

The Oak Park and River Forest High School District 200

Regular Board of Education Meeting



**November 15, 2007
Board Room – Room 213
7:30 p.m.**

BOARD OF EDUCATION MEETING
201 North Scoville Avenue, Room 213, Oak Park, Illinois 60302
Thursday, November 15, 2007 – 7:30 p.m.
Meeting Agenda

7:30 p.m.	I.	Call to Order, Pledge of Allegiance, and Roll Call	Jacques A. Conway
7:35 p.m.	II.	Introductions	Jacques A. Conway
	A.	Student Recognition	
	B.	Introduction of Visitors	
7:45 p.m.	III.	Board of Education Members	Jacques A. Conway
	A.	Status of F.O.I.A. Requests	
	B.	Board of Education Comments	
7:55 p.m.	IV.	Public Comments	Jacques A. Conway
8:05 p.m.	V.	School Reports and Student Life	Jacques A. Conway
	A.	Student Council Report	Christian Fernandes
	B.	Principal's Report	Donald Vogel
	C.	Student Discipline (Don Vogel)	Action
8:20 p.m.	VI.	District, Community, and State Reports	Jacques A. Conway
	A.	Superintendent's Report	Attila J. Weninger
		Update on District Goals	
	B.	Internal District Committees/Liaison Representative Reports	
		Citizens' Council	John C. Allen
		Community Relations Committee	John C. Allen
		P.T.O.	John C. Allen
		Huskies Boosters' Club	John C. Allen
		Alumni Association	Dietra D. Millard
		Community Facility Committee	Valerie J. Fisher
		Tradition of Excellence	Sharon Patchak-Layman
		Concert Tour Association	Sharon Patchak-Layman
		A.P.P.L.E.	Dr. Ralph H. Lee
		Faculty Senate Executive Committee	James Paul Hunter
	C.	External Liaison Reports	Board Members
8:35 p.m.	VII.	Consent Items	Jacques A. Conway
	A.	Approval of Open Minutes of October 25 and November 6, 2007 and Closed Session Minutes of October 25 and November 6, 2007; a Declaration that the Audiotapes dated April 2006 be destroyed; and a Declaration that the Closed Session Minutes dated January 1, 1989 through November 1, 2007 shall remain closed	Action
	B.	Approval of the Financial Reports and Check Disbursements dated November 15, 2007	Action
	C.	Acceptance of Superintendent's Recommendation of IASB Resolutions	Action
	D.	Renewal of Medical and Dental Insurance	Action

8:45	VIII. Policy	Dr. Ralph H. Lee/Jason Edgecombe
	A. Amendment of The Meaning of the Seal	Action
	B. Amendment of Policy 12, American Flag	Action
	C. Amendment of Policy 103, Philosophy of Student Discipline	Action
	D. Amendment of Policy 104-1, Change of Grade	Action
	E. Acceptance of Procedures for Policy 5114, Student Discipline	Action
	F. Consideration and Possible Approval of Resolutions	Action
9:00 p.m.	IX. Business	John P. Rigas/Cheryl L. Witham
	A. Approval of Preliminary Levy	Action
	X. Human Resources	Jason Edgecombe
9:10 p.m.	XI. Instruction	Dr. Dietra D. Millard/Philip M. Prale
	A. Discussion on Raising Student Achievement	Information
	XII. Negotiations	John P. Rigas
9:40 p.m.	XIII. Other	Jacques A. Conway
	A. Discussion of Non-agenda Items	Information
	B. Approval of Board of Education Dates 2008 Calendar Year	Action
	C. Approval of Resolution in Support of the Collaboration Of Early Childhood	Action
	D. Approval of Settlement and Consent Agreement with Cicero Township Treasurer Office and Member Districts	Action
9:50 p.m.	XIV. Closed Session	Jacques A. Conway
	_____move to enter closed session for the purpose of discussing ____litigation, ____student discipline, ____collective bargaining and/or negotiations, and ____the appointment, employment and/or dismissal of personnel.	
TBD	XV. Adjournment	Jacques A. Conway
	_____moved to adjourn at _____; seconded by_____.	
	Roll call vote.	


Next Regular Board of Education Meeting
Thursday, December 20, 2007-- 7:30 p.m.
Board Room, Room 213.

District, Community and State Reports

Oak Park and River Forest High School
District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: Attila J. Weninger 

DATE: November 9, 2007

RE: Quarterly Update on District Goals

BACKGROUND

Upon adoption of the District Goals in August, I indicated that I would provide a quarterly update on progress made towards achieving those goals. To that end, below please find a brief summary of activities conducted to date.

1. Improve academic achievement for all students with an emphasis on minority and special education students. **We are in the midst of developing a plan to raise student achievement, obtaining input/feedback from a wide variety of constituents, and will seek Board approval for it at the regular January meeting.**
2. Improve school climate among students and staff by
 - a. improving the transition of incoming freshmen from elementary/middle school to high school; **We are in the midst of overhauling the transition to high school program for students and parents and have implemented changes to it; we will continue to make these changes for the class of 2012, culminating in a freshman Paw Print Day in August;**
 - b. improving the transition of incoming transfer students from non-community based elementary, middle, and high schools; **We began a Transfer Student Program this year, and are expanding and further developing it for fall 2008;**
 - c. increase the participation of students in co-curricular programs (activity, athletic, intramural); **We are in the midst of acquiring data re: student participation, and will be developing ways in which to market programs and increase participation;**
 - d. assess the effectiveness of school initiatives (academic and co-curricular), make recommendations for change, and implement changes; **This is one of the key and priority components of the plan to raise student achievement; it has already begun with the identification of programs, costs, targets, effectiveness measures, etc.;**
 - e. develop a comprehensive professional development program for staff; **Not yet begun, but it is part of the plan to raise student achievement; and**
 - f. increase student and parent efficacy within the school **not yet formally begun.**
3. Expand recruitment and employment efforts, and increase the number of minority administrators and faculty. **We have developed a framework for this with some specific activities. We are also in the midst of developing a Recruitment Handbook, and have presented to the Instructional Council (IC) the new process for same.**
4. Develop and implement a new organizational structure. **Completed.**

Consent Items

Date: November 15, 2007

To: Board of Education

From: Superintendent/Principal

Subj: Approval of the Open and Closed Session Minutes of October 25 and November 6, 2007 and Declaration that the Closed Minutes and Verbatim Recordings from January 1, 1989 through November 1, 2007 shall remain closed.

ACTION

Attached are the Board of Education's open and closed session minutes for October 25 and November 6, 2007. Also attached are the closed session minutes from May 15, 2007 through November 1, 2007.

The effective date for the six-month review requirement is January 1, 1989. Legal counsel has advised that because the prior minutes had previously been brought to the Board of Education's review, it is not necessary to submit them in the packet again, but that all of the closed session minutes should be named in the motion.

Therefore, in order to preserve confidentiality in regard to personnel and students, it is recommended that the closed session minutes and verbatim recordings from January 1, 1989 through November 1, 2007, remain closed.

Motion: Move to approve the open and closed session minutes of October 25 and November 6, 2007, and that the closed session audio tapes of April 2006 be destroyed. I further move that the need for confidentiality exists for all closed session minutes and accompanying verbatim recordings, if any, prepared from January 1, 1989 through November 1, 2007, and that such minutes and verbatim recordings shall remain closed.

Roll Call Vote

Agenda Item No. VII. A.

The Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday evening, October 25, 2007, in the Third Floor Library of the high school.

Call to Order President Jacques A. Conway called the meeting to order at 7:35 p.m. A roll call indicated that the following members were present: John C. Allen, IV, Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak-Layman, and John P. Rigas (arrived at 10:30 p.m.). Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Amy Hill, Director of Research and Assessment; Jack Lanenga, Assistant Superintendent of Operations; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Cheryl L. Witham, Chief Financial Officer; Don Vogel, Interim Principal; Christian Fernandes, Student Council Representative; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors The Board of Education welcomed the following visitors: Kay Foran, Director of Community Relations and Communications; Dr. Carl Spight, O.P.R.F.H.S. Institutional Researcher; Linda Cada, Director of Special Education; Sandy Campbell, Dan Amorella, Catherine and David McNary, Peter Hostrowser, Ted Domanchuk, Elaine Hlavach, , Cindy Milojevic, Jacqui Charette-BassiriRad, Joe Herbst, Naomi Hildner, Tony Bush, Jim Goodfellow, Patrick Pearson, Rich Mertz, Tom Tarrant, Francisco Arriaga, Courtney Breen, Pat Crane, Bill Boulware, Michelle Carrow, J. McCoy, Peggy Markey, Carolyn Ojikutu, Colleen Biggins, G. W. Qualls, Daphne LeCesne, Craig Larson, Paul Wright, Debbie Neuman, and Mary Ann DeBruin, O.P.R.F.H.S. faculty and staff members; Bobbie Raymond-Larson, O.P.R.F.H.S. Alumni Association Chair; John Williams of the Oak Park Township; Becca Bloch, and Emma Heidorn of the *Trapeze*; Angelica McClean of the League of Women Voters; Merry Beth Kowalczyk, Burcy Hines, Wyanetta Johnson, Wiley Samuel, G. L. Clay, J. Whalen, Michelle Harton, George Bailey, Dennis Rohling, Frances Kraft, Joan White, Collaboration for Early Childhood, Kim White, Lee Pulliam, and Ann Petroliunas, parents and community members; Terry Dean of the *Wednesday Journal* and Deborah Bayliss of the *Oak Leaves*.

Board Member Comments Dr. Millard remarked that everyone's input will be welcome on the plan to be presented later that evening.

Dr. Lee stated that when he joined the Board of Education, he was assigned the duty and given the privilege of being the liaison to the Collaboration for Early Childhood Care and Education. A number of things have been unfolding recently, which lead him to bring a proposal

he wanted the high school to consider. The Collaboration is asking for \$50,000 to fund a feasibility study, as well as work with early childhood care in the Oak Park area. In conjunction with this, Oak Park Police Chief Tanksley wrote an article that appeared in the *Wednesday Journal*, citing a connection between early childhood education and the likelihood of a child ending up in the penal system. There have also been references to the relationships between early childhood care and the achievement gap. Dr. Lee proposed that District 200 donate \$15,000 of the \$50,000 that the Collaboration was seeking from the Village Board. While he had stated that the District's providing of this funding was dependent upon the Village of Oak Park providing the balance of the \$50,000, this was not true. Dr. Lee felt this endeavor was very important and he wanted to discuss this with the Board of Education at a future date.

Ms. Patchak-Layman announced that her requests noted in last month's minutes concerning 1) textbooks, 2) questions on the residency forms, 3) parent participation in Title I Program, and 4) the issue of legal counsel F.O.I.A.'ing her email, were answered. The Board of Education had received a letter from the Attorney General's office stating that no F.O.I.A. request had been made by the school's legal counsel. She had misread the communication. However, she would continue to watch and make sure that the community has full involvement and participation in the actions of District 200.

Mr. Conway concurred with Dr. Lee, Chief Tanksley and several other chiefs of police who believed the push should be for the early childhood community. He supported this request.

Visitor Comments Ms. Patchak-Layman asked if it were possible for the community to make comments on the plan to raise student achievement to be discussed later in the meeting. Mr. Conway responded that public forums would be scheduled to receive community input.

District Liaison & Community Reports Student Council—Mr. Fernandes apologized for not being at the last Board of Education meeting. He reported on the events of the 2007 Homecoming. The events the week before Homecoming included having dress-up dates, having competition in various activities/dances, etc. The winners received Homecoming tickets. A grand opening ceremony of the mall in which the doors to the mall from the cafeteria were opened and many students have commented on its beauty. He commented that the Homecoming parade was also successful. A camel was incorporated into the theme of the Homecoming dance. The dance this year was moved from the Student Center to the Fieldhouse and 1800 tickets were sold.

Student Council also plans to sponsor talent and fashion shows to raise money for a charity.

On Friday, November 2, Charles Carey, Class of 1971 and Chairman of the Chicago Board of Trade, and John Register, Class of 1985 and Veteran of the Gulf War and silver medalist at the 2000 Paralympics Games, would be honored at the annual Tradition of Excellence Award Convocations. The Board of Education was also invited to an Awards Dinner Thursday, November 1, where these recipients would be present.

Ms. Patchak-Layman suggested that Student Council take the lead on getting student input on raising student achievement plans and then report to the Board of Education. She felt that Student Council was in a position to do this as its membership includes students from all four grades. Mr. Fernandez was happy to see that there was student involvement. Dr. Weninger noted that the Plan included soliciting student feedback; he had already had one interview with the *Trapeze* and more interviews would be scheduled between now and December.

October 1 Data Housing Report & School Year Statistics

Mr. Lanenga presented the October 1 Data Housing Report and School Year Statistics, which included the following:

- Official all-school enrollment (3,176 with 78 receiving services outside of the building)
- Ethnic/racial distribution of student population with historical data
- Historical enrollment by class
- Elementary school sources of entering freshmen with historical data
- % of Graduates from District 97 attending O.P.R.F.H.S.
- % of Graduates from District 90 attending O.P.R.F.H.S.
- Average class size with historical data
- Enrollment statistics by division/department
- Class size data by division/department
- Departmental enrollment totals with historical data
- Departmental enrollment, registration, and FTE data 2006-07 and 2007-08
- Staffing comparison, 2001 through 2007
- Analysis of released periods (management)
- Analysis of released periods (activities/other)
- Individual teacher/class statistics by division/department

He reported that the official class size of 22.5 is based on all regular education classes, excluding performance classes and PE. Basic transition classes average 15.4 registrations. Class size would be 23.1, if basic classes were excluded.

Students this year averaged 4.95 registrations versus last year's average of 4.96. When all classes are included, registrations are 6.41 versus 6.44 from last year.

Discussion ensued.

Ms. Patchak-Layman, noting that some divisions had a wide variation in the number of students, i.e., 36 students between one teacher and another. She asked how that could be made more equal. She also asked if the Spanish teacher who taught advanced Spanish received additional help due to her large class size.

**District Committee
and State Reports**

P.T.O.—Mr. Allen reported that Dr. Spight and Mr. Prale made a presentation at the meeting on Tuesday, October 16 similar to the one presented to the Instruction Committee members. Discussion ensued about incoming programs for new parents. PTO is initiating a fundraising through Dominick's and it is selling its Student Directory.

A.P.P.L.E.—Dr. Lee reported that Dr. JoAnne Wooten Roberts was the guest speaker at the last A.P.P.L.E. meeting.

ED-RED—Dr. Millard reported that ED-RED was an organization to educate schools about the events in Springfield and advocate for them.

Alumni Association—Dr. Millard reported that the Alumni Association had a reception for the students and their families who received summer enrichment grants. The students were grateful for having received, collectively, \$11,000 in scholarship money for such programs as music and master classes, computer science programs at the University of Michigan, a writing workshop at Southern Illinois University, a filmmaking class at Northwestern University, etc., as well as local math and writing enrichment programs. She commented on Paul Wright's enthusiasm for calling students in the morning to get them to school. These students learned to love math and they participated in a way they had not previously. Mr. Hunter taught the writing enrichment program. She reported that the enthusiasm at the reception was exciting to see and she urged all to go to this event in the future.

Collaboration for Early Childhood Care and Education—Dr. Lee noted that he had attended the Collaboration for Early Childhood Care and Education meetings.

**Student Transfer/
Withdrawal Report
2006-07** Mr. Vogel presented the Board of Education with the Student Withdrawal Report for the 2006-07, as listed below.

		<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>	<i>Totals</i>
Transfers	<i>Out of District</i>	22	57	66	46	191
Administrative Withdrawals	<i>Residency</i>	2	8	6	4	20
	<i>Expulsions</i>	1	1	1	2	5
	<i>Illness</i>	0	0	0	0	0
Subtotal						25
Student/Family Withdrawals	<i>Refusal to attend</i>	0	3	3	17	23
	<i>G.E.D.</i>	0	0	0	6	6
	<i>Evening High School</i>	0	0	0	12	12
Subtotal						41
Total Transfers & Withdrawals						257

A student who withdrew, reentered, and remains in school is not considered withdrawn. A student who withdrew more than once over the course of his/her high school career is considered as having withdrawn only once for the reason associated with the withdrawal.
Student Family/Withdrawal Rate 2006-2007 (Dropouts): 0.013 (Number of withdrawals (41) divided by the total number of students enrolled (3,245).

School Profile

Mr. Vogel presented the Board of Education with the School Profile for the 2007-08 school year (attached to and made a part of the minutes of this meeting). Mr. Vogel acknowledged Richard Deptuch, Assistant Principal for Student Services, for preparing this document.

Principal's Report

Mr. Vogel reported that over 1800 students attended Homecoming and that there were no incidents of students being removed from the dance.

Mr. Vogel reported that 250 Alumni were warmly welcomed back for their class reunions Homecoming Weekend.

Mr. Vogel congratulated the Girls' Cross Country Team for winning the regional championships.

Mr. Vogel reported that 1,000 parent teacher conferences had been scheduled and that parents still had another five days to register. He would provide the exact totals next month.

Mr. Vogel announced that the District made application for the Library/ LSTA Grant—Poetry NOW in conjunction with Dominican University, Trinity High School, Fenwick High School, Oak Park Public Library and River Forest Public Library for the purpose of bringing the Poet Laureate to the community in the March/April time frame.

Mr. Vogel announced that Huskiepalooza Night was Friday, October 26, 2007.

Mr. Vogel also congratulated Avi Lessing on his direction of the successful play *Rhinoceros*.

**Superintendent's
Comments**

Dr. Weninger recognized that an O.P.R.F.H.S. student, Tracy Ewert, has played an integral role in the showcasing of original works by students aged 12-22 on the Girls' Speak website.

Dr. Weninger announced that BP Amoco awarded \$10,000 to Cindy McGuckin to be used in her AP science classes.

Dr. Weninger reiterated that 1800 students attended the Homecoming Dance and recognized Cindy Milojevic and others for making Homecoming a success.

Dr. Weninger announced that O.P.R.F.H.S. would soon observe the Moment of Silence in combination with the Pledge of Allegiance over the PA system. This was a result of an amendment to the Silent Reflection and Student Prayer Act (105 ILCS 20/1) which became law due to the Illinois General Assembly's override of Governor Blagojevich's veto. The amendment requires all public school districts to observe a brief period of silence at the beginning of each school day:

"In each public school classroom the teacher in charge shall observe a brief period of silence with the participation of all the pupils therein assembled at the opening of every school day. This period shall not be conducted as a religious exercise but shall be an opportunity for silent prayer or for silent reflection on the anticipated activities of the day."

Dr. Weninger spoke of the high school's proactive steps to prevent an outbreak of the MSRA bacteria. They included the nurses' office:

1. Forwarding all information from the OPHD and IDPH and other sources regarding MRSA to the Athletic Department., the P.E. Department, and Buildings and Grounds (B&G). More recently, information has also gone to Cheryl Witham because of Food Services and the Day Care Center.
2. Posters encouraging hand washing were displayed in restrooms throughout the building last spring.
3. An inservice with the Oak Park Health Department for B&G and the Athletic Department was offered last spring on MRSA.
4. Student teaching on an individual basis regarding wound care and the importance of taking antibiotics in the prescribed manner.

5. Ongoing communication with John Seltzer, Marcia Hurt and Robert Zummallen.
6. Handling of all contaminated materials in the manner prescribed by universal precautions.

They included in the B&G Department:

1. January 07 began using Virex* in all athletic areas: Wrestling mats, locker room floors, shower room floors, bathroom floors.
2. Provided coaches with bottles of Virex* to spray equipment being used by students and staff.
3. July of 07, sprayed both synthetic turf fields with Bac-Shield - a chemical that combats bacteria growth (including MRSA). That was completed by Sports-Install from St Louis, MO.
4. Recently all B&G staff were supplied with product to fill hand sanitizing dispensers in labs and gyms. New soap dispensers were installed in labs and athletic areas.
5. June 07, old open-fill soap dispensers were replaced in the student bathrooms with the new factory sealed bacteria-free foam dispensers.
6. Currently, a new chemical, Oxivir **, which targets the MRSA bacteria, is being used in conjunction with the Virex in all athletic areas, cafeteria, and bathrooms. Staff will have a supply of spray bottles to spray equipment, as well as supplying the Technology Department with this chemical to spray keyboards.
7. March 07, B&G Staff attended a training seminar on MRSA given by the Health Department. Additional training has been scheduled on MRSA for November 9, 2007.
8. Meetings have been scheduled with Marcia Hurt and John Stelzer on how their staff can assist by making students take home dirty clothes, etc.

Dr. Millard added that MSRA was bacterium and not a virus. It is a common germ that becomes very nasty when it enters the body through a wound in the skin. Continued hand washing is the key to containing it. Doctors may no longer be wearing coats and ties in the hospital, as both are loaded with these organisms.

Dr. Weninger noted that Ms. Patchak-Layman's inquiry regarding the duties of the principal was also responded to in writing.

A Plan to Raise

Student Achievement

Dr. Weninger unveiled his plan to raise student achievement at the high school to the Board of Education. The Plan is a 29-page document with two attachments 1) Guidelines of the School District Articulation Council and 2) a Student Achievement Program/Initiative Summary. It contains a cover memo, providing 1) the background as to reason for creating this plan, 2) the plan's purpose which is to create a culture of high expectations and high achievement, 3) a descriptor of the gap, 4) common themes and messages, 5) a caveat that the plan is a work-in-progress, and 6) a disclaimer that the plan is not intended to be "the comprehensive plan," as well as a diagram of the plan and an at-a-glance table of the proposed activities, program, initiatives, strategies, etc. Dr. Weninger noted that there would be input from Board of Education members, faculty/staff, District/Building Leadership Teams, Instructional Council, the African American Faculty and Staff Advisory Council, students, and the community.

Dr. Weninger characterized O.P.R.F.H.S. as a comprehensive, competitive, suburban, excellent and achieving high school without equivocation, without compromise, and its students do achieve. The District will continue to work on what has been implemented in the past. Many initiatives have been implemented to address student achievement, minority student achievement and special education achievement. Some include the collaboration of reading and math, i.e., the Agile Mind Program, PBIS intervention strategies, literacy coaching, MAC scholars, and professional learning teams.

