

Wednesday, September 16, 2015

10:30 a.m. to 2:30 p.m.

IASA Office



IASA

Governmental Relations & Advocacy Committee



IASA Office

2648 Beechler Court

Springfield, IL 62703

217.753.2213

**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS
GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE**

Wednesday, September 16, 2015 – 10:30 a.m. to 2:30 p.m.

IASA Office
Springfield, Illinois

AGENDA

- I. CALL TO ORDER
- II. ROLL CALL
 - A. Committee List (Page 1)
- III. FUNCTION OF THE GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE (Page 2)
- IV. APPROVAL OF THE FEBRUARY 19, 2015 MINUTES (Pages 3-7)
- V. CONTINUOUS SESSION UPDATE
 - A. Property Tax Freeze (Pages 8-15)
 - 1. Governor Rauner's Property Tax Freeze proposal (Pages 16-17)
 - B. Cost Shift (Pages 18-19)
 - C. Pension Update
 - 1. Governor's Pension Reform Bill (Pages 20-21)
 - 2. Attorney General Madigan Pension appeal (Pages 22-25)
 - D. Veto Session Schedule: To be determined
- VI. VISION 20/20 IUPDATE
 - A. HB 2657 Education Licensure Reciprocity, HB 2683 Balanced Accountability Model, Vision 20/20 21st Century Learning Center (Pages 26-43)
- VII. FY 2016 BUDGET-SCHOOL FUNDING
 - A. Impact of State Funding on your School District's Budget (Pages 44-55)
 - B. FY 16 GSA Prorated 92% plus \$85 million Limit Loss (Pages 56-77)
- VIII. SUMMARY OF LEGISLATION THAT HAS BEEN SIGNED INTO LAW BY THE GOVERNOR (Pages 78-80)
- IX. FORMULATION OF THE 2016 SPRING LEGISLATIVE PROGRAM
 - A. IASA Legislative Program for 2015 (Page 81)
- X. OTHER BUSINESS
 - A. IASA Legislative Activities Calendar (Pages 82)
 - B. Illinois School Administrators Political Action Committee (IPAC) and the Alliance Political Action Committee (APAC) (Pages 83-87)
 - C. Suggested talking points regarding IPAC (Pages 88-89)
 - D. Time to Engage with Legislators article (Pages 90)
 - E. KIDS Survey – Discussion (Gwynne Kell, DuPage Region)
- XI. IASA POSITION STATEMENTS (Pages 91-115)
- XII. REVIEW OF 2015 IASB RESOLUTIONS COMMITTEE REPORT
 - A. 2015 IASB New Resolutions-IASB Resolutions committee Recommends Do Adopt (Pages 116-118)

- B. 2015 IASB Reaffirmation of Existing Positions IASB Resolutions Committee
Recommends Do Adopt (Pages 119-120)

XIII. FUTURE MEETINGS
Governmental Relations and Advocacy Committee
Thursday, February 25, 2016
Crowne Plaza Hotel – Springfield

XIV. ADJOURNMENT

Governmental Relations and Advocacy Committee

Chair

Dr. Kevin J. O'Mara, Supt.
Argo Comm #217
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Associate Chair

Dr. Scott E. Doerr, Supt.
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Associate Chair

Dr. Judith A. Hackett, Supt.
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Associate Chair

Dr. Sheila Harrison-Williams
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Associate Chair

Cliff McClure
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Abe Lincoln

Adam Ehrman
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Shawnee

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Three Rivers

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Two Rivers

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Wabash Valley

William S. Fritcher, Supt.
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Ralph E. Grimm, Supt.
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ITEM III. FUNCTION OF THE GOVERNMENTAL RELATIONS AND ADVOCACY COMMITTEE

The members of this committee will work closely with the Director of Governmental Relations to monitor those legislative and otherwise political activities that may impact Illinois public schools. The Committee shall serve as a statewide voice for excellence in education and shall work to ensure that legislative positions, public positions of IASA, and governmental communications shall accurately reflect the interests of administrators and students across Illinois.

The Committee shall meet to consider proposed legislation, House and Senate Bills, State Board of Education positions and other matters, which would affect public education and will work closely with the Director of Communications to prepare necessary and appropriate responses that may be available for all members within their school community and across the State of Illinois.

Regional representation on IASA committees enhances the association's ability to be a strong and viable organization. Each committee includes a representative from each of the 21 IASA Regions. Members of the IASA Board of Directors are assigned by the President to serve as Chair and Associate Chair.

A current list of the members of the IASA Governmental Relations and Advocacy Committee is available on the IASA website.

Thursday, February 25, 2016

9:00 to 11:00 a.m.

Crowne Plaza Hotel - Springfield

In addition to the above, members of the Governmental Relations and Advocacy Committee also serve on the **Governmental Strategies Delegation (GSD)**. The following is a brief description of the function of the GSD:

The GSD is comprised of the Board of Directors, IASA-ISBE Advisory Committee and Governmental Relations and Advocacy Committee. Members of this delegation function as advisors to the Governing Board. Members will develop IASA strategies for implementing the Position Statements and will coordinate the work done by the committees relative to the General Assembly, ISBE, State Superintendent and Staff, and other Governmental Agencies.

GSD meetings will be held as needed.

Committee Expenses

Expenses of the committee members will be a flat mileage rate to be approved annually by the Board of Directors and based on the current Internal Revenue Service reimbursement rate in effect on July 1. The current rate for IASA for July 1, 2015 through June 30, 2016 is 57.5 cents per mile.

Expenses will not be paid when the meetings of the committees are in conjunction with conferences of the Illinois State Board of Education or the Illinois Association of School Administrators.

In order to provide you with the most current information, the majority of correspondence from me will be sent to you via email. If you have any questions, please let me know.

ITEM IV. February 19, 2015 Governmental Relations & Advocacy Committee Minutes

Draft until approved at the next GRA Committee Meeting

**ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS
GOVERNMENTAL RELATIONS & ADVOCACY COMMITTEE**

Thursday, February 19, 2015 – 9:00 to 11:00 a.m.

President Abraham Lincoln Hotel, Salon C

Springfield, Illinois

I. CALL TO ORDER/ ROLL CALL

The meeting was called to order at 9:00 a.m. by Chair Dr. Kevin O'Mara. He welcomed members and roll call was taken.

Present: Dr. Kevin O'Mara, Chair
 Dr. Scott Doerr, Co-Chair
 Dr. Sheila Harrison-Williams, Co-Chair
 Mr. Cliff McClure, Co-Chair
 Mr. Adam Ehrman, Abe Lincoln
 Mr. Ray Bergles, Blackhawk
 Dr. Lindsey Hall, Central Illinois Valley
 Dr. Judy Hackett, Cook North
 Dr. Darryl Taylor, Cook South
 Mr. Gary Tipsord, Corn Belt
 Dr. Gwynne Kell, DuPage
 Dr. Michael Smith, Egyptian
 Mr. Andrew Larson, Illini
 Ms. Lea Damisch, Kishwaukee
 Dr. Prentiss Lea, Lake
 Mr. Thomas Mahoney, Northwest
 Mr. Michael Shimshak, Shawnee
 Ms. Leigh A. Lewis, Southwestern
 Mr. Jay McCracken, Starved Rock
 Mr. Brent O'Daniell, Two Rivers
 Mr. Dan Cox, Wabash Valley
 Mr. Ralph Grimm, Western
 Ms. Diane L. Hendren, IASA
 Ms. Sara G. Boucek, IASA
 Dr. Brent Clark, IASA
 Ms. Shannon Bellini, IASA
 Ms. Mary Ellen Buch, IASA
 Dr. Calvin Jackson, IASBO
 Mr. Ben Schwarm, IASB
 Mr. Jason Helfer, ISBE

Absent: Dr. Kim Petrasek, Cook West
 Mr. Michael J. Kelly, Kaskaskia
 Dr. John Palan, Three Rivers

II. APPROVAL OF MINUTES OF SEPTEMBER 17, 2014 MEETING

Chair O'Mara noted a copy of the September 17, 2014 Minutes were included in the packet. Dr. Prentiss Lea moved the minutes of the September 17, 2014 meeting be approved as submitted. The motion was seconded by Mr. Jay McCracken and unanimously approved by voice vote.

III. FORMULATION OF THE 2015 SPRING LEGISLATIVE PROGRAM

A. IASA Legislative Program for 2015

Below is the section of the IASA Legislative Program for 2015 with changes as proposed. Underlined text denotes items that have been added to the Program. After reading through the proposed change regarding Vision 20/20, Mr. Michael Shimshak moved to accept the changes; the motion was seconded by Dr. Sheila Harrison-Williams and approved by roll call vote. (See Appendix A) The change will be added to the IASA Legislative Program.

- I. Vision 20/20
 - A. Highly Effective Educators
 - B. 21st Century Learning
 - C. Shared Accountability
 - D. Equitable and Adequate Funding

IV. DISCUSSION ON HOT TOPICS

A. Vision 20/20 legislation

Ms. Diane Hendren discussed Vision 20/20 legislation. She stated that the first piece has been rolled out as SB 1403. Sponsored by Sen. Jason Barickman (R-Bloomington) and Sen. Andy Manar (D-Bunker Hill), the legislation includes an evidence-based school funding model. A draft of the legislation was handed out to members.

Ms. Hendren thanked all members who participated on the Vision 20/20 committee for their long hours and hard work. She stated that Vision 20/20 has become quite the buzz word in the Capitol and that is due to the huge grassroots effort put forth by members. A press conference on the evidence-based funding model took place last week and had good media coverage.

B. Budget Issues

1. ISBE's FY 16 Budget request

Information regarding ISBE's FY 16 budget request was included in the packet as informational. ISBE requested a \$730 million increase. Rauner's budget included a \$300 million increase to education. It is important for members to go to legislators and discuss how these cuts will continue to hurt their specific districts.

2. ISBE Weekly Message

A recent issue of the ISBE Weekly Message was included in the packet as informational.

C. Education Funding Reform

1. SB 1

Districts are encouraged to run models including the Cost Shift if SB 1 passes with their legislators to show them how the proration would affect them. In addition, districts should look into efficiencies and save wherever possible. It is difficult to plan because the budget specifics just aren't there yet.

D. Pension Update

Dr. Brent Clark joined the group to give a pension update. He discussed the proposal made by Governor Bruce Rauner in his Budget address would essentially give teachers as well as other public employees two different options both of which appear to be a major diminishment of benefits. First of all, they could become a Tier 2 employee beginning July 1, 2015 or they could take a lump sum payout of their current pension and then move that payout to a type of 401 (k) plan.

Dr. Clark discussed that the pension attorney for IASA believes that Rauner's plan is even more unconstitutional than the original plan. Oral arguments before the Supreme Court for the pension court case will take place in mid-March and there is hope that a final decision will be made in May or July.

E. KIDS Assessment

1. DuPage and Lake County concerns regarding KIDS assessment

Letters from both DuPage and Lake county members were included in the packet as informational. The letters discussed the concerns administrators have with the assessment and what the purpose of the assessment is. Members were encouraged to continue discussion with their legislators on this topic.

F. Educator Equity Plan

Jason Helfer, ISBE Assistant Superintendent-Educator Effectiveness, presented information on the educator equity plan to the group. He informed the group that ISBE is interested in having conversations regarding this plan. He discussed claims that districts identified as high poverty and/or high minority may have teachers that have less experience, improper licensure, not highly qualified, higher absenteeism and lower salaries than other districts. He will be looking at the causes for these claims, possible remedies and strategies for implementation of the plan.

V. LEGISLATIVE ISSUES FROM THE REGION

No legislative issues were raised.

VI. HOT BILLS LIST

A current Hot Bills list was distributed to members.

VII. OTHER BUSINESS

A. IPAC and APAC

Information on IPAC and APAC were included in the packet as informational.

B. IASA Legislative Activities Calendar

The IASA Legislative Activities Calendar was included in the packet as informational.

C. Illinois House and Senate Calendar

The Illinois House and Senate calendars were included in the packet as informational.

VIII. FUTURE MEETINGS

A. There are no meetings scheduled through June 30, 2015.

IX. ADJOURNMENT

There being no further discussion, Mr. Brent O'Daniel made a motion to adjourn the meeting and Dr. Judy Hacket seconded that motion. The meeting was adjourned at 11 a.m.

Respectfully submitted,

Dr. Kevin O'Mara, Chair
IASA Governmental Relations & Advocacy Committee

Appendix A				
GRAC members - Thursday, February 19, 2015 Roll Call Sheet				
Region	MSALUT	MFNAME	MLNAME	Roll Call 1 Change to Legislative Program
Chair	Dr.	Kevin	O'Mara	Yes
Co-chair	Dr.	Scott	Doerr	Yes
Co-chair	Dr.	Sheila	Harrison-Williams	Yes
Co-chair	Mr.	Cliff	McClure	Yes
Abe Lincoln	Mr.	Adam	Ehrman	Yes
Blackhawk	Mr.	Ray	Bergles	Yes
Central IL Valley	Dr.	Lindsey	Hall	Yes
Cook North	Dr.	Judith	Hackett	Yes
Cook South	Dr.	Darryl	Taylor	Yes
Cook West	Dr.	Kim	Petrasek	Absent
Corn Belt	Mr.	Gary	Tipsord	Yes
DuPage	Dr.	Gwynne	Kell	Yes
Egyptian	Dr.	Michael	Smith	Yes
Illini	Mr.	Andrew	Larson	Yes
Kaskaskia	Mr.	Michael	Kelly	Absent
Kishwaukee	Ms.	Lea	Damisch	Yes
Lake	Dr.	Prentiss	Lea	Yes
Northwest	Mr.	Thomas	Mahoney	Yes
Shawnee	Mr.	Michael	Shimshak	Yes
Southwestern	Ms.	Leigh	Lewis	Yes
Starved Rock	Mr.	Jay	McCracken	Yes
Three Rivers	Dr.	John	Palan	Absent
Two Rivers	Mr.	Brent	O'Daniell	Yes
Wabash Valley	Mr.	Dan	Cox	Yes
Western	Mr.	Ralph	Grimm	Yes

ITEM V.A. Property Tax Freeze – School Funding Compromise – Senate Bill 318 (Cullerton, D-Chicago)

Enacting Property Tax Freezes for Two Years

- Freezes property taxes in levy years 2016 and 2017 (2017 and 2018 for Cook County)
- Allows extensions only if approved by referendum
- Exempts levies for public safety purposes

Ending the current General State Aid (GSA) funding formula for schools

- Sunsets GSA funding formula and Chicago block grant in two years
- Creates a new GSA committee to study funding immediately
- Requires committee membership to be three members from each caucus
- Sets deadline for committee to propose a new formula at December 31, 2016

Establishing Pension Fairness for All Districts

- Requires state to pay Chicago Teachers' Pension Fund (CTPF) normal cost
- Brings CTPF in line with arrangements for downstate and suburban teachers
- Sets state payments at \$197m for FY 16 and certified in later years
- Changes the Chicago Public Schools (CPS) pension payment ramp to include fixed payments of \$207m in FY 16, \$211m in FY 17
- Changes the CPS ramp to be 90% funded ratio by 2063 (currently 2059)

MEMORANDUM

RE: Property Tax Freeze Proposals and Property Tax Extension Limitation Law (PTELL)

Overview

Governor Rauner's property tax freeze is based on the current PTELL statute, and freezes one variable in the PTELL equation: the inflationary increase used to calculate the limiting rate, which is currently, by law, the lesser of 5% or CPI¹. Under the Governor's property tax freeze, the automatic inflationary increase in the limiting rate is "frozen" at 0%. The Governor's initial Turnaround Agenda summary froze the inflationary increase for 2 years. SB 1046 (Radogno) froze extensions indefinitely. SB 316 (Cullerton) proposes a 2 year freeze, for levy years 2016 and 2017 (2017 and 2018 for Chicago). SB 2152 (Radogno) also proposes a 2 year freeze. Neither extensions nor Individual property tax bills would be frozen. The extension can still increase if other variables in the limiting rate equation change, as discussed below.

It is also important to note that some funds are not subject to the PTELL/Freeze, and these will be discussed in more detail below.

PTELL

In 1991, the Illinois General Assembly passed the Property Tax Extension Limitation Act, commonly referred to as "PTELL" or "tax caps." This law affected taxing districts in the collar counties (DuPage, Kane, Lake, McHenry, and Will). Tax caps were extended to Cook County in 1995, and the following year all Illinois county boards were given the power to place a referendum on the ballot asking county voters whether tax caps should apply in their respective county. Currently, thirty-nine out of Illinois's 102 counties are under the provisions of this law.² Tax cap referendums have been rejected in 11 counties.³

¹ 35 ILCS 200/18-185.

² **Adopted:** Boone, Champaign, Christian, Coles, Cook, Cumberland, DeKalb, DuPage, Franklin, Greene, Jackson, Jefferson, JoDaviess, Kane, Kankakee, Kendall, Lake, Lee, Livingston, Logan, Macoupin, Marion, Massac, McDonough, McHenry, Menard, Monroe, Morgan, Randolph, Sangamon, Schuyler, Shelby, Stephenson, Tazewell, Union, Washington, Will, Williamson, and Winnebago.

³ **Rejected:** Adams (April 1997); Bureau (March 1998); Carroll (Nov. 1997); Edgar (April 2001); LaSalle (Nov. 1997); Madison (April 1999); McLean (April 1997); Moultrie (April 2003); Shelby (April 1997, later passed in Nov. 2000); Whiteside (Nov. 1997); and Massac (Nov. 1996, later passed in Nov. 2000).

How the Freeze differs from PTELL

The Freeze differs from the current PTELL in three major ways:

1. The Freeze applies to all counties. PTELL applies to Cook Co., the collar counties (DuPage, Kane, Lake, McHenry, and Will), and other counties if approved by referendum.
2. The Freeze applies to both home rule and non-home rule taxing districts, where PTELL applies only to non-home rule taxing districts, where applicable, but not to home rule municipalities.
3. The “extension limitation”, the inflationary increase used to calculate the limiting rate, becomes 0% under the Freeze. Under PTELL, the extension limitation is the lesser of 5% or CPI.

The Basic PTELL/Freeze Equation

The Freeze is based on the PTELL equation, and so any discussion about the Freeze must start with understanding the PTELL. The PTELL is designed to limit the increases in property tax extensions (total taxes billed). The PTELL does not “cap” either individual property tax bills or individual property assessments. Instead, the PTELL allows a taxing district to receive a limited inflationary increase in tax extensions on existing property, plus an additional amount for new construction, annexations, and expiring TIF districts.

The taxing district’s extension is different from its tax levy. The levy is the taxing body’s revenue request; the extension is the amount of taxes actually billed. The total amount extended is often less than the levy because of rate limitations, both under PTELL and other statutory rate limitations.

PTELL slows the growth of tax extensions when property values and assessments are increasing faster than the rate of inflation. As a whole, property owners have some protection from tax bills that increase only because the market value of their property is rising rapidly.

The key equation in the PTELL and in the Freeze, is the limiting rate calculation. The limiting rate calculation is as follows:

$$\text{Limiting rate} = \frac{A \times (1 + I)}{\text{CEAV} - \text{NP} - \text{AX} - \text{TIF} + \text{DIS}}$$

Where:

A = aggregate extension base (prior year total taxes billed for funds subject to the PTELL/Freeze)

I = inflationary increase (Under PTELL, this is CPI or 5 percent, whichever is less; or other amount approved by voters for the levy year. Under the Freeze, this is 0; or other amount approved by voters for the levy year.)

CEAV = current EAV of district used in setting preliminary rates

NP = new property

AX = current EAV of any annexations

TIF = recovered tax increment value (after the TIF expires)

DIS = current EAV of any disconnections

The limiting rate formula allows a taxing district to receive additional taxes in proportion to the value of property annexed, new property construction, and the TIF increment the year that the TIF expires. If property is disconnected from the district, the extension is reduced proportionally.

