Reduction in Force: An Analysis of Procedures Used in the Roxana Community Unit School District #1 and Other School Districts in Illinois

Charles D. Conner
Eastern Illinois University

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REDUCTION IN FORCE: AN ANALYSIS OF PROCEDURES USED
IN THE ROXANA COMMUNITY UNIT SCHOOL DISTRICT #1 AND
OTHER SCHOOL DISTRICTS IN ILLINOIS

(TITLE)

BY

CHARLES D. CONNER

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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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CHARLESTON, ILLINOIS

1978
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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REDUCTION IN FORCE:  AN ANALYSIS OF PROCEDURES USED IN THE ROXANA COMMUNITY UNIT SCHOOL DISTRICT #1 AND OTHER SCHOOL DISTRICTS IN ILLINOIS

BY

CHARLES D. CONNER
B.S., Eastern Illinois University, 1964
M.S. in Ed., Eastern Illinois University, 1969

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS 1978
The purpose of this study was to analyze the factors which led to a reduction in force and the procedures which were used in reducing certified personnel by 14% in the Roxana Community Unit School District #1 in 1976. The school board had used a RIF policy with which it was pleased, but which had made teachers unhappy. Was this just a natural reaction from any teacher organization or were the board and administration inadequately prepared for the major decisions made, when compared to the provisions and preparations made by other school boards across the state of Illinois? This question was the focal point for the analysis of RIF policies of seventy selected school districts in Illinois. An equitable RIF policy was also developed to terminate tenured faculty so as to do the least possible harm to the educational program and to make it possible to retain key faculty members regardless of their length of tenure. The role and responsibilities of the principal during RIF were also outlined in the study.

Letters requesting information on RIF policies were mailed to one hundred Illinois school districts with a minimum of twelve letters sent to each of the eight educational administrative districts of the Illinois Office of Education. Each of the sampled districts had to meet the following criteria: (1) each had a minimum of fifty teachers employed and 1,500 students in attendance, (2) the faculties were organized and affiliated with the I.E.A. or the I.F.T., and (3) the teachers' organization annually negotiated one or more items with their school board.
Major findings of the research included the following:

1. Collectively, the factors of reduced enrollment, financial support, low faculty turnover, and changes in student course and program preferences created a need for reduction in force in the Roxana district in 1976.

2. Many districts in Illinois (41.4%) were unprepared for staff reductions, relying solely on those procedures required by Sections 24-11 and 24-12 of the School Code. Using only the School Code as district policy may create staff morale problems and may make it necessary to reemploy a teacher whose performance is less than satisfactory.

3. Tenured teachers are not going to be satisfied if all are given equal status, disregarding length of service and hours of education when reducing staff. Writing into RIF policies provisions for education and service are reasonable requests as indicated by 87.8% of the districts which had RIF policies.

4. Teachers want to know where they stand in regard to other faculty members being able to "bump" them. Established seniority rights at grade and/or department levels were considered legitimate components of RIF policies by 94.4% of the districts surveyed.

5. So that the best teachers may be retained by a district undergoing RIF, 60.9% of the districts with RIF policies allowed documented supervisory and evaluation reports to be used as supplementary criteria in staff reductions.

6. The process of reducing staff due to RIF and of dismissing incompetent teachers should be two separate projects.

7. 65.8% of the sampled districts had negotiated a teacher recall policy longer than the one year required by school law.
Major conclusions of the study included the following:

1. An analysis of statistics on national and state birth rates make it evident that many school districts will be confronted with reducing staff.

2. RIF may never be an easy task, but it can be made workable.

3. The best advice coming from educational consultants and legal advisors is to have a RIF policy before it is actually needed.

4. Administrators must learn new skills in the area of decline management. This entails understanding declining resource budgeting, developing expertise in time-phased scheduling techniques as a way to preserve programs, and becoming aware of the possible curricular redesigns for fewer students. They must also develop a talent for predicting enrollment and staff needs in their system over a period of years.

5. If a school district is not overstaffed, reductions in capital outlay and building programs should be made before reducing staff. This helps improve faculty morale with the board and administration seen as individuals trying to reduce spending to save vital teaching staff.