Dr. Weninger then showed three film clips from *Apollo 13* and *Star Wars*. In the first clip from *Apollo 13*, the astronauts were circling the earth when they discovered that something was wrong. That is where the famous line "Houston, we have a problem" originated. Dr. Weninger likened this to O.P.R.F.H.S. having a problem/a challenge. The challenge is to raise student achievement of minority students to that of the majority students and to narrow the achievement difference between minority and majority students.

The second clip, also from *Apollo 13*, has all of the engineers throwing down on the table the items that the astronauts circling the earth had available to them to fix their problem. Dr. Weninger aligned this to the District using what it has to solve its challenges. There is no silver bullet. There is no pot of gold. There is no magic potion. The District has to narrow the achievement difference between the majority and minority students and to raise student achievement while at the same time providing the services, supports and academic programs to all students.

The third clip was from the movie *Star Wars*. This was a scene emphasizing unlearning what was learned. The word "try" should not be in one's vocabulary. One must stop "talking" and starting "doing." Dr.

Weninger agreed with that statement. The plan he presented was a to-do list created within two months for one purpose: Raising Student Achievement.

Dr. Weninger explained that this was the time for Board of Education members to give their reactions to the plan. The community would be invited to do so at public forums. He continued that there was little about Special Education students and minority students in the plan. He noted that 20 percent of the Special Education population was in self-contained classes (programs taught by Special Education teachers in Special Education programs). Eighty percent were in the regular curriculum. Those students would be necessarily be touched by whatever changes were made.

Dr. Weninger provided a diagram showing student achievement at the center with four extensions—the groups responsible for raising student achievement—community, parents, school and students.

Dr. Weninger provided a PowerPoint presentation highlighting the various components of the plan.

The goal is to raise student academic achievement of all students and the people responsible are the Community, Parents, School, and Students.

A Systemic Approach will include being systematic, inclusive, planned, prioritized, budgeted, and assessed. Dr. Weninger stated that this plan proposes that the school make priority decisions and live within the budget.

The Communities' Responsibilities are Leadership, Support, Cooperation and Collaboration. Dr. Weninger plans to form an African American Leadership Roundtable to advise him about race in the community. He hoped that the community would provide support not only in the form of tax dollars, but by providing students with computers, and access to technology. He did not intend that each student would be provided a computer, however. Dr. Weninger will also look at the intramural program to see if that can be expanded beyond athletics, i.e., perhaps a program in the summer. Dr. Weninger asked for human resources for the freshman mentoring program.

The Parents' responsibilities include being actively Involved, Partnering, Caring, Sharing Accountability, Setting Expectations, and Resources. Caring means supporting what the school does and sharing the accountability of homework, passing classes, etc.

The School's responsibilities are providing Climate, Curriculum, Instruction, Professional Growth/Development, and Research.

Climate hurts, prevents, inhibits or excels student achievement. Having teachers in the hallways has made a difference. The PSS Teams include counselors and social workers and have made a difference in how students are thinking about their school and themselves. The rate of discipline issues is down significantly from the past. The school must have high expectations, a rigorous course of study, and access to the best programs and teachers, etc. It should provide a positive, encouraging, and motivating environment. When reading about O.P.R.F.H.S. in the media in the past, Dr. Weninger wondered how the negativity impacted the parents, students, etc. Living in a house every day that is positive, encouraging and motivating is different from living in one where there is fighting, accusations and blame. The District must create an atmosphere of belief and honesty. The District needs to be honest about what it is doing.

Curriculum standards must be set within each course by teams of teachers. The District has to assess curriculum and have the courage to change it if necessary.

The school must provide research, best practices, and instructional behaviors/strategies/assessments.

The school must provide professional growth/development which is research founded. It must look at best practices regarding training and use more frequently the peer coaching model. Much has been done for professional growth and development and the District must look at it in a larger systemic way.

O.P.R.F.H.S. is a member of the Minority Student Achievement Network (MSAN) which is now a part of the Wisconsin Center for Educational Research in Madison, Wisconsin. Dr. Weninger also wants to partner with a university within a three-hour drive radius. Dr. Weninger recently met with the group who put together the 2003 research paper and its members were more than willing to help seek out ways for professional growth and development, best practices, curriculum, etc.

Dr. Weninger has contacted two superintendents of the three or four other high schools doing things with regard to student achievement, i.e., Homewood Flossmoor, Hoffman Estates, Bloomington, and Evanston Township High School. The Bloomington middle school has been successful in raising student achievement.

Students have the responsibility to develop, strive for and reach personal goals and believe in themselves so that they learn self esteem. They must develop habits of achievement. They must take responsibility/ownership for themselves.

What are the next steps? The timeline includes discussing this at the October, November and December Instruction Committee meetings and Board of Education meetings. There will also be opportunities for the faculty/staff, DLT, BLT, and students to discuss this plan. In addition, Schoolhouse Town meetings will be scheduled in November and December. He hoped to bring the plan to Board of Education for approval in December and then from January to May, the District would set the priorities, identify the costs, set the timeline and assign responsibilities.

Dr. Weninger noted that some things listed in the plan were already in the works: articulation with 90 and 97; further development of the PSS Teams; the review and evaluation of initiatives and programs (some developed in 1990's) and determination of their effectiveness.

Dr. Weninger reported that the details were in the body of the report and opened it up for discussion and questions.

Mr. Conway asked if this plan were to raise minority student achievement or to raise all students' achievement. He felt minority student achievement was a needed area of work. Dr. Weninger responded that it was both. There were areas in which minority student achievement is specifically addressed, but it will touch other students also. Some minority students are not achieving and some are to a lesser extent. He would not identify or target one racial ethnic group to achieve. Many of the programs will address the students who are not achieving. Mr. Conway's concern was that removing race from the formula would make the plan less effective.

Mr. Conway asked what would be put in place to evaluate the programs, particularly when it comes to curriculum and instruction. How will the information get to the classroom and to the teacher so that there is a way to evaluate what happens in the classroom? Will there be measurements? Dr. Weninger responded affirmatively and that the District would use lots of data. Mr. Prale and Dr. Spight have already done some and Skyward will be used to a greater extent to collect data on student achievement. What data will be used to determine whether students are achieving? Discussion is occurring with Districts 90 and 97 about a proposal to identify a growth model assessment. What tests will show achievement in grades 6 – 12, etc. The research group that developed the 2003 Report has indicated that it is interested in assisting. An assessment research arm must develop what are those assessments and research.

Is the school willing to admit that students are not reading at the grade level to achieve that success? Reading deficiencies must be acknowledged. Discussion must occur with the feeder schools. Dr.

Weninger is working on an articulation model for Districts 90 and 97 in which the principals, superintendents, teachers are involved regarding English, math, language arts, and science.

Mr. Conway commented that the District must go where the parents are, and not between the hours of 8 to 3. Unless faculty and staff are willing to go beyond the normal call of duty, the District will fail. The District needs to reach out to the parents. What worked for him, as an African-American male, were strong African-American male mentors, caring adults who went beyond the call of duty, and persons who were willing to pull and support students. The District is the parent in place of the parent. Students need someone in this building to take the place of their parents. There must be a connection between the adult and child that can make the difference. Many of the District's white teachers need diversity training. An application indicates that a teacher has graduated in a certain field, but it does not indicate whether he/she has the experience to deal with students at O.P.R.F.H.S. They need to get the training to do that. Dr. Weninger concurred. The plan contains a proposal to have a parent outreach as Mr. Conway described. To be successful, students need significant adults in their lives who are pushing and pulling. If there were one thing that was not academic about student achievement it is about relationships with teachers, administrators, custodians, paraprofessionals, sponsors, and students.

Dr. Lee read the following statement:

“(Note: This reaction was written in response to the written plan which was received by members of the school board on the evening of Monday, Oct. 22. The verbal presentation on Thursday, Oct. 25, included emphases on the achievement gap which did not appear in the original written document.)

“My reaction to the plan submitted by Dr. Weninger will very likely sound illogical, inconsistent, and contradictory. Since I feel that it is none of the above, I request your very close attention. Since what I am about to say is an expression of my own opinion, it is NOT being offered at this time as an object of debate or argument, and I therefore request of the chair that I not be interrupted for questions or responses. I am asking for permission to say what I have to say all at once, rather than interspersed between audience reactions.

“I believe that Dr. Weninger has done a very good job of doing what he proposed to do in August, and he has done a very good job in offering a starting framework for doing what the Board of Education contracted with him to do (and I say this after looking very carefully at the specific wording of the contract that he and the Board executed.)

“At the same time, I am very disappointed with the content and focus of the plan itself. The plan offers a rich smorgasbord of some of the most popular ideas that American education has developed over the past twenty five years. Yet, it does not focus squarely on the set of problems that many of us have assumed that we have to address: the gap in academic achievement between African American students and white students. This proposal is analogous to taking a population of well-fed carnivores and omnivores, plus a minority of starving herbivores, and serving them large quantities of thirty-five or forty different kinds of meat. The average weight gain of the population would certainly increase, and the majority of meat-eaters would claim that it was a wonderful diet.

“I think I understand the aversion that the superintendent has to the references to the “gap”, and the emotional baggage that the term carries with it. While the terminology itself may give discomfort to blacks and whites alike, avoidance of the term can lead to much worse—overlooking the facts of life that made the issue so emotionally charged in the first place.

“There are many people here tonight who believe that our school board has stated that seeking closure of the achievement gap is its highest priority. I quote from the latest edition of the Wednesday Journal: “The school board has made student achievement and eliminating the achievement gap between black and white students at OPRF its number one goal.” The people who assume that “closing the gap” is the school board’s highest priority would expect that the plan for doing so would involve a careful assessment of the most serious causes of it that are under the school’s influence or control, and development of a sharply focused plan to deal with the most serious factors. It would be a plan to “get the maximum bang for the buck”. It would not be a plan that uses enormous resources spread over a myriad of programs and initiatives.

“So we really have to ask the question: Has the current school board actually set closing the achievement gap at the top of its list of priorities? I am not aware of any such action. Should the school board do this? I believe that it should. The current superintendent’s contract indicates no priorities. It does state that one goal, among several others, is to “Improve academic achievement across the entire student population, and with particular emphasis on improving the achievement of minority and special education students.” While this goal is listed first, there is no indication that it has any higher priority than any other goal. More to the point, there is no mention of a disparity in the achievement levels of black and white students, and certainly no statement to the effect that it wants the superintendent to do anything about it.

“In any event, both the school administration as well as the public has a right to know exactly what the priorities of the school board really are. Their unequivocal and clearly stated priorities would set a tone and create a framework of educational policy direction that would profoundly influence the way in which the starting framework that has been placed before us, is actually developed over the next several months.

“The school administration and the public also have a right to know what the current school board’s educational policy is with respect to the teaching of specific reading skills to those students who have a need for such specific skill improvements. For at least the last forty years, this school district has had a *de facto* policy of not providing for such instruction, except in the special education program and for an almost negligible handful of students whose parents have vigorously requested it. Does the current school board also support that policy of almost refusing to teach reading to all of the students who need it? It seems likely to me that we are now ready to re-think such a policy.

“It is the obligation of the school board to make its policies clear to the superintendent and to the public before we invest an enormous amount of resources based on possibly incorrect assumptions.

“If the school board chooses to set policy in the way in which I am advocating, it is my observation that we already have on board a superintendent who is well equipped to lead us in these new policy directions. It is also my sense that he would likely be willing to exercise leadership in these new directions if he were specifically asked to do so. However, it would certainly not be reasonable to expect him to do this without first being asked to do so by the school board.”

Ms. Fisher appreciated that this was the initial presentation of the plan and she recognized that the PowerPoint was broad strokes, more of an outline than the plan. She looked forward to the discussion of those points and to consideration of the more specific initiatives thoughtfully put together. Her question was about articulation with Districts 90 and 97 regarding a single tracking system for elementary and high school students and tracking meaningfully. That is critical and needs to happen as soon as possible. She asked if the timeline piece been initiated in those discussions with Dr. Collins and Dr. Bonnette. Dr. Weninger referred to the articulation model proposed to both superintendents attached to the plan. A tool needs to be identified that will allow us to determine who is and who is not achieving. Ms. Fisher asked if there were buy-in from Districts 90 and 97. Mr. Prale responded that there was buy-in and reported on the steps presently being taken. He continued that it was difficult to find a single testing instrument because sixth graders and 11th graders cannot be tested with the same test. A ladder

assessment is necessary. ISAT and ACT do not articulate well together, but that is what the state uses.

Mr. Allen appreciated the fact that so many committees and groups had been involved and would be involved in the future. Dr. Weninger noted that a part of plan would be to establish costs, timelines and responsibilities between now and December. In another four or five months, a more in-depth model could be presented.

Mr. Allen felt Dr. Weninger had done an admirable job on this plan. As another African-American, he wanted people to know that he had succeeded because of the sheer force and will of his parents. No one knows what will have a positive effect on students. It may be that career goals work well for some but not for others. He felt the plan was good because it involved concrete goals for all elements of the community. There is no place in life where one is not responsible for themselves—not in one's career, not in one's religion, not in economics, etc. What happens to someone depends upon his/her decisions and processes. The students must be involved.

Ms. Patchak-Layman stated that as she looked at this plan, she thought it good for those students who would graduate in 2012. She was worried, however, about the students currently in school. The seniors will graduate in six months and some of them have not met the standards. Nothing in this plan addressed the juniors not taking the PSAT test prep class. She wanted a plan that would address what could be done immediately. There were lots of suggestions that did not have a vetting between groups who are concerned, those who could have provided information, possible solutions prior to unveiling the plan. She had hundreds of questions about the specific details of the plan but this was not the time and place to go into each and every one of them.

She noted her concern about the tenor of the plan as is it was built on deficit places rather than talking about strengths. There were many statements that were judgmental and found to be offensive to parents as part of the school, i.e., "students who are motivated and ready and then there are other students." Dr. Weninger had imposed his own values on what they should be doing instead of supporting depth. She felt it would have been helpful to have a definition of raising student achievement. What is the goal being sought and what is the problem? What was happening with college prep classes? That is a change that should be made second semester. Freshman parents are told that college prep classes get their students ready for college. The District has a responsibility that the students who graduate do not have to take remedial college classes. How does the District compensate those families, because it did not do the job?

It is a time to do things, not to talk about it. Seniors should immediately be offered assistance to have a good step to college and step it up with the juniors. There is no less urgency in making that turnaround. This plan suggests that all of the things will happen in the future. When one puts the visuals together and adds things up, this plan is for the longer term. There needs to be a second set of plans. She suggested that the community would be able to provide input on contracting out for the students who are here at this time. The defining of what excellence is for the institution and the students needs to be a Board of Education-led discussion. She was concerned about the number of committees appointed and selected by the superintendent. She felt the Board of Education needs to take the lead on this, set the policy, work with the community to bring forth its ideas and work with administration and staff. She was concerned about keeping the process open. She looked forward to having additional discussions with the community, staff and students in hours outside of school hours and she hoped for something that could make changes second semester.

Dr. Millard noted that she was overwhelmed by this, as she had just received it. There was much to digest. She noted excitement about some things and she was unsure about others. The District needs to set priorities and make choices and she was interested in seeing other people's reaction to the plan and how priorities would be set. Is there something for everyone? The appeal is for those students not achieving to his/her potential, but she suggested that maybe every student is not achieving at his/her potential. There is no limitation; it is a matter of dreaming and dreaming even bigger. Everyone must be on board for this plan to work. She wanted the District to be more creative. The District must know who is coming to the high school, what is being done while the student is here, and what is going on with the students beyond high school. The District needs to keep track of the students after they graduate. The District needs objective tools to make assessments. She wanted something for now and for the long term. She felt the plan was a recipe for long-term achievement, but she realized that there was no silver bullet. What can the Board of Education do to get everyone on board? That may be the biggest obstacle to saying all of this will work. She was eager to have the public's input.

Dr. Weninger originally looked at the superintendent's contract when developing this plan after a question was raised at the August Instruction Committee meeting about what the school was going to do to address minority student achievement. He understands that the plan appears as a menu/recipe. In two months, he and others put together an elegant framework and to address some of the issues that impact student achievement which may have been narrow or anemic. He felt the plan did so, although may not explicitly address minority student

achievement. A list could have been included in the presentation but because of time, it was not.

Dr. Lee agreed that the District has to identify the causes. It was important for him to read 8 to 10 research studies on student achievement. Ms. Patchak-Layman stated that the community needs to define the benchmarks and the goals as to what student achievement is and what does that look like at O.P.R.F.H.S.

Dr. Weninger concluded that a few people on the staff and in the community know him quite well. He would never use any word that would be disrespectful, demean or denigrate anyone in any way, especially when it related to the achievement of minority students. He has had open conversations about race and what the inhibitors are regarding race. If there were a single word in the document that caused any one discomfort, he publicly apologized.

It was noted that the first community forum would be held on November 13 at 7:30 p.m. at the Buzz Café – 7:30 p.m. Another Town hall meeting will be scheduled in December.

Dr. Lee felt that coming up with a plan by December made no sense. He did not think anyone had the capability of coming up with an adequate plan within the next six weeks. What can be done is to come up with a plan to make a plan. He believed it was expecting too much to have a finished plan by December. Dr. Weninger noted that he had responded to the pressure the administration felt in August to come up with a plan, even sooner than tonight. The December timeline is a continued effort to respond to that pressure. While more need to be done, things are already occurring. He was concerned about delaying any further.

Ms. Patchak-Layman stated that some of the things currently being done have not had much direct effect on the juniors and seniors. There is urgency for the seniors. What opportunities will help them in their last six months here? It is like someone who is sick and needs medication. There is the same urgency for juniors. The District needs to be able to offer them something. In the medical system, there are three levels of care, i.e., 1) a triage system, 2) primary care, and 3) secondary care. There is a group of students in the school that the District needs to be targeted to help change the tide. Mr. Prale stated that Ms. Patchak-Layman statements implied that nothing was being done to help these students. The implication that the College Prep students do not exceed is not true. The regular education program has to do better and the District is working with the Division Heads on that at this time. The District continues to be assertive. Half of the students in the College Prep Program are successful. Juniors and seniors do have an articulation program with Triton that more students could access and the District is

encouraging Counselors to do more with these dual courses. The District continues to apply a specific credit recovery program, SOLO. It is an alternative school within the school day for originally only 10 to 12 students. It has now grown to 20 students (15 juniors and seniors) and the District needs to discuss committing more resources to it. Students are provided with a different learning environment to keep them involved, allow them to earn credit, and increase their skills and knowledge. He agreed that there was a need to do more, but the District has current programs here with which to work. Are more teachers needed for the SOLO Program? Perhaps.

Mr. Conway noted that the District and the Board of Education would continue to work on these items every day.

Consent Items

Dr. Millard moved to approve the consent items as follows:

- The open minutes of September 20, 27, and October 16, 2007 and the closed session minutes of September 20, 27, and October 16, 2007, and a declaration that the audiotapes of March 2006 be destroyed;
- Personal recommendations;
- Resolution Ratifying and Confirming Execution of certain vouchers and payment of certain bills and expenses, fund transfers and list of bills for October 2007 (attached to and made part of the minutes of this meeting);
- Resolution Authorizing Execution of Certain Vouchers for the Month of November 2007 (attached to and made a part of the minutes of this meeting);
- Check Disbursements dated October 25, 2007 (attached to and made a part of the minutes of this meeting);
- School Illinois Grant

seconded by Mr. Allen. Discussion ensued.

Ms. Patchak-Layman learned that the review of the library would be scheduled for the spring and how the money received would be used would be decided by the staff, either for materials or staff development. The District will receive \$.75 per student.

A roll call vote resulted in six ayes. Motion carried. Mr. Rigas was absent from this vote.

**Policy 5114-1
Amendment**

Dr. Lee moved to amend Policy 5114-1, Suspension and Expulsion for Students with Disabilities; seconded by Dr. Millard. A roll call vote resulted in five yeas and one nay. Motion carried. Ms. Patchak-Layman voted nay and Mr. Rigas was absent from this vote.

Ms. Patchak-Layman could not support Policy 5114-1 because the policy did not set the guidance for procedures. She believed students given out-of-school suspensions should be able to continue their education within two days of being assigned that consequence.

**Policy 5114-2
Amendment**

Dr. Lee moved to amend Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students; seconded by Dr. Millard. A roll call vote resulted in five Yeas and one Nay. Motion carried. Ms. Patchak-Layman voted nay and Mr. Rigas was absent from this vote.

Ms. Patchak-Layman believed that the policy would better serve the district if it stated that an adult would always be present and that the parents would be notified. Mr. Edgecombe responded that the procedures adopted by Special Education include the concerns that Ms. Patchak-Layman expressed. Ms. Patchak-Layman made a general comment that policy trumps procedures as to what the District wants and procedures should not be relied on to carry that forward.

**Approval of
Policy 5200**

Dr. Lee moved to approve Policy 5200, School Choice, as presented; seconded by Dr. Millard. A roll call vote resulted in six Ayes. Motion carried. Mr. Rigas was absent from this vote.

**Approval of the
Meaning of the
Seal, for First
Reading**

Dr. Lee moved to approve the Meaning of the Seal, for First Reading, seconded by Dr. Millard. A roll call vote resulted in six ayes. Motion carried. Mr. Rigas was absent from this vote.

**Approval of Policy
12 for First Reading**

Dr. Lee moved to approve Policy 12, American Flag, for First Reading; seconded by Dr. Millard. A roll call vote resulted in six ayes. Motion carried. Mr. Rigas was absent from this vote.

**Approval of Policy
103 for First Reading**

Dr. Lee moved to approve Policy 103, Philosophy of Discipline, for First Reading; seconded by Dr. Millard. A roll call vote resulted in six ayes. Motion carried. Mr. Rigas was absent from this vote.

**Approval of Policy
104-1, for First
Reading**

Dr. Lee moved to approve Policy 104-1, Change of Grade, for First Reading; seconded by Dr. Millard. A roll call vote resulted in six ayes. Motion carried. Mr. Rigas was absent from this vote.

**Presentation of
Aid to Needy**

Ms. Witham reported that the recommendations for financial assistance for books and required supplies for needy students are processed

Children Report

through the Business Office. The requests for free and reduced lunches Originated by parent applications. The Food Service Department processes the Free and Reduced Lunch Program applications. All approved applications must meet government guidelines. The reimbursement received from the State and Federal Governments helps to defray the cost for the total lunch program. Ms. Witham provided the following statistics:

I. Free and Reduced Cost Lunch Program

A. Free Lunch Program

2006-07	350	Students participated
2005-06	345	Students participated
2004-05	299	Students participated

B. Reduced Cost Lunch Program

2006-07	100	Students participated
2005-06	67	Students participated
2004-05	60	Students participated
2003-04	70	Students participated

II. Deferred Payments

Students and their parents request a deferred payment for books, supplies and fees. This is available to all families upon request.

