to include the building and renovation of houses and other structures. With that, it was the consensus of the Committee to support the resolution.

---

## FINANCING PUBLIC EDUCATION-FEDERAL

---

### 3. Mandates Costs-No Child Left Behind

Submitted by: East Prairie SD 73

BE IT RESOLVED that the Illinois Association of School Boards shall recommend that the Illinois State Board of Education undertake a study to determine the costs of administering the mandates set forth in No Child Left Behind in order to determine whether the costs of such administration exceed the amount of federal funds awarded to the State of Illinois for adherence thereof.

**Rationale:** School districts in Illinois spend significant financial resources to comply with the mandates of federal law, specifically the federal law known as No Child Left Behind, however there's no analysis to know what those costs are, so that they can be compared to federal funds received.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

**Resolution Committee Rationale:** The district argues that school districts in Illinois spend significant financial resources to comply with federal requirements, but suspects that the funding districts receive from the federal government does not cover those costs. The Committee did not disagree with that premise.

The Elementary and Secondary Education Act (ESEA), a federal issue, sets the laws states and districts must follow in order to qualify for federal funding. It has had many iterations over time, the latest version known as No Child Left Behind (NCLB) which was signed by President G.W. Bush in January 2002 and was set to expire in 2007. Since Congress never acted to reauthorize a new version so the current version has continued on. There has been progress in Congress the summer of 2015 to reauthorize the Act.

The State of Illinois applied to the U.S. Department of Education in the spring of 2012 for a waiver of some of the more onerous pieces of the NCLB Law. Illinois' waiver was granted in late 2013, and with that the sanctions for not making Adequate Yearly Progress were replaced with a "5-star" rating system.

So, in light of the recent changes in the federal program and the projected reauthorization of the ESEA by the U.S. Congress, it was the consensus of the Committee to withhold support of the resolution since it may not be the proper timing to require the Illinois State Board of Education to study this issue.

---

## FINANCING PUBLIC EDUCATION-LOCAL

---

### 4. Charitable Tax Exemption for Hospitals

Submitted by: Niles THSD 219

BE IT RESOLVED that the Illinois Association of School Boards shall support legislation which requires hospitals to meet constitutional standards as a charity in order to qualify for property tax exemptions.

**Rationale:** Property tax revenue is the primary sources of financial support for public school districts throughout the State of Illinois. Consequently, legislation that impacts districts' ability to collect taxes from property owners that operate multi-billion dollar business within district boundaries is of significant concern. In 2012, the

Legislature enacted Section 15-86 of the Property Tax Code. This provision entitles not-for-profit hospitals and healthcare entities to a charitable tax exemption if they can demonstrate that they engage in certain activities on the property the monetary value of which exceeds the property's estimated tax liability.

Section 15-86 spawned both Illinois Department of Revenue and judicial litigation as taxing districts and not-for-profit hospitals struggle over its interpretation and ramifications. On the one hand, the hospitals and healthcare entities contend that this legislation is within the Legislature's constitutional authority to enact. On the other hand, Niles Township High School District No. 219, other Illinois taxing districts, and everyday home owners complain that Section 15-86 is an unconstitutional encroachment by the Legislature on Illinois courts authority to determine what constitutes "charitable" use of property.

Not only that, hospitals, healthcare entities, and at least one circuit court judge believes that the longstanding requirement that satisfy the Illinois Supreme Court's definition of charitable use of property does not apply to Section 15-86. District 219 strenuously disagrees because the Supreme Court has stated in no uncertain terms that in order to qualify for a charitable exemption a property owner must meet its definition of charitable use in addition to the statutory requirements passed by the Legislature. Because of the immense importance of this issue, District 219 is asking the Illinois Association of School Boards to consider and pass the brief resolution enclosed expressing full support for court and Department of Revenue proceedings which challenge the constitutionality of Section 15-86 and seek to keep intact, the Supreme Court's guidelines for determining the qualifications for a charitable tax exemption.

Resolution Committee RECOMMENDS DO ADOPT

**Resolution Committee Rationale:** The submitting district argues for support for this proposal because of the financial hardships school districts are facing and that a sudden loss of property tax revenue exacerbates the problem. There are currently 128 privately owned non-profit hospitals operating in Illinois, located in 58 counties. Valuable income-producing property may be removed from school districts' tax rolls under the current relaxed standard of charitable exemption eligibility resulting in an uneven distribution of the tax burden to families, other residents, and businesses located in the school districts.

In 2010, the Illinois Supreme Court decided that a hospital did not qualify for a charitable property tax exemption because it did not meet the Court's constitutional standards for charitable use and ownership and invited the General Assembly to enact legislation which sets a monetary threshold a non-profit hospital must spend

on certain community beneficial activities to escape the charge that it is doing de minimus (very little) spending on charitable use of the property.

In 2012, the General Assembly enacted new legislation which created new standards non-profit hospitals must meet to qualify for a charitable property tax exemption. The submitting district is currently involved in proceedings before the Illinois Department of Revenue questioning the integrity, and constitutionality, of this new legislation regarding charitable use of hospital-owned property.

In discussions and deliberations, most Committee members agreed with the submitting district's rationale. There were concerns about requiring IASB to support litigation (which was a provision of the original resolution), since in the future a lawsuit on this issue may look very different and about the interpretation of what constitutes "existing" constitutional standards (also in the original resolution). Ultimately, the Committee and submitting district agreed on the final proposal above.