For the past five years, inflation has been relatively low. The following CPIs have been used to calculate the limiting rate since 2010:

CPI Year	December CPI-U	% Change from Previous December	% Use for PTELL	Levy Year	Year Taxes Paid
2010	219.179	1.50%	1.50%	2011	2012
2011	225.672	3.00%	3.00%	2012	2013
2012	229.601	1.70%	1.70%	2013	2014
2013	233.049	1.50%	1.50%	2014	2015
2014	234.812	0.80%	0.80%	2015	2016

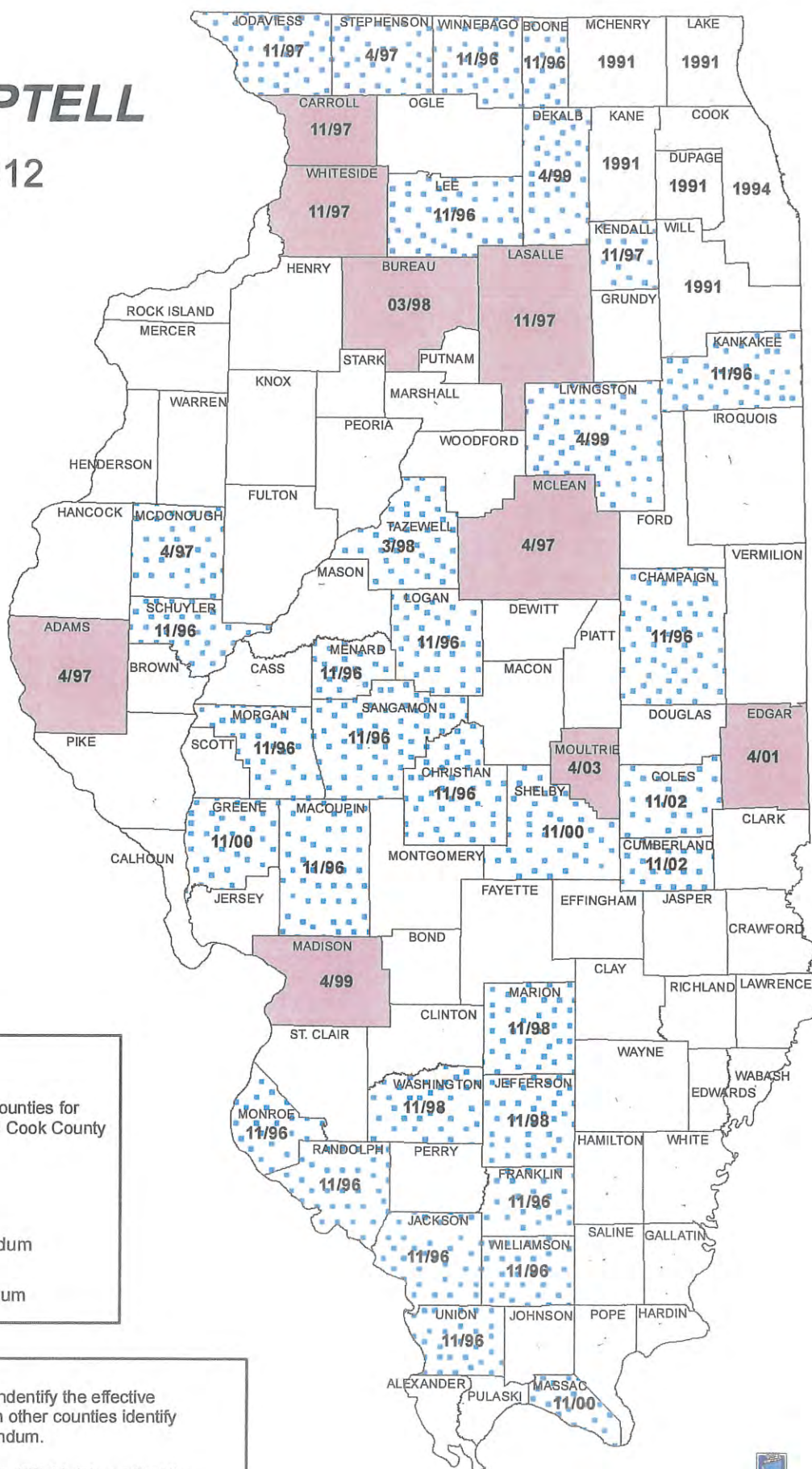
4

The following examples show how the county clerk would calculate a taxing district's extension. Example 1 is a sample calculation for a district under the current PTELL at 1.5% inflation; Example 2 is a sample calculation for a district under the proposed Freeze.

⁴ Illinois Department of Revenue.

History of PTELL

August 2012



KEY

- 6 PTELL effective in Collar Counties for 1991 Assessment Year and Cook County for 1994 Assessment Year
- 54 No PTELL referendum
- 33 Approved PTELL referendum
- 9 Rejected PTELL referendum

NOTE
 Dates within Cook and Collar Counties identify the effective assessment year of PTELL. Dates within other counties identify the month and year of the PTELL referendum.

In counties that approved the referendum, PTELL takes effect the following assessment year (e.g. November 1996 referendum becomes effective for the 1997 assessment year).



Illinois General Assembly

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Bill Status of SB0318 99th General Assembly

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Short Description: PROPERTY TAX/PENSION/SCHOOL

Senate Sponsors

Sen. [John J. Cullerton](#) - [Dan Kotowski](#) - [Andy Manar](#), [Steve Stadelman](#) and [Napoleon Harris, III](#)

House Sponsors

(Rep. [Barbara Flynn Currie](#) and [Deborah Conroy](#))

Last Action

Date	Chamber	Action
8/5/2015	House	Assigned to Executive Committee

Statutes Amended In Order of Appearance

[5 ILCS 140/5](#) from Ch. 116, par. 205

Synopsis As Introduced

Amends the Freedom of Information Act. Makes a technical change in a Section concerning lists of available records.

Senate Floor Amendment No. 1

Deletes reference to:
[5 ILCS 140/5](#) from Ch. 116, par. 205

Adds reference to:
[35 ILCS 200/18-185](#)
[35 ILCS 200/18-205](#)
[35 ILCS 200/18-213](#)
[35 ILCS 200/18-214](#)
[35 ILCS 200/18-242 new](#)
[40 ILCS 5/16-158.5 new](#)
[40 ILCS 5/17-127](#) from Ch. 108 1/2, par. 17-127
[40 ILCS 5/17-129](#) from Ch. 108 1/2, par. 17-129
[40 ILCS 15/1.1](#)
[105 ILCS 5/1C-1](#)
[105 ILCS 5/1C-2](#)
[105 ILCS 5/1C-4](#)
[105 ILCS 5/1D-5 new](#)
[105 ILCS 5/18-8.05](#)
[105 ILCS 5/18-21 new](#)
[30 ILCS 805/8.39 new](#)

Replaces everything after the enacting clause. Amends the Property Tax Extension Limitation Law in the Property Tax Code. Makes changes concerning the definitions of "taxing district" and "extension

limitation" to provide that, for the 2016 and 2017 levy years, the Law applies to all home rule and non-home rule taxing districts outside of Cook County, and the extension limitation for those districts in those levy years is 0%. Provides that, for the 2017 and 2018 levy years, the Law applies to all home rule and non-home rule taxing districts within Cook County, and the extension limitation for those districts in those levy years is 0%. Preempts home rule. Makes changes concerning the extension limitation for certain public safety extensions. Amends the Chicago Teacher Article of the Illinois Pension Code. Requires the State to contribute to the Fund \$197,000,000 for fiscal year 2016; includes provisions for certifications and monthly payments by voucher. Provides that beginning in fiscal year 2017, the State shall contribute an amount equal to the employer normal cost for that fiscal year. Specifies the amount of the Chicago Board of Education's total required contribution for fiscal years 2016 and 2017 and provides that those amounts shall not be reduced by the amount of any State contribution to the Fund. Provides that beginning fiscal year 2018, the Chicago Board of Education's minimum contribution to the Fund shall be an amount sufficient to bring the total assets of the Fund up to 90% of the total actuarial liabilities of the Fund by the end of fiscal year 2063. Amends the State Pension Funds Continuing Appropriation Act. Provides for a continuing appropriation to the Public School Teachers' Pension and Retirement Fund of Chicago, on a continuing monthly basis, of the amount, if any, by which the total available amount of all other State appropriations to that Retirement Fund for the payment of certain State contributions is less than the total amount of the vouchers for required State contributions lawfully submitted by the Fund for that month under applicable provisions of the Illinois Pension Code. Amends the School Code. Repeals provisions concerning school district block grants and the State aid formula on June 1, 2017. With respect to the State aid formula, sets forth provisions concerning a supplemental grant to entities that receive general State aid. Creates a General State Aid Committee to propose a revised school funding formula for Illinois schools. Amends the State Mandates Act to require implementation without reimbursement. Effective immediately.

Senate Floor Amendment No. 2

Adds reference to:

105 ILCS 5/34-53

from Ch. 122, par. 34-53

Further amends the School Code. Provides that a tax shall be levied by the Chicago Board of Education for the purpose of making an employer contribution to the Public School Teachers' Pension and Retirement Fund of Chicago, at the rate of 0.26%; requires the proceeds from this tax to be paid directly to the Pension Fund. Makes a corresponding reduction in the rate limitation for the tax for general educational purposes. Specifies that, the changes made to the affected Section by the amendatory Act: (1) do not authorize an increase in the district's maximum aggregate extension or limiting rate under the Property Tax Extension Limitation Law or an increase in the existing total maximum rate limitation under this Section; and (2) constitute a continuation of the existing total maximum rate and are not a new rate for the purposes of the Property Tax Extension Limitation Law.

Senate Floor Amendment No. 3

In the Chicago Teacher Article of the Illinois Pension Code: deletes a provision added by Senate amendment number one that, beginning in State fiscal year 2017, requires the State to contribute for each fiscal year an amount equal to the employer normal cost portion of the projected normal cost for the fiscal year; adds language providing that the proceeds of the tax levied by the Board of Education under the changes made to a section in the School Code by this amendatory Act shall be a credit against contributions required to be made by the Board of Education.

Actions

Date	Chamber	Action
1/28/2015	Senate	Filed with Secretary by Sen. John J. Cullerton
1/28/2015	Senate	First Reading
1/28/2015	Senate	Referred to Assignments
3/18/2015	Senate	Assigned to Executive
3/26/2015	Senate	Do Pass Executive ; 016-000-000
3/26/2015	Senate	Placed on Calendar Order of 2nd Reading April 14, 2015
4/15/2015	Senate	Second Reading
4/15/2015	Senate	Placed on Calendar Order of 3rd Reading April 16, 2015
4/24/2015	Senate	Rule 2-10 Committee/3rd Reading Deadline Established As May 15, 2015
5/15/2015	Senate	Rule 2-10 Committee/3rd Reading Deadline Established As May 31, 2015

8/3/2015	Senate	Senate Floor Amendment No. 1 Filed with Secretary by Sen. John J. Cullerton
8/3/2015	Senate	Senate Floor Amendment No. 1 Referred to Assignments
8/3/2015	Senate	Senate Floor Amendment No. 2 Filed with Secretary by Sen. Napoleon Harris, III
8/3/2015	Senate	Senate Floor Amendment No. 2 Referred to Assignments
8/4/2015	Senate	Senate Floor Amendment No. 1 Assignments Refers to Executive
8/4/2015	Senate	Senate Floor Amendment No. 2 Assignments Refers to Executive
8/4/2015	Senate	Rule 2-10 Third Reading Deadline Established As August 5, 2015
8/4/2015	Senate	Senate Floor Amendment No. 1 Recommend Do Adopt Executive ; 011-000-006
8/4/2015	Senate	Senate Floor Amendment No. 2 Recommend Do Adopt Executive ; 017-000-000
8/4/2015	Senate	Senate Floor Amendment No. 3 Filed with Secretary by Sen. Napoleon Harris, III
8/4/2015	Senate	Senate Floor Amendment No. 3 Referred to Assignments
8/4/2015	Senate	Senate Floor Amendment No. 3 Be Approved for Consideration Assignments
8/4/2015	Senate	Added as Chief Co-Sponsor Sen. Dan Kotowski
8/4/2015	Senate	Added as Co-Sponsor Sen. Steve Stadelman
8/4/2015	Senate	Recalled to Second Reading
8/4/2015	Senate	Senate Floor Amendment No. 1 Adopted; J. Cullerton
8/4/2015	Senate	Senate Floor Amendment No. 2 Adopted; Harris
8/4/2015	Senate	Senate Floor Amendment No. 3 Adopted; Harris
8/4/2015	Senate	Placed on Calendar Order of 3rd Reading
8/4/2015	Senate	Added as Chief Co-Sponsor Sen. Andy Manar
8/4/2015	Senate	Added as Co-Sponsor Sen. Napoleon Harris, III
8/4/2015	Senate	3/5 Vote Required
8/4/2015	Senate	Third Reading - Passed; 037-001-018
8/5/2015	House	Arrived in House
8/5/2015	House	Chief House Sponsor Rep. Barbara Flynn Currie
8/5/2015	House	First Reading
8/5/2015	House	Referred to Rules Committee
8/5/2015	House	Assigned to Executive Committee
8/20/2015	House	Added Alternate Co-Sponsor Rep. Deborah Conroy

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Property Tax Relief, Local Control & School Funding Increase Legislation Summary

1. Property Tax Freeze

- Freeze property tax extensions for all units of government.
- Two year sunset on December 31, 2018.

2. School Funding Reform

- Increase FY16 lump sum for high poverty school districts from \$85m to \$159m (+\$74m).
- Maintain minimum 92% pro-ration of GSA and poverty lump sum in FY17.
- Establish a School Funding Reform Commission chaired by Superintendent Tony Smith and comprised of two members appointed by the Governor and two each appointed by the four legislative leaders – by a majority vote, the commission would be charged with recommending a new GSA funding formula prior to Dec. 31, 2016.
- If the Commission approves a recommendation for a new formula, the current funding formula law and the Chicago Block Grant provisions would sunset on June 1, 2017.

3. Local Control of Collective Bargaining

- Local governments that prefer to remain under the existing provisions of the Public Labor Relations Act and Educational Labor Relations Act may continue to do so. This proposal would be optional.
- The proposal applies only to units of local governments (e.g. counties and municipalities), school districts, and community college districts. This proposal does not apply to the State.
- There are two mechanisms available:
 - First, a local government (acting by board resolution/ordinance or by public referendum) may elect to be a “permissive employer.” A permissive employer and its employees’ labor organizations decide which topics will be subject to collective bargaining.
 - Second, a local government (acting by board resolution/ordinance or by public referendum) may elect to prohibit bargaining on one or more of seven specific topics. These are primary cost drivers for local governments.

4. Local Choice on Prevailing Wage

- Projects undertaken by a unit of local government, school district, or community college district would be excluded from the State's Prevailing Wage Act. All State projects would continue to be covered by the Act.
- Each unit of local government, school district, or community college district would be authorized to adopt, by local ordinance or resolution, its own local prevailing wage requirements. Local governments that prefer to remain subject to the State's Prevailing Wage Act could elect to do so.

5. School Mandate Relief

- Relieves the burden of unfunded mandates on school districts.
- Allows a school district to use third-party contracting for items like transportation, food services and janitorial work.
- Eases unfunded mandates related to drivers education and physical education.

6. Chicago Pension Support

- The State will pay the employer normal cost and the cost of defraying health insurance to CTPF contributions for FY16 and FY17.
- Allows CPS to end the practice of picking up the employee pension contribution.

7. Public Sector Worker's Compensation

- For public employees, a "major contributing cause" standard will be used to determine if the injury is compensable.
- To address work-related injuries that can develop during an entire career spanning multiple public employers, repetitive or cumulative injuries would be compensable so long as more than 50% of public employee's condition is attributable to public employment-related causes. Public employees who develop repetitive or cumulative trauma within 3 months of working for a new public employer would be compensated by the previous public employer.



Illinois General Assembly

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Bills & Resolutions

Bill Status of HB4272 99th General Assembly

Compiled Statutes

[Full Text](#) [Votes](#) [View All Actions](#) [Printer-Friendly Version](#)

Public Acts

Legislative Reports

Short Description: FUND EDUC FIRST-PEN COST SHIFT

IL Constitution

Legislative Guide

House Sponsors

Legislative Glossary

Rep. [Christian L. Mitchell](#) - [Cynthia Soto](#) - [Arthur Turner](#) - [Elizabeth Hernandez](#) - [Kelly M. Cassidy](#),
[Elgie R. Sims, Jr.](#), [William Davis](#) and [Robert F. Martwick](#)

Search By Number
(example: HB0001)

[Search Tips](#)

Last Action

Date	Chamber	Action
8/12/2015	House	Referred to Rules Committee

Search By Keyword

[Search Tips](#)

Statutes Amended In Order of Appearance

New Act

[40 ILCS 5/1-103.3](#)

[40 ILCS 5/16-158](#)

from Ch. 108 1/2, par. 16-158

[105 ILCS 5/2-3.28](#)

from Ch. 122, par. 2-3.28

[105 ILCS 5/2-3.84a new](#)

[105 ILCS 5/18-8.05](#)

[30 ILCS 805/8.39 new](#)



Synopsis As Introduced

Creates the Fund Education First Act. Beginning with fiscal year 2017, requires the General Assembly to appropriate for the general State aid formula under the School Code an amount that is equal to or exceeds the sum of: (i) the total amount appropriated for the general State aid formula during the fiscal year immediately preceding the fiscal year for which the appropriation is being made; and (ii) 55% of total new general funds available for spending from estimated growth in revenues and funds available because of budgeted program growth and decline in the fiscal year for which the appropriation is being made; but in no event shall the sum be less than a certain percentage required under the Act. Requires a continuing appropriation if the General Assembly fails to make sufficient appropriations to fund the general State aid formula. Amends the Illinois Pension Code. In the Downstate Teacher Article, changes the funding goal to 100% and shifts certain costs accruing after July 1, 2016 to local employers. Amends the School Code to make changes concerning a system for accounting for revenues and expenditures and general State aid. Amends the State Mandates Act to require implementation without reimbursement. Effective immediately.

Actions

Date	Chamber	Action
8/12/2015	House	Filed with the Clerk by Rep. Christian L. Mitchell
8/12/2015	House	First Reading
8/12/2015	House	Referred to Rules Committee
8/12/2015	House	Added Chief Co-Sponsor Rep. Cynthia Soto
8/12/2015	House	Added Chief Co-Sponsor Rep. Arthur Turner
8/12/2015	House	Added Chief Co-Sponsor Rep. Elizabeth Hernandez
8/12/2015	House	Added Chief Co-Sponsor Rep. Kelly M. Cassidy
8/12/2015	House	Added Co-Sponsor Rep. Elgie R. Sims, Jr.

8/12/2015	House	Added Co-Sponsor Rep. William Davis
8/14/2015	House	Added Co-Sponsor Rep. Robert F. Martwick

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ITEM V.C.1. Governor Rauner's Pension Reform bill

Pension Reform Bill

Summary:

- Applies consideration model to State of Illinois pension plans, downstate public safety plans and Chicago Teachers' Pension Fund
- Adopts Mayor Emanuel's pension bill, and adds downstate public safety while providing more local control over funding and benefits
- Provides Cook County a choice of their pension reform bill or a consideration model
- Grants local governments the right to restructure finances

Changes Based on the Consideration Framework

- SERS
 - After removing certain subjects from collective bargaining, create a baseline independent of pension benefits:
 - Wages guaranteed not to decline for five years;
 - Vacation reset to two weeks (under 15 years of service) and three weeks (15+ years of service);
 - Adjusted vacancy/overtime rights; and
 - Overtime pay normalized to match federal law, kicking in at 40 hours, not 37.5
 - Create several optional packages to incentivize different groups of employees to transition into Tier 2 pension formula prospectively:
 - Salary package: \$2000 transition bonus; one-time \$3000 salary increase; OT at 37.5 hours; no additional vacation
 - Vacation package: \$2000 transition bonus; one-time \$2000 salary increase; OT at 37.5 hours; 2 additional weeks of vacation
 - Overtime/vacancy package: \$2000 transition bonus; no salary increase; OT at 37.5 hours; 2 additional weeks of vacation; priority rights in work schedule, vacation, overtime, and "bumping"
- TRS, SURS, GARS, CTPF, and Downstate Police and Fire Tier 1 employees must choose between:
 - A. COLA shifts from 3% compounded (Tier 1 COLA) to the lesser of 3% or 1/2 CPI non-compounded (Tier 2 COLA) OR
 - B. All future salary increases are not included in pension benefit calculations
- Cook County must choose between:
 - A. Pension plan as introduced by Cook County (except with collective bargaining changes discussed above) OR
 - B. A consideration-based plan that prompts employees to choose between a reduced COLA benefit or agreeing that all future salary increases are not included in pension benefit calculations

Public Safety Changes

- Chicago Police and Fire funding schedule is changed from the current target of 90% by 2040 to 90% by 2055 including a 5 year period from FY16 – FY21 where mandatory payments are set in statute.
- Downstate Police and Fire funding schedules would be treated the same as Chicago Police and Fire, changing the current target of 90% funded by 2040 to 90% funded by 2055.
- 642 individual downstate police and fire funds are consolidated under IMRF for investment efficiency.
- Public Safety Employee Benefit Act definition of catastrophic injury is changed to clearly state that it would preclude the injured employee from performing gainful work.
- Tier 3 benefits are created for newly hired public safety employees. Tier 3 is a hybrid DB/DC with local control on DC benefits.
- Contains all aspects of Chicago's SB777 including allocating casino revenue to the pension funds.

Local Government Restructuring

- Local government restructuring is allowed by authorizing a local public entity to initiate a Chapter 9 filing after review from a neutral evaluation process or the declaration of a fiscal emergency.

Chicago Teachers' Pension Funding

- The State will pay the employer normal cost and the cost of defraying health insurance to CTPF contributions for FY16 and FY17.
- Requires CPS to end the practice of picking up the employee pension contribution.



Supreme Court gives Lisa Madigan more time for pension appeal

By Greg Hinz August 04, 2015

In an action that's going to set some tongues wagging, the U.S. Supreme Court has cleared the way for a possible appeal of an Illinois Supreme Court decision in May that rejected a state pension reform law.

The action came yesterday when the court granted a request from Illinois Attorney General Lisa Madigan to extend from Aug. 6 until Sept. 10 the deadline for asking the court to take up the matter, a legal step known as filing a writ of certiorari.

The request for more time was granted by Justice Elena Kagan, who reviews such requests from Illinois and other states in the federal 7th Circuit. Kagan did not indicate why she approved the application.

Madigan's office has insisted that its request for more time is routine and had almost no comment yesterday evening. A Madigan spokesman wouldn't even say whether the office was pleased that its request was approved or whether the high court action makes an eventual appeal more likely.

But state government insiders surely will take note because in her petition to Kagan, Madigan argued that neither the General Assembly nor the Illinois Supreme Court may have the ability to cede core state functions, such as the state's ability to use its police powers to declare a fiscal emergency.

The Illinois Supreme Court rejected that argument earlier this year, saying the Illinois Constitution requires promised government pensions be paid regardless of the state's fiscal condition.