2006-07	595 Recommended	
	Balance Outstanding as of 6/30/07	\$24,317.30
2005-06	52 Recommended	
	Balance Outstanding as of 6/30/06	\$ 9,057.60
2004-05	461 Recommended	
	Balance Outstanding as of 6/30/05	\$10,129.69

Students do not bring books and then owe money.

NOTE: Families are sent an invoice each month.

III. School Loans

Books and required supplies are paid for by Oak Park and River Forest High School for needy students using the same State guidelines provided for the Free and Reduced Lunch Program. A fund transfer pays costs, from the Education Fund. These books and required supplies are distributed on an equal basis. Students are instructed to return their loaned books to the bookstore at the termination of the course.

2006-07	410 Approved applications	
	Balance Outstanding as of 6/30/07	\$18,404.85
2005-06	354 Approved applications	
	Balance Outstanding as of 6/30/06	\$17,651.37
2004-06	34 Approved applications	
	Balance Outstanding as of 6/30/05	\$10,461.60

Ms. Witham responded to Mr. Conway's inquiry about the meal program with District 97 saying that it was going well and that compliments had been received. Dr. Millard asked if there were a way to recoup the outstanding balances. Ms. Witham reported that when students return with outstanding, deferred payments, the District tries to collect by giving the students an opportunity to defer the total amount. The District is being

more successful in collecting money with the installment plan. Once students graduate or leave the District, success in collecting the balances is limited.

Presentation of Preliminary Levy

Ms. Witham presented the Preliminary Levy noting that it must be placed on display no less than 20 days in advance of adoption. The Board of Education will adopt the 2007 Levy at its regularly scheduled Board meeting on December 20, 2007. A Public Hearing meeting will be held at the regularly scheduled Board Meeting on December 20, 2007.

For the 2007 Levy the CPI used is 2.5% and EAV for new property is estimated at \$20,000,000 plus \$20,345,170 in TIF carveouts. The estimate of the 2007 aggregate tax Levy is 104.56 percent of the Preliminary 2006 Levy.

Fund	Preliminary 2006 Levy	Preliminary 2007 Levy
Education	\$ 43,075,463	\$ 44,612,278
Liability Insurance	1,113,616	1,141,456
Special Education	406,372	476,232
O&M	5,009,319	5,067,320
Transp.	810,790	831,060
IMRF	998,347	1,023,306
SS	998,347	1,023,306
Working Cash	310,640	997,029
Life Safety	1,015,930	1,024,058
Total	\$ 53,738,824	\$ 56,196,045
Bond & Interest	\$3,006,954	\$3,008,516
TOTAL LEVY	\$ 56,745,778	\$ 59,204,561

The following is the Timeline for the Levy

October 16	Finance Meeting	Estimated Levy
October 25	BOE Meeting	Estimated Levy
November 6	Finance Meeting	Estimated Levy
December 20	BOE Meeting	Truth in Taxation Hearing
December 20	BOE Meeting	Levy Adoption

Ms. Witham had a PowerPoint presentation in the Board of Education's packet on levy terms. She noted that the average increase to a homeowners' bill would be 2.5%.

Ms. Fisher asked Ms. Patchak-Layman to expand upon how she envisioned the District would contract out for additional services. Ms. Patchak-Layman responded through a re-shifting of the present dollars.

**2007-08 Certified
Staff Seniority
List Profile**

Mr. Edgecombe provided the Certified Staff Profile Report based on October 1, 2007 data. He stated that the Fulltime equivalent (FTE) designation on certified Staff Profile Report represents the contractual service for employees who are members of the teaching faculty. As a result, the FTE statistic includes all certified teachers, supervisors, coordinators, guidance counselors, deans of discipline and the portion of Division Heads responsibilities devoted to classroom teaching.

There were 235 certified FTE at the end of the 2006-07 school year. As of October 1 of the current school year, the District's FTE for certified staff is 230.2. The decrease in FTE results from the Division Head for Guidance, the Coordinator for Student Health and Safety and the Division Head for Information Systems becoming the Assistant Principal for Guidance, the Assistant Principal for Student Health and Safety and the Principal, respectively. The remaining decrease in numbers is due to a reduction in English, History, Mathematics, Music, Physical Education and World Languages. resulting in 4.8 reduction in certified staff.

Ms. Patchak-Layman asked if it appeared that there were more minority teachers now. Mr. Edgecombe responded negatively and noted that it continues to be an issue. Dr. Weninger noted that this was one of the District goals on which the superintendent will start working.

**Presentation of
Educational
Support
Personnel Profile**

Mr. Edgecombe presented the data that was based on the records as of October 1, 2007. The changes are in the following areas:

Buildings and Groups (+1)
Food Service (-1)
Classified (+1)
 Teacher Assistants (+1)
 308 Secretary moved to secretary for the Assistant Principal for Student Health and Safety
Non-Affiliated (-2)
 Decrease of two Technology technicians
Security (0)

**EAP Contract
Renewal**

Dr. Lee moved to renew the EAP Contract for FY '08 with Workplace Solutions; seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

The annual estimated cost of this recommendation is \$8,500.00.

**Probationary
Teachers by
Division**

Mr. Edgecombe provided a list of faculty members holding probationary status during the 2007-08 school year (attached to and made a part of the minutes of this meeting). There are 81 non-tenured teachers or 35 percent. Ten are first year teachers, 23 are second year teachers, 19 are third year teachers and 14 are part time teachers.

Ms. Patchak-Layman commented that Ms. Quane was listed as part time, but had a full load. Ms. Patchak-Layman was informed that Ms. Quane has five classes first semester but only four classes second semester and thus does not qualify as a full-time teacher.

Dr. Millard learned that teachers need four consecutive years of full-time service in order to attain tenure.

Ms. Patchak-Layman asked if the number of mentors had been increased in the last four years. The response was yes. Each non-tenured teacher has a mentor from his/her division. The mentors of instruction are the division heads.

Non Agenda Items Dr. Lee recommended awarding \$15,000 to the Collaboration for Early Childhood Care and Education, in addition to the \$15,000 it provides annually, as a one time payment. The timing would be contingent upon the Village providing the additional \$35,000. The Village will vote on its final budget at the end of December. It was the consensus of the Board of Education to bring this suggestion to the Finance Committee meeting in November for further discussion. Ms. Witham stated that the District has a legal opinion that presently taxing bodies are not to make donations to other entities. The present agreement with the Collaboration is that it provides services and the District has an Intergovernmental Agreement for services it provides to the District. Ms. Patchak-Layman asked for the background on CDBG money vs. coming out of its general budget. Dr. Lee needed more information to answer that question. Ms. Patchak-Layman stated that being able to look at the continuum of services is important to do, but the District needs more information.

Ms. Fisher will continue to be the Alumni Association liaison.

Visitor Comments Becca Bloch, student, current editor of the *Trapeze* and resident of 325 N. East Avenue, Oak Park, addressed the Board of Education.

Ms. Bloch noted that she while she had attended the Board of Education meeting as a representative of *Trapeze*; she was speaking as a student, a senior student with only six more months at the high school. She noted that she really loves the high school and it has been the best four years of her academic career. She urged the Board of Education to include students when working on this plan. She objected to Ms. Patchak-Layman referral of students as sick people in a hospital. She referred to Mr. Allen's statement that everything one does one is responsible for and the answers students give might be surprising. When students are asked what motivates them to exceed, the answers would be different for every student. She encouraged roundtable discussions. Even asking the questions would be motivation for the students.

Dr. Millard asked her how easy would it be to engage students who are not achieving, who are truant, etc. The reply was that the majority of them would not engage. But the highest achievers could be in the remedial classes. By just asking someone would be showing him/her that someone was interested in them and it could empower them. If Board of Education tries to engage students and creates a dialogue between administrators and students, it will make a difference. She knew that people cared about her opinions, because they asked her what she thought. It changes the climate.

Ms. Patchak-Layman apologized for her poorly phrased analogy about medical care.

Closed Session

At 10:45 p.m., on Thursday, October 25, 2007, Dr. Millard moved to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Student disciplinary cases 5 ILCS 120/2(c)(10); The placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11); Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11); and to adjourn to the Board Room; seconded by Mr. Allen.

Ms. Patchak-Layman noted that she did not feel she had a conflict of interest on any of the closed session agenda items.

A roll call vote resulted in all ayes. Motion carried.

At 12:14 a.m. on Friday, October 26, 2007, the Board of Education reconvened its open session.

Student Discipline

Mr. Allen moved to expel student, EXP 10/25/07-02 as of October 25, 2007, for the remainder of the 2007-08 school year through summer school 2008 with services as determined by the Special Education Division and to be eligible to return to campus for Fall 2008; seconded by Dr. Lee. A roll call vote resulted in six ayes. Motion carried. Ms. Fisher abstained.

Adjournment

At 12:25 a.m. on Friday, October 26, 2007, Mr. Allen moved to

adjourn the Board of Education meeting; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

John P. Rigas
Secretary

By: Gail Kalmerton
Clerk of the Boar

November 6, 2007

A special meeting of the Board of Education of the Oak Park and River Forest High School was held on Tuesday, November 6, 2007, in the Board Room of the high school.

Call to Order

President Conway called the meeting to order at 9:38 a.m. A roll call indicated the following members were present: John C. Allen, Jacques A. Conway, Valerie J. Fisher; Dr. Ralph H. Lee, Sharon Patchak-Layman, and John Rigas. Also present were Dr. Attila J. Weninger, Superintendent; Cheryl Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education.

Visitors

Attorney Paul Keller of Ancel Glink and Kay Foran, O.P.R.F.H.S. Coordinator of Communications and Community Relations.

**Approval of
Check
Distributions
Dated November
6, 2007**

Mr. Rigas moved to approve the check distributions dated November 6, 2007 (attached to and made a part of the minutes of this meeting); seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Closed Session

At 9:50 a.m. on Tuesday, November 6, 2007, Dr. Lee moved to enter closed session for the purpose of discussing Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11) and the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; and Student disciplinary cases 5 ILCS 120/2(c)(10) seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

The Board of Education resumed its open session at 10:58 a.m.

**Township
Treasurer's
Office**

Mr. Rigas moved to approve in principle the Cicero Township Treasurer's Office settlement/consent agreement and authorize O.P.R.F.H.S.'s Superintendent, Chief Financial Officer, and legal counsel to act on behalf of District 200 in order to arrive at a final determination of revenues, expenditures and costs of the Township

Treasurer's Office litigation; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Adjournment

At 11:02 a.m. on Tuesday, November 6, 2007, Ms. Fisher moved to adjourn the Special Board Meeting; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

John P. Rigas
Secretary

By: Gail Kalmerton
Clerk of the Board

November 15, 2007

TO: Superintendent
FROM: Chief Financial Officer
SUBJECT: Monthly Financial Consent Items

It is a requirement that the Board of Education accepts and approves certain monthly financial reports and check disbursements.

ACTION

MOTION: To approve the financial reports as presented.

ROLL CALL VOTE

AGENDA ITEM VII. B.

**RESOLUTION AUTHORIZING EXECUTION OF CERTAIN VOUCHERS
FOR THE MONTH OF DECEMBER 2007**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200, Cook County, Illinois as follows:

Section 1: That this Board of Education has approved and does hereby approve the voucher used by its Township School Treasurer, all pursuant to the powers granted under the Illinois School Code.

Section 2: That the President and Secretary of this Board of Education be and are hereby authorized to execute and sign on behalf of this Board of Education vouchers with all required information for the following expenditures during the Month of DECEMBER, 2007:

- a) Payroll for the employees of this District not to exceed \$3,000,000 for said month.
- b) Contractual fringe benefits for the employees of this District not to exceed \$350,000 for said month.

Provided however, that all such vouchers to be signed by the President and Secretary of the Board of Education shall be approved as accurate and due and owing by the Chief Financial Officer (or other designated officer) prior to the signing of such vouchers.

Further provided, however, that all such vouchers shall contain information as required by law in order that the Township School Treasurer can make the appropriate disbursements and entries into his records.

Section 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 15TH OF NOVEMBER, 2007.

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers from the Student Activity Accounts for November 15, 2007 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this November 15, 2007

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers for this date of November 15, 2007 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 15th day of November, 2007

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers from the Imprest Account for November 15th, 2007 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 15th day of November, 2007

President of the Board of Education

Secretary of the Board of Education

		CHECK		INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION	
131175	MASTERCARD CORPORATE	11/15/2007	1,917.18	OCTOBER CC	PAYMENT-WENINGER
131175	MASTERCARD CORPORATE	11/15/2007	8,583.50	OCTOBER CC	PAYMENT-ZUMMILLION
131175	MASTERCARD CORPORATE	11/15/2007	326.65	OCTOBER CC	PAYMENT-STELZER
131175	MASTERCARD CORPORATE	11/15/2007	1,016.44	OCTOBER CC	PAYMENT-HALLISSEY
131175	MASTERCARD CORPORATE	11/15/2007	399.96	OCTOBER CC	PAYMENT-BOULWARE
131175	MASTERCARD CORPORATE	11/15/2007	170.17	OCTOBER CC	PAYMENT-PRALE
131175	MASTERCARD CORPORATE	11/15/2007	712.11	OCTOBER CC	PAYMENT-CHARETTE
					BASSIRIRAD
131175	MASTERCARD CORPORATE	11/15/2007	200.10	OCTOBER CC	PAYMENT-EDGEcombe
131175	MASTERCARD CORPORATE	11/15/2007	541.50	OCTOBER CC	
					PAYMENT-HILL-WITHAM
131175	MASTERCARD CORPORATE	11/15/2007	1,291.77	OCTOBER CC	
					PAYMENT-HILL-LANENGA
131175	MASTERCARD CORPORATE	11/15/2007	297.71	OCTOBER CC	PAYMENT-HALSTEAD
131175	MASTERCARD CORPORATE	11/15/2007	51.42	OCTOBER CC	PAYMENT-HILL
131176	MASTERCARD CORPORATE	11/08/2007	17,345.63	OCTOBER CC	PAYMENT-VOGEL
131177	AJAX UNIFORM RENTAL	11/15/2007	486.05	FOODSERVICE	OCT 2007
131178	ALPHA BAKING CO	11/15/2007	5,504.63	FOODSERVICE	OCT 2007
131179	BECKER DAIRY	11/15/2007	3,371.41	FOODSERVICE	OCT 2007
131180	CENTRAL CONTINENTAL	11/15/2007	4,079.50	FOODSERVICE	OCT 2007
131181	COCA COLA BOTTLING C	11/15/2007	16,905.84	FOODSERVICE	OCT 2007
131182	COZZINI BROTHERS INC	11/15/2007	57.00	FOODSERVICE	OCT 2007
131183	DI NICO'S PIZZA	11/15/2007	1,871.75	FOODSERVICE	OCT 2007
131184	DOMINO'S PIZZA	11/15/2007	1,702.50	FOODSERVICE	OCT 2007
131185	DOT IT	11/15/2007	209.44	FOODSERVICE	OCT 2007
131186	FOX RIVER FOODS, INC	11/15/2007	82,485.47	FOODSERVICE	OCT 2007
131187	GEPPETTO'S	11/15/2007	2,781.00	FOODSERVICE	OCT 2007
131188	GREAT AMERICAN BAGEL	11/15/2007	1,290.20	FOODSERVICE	OCT 2007
131189	GUSSY'S SLUSHIES	11/15/2007	447.00	FOODSERVICE	OCT 2007
131190	INTEAM	11/15/2007	150.00	FOODSERVICE	OCT 2007
131191	KAY'S BAKERIES, LTD.	11/15/2007	111.20	FOODSERVICE	OCT 2007
131192	LANTER DISTRIBUTING	11/15/2007	1,022.80	FOODSERVICE	OCT 2007
131193	MCKEE FOODS CORPORAT	11/15/2007	273.60	FOODSERVICE	
131194	NAKED JUICE	11/15/2007	2,822.40	FOODSERVICE	OCT 2007
131195	NEXTIME	11/15/2007	42.00	FOODSERVICE	OCT 2007
131196	NICHOLS FARM AND ORC	11/15/2007	735.00	FOODSERVICE	OCT 2007
131197	PARTY LINENS	11/15/2007	197.60	FOODSERVICE	OCT 2007
131198	SUBWAY	11/15/2007	3,229.20	FOODSERVICE	OCT 2007
131199	TABLE MATE PRODUCTS,	11/15/2007	417.15	FOODSERVICE	OCT 2007
131200	TROPICS FOZEN BEVERA	11/15/2007	263.00	FOODSERVICE	OCT 2007
131201	US FOODSERVICE	11/15/2007	630.51	FOODSERVICE	OCT 2007
131202	VISTAR OF ILLINOIS	11/15/2007	12,283.05	FOODSERVICE	OCT 2007
131203	ABC SCHOOL SUPPLY	11/15/2007	384.69	READING NOOK	
131203	ABC SCHOOL SUPPLY	11/15/2007	54.09	CUSHION	
131204	ACACIA ACADEMY	11/15/2007	3,968.72	TUITION	
131204	ACACIA ACADEMY	11/15/2007	1,964.22	TUITION	
131204	ACACIA ACADEMY	11/15/2007	1,964.22	TUITION	
131204	ACACIA ACADEMY	11/15/2007	1,964.22	TUITION	
131205	ACT FINANCE	11/15/2007	65.00	ACT COUNCIL CONFERENCE	
					REGISTRATION
131206	AMALGAMATED BANK OF	11/15/2007	2,265,000.00	PRINCIPAL AND INTEREST	
					PAYMENT FOR 1998 CAB BOND
					ISSUE
131207	AQUA PURE ENTERPRISE	11/15/2007	129.31	SWIMMING FLLOS	
131208	BLICK ART MATERIALS	11/15/2007	147.94	ART SUPPLIES	
131209	BLUE CAB	11/15/2007	750.00	TRANSPORTATION	

		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
131209	BLUE CAB	11/15/2007	62.00	TRANSPORTATION
131210	BOSS ONLINE, INC.	11/15/2007	0.00	
131211	BOSS ONLINE, INC.	11/15/2007	48.99	SUPPLIES
131211	BOSS ONLINE, INC.	11/15/2007	-48.99	SUPPLIES
131211	BOSS ONLINE, INC.	11/15/2007	392.45	SUPPLIES
131211	BOSS ONLINE, INC.	11/15/2007	112.99	EQUIPMENT
131211	BOSS ONLINE, INC.	11/15/2007	74.99	SUPPLIES
131211	BOSS ONLINE, INC.	11/15/2007	19.99	DOCUMENT FRAME
131211	BOSS ONLINE, INC.	11/15/2007	1,060.00	SUPPLIES
131211	BOSS ONLINE, INC.	11/15/2007	158.75	SUPPLIES
131212	CAMELOT SCHOOLS, LLC	11/15/2007	3,852.00	TUITION FOR THE MONTH OF AUG
131212	CAMELOT SCHOOLS, LLC	11/15/2007	1,927.58	TUITION FOR THE MONTH OF JUNE
131212	CAMELOT SCHOOLS, LLC	11/15/2007	4,818.90	TUITION FOR THE MONTH OF JUNE
131212	CAMELOT SCHOOLS, LLC	11/15/2007	3,852.00	TUITION FOR THE MONTH OF JUNE
131212	CAMELOT SCHOOLS, LLC	11/15/2007	4,108.80	TUTION FOR THE MONTH OF AUG
131212	CAMELOT SCHOOLS, LLC	11/15/2007	3,852.00	TUITION FOR THE MONTH OF JUNE
			6/16-30	
131213	CARLSEN'S ELEVATOR S	11/15/2007	345.00	MONTHLY MAINTENANCE
131214	CENTER FOR PSYCHOLOG	11/15/2007	825.00	SCREENING MEETING
131214	CENTER FOR PSYCHOLOG	11/15/2007	2,875.00	SCREENING MEETING
131215	CESARZ, PAUL	11/15/2007	500.00	DESIGN AND UPKEEP OF WEBSITE
131216	COLE TAYLOR BANK	11/15/2007	0.00	
131217	COLE TAYLOR BANK	11/15/2007	600.00	PAYING AGENT FEE FOR SERIES
			2003A DEBT CERTIFICATES	
			-\$200.00	PAYING AGENT FEE FOR
			SERIES 2003B BONDS -\$200.00	
			PAYING AGENT FEE FOR SERIES	
			2004 DEBT DERTIFICATES -	
			\$200.00	
131217	COLE TAYLOR BANK	11/15/2007	130,933.75	PRINCIPAL AND INTEREST
				PAYMENT FOR DEBT CERTIFICATE
				ISSUE SERIES 2004
131217	COLE TAYLOR BANK	11/15/2007	442,193.75	PRINCIPAL AND INTEREST
				PAYMENT FOR GO BOND, SERIES
				2003B
131217	COLE TAYLOR BANK	11/15/2007	336,585.00	PRINCIPAL AND INTEREST
				PAYMENT FOR DEBT
				CERTIFICATES, SERIES 2003A
131217	COLE TAYLOR BANK	11/15/2007	84,688.75	PRINCIPALAND INTEREST PAYMENT
				FOR 2005 BOND ISSUE
131218	COLLINS, MARGARET	11/15/2007	12.00	RENEWL OF BUS DRIVER PERMIT
131219	CONDNE, JOHN	11/15/2007	50.24	WEBSITE DOMAIN AND HOSTING
131220	COVE SCHOOL	11/15/2007	16,285.50	TUITION
131220	COVE SCHOOL	11/15/2007	3,619.00	TUITION
131221	DELTA DENTAL PLAN OF	11/15/2007	32,968.97	DELTA DENTAL RECON BILL FOR
				10/01 - 31/07
131222	DISCOUNT SCHOOL SUPP	11/15/2007	532.26	SUPPLIES
131222	DISCOUNT SCHOOL SUPP	11/15/2007	23.68	SUPPLIES
131223	DIVERDE, MARCI	11/15/2007	110.00	REIMBURSEMENT FOR WORKSHOP
131224	ELENS & MAICHIN ROOF	11/15/2007	1,187.50	REPLACE SHINGLES
131225	ELIM CHRISTIAN SERVI	11/15/2007	4,790.66	TUITION FOR THE MONTH OF
				SEPT
131226	ELMHURST MEMORIAL HO	11/15/2007	225.00	TUITION
131227	FAMILY SERVICE & MEN	11/15/2007	5,558.80	DRUG & SAFE SCHOOL CONUNSELOR
131227	FAMILY SERVICE & MEN	11/15/2007	5,558.80	RESOURCE MANAGER
131228	FEDERAL EXPRESS CORP	11/15/2007	24.40	SHIPPING CHARGES