## REAFFIRMATION OF EXISTING POSITIONS

### FINANCING PUBLIC EDUCATION-STATE

#### 5. State Authorized Charter School Funding (2.27)

Submitted by: Woodland CCSD 50

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

(Adopted 2012; Amended 2013, 2014)

##### **Rationale:**

1. Loss of students does not equate to a proportionate reduction in host district expenses.
2. With current method, the State Charter does not share in reductions or pro-rations in State funding. The charter school tuition increases as host district State funding decreases.
3. State currently assumes no financial responsibility for State Charter Schools that were approved over the objections of the locally elected school board members.
4. There is no locally elected representation by the communities that are required to support the State Chartered School therefore, the burden of financial support should be assumed by the State.

The Resolution Committee RECOMMENDS DO ADOPT

**Resolution Committee Rationale:** The issue of Charter Schools in Illinois, both in the legislature and before the IASB Delegate Assembly, has been highlighted for several years. It was the consensus of the Committee that reaffirmation would keep the issue of charter schools at the forefront, which may be even more important now with the new administration in the executive branch and Illinois State Board of Education.

#### 6. School Construction Grant Program (2.20)

Submitted by: Opdyke-Belle Rive CCSD 5

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

(Adopted 2006; Amended 2014)

##### **Rationale:**

1. The most recent round of school construction grant funding occurred in August of 2013, which fully funded construction grant applications on the FY 2003 List. The FY 2004 list is anticipated to be addressed next.
2. The State of Illinois has \$175 million dollars left from the 2003 School Construction List funding effort.

3. The Opdyke-Belle Rive Grade School's main structure was built in 1921. This facility is outdated. In addition the school grounds houses three portable buildings to meet the needs of the student population. This creates an unacceptable learning environment in meeting the technology and educational needs of our students, as are many schools in the State of Illinois.
4. The Opdyke-Belle Rive CCSD 5 has a referendum passed from the voters of the district granting the permission to construct a new school facility, This referendum was passed in March, 2012. Because referendums must be implemented within a five year time frame, the public permission to build a new school will expire in March, 2017. Time is of the essence.
5. Opdyke-Belle Rive CCSD 5 has its match of the grant funds-the district will not be able to build a new school without state funding, the budget will not allow that.
6. Research demonstrates that a new school facility lifts the academic and emotional bodies of the students and staff.
7. As a school district, Opdyke-Belle Rive has met all the requirements of the 2004 School Construction Grant. It is prudent for the students to provide funding to take our students into the future.

Resolution Committee RECOMMENDS DO ADOPT

**Resolution Committee Rationale:** The original resolution called for a new position regarding school construction grants, however the Committee suggested that the points addressed were already covered in this current position statement.

Even though the submitting district did not originally suggest a timeline for the priority ranking of school districts on the FY 2004 list, Position Statement 2.20 was modified in 2014 to support priority ranking for districts that have been waiting for grant funding for longer than 90 days. Senate Bill 736 was introduced on behalf of IASB this spring. The criteria to priority rank school districts are currently known or would be easily discoverable by the Illinois State Board of Education and the Capital Development Board.

It was agreed to by the submitting district and the Committee that reaffirmation of existing Position Statement 2.20 captures the essence of the original proposal.

## BELIEF STATEMENT

### 1. Submitted by: Hoover Schrum Memorial SD 157

The Illinois Association of School Boards believes that effective local school board governance is vital to the success of our public schools and urges local boards of education to abide by IASB's Foundational Principles of Effective Governance, avoid real or perceived incidents of impropriety, and adopt policies or procedures to ensure that board members and elected board officers have no conflicts of interest.

## CURRENT POSITIONS

---

### EDUCATIONAL PROGRAMS

---

#### 1.01 EDUCATIONAL PROGRAMS

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

#### 1.02 CURRICULAR MATERIAL DETERMINATION

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

#### 1.03 PHYSICAL EDUCATION

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

#### **1.04 P. E. EXEMPTION FOR SHOW CHOIR**

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

#### **1.05 STUDENT RETENTION AND HIGH SCHOOL COMPLETION**

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

#### **1.06 PRESCHOOL PROGRAMS**

The Illinois Association of School Boards shall support legislation to fully fund with new monies for both staffing and infrastructure costs associated with early childhood programs for such children as originally defined in PA 84-126, and further addressed in Public Act 94-0506 and Public Act 94-1054. (Adopted 1986; Amended 2001, 2006, 2007)

#### **1.07 DISCIPLINE FOR SPECIAL EDUCATION STUDENTS**

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

#### **1.08 STANDARDIZED TEST PROCEDURES**

The Illinois Association of School Boards shall urge the Illinois State Board of Education to contract with a national testing company to develop a state assessment test that will test the Illinois Learning Standards on a yearly basis in compliance with, and only testing those areas required by, the federal "No Child Left Behind" Act. Further IASB shall support legislation to:

- require that the test be given no later than October of each year with results received by local school districts no later than December of that same year;
- provide that assessments include both an annual overall performance measure as well as a system of formative classroom-level assessments that are linked to desired standards;