The situation has placed Madigan in an awkward political position, arguing against the view of labor unions that are her normal allies and want the Illinois Supreme Court ruling to be final, and potentially supporting the view of conservative Republicans who argue that pension benefits are too sweet and need to be skinned back.

Jim Dey: No decision yet on pension appeal from Madigan

Thu, 08/20/2015 - 7:00am | Jim Dey (/author/jim-dey)

As that great legal theorist Yogi Berra once said, it ain't over 'til it's over.

That's why the final curtain has yet to fall on the controversial 2013 pension reform law, even though the Illinois Supreme Court unanimously rejected it.

Attorney General Lisa Madigan has yet to decide whether she will seek to appeal that decision to the U.S. Supreme Court. She recently received an extension of the Aug. 6 deadline to notify the nation's highest court of her intent to ask for a review.

The new deadline is Sept. 10.

Annie Thompson, a Madigan spokeswoman, warned people not to read too much into the current situation.

"It doesn't mean any sort of decision has been made," Thompson said. "We're looking at all the options."

It may well be that the decision is not appealable.

As a matter of law, the Illinois Supreme Court has the last word on whether a state law conforms to the Illinois Constitution.

The Illinois Supreme Court ruled in May that the controversial pension law violated the Illinois Constitution's non-diminution pension clause, which bars reductions in pension benefits for public employees.

The high court ruled, in effect, that after an employee joins a public pension system the rules can never be changed in a way would reduce that employee's future benefits.

The Illinois court struck down the law because it sought to rein in future pension costs for current public employees.

But in a legal petition asking for an extension, Madigan raised an argument that might persuade the U.S. Supreme Court to hear the case.

Madigan said the Illinois Supreme Court ruling "raises important issues regarding the reserved powers doctrine of the U.S. Constitution, which prohibits a state from surrendering 'an essential attribute of its sovereignty.'"

The petition asks "whether the reserved powers doctrine prevents a state from abdicating its police powers authority to modify its own contractual obligations in extreme circumstances." It also questions "whether the Illinois Supreme Court identified the correct standard by which the validity of a state's exercise of its police power is judged."

Madigan's office argued that pension benefit cuts are allowed under the state's "police powers" because, if left unchecked, rising pension costs will prevent the state from performing other key functions.

Lawyers and unions representing public employees are unhappy that Madigan is contemplating asking for U.S. Supreme Court review. AFL-CIO President Michael Carrigan characterized the pension issue as "solely a matter of state law."

The U.S. Supreme Court hears only a small fraction of the cases presented to it for review, so any request by Madigan would be a long shot. Still, because rising pension costs are an issue in many states across the country, the high court might be tempted to hear the case if it can be persuaded that legal questions go beyond the Illinois Constitution.

ITEM VI.A. Vision 20/20 Update – HB 2657 Education Licensure Reciprocity, HB 2683 Balanced Accountability Model, Vision 20/20 21st Century Learning Center



FULFILLING THE PROMISE OF PUBLIC EDUCATION IN ILLINOIS

SPECIAL EDITION 2015

EDITION 1

LEGISLATIVE VICTORY



HB 2657 EDUCATION LICENSURE RECIPROCITY

Governor approved: 07/16/2015

Public Act 99-0058

Effective Date: July 16, 2015

To ensure that Illinois school districts have access to the best quality candidates, regardless of the state where individuals received their initial educator license.

Support Legislative Initiative for Educator Reciprocity so that:

- Teachers that have completed an evidence based assessment of teacher effectiveness or a test of basic skills in another state, do not have to complete additional Illinois assessments up on initial licensure.
- Out-of-state teachers seeking licensure that have completed the same required coursework as in-state candidates need only verify program completion to receive an Professional Educator License. (Those who have not completed required coursework will receive a License with Stipulations and be required to complete any deficient coursework.)
- In emergency situations, school districts can employ for up to 120 days substitute teachers who hold a Professional Educator License or License with Stipulations that is endorsed for the grade level of instruction.
- Endorsements for out-of-state applicants for a Principal Endorsement or Superintendent Endorsement are available to individuals who have completed an out-of-state approved education program to become a principal or superintendent, met State exam requirements and received a certificate or license endorsed in a teaching field. (Those who have not passed State exams may receive a Provisional Endorsement.)
- Endorsements for out-of-state applicants for a Chief School Business Official Endorsement are available to those individuals with a master's degree in school business management, finance, or accounting; completed an internship in school business management or have 2 years of experience as a school business administrator; met all State exam requirements; and have completed modules in reading methods, Special Education, and English Learners.

***To learn more about these Bills, click the Bill Number to connect to our Legislation page, or visit the Illinois General Assembly website at <http://www.ilga.gov/> and search by Bill number.*

VISIT US AT [HTTP://ILLINOISVISION2020.ORG](http://ILLINOISVISION2020.ORG)





LEGISLATIVE VICTORY



HB 2683 BALANCED ACCOUNTABILITY MEASURE

Governor approved: 07/30/2015

Public Act 99-193

Effective Date: July 30, 2015

The state should adopt a balanced accountability measure to focus on continuous improvement, recognize the diversity of struggling schools and eliminate achievement gaps across the state. This model would allow local flexibility, promote shared accountability, and be sensitive to local district improvements.

- The Illinois Balanced Accountability Measure (IBAM) creates a differentiated accountability model for Illinois schools whereby school districts and its individual schools are evaluated on both assessment data and the school districts' performance to close achievement gaps using evidence-based best practices of continued growth. This initiative will continue to take shape over the next year with a five-year phase-in period beginning with the 2016-2017 school year.



***To learn more about these our Bills, connect to our Legislation page at <http://illinoisvision2020.org/legislation/>*





VISION 20/20

Fulfilling the Promise of Public Education

PRESS RELEASE

Vision 20/20's policy platform reflects educators from across the state and is representative of opinions from the southern tip of Illinois through the northern Chicago suburbs. This vision is the result of input from over 3,000 key stakeholders, discussions with field experts, and a review of current literature on best practices.

Membership includes the following organizations and leaders:

Brent Clark, Ph.D., Executive Director - Illinois Association of School Administrators

Jason Leahy, Executive Director - Illinois Principals Association

Michael A. Jacoby, Ed.D., Executive Director - Illinois Association of School Business Officials

Patricia Dal Santo, Past President - Illinois Association of Regional Superintendents of Schools

Roger L. Eddy, Executive Director - Illinois Association of School Boards

Creg Williams, Ed.D., President - Superintendents' Commission for the Study of Demographics and Diversity

#



VISION 20/20

Fulfilling the Promise of Public Education

PRESS RELEASE

Contact: Rosemaria DiBenedetto
 Cell: 708/712-4629
 Newsmakers@sbcglobal.net

FOR IMMEDIATE RELEASE

**Vision 20/20 joins iTunes U, offering free course content to transform
 Illinois teaching, learning**

Free resource will focus on four core content areas & align to state standards

CHICAGO (August 18, 2015) – Illinois’ leading education group, Vision 20/20, announced today the launch of *Vision 20/20 21st Century Learning Center* to help transform Illinois teaching and learning by providing high-quality, digital course content on iTunes U for classroom teachers in the four core content areas of mathematics, science, social studies and English language.

The launch took place at High School District 214 in Arlington Heights, Illinois and with the use of technology, was simulcast live in Springfield at the offices of the Illinois Principals Association. State Superintendent Tony Smith joined the event in Springfield while Secretary of Education Dr. Beth Purvis attended at District 214.

The repository, available through iTunes U, is an open education collection of resources accessible to all and will initially focus on grades 9-12. Plans to expand the site for grades K-8 are in the initial development stages. Learning resources including lectures, videos, books, and materials are available for nine high school courses such as Algebra I, Algebra II, Chemistry, Geometry, ELA 9-10, ELA 11-12, Economics, Biology, and Physics and additional courses will be added by early this fall.

Educators from 22 school districts across Illinois began meeting earlier this year to help choose the digital content and curriculum resources teachers, students and families need to meet the state’s Illinois Learning Standards. The collection resources were then vetted by content leaders and curriculum specialists before added to the site.



VISION 20/20

Fulfilling the Promise of Public Education

PRESS RELEASE

iTunes U is the world's largest online catalog of free educational content that helps educators create and manage courses, including lectures, assignments, books, quizzes and syllabi, and offers them on the iTunes U app to millions of iOS users around the world. The usefulness of iPads in enhancing teaching and learning and the need for educators to redesign instruction that empowers students, facilitates their understanding, and creates engaging experiences, prompted the Vision 20/20 group to launch this initiative on iTunes U.

“Today’s students are learning in a technology-driven environment and educators need to find new and creative ways to engage our students to increase their desire to learn. Vision 20/20’s 21st Century Learning Center is the kind of tool teachers can utilize to meet those needs,” stated Michael A. Jacoby, Ed.D., Executive Director of the Illinois Association of School Business Officials (IASBO).

Vision 20/20, a group started by the state’s school administrators, has become a leading voice and source in changing the way education policy is handled in Illinois, beginning in 2014 with the release of a comprehensive policy brief outlining the group’s vision for the future of education in the state. Four areas for prioritization were highlighted in the brief including one pillar entitled *21st Century Learning*. The policy concept is to expand the definition of student learning, commit to the development of the “whole child,” and invest in policies proven to link all schools to 21st century learning tools.

Jeffrey A. Leathem, an English Language Arts Course Lead from Palatine High School was a lead participant in the development of the content and is certain other educators will benefit from the new site. “Never before has information been so readily available for students and teachers to maximize learning and teaching. The 21st Century Learning Center on iTunes U offers anyone involved in Illinois education instant access to digital learning materials that will help facilitate new types of student-centered--and student-driven--learning experiences that align with new standards in education,” stated Leathem who demonstrated the coursework at the launch. “These resources can help Illinois teachers create a collaborative environment to push education away from the sage-on-the-stage model of instruction to more student-focused learning communities. The best thing about the 21st Century Learning Center is that



VISION 20/20

Fulfilling the Promise of Public Education

PRESS RELEASE

it's populated with resources that real Illinois teachers created and curated for use in real Illinois classrooms," said Leathem.

State Superintendent Tony Smith attended the launch in Springfield and talked about the importance of educators working together. "The Vision 20/20 21st Century Learning Center provides cutting edge support to teachers across Illinois as they engage 21st Century Learners. Technology continues to evolve and this allows educators to get updated, content they can use in their classrooms at no cost to their district," said State Superintendent of Education Tony Smith, Ph.D. "It's great see Illinois educators collaborating to make this type of resource a reality, available for everyone to benefit students," stated Smith.

Members of the Illinois General Assembly also supported the launch by passing two separate bipartisan resolutions applauding the architects of the plan and declaring August 18, 2015 as The Vision 20/20 21st Century Learning Day in the State of Illinois. The efforts were led by State Senator Antonio "Tony" Muñoz (D) 1st District and Assistant Majority Leader, Senator Michael E. Hastings (D) 19th District, and State Representative Lou Lang (D) 16th District and Deputy Majority Leader in the House.

Jacoby agrees and looks to a future of more innovation and achievements to benefit all.

"Our Vision 20/20 team is committed to continuing to promote the priorities of our vision," said Jacoby. "The launch of this iTunes U will be the first of many more initiatives to benefit the educators and over 2 million schoolchildren in Illinois. Collectively, we intend to do all we can to fulfill the promise of public education in Illinois by the year 2020."

For more information, please visit <http://illinoisvision2020.org>

About Vision 20/20

The Vision 20/20 initiative began in November 2012 under Dr. Brent Clark, Illinois Association of School Administrators (IASA) and then partnered with the Illinois Principals association (IPA), the Illinois Association of School Business Officials (IASBO), the Illinois Association of School Boards (IASB), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), and the Illinois Association of Regional Superintendents of Schools (IARSS) to unite the education community and develop a long-range blueprint for improving public education in Illinois.



Research & 21st Digital Learning Center Stats and Facts

Research:

1. In the years between 1985 and 1997, Apple conducted a comprehensive research project to measure the impact of technology on teaching and learning. This study was called ACOT (Apple Classrooms of Tomorrow), and to this day, it still stands as one of the most important pieces of research about the impacts of technology on teaching and learning. The research was followed by Apple Classrooms of Tomorrow—Today (ACOT2) in 2008. The goal of ACOT2 is more targeted: to help high schools get closer to creating the kind of learning environment this generation of students needs, wants, and expects so they will stay in school.

Summarized below are a few of the major findings:

- For high school students participating in the program, drop-out rates fell from almost 30 percent to nearly zero, while absenteeism dropped from 8 percent to 4 percent.
- Teachers can and will use technology effectively when they are given effective professional development and the proper support.
- Students became more excited about learning, which resulted in significantly improved grades.
- Finally, students who participated in ACOT employed inquiry, collaboration, and problem-solving skills—without prompting.

(Source: [Apple Classrooms of Tomorrow—Today, 2008](#))

2. A new study from Pew Research (Teens, Social Media & Technology Overview 2015, Lenhart, 2015) showed the following as it relates to technology and teens:
 - 94% of teens report going online daily (Lenhart, 2015)
 - African-American and Hispanic youth report more frequent internet use than white teens (Lenhart, 2015)
 - 79% of teens instant message, prefer it over email (Lenhart, 2015)
 - Nearly 75% of teens own a cell phone (Lenhart, 2015)
 - Fully 87% of American teens ages 13 to 17 have or have access to a desktop or laptop computer, and 58% of teens have or have access to a tablet computer. (Lenhart, 2015)

(Source: [Teens, Social Media & Technology Overview 2015, Lenhart, 2015](#))

3. In 2010, Project RED conducted the first large-scale national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others. Project RED found that:
 - Properly implemented educational technology can substantially improve student achievement.
 - Properly implemented educational technology can be revenue-positive at all levels—federal, state, and local.
 - Continuous access to a computing device for every student leads to increased academic achievement and financial benefits, especially when technology is properly implemented.

(Source: [Project RED Website](#))

(OVER)

Worldwide Resources:

Significant energy and resources has been placed into building an entire ecosystem around the creation and distribution of free education content. The goal is for meaningful learning to occur anytime, anywhere. iBooks Author and iTunes U—free apps—let educators and students create and publish engaging content, transforming both teaching and learning while reaching hundreds of millions of people globally. There are in excess of 750,000 discrete education content assets in iTunes U. Adding those not included in the iTunes U platform, the resources for quality education content could reach into the millions.

(Source: [A.V.E. for Success](#))

Targeting High School:

The United States is currently the only industrialized country where students are less likely to graduate from high school than their parents. ([A Quality High School Education for All; Addressing the Dropout Challenge in Our Community, 2010](#)). Research shows that a lack of student engagement is predictive of dropping out even after controlling for academic achievement and student background. (Confronting the Graduation Rate Crisis, 2004). Moreover, a high school dropout will earn \$200,000 less than a high school graduate over his lifetime and almost a million dollars less than a college graduate. ([11 Facts of About High School Dropout Rate](#)). Our focus is to keep high school students engaged by providing just-in-time, relevant digital resources to teachers to inspire their students and keep them engaged with relevant materials.

21st Digital Learning Center Resources:

According to the PARCC iTrax Survey conducted in Fall 2014, 80% of devices in the state can access iTunes U content online.

In total 1,135 digital resources have been consolidated into this collection and is expected to grow.

English Language Arts: 228 digital resources

- ELA 9-10 Course: 124 resources
- ELA 11-12 Course: 104 resources

Math: 510 digital resources

- Algebra 1: 162 resources
- Algebra II: 168 resources
- Geometry Course: 180 resources

Science: 277 digital resources

- Biology: 79 resources
- Chemistry: 89 resources
- Physics: 109 resources

Social Studies – 67 digital resources

- Economics: 67 resources



Vision 20/20 21st Century Learning Center on iTunes U

1 What is the Vision 20/20 21st Century Learning Center?

The Vision 20/20 21st Century Learning Center is a collection of free digital resources on the iTunes U platform for teachers, students and parents to help transform teaching and learning in Illinois. In its first phase, the 21st Century Learning Center includes 10 courses for grades 9—12 in the areas of mathematics, science, social studies, and English language arts.

2 How did the Vision 20/20 21st Century Learning Center come about?

In November 2012, the Illinois Association of School Administrators (IASA) initiated a visioning process in partnership with the Illinois Principals Association (IPA), the Illinois Association of School Business Officials (IASBO), the Illinois Association of School Boards (IASB), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), and the Illinois Association of Regional Superintendents of Schools (IARSS) to unite the education community and develop a long-range blueprint for improving public education in Illinois. As part of this plan we developed the Vision 20/20 21st Century Learning Center to provide 21st century teaching tools to all learners and teachers.

3 Who were the Districts that participated in the development of these Course Resource Collections?

The participating districts include:

- Galesburg High School (Galesburg 205)
- Hononegah Community High School (Hononegah 207)
- West Aurora High School (West Aurora 129)
- Olympia High School CUSD (Olympia 16)
- Sterling High School CUSD (Sterling 5)
- Lincoln Magnet School SPS (Springfield 186)
- Palatine High School (Palatine 211)
- Glenbard North High School (Glenbard 87)
- Glenbard South High School (Glenbard 87)
- New Trier High School TSHD (New Trier 203)
- Township High School (District 214)
- Community Unit School District (Algonquin 300)
- Arcola Schools CUSD (Arcola 306)
- Harlem 122
- Naperville 203
- West Aurora School (West Aurora PSD 129)
- Ball-Chatham SPS (CUSD 5)

Township High School (District 211)
Lake Zurich CUSD (Lake Zurich 95)
Decatur PSD (Decatur 61)
Edwardsville SD (Edwardsville 7)
Thornton Fractional District (Thornton 215)

4 How do I access the Vision 20/20 21st Century Learning Center?

The Vision 20/20 21st Century Learning Center resides within iTunes U, the world's largest online catalog of free educational content that helps educators customize and create courses, including lectures, assignments, books, quizzes and syllabi, and offer them to millions of iOS users around the world. To find the center, visit <https://itunes.apple.com/us/institution/illinois-association-school/id955924360>

5 What is the future of this initiative?

The Vision 20/20 Alliance intends to deliver an entire K-12 course collection aligned to the New Illinois Learning Standards. By the start of the 2015-2016 school year, there will be 10 high school course collections covering the most frequently taken high school courses in the four core content areas.

6 Can the courses be customized to meet my specific needs as a teacher?

Absolutely! Educators are encouraged to incorporate these resources into their lesson plans or to create student-facing courses from which to teach their classes.

7 Is there a cost to use these courses?

There is no cost to subscribe to the course collections. While the majority of resources are free, there may be an occasional paid app suggested for a particular activity.

8 Can students and their parents use the Vision 20/20 21st Century Learning Center resources to help their own learning?

Yes, this is another one of the primary benefits of the Vision 20/20 21st Century Learning Center. Anyone can subscribe to this free resource at any time. Students can use this resource to develop a better understanding of a topic or unit of study, while parents may also use this resource to help their children.

9 How often is the site maintained and updated?

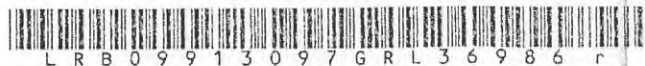
The content on the Vision 20/20 21st Century Learning Center will be regularly monitored and updated as new resources and activities are identified and vetted.

10 What if I have resources that I want to recommend?

Please e-mail us at questions@vision2020.org with your suggestions. These will be reviewed and vetted through our Project Managers, who regularly review and update the site.

11 What platform do I need to view these courses and materials?

Through the Vision 20/20 21st Century Learning Center, any course materials that are web-based (including pdfs, audio, and video) can be viewed on any computer or mobile device. There is also a general spreadsheet with links to content and third party resources found on the Vision 20/20 website.



LRB099 13097 GRL 36986 r

1 SENATE RESOLUTION

MUNOZ

SR743

2 WHEREAS, Illinois Vision 20/20 has established a blueprint
3 for the future of education in Illinois for the more than 2
4 million school children educated in the State; and

5 WHEREAS, One of the pillars and areas for prioritization of
6 this vision is to provide students with a 21st century learning
7 environment; and

8 WHEREAS, Illinois should modernize its approach by
9 delivering 21st century instruction that provides all students
10 access to modern learning environments and incorporate
11 technology in state learning standards; education should also
12 allow students to learn and apply knowledge, think creatively,
13 and be well-prepared for a global citizenry; and

14 WHEREAS, A 21st century education must address the role of
15 technology in the broad definition of learning, not as the
16 total solution, but technology as a tool that can enhance and
17 augment the teaching and learning processes in our schools by
18 reducing costs, encouraging higher-level thinking, increasing
19 student engagement, and aiding in individualized instruction;
20 and

21 WHEREAS, A technology gap exists in Illinois schools, with

-2- LRB099 13097 GRL 36986 r

1 less affluent schools unable to provide their students the
2 benefits of technology in instruction; and

3 WHEREAS, Broadband has become a fundamental infrastructure
4 need for instruction providing students with direct access to a
5 world of learning materials; access to adequate broadband and
6 bandwidth is not equitable, with only 26% of Illinois districts
7 having adequate infrastructure; and

8 WHEREAS, Thousands of citizens of Illinois, 500 school
9 districts representing nearly 760,000 students, education
10 organizations, companies, non-profits, and those who support
11 public education have endorsed the Vision 20/20 plan in order
12 to fulfill the promise of public education in Illinois; and

13 WHEREAS, The members of this body join the Vision 20/20
14 supporters in promoting the priorities of this vision;
15 therefore, be it

16 RESOLVED, BY THE SENATE OF THE NINETY-NINTH GENERAL
17 ASSEMBLY OF THE STATE OF ILLINOIS, that we designate August 18,
18 2015 as The Vision 20/20 21st Century Learning Day in the State
19 of Illinois and applaud the architects of the Vision 20/20 plan
20 to invest in our children's future, our State's future, and our
21 nation's future; and be it further

-3- LRB099 13097 GRL 36986 r

1 RESOLVED, That a suitable copy of this resolution be
2 presented to the Alliance Vision 20/20 organization as a symbol
3 of our respect and esteem for its work.