6. Early retirement should be encouraged with higher pay increments over a possible two-year period to raise retirement benefits of potential retirees.

7. If staff reductions must be made, it is paramount that the administrator communicate openly with his staff. It is his duty to see that personalities and individuals are not prime targets and that all proposals by grade-level or departmental representatives are evaluated as objectively as possible. All concerned must have an opportunity to voice their feelings.
8. The administrator's position on staff reductions and the board's intentions of standing firm on a fair policy must be made clear to the employees and the community.

9. Determining which staff members will be reduced must be done in a manner which is not capricious or arbitrary. The first guideline for staff reductions is in Chapter 122, Section 24-12 of the School Code. If a board has not negotiated away too much, the district should be able to deal decisively with reductions of tenured teachers. The best evaluational system entails subjective applications of objective measures. To retain the most qualified and dedicated staff while letting the least effective teachers go, the Three F Test should be used. This is a test that, with adjustments to meet local circumstances, can be used in any school district where proper records will show that the teachers retained are firm, friendly, and fair. However, an overwhelming number of Illinois districts with RIF policies has negotiated an entirely different practice for releasing tenured teachers using the highly objective method of teacher seniority as the major criterion.

10. During RIF procedures, the reputations of individual teachers must remain intact.

11. The board and administration are morally obligated to help terminated staff obtain other employment.
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CHAPTER I

SETTING AND PURPOSE

Changes in the population growth patterns within the United States have caused a decline in school enrollment. This decrease in enrollment plus spiraling educational costs have caused an upheaval in the American educational system. But coming out of a period of rapid expansion and into one of slow growth, or no growth at all, has put public education into a mood that is often experienced by an individual who suddenly realizes he is growing old.

For years public education seemed to be getting bigger and better. Now it seems to be experiencing something like old age, for it is being presented with a list of things which must be given up if it is to survive. Schools are being told to reduce spending, to limit programs, and, in some places, to even close down. And with such cutbacks, both in enrollment and budget, goes reduction of teacher force.

Although reduction in force may cause a depressing mood, it cannot be disregarded. No one wants to tell dedicated employees they are being "released," "dismissed," or "let go," because of financial difficulties. If school officials decide that reductions in the work force are absolutely necessary, it is important that boards and administrators have advice on how to best perform reduction procedures.

Efforts to deal with staff reductions up to this point have generally been of an ad hoc nature, and few institutions or
educational systems have evolved carefully formulated plans for use over a period of time.

The best advice coming from educational consultants and legal advisors is to have a plan before it is actually needed. Yet many school systems are ignoring this sound advice, even though enrollment statistics for the U.S. show a drop of approximately one million students in grades K-12 over each of the years 1972 through 1976. By 1980, the projection of public school enrollments is an estimated forty-five million, some two million fewer pupils than in 1976.¹

If declining enrollment was the only factor forcing school districts to reduce staff, schools might be able to adjust their budgets in time to compensate for this variable. However, school funding, inflation, low faculty turnover, and changes in student course and program preferences are also factors. And educators have little or no control over these.

Many schools are experiencing difficulty in maintaining their past levels of financial support. The state is not funding schools at the level it indicated over the last several years. Other social services and agencies are receiving a higher priority for public funds than education.

But those districts receiving adequate financial support are still finding that inflation is eating huge holes in their budgets. Those schools with dormant budgets or reduced levels of support are in serious difficulty. There is no way of knowing how long this will continue. But while it lasts, it will mean a financial crisis for a substantial number of institutions.

With stabilized or declining enrollments, there is little mobility of certified personnel. Universities across the state are now starting to limit the number of teacher trainees in their institutions due to the decrease in demand for new teachers. Further, there are not the attractive opportunities for faculty in fields outside of education that there have been in the past. This leaves retirement, illness, and death as the principal reasons teacher vacancies occur.

With few new faculty members coming into a school system, the age and tenure ranges narrow as they move upward. A financial consequence is that each year more faculty moves to the upper levels of the salary schedule, leaving a correspondingly lower percentage of the education fund for other instructional needs.