- require that the test will remain the same for 10 years with only changes in the test items to maintain security;
- require that the cut scores be set before the test results are tabulated, leaving the score ranges the same from year to year and from grade to grade; and
- expedite and fully fund test development and implementation of an appropriate assessment instrument for English language learners. (Adopted 2002; Amended 2003, 2008; Reaffirmed 2011)

#### **1.09 STUDENT ASSESSMENT**

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

- reduce costs to schools, the state and therefore taxpayers
- enhance student achievement;
- increase student instructional time;
- facilitate test score comparability within and across state lines;
- fairly test students who are English language learners so that their academic progress can be accurately assessed regardless of their fluency;
- return test results in a manner that will allow school districts to maximize student learning;
- comply with the federal accountability mandate tied to testing;
- maintain a needed emphasis on the Illinois Learning Standards; and
- develop a reporting process that reflects a school's progress beyond simply student assessment scores. (Adopted 2002; Amended 2008; Reaffirmed 2011)

#### **1.10 NO CHILD LEFT BEHIND**

The Illinois Association of School Boards:

- strongly disagrees with the premise that the quality and complexity of teaching and learning can be adequately and solely assessed by one achievement test given once during the school year;
- disagrees with the practice of assessing all schools with inconsistent standards allowed to be used by individual states to determine school accountability and adequate yearly progress;
- believes that the federal government has no constitutional authority to sanction local school districts; and

- believes that the current Adequate Yearly Progress (AYP) accountability model for students with disabilities is not consistent with the goals of the new IDEA (Individuals with Disabilities Education Act), as amended.

Therefore, IASB shall work with the National School Boards Association and other coalitions to urge Congress and the Illinois General Assembly to:

- amend the provision allowing for one high-stakes test to determine student achievement;
- remove the provisions for local school district sanctions per Section 103 of Public Law 96-88 (20 USC 3401) which created the U.S. Department of Education;
- focus on professional development for teachers and administrators;
- fully fund any requirements placed on local school districts;
- amend the Act to permit alternate assessments and other appropriate measures of achievement for students with disabilities as specifically addressed by the student's Individual Education Program (IEP);
- amend the act to permit alternate assessments and other appropriate measures for English language learners, including but not limited to providing directions and question content in their most fluent language, or to allow removal of individual English language learners from the subgroup when no appropriate test at their language level exists;
- allow academic progress to be charted by comparing performance measures made at periodic intervals within cohorts of students rather than by comparing the grade level group test scores from year to year; and
- reject the adoption of an NCLB requirement that high school students be tested annually as the sole measure of academic achievement. (Adopted 2003; Amended 2005, 2008, 2011)

#### **1.11 NO CHILD LEFT BEHIND — MILITARY RECRUITMENT**

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to urge Congress and the General Assembly of Illinois to, regarding the No Child Left Behind Act, replace the opt-out burden on parents with an opt-in provision with regard to the requirement of secondary schools to disclose student information to military recruiters. (Adopted 2005)

#### **1.12 ADVANCED PLACEMENT FOR STUDENTS**

The Illinois Association of School Boards shall offer and support legislation guaranteeing that the graduates of Illinois public high schools who achieve the following scores on Advanced Placement examinations shall be accorded, at

minimum, the following benefits by all Illinois public colleges and universities:

For scores of 3, 4 or 5, full credit for completion of the college or university course corresponding to the Advanced Placement exam, including the award of the semester or credit hours (or their equivalent) which would have been earned if the student had successfully completed the coursework and any predecessor coursework at the postsecondary institution.

In all cases, Illinois public colleges and universities shall be free to award credit or benefits for scores below 3 as they see fit. Similarly, Illinois public colleges and universities shall continue to be free to grant such additional credit and placement in still higher coursework for scores of 4 and 5 as they see fit. (Adopted 2004)

#### **1.13 SCHOOL ATTENDANCE DAYS**

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

#### **1.14 IEP OUT-OF-GRADE LEVEL ASSESSMENT**

The Illinois Association of School Boards shall advocate for, offer, encourage and support legislative action designed to:

1. Issue findings that No Child Left Behind (NCLB) is in conflict with the Individuals with Disabilities Education Act (IDEA), in particular in reference to the failure of NCLB to permit the use of out-of-grade level assessments to evaluate the achievement of students whose Individualized Educational Plan (IEP) calls for such testing;
2. Call on, petition and recommend that the United States Department of Education clarify the assessment rules of NCLB to permit the use of out-of-grade level assessments to evaluate students whose IEP calls for such testing;
3. Compel the Illinois State Board of Education (ISBE) to take all steps available to it (including, but not limited to, granting such exceptions and flexibility as it is maximally allowed under NCLB and altering its plans for NCLB implementation in Illinois) to permit as much IEP-consistent assessment testing as students' IEPs may dictate in evaluating the progress of students with IEPs;
4. Take such steps as ISBE and the General Assembly may determine are necessary to cause the implementation of NCLB in Illinois to be harmonized with the requirements of IDEA; and

5. Make it clear to all persons that out-of-grade level assessments are not “alternate assessments” for purposes of NCLB. (Adopted 2006; Reaffirmed 2011)