LRB099 13058 GRL 36939 r

1 HOUSE RESOLUTION

2 WHEREAS, Illinois Vision 20/20 has established a blueprint
3 for the future of education in Illinois for the more than 2
4 million school children educated in the State; and

5 WHEREAS, One of the pillars and areas for prioritization of
6 this vision is to provide students with a 21st century learning
7 environment; and

8 WHEREAS, Illinois should modernize its approach by
9 delivering 21st century instruction that provides all students
10 access to modern learning environments and incorporate
11 technology in state learning standards; education should also
12 allow students to learn and apply knowledge, think creatively,
13 and be well-prepared for a global citizenry; and

14 WHEREAS, A 21st century education must address the role of
15 technology in the broad definition of learning, not as the
16 total solution, but technology as a tool that can enhance and
17 augment the teaching and learning processes in our schools by
18 reducing costs, encouraging higher-level thinking, increasing
19 student engagement, and aiding in individualized instruction;
20 and

21 WHEREAS, A technology gap exists in Illinois schools, with

-2- LRB099 13058 GRL 36939 r

1 less affluent schools unable to provide their students the
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3 WHEREAS, Broadband has become a fundamental infrastructure
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11 public education have endorsed the Vision 20/20 plan in order
12 to fulfill the promise of public education in Illinois; and

13 WHEREAS, The members of this body join the Vision 20/20
14 supporters in promoting the priorities of this vision;
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16 RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE
17 NINETY-NINTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, that we
18 designate August 18, 2015 as The Vision 20/20 21st Century
19 Learning Day in the State of Illinois and applaud the
20 architects of the Vision 20/20 plan to invest in our children's
21 future, our State's future, and our nation's future; and be it
22 further

-3-

LRB099 13058 GRL 36939 r

1 RESOLVED, That a suitable copy of this resolution be
2 presented to the Alliance Vision 20/20 organization as a symbol
3 of our respect and esteem for its work.

Impact of State Funding on Your School District's Budget

Deb Vespa

ISBE, School Business Services

217-785-8779

dvespa@isbe.net

August 27, 2015

PA 99-0005

- PA 99-0005 Appropriated Funding for K -12 Education
- General State Aid Increased \$206.9 million
- Special Education Mandated Categoricals Increased \$41.4 million
- Hold Harmless Supplemental \$85 million appropriated
- Currently, Overall Education Funding For School Districts Increased

PA 99-0005 Appropriations

- Caution: Whole State Budget Has Not Been Passed
- ISBE Administration Has Not Been Appropriated
- Many Concerns Still Exist:
 - Pensions
 - Delayed Payments
 - Projected State Budget Deficit

With these Appropriations

Prorations are ESTIMATED to be:

- General State Aid 92.0%
- Regular/Voc. Pupil Transportation 71.0%
- Special Education Transportation 95.5%
- Special Education Personnel 100.0%
- Funding For Children req. SE Services 100.0%
- Special Education Private Facility 95.1%
- Special Education Summer Sch. 79.6%
- Special Education Orphanage 100.0%

Timelines for Finalization of Claims

- General State Aid and Supplemental estimated to be finalized by September 10, 2015
- All other Mandated Categoricals, December, 2015
- Claim Corrections can be submitted through Mid November for Mandated Categoricals
- The Timeline for Claim Corrections for General State Aid have Already Passed and Corrections Can No Longer be Submitted

How will \$85 Million Hold Harmless Supplemental be Allocated?

- Final Allocation Cannot Be Completed Until General State Aid Claims Are Finalized
- To **ESTIMATE** Your District's Amount:

District's Loss Due to Proration	\$1,286,888.19
Divided by ADA used in Calculation	<u>÷ 4,114.33</u>
Loss per ADA	\$312.78
Less Estimated Maximum Amount	<u>- \$230.00</u>
Amount Above Maximum Amount	\$ 82.78
Times ADA used in Calculation	<u>x 4,114.33</u>
Estimated Hold Harmless	\$340,584.23

Payment Delays (as of August 17, 2015)

ISBE Backlog Data	FY15	FY16
# ISBE Vouchers	123	390
Oldest Voucher Date	7/31/15	7/23/15
MCAT Payment Backlog	\$5,000,795	\$2,450,215
Grant Payment Backlog	\$2,070,536	\$21,688,958
ISBE Administrative Expenditure Payment Backlog	\$847,532	
Total ISBE Payment Backlog	\$7,918,863	\$24,139,173
ISBE % of Total State Payment Backlog	1.21%	3.12%
State Backlog Data		
Oldest Voucher Date	FY15 7/31/15	FY16 7/22/15
Total State Payment Backlog	\$655,500,000	\$772,800,000

FY 2015 Payments Dates

	Voucher Dates	Release Date	Delay
June 2015 Payments	6/17/2015	7/10/2015	24 Days
March 2015 Payments	3/30/2015	4/24/2015	26 Days
December 2014 Payments	12/22/2014	3/24/2015	93 Days
September 2014 Payments	9/24/2014	12/29/2014	97 Days

Statutory Claim Due Dates

Claims	Statutory Due Dates
General State Aid	June 21
Sp Ed Orphanage-Regular Term Individual	July 15
Regular Orphanage Tuition – Regular Term	July 15
Sp Ed Private Facility Tuition	August 15
Sp Ed Personnel	August 15
Transportation – Regular/Vocational	August 15
Transportation – Special Education	August 15
Sp Ed Excess Cost	August 15
Sp Ed Orphanage – Summer Term Individual	November 1
Sp Ed Summer School	November 1
Regular Orphanage Tuition – Summer Term	November 1

Statutory Claim Due Dates

State and Federal Grant Programs

Expenditure Reports 20 calendar days following the
end of each required reporting
period

Final Amendments and 30 days prior to the project
End Date Extensions end date

Mandated Cash Flows

As Per 8-6 of the School Code

- School Districts that are on the Financial Watch or Warning List and are Required to Submit a Deficit Reduction Plan OR are Certified in Financial Difficulty as per 1A-8 of the School Code are Required to Submit Quarterly Cash Reconciliation to the State Board of Education on a form prescribed by ISBE
- Field Staff have Started Contacting School Districts to Assist with the Requirement

Illinois State Board of Education
General State Aid Forecast Prepared May 28, 2015
Districts, ROE Programs and Lab Schools Receive at Least 92% of Forecast Claim
No District or Program Loses More Than \$228.34 per Student

Table with columns: District Name, FY 15 Final Prorated Gross GSA PA 99-0001, \$97M Financially Distressed Districts, \$97M for Financially Distressed Districts, Final Prorated GSA + \$97M for Financially Distressed Districts, Combined FY 15, FY 16 Forecast GSA Claim, Minimum, Maximum, Revised Loss Per Pupil, Initial Loss Per Pupil, Minimum, Maximum, Median, ADA Used in FY 16 Forecast, Loss Per Student, Loss Per Student with Cap, FY 16 Forecast Payment GSA + Loss Cap, Amount Spent, How much district receives of \$85 million, % of Claim Paid with GSA Funds, % of Claim Paid with Combined Funds.

Illinois State Board of Education
General State Aid Forecast Prepared May 28, 2015
Districts, ROE Programs and Lab Schools Receive at Least 97% of Forecast Claim
No District or Program Loses More Than \$228.34 per Student

Table with columns: District Name, FY 15 Final Prorated Gross GSA PA 99-0001, Financially Distressed Districts, Final Prorated GSA + \$97M for Financially Distressed Districts, FY 16 Forecast GSA Claim, FY 16 Forecast Payments Prorated to \$4.632B, Minimum, Maximum, Revised Loss Per Pupil, Median, % of Claim Paid with GSA Funds, ADA Used in FY 16 Forecast, Loss Per Student, Loss Per Student with Cap, FY 16 Forecast Payment GSA + Loss Cap, Amount Spent, How much district receives of \$85 million, % of Claim Paid with Combined Funds.

Illinois State Board of Education
General State Aid Forecast Prepared May 28, 2015
Districts, ROE Programs and Lab Schools Receive at Least 92% of Forecast Claim
No District or Program Loses More Than \$228.34 per Student

Table with columns: District Name, FY 15 Final Prorated Gross GSA PA 99, Financially Distressed Districts, Final Prorated GSA + \$97M for Financially Distressed Districts, FY 16 Forecast GSA Claim, FY 16 Forecast Payments Prorated to \$4.632B, % of Claim Paid with GSA Funds, ADA Used in FY 16 Forecast, Loss Per Student, Loss Per Student with Cap, FY 16 Forecast Payment Loss Cap, Amount Spent, % of Claim Paid with Combined Funds.

Illinois State Board of Education

General State Aid Forecast Prepared May 28, 2015

Districts, ROE Programs and Lab Schools Receive at Least 92% of Forecast Claim

No District or Program Loses More Than \$(228.34) per Student

Combined FY 15

FY 15 Final Prorated \$97M PA 99-0001 Financially Distressed Districts

Table with columns: District Name, FY 15 Final Prorated \$97M PA 99-0001 Financially Distressed Districts, Final Prorated GSA + Financially Distressed Districts \$97M for Financially Distressed Districts, FY 16 Forecast GSA Claim, Minimum, Maximum, Revised Loss Per Pupil, ADA Used in FY 16 Forecast, Loss Per Student, Loss Per Student with Cap, FY 16 Forecast Payment + Loss Cap, How much district receives of \$85 million, % of Claim Paid with Combined Funds, % of Claim Paid

	Minimum Maximum Median \$ (18.02) \$ (677.98) \$ (208.04)	Cap On Per Pupil Loss \$ (228,344)
	Minimum Maximum Median \$ (18.02) \$ (228.34) \$ (208.04)	Amount Spent \$ 84,999,916.40

District Name	FY 15 Final Prorated Gross GSA PA 99- 0001	\$97M PA 99-0001 \$97M for Financially Distressed Districts	Final Prorated GSA + \$97M for Financially Distressed Districts	Initial Loss Per Pupil Minimum Maximum Median \$ (18.02) \$ (677.98) \$ (208.04)	Revised Loss Per Pupil Minimum Maximum Median \$ (18.02) \$ (228.34) \$ (208.04)	FY 16 Forecast Claim	FY 16 Forecast GSA Funds	% of Claim Paid with GSA Funds	FY 16 Forecast ADA Used in FY 16 Forecast	Loss Per Student	Loss Per Student with Cap	FY 16 Forecast Payment with Loss Cap	How much district receives of \$85 million	% of Claim Paid with Combined Funds
RIDGEWOOD COMM H S DIST 234	\$	\$ 520,764.97	\$ -	\$ 520,764.97	\$ 602,986.04	\$ 555,027.49	92%	\$ 747.90	\$ (64.12)	\$ (64.12)	\$ 555,027.49	\$	92%	
RICHLAND SCHOOL DIST 88A	\$	\$ 642,423.97	\$ -	\$ 642,423.97	\$ 712,091.45	\$ 655,455.19	92%	\$ 887.33	\$ (63.83)	\$ (63.83)	\$ 655,455.19	\$	92%	
NORRIDGE SCHOOL DIST 80	\$	\$ 702,711.64	\$ 21,669.83	\$ 724,381.47	\$ 830,743.99	\$ 764,670.69	92%	\$ 1,040.20	\$ (63.52)	\$ (63.52)	\$ 764,670.69	\$	92%	
MT PULASKI COMM UNIT DIST 23	\$	\$ 336,770.42	\$ 11,128.80	\$ 347,899.22	\$ 395,572.11	\$ 364,110.24	92%	\$ 496.85	\$ (63.32)	\$ (63.32)	\$ 364,110.24	\$	92%	
DARIEN SCHOOL DIST 61	\$	\$ 1,035,198.58	\$ -	\$ 1,035,198.58	\$ 1,226,771.18	\$ 1,128,739.59	92%	\$ 1,569.94	\$ (62.12)	\$ (62.12)	\$ 1,128,739.59	\$	92%	
MAERCKER SCHOOL DISTRICT 60	\$	\$ 797,872.02	\$ -	\$ 797,872.02	\$ 925,625.05	\$ 852,005.38	92%	\$ 1,186.97	\$ (62.02)	\$ (62.02)	\$ 852,005.38	\$	92%	
DEER PARK C C SCHOOL DIST 82	\$	\$ 54,598.89	\$ -	\$ 54,598.89	\$ 65,806.09	\$ 60,572.19	92%	\$ 84.45	\$ (61.98)	\$ (61.98)	\$ 60,572.19	\$	92%	
LINCOLN WAY COMM H S DIST 210	\$	\$ 4,732,048.85	\$ 159,577.23	\$ 4,891,626.08	\$ 5,335,949.28	\$ 4,911,554.09	92%	\$ 6,932.06	\$ (61.22)	\$ (61.22)	\$ 4,911,554.09	\$	92%	
BLUE RIDGE COMM UNIT SCH DIST 18	\$	\$ 723,693.71	\$ 24,379.94	\$ 748,073.65	\$ 547,525.95	\$ 503,978.42	92%	\$ 718.14	\$ (60.64)	\$ (60.64)	\$ 503,978.42	\$	92%	
TINLEY PARK COMM SCH DIST 146	\$	\$ 1,414,511.93	\$ -	\$ 1,414,511.93	\$ 1,567,243.92	\$ 1,442,593.04	92%	\$ 2,071.33	\$ (60.18)	\$ (60.18)	\$ 1,442,593.04	\$	92%	
SCHAUMBURG C C SCHOOL DIST 54	\$	\$ 8,246,730.39	\$ -	\$ 8,246,730.39	\$ 9,368,201.80	\$ 8,623,101.07	92%	\$ 12,430.00	\$ (59.94)	\$ (59.94)	\$ 8,623,101.07	\$	92%	
MEDINAH SCHOOL DISTRICT 11	\$	\$ 395,182.94	\$ -	\$ 395,182.94	\$ 458,710.53	\$ 422,226.94	92%	\$ 617.06	\$ (59.12)	\$ (59.12)	\$ 422,226.94	\$	92%	
CHESTER-EAST LINCOLN CCS DIST 61	\$	\$ 189,654.53	\$ -	\$ 189,654.53	\$ 211,619.99	\$ 194,788.77	92%	\$ 285.33	\$ (58.99)	\$ (58.99)	\$ 194,788.77	\$	92%	
WESTCHESTER SCHOOL DIST 92-5	\$	\$ 749,338.53	\$ -	\$ 749,338.53	\$ 823,324.82	\$ 757,841.61	92%	\$ 1,117.77	\$ (58.55)	\$ (58.55)	\$ 757,841.61	\$	92%	
CARY C C SCHOOL DIST 26	\$	\$ 1,195,472.32	\$ -	\$ 1,195,472.32	\$ 1,715,285.82	\$ 1,579,320.64	92%	\$ 2,330.75	\$ (57.67)	\$ (57.67)	\$ 1,579,320.64	\$	92%	
EASTLAND COMM UNIT SCH DIST 308	\$	\$ 374,586.62	\$ -	\$ 374,586.62	\$ 431,365.59	\$ 397,056.89	92%	\$ 594.89	\$ (57.67)	\$ (57.67)	\$ 397,056.89	\$	92%	
EAST PRAIRIE SCHOOL DIST 73	\$	\$ 380,778.84	\$ -	\$ 380,778.84	\$ 413,601.54	\$ 380,705.70	92%	\$ 573.66	\$ (57.34)	\$ (57.34)	\$ 380,705.70	\$	92%	
RUTLAND C C SCHOOL DIST 230	\$	\$ 44,633.01	\$ -	\$ 44,633.01	\$ 47,197.98	\$ 43,444.08	92%	\$ 65.89	\$ (56.97)	\$ (56.97)	\$ 43,444.08	\$	92%	
EVANSTON C C SCHOOL DIST 65	\$	\$ 4,324,822.83	\$ 163,904.92	\$ 4,488,727.75	\$ 4,811,993.26	\$ 4,429,270.96	92%	\$ 6,834.35	\$ (56.00)	\$ (56.00)	\$ 4,429,270.96	\$	92%	
PONTIAC-W HOLLADAY SCH DIST 105	\$	\$ 389,554.91	\$ 16,042.86	\$ 405,597.77	\$ 478,894.51	\$ 440,437.40	92%	\$ 682.77	\$ (55.74)	\$ (55.74)	\$ 440,437.40	\$	92%	
RIDGEVIEW COMM UNIT SCH DIST 19	\$	\$ 341,366.78	\$ -	\$ 341,366.78	\$ 370,949.26	\$ 341,445.77	92%	\$ 529.64	\$ (55.70)	\$ (55.70)	\$ 341,445.77	\$	92%	
LOMBARD SCHOOL DISTRICT 44	\$	\$ 1,913,701.16	\$ -	\$ 1,913,701.16	\$ 2,091,582.67	\$ 1,925,228.46	92%	\$ 3,010.00	\$ (55.27)	\$ (55.27)	\$ 1,925,228.46	\$	92%	
NILES ELEM SCHOOL DIST 71	\$	\$ 322,357.17	\$ -	\$ 322,357.17	\$ 339,586.67	\$ 312,577.61	92%	\$ 491.84	\$ (54.91)	\$ (54.91)	\$ 312,577.61	\$	92%	
DELAND-WELDON C U SCH DIST 57	\$	\$ 103,463.42	\$ 4,966.88	\$ 108,430.30	\$ 133,016.39	\$ 122,436.92	92%	\$ 192.78	\$ (54.88)	\$ (54.88)	\$ 122,436.92	\$	92%	
LA GRANGE SCHOOL DIST 105 (SOUTH)	\$	\$ 664,320.30	\$ -	\$ 664,320.30	\$ 900,944.39	\$ 829,287.70	92%	\$ 1,312.63	\$ (54.59)	\$ (54.59)	\$ 829,287.70	\$	92%	
COMMUNITY CONSOLIDATED S D 93	\$	\$ 2,163,968.74	\$ -	\$ 2,163,968.74	\$ 2,419,235.84	\$ 2,226,720.45	92%	\$ 3,538.00	\$ (54.38)	\$ (54.38)	\$ 2,226,720.45	\$	92%	
COMMUNITY UNIT SCHOOL DIST 16	\$	\$ 471,607.33	\$ -	\$ 471,607.33	\$ 524,591.55	\$ 482,868.11	92%	\$ 770.99	\$ (54.12)	\$ (54.12)	\$ 482,868.11	\$	92%	
NILES TWP COMM HIGH SCH DIST 219	\$	\$ 2,682,875.30	\$ -	\$ 2,682,875.30	\$ 3,170,556.63	\$ 2,918,386.13	92%	\$ 4,699.56	\$ (53.66)	\$ (53.66)	\$ 2,918,386.13	\$	92%	
PROSPECT HEIGHTS SCHOOL DIST 23	\$	\$ 821,054.96	\$ 33,544.98	\$ 854,599.94	\$ 964,863.39	\$ 888,122.89	92%	\$ 1,431.00	\$ (53.63)	\$ (53.63)	\$ 888,122.89	\$	92%	
RIVER TRAILS SCHOOL DIST 26	\$	\$ 792,692.25	\$ -	\$ 792,692.25	\$ 887,831.31	\$ 817,217.57	92%	\$ 1,321.00	\$ (53.45)	\$ (53.45)	\$ 817,217.57	\$	92%	
SALT CREEK SCHOOL DIST 48	\$	\$ 274,974.74	\$ -	\$ 274,974.74	\$ 324,954.60	\$ 299,109.30	92%	\$ 487.52	\$ (53.01)	\$ (53.01)	\$ 299,109.30	\$	92%	
MINNEAPOLIS COMM HIGH SCH DIST 120	\$	\$ 1,196,882.05	\$ -	\$ 1,196,882.05	\$ 1,343,595.57	\$ 1,236,732.58	92%	\$ 2,027.51	\$ (52.71)	\$ (52.71)	\$ 1,236,732.58	\$	92%	
PRINCETON HIGH SCH DIST 500	\$	\$ 395,512.82	\$ -	\$ 395,512.82	\$ 418,976.60	\$ 393,606.76	92%	\$ 489.57	\$ (51.82)	\$ (51.82)	\$ 393,606.76	\$	92%	
PUTNAM CO C U SCHOOL DIST 535	\$	\$ 486,264.17	\$ -	\$ 486,264.17	\$ 518,760.48	\$ 477,500.82	92%	\$ 796.86	\$ (51.78)	\$ (51.78)	\$ 477,500.82	\$	92%	
SHIRLAND C C SCHOOL DIST 134	\$	\$ 70,708.20	\$ -	\$ 70,708.20	\$ 77,203.38	\$ 71,063.00	92%	\$ 119.26	\$ (51.49)	\$ (51.49)	\$ 71,063.00	\$	92%	
LA GRANGE SCHOOL DIST 102	\$	\$ 1,917,083.07	\$ 71,795.04	\$ 1,988,878.11	\$ 1,966,510.60	\$ 1,810,104.01	92%	\$ 3,039.34	\$ (51.46)	\$ (51.46)	\$ 1,810,104.01	\$	92%	
GLENBARD TWP H S DIST 87	\$	\$ 4,410,467.07	\$ -	\$ 4,410,467.07	\$ 4,943,897.87	\$ 4,550,684.53	92%	\$ 7,864.58	\$ (50.00)	\$ (50.00)	\$ 4,550,684.53	\$	92%	
MAZON-VIRONA-KINSMAN ESD 2C	\$	\$ 179,978.44	\$ -	\$ 179,978.44	\$ 201,763.37	\$ 185,716.10	92%	\$ 322.62	\$ (49.74)	\$ (49.74)	\$ 185,716.10	\$	92%	
LIBSON COMM COMMS SCH DIST 90	\$	\$ 63,599.89	\$ -	\$ 63,599.89	\$ 70,253.39	\$ 64,665.78	92%	\$ 112.35	\$ (49.73)	\$ (49.73)	\$ 64,665.78	\$	92%	
NEW LENOX SCHOOL DIST 122	\$	\$ 2,153,480.53	\$ 98,248.14	\$ 2,251,728.67	\$ 3,076,061.17	\$ 2,831,406.38	92%	\$ 4,953.68	\$ (49.39)	\$ (49.39)	\$ 2,831,406.38	\$	92%	
LINCOLNWOOD SCHOOL DIST 74	\$	\$ 662,807.59	\$ -	\$ 662,807.59	\$ 701,789.31	\$ 645,972.43	92%	\$ 1,143.20	\$ (48.83)	\$ (48.83)	\$ 645,972.43	\$	92%	
RED BUD C U SCHOOL DIST 132	\$	\$ 497,732.22	\$ -	\$ 497,732.22	\$ 555,540.00	\$ 511,355.07	92%	\$ 914.63	\$ (48.31)	\$ (48.31)	\$ 511,355.07	\$	92%	
MORTON GROVE SCHOOL DIST 70	\$	\$ 420,100.95	\$ -	\$ 420,100.95	\$ 495,255.49	\$ 455,865.30	92%	\$ 817.15	\$ (48.20)	\$ (48.20)	\$ 455,865.30	\$	92%	
RIVERSIDE BROOKFIELD TWP DIST 208	\$	\$ 654,009.81	\$ -	\$ 654,009.81	\$ 888,175.68	\$ 817,534.55	92%	\$ 1,467.33	\$ (48.14)	\$ (48.14)	\$ 817,534.55	\$	92%	
GALENA UNIT SCHOOL DIST 120	\$	\$ 403,967.40	\$ 15,637.82	\$ 419,605.22	\$ 446,526.43	\$ 411,011.91	92%	\$ 738.66	\$ (48.09)	\$ (48.09)	\$ 411,011.91	\$	92%	