		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
131229	GIANT STEPS ILLINOIS	11/15/2007	4,977.60	TUITION FOR THE MONTH OF NOV 2007
131229	GIANT STEPS ILLINOIS	11/15/2007	6,616.06	TUITION FOR THE MONTH OF NOVE 2007
131230	GOLDSTAR LEARNING, I	11/15/2007	763.48	ASSESSMENT SUPPLIES
131231	GREEN MILL RADIO SUP	11/15/2007	58.66	PORTABLE RADIO VERTEX
131231	GREEN MILL RADIO SUP	11/15/2007	105.88	REPAIR CIRCUIT BOARD
131232	HALSTEAD, EDWARD	11/15/2007	35.70	EXPENDITURES FOR 1QTR MEETINGS
131233	HARDIN, SHEILA	11/15/2007	38.50	REIMBURSEMENT FOR NSML CONTEST
131234	HARMON, BARBARA	11/15/2007	110.00	REIMBURSEMENT FOR WORKSHOP
131235	HARRIS BANK NAPERVIL	11/15/2007	813.28	SCHEDULE A REF.NO. 2006142159
131236	HOY LANDSCAPING INC.	11/15/2007	44,042.00	LANDSCAPING
131237	HUNT, DOUGLAS	11/15/2007	158.66	INSURANCE PREMIUM REIBURSEMENT FOR OCT 2007
131238	IHSSBCA	11/15/2007	40.00	MEMBERSHIP DUES
131239	JOSEPH ACADEMY	11/15/2007	46,979.62	OCTOBER TUITION
131240	KASIK, JOHN	11/15/2007	158.66	INSURANCE PREMIUM REIMBURSEMENT FOR OCT 2007
131241	LOCKE, ERIC	11/15/2007	26.78	FOOD FOR MUREE MTG
131242	MARKS PEST CONTROL C	11/15/2007	350.00	EXTERMINATING SERVICE
131243	MARSHALL, CATHERINE	11/15/2007	1,645.57	EXPENDITURE REIMBURSEMENT
131244	MCCARTHY, BILL	11/15/2007	150.00	DRIVERS ED REFUND
131245	MCCOY, JEANNE-O'NEIL	11/15/2007	975.00	PHYSICAL THERAPY
131246	MEREDITH CULLIGAN WA	11/15/2007	14.98	WATER SERVICE
131246	MEREDITH CULLIGAN WA	11/15/2007	29.99	#254492 - WATER SERVICE
131246	MEREDITH CULLIGAN WA	11/15/2007	11.00	DISPENSER RENTAL
131247	MICHON, DENNIS	11/15/2007	150.00	DRIVERS ED REFUND
131248	MIDAMERICAN ENERGY C	11/15/2007	57,664.32	ELECTRICITY
131249	MILOJEVIC, CINDY	11/15/2007	98.08	REIMBURSEMENT FOR PHOT DEVELOPMENT
131249	MILOJEVIC, CINDY	11/15/2007	50.00	REIMBURSEMENT FOR HOMECOMMING
131249	MILOJEVIC, CINDY	11/15/2007	212.00	MSAN STUDENT LEADERSHIP CONF
131250	NATIONAL SEED	11/15/2007	647.00	FIELD OF DREAMS RESEEDER MIX
131251	NEW HORIZON CENTER F	11/15/2007	32,149.98	TUITION FOR THE MONTH OF SEPTEMBER
131252	NIXEN, PETE	11/15/2007	163.88	REIMBURSEMENT FOR COLLEGE BOARD CONFERENCE
131253	OAK PARK TOWNSHIP YO	11/15/2007	5,443.04	1st QTR YOUTH INTERVENTIONIST INTERGOVERNMENTAL AGREEMT
131254	OFFICE MAX CONTRACT,	11/15/2007	78.57	SUPPLIES
131255	OLIVER, STEPHANIE	11/15/2007	110.00	REIMBURSEMENT FOR WORKSHOP
131256	P.F. PETTIBONE & COM	11/15/2007	60.80	SUPPLIES
131257	POSTMASTER, OAK PARK	11/15/2007	5,000.00	POSTAGE FOR PERMIT #2113
131258	PROSOURCE ONE	11/15/2007	500.13	LANDSCAPE
131259	PRECISE PRINTING NET	11/15/2007	686.09	SCHOOL PROFILE
131260	QUINLAN & FABISH	11/15/2007	129.00	ALTO CLARINET REPAIR
131260	QUINLAN & FABISH	11/15/2007	125.00	MUSIC REPAIRS
131261	R & D BUS COMPANY, I	11/15/2007	365.00	FIELD TRIP - BAPS SHRI SWANINARAYAN
131261	R & D BUS COMPANY, I	11/15/2007	520.00	FIELD TTRIP-VERTICAL ENDEAVORS
131262	REISINGER, DAVID	11/15/2007	250.00	PARTS AND LABOR FOR CAMERA DOLLY
131263	SAHAGUN, CLAUDIA	11/15/2007	163.65	REIMBURSEMENT FOR MAINTENANCE

CHECK		INVOICE	
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
			OF FLAGS
131264	SECURATEX	11/15/2007	1,119.20 SECURITY SERVICE
131265	SETON IDENTIFICATION	11/15/2007	54.27 PARKING SIGN
131266	SHULKIN, HEATHER	11/15/2007	110.00 reimbursement for workshop
131267	SPILOTRO, RAFFAELLA	11/15/2007	110.00 REIMBURSEMENT FOR WORKSHOP
131268	TOLOMEO, DANA	11/15/2007	110.00 REIMBURSEMENT FOR WORKSHOP
131269	TROPICS FOZEN BEVERA	11/15/2007	110.00 PLAQUES
131270	U.S. TOY CO.	11/15/2007	163.59 SUPPLIES
131270	U.S. TOY CO.	11/15/2007	186.75 EQUIPMENT
131271	U.S. POSTAL SERVICE	11/15/2007	5,000.00 POSTAGE FOR METER #33631853
131272	UNITED LABS	11/15/2007	360.71 MAINTENANCE SUPPLIES
131273	VINCENT, LISA	11/15/2007	1,950.00 NATIONAL CERTIFICATION
131273	VINCENT, LISA	11/15/2007	1,820.00 NATIONAL CERTIFICATION
131274	VILLAGE OF OAK PARK	11/15/2007	0.00
131275	VILLAGE OF OAK PARK	11/15/2007	1,101.37 #070100021300 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	1,055.67 #070100021200 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	182.80 #070100020800 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	150.81 #070100020400 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	2,730.15 #070100020300 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	2.00 #070100020700 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	189.66 #070100020100 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	689.97 #070100061800 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	1,073.95 #070100020600 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	543.83 #070100021000 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	2.00 #070100021100 - UTILITY BILL
131275	VILLAGE OF OAK PARK	11/15/2007	562.11 #070100020900 - UTILITY BILL
131276	W W GRAINGER	11/15/2007	71.44 ELECTRICAL
131276	W W GRAINGER	11/15/2007	4.29 ELECTRICAL
131277	WEBASSIGN	11/15/2007	97.50 WEBASSIGN ANNUAL SECONDARY SCHOOL STUDENT ACCESS
131278	WEDNESDAY JOURNAL	11/15/2007	405.00 SPECIAL SECTION LEARNING CURVE
131279	WORKPLUS OCCUPATIONA	11/15/2007	2,125.00 QUARTERLY BILLING FOR EAP SERVICES
131280	YELLOWSTONE BOYS AND	11/15/2007	1,235.00 TUITION FOR THE MONTH OF SEPT 2007
131280	YELLOWSTONE BOYS AND	11/15/2007	1,235.00 TUITION FOR THE MONTH OF SEPT
131281	APPLEBAUM TRAINING I	11/15/2007	179.00 Science Supplies
131282	CAROLINA BIOLOGICAL	11/15/2007	17.46 Science Supplies
131283	GOLDSTAR LEARNING, I	11/15/2007	9,974.00 Mastery Manager License Fee
131283	GOLDSTAR LEARNING, I	11/15/2007	2,545.00 Opscan 3 Scanner
131284	HAYDEN/MCNEIL PUBLIS	11/15/2007	1,730.76 Student Lab Notebook
131285	J W PEPPER & SON, IN	11/15/2007	135.00 Sheet music
131285	J W PEPPER & SON, IN	11/15/2007	60.00 Sheet music
131285	J W PEPPER & SON, IN	11/15/2007	552.99 Sheet music
131285	J W PEPPER & SON, IN	11/15/2007	212.00 Sheet music
131286	MAYER-JOHNSON	11/15/2007	305.00 Supplies
131287	MEP SCHOOL DIVISION	11/15/2007	33.90 German materials
131288	MUSIC & ARTS CENTER	11/15/2007	1,610.00 Tenor Sax
131289	QUINLAN & FABISH	11/15/2007	70.00 Euphonium repairs
131290	SCHOOL SPECIALTY INC	11/15/2007	288.98 Omega Colored Chalk
131291	SCIENCE KIT & BOREAL	11/15/2007	216.12 Science Supplies
131292	TEACHER'S DISCOVERY	11/15/2007	60.80 Spanish materials

Totals for checks 3,801,712.40

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATION FUND	0.00	300.00	240,690.99	240,990.99
14	CAFETERIA FUND	0.00	0.00	142,469.30	142,469.30
15	BOOKSTORE FUND	0.00	0.00	712.11	712.11
20	OPERATIONS & MAINTENANCE	0.00	0.00	78,818.78	78,818.78
22	RESTRICTED BUILDING FUND	0.00	0.00	44,042.00	44,042.00
30	BOND & INTEREST FUND	0.00	0.00	3,260,001.25	3,260,001.25
40	TRANSPORTATION FUND	0.00	0.00	1,709.00	1,709.00
81	DENTAL SELF INSURANCE FUND	0.00	0.00	32,968.97	32,968.97
*** Fund Summary Totals ***		0.00	300.00	3,801,412.40	3,801,712.40

***** End of report *****

CHECK #	CHECK WRITTEN TO	CHECK DATE	INVOICE DESCRIPTION	CHECK AMOUNT
2514	EL-AMIN, RACHEL	11/09/2007	CHEER REIMBURSEMENT	-683.69
Totals for 2514				-683.69
2634	MASTERCARD CORPORATE CLIENTS PAYMEN	11/08/2007	OCTOBER CC PAYMENT-HALLISSEY	216.36
2634	MASTERCARD CORPORATE CLIENTS PAYMEN	11/08/2007	OCTOBER CC PAYMENT-BOULWARE	108.02
Totals for 2634				324.38
2635	MASTERCARD CORPORATE CLIENTS PAYMEN	11/08/2007	OCTOBER CC PAYMENT-VOGEL	1,068.50
Totals for 2635				1,068.50
2636	EL-AMIN, RACHEL	11/09/2007	CHEER REIMBURSEMENT	683.69
Totals for 2636				683.69
Totals for checks				1,392.88

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
80	ACTIVITIES FUND	1,392.88	0.00	0.00	1,392.88
*** Fund Summary Totals ***		1,392.88	0.00	0.00	1,392.88

***** End of report *****

CHECK #	CHECK WRITTEN TO	CHECK DATE	INVOICE DESCRIPTION	CHECK AMOUNT
20162	ASBO INTERNATIONAL	11/07/2007	APPLICATION FEE FOR CAFR SUBMISSION FOR FY 2006	900.00
			Totals for 20162	900.00
			Totals for checks	900.00

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	0.00	0.00	900.00	900.00
***	Fund Summary Totals ***	0.00	0.00	900.00	900.00

***** End of report *****

		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
131293	DRUGCARD, INC.	11/15/2007	59,150.69	NETWORK CLAIM
131294	HEALTHCARE SERVICE C	11/15/2007	167,974.00	BLUE CROSS/BLUE SHIELD CLAIMS
Totals for checks			227,124.69	

		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
131293	DRUGCARD, INC.	11/15/2007	59,150.69	NETWORK CLAIM
131294	HEALTHCARE SERVICE C	11/15/2007	167,974.00	BLUE CROSS/BLUE SHIELD CLAIMS
Totals for checks			227,124.69	

Date: November 15, 2007
To: Board of Education
From: Superintendent
Subj: IASB Resolutions

ACTION

Attached are the administration's recommendations on Illinois Association School Board's resolutions.

These resolutions will be voted upon at the IASB's 2007 Delegate Assembly Meeting on Saturday, November 17, 2007. A Board of Education member attending the Joint Conference will be asked to carry the Board of Education's acceptance of these resolutions to the Delegate Assembly meeting, as presented.

Motion: Move to accept the Superintendent's recommendations on the IASB Resolutions, as presented.

Voice Vote

Agenda Item No. VII. C.

I

A

S

B

Report to the Membership

for the 2007 Delegate Assembly Meeting
on November 17, 2007, Chicago

October 2007



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

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

TO: Board Members and Administrators

FROM: Mark Metzger, Resolutions Committee Chairman

DATE: September, 2007

SUBJECT: 2007 Resolutions Committee Report

Thank you for your interest in the 2007 Resolutions Committee Report to the Membership. Proposals set forth in this Report will be acted upon at the Annual Meeting of the IASB Delegate Assembly which convenes at 10:30 a.m. on Saturday, November 17, 2007 at the Hyatt Regency Chicago (Regency A/B Ballroom, West Tower).

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

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

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

We will again prepare a packet of information for distribution at the Delegate Assembly meeting. This packet will provide any information needed by delegates that was not available in the Report to the Membership.

Advanced registration for delegates is not necessary. Upon arriving at the conference in November your districts' delegate should check in at the "Delegate Registration" desk across the hallway from the main conference registration desk.

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

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

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**Service of the following school board members
on the 2007 Resolutions Committee is acknowledged
with sincere appreciation.**

Metzger, Mark	Aurora	Chair
Armstrong, John	Wauconda	Lake
Brown, Steven	Lexington	Corn Belt
Brunson, Tony	Matteson	South Cook
Cantlin, Jack	Earlville	Starved Rock
Carney, Karen	Bartlett	Kishwaukee
Clark, Steve	Rock Island	Blackhawk
Davis, Robert	Peoria	Central Illinois Valley
De Neal, Tom	Harrisburg	Shawnee
Eades, Linda	Hettick	Kaskaskia
Hoffman, Karen	Dubois	Egyptian
Kelly, Mike	Joliet	Three Rivers
Klimkowicz, Anna	Schaumburg	North Cook
Lowrance, Debbi	Robinson	Wabash Valley
Mammen, Jim	Lincoln	Abe Lincoln
Phillips, Howard	Greenfield	Two Rivers
Pickett, Linda	Waterloo	Southwestern
Pierce, Cherese	Hillside	West Cook
Reyes, Gonzalo	Sterling	Northwest
Shafer, Tom	Lewiston	Western
Swanson, Rosemary	Wheaton	DuPage
Uhlott, Sandra	Rantoul	Illini

Delegate Assembly Agenda

10:30 a.m. November 17, 2007

Regency A/B Ballroom, West Tower • Hyatt Regency Chicago, Illinois

- | | |
|--------------------------------------------------------|--------------------------------------------------|
| 1. Call to Order | 8. Election of Officers |
| 2. Report of the Credentials Committee | A. Nominating Committee Report,
Ray Zimmerman |
| 3. Approval of Delegate Assembly
Business Rules | 9. Resolutions Committee Report,
Mark Metzger |
| 4. Approval of Conference Program | A. New Resolutions |
| 5. President's Report, Marie Slater | B. Amended Existing Positions |
| 6. Executive Director's Report,
Dr. Michael Johnson | C. Reaffirmation of Existing Positions |
| 7. Financial Report, Joe Alesandrini | 10. Belief Statements |
| | 11. Adjournment |

CURRENT POSITIONS

Administrative Caps (6.15)	25	ISBE Rules and Regulations Review (6.08)	24
Advanced Placement for Students (1.11)	17	Life Safety Fund Use (2.49)	22
Alternative Schools (2.19)	19	Limited Bill Introductions (3.03)	22
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Attention Deficit Disorder (4.01)	23	Local Legislative Visits (3.07)	22
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Board Member Involvement (3.01)	22	Mobile Home Taxation (2.10)	18
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Contracting Driver's Education (2.07)	18	Prevailing Wage Act (5.05)	23
Corporate Personal Property Replacement Tax (2.05) ..	18	Priority and Support (2.01)	17
Curricular Material Determination (1.02)	15	Probationary Teacher Dismissal (5.10)	23
Data Utilization (3.06)	22	Property Tax Assessment and Collection (2.25)	19
Design Profession Selection (6.12)	25	Property Tax Base (2.26)	19
Detachment from Unit District (7.04)	26	Property Tax Cap (2.31)	20
Discipline for Special Education Students (1.06)	16	Property Tax Cap Expiration (2.40)	21
District Reorganization (7.01)	25	Property Tax Classification (2.32)	20
Early Retirement-District Option (5.14)	24	Property Tax Rate Increases (2.39)	21
Educational Labor Relations Board Procedures (6.03) ..	24	Public Question Voting Dates (7.05)	26
Educational Programs (1.01)	15	Railroad Crossings (6.07)	24
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Elected State Board of Education (3.08)	22	Sales Tax for School Districts (2.42)	21
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E-Rate Discount Program (2.44)	21	School Ballot Format (7.06)	26
ESP Progressive Disciplinary Procedures (5.06)	23	School Construction Grant Index (2.23)	19
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Funding Special Education Programs (2.04)	17	School Employee Strikes (5.12)	24
General Assembly Rules (3.04)	22	School Finance Reform (2.33)	20
Heat Days Funding (2.15)	18	School Funding and Taxation Reform (2.21)	19
Home Schooling Policy (6.11)	24	School Holidays-Local Option (6.10)	24
Illinois Educational Labor Relations Act (5.07)	23	Self Insure Risk (4.03)	23
IEP Out-of-Grade Level Assessment (1.13)	17	Separate Utility Assessments (2.29)	20
Impact Aid (Student Housing) (2.06)	18	Site Development (2.30)	20
Impact Fees for Residential Development (2.36)	21	Staff Development Activities (5.13)	24
IMRF Qualification (5.09)	23	Standardized Test Procedures (1.07)	16

Standing on Tax Appeals (2.27)	19	Tax Increment Financing (2.28)	19
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State Board Communication (6.04)	24	Tenure Repeal (5.11)	24
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Statutory Job Descriptions (6.14)	25	Transportation for Private School Students (2.47)	21
Student Assessment (1.08)	16	Transportation Levy (Excess Cost) (2.11)	18
Student Expulsion Hearings (6.16)	25	Truth in Taxation (2.41)	21
Student Retention and High School Completion (1.04)	16	Unemployment Compensation (Substitute Teachers) (5.04)	23
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Tax Assessment Schedules (2.08)	18		
Tax Exempt Bond Use (2.48)	21		

DELEGATE ASSEMBLY BUSINESS RULES

1. Business Procedures — Robert's Rules of Order shall govern.
2. Credentials — Delegates shall be registered with the Credentials Committee.
3. Delegate Seating — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. Recognition by Chair — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. Debate on the Floor — No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
6. Appeals — Those delegates wishing to appeal a "do not adopt" recommendation of the Resolutions Committee, to present a late resolution, or to amend a resolution or position statement, and have met the notice provisions required by Article X, Sections 4 and 5 of the IASB Constitution shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly.
7. Other Recognition — Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
8. Nomination — Consent of nominee must be secured prior to presentation to the Delegate Assembly.

RESOLUTIONS PROCEDURES

1. Proposals — Resolutions may be proposed by any Active Member, Association Division, Association Council, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
2. Presentation of Resolutions — The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; however, all resolutions received must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.
3. Annual Review — The Resolutions Committee shall annually review all position statements and resolutions in force and shall recommend that the Delegate Assembly amend or rescind resolutions that are not consistent with the current policy of the Association. All position statements and resolutions in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.
4. Appeals—(Article X, Section 4), Any Active Member, Association Division, Association's Council, or Association Board of Directors shall have the right to appeal decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. The committee must be in receipt of the written appeal no later than the close of business 8 calendar days before the Annual Meeting of the Delegate Assembly. A majority of the delegates present at the Annual Meeting of the Delegate Assembly is required for consideration of appeals.
5. Late Resolutions—(Article X, Section 5), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association's Council, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventyfive (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.
6. Order of Resolutions — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State/Federal Relations, and District Organization. Reaffirmation or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.

NOMINATING COMMITTEE REPORT

August 2007

The 2007 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 17, 2007, Regency Ballroom, Hyatt Regency Chicago:

President	Mark Metzger
	Indian Prairie CUSD 204
Vice President	Joseph Alesandrini
	Pekin CHSD 303

2007 NOMINATING COMMITTEE MEMBERSHIP:

Ray Zimmerman, Chair
IASB Immediate Past President

Roger Edgecombe
Warrensburg-Latham CUSD 11

Roger Pfister
Carbondale ESD 95

Carol Farnum
Aurora East USD 131

Joanne Zendol
Berwyn South SD 100

John Metzger, Alternate
Benton CCSD 47

Joanne Osmond, Alternate
Lake Villa CCSD 41

NEW RESOLUTIONS

EDUCATIONAL PROGRAMS

1. Funding for Differentiated Instruction

Submitted by: Morton CUSD 709

Co-Sponsors: Peoria SD 150

Dunlap SD 323

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

Rationale: Much of the national and state focus on education at the present time is developing methods to improve the knowledge of those students that need a minimum threshold of learning. The standard curriculum of most school districts goes well beyond those minimum thresholds. However, there is a significant group of students that have exceptional potential in specific areas of learning that can be better served by providing specific differentiated instruction to those students that develops, nurtures, and enriches those areas of potential. Those opportunities for enrichment and exploration in settings with their equally talented peers can provide the setting for their extraordinary talents to blossom. However, the focus of federal and state funding does not provide the specific resources to engage those students in those activities. Specific targeted funding for interventions for those students to allow them to develop to their potential is necessary to build and sustain those opportunities. Recognizing that the State Superintendent appointed new members to the Advisory Council for the Education of Gifted and Talented Children in February 2006, and recognizing the efforts of these members over the last year and a half, this resolution supports the requirement for funding for these initiatives and increases the ability and flexibility of local schools to serve a broader group of students and assist them in reaching their exceptional potential.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: The Association had a Position Statement for many years which supported monies for gifted education, but this proposal goes beyond that premise. The Committee agreed that this is a worthwhile venture, but clarified the language to ensure that there is an element of "local control" in acquisition and expenditure of these funds.