### **1.15 FUNDING FOR DIFFERENTIATED INSTRUCTION**

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

### **1.16 PRESCHOOL—PRIORITIZE PUBLIC SCHOOLS**

The Illinois Association of School Boards shall support full funding of early childhood programs operated by public schools as a priority. (Adopted 2007; Amended 2012)

### **1.17 BILINGUAL EDUCATION OPTIONS**

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

### **1.18 STUDENT ACADEMIC PLACEMENT**

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

### **1.19 VIRTUAL CHARTER SCHOOLS**

The Illinois Association of School Boards shall encourage the Charter School Commission to develop regulations that ensures State-authorized virtual charter schools meet the full needs of Illinois students and follow the intent of current State laws prohibiting the use of public funds for profit-driven educational firms. Examples of such regulations might include, but not be limited to, the following:

- Assurance of student access to teachers, including information regarding teacher accessibility, teacher/student ratio, and amount of teacher/student contact time

- Evidence of the social-emotional well-being of students, such as information regarding opportunities for peer interaction and collaboration, adult advisory resources, and protocols to prevent bullying or other inappropriate online behavior
- Not-for-profit entities that sponsor virtual charter schools shall be in existence for at least one year before submitting a virtual charter school proposal and operate under the Open Meetings Act and the Freedom of Information Act once a charter school has been approved
- Entities proposing virtual charter schools are limited to submitting a proposal to only one school district per year
- Members of the not-for-profit board that proposes a virtual charter school must demonstrate a direct link to the community in which it is proposing a charter school, either through residency, employment, or education
- Funding for State authorized virtual charter schools shall be reduced proportionately to reflect annual State aid prorations, as well as per pupil expenditure used for building maintenance, classroom supplies, transportation, and other costs unique to the services provided by a “brick and mortar” school. (Adopted 2013)

### **1.20 STUDENT DISCIPLINE PRACTICES**

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

- Ensure a safe, responsive and effective instructional environment
- Strive to meet the social, emotional and behavioral needs of all Illinois students
- Strive to expedite investigations in response to alleged student misconduct and communicate findings and determinations to parents/guardians. (Adopted 2014)

### **1.21 DATA EQUITY**

The Illinois Association of School Boards shall support legislation allowing non-unit districts to enter into agreements to share student data to the same extent and with the same ease as unit districts. (Adopted 2014)

### **1.22 LONGITUDINAL DATA SYSTEMS**

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

---

## FINANCING PUBLIC EDUCATION – STATE

---

### 2.01 PRIORITY AND SUPPORT

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

### 2.02 FUNDING SOURCES

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

### 2.03 FUNDING MANDATED PROGRAMS

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

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

and requirements. Local school districts may choose to continue to implement the mandated programs voluntarily until such time that the General Assembly appropriates the funding necessary to cover the costs of the required programs. (Adopted 1976; Amended 1988, 1989, 2001, 2005, 2013; Reaffirmed 1980, 1991, 1994, 1999, 2002, 2009, 2014)

### 2.04 FUNDING SPECIAL EDUCATION PROGRAMS

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

- shall strongly encourage the State of Illinois to totally fund with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs;
- shall seek changes in current practice to fund local districts for special education professional personnel at 51% of the prior year's average salary for such professionals; and
- shall continue to oppose any requirement that local public school districts pay room and board costs for any handicapped child placed in private facilities. (Portions adopted 1977, 1980, 1986; Portions Reaffirmed 1985, 1986, 2002; Amended 1988, 2000, 2001)

### 2.05 CORPORATE PERSONAL PROPERTY REPLACEMENT TAX

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

### 2.06 IMPACT AID (STUDENT HOUSING)

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

### 2.07 CONTRACTING DRIVER'S EDUCATION

The Illinois Association of School Boards shall support legislation authorizing school districts to provide a comprehensive driver education program through contract. Such contracts shall be made with properly authorized persons or agencies and may include provisions calling for the use of school property. (Adopted 1982)

### 2.08 TAX ASSESSMENT SCHEDULES

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

## **2.09 PERMISSIVE RATE EQUALIZATION**

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

## **2.10 RESIDENTIAL PLACEMENT COSTS**

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

- shall work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students;
- shall initiate and support legislation that will require the Department of Children and Family Services to involve local school districts in any plans for group placements of children in those districts and that funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan; and
- shall seek and support legislation for the State of Illinois to provide funds to local school districts for purchasing or constructing additional classrooms that are required to provide instruction for students who reside in state facilities located within the district. (Adopted 1991; Amended 2001)

## **2.11 STATE AID PAYMENTS**

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

## **2.12 CAPITAL FUNDING FOR SCHOOL CONSTRUCTION**

The Illinois Association of School Boards shall actively work with the Illinois General Assembly and the Illinois State Board of Education to increase capital funding for public school infrastructure improvement and development. IASB shall advocate that the General Assembly study and consider additional forms of financial revenue for school construction needs, including but not limited to, sales tax revenue. Any new revenue shall supplement current school construction funds, not

supplant them. (Adopted 1994; Amended 1998, 2006; Reaffirmed 2007, 2014)

## **2.13 HEAT DAYS FUNDING**

The Illinois Association of School Boards shall strongly support legislation to totally fund "heat" days for our schools. (Adopted 1996)