Illinois State Board of Education
General State Aid Forecast Prepared May 28, 2015
Districts, ROE Programs and Lab Schools Receive at Least 92% of Forecast Claim
No District or Program Loses More Than \$228.34 per Student

Table with columns for District Name, FY 15 Final Prioritized Gross GSA PA 99-0001 Financially Distressed Districts, Combined FY 15 Final Prioritized GSA PA 99-0001 Financially Distressed Districts, FY 16 Forecast GSA Claim, Minimum, Maximum, Median, % of Claim Paid with GSA Funds, FY 16 Forecast Payments Prorated to \$4.6328, Loss Per Student, ADA Used in FY 16 Forecast, Loss Per Student, FY 16 Forecast Payment with Loss Cap, FY 16 Forecast Payment GSA + Loss Cap, Amount Spent, and % of Claim Paid with Combined Funds.

District Name	FY 15 Final Priorated Gross GSA PA 99- Financially Distressed 0001		Combined FY 15 Final Priorated \$97M PA 99-0001 Final Priorated GSA + \$97M for Financially Distressed Districts	FY 16 Forecast GSA Claim	FY 16 Forecast Payments Prorated to \$4,6328		% of Claim Paid with GSA Funds	Cap On Per Pupil Loss		Loss Per Student	FY 16 Forecast Payment GSA + Loss Cap	How much district receives of \$85 million	% of Claim Paid with Combined Funds
	Minimum	Maximum			Minimum	Maximum		Loss Per Student	Amount Spent				
MORTON C U SCHOOL DISTRICT 709	\$ 1,131,340.01	\$ 1,131,340.01	\$ -	\$ 1,343,959.50	\$ 1,237,067.56	92%	2,749.00	38.88	38.88	38.88	2,180,547.11	\$ 84,999,916.40	92%
COMMUNITY HIGH SCHOOL DIST 99	\$ 2,065,223.39	\$ 2,065,223.39	\$ -	\$ 2,368,962.77	\$ 2,180,547.11	92%	4,871.67	38.68	38.68	38.68	2,180,547.11	\$ -	92%
SUMMIT HILL SCHOOL DIST 161	\$ 1,395,425.14	\$ 1,395,425.14	\$ -	\$ 1,570,534.25	\$ 1,445,621.67	92%	3,234.31	38.62	38.62	38.62	1,445,621.67	\$ -	92%
PRAIRIE GROVE C SCH DIST 46	\$ 350,540.55	\$ 350,540.55	\$ -	\$ 389,243.20	\$ 358,284.70	92%	807.08	38.36	38.36	38.36	358,284.70	\$ -	92%
BENJAMIN SCHOOL DISTRICT 25	\$ 290,175.38	\$ 290,175.38	\$ -	\$ 320,405.54	\$ 294,922.05	92%	669.68	38.05	38.05	38.05	294,922.05	\$ -	92%
BLOOMINGDALE SCHOOL DISTRICT 13	\$ 368,692.30	\$ 368,692.30	\$ -	\$ 544,943.30	\$ 501,601.18	92%	1,140.00	38.02	38.02	38.02	501,601.18	\$ -	92%
LIMESTONE WALTERS C S DIST 316	\$ 75,865.72	\$ 75,865.72	\$ -	\$ 85,310.64	\$ 78,525.45	92%	179.20	37.86	37.86	37.86	78,525.45	\$ -	92%
MOUNT PROSPECT SCHOOL DIST 57	\$ 815,703.90	\$ 815,703.90	\$ -	\$ 938,573.11	\$ 863,923.61	92%	1,976.44	37.77	37.77	37.77	863,923.61	\$ -	92%
WILL COUNTY SCHOOL DISTRICT 92	\$ 684,761.91	\$ 684,761.91	\$ -	\$ 755,429.64	\$ 695,346.47	92%	1,593.95	37.69	37.69	37.69	695,346.47	\$ -	92%
MOKENA SCHOOL DIST 159	\$ 644,748.46	\$ 644,748.46	\$ -	\$ 729,167.79	\$ 671,173.36	92%	1,554.43	37.31	37.31	37.31	671,173.36	\$ -	92%
ARLINGTON HEIGHTS SCH DIST 25	\$ 2,137,770.65	\$ 2,137,770.65	\$ -	\$ 2,342,825.26	\$ 2,156,488.45	92%	5,017.82	37.14	37.14	37.14	2,156,488.45	\$ -	92%
ST CHARLES C U SCHOOL DIST 303	\$ 5,048,096.47	\$ 5,048,096.47	\$ -	\$ 5,709,462.83	\$ 5,255,360.21	92%	12,257.78	37.05	37.05	37.05	5,255,360.21	\$ -	92%
SENECA COMM CONS SCH DIST 170	\$ 204,508.90	\$ 204,508.90	\$ -	\$ 216,249.40	\$ 199,049.98	92%	464.32	37.04	37.04	37.04	199,049.98	\$ -	92%
DUNAP C U SCHOOL DIST 323	\$ 1,594,390.74	\$ 1,594,390.74	\$ -	\$ 1,885,270.67	\$ 1,735,325.50	92%	4,081.55	36.74	36.74	36.74	1,735,325.50	\$ -	92%
BANNOCKBURN SCHOOL DIST 106	\$ 72,011.58	\$ 72,011.58	\$ -	\$ 81,792.36	\$ 75,286.99	92%	177.70	36.61	36.61	36.61	75,286.99	\$ -	92%
WINFIELD SCHOOL DISTRICT 34	\$ 86,068.12	\$ 86,068.12	\$ -	\$ 128,003.35	\$ 117,822.59	92%	278.35	36.58	36.58	36.58	117,822.59	\$ -	92%
LYONS TWP H S DIST 204	\$ 1,523,508.31	\$ 1,523,508.31	\$ -	\$ 1,745,625.32	\$ 1,606,786.86	92%	3,854.78	36.02	36.02	36.02	1,606,786.86	\$ -	92%
PALOS TWP H S DIST 128	\$ 267,987.63	\$ 267,987.63	\$ -	\$ 315,631.73	\$ 290,527.93	92%	700.15	35.85	35.85	35.85	290,527.93	\$ -	92%
ELMHURST SCHOOL DIST 205	\$ 2,958,905.61	\$ 2,958,905.61	\$ 134,744.68	\$ 3,452,778.91	\$ 3,178,161.84	92%	7,722.21	35.77	35.77	35.77	3,178,161.84	\$ -	92%
EMMONS SCHOOL DISTRICT 33	\$ 111,592.86	\$ 111,592.86	\$ -	\$ 125,119.96	\$ 115,168.53	92%	280.55	35.47	35.47	35.47	115,168.53	\$ -	92%
CASS SCHOOL DIST 63	\$ 204,118.13	\$ 204,118.13	\$ 12,757.03	\$ 320,696.82	\$ 299,190.17	92%	728.00	35.04	35.04	35.04	299,190.17	\$ -	92%
GENEVA COMM UNIT SCH DIST 304	\$ 2,063,670.51	\$ 2,063,670.51	\$ -	\$ 2,433,536.70	\$ 2,239,985.15	92%	5,563.34	34.79	34.79	34.79	2,239,985.15	\$ -	92%
NAPERVILLE C U DIST 203	\$ 6,077,901.56	\$ 6,077,901.56	\$ -	\$ 6,875,087.88	\$ 6,328,277.17	92%	15,864.75	34.47	34.47	34.47	6,328,277.17	\$ -	92%
LEMONT TWP H S DIST 210	\$ 524,801.50	\$ 524,801.50	\$ -	\$ 571,219.81	\$ 525,787.79	92%	1,319.24	34.44	34.44	34.44	525,787.79	\$ -	92%
FREMONT SCHOOL DIST 79	\$ 837,526.74	\$ 837,526.74	\$ -	\$ 934,702.55	\$ 860,360.90	92%	2,165.29	34.33	34.33	34.33	860,360.90	\$ -	92%
WEST LINCOLN-BROADWELL E S D #92	\$ 67,416.51	\$ 67,416.51	\$ -	\$ 74,204.35	\$ 68,302.50	92%	173.05	34.10	34.10	34.10	68,302.50	\$ -	92%
LAKE ZURICH C U SCH DIST 95	\$ 2,024,583.04	\$ 2,024,583.04	\$ -	\$ 2,355,198.84	\$ 2,167,877.89	92%	5,543.28	33.79	33.79	33.79	2,167,877.89	\$ -	92%
ALLEN OTTER CREEK CCSD 65	\$ 43,503.01	\$ 43,503.01	\$ 2,377.62	\$ 37,775.59	\$ 34,771.10	92%	89.24	33.67	33.67	33.67	34,771.10	\$ -	92%
MONTECELLO C U SCHOOL DIST 25	\$ 571,047.24	\$ 571,047.24	\$ 18,823.11	\$ 635,872.01	\$ 585,297.87	92%	1,507.38	33.55	33.55	33.55	585,297.87	\$ -	92%
FRANKFORD C C SCH DIST 157C	\$ 850,501.64	\$ 850,501.64	\$ -	\$ 988,123.21	\$ 909,532.74	92%	2,347.07	33.48	33.48	33.48	909,532.74	\$ -	92%
APTAKISIC-TRIPP C C SCH DIST 102	\$ 670,094.16	\$ 670,094.16	\$ -	\$ 844,929.35	\$ 777,177.82	92%	2,016.00	33.33	33.33	33.33	777,177.82	\$ -	92%
PARK RIDGE C C SCHOOL DIST 64	\$ 1,353,494.85	\$ 1,353,494.85	\$ -	\$ 1,717,423.33	\$ 1,580,827.91	92%	4,127.54	33.09	33.09	33.09	1,580,827.91	\$ -	92%
LEMONT-BROMBERG CSD 113A	\$ 804,429.72	\$ 804,429.72	\$ -	\$ 864,111.04	\$ 795,383.89	92%	2,090.85	32.87	32.87	32.87	795,383.89	\$ -	92%
GRASS LAKE SCHOOL DIST 36	\$ 65,744.26	\$ 65,744.26	\$ -	\$ 68,309.14	\$ 62,876.16	92%	167.40	32.46	32.46	32.46	62,876.16	\$ -	92%
CENTER CASS SCHOOL DIST 66	\$ 354,512.61	\$ 354,512.61	\$ -	\$ 403,656.32	\$ 371,551.48	92%	997.00	32.20	32.20	32.20	371,551.48	\$ -	92%
ADLAI E STEVENSON DIST 125	\$ 1,373,318.21	\$ 1,373,318.21	\$ -	\$ 1,548,951.71	\$ 1,425,755.70	92%	3,828.00	32.18	32.18	32.18	1,425,755.70	\$ -	92%
WESTERN SPRINGS SCHOOL DIST 101	\$ 500,928.04	\$ 500,928.04	\$ -	\$ 581,693.35	\$ 535,428.31	92%	1,446.85	31.98	31.98	31.98	535,428.31	\$ -	92%
KILDEER COUNTRYSIDE C S DIST 96	\$ 989,094.92	\$ 989,094.92	\$ -	\$ 1,147,600.81	\$ 1,056,326.28	92%	2,924.90	31.21	31.21	31.21	1,056,326.28	\$ -	92%
BARRINGTON C U SCHOOL DIST 220	\$ 2,779,756.28	\$ 2,779,756.28	\$ 194,817.33	\$ 3,168,528.50	\$ 2,916,519.31	92%	8,076.39	31.20	31.20	31.20	2,916,519.31	\$ -	92%
SENECA TWP H S DIST 160	\$ 144,617.39	\$ 144,617.39	\$ -	\$ 174,453.22	\$ 160,578.06	92%	445.30	31.16	31.16	31.16	160,578.06	\$ -	92%
LIVERTYVILLE COMM H SCH DIST 128	\$ 1,026,914.60	\$ 1,026,914.60	\$ -	\$ 1,275,959.56	\$ 1,174,476.00	92%	3,272.00	31.02	31.02	31.02	1,174,476.00	\$ -	92%
RIVER FOREST SCHOOL DIST 90	\$ 432,485.00	\$ 432,485.00	\$ -	\$ 514,293.69	\$ 473,389.29	92%	1,320.00	30.99	30.99	30.99	473,389.29	\$ -	92%
LIVERTYVILLE SCHOOL DIST 70	\$ 849,629.54	\$ 849,629.54	\$ -	\$ 934,161.23	\$ 859,862.63	92%	2,450.36	30.32	30.32	30.32	859,862.63	\$ -	92%
ERIE COMM UNIT SCH DIST 1	\$ 215,236.16	\$ 215,236.16	\$ -	\$ 225,965.90	\$ 207,993.68	92%	599.52	29.98	29.98	29.98	207,993.68	\$ -	92%

Illinois State Board of Education
 General State Aid Forecast Prepared May 28, 2015
 Districts, ROE Programs and Lab Schools Receive at Least 92% of Forecast Claim
 No District or Program Loses More Than \$228.344 per Student

FY 15 Final Prorated Gross GSA PA 99-0001 Financially Distressed 0001 Districts \$97M PA 99-0001 Final Prorated GSA + \$97M for Financially Distressed Districts

Initial Loss Per Pupil
 Minimum \$ (18.02) \$ (677.98) \$ (208.04)
 Maximum \$ (18.02) \$ (228.34) \$ (208.04)
 Revised Loss Per Pupil
 Minimum \$ (18.02) \$ (228.34) \$ (208.04)
 Maximum \$ (18.02) \$ (228.34) \$ (208.04)