Currently, the change in student course and program selections is primarily a problem only of high schools. Students are shifting from the traditional academic or college preparatory courses to more utilitarian or vocational programs. As a result, many schools are finding themselves overstaffed in some areas and understaffed in others. This, while not a recent phenomenon, poses a serious problem to those schools operating on a tight budget.

Collectively, these factors of reduced enrollment, financial support, inflation, low faculty turnover, and changes in student course and program preferences were the problems which created a need for staff reduction in Roxana Community District Unit #1 two years ago. Covering sixteen square miles, the Roxana school district encompasses all or parts of the cities of Roxana, South Roxana, East Alton, Wood River, and rural Edwardsville, Illinois. The district
has four elementary schools (K-6), one junior high school (7-9), and one senior high school (10-12). There are six building principals, with an assistant principal at both the junior and senior high schools. The district has a superintendent and an assistant superintendent in charge of business. During the school year 1975-76, when RIF occurred, the district's total enrollment was 3,349 students. The number of certified teachers totaled 186. The local teacher association, the Roxana Education Association, is affiliated with both the National Education Association and the Illinois Education Association.

The purpose of this field experience is to outline the role and responsibilities of a principal employed in a school district which must experience RIF (reduction in force). Moreover, a reduction-in-force policy will be developed to terminate tenured faculty so as to do the least possible damage to an educational program and, at the same time, to make it possible to retain key faculty members regardless of the length of their tenure. Quoting Mr. Chester Nolte, "RIF can probably never be made easy, but it can be made workable if the machinery for performing it is put into place before it is needed."²

CHAPTER II

THE FINANCIAL DILEMMA

A school district's financial problems usually do not occur over night, but rather grow seemingly undetected over a long period of time. Roxana's problems reached a climax within seven years.

In 1969, the school district presented a proposal to the public to increase taxation for the education fund. The referendum was soundly defeated and was not returned to the voters until the fall of 1975. This was not of major consequence because the district continued to grow in population until 1971, and state income tax legislation, producing new school revenues, bailed the district out of financial trouble. But in 1971, when the student population peaked out, the district was still busy developing programs and hiring new staff. As the staff members were needed longer than the two-year probationary period, most of them gained tenure and remained on the force. Due to the differential in teacher qualifications for elementary and secondary schools, only a few of the faculty members could be moved along with the large influx of students going through the two secondary schools. This necessitated hiring additional staff to teach and develop programs in the junior and senior high schools.

As the enrollments started to decline in the district, the administration made sure that natural attrition, such as scheduled retirements, move-aways, and nonrenewals of probationary teachers, was used to reduce staff. But as most of the teachers were young or middle-aged, this procedure for reducing the teacher force lost
much of its effectiveness. The district soon found itself in financial straits.

During this period of time, the school board was very proud of the district and felt that if Roxana was going to have continuous quality education, the constituents must be willing to give adequate financial support. This meant giving teachers salary increases generally higher than the other districts in the metropolitan area. This salary increase was also due, in part, to the strong teacher organization, the Roxana Education Association.

Declining enrollments, salary increases, acquisitions of large amounts of supplies and equipment, and inflation eventually started the system on a long period of deficit spending. From 1969 to 1977, expenditures exceeded revenues except for one year, 1971. (See table 1.) Everyone concerned with the budget felt, or at least hoped, that the state would come through with additional revenue. Instead, the percentage of state aid received was reduced in all school districts.

In 1973, the six building complexes were in need of costly repairs and painting, but hiring adequate staff was not in the budget. Some bills, which should have been financed through the building fund, were having to be paid out of the hard-pressed education fund. A referendum was taken to the voters to increase the building fund by $.20, with a promise that only half of that amount would be levied the first year, with the full amount being levied in subsequent years. The taxpayers gave full support to this proposal and voted for the increase.
This provided some relief for the education fund, but it was of short duration. The increased costs for services, equipment, supplies, and certified personnel salaries continued to exceed the budget. In 1974, the district started releasing non-tenured staff in both the elementary and secondary schools. But even this procedure could not keep up with spiraling costs. Principals tried to compensate in some budgeted areas by critically evaluating all requests for textbooks, supplies, materials, and any other requisitions which created additional expenditures in the education fund. Teachers were directed to save in any area, no matter how small their contribution might be: electricity, heat, paper, and classroom supplies. These steps were successful, but they could not wipe out the mounting education fund debt. The board was forced to start issuing anticipation warrants to meet costs.