## **2.14 SUMMER SCHOOL FUNDING**

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

## **2.15 LOCAL TAX COLLECTION AND DISTRIBUTION**

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

## **2.16 TAX LEVY AMENDMENTS**

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

## **2.17 ALTERNATIVE SCHOOLS**

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

## **2.18 TORT IMMUNITY FUND**

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

## **2.19 SCHOOL FUNDING AND TAXATION REFORM**

The Illinois Association of School Boards shall actively support the general concepts regarding school funding reform, property tax relief and tax reform identified in the legislative outline prepared by the Center for Tax and Budget Accountability in June of 2004. Legislation resulting from that legislative outline shall be supported

by the Illinois Association of School Boards provided that: the State guarantees the payment of property tax relief grants will be made in a timely fashion with no loss of funds to the school district: school districts have continued access to local property tax revenues through levies and referenda the legislation meets the criteria outlined in the IASB Position Statement 2.37 – School Finance Reform. (Adopted 2004; Amended 2005; Reaffirmed 2014)

## **2.20 SCHOOL CONSTRUCTION GRANT PROGRAM**

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

## **2.21 SCHOOL CONSTRUCTION GRANT INDEX**

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

## **2.22 CONSTITUTIONAL AMENDMENT ON SCHOOL FUNDING**

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

## **2.23 NON-RESIDENT STUDENT TUITION**

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

free, only until the end of that school year. (Adopted 2007; Reaffirmed 2008)

## **2.24 ISBE OVERSIGHT AGREEMENT**

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

- Unless called for by the local school district, an oversight panel or finance authority shall not be imposed without a rigorous set of criteria proving the school district will not or cannot serve the needs of its students, staff and community;
- Clear benchmarks and goals shall be included in the establishment of an oversight panel or finance authority and once substantially met, the oversight panel or finance authority shall be dissolved;
- Bonding authority and issuance must remain the responsibility of the elected school board so that the duration of the oversight can be minimal;
- Progress toward benchmarks and goals must be reviewed and shared with the school district under oversight on a regular basis including any reasons or criteria for inability to make progress. Review should also recommend any modifications needed to achieve success;
- Due process and review by the Attorney General must be afforded school districts when appropriate; and
- ISBE authority to establish oversight panels or finance authorities shall not be broadened to facilitate imposition of a panel or authority or to expand their oversight once put in place. (Adopted 2009; Amended 2010)

## **2.25 MULTI COUNTY SCHOOL DISTRICT GSA OFFSET**

The Illinois Association of School Boards shall support legislation to modify the GSA (General State Aid) Formula calculation for multi-county PTELL (Property Tax Extension Limitation Law) school districts which have lost GSA for current and prior years due to an estimate of Equalized Assessed Value (EAV) utilized by the county providing the limiting rate to the Illinois State Board of Education (ISBE) for use in calculating a District's GSA. (Adopted 2010)

## **2.26 CATEGORICAL REDUCTIONS PROSPECTIVE ONLY**

The Illinois Association of School Boards shall support legislation requiring that any reductions in line item funds for categorical payments which are subject to reimbursement by the State (e.g. transportation or special education) shall be prospective only and shall not affect

such line item costs incurred by a school district prior to such reduction but not yet claimed or approved for reimbursement. (Adopted 2011)

## **2.27 STATE AUTHORIZED CHARTER SCHOOL FUNDING**

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

## **2.28 SPECIAL EDUCATION STUDENT TRANSPORTATION COST**

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

---

# **FINANCING PUBLIC EDUCATION – LOCAL**

---

## **2.29 PROPERTY TAX ASSESSMENT AND COLLECTION**

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

## **2.30 PROPERTY TAX BASE**

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

## **2.31 STANDING ON TAX APPEALS**

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

to facilitate the timely processing of property tax appeal proceedings. (Adopted 1975; Amended 1988, 2000, 2005, 2006; Reaffirmed 1985)

## **2.32 TAX INCREMENT FINANCING**

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

## **2.33 SITE DEVELOPMENT**

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

## **2.34 PROPERTY TAX CAP**

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

- exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds
- base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index;
- base any such index (CPI or ECI) on a method for calculating average over time to lessen the unpredictability of tax capped local resources; and
- to establish a “floor” to PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year. (Adopted 1990; Amended 2001, 2002, 2006, 2009; Reaffirmed 1991)

## **2.35 PROPERTY TAX CAP — GSA CALCULATION**

The Illinois Association of School Boards shall support legislation to modify the General State Aid Formula calculation for school districts subject to PTELL (Property Tax Extension Limitation Law) such as that they are not

penalized when successfully passing an operating fund rate increase referendum. (Adopted 2008)

### **2.36 PROPERTY TAX CLASSIFICATION**

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

### **2.37 SCHOOL FINANCE REFORM**

The Illinois Association of School Boards shall adopt as a position statement the recommendations contained in the Report of the Finance Initiative Committee of the Illinois Association of School Boards which reads:

“The State of Illinois, having the responsibility of defining requirements for elementary and secondary education, establishes that the primary purpose of schooling is the transmission of knowledge and culture through which children learn in areas necessary to their continuing development. Such areas include the language arts, mathematics, the biological, physical and social sciences, the fine arts and physical development and health.