District Name	FY 15 Final Prorated Gross GSA PA 99-0001 Financially Distressed 0001 Districts		FY 16 Forecast GSA Claim		FY 16 Forecast Payments Prorated to SA 6328		FY 16 Forecast ADA Used in FY 16 Forecast		Loss Per Student		Loss Per Student with Cap		FY 16 Forecast Payment GSA + Loss Cap		How much district receives of \$85 million	% of Claim Paid with Combined Funds
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum		
WILMETTE SCHOOL DIST 39	\$ 1,098,169.03	\$ -	\$ 1,346,048.92	\$ -	\$ 1,238,990.80	\$ 92%	\$ 3,579.83	\$ (29.91)	\$ (29.91)	\$ (29.91)	\$ (29.91)	\$ 1,238,990.80	\$ -	\$ -	-	92%
NORTHFIELD TWP HIGH SCH DIST 225	\$ 1,153,612.34	\$ -	\$ 1,790,933.51	\$ -	\$ 1,648,491.46	\$ 92%	\$ 4,775.96	\$ (29.82)	\$ (29.82)	\$ (29.82)	\$ (29.82)	\$ 1,648,491.46	\$ -	\$ -	-	92%
NETTLE CREEK C SCH DIST 24C	\$ 29,644.11	\$ -	\$ 31,110.57	\$ -	\$ 28,636.18	\$ 92%	\$ 83.28	\$ (29.71)	\$ (29.71)	\$ (29.71)	\$ (29.71)	\$ 28,636.18	\$ -	\$ -	-	92%
GOWFER SCHOOL DIST 62	\$ 257,550.19	\$ -	\$ 289,311.81	\$ -	\$ 266,301.37	\$ 92%	\$ 780.42	\$ (29.48)	\$ (29.48)	\$ (29.48)	\$ (29.48)	\$ 266,301.37	\$ -	\$ -	-	92%
ARMSTRONG TWP HS DIST 225	\$ 31,691.70	\$ -	\$ 22,433.39	\$ -	\$ 20,649.14	\$ 92%	\$ 61.27	\$ (29.12)	\$ (29.12)	\$ (29.12)	\$ (29.12)	\$ 20,649.14	\$ -	\$ -	-	92%
LAGRANGE HIGHLANDS SCH DIST 106	\$ 255,000.63	\$ -	\$ 284,425.97	\$ -	\$ 261,804.12	\$ 92%	\$ 777.04	\$ (29.11)	\$ (29.11)	\$ (29.11)	\$ (29.11)	\$ 261,804.12	\$ -	\$ -	-	92%
COAL CITY U SCHOOL DISTRICT 1	\$ 631,343.76	\$ -	\$ 738,944.70	\$ -	\$ 680,172.67	\$ 92%	\$ 2,019.39	\$ (29.10)	\$ (29.10)	\$ (29.10)	\$ (29.10)	\$ 680,172.67	\$ -	\$ -	-	92%
SCALES MOUND C U SCH DISTRICT 211	\$ 63,762.46	\$ -	\$ 72,578.48	\$ -	\$ 66,805.94	\$ 92%	\$ 208.76	\$ (27.65)	\$ (27.65)	\$ (27.65)	\$ (27.65)	\$ 66,805.94	\$ -	\$ -	-	92%
NORTH SHORE SD 112	\$ 1,186,814.38	\$ -	\$ 1,312,369.88	\$ -	\$ 1,207,990.42	\$ 92%	\$ 3,936.79	\$ (26.51)	\$ (26.51)	\$ (26.51)	\$ (26.51)	\$ 1,207,990.42	\$ -	\$ -	-	92%
ITASCA SCHOOL DIST 10	\$ 26,417.28	\$ -	\$ 26,417.28	\$ -	\$ 32,750.14	\$ 92%	\$ 104.91	\$ (24.83)	\$ (24.83)	\$ (24.83)	\$ (24.83)	\$ 30,145.35	\$ -	\$ -	-	92%
DIMMICK C C SCHOOL DIST 175	\$ 1,294,762.78	\$ 72,010.19	\$ 1,366,772.97	\$ -	\$ 1,449,384.36	\$ 92%	\$ 4,644.84	\$ (24.82)	\$ (24.82)	\$ (24.82)	\$ (24.82)	\$ 1,334,107.45	\$ -	\$ -	-	92%
DOWNERS GROVE GRADE SCH DIST 58	\$ 405,962.64	\$ -	\$ 460,429.03	\$ -	\$ 423,808.76	\$ 92%	\$ 1,477.92	\$ (24.78)	\$ (24.78)	\$ (24.78)	\$ (24.78)	\$ 423,808.76	\$ -	\$ -	-	92%
BYRON COMM UNIT SCHOOL DIST 226	\$ 341,919.62	\$ -	\$ 370,867.70	\$ -	\$ 341,370.70	\$ 92%	\$ 1,252.36	\$ (23.55)	\$ (23.55)	\$ (23.55)	\$ (23.55)	\$ 341,370.70	\$ -	\$ -	-	92%
PLEASANTDALE SCHOOL DIST 107	\$ 187,346.44	\$ -	\$ 213,558.79	\$ -	\$ 196,573.37	\$ 92%	\$ 736.00	\$ (23.08)	\$ (23.08)	\$ (23.08)	\$ (23.08)	\$ 196,573.37	\$ -	\$ -	-	92%
HOLLIS COMS SCHOOL DIST 328	\$ 26,185.47	\$ -	\$ 26,590.94	\$ -	\$ 24,476.02	\$ 92%	\$ 92.87	\$ (22.77)	\$ (22.77)	\$ (22.77)	\$ (22.77)	\$ 24,476.02	\$ -	\$ -	-	92%
HINDSdale TWP H S DIST 86	\$ 1,077,808.47	\$ -	\$ 1,231,393.76	\$ -	\$ 1,133,454.75	\$ 92%	\$ 4,410.34	\$ (22.21)	\$ (22.21)	\$ (22.21)	\$ (22.21)	\$ 1,133,454.75	\$ -	\$ -	-	92%
AVOCA SCHOOL DIST 37	\$ 157,193.61	\$ -	\$ 179,140.94	\$ -	\$ 164,892.95	\$ 92%	\$ 683.33	\$ (20.85)	\$ (20.85)	\$ (20.85)	\$ (20.85)	\$ 164,892.95	\$ -	\$ -	-	92%
TOWNSHIP HIGH SCHOOL DIST 113	\$ 790,862.73	\$ -	\$ 927,759.59	\$ -	\$ 853,970.15	\$ 92%	\$ 3,587.58	\$ (20.57)	\$ (20.57)	\$ (20.57)	\$ (20.57)	\$ 853,970.15	\$ -	\$ -	-	92%
LAKE BLUFF ELEM SCHOOL DIST 65	\$ 185,343.26	\$ -	\$ 203,978.84	\$ -	\$ 187,755.36	\$ 92%	\$ 792.38	\$ (20.47)	\$ (20.47)	\$ (20.47)	\$ (20.47)	\$ 187,755.36	\$ -	\$ -	-	92%
RONDOUT SCHOOL DIST 72	\$ 34,142.86	\$ 1,676.86	\$ 37,287.02	\$ -	\$ 34,321.39	\$ 92%	\$ 145.54	\$ (20.38)	\$ (20.38)	\$ (20.38)	\$ (20.38)	\$ 34,321.39	\$ -	\$ -	-	92%
NORTHBROOK/GLENVIEW SCH DIST 30	\$ 239,145.43	\$ -	\$ 275,018.15	\$ -	\$ 253,144.55	\$ 92%	\$ 1,077.00	\$ (20.31)	\$ (20.31)	\$ (20.31)	\$ (20.31)	\$ 253,144.55	\$ -	\$ -	-	92%
NORTHBROOK SCHOOL DIST 28	\$ 344,700.32	\$ -	\$ 393,333.07	\$ -	\$ 362,049.29	\$ 92%	\$ 1,568.71	\$ (19.94)	\$ (19.94)	\$ (19.94)	\$ (19.94)	\$ 362,049.29	\$ -	\$ -	-	92%
NORTHBROOK ELEM SCHOOL DIST 27	\$ 239,136.70	\$ -	\$ 271,191.04	\$ -	\$ 249,621.83	\$ 92%	\$ 1,082.78	\$ (19.92)	\$ (19.92)	\$ (19.92)	\$ (19.92)	\$ 249,621.83	\$ -	\$ -	-	92%
SUNSET RIDGE SCHOOL DIST 29	\$ 100,658.92	\$ -	\$ 114,834.29	\$ -	\$ 105,700.93	\$ 92%	\$ 469.23	\$ (19.46)	\$ (19.46)	\$ (19.46)	\$ (19.46)	\$ 105,700.93	\$ -	\$ -	-	92%
LAKE FOREST COMM H S DISTRICT 115	\$ 334,230.02	\$ -	\$ 379,382.13	\$ -	\$ 349,207.93	\$ 92%	\$ 1,582.88	\$ (19.06)	\$ (19.06)	\$ (19.06)	\$ (19.06)	\$ 349,207.93	\$ -	\$ -	-	92%
HINDSDALE C C SCHOOL DIST 181	\$ 799,262.10	\$ 41,744.70	\$ 841,006.80	\$ -	\$ 842,994.22	\$ 92%	\$ 3,828.72	\$ (19.02)	\$ (19.02)	\$ (19.02)	\$ (19.02)	\$ 842,994.22	\$ -	\$ -	-	92%
DEERFIELD SCHOOL DIST 109	\$ 616,010.37	\$ -	\$ 675,524.65	\$ -	\$ 621,796.73	\$ 92%	\$ 2,826.25	\$ (19.01)	\$ (19.01)	\$ (19.01)	\$ (19.01)	\$ 621,796.73	\$ -	\$ -	-	92%
LINCOLNSHIRE-PRAIRIEVIEW S D 103	\$ 334,759.52	\$ -	\$ 380,188.60	\$ -	\$ 349,950.26	\$ 92%	\$ 1,596.35	\$ (18.94)	\$ (18.94)	\$ (18.94)	\$ (18.94)	\$ 349,950.26	\$ -	\$ -	-	92%
NEW TRIER TWP H S DIST 203	\$ 841,753.02	\$ -	\$ 952,874.96	\$ -	\$ 877,087.96	\$ 92%	\$ 4,034.99	\$ (18.78)	\$ (18.78)	\$ (18.78)	\$ (18.78)	\$ 877,087.96	\$ -	\$ -	-	92%
OAK GROVE SCHOOL DIST 68	\$ 165,180.67	\$ -	\$ 182,762.86	\$ -	\$ 168,226.80	\$ 92%	\$ 781.92	\$ (18.59)	\$ (18.59)	\$ (18.59)	\$ (18.59)	\$ 168,226.80	\$ -	\$ -	-	92%
LAKE FOREST SCHOOL DIST 67	\$ 377,977.48	\$ -	\$ 416,965.68	\$ -	\$ 383,802.27	\$ 92%	\$ 1,796.53	\$ (18.46)	\$ (18.46)	\$ (18.46)	\$ (18.46)	\$ 383,802.27	\$ -	\$ -	-	92%
BUTLER SCHOOL DISTRICT 53	\$ 93,932.50	\$ -	\$ 109,272.35	\$ -	\$ 100,581.36	\$ 92%	\$ 471.40	\$ (18.44)	\$ (18.44)	\$ (18.44)	\$ (18.44)	\$ 100,581.36	\$ -	\$ -	-	92%
GLENCOE SCHOOL DIST 35	\$ 247,998.31	\$ -	\$ 279,225.12	\$ -	\$ 257,016.92	\$ 92%	\$ 1,217.34	\$ (18.24)	\$ (18.24)	\$ (18.24)	\$ (18.24)	\$ 257,016.92	\$ -	\$ -	-	92%
WINNETKA SCHOOL DIST 36	\$ 333,924.06	\$ -	\$ 382,062.40	\$ -	\$ 351,675.03	\$ 92%	\$ 1,679.30	\$ (18.10)	\$ (18.10)	\$ (18.10)	\$ (18.10)	\$ 351,675.03	\$ -	\$ -	-	92%
KENILWORTH SCHOOL DIST 38	\$ 102,190.40	\$ -	\$ 112,453.40	\$ -	\$ 103,509.40	\$ 92%	\$ 496.30	\$ (18.02)	\$ (18.02)	\$ (18.02)	\$ (18.02)	\$ 103,509.40	\$ -	\$ -	-	92%
TOTALS	\$ 4,403,647,231.40	\$ 96,999,999.68	\$ 4,500,647,231.08	\$ 4,999,951,842.77	\$ 4,602,186,195.52	1,884,918.67	\$ 4,687,188,116.40	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	\$ 84,999,920.88	92%

ITEM VIII. Summary of Legislation that has been signed into law by the Governor

SB 7 (Raoul, D-Chicago) adds new requirements regarding student athlete concussions, including; establishment of a concussion oversight committee which must create a return-to-learn protocol, and school-specific emergency action plans. It requires school boards to appoint a concussion oversight team to establish a return-to-play protocol for a student's return to interscholastic athletics in high school and junior high school and for return to the classroom after the student is believed to have experienced a concussion and requires the following persons to take a training course on concussions: all coaches, a nurse on the concussion oversight team, and game officials. The bill is now Public Act 99-0245, effective August 3, 2015.

SB 82 (Sullivan, D-Rushville), an Alliance initiative regarding school board elections, permits a congressional township comprising the territory of a school district to pass, by a 2/3 vote of all voters voting on the question, a proposition to elect board members at large and without restriction by area of residence within the district. The bill is now Public Act 99-0091, effective January 1, 2016.

SB 100 (Lightford, D-Maywood) makes significant changes to student suspension and expulsion procedures and requires school districts to implement comprehensive new policies. The bill was amended to address Alliance concerns and removed many of the provisions limiting school district authority. The bill is now Public Act 99-456, effective September 15, 2017.

SB 672 (Lightford, D-Maywood) adds the subjects of consumer debt, higher education student loans, and identity-theft security to the list of subjects that are required to be included in the financial literacy component of consumer education. The bill is now Public Act 99-0284, effective August 5, 2015.

SB 1410 (Mulroe, D-Chicago) provides that children of parents or legal guardians who object to health, dental, or eye examinations, immunizations, or to vision and hearing screening tests on religious grounds shall not be required to undergo the examinations if they present to the local school authority a signed Certificate of Religious Exemption detailing the grounds for objection and the specific immunizations, tests, or examinations to which they object. The bill is now Public Act 99-0249, effective August 3, 2015.

SB 1455 (Delgado, D-Chicago) provides that one of the State assessments for high school students shall include tests that shall be accepted by Illinois' public institutions of higher education for the purpose of student application or admissions consideration. The bill is now Public Act 99-0185, effective January 1, 2016.

SB 1793 (Hastings, D-Orland Hills) requires the Illinois State Board of Education (ISBE) to develop a model youth suicide awareness and prevention policy that includes certain components that school districts are required to adopt in a policy on suicide awareness beginning in the 2015-2016 school year. The bill is now Public Act 99-0443, effective August 21, 2015.

HB 1 (Lang, D-Skokie) Summary: The bill makes many changes calling for dispensing opioid antagonists to combat the growing U.S. rise in opioid-related deaths. For schools, allows administration of an opioid antagonist by a school nurse or trained personnel, in good faith, believes a person is having an opioid overdose. The school nurse or trained personnel may administer the opioid antagonist while in school, while at a school-sponsored activity, while under the supervision of school personnel or before and after normal school activities. The school may maintain a supply of opioid antagonist in a secure location where an individual may have an opioid overdose. The school district is required to activate the EMS system and notify a student's parent, guardian, or emergency contact

if an opioid antagonist is administered; within 24 hours must notify the health care professional who provided the prescription; and, within three days must notify the board of education. Personnel eligible to administer an opioid antagonist must provide proof of completion of a training curriculum and hold certification in CPR and AED administration. The bill also requires the school district to maintain records regarding training curriculum and trained personnel. The school board shall report by October 1 each year, identifying the frequency and circumstances of opioid antagonist administration during the previous year. The State Board of Education and Department of Human Services shall establish a three year heroin and opioid drug prevention pilot program that will provide educational materials and instruction on heroin and opioid abuse to all school districts. School districts participating in the pilot project shall be reimbursed by the Department of Human Services for any costs. Amendatory Veto 8/24/2015. **Governor Amendatory Veto Message:** Recommends: the addition of language providing that certain health plan requirements apply beginning January 1, 2017; and the deletion of language amending the Medical Assistance Article of the Illinois Public Aid Code to provide that: all FDA approved forms of medication assisted treatment prescribed for the treatment of alcohol dependence or treatment of opioid dependence shall be covered under both fee for service and managed care medical assistance programs for persons who are otherwise eligible for medical assistance and shall not be subject to utilization control other than those established under the American Society of Addiction Medicine patient placement criteria, prior authorization mandate, or the lifetime restriction limit mandate; and opioid antagonists prescribed for the treatment of an opioid overdose, including the medication product, administration devices, and any pharmacy fees related to the dispensing and administration of the opioid antagonist, shall be covered under the medical assistance program for persons who are otherwise eligible for medical assistance.

HB 152 (Willis, D-Northlake) requires that carbon monoxide alarms or detectors must be located within 20 feet of a carbon monoxide emitting device, alarms or detectors must be in operating condition and be inspected annually, a school is exempt if it does not have or is not close to any sources of carbon monoxide, and a school must require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system. School districts can use fire safety and prevention taxes or bonds to pay for alarms or detectors. Districts may also install battery powered alarms. The bill is now Public Act 99-470, effective January 1, 2016.

HB 165 (Flowers, D-Chicago) allows students in the public schools to voluntarily engage in individual or collective initiated non-disruptive prayer or religious-based meetings during non-instructional time. The bill is now Public Act 99-0410, effective August 20, 2015.

HB 494 (Cassidy, D-Chicago) The bill, regarding criminal history records checks for applicants for school district positions, provides that a conviction for a felony more than seven years prior to application for employment must not, in and of itself, be an automatic bar to employment. Exceptions are made for serious crimes that do bar employment (sex crimes, narcotics, Class X felonies) with a school district. Amendatory Veto 8/14/2015. **Governor Amendatory Veto Message:** Recommends making numerous changes in the language in the enrolled bill modifying the standards for determining the eligibility of certain persons convicted of certain felonies for licensure or employment under the School Code. (Adds reference to: 105 ILCS 5/21B-15)

HB 806 (Golar, D-Chicago) allows a student enrolled in grade 7 or 8 to enroll in a course offered by the high school but taken where the student attends school, provided that the teacher holds a professional educator license endorsed for the grade level and content area of the course. The bill is now Public Act 99-0189, effective July 30, 2015.

HB 1498 (Bennett, R-Gibson City), an Alliance initiative, allows for an Open Meetings Act exemption for school boards to discuss school building safety and security, including safety audits. The bill is now Public Act 99-0235, effective January 1, 2016.

HB 2657 (Winger, R-Bloomingtondale), a Vision 20/20 initiative, is intended to facilitate teaching license reciprocity. It authorizes the ISBE to use moneys in specified funds to support the recruitment and retention of educators. It also makes changes concerning specific endorsements for chief school business officials and other administrator and teaching licenses. The bill is now Public Act 99-0058, effective July 16, 2015.

HB 2683 (Davis, W., D-Hazel Crest), a Vision 20/20 initiative, contains the three components of the Balanced Accountability Model. It requires that the ISBE implement an out-comes based, balanced accountability measure for local school districts. The bill is now Public Act 99-0193, effective July 30, 2015.

HB 3428 (Sente, D-Vernon Hills) The bill provides that a student who takes a College Board Advanced Placement examination and receives a score of three or higher is entitled to receive postsecondary level course credit at a public institution of higher education. The bill is now Public Act 99-0358 effective August 13, 2015.

HB 3527 (Fortner, R-Chicago) The bill modifies the Right to Privacy in the School Setting Act to prohibit an elementary or secondary school from requesting or requiring a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. Instead, it requires the school to provide notification to the student and his or her parent or guardian that the school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. The bill is now Public Act 99-0460, effective August 25, 2015.

HB 4025 Conroy, D-Downers Grove) that adds to high school graduation requirements at least one semester of civics education which must be a separate class, but part of the two-year social studies requirement. The bill, opposed by the Alliance, is now Public Act 99-0434, effective January 1, 2016.

ITEM IX.A. IASA Legislative Program for 2015

The following includes the IASA Legislative Program for 2015 as approved by the IASA Governmental Relations and Advocacy Committee at its meeting on February 19, 2015

- I. Vision 20/20
 - A. Highly Effective Educators
 - B. 21st Century Learning
 - C. Shared Accountability
 - D. Equitable and Adequate Funding
- II. Funding
 - A. Special Education Funding
 - 1. Support efforts to work towards a funding formula that reflects an equalized approach to supporting students with the greatest needs and costs
 - 2. Levy (Unfunded Costs) for Special Education
 - B. Support long-term solution to School Funding
 - C. Oppose all unfunded mandates
 - D. Maintain the financial stability of and prevent further erosion of benefits provided to public school employees through the Illinois Downstate Teachers' Retirement System
 - 1. Not allow the cost shift to further erode financial base
 - 2. Authority to levy costs for cost shift outside the Tax Caps
 - E. Support the Education Funding Advisory Board's (EFAB) recommended Foundation Level and fully fund current Foundation Level instead of prorating
 - F. Emergency Life Safety Relief
 - 1. Exemption to the Tax Cap
 - G. PTELL Extension Limitation (Further Tax Cap Limitation)
 - 1. Maintain current PTELL limitations (5% or CPI, whichever is lower)
 - 2. Oppose any legislation that would result in further PTELL limitations (e.g., 0% limitations)
- III. Professional Development
 - A. Seek state support and guidance in the area of using student growth in principal and teacher performance evaluations
- IV. Instruction
 - A. Continuing support for the improvement of NCLB/ESEA language
 - B. To participate in the implementation process for a statewide growth model assessment system
 - C. Meaningful change for successful implementation of Common Core State Standards, the PARCC assessment and the climate survey from ISBE. Components consistent with this successful implementation entail:
 - 1. A rollout of the PARCC Assessment in line with a reasonable timeframe (perhaps a two year waiver)
 - 2. Allow for a trial period in PARCC Assessment rollout. There would not be punitive measures taken for school districts participating during the trial period
 - 3. Continue to research a better vehicle for measuring student growth grades k-12
 - 4. Allow for a testing window that does not conflict with other key assessments for Illinois Students (i.e. AP Exams, etc.)
 - 5. Clarify intent of the overall testing program – is it for student growth identification for school improvement purposes or accountability measures for districts and schools or a combination of both.



This timetable is a guide for superintendents and school administrators. It is not intended to be all inclusive. Although responsibilities and procedures vary among districts, this timetable highlights the major tasks performed. 82

Being an effective advocate for education issues is one of the most important jobs anyone involved with education, from administrators to parents can do.

Late Summer to Fall
July, August, September, October

New Superintendents should schedule an appointment to meet with legislators in your new district. Make sure you get to know them – not just casually, but with some real interaction.

All Superintendents should make a special effort to schedule a meeting with your local legislators in their district offices.

- ◆ Discuss issues particular to your school district.
- ◆ Provide them with a one-page explanation on issues specific to your district.

Learn particulars about your legislators:

- ◆ What political party/ What committees they serve on in the General Assembly
- ◆ What issues they represent, etc.
- ◆ Find out the preferred method of communicating with your legislator.

Think about scheduling regular meetings with your legislators (possibly every four months starting now).

Invite your legislators to attend a region meeting to discuss and explain your budget and other legislative issues.

Take the time and effort to build a solid working relationship with your legislators.

Your goal – to develop a relationship that has your legislators picking up the phone to contact you in regards to legislative issues affecting your school district to get your opinion before they take a vote on these issues.

These are generally the months when legislators are holding fundraisers in their districts. Do something for your legislators, instead of always asking for something. For example, if you are fortunate enough to have legislators who demonstrate a strong commitment to education, do what you can to help them stay in office by attending their fundraisers to show support. They will remember you.

Superintendents are encouraged to become members of IPAC and APAC. Go to the IASA website and click on IPAC.

Late Winter to Spring
February, March, April and May

The General Assembly is in full session.

Stay informed about what is going on in the Capitol through the Press, IASA blasts, the Alliance Legislative Reports, Capitol Watch and the State School News Service. You can also follow the IASA Twitter @IllinoisASA.

Make sure to alert your legislators in writing or by phone about the issues that concern you and keep communicating those concerns during session. Often legislation moves so quickly during a legislative session that your issues may inadvertently be overlooked. Plus, remember to say thank you especially when you know an issue was controversial. Also, try to remember that your legislator is probably being pushed in three different directions on any given issue and will not always be able to vote the way you would like. Be sure to keep the relationship open for future issues.

Many pieces of legislation are moving through committees during these months and it is very important to ensure Superintendents are represented and testimony is provided when necessary.

Work with other Superintendents on legislative issues that affect their districts (similarly) and form a coalition to lobby your legislators.

September

Attend your region meetings to discuss legislative issues with your legislative chairs that you would like for them to bring forward in the IASA Governmental Relations & Advocacy Committee meeting.

September 16, 2015– IASA Governmental Relations & Advocacy Committee meets to formulate the IASA Legislative Agenda and discuss upcoming veto session.

October/ November/ December

This is a good time for your region to hold a legislative breakfast. Veto Session – To Be Determined

Drop a note to your legislators around the Holidays!

January

The General Assembly is in minimal session days during the start of the Spring Session

Invite your legislators to take a tour of your school district.

Be knowledgeable of the General Assembly members who serve on the House Elementary & Secondary Education Committee, House Appropriations-Elementary & Secondary Education Committee, Senate Education Committee and Senate Appropriations II Committee. You can access this information at www.ilga.gov.

February/ March/ April

February 25, 2016 – IASA Governmental Relations and Advocacy Committee meets to review legislation introduced for the Spring Session and discuss legislative issues.

Attend IASA/IASBO Legislative Workshop "Communicating and Lobbying with Legislators" to be held in Springfield, date TBD.

May

The Budget process doesn't usually get under way until the last month of session which is generally May. Become familiar with what is going on with the budget and make sure that your finance people are available to discuss your budget issues with your legislators or their staff. So much of what affects local districts occurs during budgeting.

June

Send a thank you note to your legislators after session is over for representing the district, its students, staff and parents.

And last but not least, keep in mind that if you care about the future of public education, you must care about legislation.

IASA Governmental Relations & Advocacy Committee
Chair: Dr. Kevin O'Mara,
Associate Chairs: Dr. Scott Doerr, Dr. Judith Hackett, Dr. Sheila Harrison-Williams, Cliff McClure

ITEM X.B. IPAC and APAC membership forms



September 2015

Dear IASA member:

It is that time of year to kick off our annual IPAC Membership Drive for FY 2016. IPAC is a statewide, non-partisan Political Action Committee organized by members of the Illinois Association of School Administrators to benefit school leaders in the pursuit of educational excellence through continued school improvement.

School administrators need a strong PAC to provide funds to legislative leaders and candidates who will stand up for public education. Financial support from IPAC translates into a commitment to participate in the full political process. Our strength is in providing legislators with timely and accurate information on legislative matters affecting public education.