Further, the General Assembly approved a bill in 2005 (Public Act 94-151) that created an Advisory Council for the Education of Gifted and Talented Children. The law finds that "gifted and talented children exhibit high performance capabilities in intellectual, creative, and artistic areas" and that "gifted and talented children require services and activities that are not ordinarily provided by schools." This resolution falls directly in line with this section of the School Code.

2. High School Exams

Submitted by: East Peoria CHSD 309

BE IT RESOLVED that the Illinois Association of School Boards shall support legislation to allow a school district to include any part of a state-mandated exam in its graduation requirements.

Rationale: Assessments of various types are used to determine academic achievement and placement as a student progresses through his/her 12 years of public school education. If a district chooses to include a portion of a state-mandated exam in its graduation requirements, it would be only one of many graduation requirements, just as a final examination is included in the determination of an individual course grade. Students having the ability to, but not choosing to, go on to higher education or to perform at optimum levels, sometime need extra motivation to achieve at their highest potential.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: Past concerns about the proposal were voiced again by the Committee. "High stakes tests" should not be the sole gauge of a student's success as it is not fair to all students: those with "test anxiety," those who may have extenuating circumstances at the time the test is given (domestic problems, family death, scheduling conflicts the day of test, etc.); special needs students. There was also concern that, once this door is open permissively for using an exit exam for high school graduation, legislators could eventually mandate the tests for every school district.

3. Preschool—Prioritize Public Schools

Submitted by: East Richland CUSD 1

BE IT RESOLVED that the Illinois Association of School Boards shall support full funding of early childhood programs operated by public schools as a priority. All programs receiving any public monies shall be required to meet all standards and oversight applicable to programs operated by public schools.

Rationale: The Governor of the State of Illinois has been supportive of Early Childhood Education, the Legislature of the State of Illinois has been supportive of Early Childhood Education, public schools have also been supportive and public schools are required to meet all standards and oversight of programs.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: The expansion of the early childhood programs over the past four years has resulted in substantial new State money flowing to non-public education programs. The Committee believes it is prudent to have a statement on making public early childhood programs a priority. The association already has a Position Statement (2.45) stating that the Association "opposes payment of state funds directly or indirectly to non-public elementary and secondary schools."

And though current statute requires that any State funding of early childhood programs must only go to programs where all teachers hold early childhood teaching certificates or elemen-

tary certificates, the Committee supported going on record with this language in the resolution.

FINANCING PUBLIC EDUCATION-STATE

4. Non-Resident Student Tuition

Submitted by: Freeburg CCSD 70

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

Rationale: Presently, the code allows students who were legally enrolled on the first attendance day to complete the school term, tuition free. The "school term" has been interpreted as the school year. Therefore, those students who were legally enrolled on the first day of school may legally finish the school year, tuition free even if they were only legally enrolled for one day.

The District No. 70 Board is proposing the Illinois Association of School Boards adopt a position statement that allows non-resident students who were legally enrolled in a school district to finish the current grading period in which the student was determined to be a non-resident. At the end of the current grading period, the student would be required to enroll in their legal district of residence. A senior in high school who became a nonresident during his/her senior year would be allowed by the district to finish that school year to graduate with his/her peers under the proposed revisions.

The District No. 70 Board of Education and administration believes this resolution is supported by the following:

- It is generally recognized that students are best served educationally in their own community where they are able to develop and maintain relationships at school and then follow them into the community where they live.
- It is generally accepted that good attendance (including the absence of tardies) is more likely when students live in the community where they are schooled and do not have to rely on parents or others for transportation to school.
- School districts are experiencing severe financial hardship, and resources to investigate residency are scarce.
- Those same financial hardships also create a burden for districts to provide tuition-free education to students who are not legal residents of the district that is providing local financial support to fund the schools.
- When parents know their children may stay for an entire school year if they are "legal" the first day of school they are more likely to try to establish temporary residency to fulfill that requirement. By the time the school district discovers a residency issue, it is often very difficult to prove the status of legal residency on the first day of school.

- With No Child Left Behind and funding status of schools determined by student success, it seems unreasonable to have student scores who are not even legal residents of the district counted.

This legislation is important if we are to be able to contain our costs in the future. I know the taxpayers of our community support the local schools—I don't believe they support providing a free education to non-residents.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: This resolution was submitted in 2006 but was recommended "Do Not Adopt" because of concerns about allowing school districts to have extensive latitude in enforcing the provision. This year, the submitting district's language was much more concise and only allows exceptions for students who are seniors and would be graduating with the senior class peers. Committee members agreed that non-resident students should be paying tuition in most cases.

5. State Aid Notification

Submitted by: United THSD 30

BE IT RESOLVED that the Illinois Association of School Boards shall support legislation calling for timely notification (prior to June 30) of general state aid (GSA) and all other mandated categorical state aid.

Rationale: Realistic and timely budgeting is difficult when state revenue sources are not disclosed in a timely manner.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: As much as the Committee agreed with the premise of this resolution, there were concerns about adopting it as a position statement. The resolution gives the Association little direction to achieve the intended outcome. Even if legislation was approved to require notification of school budget amounts by June 30, the legislature would have no choice but to ignore the legislation in a year such as this. If there is no budget in place, there is no possible way for notification of the proper school aid due to a school district.

It was the consensus of the Committee to recommend "Do Not Adopt" the resolution, but to take a different approach. The Committee submitted a resolution to reaffirm Position Statement 6.19 in promoting a constitutional convention. To truly address the inadequacies of our legislature as exposed in the spring 2007 session, constitutional revisions are necessary (real constitutional deadline for adoption of the State budget, changes in legislative leadership powers, etc.). The submitting district is invited to join the Committee as a co-sponsor of this initiative.

Also, this resolution will give delegates an opportunity to address the IASB membership at the Assembly to make statements on the Assembly floor regarding the extended legislative session and the unfair burden this has put on school districts. Again, the submitting district is invited to join with the Committee in this exercise.

FINANCING PUBLIC EDUCATION-LOCAL

6. Property Tax Cap Expiration

Submitted by: Mattoon CUSD 2

BE IT RESOLVED that the Illinois Association of School Boards shall repeal current Position Statement 2.40, Property Tax Cap Expiration.

Rationale: The residents of a majority of the counties in the State of Illinois have, by their votes in favor of PTELL, let their legislators and the members of the Illinois Association of School Boards know that they want the full protection of PTELL without any sunset provision, and we as representatives of those voters should honor their decision.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: It was the consensus of the Committee that the current property tax cap law is detrimental to the financial well-being of school districts and that calling for an expiration date on the cap is fair to both the school district and the taxpayers. The cap would not be arbitrarily removed, but it would have to be removed by a vote of the citizens of the county.

LOCAL-STATE-FEDERAL RELATIONS

7. School Bus Strobe Lights

Submitted by: Greenfield CUSD 10

BE IT RESOLVED that the Illinois Association of School Boards shall solicit legislation that would allow school district busses to make maximum use of all external safety and visibility devices.

Rationale: Currently, language in P.A. 5/12-815 ILCS puts restrictions on the use of strobe light warning systems on school busses. To adhere to these narrow provisions of this act is in conflict with prudent practice.

To secure the highest level of students' safety and security, many school districts are operating in violation of these restrictions, and are choosing to use their strobe lights at all times. To force a district to have to choose between compliance and security is a legally and ethically indefensible position.

It is the position of this submitting district that any restriction on the use of strobe light safety devices is in direct conflict with the best interests of our students. Any safety device, ranging from effective brakes, conspicuous paint schemes and up to high visibility strobe light systems should not be restricted according to vehicle speed, occupancy, weather conditions or locale.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: The General Assembly passed legislation this year (HB 1238) that allows for this. The Governor is expected to sign the legislation into law. If signed, this resolution is not necessary and the submitting district has stated that it will withdraw the resolution at that time.

8. Residency Revisions

Submitted by: Dallas CUSD 336

BE IT RESOLVED that the Illinois Association of School Boards shall seek to amend section 10-20.12b Residency of the Illinois School Code by adding a new section (e) and changing the labels for the current section e,f, and 9 to 5,9, and h.

The new section (e) should allow a district who is losing one or more students to another district to appeal the residency question to the Regional Superintendent. The Regional Superintendent will be required to investigate the situation and make a ruling in thirty days.

If any party involved wishes a hearing, they will notify the Regional Board of Trustees and the Regional Board will provide a notice and conduct a hearing with timelines stipulated in section (e).

Rationale: School Code, Sec. 10-20.12b, Residency: payment of tuition; hearing; criminal penalty. (a) For purposes of this Section: (1) The residence of a person who has legal custody of a pupil is deemed to be the residence of the pupil. (2) "Legal custody" means one of the following:

- (i) Custody exercised by a natural or adoptive parent with whom the pupil resides.
- (ii) Custody granted by order of a court of competent jurisdiction to a person with whom the pupil resides for reasons other than to have access to the educational programs of the district.
- (iii) Custody exercised under a statutory short-term guardianship, provided that within 60 days of the pupil's enrollment a court order is entered that establishes a permanent guardianship and grants custody to a person with whom the pupil resides for reasons other than to have access to the educational programs of the district.
- (iv) Custody exercised by an adult caretaker relative who is receiving aid under the Illinois Public Aid Code [305 ILCS 5/1-1 et seq.] for the pupil who resides with that adult caretaker relative "for purposes other than to have access to the educational programs of the district.
- (v) Custody exercised by an adult who demonstrates that, in fact, he or she has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed night-time abode for purposes other than to have access to the educational programs of the district.
- (a-5) If a pupil's change of residence is due to the military service obligation of a person who has legal custody of the pupil, "then, upon the written request of the person having legal custody of the pupil, the residence of the pupil is deemed for all purposes relating to enrollment (including tuition, fees, and costs), "for the duration of the custodian's military service obligation, to be the same as the residence of the pupil immediately before the change of residence caused by the military service obligation. A school district is not responsible for providing transportation to or from school for a pupil whose residence is determined under this subsection (a-5). School districts shall facilitate reenrollment when necessary to comply with this subsection (a-5).
- (b) Except as otherwise provided under Section 10-22.5a [105 ILCS 5/10-22.5a], only resident pupils of a school district may attend the schools of the district without payment

of the tuition required to be charged under Section 10-20.12a [105 ILCS 5/10-20.12a]. However, children for whom the Guardianship Administrator of the Department of Children and Family Services has been appointed temporary custodian or guardian of the person of a child shall not be charged tuition as a nonresident pupil if the child was placed by the Department of Children and Family Services with a foster parent or placed in another type of child care facility and the foster parent or child care facility is located in a school district other than the child's former school district and it is determined by the Department of Children and Family Services to be in the child's best interest to maintain attendance at his or her former school district.

- (c) The provisions of this subsection ***do not apply*** in school districts having a population of 500,000 or more. If a school board in a school district with a population of less than 500,000 determines that a pupil who is attending school in the district on a tuition free basis is a nonresident of the district for whom tuition is required to be charged under Section 10-20.12a [105 ILCS 5/10-20.12a], the board shall notify the person who enrolled the pupil of the amount of the tuition charged under Section 10-20.12a [105 ILCS 5/10-20.12a] that is due to the district for the nonresident pupil's attendance in the district's schools. The notice shall be given by certified mail, return receipt requested. Within 10 days after receipt of the notice, the person who enrolled the pupil may request a hearing to review the determination of the school board. The request shall be sent by certified mail, return receipt requested, to the district superintendent. Within 10 days after receipt of the request, the board shall notify, by certified mail, return receipt requested, the person requesting the hearing of the time and place of the hearing, which shall be held not less than 10 nor more than 20 days after the notice of hearing is given. The board or a hearing officer designated by the board shall conduct the hearing. The board and the person who enrolled the pupil may be represented at the hearing by representatives of their choice. At the hearing, the person who enrolled the pupil shall have the burden of going forward with the evidence concerning the pupil's residency. If the hearing is conducted by a hearing officer, the hearing officer, within 5 days after the conclusion of the hearing, shall send a written report of his or her findings by certified mail, return receipt requested, to the school board and to the person who enrolled the pupil. The person who enrolled the pupil may, within 5 days after receiving the findings, file written objections to the findings with the school board by sending the objections by certified mail, return receipt requested, addressed to the district superintendent. Whether the hearing is conducted by the school board or a hearing officer, the school board shall, within 15 days after the conclusion of the hearing, decide whether or not the pupil is a resident of the district and the amount of any tuition required to be charged under Section 10-20.12a [105 ILCS 5/10-20.12a] as a result of the pupil's attendance in the schools of the district. The school board shall send a copy of its decision to the person who enrolled the pupil, and the decision of the school board shall be final.

- (c-5) The provisions of this subsection apply only in school districts having a population of 500,000 or more.
- (d) If a hearing is requested under subsection (c) or (c-5) to review the determination of the school board or board of education that a nonresident pupil is attending the schools of the district without payment of the tuition required to be charged under Section 10-20.12a [105 ILCS 5/10-20.12a], the pupil may, at the request of a person who enrolled the pupil, continue attendance at the schools of the district pending a final decision of the board following the hearing. However, attendance of that pupil in the schools of the district as authorized by this subsection (d) shall not relieve any person who enrolled the pupil of the obligation to pay the tuition charged for that attendance under Section 10-20.12a [105 ILCS 5/10-20.12a] if the final decision of the board is that the pupil is a nonresident of the district. If a pupil is determined to be a nonresident of the district for whom tuition is required to be charged pursuant to this Section, the board shall refuse to permit the pupil to continue attending the schools of the district unless the required tuition is paid for the pupil.
- (e) Except for a pupil referred to in subsection (b) of Section 10-22.5a [105 ILCS 5/10-22.5a], a pupil referred to in Section 10-20.12a [105 ILCS 5/10-20.12a], or a pupil referred to in subsection (b) of this Section, a person who knowingly enrolls or attempts to enroll in the schools of a school district on a tuition free basis a pupil known by that person to be a nonresident of the district shall be guilty of a Class C misdemeanor.
- (f) A person who knowingly or willfully presents to any school district any false information regarding the residency of a pupil for the purpose of enabling that pupil to attend any school in that district without the payment of a nonresident tuition charge shall be guilty of a Class C misdemeanor.
- (g) The provisions of this Section are subject to the provisions of the Education for Homeless Children Act [105 ILCS 45/1-1 et seq.]. Nothing in this Section shall be construed to apply to or require the payment of tuition by a parent or guardian of a "homeless child" (as that term is defined in Section 1-5 of the Education for Homeless Children Act [105 ILCS 45/1-5]) in connection with or as a result of the homeless child's continued education or enrollment in a school that is chosen in accordance with any of the options provided in Section 1-10 of that Act [105 ILCS 45/1-10].

(Source: P.A. 89-480, § 5; 90-566, § 5; 94-309, § 5.)

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: The committee understands and appreciates the intricacies of the State's residency laws and the plight of the submitting district. However, there are strict definitions in the School Code regarding a student's residence, guardianship, custody, etc. that a school district can implement. Also, there is voluminous case law on this issue. With all of these regulations in place, it was the consensus of the Committee that all power in this area should not be given over to the Regional Superintendent to be the final arbiter.

DISTRICT ORGANIZATION AND ELECTIONS

9. Consolidation into Unit Districts

Submitted by: Barrington CUSD 220

BE IT RESOLVED that the Illinois Association of School Boards shall seek and support legislation to promote the consolidation of all Illinois school districts into unit districts.

Rationale: In 2002, the IASB adopted position statement number 7.09 which states: "The Illinois Association of School Boards shall support a provision to allow the unit district formation of those districts wishing to consolidate."

This position is not strong enough given the importance of this matter to the health and viability of the public school system in Illinois.

Formation of unit school districts across the state would save administration costs, put more money into classrooms, and/or reduce tax rates. Unit districts help school administrators provide more continuity in curriculum between elementary, middle, and high schools.

Illinois' 875 school districts are a far cry from the 12,000 one-room schoolhouse districts in Illinois in 1940. But since a law designed to ease consolidation restrictions passed in 1985, the number of districts has dropped by only about 125.

Illinois remains one of only a handful of states that allows schools in the same area to be divided into elementary districts and high school districts, with separate sets of administrators. Most states require all schools to be in unit districts-kindergarten through 12th grade under one administration.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: As in 2006 when this resolution was submitted, it was the consensus of the committee that this proposal is contrary to the longstanding tradition of the IASB allowing local school districts and taxpayers to make such decisions on consolidation.

10. Conflict of Interest Prohibition

Submitted by: East Peoria CHSD 309

BE IT RESOLVED that the Illinois Association of School Boards shall support a change in State law to prohibit a person from serving on a Board of Education which serves a school district in which the person is enrolled as a student.

Rationale: Election to a Board of Education of a person employed by the same Board or receiving educational services from the District served by the Board would create a conflict of interest that could be very significant. Such a conflict would not be in the best interests of the elected body or the public itself as many decisions would impact co-workers or teachers, administrators, and support personnel serving the person.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: The committee was split on the issue of allowing a student attending high school to serve on that school board even after being duly elected by the voters. A committee vote to recommend "Do Not Adopt" the resolution fell one vote short. A vote to recommend "Do Adopt" was approved by a one vote margin.

There was strong support for "American Democracy," which allows for a person meeting the current requirements and receiving the majority of the votes for a seat on the local school board to serve on that board. However, there were also many concerns voiced about the conflict of interest a student would have while sitting on his own school district's school board. The student is now, technically, his teacher or principal's "boss". The student is now voting on all salary and contract decisions for all personnel in the district. The student is now privy to all confidential discussions about student and teacher disciplinary matters that occur in closed school board sessions.

11. Election Day Change

Submitted by: Community Consolidated SD 93

BE IT RESOLVED that the Illinois Association of School Boards shall promote legislation that would change election days from Tuesdays to Saturdays.

Rationale: As provided for in Section 5/11-4.1 of the Election Code, county boards of election commissioners shall use public buildings as polling places. In addition, the Code states that public schools must make their buildings available as polling places on election days when requested by the County Board or Board of Election Commissioners. In light of increased security needs in schools over the past several years, all-day, open public access of school buildings could jeopardize the safety of students and staff. During the regular school day, buildings are typically secured and visitors must be "buzzed" in. On election days, the buildings are open to voters, and the public having the ability to come and go without appropriate security surveillance.

Section 5/11-4.1 also states that on election days, school districts may choose to keep schools open or teacher institutes. If a teacher institute is held and students are not in attendance, the continuity of the instructional program for students is disrupted, especially since election days occur during the week.

If election days were held on Saturdays rather than Tuesdays, only the main building entrance and the voting area would need to be accessible to the public and the rest of the building could remain secured. The safety of students and staff would not be an issue because they would not be present. This could be a "win/win" situation, making school buildings more available and not putting the safety of students and staff at risk.

The Resolutions Committee RECOMMENDS DO NOT ADOPT.

Resolutions Committee Rationale: The Committee generally agreed with the district's rationale that there are significant security concerns when a school is opened up as a polling place on Election Day. However, Committee members were concerned about the significant upheaval and cost that would be involved to make such a change. Further, this would only apply to State elections and the November elections in even numbered years would still be held on Tuesday without a change in federal law.

Though it was the consensus of the Committee to recommend "Do Not Adopt" this resolution, the committee proposes that legislation be drafted that allows a school district to refuse to use its facilities as polling places. It has submitted a resolution to call for that. The submitting district is invited to join the committee as a sponsor of this resolution.

12. Polling Places in Schools

Submitted by: Resolutions Committee

Be it resolved that the Illinois Association of School Boards shall support legislation that amends the Election Code to allow a school district to refuse to be used as a polling place during elections for student safety reasons.

Resolutions Committee Rationale: The Resolutions Committee submitted this resolution in response to Resolution #11 which called for elections to be held on Saturdays. The significant upheaval and cost that would be involved to make such a change concerned the committee members. Further, that proposal would only apply to State elections and the November elections in even numbered years would still be held on Tuesday without a change in federal law.

Currently, the Illinois Election Code (10 ILCS 5/11-4.1) states that "Upon request of the county board or board of election commissioners, the proper agency of government (including

school districts and units of local government) shall make a public building under its control available for use as a polling place on an election day and for a reasonably necessary time before and after election day, without charge. If the county board or board of election commissioners chooses a school to be a polling place, then the school district must make the school available for use as a polling place."

With the increased concern of student safety in schools, and with the myriad new laws regarding registered sex offenders being prohibited from school property, there have been various attempts at passing legislation regarding the use of schools as polling places. Most all of these bills have infringed on the right of the local school district to make the decision whether or not to hold classes on Election Day. This proposal would allow the school district to make the decision up front on whether or not the facility will be used as a polling place.

The Resolutions Committee RECOMMENDS DO ADOPT.

AMENDED EXISTING POSITIONS

EDUCATIONAL PROGRAMS

1. Position Statement 1.05 Preschool Programs

Submitted by Wheaton Warrenville CUSD 200

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

Rationale: All day kindergarten and universal pre-schools are popular concepts for politicians to endorse. School Boards recognize the potential value of those programs but are con-

strained by the associated costs. In particular, moving from half-day pre-school to full day pre-school for all could triple the space needed. IASB currently has separate resolutions that oppose unfunded mandates and that support re-instatement of the school construction grant program. However, it would be to our advantage to link those concepts together in order to help legislators "connect the dots" on this particular issue, which is gaining momentum in political rhetoric and public thoughts.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: It was the consensus of the Committee that this resolution would recognize the need for construction costs associated with starting new early childhood programs, without forfeiting early childhood funding if a school district has no infrastructure needs.

REAFFIRMATION OF EXISTING POSTIONS

FINANCING PUBLIC EDUCATION-STATE

1. Capital Funding for School Construction (2.14)

Submitted by: Community Consolidated SD 89

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

Rationale: The school construction program approved by lawmakers in 1997 has not been funded by the state legislature

since 2003. As Illinois school districts continue to struggle with declining revenues, construction projects have been delayed. Construction dollars are vital to schools throughout the state.