Each school district shall give priority in the allocation of resources, including funds, time allocation, personnel, and facilities to fulfilling the primary purpose of schooling.” (The School Code, 105 ILCS 5/27-1)

The Illinois Association of School Boards believes that adequate funding must be provided for each student in order to guarantee the opportunity for an appropriate public education.

An appropriate education is defined as an education that provides for all students educational opportunities that meet the goals for learning established by the state in the Education Reform Act of 1985 and local community expectations as expressed through local board policy.

IASB supports the need for transparency and dissemination of information, regarding the impact of proposed education funding reforms as they are developed, formally proposed, considered and enacted. Additionally, IASB will utilize the following criteria to evaluate proposals for school finance reform:

- 1) The state’s funding of public education should provide for a stable, reliable and predictable commitment of revenue.
- 2) State funding levels for public education should be a function of the actual cost of providing an appropriate education.
- 3) Adequate funding should be sought through the addition of new state revenues for public education.
- 4) Any funding formula developed by the General Assembly shall place high priority upon achieving the goal of equity in providing financial resources to local school districts.

- 5) Increased state funding for public education should not reduce the access of school districts to the local property tax base.
- 6) In the distribution of state funds to local school districts:
  - a) funding differentials for various levels of schooling are appropriate only if based on verified costs;
  - b) consideration should be given to regional differences in the cost of providing an appropriate education;
  - c) the method of calculating the number of students coming from disadvantaged backgrounds should be based on current, verifiable data;
  - d) size of school district is important only to the extent that a district provides an appropriate education.
- 7) A specified local tax effort should be required to qualify for state aid.
- 8) Authority for changing a district’s aggregate tax levy should be retained by the local board of education.
- 9) Taxing authority without referendum for unit districts in all funds should be equal to the sum of the taxing authority in dual districts.
- 10) Funding should not be tied to mandated training of local Boards of Education.

In order to obtain substantial new state revenues for funding an appropriate education, the following considerations should have an impact on any proposal for school finance reform:

- a. A legitimate level and type of accountability will be needed.
- b. The physical plant needs of Illinois’ school districts should be addressed.
- c. Taxpayer equity and relief, including uniform tax assessment and procedures as well as tax relief for limited fixed income and disabled citizens, should be provided. (Adopted 1990; Amended 1996, 2008, 2014; Reaffirmed 2001, 2012)

### **2.38 CHANGES IN SCHOOL ACCOUNTING PRACTICES**

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

### **2.39 TAX LAW AND ASSESSMENT PRACTICES**

The Illinois Association of School Boards shall support legislation to create uniformity and equality in Illinois

property tax laws regarding assessment practices. (Adopted 1993; Reaffirmed 2002)

#### **2.40 IMPACT FEES FOR RESIDENTIAL DEVELOPMENT**

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

#### **2.41 BOND AND INTEREST LEVY**

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

#### **2.42 LOCAL TAXES ON SCHOOL DISTRICTS**

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

#### **2.43 PROPERTY TAX RATE INCREASES**

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

#### **2.44 PROPERTY TAX CAP EXPIRATION**

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

#### **2.45 TRUTH IN TAXATION**

The Illinois Association of School Boards shall seek a modification in the Truth in Taxation Notice that reflects the natural economic appreciation effect of changes in

property values when reporting the percentage increase or decrease over the previous year's tax levy. (Adopted 2006)

#### **2.46 SALES TAX FOR SCHOOL DISTRICTS**

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

#### **2.47 ABATEMENTS FOR HOME BUILDERS**

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

#### **2.48 PTELL – DEBT SERVICE EXTENSION BASE**

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

#### **2.49 PTELL NO PENALTY FOR UNDER LEVY**

The Illinois Association of School Boards shall support legislation that allows school districts to levy an amount less than the Property Tax Extension Limitation Law (PTELL) formula would allow without penalty in future years. This would require that when a district "under" levies, that the full allowable extension amount be tracked and made accessible in future years. (Adopted 2012)

#### **2.50 EAV ADJUSTMENTS – TIMELY NOTIFICATION**

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

#### **2.51 PENSION-NORMAL COST SHFT**

The Illinois Association of School Boards recognizes that legislation to sensibly resolve Illinois' current pension crisis must be fully compliant with prevailing actuarial scientific standards in order to achieve fully-funded and sustainable pension funds. The Illinois Association of School Boards therefore shall not support a "cost-shift"

to local districts as a true sensible solution to the pension burden. (Adopted 2013)

#### **2.52 SCHOOL FACILITY OCCUPATION TAX**

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

#### **2.53 TAX INCREMENT FINANCING**

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

---

### **FINANCING PUBLIC EDUCATION – FEDERAL**

---

#### **2.54 STATE AND LOCAL FEDERAL TAX DEDUCTION**

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

#### **2.55 E-RATE DISCOUNT PROGRAM**

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

---

### **FINANCING PUBLIC EDUCATION – OTHER**

---

#### **2.56 NON-PUBLIC SCHOOL FUNDING**

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

#### **2.57 NON-PUBLIC STUDENT REPORTING**

The Illinois Association of School Boards shall support legislation to require that non-public schools receiving the benefit of public funds or services, submit to the Illinois State Board of Education an annual report including the names, ages

and addresses of all students enrolled in their schools. (Adopted 1980)