Your membership in IPAC is a long-term investment which helps lay the foundation for continued change in the legislative process. Education has had several important issues before the Legislature this year, including education funding and pension reform.

Other IPAC Accomplishments include:

- **Vision 20/20 Illinois Balanced Accountability Measure (IBAM) (HB 2683, now Public Act 99-193)** implements an accountability model for schools that in addition to using standardized test scores also provides flexibility for school districts to use an evidence-based framework to demonstrate student improvement and growth.
- **Vision 20/20 (HB 2657, now Public Act 99-058) streamlines the licensure process** for teachers and administrators and establish reciprocity with other states in order to increase the pool of qualified candidates for positions in Illinois.
- **Vision 20/20 resolutions passed** declaring August 18, 2015 as 21st Century Learning Day in Illinois.
- In the last few years, IASA staff and its partners in the Alliance stopped many bills that would have been detrimental to local school districts. Many of these bills would have usurped the authority from the local school district or would have placed new unfunded mandates on the district.
- IASA had and will continue to have a strong voice standing up for and protecting superintendent/administrator salaries and protecting TRS retirement benefits.

To those who have been members in the past, we thank you. To those who have not, we urge you to give serious consideration to making an investment for the future of education. It is our goal to have every IASA member participate in this important program. Suggested IPAC membership is \$100.

For your convenience, we have included a form to fill out and return along with your IPAC membership dues. You can pay via personal check or personal credit card. In addition, you always have 24 hour access to our online IPAC payment system by accessing the IASA website and clicking on IPAC in the menu.

Thank you for your consideration.



Why should I give to IPAC?

What is IPAC?

IPAC is a statewide, non-partisan Political Action Committee (PAC) organized by members of the Illinois Association of School Administrators to benefit school leaders in the pursuit of educational excellence through continued school improvement.

What is the money used for?

All IPAC membership monies are used for IPAC endeavors, which include, but are not limited to, contributions to the four legislative leaders in the General Assembly and fundraisers for individual legislators who support our educational mission.

Why should I join?

School administrators need a strong PAC to provide funds to legislators and candidates who will stand up for public education. Our strength comes from providing legislators with timely and accurate information on legislative matters affecting public education. Victories and successes do not happen overnight but after years of laying the foundation for political change, and a strong IPAC helps us get a seat at the table. We must be proactive rather than reactive and one way to do this is membership in IPAC. Membership in IPAC is a long-term investment that helps lay the foundation for continued change in the legislative process.

IPAC Annual Membership Dues

Our goal is to have every IASA member become a member of IPAC as well. IPAC membership dues are \$100 and 100% of that goes to support the members of the General Assembly that support us.

(personal checks or personal credit cards only please)

Pay by credit card online (www.iasaedu.org)
At the Annual Conference,
Committee meetings, IASA office

Quick Links



Personal checks made out to IPAC
can be mailed IPAC, 2648 Beechler
Court, Springfield, IL 62703-7305



A copy of our report is filed with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704.

Membership dues in IPAC are not deductible as charitable or political contributions for federal income tax purposes.

School administrators are encouraged to become a member of IPAC by contributing \$100 annually

Name: _____ Employer:* _____

Home Email Address:* _____ Occupation:* _____
For IPAC updates (both financial and informational)

Home Address : _____ Zip: _____
**State law requires this information.*

Check # _____ payable to "IPAC" (Personal Check only)

Personal Credit Card only:

Charge \$ _____ to my: _____ Visa _____ Master Card _____ Discover Card (check one)

Card Number: _____ Expiration Date: _____ Card Verification No.: _____

Print Cardholder's Name: _____ Signature: _____

Billing Address of cardholder, if different than above (no PO Box numbers please)

Street: _____ Zip: _____

Return this form along with your IPAC membership dues to: IPAC, 2648 Beechler Court, Springfield, IL 62703-7305



The Alliance Political Action Committee



The Alliance Political Action Committee has been created to support the work of the Illinois Statewide School Management Alliance which was formed in 1992. The Alliance PAC works to provide funds for the election of qualified candidates to public office who are supportive of school management. School administrators, board members, principals and business officials are encouraged to participate in the Alliance PAC by giving an annual contribution of \$25. Please make your personal check payable to the Alliance PAC

Name: _____ Employer:* _____

Home Email Address:* _____ Occupation:* _____

Home Address : _____ Zip: _____

**State law requires this information.*

Check # _____ payable to "APAC" (**Personal Check only**)

Street: _____ Zip: _____

**Return this form along with your APAC membership dues to:
Alliance PAC, P.O. Box 132, Springfield, IL 62705**

A copy of our report is filed with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704.



Suggested talking points regarding IPAC

The link between politics and public education policy decisions is unmistakable. That's why it is so important for our Illinois School Administrators Political Action Committee (IPAC) to be strong, especially looking ahead to the 2016 elections. The funds raised by IPAC can help make sure our voice is heard, but even more importantly a well-funded IPAC sends the message that our members are united and committed to stand up for what is in the best interests of children in Illinois.

IPAC is a statewide, non-partisan political action committee that, on a case-by-case basis, provides funding and input to legislators and constitutional officers who support public education, and who will seek the expertise and opinions of our members on matters involving public education.

Membership in IPAC is on an individual basis and the annual dues are \$100 -- a small investment in a big cause.

Some important things to note about IPAC:

- No IPAC funds are used for the administration of IPAC.
- IPAC funds are used to support legislators and candidates who have a record of supporting, or are on the record supporting, public education positions that align with IASA's vision for educating children.
- IPAC funds help us get a seat at the table when issues affecting public education are being considered, and they help us be more proactive in supporting or opposing a particular legislative issue.
- IPAC has been instrumental in helping get our views across on important issues such as forced consolidation of school districts and even on budget issues, where, despite cuts, schools fared better than many entities during the state's ongoing financial crisis.
- IPAC funds are not just automatically given to legislative leaders. The IPAC committee welcomes recommendations from members regarding legislators who should be considered for funding.

FROM-THE-DISTRICT

Time to Engage with Legislators

As evidenced in this issue of *UPDATE*, decisions are made every day the Legislature is in session that directly or indirectly impact school districts. As a school business official, your voice is needed in Springfield to help keep unintended consequences of legislation out of the classroom.

As you prepare to engage with your Legislators both old and new, keep these tips in mind:

1. **Be mindful of when you communicate** — Ask about their communication preferences during sessions. Be persistent but also understand the timing of the issue you'd like to discuss.
2. **Know your issue and the process** — Understand the process (See *How a Bill Really Becomes a Law*, pg.20) and keep track of the status of the bill.
3. **Understand the need for give and take** — Like every good relationship this one has two sides. Making the extra effort to support your legislator goes a long way.
4. **Take advantage of the "off-season"** — When the legislators are not in session (typically June – October) is a great time to meet in person and open up the lines of communication.

DO

BE FIRM – Bring along facts and figures to support your case and be clear in your position.

LEAVE SOMETHING IN WRITING – A single page, bulleted version of your argument they can refer back to.

COMPROMISE – It's better to get some things you want even if you can't get everything. If you can't defeat a bill, dilute it.

PERSONALIZE – Understand how the issue and specifically affects your district and say it in your own words.

KEEP YOUR WORD – If you promise to provide information, drop everything and get it to them. This builds trust.

KEEP TRACK – Follow the legislation through the process and update bill numbers and positions accordingly.

KNOW THE OTHER SIDE – Understand the opposing view and give specific and factual rebuttals.

SAY "THANK YOU" – If they helped your position, let them know. Show them your support by attending events when the legislature is not in session.

DON'T

BE ARGUMENTATIVE – You can never win an argument with a legislator, so don't start one. Never threaten or lose your cool.

WRITE A BOOK – Your legislator doesn't have time to read a 10 page historical document, rather they need common sense and simple arguments.

GIVE UP – Be persistent in communicating your views. At the same time, don't waste time lobbying opponents who are publicly opposed to your position.

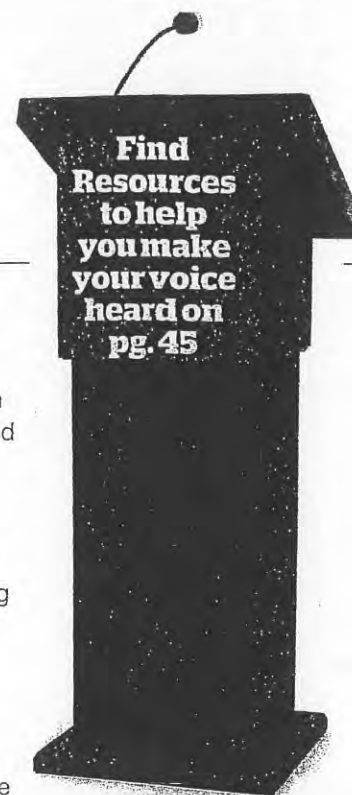
WASTE THEIR TIME – With form letters and mass mailings that don't give new information.

PROMISE SOMETHING YOU CAN'T DELIVER – This is quick way to lose credibility in the relationship.

COME UNPREPARED – Be respectful of your legislators' time, especially during busy in-session times.

EXPECT TO ALWAYS GET YOUR WAY – Be willing to forgive, but not forget.

BURN BRIDGES – Thank your legislator for considering your position. Restate your position and say you look forward to future discussions.





Position Statements

Illinois Association of School Administrators

Introduction

The purpose of this document is to bring focus to and operationalize the IASA mission to facilitate the work of the staff and membership in the legislative and political arena.

Further, this document is intended to be modified in a regular and systematic way through the continued work of the Resolutions/Position Statements Committee in cooperation with the membership of the Illinois Statewide School Management Alliance.

These position statements have been developed through the work of the IASA Resolutions/Position Statements Committee and approved by the Board of Directors.

IASA Vision: Maximum Educational Success for All Students

IASA Mission Statement: To support school leaders in the pursuit of educational excellence through continued school improvement.

Guidelines

1. The Resolutions/Position Statements Committee shall develop position statements to be used in assessment of legislative and other educational policy proposals.
2. All position statements shall be consistent with the IASA Platform and Mission.
3. All proposed position statements are to be approved by the Board of Directors before becoming official positions of the IASA.
4. Once approved, all position statements remain in effect until modified or discontinued by the Board of Directors.
5. A simple majority of the members present at meetings of the Resolutions/Position Statements Committee and Board of Directors is required to add, modify or discontinue position statements.
6. Recognizing the common interests of the IASA and the Illinois Association of School Boards, and recognizing the active role superintendents play in the developing of IASB position statements, IASB position statements should be systematically reviewed for IASA incorporation.
7. Recognizing the common interests of the IASA and the Illinois Principals Association, Illinois Association of School Business Officials and the Illinois Association of School Boards, the IASA will work in cooperation with these Illinois Statewide School Management Alliance member associations.

IASA Position Statements - Legislation

1.1 LEGISLATIVE INVOLVEMENT - The IASA shall continue its legislative involvement, encourage increased legislative activity by local school administrators and initiate legislation that will ensure school districts of the powers necessary to carry out their designated responsibilities of educating, in an equitable manner, all public school students in Illinois. (1/00)

1.2 LEGISLATIVE ACTIVITIES - The IASA shall actively encourage and assist school administrators to effectively evaluate positions of legislative candidates relative to public education and actively support, both financially and through service, those candidates who have demonstrated an understanding and support for the principles of school management to ensure the best education for public school students in Illinois. (1/06)

1.3 GENERAL ASSEMBLY/OPERATING PROCEDURES - The IASA supports those operating procedures of the General Assembly that promote maximum exchange of information between legislators and interested citizens. (1/00)

1.4 EFFECTIVE MANAGEMENT AND QUALITY EDUCATION - The IASA shall provide leadership in guiding local school administrators to seek public support of legislative positions that are essential to effective management and quality education in the State of Illinois. (1/00)

1.5 INTERGOVERNMENTAL COOPERATION - The IASA shall take aggressive leadership in encouraging intergovernmental cooperation for the best interests of quality education in Illinois. (1/00)

1.6 LIMITED BILL INTRODUCTIONS - The IASA 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. (1/00)

1.7 GENERAL ASSEMBLY OPERATION - The IASA shall support changes in the operating procedures of the Illinois General Assembly that 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 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. (1/00)

1.8 EFFECTIVE DATE - The IASA 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. (1/00)

Updated - November 2006

IASA Position Statements - School Finance: State Issues

2.1 STATE SUPPORT/CONSTITUTIONAL MANDATE - The IASA encourages and supports legislative action to increase reimbursements to such levels necessary to implement the constitutional requirement that the State of Illinois have primary responsibility for financing the system of public education. (1/00)

2.2 BUDGET STABILITY FOR SCHOOL DISTRICTS – The IASA 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. (2/13)

2.3 STATE AID PAYMENTS - The IASA shall encourage the Illinois General Assembly to pass legislation whereby State aid payments would be forwarded to all school districts directly from the State Comptroller. (1/00)

2.4 STATE AID PAYMENTS - The IASA 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 IASA shall support legislation that requires the State of Illinois to pay interest at the current legal rate on any payments which are late. (01/12)

2.5 MANDATED PROGRAMS - The IASA supports the local control of public schools and believes any programs or services mandated by the Illinois General Assembly and the Governor or the Illinois State Board of Education must provide sufficient new revenues to fully reimburse the additional costs by those programs. Statutory enactment of new mandated programs must be in compliance with and not exempted from the State Mandates Act. (09/10)

2.6 CATEGORICAL REDUCTIONS PROSPECTIVE ONLY - The IASA 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. (01/12)

2.7 FORWARD FUNDING - The IASA shall encourage and support legislative and/or a constitutional amendment that will enable and require the State and federal governments to implement forward funding of school programs, thus providing for the efficient and effective management of school districts. (1/09)

2.8 FUNDING OF GROUP PLACEMENT STUDENTS - The IASA urges the General Assembly and Governor's Office to provide funding for children who are wards of the State who create a significant impact on local school district budgets when they are placed in temporary shelters and foster homes operating within school districts. (1/00)

2.9 TEACHERS' RETIREMENT SYSTEM - The IASA urges the Illinois General Assembly to fully fund the Teachers' Retirement System. (1/00)

2.10 STATE INSTITUTIONS - The IASA urges the State to provide funds to local school districts for purchasing or constructing additional classrooms required to provide instruction for students who reside in State facilities located within the district. (1/00)

2.11 INVESTMENT OPPORTUNITIES - The IASA shall encourage the Illinois General Assembly to study the current laws pertaining to investment opportunities now available to public agencies and

school districts with the goal of expanding the list of appropriate investment vehicles and clarifying existing language to include such options as public access money market funds. (1/00)

2.12 CONTRACTING DRIVER'S EDUCATION - The IASA shall support legislation authorizing school districts to provide a comprehensive driver's education program through contract. Such contracts should be made with properly authorized persons or agencies and may include provisions allowing for the use of school property. (1/00)

2.13 CORPORATE PERSONAL PROPERTY REPLACEMENT TAX - The IASA supports the Corporate Personal Property Replacement Tax as a source of revenue for schools. Any proposed legislation should not diminish the funds provided by this revenue source. (1/00)

2.14 IMPACT AID (STUDENT HOUSING) - The IASA 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. (1/00)

2.15 GENERAL STATE AID FORMULA - The Illinois Association of School Administrators:

- Encourages the Governor and legislators to fund the general State aid formula at a level that reflects the cost of providing quality education for Illinois students;
- Encourages the Governor and legislators to meet the costs of funding quality public education by making education the State's primary budgetary program, which may require the increase of existing taxes or establishment of new taxes to generate the necessary State revenues;
- Opposes any provision in a general State aid formula that would reduce a district's ability to generate local property tax revenues;
- Recognizes the inequity of the current general State aid formula and supports research by the Illinois State Board of Education to uncover methods of eliminating those inequities; and
- Urges the Governor and legislators to review the method of calculating the disadvantaged student count which currently uses Title 1 eligible students in the school aid formula and replace it with a more accurate method of determining the number of students from disadvantaged backgrounds. (1/00)

2.16 FUNDING SPECIAL EDUCATION PROGRAMS - The IASA shall urge Congress 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 child with a disability placed in private facilities. (1/02)

2.17 TITLE 1 COUNT - The IASA shall encourage the Illinois General Assembly to adopt a fair, appropriate, accurate and timely means of determining the count of low income students as used for the general aid distribution formula. (1/00)

2.18 ALTERNATIVE SCHOOLS - The IASA shall support adequate State funding for regional alternative schooling programs. (1/00)

2.19 PRESCHOOL PROGRAMS - The IASA shall support full funding of early childhood programs operated by public schools as a priority. The IASA 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. (2/13)

2.20 FUNDING FOR DIFFERENTIATED INSTRUCTION – The IASA 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. (1/08)

2.21 SCHOOL FUNDING - The IASA 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 Administrators 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: and the legislation meets the criteria outlined in the IASA Position Statement 3.20 – School Finance Reform. (9/06)

2.22 BILINGUAL EDUCATION OPTIONS - The IASA 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. (1/09)

2.23 ISBE OVERSIGHT AGREEMENT - The IASA 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, including the timeline, 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; (09/10)
- 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. (1/10)

2.24 STATE AUTHORIZED CHARTER SCHOOL FUNDING – The IASA shall urge adoption of legislation which would revise the method of funding State-authorized charter schools so as to limit the withholding of State funds from host school districts to reflect the percentage of state funding to the district in the prior fiscal year and to ensure State provision of the entire balance of per capita funding entitlement to the charter school. (2/13)

IASA Position Statements - School Finance: Local Issues

3.1. ASSESSMENT AND COLLECTIONS - The IASA supports recommendations for improving assessment, collection and distribution of tax revenues. (1/00)

3.2 ADMINISTRATIVE COST CAP - The IASA shall support legislation that eliminates administrative cost caps provisions of P.A. 90-548. (1/00)

3.3 ASSESSMENT OF POLLUTION CONTROL FACILITIES - The IASA shall support legislation that would return to the tax rolls pollution control facilities including landfills which are included within the rate base of a public utility and as result earn a rate of return for such utility. (1/00)

3.4 INVESTMENT EARNINGS - The IASA supports legislation or local practices that allow school district participation in taxing decisions which have the impact of potentially eroding a school district's ability to access the property tax base such as the current 6B and 7B application process in Cook County. (1/00)

3.5 NOTIFICATION OF TAX APPEALS - The IASA supports the concept that the Board of Appeals or Board of Review will hold no hearings on a complaint until the school district and municipality involved have been notified and been given adequate time to prepare and an opportunity to present its case in full. (1/00)

3.6 STANDING ON TAX APPEALS - The IASA supports legislation giving local school districts and municipalities legal standing to appear before any assessing authority or court of jurisdiction to object to and present evidence of inequities in the assessment of real property for tax purposes. (1/00)

3.7 TRANSPORTATION LEVY-EXCESS COSTS - The IASA supports legislation that would allow certain school districts to increase their levy in the Transportation Fund, subject to backdoor referendum, to an amount sufficient to pay for costs of transportation of students not met by tax revenues from the fund levy and the state reimbursement for transportation programs. Eligible districts would be those that are levying no less than the permissive rate in the Transportation Fund and transport students in accordance with Illinois law. (1/00)

3.8 EDUCATION FUND TAX INCREASE - The IASA shall support legislation to increase the maximum permissive tax rate that may be levied for educational purposes. (1/00)

3.9 UTILITY TAXES - The IASA shall support legislation to exempt public school districts 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. (1/09)

3.10 PERMISSIVE TAX RATE EQUALIZATION - The IASA urges the Illinois General Assembly to equalize taxing authority without referendum of dual and unit districts in all funds. (1/00)

3.11 REQUIRED SITE DEDICATION - The IASA supports legislation requiring builders and subdividers to dedicate land for school purposes or to make cash payments in lieu of such dedication and to allow cash payments to be used for operational expenses. (1/04)

3.12 SUBDIVISION ASSESSMENT - The IASA urges the Illinois General Assembly to adopt a resolution enforcing the annual assessment of unsold lots platted within a subdivision based upon one-third of the market price of comparable property. (1/00)

3.13 LIFE SAFETY FUND-GENERAL - The IASA 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). (11/06)

3.14 COOK COUNTY GAS TAX EXEMPTION - The IASA shall encourage and support leadership to exempt school districts from paying Cook County taxes on gasoline. (1/00)

3.15 MOBILE HOME TAXATION - The IASA supports further study of taxation of mobile homes to determine how the value of the dwelling and the value of services afforded the owners and the occupants of the dwelling can be more adequately measured. Until the current system of taxation is changed, the IASA encourages the improved collection of the service tax on mobile homes. (1/00)

3.16 CAPS ON LEVY GROWTH - The IASA supports the authority of school boards to extend taxes to limits authorized by voters without being required to seek further voter approval. (1/00)

3.17 DISCRIMINATORY EFFECT OF TAX CAPS - The IASA shall initiate and support legislative action directed toward correcting the discriminatory effect of the tax cap bill that includes life safety extension within the aggregate levy of collar county school districts unless a referendum is held to authorize the sale of life safety bonds. (1/00)

3.18 PROPERTY TAX CLASSIFICATION - The IASA supports maintaining the real estate assessment for residential property unless it is offset on a one-to-one ratio. (1/00)

3.19 TAX CAP EXEMPTIONS - The IASA 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; and establish a "floor" to the PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year. (11/06)

3.20 PROPERTY TAX CAP - GSA CALCULATIONS - The IASA 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 (1/09)

3.21 PTELL - DEBT SERVICE EXTENSION BASE - The IASA 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. (01/12)

3.22 PTELL NO PENALTY FOR UNDER LEVY – The IASA shall urge adoption of legislation which would revise the method of funding State-authorized charter schools so as to limit the withholding of State funds from host school districts to reflect the percentage of state funding to the district in the prior fiscal year and to ensure State provision of the entire balance of per capita funding entitlement to the charter school. (2/13)

3.23 SCHOOL FINANCE REFORM - The IASA shall adopt as a position statement the recommendations contained in the Report of the Finance Initiative Committee of the IASB 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: language arts; mathematics; biological physical and social sciences; fine arts; 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 IASB 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.