All children deserve safe and secure learning environments and good school buildings are a factor in student achievement. Research shows that poor building conditions affect the health, performance and morale of staff and students.

Modernized school facilities, structured around student learning needs, will attract and retain quality teachers and families. Technology-ready school facilities prepare students for an ever-increasing technological world.

The survival of Illinois communities, including rural, suburban and urban, depends on the quality of our schools, and school construction will grow the Illinois economy. Jobs, income taxes paid, demand for materials, increased property values for homes and business surround modernized schools. Illinois depends on quality schools to attract quality employees and prepare graduates for the workforce.

Other states have experienced the same difficulties in addressing school infrastructure needs and have enacted alternate sources of revenue.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: This year the legislature approved a bill (SB 835) that addresses this issue. The bill would allow a county board to place a question on the ballot to implement a sales tax for distribution to school districts within the county whose voters approve the measure for school district facility needs. The bill is pending the Governor's action.

2. Constitutional Amendment on School Funding (2.24)

Submitted by: Resolutions Committee

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

Resolutions Committee Rationale: In the midst of another failed attempt by the legislature to pass a school funding reform bill, the Committee believes that a change in the Illinois Constitution will be needed to spur such action. As the Association supports the convening of a constitutional convention, it is appropriate that this Position Statement be reaffirmed to target the area of the Constitution that needs amended.

The Resolutions Committee RECOMMENDS DO ADOPT.

FINANCING PUBLIC EDUCATION-LOCAL

3. Property Tax Cap Expiration (2.40)

Submitted by: East Peoria CHSD 309

The Illinois Association of School Boards shall support a change in State law to create a four-year sunset on the implementation of the Property Tax Extension Limitation Law (PTELL) in each county in which PTELL has been enacted. The four-year sunset would also apply to the enactment of PTELL in any county approving PTELL after the effective date

of the legislation. Any desire to extend PTELL beyond the four years would require the County Board to again place the question on the ballot and receive a positive majority of votes in the next general election. (Adopted 2004; Reaffirmed 2006)

Rationale: The Association should continue to take every opportunity to promote its position with legislators and to encourage passage of legislation to provide for a sunset of the PTELL wherever it has been enacted. PTELL greatly affects a school district's ability to access local taxes and should only be a short-range solution for taxpayer relief without regular reaffirmation by the citizens.

The Resolutions Committee RECOMMENDS DO ADOPT.

Resolutions Committee Rationale: It was the consensus of the Committee that this proposal should be supported.

LOCAL-STATE-FEDERAL RELATIONS

4. Constitutional Convention Support (6.19)

Submitted by: Resolutions Committee

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

Resolutions Committee Rationale: In the midst of another failed attempt by the legislature to pass a school funding reform bill, the Committee believes that a change in the Illinois Constitution will be need to spur such action. The Constitution requires that, next year, the voters of the State be asked whether or not they wish to hold a constitutional convention. The Committee believes that the Association's position of supporting such a convention is appropriate and should be reaffirmed at this time.

This resolution is also timely given the legislative session of 2007 in which a budget could not be agreed upon. To truly address the inadequacies of our legislature as exposed this summer, constitutional revisions are necessary (real constitutional deadline for adoption of the State budget, changes in legislative leadership powers, etc.).

The Resolutions Committee RECOMMENDS DO ADOPT.

CURRENT POSITIONS

1.01 EDUCATIONAL PROGRAMS

The Illinois Association of School Boards urges its member districts to develop educational programs so as to maximize educational opportunities for students by fully utilizing teacher and staff potential, community resources and physical facilities. The goal of each district shall be to serve the interest, talents and needs of each child through an outstanding well balanced program. (Adopted 1959; Amended 1988)

1.02 CURRICULAR MATERIAL DETERMINATION

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

1.03 PHYSICAL EDUCATION

The Illinois Association of School Boards shall support modifications to existing state mandates which shall allow boards of

education to establish time requirements for physical education at the K12 level. (Portions Adopted 1982, 1986; Reaffirmed 1984, 1987; Amended 1988, 1995)

1.04 STUDENT RETENTION AND HIGH SCHOOL COMPLETION

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

1.05 PRESCHOOL PROGRAMS

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

1.06 DISCIPLINE FOR SPECIAL EDUCATION STUDENTS

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

1.07 STANDARDIZED TEST PROCEDURES

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

- require that the test be given no later than October of each year with results received by local school districts no later than December of that same year;
- provide that assessments include both an annual overall performance measure as well as a system of formative classroom-level assessments that are linked to desired standards;
- require that the test will remain the same for 10 years with only changes in the test items to maintain security; 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. (Adopted 2002; Amended 2003)

1.08 STUDENT ASSESSMENT

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

efforts to modify the Illinois and federal student assessment processes so that they will:

- reduce costs to schools, the state and therefore taxpayers
- enhance student achievement
- increase student instructional time
- facilitate test score comparability within and across state lines
- 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
- develop a reporting process that reflects a school's progress beyond simply student assessment scores. (Adopted 2002)

1.09 NO CHILD LEFT BEHIND

The Illinois Association of School Boards:

- strongly disagrees with the premise that the quality and complexity of teaching and learning can be adequately and solely assessed by one achievement test given once during the school year;
- disagrees with the practice of assessing all schools with inconsistent standards allowed to be used by individual states to determine school accountability and adequate yearly progress;
- believes that the federal government has no authority to sanction local school districts; and
- believes that the current Adequate Yearly Progress (AYP) accountability model for students with disabilities is not consistent with the goals of the new IDEA (Individuals with Disabilities Education Act), as amended.

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

- amend the provision allowing for one high-stakes test to determine student achievement;
- remove the provisions for local school district sanctions;
- 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);
- allow academic progress to be charted by comparing performance measures made at periodic intervals within cohorts of students rather than by comparing the grade level group test scores from year to year; and
- reject the adoption of an NCLB requirement that high school students be tested annually as the sole measure of academic achievement. (Adopted 2003; Amended 2005)

1.10 NO CHILD LEFT BEHIND – MILITARY RECRUITMENT

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to

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

1.11 ADVANCED PLACEMENT FOR STUDENTS

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

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

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

1.12 SCHOOL ATTENDANCE DAYS

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

1.13 IEP Out-of-Grade Level Assessment

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

1. Issue findings that No Child Left Behind (NCLB) is in conflict with the Individuals with Disabilities Education Act (IDEA), in particular in reference to the failure of NCLB to permit the use of out-of-grade level assessments to evaluate the achievement of students whose Individualized Educational Plan (IEP) calls for such testing;
2. Call on, petition and recommend that the United States Department of Education clarify the assessment rules of NCLB to permit the use of out-of-grade level assessments to evaluate students whose IEP calls for such testing;
3. Compel the Illinois State Board of Education (ISBE) to take all steps available to it (including, but not limited to, granting such exceptions and flexibility as it is maximally allowed under NCLB and altering its plans for NCLB implementation in Illinois) to permit as much IEP-consistent assessment testing as students' IEPs may dictate in evaluating the progress of students with IEPs;
4. Take such steps as ISBE and the General Assembly may determine are necessary to cause the implementation of NCLB in Illinois to be harmonized with the requirements of IDEA; and
5. Make it clear to all persons that out-of-grade level assessments are not "alternate assessments" for purposes of NCLB. (Adopted 2006)

FINANCING PUBLIC EDUCATION-STATE

2.01 PRIORITY AND SUPPORT

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

2.02 FUNDING SOURCES

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

2.03 FUNDING MANDATED PROGRAMS

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

shall oppose programs or services mandated by the Illinois General Assembly, the State Board of Education, or any other State agency, unless there is clear evidence of need for the mandate and the Illinois General Assembly provides non-local revenues to fully fund the additional costs of those programs;

shall urge the members of the General Assembly to strictly comply with the State Mandates Act, including specifying and labeling in the descriptions of legislation containing unfunded mandates that such mandates occur, and to refrain from passing any legislation which contains an exemption from the Act, and urge the Governor to veto any such legislation that may reach the Governor's desk;

shall urge State agencies and commissions that adopt regulations accompanying legislative mandates to specify required outcomes and criteria for determining compliance, and allow local districts to determine the specific methods and procedures by which required outcomes will be accomplished. Required time lines for accomplishment should reflect consideration of the human and material resources and amount of deliberation and development necessary to accomplish the mandate;

shall urge the General Assembly to adopt legislation which would allow school districts greater flexibility in regard to state mandates and the use of grants.

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

2.04 FUNDING SPECIAL EDUCATION PROGRAMS

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

- shall strongly encourage the State of Illinois to totally fund

with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs;

- shall seek changes in current practice to fund local districts for special education professional personnel at 51% of the prior year's average salary for such professionals; and
- shall continue to oppose any requirement that local public school districts pay room and board costs for any handicapped child placed in private facilities. (Portions adopted 1977, 1980, 1986; Portions Reaffirmed 1985, 1986, 2002; Amended 1988, 2000, 2001)

2.05 CORPORATE PERSONAL PROPERTY REPLACEMENT TAX

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

2.06 IMPACT AID (STUDENT HOUSING)

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

2.07 CONTRACTING DRIVER'S EDUCATION

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

2.08 TAX ASSESSMENT SCHEDULES

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

2.09 PERMISSIVE RATE EQUALIZATION

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

2.10 MOBILE HOME TAXATION

The Illinois Association of School Boards shall support legislative changes in the calculation and collection of Local Services Tax on Mobile Homes which will more adequately reflect the value of the dwelling and value of services afforded the owners of the dwelling. (Adopted 1978; Amended 1986; Reaffirmed 1988, 1996)

2.11 TRANSPORTATION LEVY (EXCESS COST)

The Illinois Association of School Boards shall support legislation which will permit school districts, which have reached a levy of 12 cents in the transportation fund and which transport children in accordance with the statutes of the state of Illinois,

to increase the levy in the transportation fund subject to back-door referendum, to a figure necessary to compensate for the transportation expenditures which are not covered by the amount of funds obtained from local taxes and the amount of reimbursement received from the state of Illinois. (Adopted 1981)

2.12 RESIDENTIAL PLACEMENT COSTS

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

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

2.13 STATE AID PAYMENTS

The Illinois Association of School Boards shall support legislation that requires the State of Illinois to make general state aid payments to school districts, on a monthly basis, during the entitlement year in which they are appropriated. (Adopted 1991; Reaffirmed 2000)

2.14 CAPITAL FUNDING FOR SCHOOL CONSTRUCTION

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

2.15 HEAT DAYS FUNDING

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

2.16 SUMMER SCHOOL FUNDING

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

2.17 LOCAL TAX COLLECTION AND DISTRIBUTION

The Illinois Association of School Boards shall seek legislation to amend the tax code, or other prescriptive procedures, to minimize the punitive effects of delinquent collection and dis-

bursement to districts of tax moneys raised by local levy. In the event tax monies are not collected or disbursed as required by State law, it shall be the county's obligation to reimburse the taxing district for any loss incurred. (Adopted 1996; Amended 1999)

2.18 TAX LEVY AMENDMENTS

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

2.19 ALTERNATIVE SCHOOLS

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

2.20 TORT IMMUNITY FUND

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

2.21 SCHOOL FUNDING AND TAXATION REFORM

The Illinois Association of School Boards shall actively support the general concepts regarding school funding reform, property tax relief and tax reform identified in the legislative outline prepared by the Center for Tax and Budget Accountability in June of 2004. Legislation resulting from that legislative outline shall be supported by the Illinois Association of School Boards provided that: the State guarantees the payment of property tax relief grants will be made in a timely fashion with no loss of funds to the school district; school districts have continued access to local property tax revenues through levies and referenda; and the legislation meets the criteria outlined in the IASB Position Statement 2.33 – School Finance Reform. (Adopted 2004; Amended 2005)

2.22 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. (Adopted 2006)

2.23 SCHOOL CONSTRUCTION GRANT INDEX

The Illinois Association of School Boards shall support legislation that would amend Section 5-5 of 105 ILCS 230 to calculate the grant index in the school construction program for

each of those school districts that consolidate or join for a cooperative high school after July 1, 2006 and utilize whichever grant index is highest for the newly consolidated district or cooperative high school rather than a composite index of all districts involved. (Adopted 2006)

2.24 CONSTITUTIONAL AMENDMENT ON SCHOOL FUNDING

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

LOCAL

2.25 PROPERTY TAX ASSESSMENT AND COLLECTION

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

2.26 PROPERTY TAX BASE

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

2.27 STANDING ON TAX APPEALS

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

2.28 TAX INCREMENT FINANCING

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

2.29 SEPARATE UTILITY ASSESSMENTS

The Illinois Association of School Boards shall support legislation which provides that regulated companies and other taxpayers (including single family dwelling homeowners, farmers, and non-regulated companies) be assessed separately. (Adopted 1982)

2.30 SITE DEVELOPMENT

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

2.31 PROPERTY TAX CAP

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

- exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds.
- base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index; and
- to establish a "floor" to PTELL to ensure that the allowable percentage increase in the extension cannot be less than the allowable percentage increase in the 1998 levy year. (Adopted 1990; Amended 2001, 2002, 2006; Reaffirmed 1991)

2.32 PROPERTY TAX CLASSIFICATION

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

2.33 SCHOOL FINANCE REFORM

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

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

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

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

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

expressed through local board policy.

The following is 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 should be a function of the actual cost of providing an appropriate education.
- 3) Adequate funding should be sought through the addition of new state revenues for public education.
- 4) Any funding formula developed by the General Assembly shall place high priority upon achieving the goal of equity in providing financial resources to local school districts.
- 5) Increased state funding for public education should not reduce the access of school districts to the local property tax base.
- 6) In the distribution of state funds to local school districts-
 - a) funding differentials for various levels of schooling are appropriate only if based on verified costs;
 - b) consideration should be given to regional differences in the cost of providing an appropriate education;
 - c) the method of calculating the number of students coming from disadvantaged backgrounds should be based on current, verifiable data;
 - d) size of school district is important only to the extent that a district provides an appropriate education.
- 7) A specified local tax effort should be required to qualify for state aid.
- 8) Authority for changing a district's aggregate tax levy should be retained by the local board of education.
- 9) Taxing authority without referendum for unit districts in all funds should be equal to the sum of the taxing authority in dual districts.

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

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

2.34 CHANGES IN SCHOOL ACCOUNTING PRACTICES

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

2.35 TAX LAW AND ASSESSMENT PRACTICES

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

2.36 IMPACT FEES FOR RESIDENTIAL DEVELOPMENT

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

2.37 BOND AND INTEREST LEVY

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

2.38 LOCAL TAXES ON SCHOOL DISTRICTS

The Illinois Association of School Boards shall support legislation that would exempt public schools from all taxes imposed by state, federal, and units of local government. They shall neither seek to deprive or 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. (Adopted 1996; Reaffirmed 2001; Amended 2004)

2.39 PROPERTY TAX RATE INCREASES

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

2.40 PROPERTY TAX CAP EXPIRATION

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

2.41 TRUTH IN TAXATION

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

2.42 SALES TAX FOR SCHOOL DISTRICTS

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

fund(s) in which to place the additional revenue. (Adopted 2006)

FEDERAL

2.43 STATE AND LOCAL FEDERAL TAX DEDUCTION

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

2.44 E-RATE DISCOUNT PROGRAM

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

OTHER

2.45 NON-PUBLIC SCHOOL FUNDING

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

2.46 NON-PUBLIC STUDENT REPORTING

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

2.47 TRANSPORTATION FOR PRIVATE SCHOOL STUDENTS

The Illinois Association of School Boards shall pursue and support legislation amending 105 ILCS 5/294 of the Illinois Compiled Statutes (School Code) to require schools other than public to conform to public school attendance dates and times as needed to minimize busing costs, or pay the additional costs as a result of scheduling differences in busing students attending those schools. (Adopted 1995)

2.48 TAX EXEMPT BOND USE

The Illinois Association of School Boards shall oppose any reduction by the Federal Government in the amount of tax exempt bonds which can be issued. In addition to this continuing opposition, the IASB shall explore alternatives available should such limitation be forthcoming at the Federal level. This

would include but not be limited to income tax credits for individuals, commercial bonds property casualty companies, etc., to provide incentives within the State of Illinois for the purchase of said bonds. (Adopted 1989)

2.49 LIFE SAFETY FUND USE

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

(Adopted 1989; Reaffirmed 1991; Amended 1993, 2006)

2.50 STATE AND FEDERAL GRANT CARRYOVER

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

2.51 UTILITY RATE REDUCTION

The Illinois Association of School Boards shall endorse legislation for regulated utility companies (electric, gas, water) to provide service to school districts at cost. (Adopted 1991; Amended 1995)

LEGISLATIVE ACTIVITY

3.01 BOARD MEMBER INVOLVEMENT

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

3.02 CANDIDATE SUPPORT

The Illinois Association of School Boards shall actively encourage and assist school board members to effectively evaluate positions of legislative candidates relative to public education and to support those candidates who have demonstrated understanding and support for the principles of school man-

agement to ensure the best education for public school students in Illinois. (Adopted 1975; Reaffirmed 1986; Amended 2006)

3.03 LIMITED BILL INTRODUCTIONS

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

3.04 GENERAL ASSEMBLY RULES

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

3.05 EFFECTIVE DATE AND STATE BOARD RULES AND REGULATIONS

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

3.06 DATA UTILIZATION

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

3.07 LOCAL LEGISLATIVE VISITS

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

3.08 ELECTED STATE BOARD OF EDUCATION

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

BOARD OPERATIONS AND DUTIES

4.01 ATTENTION DEFICIT DISORDER

The Illinois Association of School Boards shall encourage the Illinois State Board of Education (ISBE) to continue to study Attention Deficit Hyperactivity Disorder and methods to accurately identify and meet the educational needs of children with this disorder. Further, the IASB shall seek clarification of state policies and categories of special education to provide for consistency in special education placement and disseminate relevant information from the ISBE to local school districts. (Adopted 1992)

4.02 READING LOCAL RESOLUTIONS

The Illinois Association of School Boards shall endorse an amendment to the state statute to make it absolutely clear that Board resolutions do not have to be read aloud. (Adopted 1992)

4.03 SELF-INSURE RISK

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

BOARD – EMPLOYEE RELATIONS

5.01 BOARD RIGHTS

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

- (a) enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
- (b) allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
- (c) require periodic re-evaluation of tenured faculty in order to maintain tenure status (i.e., every five years);
- (d) maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts;
- (e) repeal that portion of Public Act 81-515 which requires that school boards dismiss teachers by order of seniority within the district; and
- (f) 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; Reaffirmed 1992)

5.02 TEACHER SALARIES (LENGTH OF CONTRACT)

The Illinois Association of School Boards believes that teacher salaries should be determined at the local level; if teacher salary increases are legislatively mandated, they should be

linked to an increase in the length of the teacher contract year for purposes to be determined locally. (Adopted 1985)

5.03 COLLECTIVE BARGAINING

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

5.04 UNEMPLOYMENT COMPENSATION - (SUBSTITUTE TEACHERS)

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

5.05 PREVAILING WAGE ACT

The Illinois Association of School Boards shall work to repeal legislation that regulates wages of laborers, mechanics and other workers employed by school districts and those under contract for work being done in school districts. (Amended 1982, 1990; Reaffirmed 1985, 1988, 1996)

5.06 ESP PROGRESSIVE DISCIPLINARY PROCEDURES

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

5.07 ILLINOIS EDUCATIONAL LABOR RELATIONS ACT

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

5.08 WORKERS' COMPENSATION LAW

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

5.09 IMRF QUALIFICATION

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

5.10 PROBATIONARY TEACHER DISMISSAL

The Illinois Association of School Boards shall encourage state legislators to refrain from enacting legislation further

restricting a Board of Education from declining to rehire probationary teachers with or without cause. (Adopted 1994)

5.11 TENURE REPEAL

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

5.12 SCHOOL EMPLOYEE STRIKES

The Illinois Association of School Boards shall support efforts to discourage the ability of public school employees to strike. (Adopted 1996)

5.13 STAFF DEVELOPMENT ACTIVITIES

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

5.14 EARLY RETIREMENT-DISTRICT OPTION

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

LOCAL - STATE - FEDERAL RELATIONS

6.01 LOCAL CONTROL

The Illinois Association of School Boards shall take all appropriate action to encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and state and federal courts to refrain from introducing, supporting or promulgating rules, regulations and legislation which deprive local school districts of decision-making powers on matters in which there is not a clear and compelling state or national interest. (Adopted 1976; Reaffirmed 2006)

6.02 PERIODIC REVIEW OF STATE AND FEDERAL MANDATES

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

6.03 EDUCATIONAL LABOR RELATIONS BOARD PROCEDURES

The Illinois Association of School Boards shall work with the Illinois Educational Labor Relations Board to increase their sensitivity to the need for timely decisions and establish criteria to identify matters in need of expedited attention. Further, the Association shall utilize the legislative process to remove

statutory barriers to timely and expedited decisions and support legislation to enhance the decision making process. (Adopted 1989)

6.04 STATE BOARD COMMUNICATION

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

6.05 STATE BOARD OF EDUCATION MEMBERSHIP

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

6.06 ZONING HEARING PARTICIPATION

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

6.07 RAILROAD CROSSINGS

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

6.08 ISBE RULES AND REGULATIONS REVIEW

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

6.09 STUDENTS ON PUBLIC AID

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

6.10 SCHOOL HOLIDAYS-LOCAL OPTION

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

6.11 HOME SCHOOLING POLICY

The Illinois Association of School Boards shall support legislation to enact appropriate laws and policies to demonstrate that the education received by home-taught students is of sufficient

quality to ensure appropriate transfer to schools that have current certification and recognition status from the Illinois State Board of Education. (Adopted 1996; Amended 1998; Reaffirmed 2000)

6.12 DESIGN PROFESSION SELECTION

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

6.13 SUPPORT SERVICES TO PRIVATE SCHOOLS

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

6.14 STATUTORY JOB DESCRIPTIONS

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

6.15 ADMINISTRATIVE CAPS

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

6.16 STUDENT EXPULSION HEARINGS

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

6.17 BILINGUAL EDUCATION

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

6.18 FAIR LABOR STANDARDS ACT

The Illinois Association of School Boards shall support legislation at both the Federal and State levels to exempt school dis-

trict employees from overtime and salary regulations as described in the Fair Labor Standards Act. (Adopted 2005)

6.19 CONSTITUTIONAL CONVENTION SUPPORT

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

6.20 BIDDING CONTRACTS-LOCAL BIDDERS

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

DISTRICT ORGANIZATION AND ELECTIONS

7.01 DISTRICT REORGANIZATION

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

7.02 SCHOOL DISTRICT REORGANIZATION VOTING REQUIREMENTS

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

7.03 ANNEXING DISTRICT REQUIREMENTS

The Illinois Association of School Boards shall seek an amendment to Article 7 of The School Code providing that neither a petition initiated by the citizens of one school district nor a petition initiated by a local school board of education seeking to annex their entire school district or a portion of the school district above and beyond one (1) home to another should be permitted without the affirmative vote of the citizens of each of the school districts affected. Specifically, 105 ILCS 5/7-1 and 7-2 shall be amended to include the following language: "When a petition is initiated by two-thirds (2/3rds) of the

registered voters in one school district seeking to annex said district in its entirety to another school district or school districts and the board of education of such receiving school district or school districts has not adopted a resolution agreeing to such annexation, such annexation, if approved by the regional board of school trustees, shall not become effective until it is approved in an election called for the purpose of voting on the question of the voters in each school district affected." (Adopted 1988; Amended 1996, 2006; Reaffirmed 2000)

7.04 DETACHMENT FROM UNIT DISTRICT

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

7.05 PUBLIC QUESTION VOTING DATES

The Illinois Association of School Boards shall support legislation to repeal the statute in the Election Code, amended by

Public Act 84-739, which became effective January 1, 1986, which restricts school districts from placing a public question on the ballot other than when voters are scheduled to cast votes for any candidates for nomination for, election to, or retention in public office. (Adopted 1986)

7.06 SCHOOL BALLOT FORMAT

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

7.07 ELECTION SCHEDULES

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

November 15, 2007

TO: Superintendent

FROM: Chief Financial Officer

SUBJECT: Renewal of Medical and Dental Insurance

The attached health and dental renewal information was presented and discussed at the November 6th Finance Committee Meeting.