#### **2.58 TRANSPORTATION FOR PRIVATE SCHOOL STUDENTS**

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

#### **2.59 TAX EXEMPT BOND USE**

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

#### **2.60 LIFE SAFETY FUND USE**

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

#### **2.61 STATE AND FEDERAL GRANT CARRYOVER**

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

---

## LEGISLATIVE ACTIVITY

---

### 3.01 BOARD MEMBER INVOLVEMENT

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

### 3.02 CANDIDATE SUPPORT

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

### 3.03 LIMITED BILL INTRODUCTIONS

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

### 3.04 GENERAL ASSEMBLY RULES

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

### 3.05 EFFECTIVE DATE AND STATE BOARD RULES & REGULATIONS

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

### 3.06 DATA UTILIZATION

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

### 3.07 LOCAL LEGISLATIVE VISITS

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

### 3.08 ELECTED STATE BOARD OF EDUCATION

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

### 3.09 BUDGET STABILITY FOR SCHOOL DISTRICTS

The Illinois Association of School Boards shall support legislation requiring the Illinois General Assembly to determine the amount of funding for educational entitlements and General State Aid no later than March 31 (3 months prior to the start of the budget year) and enact a biennial budgetary cycle. (Adopted 2010; Reaffirmed 2011; Amended 2012)

### 3.10 LEGISLATIVE PAY ACCOUNTABILITY

The Illinois Association of School Boards shall support legislation that requires the Illinois General Assembly to include the salary and benefits of each individual legislator on the Illinois General Assembly website. Benefits include all stipends, bonuses, per diems and other compensation for serving in the General Assembly. (Adopted 2011)

---

## BOARD OPERATIONS AND DUTIES

---

### 4.01 ATTENTION DEFICIT DISORDER

The Illinois Association of School Boards shall encourage the Illinois State Board of Education (ISBE) to continue to study Attention Deficit Hyperactivity Disorder and methods to accurately identify and meet the educational needs of children with this disorder. Further, IASB shall seek clarification of state policies and categories of special education to provide for consistency in special education

placement and disseminate relevant information from the ISBE to local school districts. (Adopted 1992)

#### **4.02 SELF-INSURE RISK**

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

#### **4.03 BOARD MEMBER — TRAVEL REIMBURSEMENT**

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

#### **4.04 SCHOOL BOARD MEMBER TRAINING**

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

#### **4.05 CYBER-BULLYING DEFINITION**

The Illinois Association of School Boards shall advocate for legislation that requires all Illinois public school districts' "Policy on Bullying" to include a bullying definition, which includes "cyber-bullying". School districts are encouraged to include a wide range of local education stakeholders in the establishment of the policy and to include in their policy specific provisions on bullying reporting requirements, investigation procedures, intervention options and appropriate consequences. (Adopted 2012)

---

## **BOARD — EMPLOYEE RELATIONS**

---

#### **5.01 BOARD RIGHTS**

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

- (a) enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
- (b) allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
- (c) maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts; and
- (d) allow school districts to take action on reductions in force up to sixty calendar days following the date elementary and secondary appropriations bills become law. (Portions adopted 1976, 1979, 1980, 1983, 1984, 1988; Amended 1988, 1996, 2006, 2012; Reaffirmed 1992, 2011)

#### **5.02 TEACHER SALARIES (LENGTH OF CONTRACT)**

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

#### **5.03 COLLECTIVE BARGAINING**

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

#### **5.04 UNEMPLOYMENT COMPENSATION (SUBSTITUTE TEACHERS)**

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

#### **5.05 PREVAILING WAGE ACT**

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

### **5.06 ESP PROGRESSIVE DISCIPLINARY PROCEDURES**

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

### **5.07 ILLINOIS EDUCATIONAL LABOR RELATIONS ACT**

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

### **5.08 WORKERS' COMPENSATION LAW**

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

### **5.09 IMRF QUALIFICATION**

The Illinois Association of School Boards shall support legislation that would amend the Illinois Municipal Retirement Fund (IMRF) laws for non-certified school staff to change, at each local district's option, the number of minimum hours an employee would work to qualify for IMRF from the current 600 hour standard to a 1,000 hour standard. This change would only be for new employees after the effective date of the legislation. (Adopted 1994)

### **5.10 TENURE REPEAL**

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

### **5.11 SCHOOL EMPLOYEE STRIKES**

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

### **5.12 STAFF DEVELOPMENT ACTIVITIES**

The Illinois Association of School Boards shall urge the Illinois State Board of Education to offer alternative times for staff development workshops other than during regular school hours when classes are in session. (Adopted 2000)

### **5.13 EARLY RETIREMENT-DISTRICT OPTION**

The Illinois Association of School Boards shall support legislation which will allow Boards of Education to determine if a teacher may retire exercising the Early Retirement Option (ERO) with the Teachers Retirement System (TRS). (Adopted 2006)

### **5.14 THIRD PARTY CONTRACTING**

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

---

## **LOCAL/STATE/FEDERAL RELATIONS**

---

### **6.01 LOCAL CONTROL**

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

### **6.02 PERIODIC REVIEW OF STATE AND FEDERAL MANDATES**

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

### **6.03 EDUCATIONAL LABOR RELATIONS BOARD PROCEDURES**

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

#### **6.04 STATE BOARD COMMUNICATION**

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

#### **6.05 STATE BOARD OF EDUCATION MEMBERSHIP**

The Illinois Association of School Boards shall participate in the development of legislation amending Section 105 ILCS 5/1A with a goal of insuring fair representation on the State Board of Education from all geographic areas of Illinois. (Adopted 1999)