In the spring of 1974, the administration asked the board to present a referendum to the people asking for a $.40 increase in the education fund. The rationale was that the Roxana school district had the lowest education tax rate in Wood River Township and that it ranked near the bottom in a sampling of sixteen area school districts. (See tables 2 and 3.)

Meetings were held in every school building throughout the district to inform voters of the financial crisis which existed in the school system. It was explained to the public that when the increased assessed valuation and declining enrollment were computed by the Resource Equalizer Formula, the district was losing money rapidly because the local effort (taxation) was very low. (See table 4.) All building principals attended these informational
meetings. Their role was to answer questions concerning their buildings regarding tentative program and staff cuts if the proposal failed.

The people attending these meetings and the local newspapers were given information stating that if the referendum would pass, programs could be maintained for the 1975-76 school year, but cuts in both staff and programs would occur the following year.

As was the current trend in schools across the nation, the referendum was defeated by a vote of 1,028 to 897. This was discouraging news, but the board and administration felt that it was not such an overwhelming public mandate as to prevent resubmitting the proposal again at a later date.

The administration and staff analyzed the defeat in as many ways as possible. Administrators had to come up with answers to these questions:

1. Were voters satisfied and proud of their educational system?
2. Was the district doing its best to present the positive aspects of its educational program to the public through mass media?
3. Were minor problems in the system causing parental and student negativism?
4. Was the total staff doing a more than adequate job of educating the students?
5. Where could additional cuts in programs and expenditures be made without dismissing staff?

For the rest of the spring and summer, administrators and
staff devoted much time discussing these questions and formulating procedures to remedy any deficiencies. The foremost problem of all was how to intensify the austerity program prior to making staff reductions.

Board-teacher negotiations provided for a lot of heated debate during the summer of 1975. This was the first time since the district's formulation that a layoff of tenured teachers was pending. The teacher negotiating committee asked that an additional $450 be added to their base salary of $9,200. The board's final proposal was a $100 increase on the first step of the salary schedule which had a built-in index of two percent.

All proposals and counter-proposals were weighed in the number of "heads" it would cost (staff reduction) in subsequent school years. The teachers' negotiating team was faced with a dilemma. They were concerned both with the teachers being cut and with a salary livable for the teachers who remained. The Roxana Education Association finally accepted the board's final proposal: a base salary of $9,300 and a two-year agreement with salaries as the only negotiable item during the intermediate years.

In trying to protect its membership, the R.E.A. presented a new reduction-in-force policy for negotiations. (See policy 1.) The board's bargaining committee refused to negotiate this item. The reduction-in-force policy remained the same as the first formal agreement written seven years earlier. (See policy 2.)

POLICY 1

ROXANA EDUCATION ASSOCIATION
PROPOSED REDUCTION-IN-FORCE POLICY 1975

Teaching positions shall remain the same unless there is
a substantial decrease in average daily attendance and/or a substantial decrease in the educational fund revenues of the school district over the previous fiscal year.

In all reductions resulting from a substantial decrease in ADA and/or a substantial decrease in the educational fund revenue, the reductions shall be made according to the following: (district-wide seniority shall control)

A. First, non-instructional personnel shall be dismissed in proportion to the reduction in average daily attendance.

B. Second, the extra-curricular program of the school district shall be eliminated.

C. Third, teachers at the involved grade level(s) shall be dismissed in the following order:

1. Those involved teachers with one (1) year or less service in the school district.

2. Those involved teachers with more than one (1) year but less than two (2) years of service in the school district.

3. Etc.

4. If between two (2) or more teachers the length of service with the school district is equal, the horizontal position of the respective teachers on the salary schedule at the time of the removal with respect to education shall control.