ACTION

MOTION: To renew the medical and dental insurance as presented.

ROLL CALL VOTE

AGENDA ITEM VII. D.

HEALTH AND DENTAL INSURANCE RENEWAL

OVERVIEW

December 31, 2007 marks the close of the first year of a self-funded PPO medical plan. As of September 30, 2007, the plan has performed well and we are on track to meet our required reserve levels at the close of the first year. Thus far there has been no individual claim which has reached the individual stop loss attachment point of \$100,000. Only four claims have exceeded \$25,000.

In addition, we will now earn interest income on the reserve balances and have additional information about the health demographics of our group. We intend to use this broad data to target health wellness programs to the areas of greatest concern. For our population, 66% of claims related to males were generated by the 55 – 64 age groups which are 33% of the male population. 67% of all claims for females were generated by the 55-64 age groups which are 40% of the female population. Over time the percent of claims from these age groups should be significantly reduced because as of June 30, 2007, new faculty retirees will have medical and pharmacy coverage under the state medical plan (TRIP) or a third party plan.

The self-funded pharmacy costs continue to escalate, particularly for HMO participants. We have learned that 5 individuals spent 15% of the total pharmacy costs last year. The largest costs for drug use related to self-injectable drugs. The second highest drug utilization relates to high cholesterol issues. We are exploring ways to introduce greater consumerism on the part of the employee and have implemented a plan for coordination of benefits. Drug Card will also send each participant a summary of the previous years charges incurred and a list of generic drugs that could have been used by the participant.

Broker fees for the services of Catherine Loney have remained unchanged since FY 2004 at the rate of \$9.60 per member/per month (pm/pm). However, the BCBS administrative fees will increase from \$38.66 pm/pm to \$44.77 pm/pm, an increase of 15.8%. The BCBS access fee will be reduced to 3.5% of claims from 4% of claims. Individual stop loss premium will increase from \$22.52 pm/pm to \$29.78 pm/pm and aggregate stop loss premium will increase to \$32,721 from \$28,254. The Drug Card administrative fee will remain \$20.00 pm/pm. The increase in administrative costs is estimated to be \$40,361.00 (see the Administrative Costs table below)

Administrative Costs

	2007	2008	% increase
<i>Access Fees</i>	\$ 88,295.00	\$ 91,103.00	
<i>BCBS admin fees</i>	171,191.00	190,720.00	
<i>Individual Stop Loss</i>	113,306.00	126,863.00	
<i>Aggregate Stop Loss</i>	28,254.00	32,721.00	
<i>Broker Fees</i>	40,896.00	40,896.00	
<i>Drug Card Admin Fee</i>	<u>10,540.00</u>	<u>10,540.00</u>	
<i>Total Fees</i>	\$ 452,482.00	\$ 492,843.00	8.9%

MEDICAL

On the attached spreadsheet you will note that the gross premium will actually decrease for FY 2008. This decrease from \$5,645,317 to approximately \$5,486,137 is due primarily to fewer participants on the plan as retiree participation is reduced. There are now 16 retirees on the TRIP or other third party plan. Additionally, the deductibles and co-pays have changed due to Faculty Senate negotiations (see the plan summary table). If the number of participants had remained the same the entire cost in medical premiums would have increased approximately 4.4% to a total premium of \$5,893,711. However, due to fewer participants and plan design changes the premium will actually decrease. The District portion will decrease year over year by approximately \$245,223 or 4.78%.

The BCBS HMO policy is fully insured for medical and self insured for pharmacy. The BCBS portion of the annual premium will increase by 7.3%. The PPO plans are self-insured for medical and pharmacy. The BCBS medical portion of the premium will increase 2.5%. The remainder of the increase relates to the pharmacy portion of the premium and it is based on utilization, with the largest increases in the employee plus spouse and in the HMO products.

DENTAL

The self-funded Dental Plan also experienced modest utilization and we are recommending no increase in premium because the premium required to meet expected claims and to maintain reserves are adequate to meet future needs. In addition there has been no increase in administrative costs of \$3.84 pm/pm. The total costs of the dental benefit will be approximately \$454,000 in FY 2008.

**Medical and Pharmacy renewal
January 1, 2008
Anticipated costs**

January 1, 2007

	Number of Participants	Participant Rate	Annual Premium	Gross Annual Premium	Employee Portion	Employer Portion
HMO Blue Advantage						
Single	7	5%	\$ 4,224.12	\$ 29,568.84	\$ 1,478.44	\$ 28,090.40
Employee + Spouse		10%	\$ 9,293.40	-	-	-
Employee + Child(ren)		10%	\$ 7,284.12	-	-	-
Family	2	10%	\$ 12,473.04	\$ 24,946.08	\$ 2,494.61	\$ 22,451.47
HMO Illinois						
Single	65	5%	\$ 4,578.24	\$ 297,585.60	\$ 14,879.28	\$ 282,706.32
Employee + Spouse	23	10%	\$ 10,084.56	\$ 231,944.88	\$ 23,194.49	\$ 208,750.39
Employee + Child(ren)	18	10%	\$ 8,043.00	\$ 144,774.00	\$ 14,477.40	\$ 130,296.60
Family	53	10%	\$ 13,647.00	\$ 723,291.00	\$ 72,329.10	\$ 650,961.90
PPO						
Single	159	7%	\$ 5,866.80	\$ 932,821.20	\$ 65,297.48	\$ 867,523.72
Employee + Spouse	81	10%	\$ 15,416.76	\$ 1,248,757.56	\$ 124,875.76	\$ 1,123,881.80
Employee + Child(ren)	26	10%	\$ 11,706.72	\$ 304,374.72	\$ 30,437.47	\$ 273,937.25
Family	85	10%	\$ 19,000.44	\$ 1,615,037.40	\$ 161,503.74	\$ 1,453,533.66
PPO -VEBA						
Single	11	5%	\$ 5,010.00	\$ 55,110.00	\$ 2,755.50	\$ 52,354.50
Employee + Spouse	1	10%	\$ 12,672.00	\$ 12,672.00	\$ 1,267.20	\$ 11,404.80
Employee + Child(ren)	1	10%	\$ 9,382.08	\$ 9,382.08	\$ 938.21	\$ 8,443.87
Family	1	10%	\$ 15,052.56	\$ 15,052.56	\$ 1,505.26	\$ 13,547.30
	533			\$ 5,645,317.92	\$ 517,433.93	\$ 5,127,883.99

January 1, 2008

	Number of Participants	Participant Rate	Annual Premium	Gross Annual Premium	Employee Portion	Employer Portion
HMO Blue Advantage						
Single	11	8%	\$ 4,751.04	\$ 52,261.44	\$ 4,180.92	\$ 48,080.52
Employee + Spouse	1	14%	\$ 10,441.80	\$ 10,441.80	\$ 1,461.85	\$ 8,979.95
Employee + Child(ren)		14%	\$ 8,041.32	-	-	-
Family	5	14%	\$ 13,898.04	\$ 69,490.20	\$ 9,728.63	\$ 59,761.57
HMO Illinois						
Single	73	8%	\$ 5,096.28	\$ 372,028.44	\$ 29,762.28	\$ 342,266.16
Employee + Spouse	22	14%	\$ 11,212.44	\$ 246,673.68	\$ 34,534.32	\$ 212,139.36
Employee + Child(ren)	14	14%	\$ 8,780.88	\$ 122,932.32	\$ 17,210.52	\$ 105,721.80
Family	42	14%	\$ 15,042.24	\$ 631,774.08	\$ 88,448.37	\$ 543,325.71
PPO						
Single	168	8%	\$ 5,999.76	\$ 1,007,959.68	\$ 80,636.77	\$ 927,322.91
Employee + Spouse	71	14%	\$ 15,749.88	\$ 1,118,241.48	\$ 156,553.81	\$ 961,687.67
Employee + Child(ren)	-	14%	\$ 11,980.44	\$ 287,530.56	\$ 40,254.28	\$ 247,276.28
Family	77	14%	\$ 19,437.36	\$ 1,496,676.72	\$ 209,534.74	\$ 1,287,141.98
PPO -VEBA						
Single	9	6%	\$ 5,027.28	\$ 45,245.52	\$ 2,714.73	\$ 42,530.79
Employee + Spouse	0	12%	\$ 14,668.56	-	-	-
Employee + Child(ren)	1	12%	\$ 9,780.72	\$ 9,780.72	\$ 1,173.69	\$ 8,607.03
Family	1	12%	\$ 15,100.56	\$ 15,100.56	\$ 1,812.07	\$ 13,288.49
	519			\$ 5,486,137.20	\$ 678,006.97	\$ 4,808,130.23

Retirees TRIP or other third party plan (16 participants)	\$ 74,530.44
	\$ 4,882,660.67

District change over 1/1/07 premiums **\$ (245,223.31)**
 Due to Faculty Senate contract negotiations and design changes **-4.78%**

Total premium for FY 2008 if the number of participants had remained the same as FY 2007. **\$ 5,893,711.32** **4.40%**

Plan Summary Effective January 1, 2008

Network	Blue Cross HMO Blue Advantage	Blue Cross HMO Illinois HMO Illinois	Blue Cross PPO Low Deductible PPO	Blue Cross PPO High Deductible PPO/VEBA
VEBA	N/A	N/A	N/A	\$750 Individual \$1,500 Emp/Child \$1,500 Emp/Spouse \$1,500 Family
Annual Deductible - Individual	N/A	N/A	\$500 in/\$1500 out	\$1,500
Family	N/A	N/A	\$1000 in/\$3000 out	\$3,000
Coinsurance Percentage	N/A	N/A	90/10 in - 60/40 out	90/10 in - 70/30 out
Max. Out of Pocket - Individual	N/A	N/A	\$1,250 in/\$3,750 out	\$3,000 in - \$6,000 out
Family	N/A	N/A	\$3,500 in/\$6,500 out	\$6,000 in - 12,000 out
(including deductible)				
Preventive Care				
Routine adult exams	\$20	\$20	\$25 in - ded/coins out	\$25 in - ded/coins out
Routine immunizations to age 18, mammograms, x-rays, labs	\$20	\$20	\$25 in - ded/coins out	\$25 in - ded/coins out
Physician Services				
Office visits, diagnostic x- rays, labs	\$20	\$20	\$25 in - ded/coins out	\$25 in - ded/coins out
Hospital Services				
Inpatient Care	\$0	\$0	deductible/coins	deductible/coins
Outpatient non-surgical	\$0	\$0	deductible/coins	deductible/coins
Outpatient surgical	\$0	\$0	deductible/coins	deductible/coins
Emergency room	\$75 Co-pay	\$75 Co-pay	\$50 co-pay	deductible 90%
Prescription Drugs- Retail	\$10/\$20/\$60	\$10/\$20/\$60	\$10/\$20/\$60	\$10/\$20/\$60
Mail Order	\$20/\$40/\$100	\$20/\$40/\$100	\$20/\$40/\$100	\$20/\$40/\$100
Mental Health - Inpatient	\$0 (20 day annual maximum)	\$0 (20 day annual maximum)	ded/coins (14 day annual maximum)	ded/coins (14 day annual maximum)
Outpatient	\$20 (20 visits annual maximum)	\$20 (20 visits annual maximum)	ded/coins (20 visits annual maximum)	ded/coins (20 visits annual maximum)
Chemical Dep. - Inpatient	\$0 (20 day annual maximum)	\$0 (20 day annual maximum)	ded/coins (14 day annual maximum)	ded/coins (14 day annual maximum)
Outpatient	\$20 (20 visits annual maximum)	\$20 (20 visits annual maximum)	ded/coins (20 visits annual maximum)	ded/coins (20 visits annual maximum)
Vision	Vision Rider	Vision Rider	N/A	N/A
Total Monthly Premium				
Emp	\$395.92	\$424.69	\$499.98	\$418.94
Emp+child	\$670.11	\$731.74	\$998.37	\$815.06
Emp+sp	\$870.15	\$934.37	\$1,312.49	\$1,222.38
Family	\$1,158.17	\$1,253.52	\$1,619.78	\$1,258.38
Employee Monthly Premium				
Emp	\$31.67	\$33.98	\$40.00	\$25.14
Emp+child	\$93.82	\$102.44	\$139.77	\$97.81
Emp+sp	\$121.82	\$130.81	\$183.75	\$146.69
Family	\$162.14	\$175.49	\$226.77	\$151.01

Changes as a result of Faculty Senate negotiations

OPRFHS Medical Insurance renewal History

Renewal date	Rate Increase	Changes
1-Jul-02		Carve out of drugs
1-Jul-03	2.80%	new broker
1-Jul-04	1.28%	2 new tiers, 2 new plans
1-Jul-05	6.48%	plan design changes
1-Jul-06	10.11%	
1-Jan-07	4.8% HMO - 9.25% PPO	Self Ins. PPO
1-Jan-08	-4.78%	Implemented new faculty participation rates new co-pays and deductables. Retirees to TRIP

Policy Section

Date: November 15, 2007
To: Board of Education
From: Assistant Superintendent for Human Resources
Subj: Presentation of Policies

ACTION

Following the October 25, 2007 Board of Education meeting, the following policies were sent to the Alumni Association, A.P.P.L.E., Boosters, Citizens' Council, the Concert Tour Association, P.T.O., Student Council, Faculty Senate and Instructional Council for their review and comment. The Policy Committee now recommends that the Board of Education amend the policies, as presented.

The Meaning of the Seal
Policy 12, American Flag
Policy 103, Philosophy of Discipline
Policy 104-1, Change of Grade

The Policy Committee, at its November 5, 2007 meeting, recommended that the Board of Education accept the procedures for the following policy, as presented:

Procedures for Policy 5114, Student Discipline

Motion:

Move to amend The Meaning of the Seal, as presented;
Move to amend Policy 12, American Flag, as presented;
Move to amend Policy 103, Philosophy of Discipline, as presented;
Move to amend Policy 104-1, Change of Grade, as presented; and
Move to accept Procedures for Policy 5114, Student Discipline, as presented.

Roll Call Vote

Agenda Item Nos. VIII. A-E.

Policies for Second Reading

THE SEAL OF THE SCHOOL



The Meaning of the Seal

The symbols of the seal stand for the name of the school, the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest. Thus, they represent Oak Park and River Forest.

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The words on the seal are in the Greek language. In English, they are "Those Things That Are Best." They mean that each person should strive for the best things and high ideals. It is hoped that the motto will have this meaning for each teacher and student.

The seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag was designed by students in art classes. The seal is also prominently displayed on the wall at the west end of the main floor of the Student Center.

The seal has been registered for copyright and cannot be used except for official school business. It was originally designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908. Mr. Arthur Pelz, Chairman of the Art Department, executed the handsome ceramic plaque displayed in the Student Center in 1968.

AMERICAN FLAG

12

It shall be the policy and practice of Oak Park and River Forest High School to encourage and develop in each student an attitude of patriotism and of allegiance to the Constitution of the United States of America and to the Flag of the United States.

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The Flag shall be displayed in the proper manner, as determined by law and custom, in the buildings and on the grounds of the school (and shall be properly respected by students and faculty members). We accept flag etiquette as symbolic of loyalty to our nation and adopt as our own the sentiments expressed by President Woodrow Wilson in his Flag Day address in 1917:

"This Flag, which we honor and under which we serve, is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choices are ours. It floats in majestic silence above the hosts that execute these choices, whether in peace or in war. And yet, though silent, it speaks to us -- speaks to us of the past, of the men and women who went before us, and of the records they wrote upon it."

It is in this spirit that we would carry forward the work of education at the Oak Park and River Forest High School, that we may help our youth to be worthy of their heritage.

POLICY 103, PHILOSOPHY OF DISCIPLINE

In the school philosophy, Oak Park and River Forest High School affirms that its primary task is for the formal education of youth; that the needs of each student must be central; that interaction between teacher and student is the heart of the school's learning process; that its objective is to inspire and to equip each student to find a constructive and responsible role as a caring citizen; that students must learn how to achieve both as competitors and cooperators; that ~~the~~ students must learn to respect, to understand, and to build on their own roots and the roots of others; and that it desires to foster a sense of the right, the good, the better, and the best as criteria for behavior. To achieve these goals, discipline is required of all students, staff, and parents.

Discipline has different meanings, each of which has ~~some~~ significant bearing on the behavior of ~~students the participants in the school community~~ and their progress and success in school. In an academic sense, discipline refers to the rigorous effort one must make to develop one's ability. In the context of school citizenship, each person is expected to act in accordance with established rules made for ~~of~~ the common benefit of all who comprise the school. A disruptive person or group deprives others of the opportunity to learn. In addition, discipline is ~~often~~ conceived as respect for and compliance with ~~the~~ authority and ~~Lastly, discipline~~ is understood as correction by the ~~of some kind, the~~ reasonable consequence of undesirable behavior.

~~Good~~ Discipline creates a climate within the school, a setting where purposeful work, humanistic caring, and spontaneous fun combine and permeate ~~the~~ classroom, hallway, activity, athletic, club, organization, etc., activities and ~~its~~ their interpersonal relationships. Attitude toward achievement, desire to meet commitments, habits of punctuality, consistent daily class preparation, and care for one's appearance and dress all reflect self-discipline and effect a sense of personal pride, self-esteem, and an identification with the school. The health, safety, and rights of each student to secure maximum advantage from the educational opportunity are protected along with the rights of all students and ~~the~~ staff.

The central work of the school takes place in the classroom. It is essential that order based on mutual respect exists in the classroom. It is here that students can be taught, inspired, stimulated, and challenged to develop their full human potential. Students respect teachers who know their subject and their students, approach their classes with a serious but not humorless purpose, who plan lessons thoroughly are committed to student success, and who set reasonable and fairly administered standards of performance and behavior for themselves and their students.

Student behavior while at and in school and at school-sponsored activities of any kind are of central importance to fulfilling the District's mission and to a positive, productive, and effective teaching and learning environment. The District takes seriously and accepts responsibility for maintaining the highest level of student behavior in and at school and at all school-sponsored activities.

While classroom behavior is of central importance, the way in which students (and staff) interact with each other in our corridors, rest rooms, dining areas, athletic areas, and exterior grounds has a profound effect on the quality of the overall school experience. We therefore are equally concerned about discipline in these areas just as much as inside the classrooms, and we accept just as much responsibility for maintaining acceptable behavior in these areas as in the classrooms.

The school's intent is to encourage students to set their own goals, to assist them in developing them, to attain, and to evaluate them. At the same time, ~~the~~ students are to fulfill the expectations of each course, to respect the role of the teacher, and to understand the necessity for appropriate discipline. Discipline is neither autocratic nor repressive, but action taken as a supportive concern for a student in dealing with behavior. This concern stems from respect for the worth and dignity of each human being, sensitivity to another's needs and common group interest, and mutual respect given to and expected from the student and staff members.

All ~~adult~~ employees of the ~~school~~ District are charged with the ~~serious~~ responsibility for communicating and modeling positive behavior and behavioral expectations to our students and to each other. While ~~some staff members will~~ employees have a higher level of responsibility for following through with differing responsibilities regarding disciplinary procedures in specific instances, it is our policy to give all adult employees the standing and the support to communicate to students our expectations of acceptable behavior. all employees have the equal responsibility to engage students when there is misconduct and to enforce the Code of Conduct appropriately.

The administration of discipline should not be so threatening as to destroy a student's sense of self-worth, the desire and hope to improve, or the possibility for a fresh start. On the other hand, a student needs to know there are limits to unacceptable behavior. In those cases where a student repeatedly acts inappropriately and fails to respond to reasonable discipline or offers of special help, the rights and best interests of other students must be considered and protected.

There may be occasions when a student's misbehavior calls for immediate disciplinary action. ~~Good Discipline~~ calls for a cooperative working agreement among ~~THE CLASSROOM TEACHERS, COUNSELORS, DEANS, AND ADMINISTRATORS~~ all adult District employees. The school may need to employ preventive measures, interventions, suspensions, and other means of communicating to students and their parents that undesirable behavior must stop. Within the safeguards of due process, the school - through teachers, counselors, ~~and deans, and administrators~~ - may curtail students' actions by modifying the daily schedule, placement, and in extreme cases that are properly documented, refer students to the Board of Education. The Board of Education has the statutory obligation to **develop and to enforce** ~~see that reasonable rules are developed and enforced~~ and may exclude students from school attendance. However, corporal punishment shall not be exercised as a means of student discipline by any school personnel.