#### **6.06 ZONING HEARING PARTICIPATION**

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

#### **6.07 RAILROAD CROSSINGS**

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

#### **6.08 ISBE RULES AND REGULATIONS REVIEW**

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

#### **6.09 STUDENTS ON PUBLIC AID**

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

#### **6.10 SCHOOL HOLIDAYS — LOCAL OPTION**

The Illinois Association of School Boards shall support legislation that would allow local school districts the authority to decide whether to observe legal holidays as a day of non-attendance for students. (Adopted 1996)

#### **6.11 HOME SCHOOLING POLICY**

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

#### **6.12 DESIGN PROFESSION SELECTION**

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

#### **6.13 SUPPORT SERVICES TO PRIVATE SCHOOLS**

The Illinois Association of School Boards shall support modifications in the Illinois Intergovernmental Agreement Act to allow public school districts to work together in a time and cost efficient manner to provide support services to private schools as required by the U.S. Supreme Court rendered in the case of *Agostini v. Felton*, 65 U.S.L.W. 4526. (U.S. June 23, 1997). (Adopted 1997)

#### **6.14 STATUTORY JOB DESCRIPTIONS**

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

#### **6.15 ADMINISTRATIVE CAPS**

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

#### **6.16 STUDENT EXPULSION HEARINGS**

The Illinois Association of School Boards shall support legislation and/or encourage the National School Board Association to support legislation that gives local school districts more latitude than the law currently mandated by *Honeig v. Doe*. Particularly, school districts should have more latitude than the 10 day suspension limitation to accommodate the needs of the accused to acquire legal counsel, bring forth evidence, or testimony pertinent to the hearing. (Adopted 2002)

## **6.17 BILINGUAL EDUCATION**

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

## **6.18 FAIR LABOR STANDARDS ACT**

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

## **6.19 CONSTITUTIONAL CONVENTION SUPPORT**

The Illinois Association of School Boards shall actively participate in promoting a Constitutional Convention for the State of Illinois when the question is submitted to the voters in 2008 (or earlier, if submitted before) and shall begin planning strategy and marshalling resources for the promotion of a vote in favor of conducting the Constitutional Convention. (Adopted 2005; Reaffirmed 2006, 2007)

## **6.20 BIDDING CONTRACTS — LOCAL BIDDERS**

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

## **6.21 FREEDOM OF INFORMATION ACT CHANGES**

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

- Increase allowable FOIA response time from 5 business days to 10 business days
- Exclude official school breaks in business day response time
- Allow denials for commercial purposes
- Allow denials for any request that is unduly burdensome
- Clarify language that would allow a request to be denied if it is unduly burdensome to the public body if the public body deems compliance with the request would result in excessive response costs

- Allow the imposition of reasonable fees regardless of the number of pages being provided
- Remove the balancing test between the public's interest and the employee's right to privacy in the privacy exception
- Expand the evaluation exemption to cover all school employees
- Exempt employment applications to protect the privacy of individuals that apply for high profile employment positions
- Delete provisions requiring public bodies to write a virtual legal opinion as to why they are claiming an exemption
- Delete provisions requiring public bodies to prepare a virtual legal pleading before being challenged for a denial
- Limit public bodies' liability by limiting a court's inquiry to violations of the FOIA Act and not the content of information provided
- Force the Public Access Counselor to defend its decisions before a court of law if a public body is sued
- Allow public bodies to seek review of a binding opinion of the Public Access Counselor in the county in which they are located rather than just Sangamon or Cook Counties. (Adopted 2010)

## **6.22 HOMELESS STUDENT TRANSPORTATION**

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

## **6.23 MANDATE COST & PERIODIC REVIEW**

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

## **6.24 OPEN MEETINGS ACT — BUILDING SAFETY & SECURITY**

The Illinois Association of School Boards shall advocate to the state legislature for an Open Meetings Act exception for the discussion of building safety and security. (Adopted 2014)

---

## DISTRICT ORGANIZATION AND ELECTIONS

---

### 7.01 DISTRICT REORGANIZATION

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

### 7.02 SCHOOL DISTRICT REORGANIZATION VOTING REQUIREMENTS

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

### 7.03 ANNEXING DISTRICT REQUIREMENTS

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

### 7.04 SCHOOL BOARD ELECTION AT-LARGE

The Illinois Association of School Boards support legislation to repeal the provisions of the School Code that require a school district to have a ballot question approved in each congressional township before the district can move to electing its board members at-large. (Adopted 2009)

### 7.05 DETACHMENT FROM UNIT DISTRICT

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

### 7.06 PUBLIC QUESTION VOTING DATES

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

### 7.07 SCHOOL BALLOT FORMAT

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

### 7.08 ELECTION SCHEDULES

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

### 7.09 POLLING PLACES IN SCHOOLS

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

### 7.10 BOARD VACANCY FILINGS

The Illinois Association of School Boards shall support legislation to increase the timeline to fill a school board vacancy from 45 days to 60 days to allow school boards more time to fill such vacancies. (Adopted 2014)