The following are criteria by which proposals for school finance reform shall be evaluated:

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 must 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 ability of school districts to increase their local property tax rate.
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; and
 - 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:

- Accountability will be needed.
- The physical plant needs of Illinois' school districts should continue to be addressed.
- 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. (1/04)

3.24 LOCAL DISTRICT INCOME TAX - The IASA shall support legislation that would allow a school district, subject to a referendum, to impose an income tax. (1/00)

3.25 PROPERTY TAX BASE - The IASA 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. (11/06)

3.26 PROPERTY TAX ASSESSMENT AND COLLECTION - The IASA supports the assessment and collection of property taxes at the local level. (1/00)

3.27 PROPERTY TAX RATE INCREASES - The IASA 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). (1/03)

3.28 STANDING ON TAX APPEALS - The IASA shall support legislative action to enable public school districts, in Cook County specifically, to (1) receive notices of assessment appeals in excess of \$100,000; (2) become participants in assessment reduction proceedings at the administrative and judicial levels; and (3) allow the refund to be credited toward future property tax payments. Further, the IASA urges that the necessary resources be made available in order to facilitate the timely processing of property tax proceedings. (11/06)

3.29 EAV ADJUSTMENTS – TIMELY NOTIFICATIONS - The IASA 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. (01/12)

3.30 TAX INCREMENT FINANCING - The IASA shall support changes in the current Tax Increment Financing statute that will model adopting 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 Evaluation (EAV) involved in the TIF will not exceed twice the average loss of EAV to each taxing body, and limit its use in new residential development, and make the recommendation of the Joint Review Board binding. (11/06)

3.31 BOND AND INTEREST LEVY - The IASA 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. (1/00)

3.32 TRUTH IN TAXATION - The IASA shall seek a modification in the Truth in Taxation Notice that would allow a school district to provide further information to the voting public in the form of

explanatory comments which may be included in the statutorily mandated Truth in Taxation Notice. (11/06)

3.33 SALES TAX FOR SCHOOL DISTRICTS - The IASA 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. (11/06)

3.34 BIDDING CONTRACTS-LOCAL BIDDERS - The IASA 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. (11/06)

3.35 NON RESIDENT STUDENT TUITION – The IASA 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, until the end of the grading period or school term, as determined by school board policy. The student shall not be charged tuition for the remainder of the grading period or school term in which he or she became a non-resident pupil. 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.

Updated – February 2013

IASA Position Statements - School Finance: Federal Issues

4.1 SPECIAL EDUCATION FUNDING - The IASA shall urge the Congress of the United States to adequately fund the IDEA Act of 1997 commensurate with the mandates required by the Act and focus specifically on students whose placement requires new expenditures required by the reauthorization. (1/00)

4.2 SCHOOL LUNCH AND MILK PROGRAMS - The IASA endorses the concept of school lunch and milk programs in each local school district for all children and urges federal and State governments to not reduce financial support for existing programs. (1/00)

4.3 E-RATE DISCOUNT PROGRAM - The IASA 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. (1/00)

Updated - November 2006

IASA Position Statements - School Finance: General Issues

5.1 PRIVATE SCHOOL FUNDING - The IASA opposes payments of State funds directly or indirectly to nonpublic elementary-secondary schools. (1/00)

5.2 NONPUBLIC STUDENTS-REPORTING REQUIREMENT - The IASA supports legislation requiring that nonpublic schools receiving the benefit of public funds or services shall submit to the Illinois State Board of Education on an annual basis the names, ages and addresses of all students enrolled in their schools. (1/00)

5.3 PRIVATELY PROVIDED EDUCATION - The IASA opposes legislative initiatives including, but not limited to, vouchers and school choice that have the effect of diverting public education funds to support privately provided education. (1/00)

5.4 LEGAL FEES TAX - The IASA shall support legislation that will permit school districts to levy taxes for legal fees related to special education requirements procedures, due process hearings, collective bargaining and proceedings under the Illinois Educational Labor Relations Act, and other matters of preventive care, litigation, settlement or resolution for which attorneys fees and costs are not otherwise authorized by statute. (1/00)

5.5 TECHNOLOGY IN SCHOOLS - The IASA supports legislation that would require the State Legislature to include a line item on the State budget providing revenue for technology in the schools. (1/00)

5.6 ENERGY COSTS - The IASA supports legislation to allow school districts to levy a permissive tax to fund energy costs. (1/00)

5.7 HEALTH INSURANCE COSTS - The IASA supports legislation to allow school districts to levy a permissive tax to fund health insurance costs. (1/00)

5.8 FINANCING PUBLIC EDUCATION

5.81 CAPITAL FUNDING FOR SCHOOL CONSTRUCTION - The IASA 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, contracts, 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. Awarded entitlements shall be adjusted to accommodate increased costs such as material, labor, or property incurred from the date a district receives its entitlement letter until funding is actually distributed to the school district recipient. The IASA 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.

IASA shall also 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. (11/06)

5.82 FUNDING MANDATED PROGRAMS - The IASA believes that legislation encroaching upon local and lay control of the public schools should be curtailed, and, therefore:

1. Programs or services mandated by the Illinois General Assembly, the State Board of Education or any other State agency must demonstrate clear evidence of need for the mandate and the Illinois General Assembly must provide non-local revenues to fully fund the additional costs of those programs.
2. Regulations accompanying legislative mandates should specify required outcomes and criteria for determining compliance, but should allow local districts to determine the specific methods and procedures by which required outcomes will be accomplished.
3. 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.
4. Urge the Illinois 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 legislation that may reach the Governor's desk.
5. Urge the General Assembly to adopt legislation which would allow school districts greater flexibility in regard to state mandates and the use of grants. (1/10)

5.83 GRADUATED INCOME TAX - The IASA shall support the placement and passage of a constitutional amendment calling for a graduated state income tax. (1/00)

5.84 IMPACT FEES FOR RESIDENTIAL DEVELOPMENT - The IASA shall participate in the development and passage of statewide enabling legislation allowing school boards of education to impose residential development impact fees with the option of local municipal control through intergovernmental cooperation. (1/00)

5.85 LOCAL TAXES ON SCHOOL DISTRICTS - The IASA shall support legislation which would exempt public schools from all taxes imposed by state, federal, and units of local government. They shall neither seek to deprive or delete 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. (1/04)

5.86 LOCAL TAXES DELINQUENT COLLECTION - The IASA shall seek legislation to amend that 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. (1/00)

5.87 SUMMER SCHOOL FUNDING - The IASA shall support legislation to provide adequate funding to school districts to provide summer school at risk academic programs. (1/00)

5.88 UNFUNDED MANDATES - Support legislation opposing unfunded mandates from State government, and that any future mandates must provide a non-local source of funding. (1/00)

5.89 CONSTITUTIONAL AMENDMENT ON SCHOOL FUNDING - The IASA 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. (11/07)

Updated – January 2010

IASA Position Statements - Local-State-Federal Relations

6.1 LOCAL CONTROL - The IASA 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 boards of decision-making powers on matters in which there is not a clear and compelling State or national interest. (11/06)

6.2 PARTICIPATING IN ZONING HEARINGS - The IASA 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 related hearings. This notice should occur prior to action approving any zoning changes or real estate developments. (11/06)

6.3 ELIMINATION OF STATE AND FEDERAL MANDATES - The IASA shall support state rules and regulations, as determined by ISBE and other state agencies, that shall not exceed federal rules and regulations to the detriment of the educational process in Illinois. (1/00)

6.4 MANDATES ACT COMPLIANCE - The IASA shall urge the members of the General Assembly to comply with the State Mandates Act and refrain from passing any legislation that contains any exemptions from the Act, and urge the Governor to veto any such legislation that may reach the Governor's desk. (1/00)

6.5 STATE AND FEDERAL GRANT CARRYOVER - The IASA shall encourage the state and federal governments to remove carryover restrictions on grant programs that currently require local school districts to return grant fund balances back to the state. (1/00)

6.6 RAILROAD CROSSING - The IASA 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. (11/06)

6.7 DISTRICT REORGANIZATION - The IASA 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. (11/06)

6.8 PROTECTION OF LOCAL CONTROL - The IASA opposes any programs mandated by the Illinois General Assembly or the Illinois State Board of Education and implemented and enforced by regional offices resulting in reduction or destruction of local and lay control of common schools by community elected school boards. (1/00)

6.9 SCHOOL HOLIDAYS - The IASA shall support legislation to reduce the current number of legal school holidays in Section 24-2 of The School Code and supports a moratorium on the creation of any additional legal school holidays. (1/00)

6.10 LIABILITY INSURANCE REFORM - The IASA shall support legislative changes that will limit damage awards arising out of tort actions and streamline the legal process to avoid lengthy litigations and frivolous lawsuits. (1/00)

6.11 DISCIPLINE FOR SPECIAL EDUCATION STUDENTS - The IASA 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. (1/00)

6.12 TORT IMMUNITY FUND - The IASA 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. (1/00)

6.13 STATUTORY JOB DESCRIPTION - The IASA shall oppose legislation which allows job descriptions for employees of school districts to be placed into state law. (1/00)

6.14 FAIR LABOR STANDARDS ACT - The IASA 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. (10/05)

6.15 POLLING PLACES IN SCHOOLS - The IASA 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. (1/08)

6.16 THIRD PARTY CONTRACTING – The IASA 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 Administrators 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. (2/13)

Updated – February 2013

IASA Position Statements - Board of Education/District Organization

7.1 EMPLOYMENT PRACTICES - The IASA strongly supports local boards of education rights of self-determination and control, as duly elected representatives of the community, regarding hiring, dismissal and staff reduction of certificated and educational support personnel. To this end, the Association shall support statutory, rules and regulations changes that will:

- enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
- allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
- maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts; and
- 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)

(2/13)

7.2 DETERMINATION OF TEACHER SALARIES - The IASA supports the authority of local boards of education to determine teacher salaries. (1/00)

7.3 FREE TEXTBOOKS - The IASA supports the concept of school boards having the right of self-determination in the selection of school textbooks and would oppose any attempt by the Illinois State Board of Education to require the use of certain texts in order to administer the free textbook program. (1/00)

7.4 DETERMINATION OF CURRICULAR MATERIALS - The IASA supports the right and responsibility of each local school board to determine its curricular content. (1/02)

7.5 ESP PROGRESSIVE DISCIPLINARY PROCEDURES - The IASA shall support legislation that allows local school boards to negotiate local contractual arrangements for education support personnel including but not limited to, progressive disciplinary procedures. (1/00)

7.6 ELECTION PROCESS - The IASA shall support legislation which would allow voters, by a referendum placed on the ballot by the school board, to change the election of their school board from any form of sub-district to one at-large district. A majority vote from each sub-district would be required for passage. (1/00)

7.7 SCHOOL BALLOT FORMAT - The IASA shall urge the Illinois General Assembly 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 the ballot. (1/02)

7.8 ANNEXING DISTRICT REQUIREMENTS - The IASA 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." (11/06)

7.9 DETACHMENT FROM UNIT DISTRICT - The IASA 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. (11/06)

7.10 BOARD MEMBER – TRAVEL REIMBURSEMENT - The IASA 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 Open Meetings Act. Mileage reimbursement would be paid at the district approved allowable travel reimbursement rate not to exceed the federally allowable travel reimbursement rate. (1/09)

7.11 SCHOOL BOARD MEMBER TRAINING - The IASA shall oppose any legislation that includes a provision for mandatory training of school board members. The IASB encourages local boards of education to model continuous improvements by pursuing all professional development and training opportunities. The 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. (1/09)

7.12 TIME OFF ALLOWED FOR REQUIRED TRAINING – The IASA believes that the work of locally elected, volunteer school board members should be valued and that employers should be encouraged to allow employees to utilize vacation days or days off with pay to attend mandated school board member training and professional development opportunities offered by the Illinois Association of School Boards or other approved training providers. (2/13)

Updated – February 2013

IASA Position Statements - Special Education

8.1 FINANCING SPECIAL EDUCATION - The IASA believes that legislation pertaining to the special education of handicapped children by the State and federal governments without full funding is discriminatory to the majority of the children by forcing local districts to fund these special education programs at the expense of regular programs. (1/00)

8.2 SPECIAL EDUCATION/RELATED COSTS - The IASA shall inform the Illinois 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:

1. Work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students.
2. 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.
3. 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. (1/02)

8.3 SPECIAL EDUCATION-TENURE RIGHTS - The IASA supports legislation that shall restrict the probation, tenure, transfer, dismissal and reduction-in-force rights of teachers in educational cooperatives so that these teachers shall have such rights in a single district and not in multiple districts. (1/00)

8.4 SPECIAL EDUCATION COSTS - The IASA strongly encourages the State of Illinois to totally fund, in a timely manner and with new monies above and beyond the annual appropriation, the extra costs of educating children with special needs including transportation and accessibility costs, including room and board costs for handicapped children placed in private facilities. (1/00)

Updated - November 2006

IASA Position Statements - Personnel/Collective Bargaining

9.1 LOCAL DISTRICT PERSONNEL STANDARDS - The IASA urges the Illinois State Board of Education to continue to provide the necessary financial assistance and consultation to enable local school districts to develop means of assessing and upgrading the competency of their certificated personnel. (1/00)

9.2 TEACHER COMPENSATION - The IASA supports teacher salaries that include performance based plans supplemental to the basic schedule and that are developed in a cooperative manner between the local board of education and the employee. (1/00)

9.3 PERSONNEL SHORTAGES - The IASA urges the Illinois State Board of Education to continue to explore innovative ways that would allow school districts to address critical teacher and/or minority personnel shortages, further supports incentives such as grants, scholarships and loans, to attract outstanding individuals to the teaching profession and school administration particularly in those areas of critical shortage. (1/00)

9.4 PROBATIONARY TEACHER DISMISSAL - The IASA supports local school board's decision-making authority in the area of rehiring probationary teachers with or without cause and believes that any legislation seeking to further restrict this authority is detrimental. (1/00)

9.5 DISMISSAL PROCEDURES - The IASA supports a clear definition and process for dismissal procedures that protect the due process rights of employees and the rights of students to quality education. (09/10)

9.6 COLLECTIVE BARGAINING - The IASA believes the rights of the public, of the students and of school management should be preserved in any legislation regarding collective bargaining. The Association shall 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. (1/02)

9.7 DISMISSAL BY SENIORITY - The IASA supports the elimination of legislation requiring that school boards dismiss tenured teachers by order of seniority within the district. (1/00)

9.8 PREVAILING WAGE ACT - The IASA supports legislation to relieve public schools from compliance with both the State and Federal Prevailing Wage Acts and 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. (01/12)

9.10 NONCERTIFIED PERSONNEL - The IASA shall take action necessary to permit the expanded use of non-certified personnel by boards of education in the supervision of students in all areas of the school program when the instructional judgment of certificated teachers is not required and the board determines that the time of the professional educator can be utilized more efficiently and effectively in the development and maintenance of curriculum, the tutoring of students or in the role of the mentor teacher. (1/00)

9.11 UNEMPLOYMENT COMPENSATION FOR SUBSTITUTE TEACHERS - The IASA supports legislation that would exempt substitute teachers from being eligible for unemployment compensation. (1/00)

9.12 EDUCATIONAL LABOR RELATIONS BOARD PROCEDURES - The IASA shall work with the Illinois Educational Labor Relations Board to increase its sensitivity to the need for timely decisions and establish criteria to identify matters in need of expedited attention. Further, the IASA shall utilize the legislative process to remove statutory barriers to timely and expedited decisions and support legislation to enhance the decision making process. (1/00)

9.13 IMRF QUALIFICATION - The IASA 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. (1/00)

9.14 IMRF/TRS PARITY - The IASA shall support legislation that would permit IMRF retirees to work commensurate with TRS retirees. (1/00)

9.15 STAFF DEVELOPMENT ACTIVITIES - The IASA shall urge the ISBE to offer alternative times for staff development workshops other than during regular school hours when classes are in session. (1/01)

9.16 EARLY RETIREMENT-DISTRICT OPTION - The IASA 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). (11/06)

Updated – January 2012

IASA Position Statements – Curriculum and Instruction

10.1 SCHOOL DISTRICT ACCREDITATION - The IASA supports the Illinois State Board of Education and its pursuit of Illinois State Board of Education approved accreditation for all public, private and home schools in Illinois. (1/00)

10.2 TECHNOLOGY IN THE SCHOOLS - The IASA supports legislation that directs the Illinois State Board of Education to assume a leadership role in the implementation of technology in the schools. The program will develop an ongoing program and provide school districts adequate technical assistance, in the use of technology for students learning and for administration of the schools, and the funding thereof. (1/00)

10.3 EARLY INTERVENTION PROGRAMS - The IASA encourages the use of state and federal entitlement sources for: 1) early elementary grade intervention programs aimed at reducing subsequent student drop-out rates; and 2) educational programs, both half and full-day, for 3-5 year old children determined to be at risk of academic failure. Resources for said programs should be provided through the general State aid formula only in excess of existing fund levels. (1/00)

10.4 GROUP PLACEMENT OF STUDENTS - The IASA shall initiate and support legislation that will require the D.C.F.S. to involve local school districts in any plans for group placements of children in those districts. Further, funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan. (1/00)

10.5 HOME SCHOOLING - The IASA 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 State Board of Education. (1/00)

10.6 P.E. EXEMPTION FOR SHOW CHOIR - The IASA 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. (2/13)

Updated – February 2013

IASA Position Statements - Students

11.1 STUDENT ASSESSMENT - The IASA 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, IASA 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 and 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 (1/09)

11.2 ISBE PROPOSED RULES REGARDING THE 11TH GRADE TESTING/ACCOUNTABILITY ISSUE – The IASA supports a rule that will require the testing of all students when they have taken and passed the required coursework to achieve 11th grade status. IASA further supports the reporting of all student scores as part of the cohort that takes the exam that spring. Whether a student takes three years or more, when they take the exam, ALL Student scores will be reported as a cohort for holding the school accountable for student performance. (09/10)

11.3 STANDARDIZED TEST PROCEDURES - The IASA 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 Standards on a yearly basis in compliance with, and only testing those areas required by, the "No Child Left Behind" Act. Further, the IASA shall support legislation to:

- require that the PSAT and ACT tests be given no earlier than April of each year with results received by local school districts no later than August 1 of that same year;
- acknowledge that assessments include both an annual overall performance measure as well as a system of local formative classroom-level assessments that are linked to desired standards;
- require that the ISAT test be given no earlier than March of each year with results received by local districts no later than August 1 of that same year;
- require that the test will remain the same for ten years with only changes in the test items to maintain security; and
- 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. (1/09)

11.4 NO CHILD LEFT BEHIND - The IASA:

- 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 early 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, as amended.

Therefore, the IASA shall work with the American Association of School Administrators and other coalitions to urge Congress and the Illinois General Assembly to:

- amend the provisions 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. (01/12)

11.5 STUDENT ACADEMIC PLACEMENT – The IASA 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. (09/10)

11.6 MILITARY RECRUITMENT IN SCHOOLS - The IASA shall work with the American Association of School Administrators 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. (10/05)

11.7 STUDENT EXPULSIONS - The IASA shall support legislation and/or encourage the American Association of School Administrators 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. (1/03)

11.8 CYBER-BULLYING DEFINITION – The IASA 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. (2/12)

11.9 HOMELESS STUDENT TRANSPORTATION – The IASA 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.
(2/13)

Updated – February 2013

IASA Position Statements - Miscellaneous

12.1 REGIONAL OFFICE OVERSIGHT BOARDS - The IASA shall support a change in the legal status of the Regional Office of Education Board from oversight to "advisory," as referenced in 105 ILCS 5/3A-16 and 17. (1/00)

12.2 ILLINOIS PUBLIC EDUCATION GOVERNANCE STRUCTURE - The IASA believes it is in the best interest of the continued improvement of the Illinois Public School system and the students it serves that:

- There should be nine members on the Illinois State Board of Education with no more than five members of the Board from any one political party.
- The members of the State Board of Education should be appointed by the Governor and confirmed by the State Senate.
- The Chairperson of the State Board of Education should be elected by the members of the State Board of Education from within the membership of the Board.
- The election of the Chairperson of the State Board of Education should not require State Senate confirmation.
- The employment of the State Superintendent of Education shall primarily be a function of the State Board of Education. (1/03)

12.3 FREEDOM OF INFORMATION ACT CHANGES – The IASA 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 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. (09/10)

Updated - September 2010

The following new resolutions were recommended as “DO ADOPT” by the IASB Resolutions Committee

BOARD OPERATIONS AND DUTIES

1. Sale of Student Constructed Homes

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 be 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. ¹¹⁷

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 - LOCAL

2. Charitable Tax Exemption for Hospitals

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. 118

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 the Illinois Association of School Boards to support litigation (which was 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.

ITEM XII.B. 2015 IASB Reaffirmation of Existing Positions - IASB Resolutions Committee Recommends Do Adopt

The following IASB Reaffirmation of an Existing Position was recommended as "DO ADOPT" by the IASB Resolutions Committee.

1. Position Statement 2.24 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.

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.

2. Position Statement 5.81 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.

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 the 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.