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~~The school District acknowledges that it has a~~ its responsibility and a commitment to assure that the **Code of Conduct** consequences are equitably and fairly administered. ~~of specific infractions not vary among students to the point of unfairness or apparent favoritism. However, In addition and equally as important, we assign a distinctly higher priority to the helping each individual student in his/her own emotional and behavioral development of students as guided by a trained and experienced professional staff, and we give this value precedence over absolute uniformity in the issuance Code of Conduct in the assessment of negative consequences.. We believe that the exercise of sound professional judgement, coupled with a system of constant monitoring of fairness by the administrative staff, can maintain proper balance between these two occasionally conflicting values. ALL STAFF MEMBERS~~
NEED TO SUBSCRIBE TO A BUILDING WIDE CONSENSUS ON DISCIPLINE. While there is a reasonable expectation of similar consequences for the same offenses, this does not mean a rigorous, unthinking, inflexible, and automatic approach to discipline or a doctrinaire consistency. Each situation and a student's needs are to be examined in terms of the circumstance, past history, and hope to improve attitude and effort. The consequences of behavior should follow promptly. They should be clear and understandable to students and consistent in the sense that some consequences, determined by the situation, will occur. Students gain the maturity that equips them for life with the realization that consequences do flow from their behavior. ~~The p~~Parents and the family have a supportive role in discipline. The school ~~DESIRES THAT~~ expects parents to see that their child attends school regularly and comes properly prepared each day.

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The staff at school, the family at home, and the student all gain from the fulfillment of these important and mutually supportive roles of discipline. Self-discipline and expectation of a high standard of performance exist in the world of work. The sense of discipline expected and developed in school serves as the foundation for success in a student's future role in life.

Amended Date(s):

Adopted Date: March 15, 1979

Review Date:

Law Reference:

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: Policy 5114, Suspension and Expulsion

PROCEDURES FOR STUDENT DISCIPLINE FOR POLICY 5114

I. General Guidelines

The Superintendent (or his/her designee, other administrators, Assistant Principal of Student Health and Safety, and Deans of Discipline) may impose disciplinary sanctions as appropriate to the infraction and as outlined in this Policy and the Code of Conduct. Classroom teachers, when students are under their charge, are authorized to impose any appropriate disciplinary sanctions, as outlined in this Policy and the Code of Conduct.

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Students who violate the rules and regulations of the Code of Conduct may be subject to a range of disciplinary measures. Parents will be notified once discipline measures are determined. The grounds for disciplinary action apply whenever the student's misconduct is reasonably related to school or school sponsored events or activities, including, but not limited to the following: (1) on, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group; (2) off school grounds at a school sponsored event or activity, or any event or activity which bears a reasonable relationship to the school; (3) traveling to or from school or a school-sponsored event or activity; or (4) anywhere, if the conduct may reasonably be considered to be a threat or an attempted threat or intimidation of a staff member, Board member or student, an interference with school purposes and/or an educational function or any conduct that may reasonably carry over into the school setting.

Provided appropriate procedures are followed, disciplinary measures may include, but are not limited to the following: 1) a disciplinary conference; 2) the withholding of privileges; 3) seizure of contraband; suspension from school for up to ten (10) days; 4) expulsion from school and all school sponsored activities and events for a period of up to two calendar years; 5) notification of law enforcement authorities whenever the misconduct involves illegal drugs, controlled substances, look-a-like drugs, alcohol, weapons, or violations of local, state or federal law; 6) removal from the classroom environment; 7) in-school suspension for a period not to exceed 5 school days; and 8) behavior management workshops.

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Deleted: notification of parents or guardians of record with the District;

Deleted: and before or after school detention, provided the student's parent or guardian of record with the District has been informed

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Students serving out of school suspensions or expulsions are prohibited from being on school grounds or in attendance at school sponsored activities or events unless other arrangements are approved by the Assistant Principal for Student Health and Safety. School officials shall properly supervise students serving in-school suspensions, as well as before and after school detentions. Corporal punishment shall not be used. Teachers, other certified educational employees,

and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain the safety of the student, other students, school personnel or other persons, or for the purpose of self-defense or defense of property.

A student who is subject to suspension or expulsion may be eligible for a transfer to an alternative educational setting.

Students shall be afforded due process as required by law prior to the imposition of disciplinary sanctions.

A. Parent-Teacher Advisory Committee (Known as the O.P.R.F.H.S. Joint Committee on Student Behavior and Discipline)

In compliance with The School Code of Illinois, the District shall establish a Parent-Teacher Advisory Committee for the purpose of reviewing the District's student discipline policies and procedures. The Advisory Committee shall make recommendations to the District regarding aggressive behavior on the part of students, including bullying, shall recommend procedures for notifying parents, and shall make recommendations regarding early intervention procedures based on available community and district resources. The Advisory Committee shall annually review the *Code of Conduct*.

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II. Code of Conduct

The Assistant Principal for Student Health and Safety, with input from the Parent-Teacher Advisory Committee, shall develop a *Code of Conduct* that fully outlines the District's behavioral expectations of students. The *Code of Conduct* shall be presented annually to the Board of Education for its review and approval.

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The *Code of Conduct* shall be distributed annually to students and their parents or guardians of record with the District within fifteen (15) days of the beginning of the school year or a student's enrollment.

III. Legal Authority to Expel or Suspend

A. Section 10-22.6(a) of the Illinois School Code grants a Board of Education the authority to expel a student guilty of gross disobedience or misconduct. Expulsion may be for any length of time from eleven (11) days to two (2) calendar years. Only the Board of Education may expel a student, and this may occur only after the student and parents or guardians of record with the District have been requested to appear at a Hearing before a Hearing Officer appointed by the Board of Education.

- B. Pursuant to Section 10-22.6(b) of The School Code of Illinois, the Board of Education has conferred upon the Superintendent (or his/her designee), other administrators, the Assistant Principal for Student Health and Safety and the Deans of Discipline the authority to suspend pupils guilty of gross disobedience or misconduct for a period not to exceed ten (10) consecutive school days. The Code of Conduct lists some of the specific types of misbehaviors that constitute gross disobedience or misconduct.

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IV. Suspension Procedures

A student may be suspended from school for up to ten (10) school days at a time for gross disobedience or misconduct. A ten (10)-day suspension will result in a discipline hearing, which could culminate in an expulsion. Disciplinary action based on conduct that occurs at the end of the school year may be extended into the following school year. The following procedures shall generally apply to students recommended for suspension.

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- A. Authorized school personnel will confer with any student who is under consideration for suspension prior to taking such disciplinary action, unless the student is unavailable.

- B. Prior to any suspension that would result in that would result in in the aggregate of ten days of suspension, authorized school personnel will ascertain whether the student is a special education student, or may be eligible for special education services. If so, authorized school personnel must also follow the District's special education procedures.

- C. The student will be advised of the reason(s) for the proposed suspension and the evidence in support of the reason(s). The student will be given an opportunity to respond to the allegations.

- D. Authorized school personnel may then determine whether to suspend the student and parents will be verbally notified.

E. Parents or guardians of record shall receive written notice of the student's suspension via certified return receipt mail. The notice shall include the following: (a) a statement of the reason(s) for the suspension, including any school rule which has been violated; (b) the dates and duration of the suspension; and (c) a statement of the parent(s)' or guardian(s) of record's right to appeal the decision.

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E. . When the student poses an immediate and continuing danger to persons or property, the student may be summarily removed from school without holding a suspension conference as set forth above. In such event, written notice, sent by certified mail or hand delivered by the Superintendent/Principal or designee will be given to the student and his/her parent(s) or guardian(s). The notice will request the student to attend a post-suspension conference as soon as possible after the notice is received. Failure to attend the scheduled conference will constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parent(s) or guardian(s) will be advised by written notice of any subsequent disciplinary decision. ¶

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F. To appeal a suspension, a parent or guardian must make a written request to the Assistant Principal of Student Health and Safety postmarked within three (3) calendar days after receiving written notice of the suspension. V. Expulsion Procedures

Prior to any recommendation for expulsion, authorized school personnel will ascertain whether the student is a special education student or may be eligible for special education services. If so, authorized school personnel must also follow all special education procedures. The following procedures shall generally apply to students recommended for expulsion.

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Deleted: Assistant Superintendent for Pupil Support Services

Deleted: Coordinator

Deleted: Student Discipline Hearings will be conducted by a Hearing Officer designated by the Board of Education and will follow the same hearing procedures outlined below for expulsions.¶

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VI. Notification

A. Suspension Procedures

Parents will receive verbal notice from the Discipline Dean of the reason for suspension followed by written notification. Notification of the date, time, and location of the Expulsion Hearing will be sent from the Office of the Assistant Principal for Student Health and Safety. Written notification will be sent by certified mail or will be hand delivered.

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B. The District will notify the parent(s) or guardian(s) of record by certified letter or by hand delivery of the proposed expulsion and the student's right to an Expulsion Hearing.

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C. The expulsion notice will include the following:

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1. a statement of the reason(s) for the proposed expulsion, including any District or school rule that has been violated;

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2. the time and place of the Expulsion Hearing;

3. a statement of the parent's or guardian's right to be present at the Hearing and/or to be represented by an attorney or other representative;

4. the District expectation that parents will notify the District of their intent to exercise their right to legal counsel;

5. an explanation of how witnesses may be brought to the Hearing.

VII. Hearing

A. A Student Discipline Hearing shall be conducted by a Hearing Officer appointed by the Board of Education. However, the Board of Education reserves the right to preside over expulsion hearings consistent with Section 10-22.6 of the Illinois School Code.

Deleted: appointed Hearing Officer

B. The student may attend the Hearing along with his/her parent(s) or guardian(s) and the student may be represented by an attorney or other representative. If the administrator recommending the expulsion has proof of notice of the Hearing being sent and received, the Hearing may proceed regardless of whether the student and his parent(s) or guardian(s) of record choose to attend.

C. The Hearing will be conducted as follows:

The Hearing Officer will make brief introductory comments and ask the parents/student if they have received written and verbal notification regarding the Hearing and the reason(s) for the suspension. The student will be asked if he/she had an opportunity to speak to his/her Dean or a school administrator regarding the incident. The Hearing Officer will inform the parents and student of their right to ask questions of any witness, Dean, or Administrator and will state the right of the student to not testify if they so choose. The Hearing Officer will also explain the sequence that will be followed.

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Deleted: Authorized school personnel and the student, or his/her representative, may make short opening statements concerning both the charges of gross disobedience/misconduct and the appropriate discipline.

Deleted: Authorized school personnel will first present evidence. The student or representative may cross examine all witnesses in attendance at the Hearing, and review any written evidence presented by authorized school personnel.

2. School officials present information.

3. The student or his/her representative may then present evidence to refute the charges. The District may cross examine all witnesses in attendance at the Hearing and review any written evidence presented by the student or representative.

4. The Hearing Officer or Board of Education or District personnel, at any time, may direct questions to the parties or their witnesses.

5. Student witnesses may be requested to testify at a Hearing. Parents requesting a student witness must notify the school in advance of the Hearing and give ample time for the school to request permission for their student to testify. No student witnesses may testify if he/she declines to do so based on the reasons delineated in The School Code of Illinois and/or his/her parent(s) object to them giving testimony. Authorized school personnel may provide a written summary in which the identity of a student witness is concealed if any imminent fear of reprisal exists.

Deleted: If a parent or student wishes to call a student witness to testify at a Hearing,

Deleted: it is their responsibility to arrange for the student witness to be in attendance.

6. Authorized school personnel and the student or his/her representative may make closing statements at the conclusion of the Hearing

concerning both the issue of gross disobedience/misconduct and the issue of appropriate discipline.

7. The Hearing Officer shall prepare a written summary of the testimony and evidence received at the Hearing.

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VIII. Administrative Review Committee Action

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The Hearing Officer's report shall be forwarded to the Administrative Review Committee, who will review the report to determine whether to recommend expulsion to the Superintendent. The Superintendent will then determine whether that expulsion recommendation shall be brought to the Board of Education. The parent or guardian of record shall be notified of the Administrative Review Committee's determination. If the Superintendent decides to recommend expulsion, the Board of Education shall be provided a copy of the Hearing Officer's Report.

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IX. Board Action

- A. If the Administrative Review Committee decides to recommend expulsion to the Superintendent and the Superintendent agrees, the Superintendent will forward an expulsion recommendation to the Board of Education. The Board of Education shall consider the Hearing Officer's written report in executive session.

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- B. The Board will determine and make findings on the following two issues:

- and
- _____ 1. the validity of the charges of gross disobedience or misconduct;
 2. the appropriate disciplinary measure, if any, if the charges are upheld.

The parent or guardian of record shall be notified of the Board of Education's determination.

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Accepted Date(s): November 18, 2004; March 21, 2002;
Amended Date(s): December 18, 1997; January 28, 1993; November 28, 1990; May 5, 1986
Adopted Date: April 22, 1982
Review Date:

Deleted: ;

Law Reference: Related Policies: Related Instructions And Guidelines: Cross Ref.:

Date: November 15, 2007
To: Board of Education
From: Dr. Ralph H. Lee
Subj: Presentation of Resolutions

ACTION

Attached is a copy of the sheet distributed at the Instruction Committee meeting for the Board of Education to consider and approval of the following Resolutions:

- Resolution 1: Be it resolved, that this Board of Education considers the continuous narrowing of the academic achievement gap between black and white students in this District to be its top priority, including priority over new initiatives to raise the academic achievement levels of the student body as a whole, provided that such prioritization does not substantially lower the academic achievement levels of any other group of students.
- Resolution 2: Be it resolved, that this Board of Education considers the improvement of the reading skills of those students whose levels of academic achievement are lowest, to be a primary and one of the more intense focuses of those approaches to be considered in raising student achievement.

Motion: Move to approve Resolution 1, as presented;
Move to approve Resolution 2, as presented.

Roll Call Vote

Agenda Item Nos. VIII. F.

Business Section

November 15, 2007

TO: Superintendent

FROM: Chief Financial Officer

SUBJECT: 2007 Preliminary Levy

The Preliminary Levy must be placed on display no less than 20 days in advance of adoption. The Board of Education will adopt the 2007 Levy at its regularly scheduled Board meeting on December 20, 2007. A Public Hearing meeting will be held at the regularly scheduled Board Meeting on December 20, 2007.

For the 2007 Levy the CPI used is 2.5% and EAV for new property is estimated at \$20,000,000 plus \$20,345,170 in TIF carveouts. The estimate of the 2007 aggregate tax Levy is 104.56 percent of the Preliminary 2006 Levy.

Fund	Preliminary 2006 Levy	Preliminary 2007 Levy
Education	\$ 43,075,463	\$ 44,612,278
Liability Insurance	1,113,616	1,141,456
Special Education	406,372	476,232
O&M	5,009,319	5,067,320
Transp.	810,790	831,060
IMRF	998,347	1,023,306
SS	998,347	1,023,306
Working Cash	310,640	997,029
Life Safety	1,015,930	1,024,058
Total	\$ 53,738,824	\$ 56,196,045
Bond & Interest	<u>\$3,006,954</u>	<u>\$3,008,516</u>
TOTAL LEVY	\$ 56,745,778	\$ 59,204,561

The following is the Timeline for the Levy

October 16	Finance Meeting	Estimated Levy
October 25	BOE Meeting	Estimated Levy
November 6	Finance Meeting	Estimated Levy
November 15	BOE Meeting	Approve Preliminary Levy
December 20	BOE Meeting	Truth in Taxation Hearing
December 20	BOE Meeting	Levy Adoption

ACTION

MOTION: To accept the Preliminary Levy as presented and to be placed on display in the Business Office, Room 270A

AGENDA ITEM IX. A.

November 15, 2007

TO: Superintendent

FROM: Chief Financial Officer

SUBJECT: 2007 Preliminary Levy

The Preliminary Levy must be placed on display no less than 20 days in advance of adoption. The Board of Education will adopt the 2007 Levy at its regularly scheduled Board meeting on December 20, 2007. A Public Hearing meeting will be held at the regularly scheduled Board Meeting on December 20, 2007.

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December 20	BOE Meeting	Truth in Taxation Hearing
December 20	BOE Meeting	Levy Adoption

ACTION

MOTION: To accept the Preliminary Levy as presented and to be placed on display in the Business Office, Room 270A

AGENDA ITEM IX. B.

**Notice of Proposed Property Tax Increase
For Oak Park and River Forest High School District 200.**

I. A public hearing to approve a proposed property tax levy increase for Oak Park and River Forest High School District 200 for 2007 will be held on December 20, 2007 at 7:30 PM in the Board Room of the high school. Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Cheryl L. Witham, Chief Financial Officer, at 201 N. Scoville Ave. (708) 434-3264.

II. The corporate and special purpose property taxes extended or abated for 2006 were \$53,738,824.

The proposed corporate and special purpose property taxes to be levied for 2007 are \$56,196,045.

This represents a 4.57% increase over the previous year.

III. The property taxes extended for debt service and public building commission leases for 2006 were \$3,006,954.

The estimated property taxes to be levied for debt service and public building commission leases for 2007 are \$3,008,516.

This represents a .05% increase from the previous year.

IV. The total property taxes extended or abated for 2006 were \$56,745,778.

The estimated total property taxes to be levied for 2007 are \$59,204,561. This represents a 4.33% increase over the previous year.

Oak Park & River Forest High School

2007 Levy



Glossary

Levy—The amount of money a school district certifies to be raised from the property tax.

CPI—The Consumer Price Index.

EAV—Equalized Assessed Value—The value of the property multiplied by the state equalization factor.

Extension—The actual dollar amount billed to the property taxpayers in the district.

The Levy Timeline

- The BOE must “estimate” the levy at least 20 days prior to adoption.
- The BOE must adopt the final levy before the last Tuesday in December.
- A Truth in Taxation Hearing is required if the levy will increase by 5% or more.

Timeline

- 10/16 Finance meeting Preliminary Levy
- 11/6 Finance meeting Preliminary Levy
- 11/15 BOE meeting Preliminary Levy adopted
- 12/11 Finance meeting Preliminary Levy
- 12/20 BOE meeting Final Levy Adoption

The Calculation

- The 2007 Levy is based on 2006 extension x CPI;
- Plus the estimated value of new property; plus a TIF carve out of \$20,345,170 EAV.
- OPRFHS will receive an amount equal to $\frac{1}{2}$ of the prior year extension in the spring of 2008 and the remaining amount in the fall of 2008.

Tax Caps and CPI

- Property Tax Extension Limitation Act (Tax Caps) Public Act 87-17
 - Limits the amount of the increase in taxes from year to year to the lesser of 5% or prior year CPI, plus the value of new construction.
 - Prior Year CPI was 2.5%.

2007

Proposed Extension

	Preliminary 2006 Levy	Proposed 2007 Levy	
Educational	\$ 43,075,463	\$ 44,612,278	
Liability Insurance	1,113,616	1,141,456	
Special Education	406,372	476,232	
O&M	5,009,319	5,067,320	
Transportation	810,790	831,060	
IMRF	998,347	1,023,306	
SS	998,347	1,023,306	
Working Cash	310,640	997,029	4.57%
Life Safety	1,015,930	1,024,058	
Total (w/o B & I)	\$ 53,738,824	\$ 56,196,045	\$ 2,457,221

Average Increase for Homeowner

<u>OPRFHS 2006 Levy</u>	<u>OPRFHS 2007 Levy</u>
\$2,000	\$2,050
\$3,000	\$3,075
\$5,000	\$5,125

Oak Park & River Forest

EAV and OPRFHS Levy

LEVY	2005	% of total	2006	% of total
Oak Park	41,124,311	75.2%	42,470,790	74.8%
River Forest	13,573,580	24.8%	14,284,572	25.2%
	<u>54,697,891</u>		<u>56,755,361</u>	
EAV				
Oak Park	1,481,423,309		1,461,989,313	
River Forest	488,961,811		491,723,633	
	<u>1,970,385,120</u>		<u>1,953,712,946</u>	
Rate	2.776		2.905	

Other

Date: November 15, 2007
To: Board of Education
From: Superintendent
Subj: Adoption of Meeting Dates for 2008

ACTION

The following dates are proposed as Board of Education meeting dates for 2008. The dates are all on the fourth Thursday of the month except for the necessary changes due to the Thanksgiving Holiday, Winter Break, and in July when the Board of Education does not schedule a regular meeting.

Thursday, January 24, 2008

Thursday, February 28, 2008

Thursday, March 20, 2008

Thursday, April 24, 2008

Tuesday, May 22, 2008

Thursday, June 26, 2008

Thursday, August 28, 2008

Thursday, September 25, 2008

Thursday, October 23, 2008

Thursday, November 20, 2008 (third Thursday because of Thanksgiving)

Thursday, December 18, 2008 (third Thursday because of Winter Break)

Motion: Move to approve the 2008 regular Board of Education dates, as presented.

Voice Vote

Agenda Item No. XIV. C.

November 15, 2007

TO: Superintendent
FROM: Chief Financial Officer
SUBJECT: 2007 Preliminary Levy

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ACTION

MOTION: To accept the Preliminary Levy as presented and to be placed on display in the Business Office, Room 270A

AGENDA ITEM IX. B.

Date: November 15, 2007

TO: Board of Education

FROM: Superintendent

SUBJECT: Approval of Resolution in Support of the Collaboration on Early Childhood Care and Education

Action

At the November 6, 2007 Finance Committee Meeting, Dr. Lee asked the Board of Education to support the Collaboration on Early Childhood Care and Education in the form of a contribution of \$15,000 towards a grant. Because the Committee members supported this request in theory, they asked that a resolution of support be approved at the November 15 Board of Education meeting. The resolution is as follows:

Be it resolved, that the Board of Education considers the Collaboration on Early Childhood Care and Education an important contributor in the quest to raise student achievement beginning at the earliest possible stages of a student's development, and it will support the Collaboration's request for O.P.R.F.H.S. to partially underwrite a feasibility study and planning process entitled the Planning Partnership for Human Development in the amount of \$15,000 , provided that such planning includes collaborating with District 200 in the development and training of a program for high school students as interns and/or employees working with pre-K children in sites throughout the Village.

MOTION: Move to accept the resolution, as presented.

Roll Call Vote

Agenda Item No. XIII.C.