D. In the event that the ADA and/or the educational fund revenue is decreased, the existing teaching positions will be used to maintain and/or improve in proportion to the current elementary physical education, art, and music programs.

E. The board shall first offer reemployment to the teachers dismissed in the reverse order of the dismissals specified in Section C.

F. A teacher's failure to respond affirmatively within fifteen (15) days after receipt of the board's letter sent by registered mail to the teacher's address on file
with the board recalling such teacher, shall result in termination of the teacher's rights of recall.

G. The administrative staff shall be dismissed in proportion to the reduction in ADA.

***

POLICY 2

ROXANA EDUCATION ASSOCIATION AND BOARD OF EDUCATION

SUBSTANTIVE AGREEMENT

ARTICLE V

REDUCTIONS IN PERSONNEL

A. Any teacher removed from employment shall have recourse through the grievance procedure.

B. Any reduction in personnel shall be in compliance with the School Code.

During the summer, the board decided to present the education fund tax referendum to the voters again on September 16, 1975. The public was asked to vote for a $.45 increase in this fund, raising it from $1.80 to $2.25. If passed, the new tax rate would bring approximately $450,000 additional revenue into the education fund and also produce an extra $170,000 in state aid. Its defeat meant that the $3,851,765 education fund would have to be reduced by $500,000 for 1976-77 and by another $330,000 for 1977-78. Eighty-two percent of the education fund was for salaries, excluding those of custodians, maintenance men, and bus drivers. The only conclusion was that jobs and programs in the school had to be eliminated. These budget cuts did not take into consideration any salary increases for the staff over a two-year period of time. Any raises would inflate the budget cuts and cause an additional reduction in staff members. (See table 5.)
On August 25, 1975, the administrators received information from the Illinois Office of Education concerning reduced payments in state aid and the cuts made by Governor Walker in special and vocational education. In revenue, the district was to receive $174,000 less in aid for 1975-76 than it was anticipating. The board had already adopted a budget which included issuing $1,400,000 in anticipation warrants. This was very close to the $1,500,000 maximum allowed by law for the Roxana district. The budget had to be cut immediately by $174,000 for the coming school year, and due to the time factor, it could not be accomplished by reducing staff. The school year was already starting with seven fewer certified staff members than the previous year due to retirements and release of non-tenured teachers.

On August 26, school opened with the superintendent informing the staff of the most recent financial problems. All building principals met with their teachers to discuss new ways of improving the austerity program. Teachers were encouraged to help as much as possible as the public was watching the economic situation. As a staff, they were obligated to their colleagues to save in every conceivable area as every measure taken to economize might help save a fellow teacher's job.

The teachers were able to come up with a rather long list of ways to economize and vented some of their hostilities in a few items. They wanted to make the austerity program be felt by the taxpayers in cutting out the cafeteria, athletics, and increasing student fees. (See list 1.) It was the administration's duty to see that the first responsibility was to the educational program and to diminish the desire to hurt a particular target group.
LIST 1

SECONDARY FACULTY "AUSTERITY" SUGGESTIONS

1. Charge a shop fee.
2. Charge a home economic fee for the semester of cooking.
3. Raise the book fee.
4. Raise the lunch prices.
5. Charge full prices for lost books. Withhold grade cards until books are paid for.
6. Increase admission for all athletic events.
7. Give free passes to employees only, not spouses.
8. No full-time counselors: teach at least two classes.
9. Raise art fees.
10. Establish instrumental band fees.
11. Department heads teach full-time in the classroom: no released time.
12. Close one elementary school.
13. No mandatory P.E.
14. Cut administrative staff.
15. Tone down administrative raises.
16. The football insurance should be paid by participants.
17. Eliminate the cafeteria.
18. Cut down the custodial staff through natural attrition.
19. Turn off air-conditioning; use lights and fans only when needed.
20. If one child has a detention after school, no transportation should be furnished.
21. Move 9th grade to senior high school and eliminate one principal.
22. Eliminate all athletics until referendum passes.
23. Use 18-year-old students to cut grass.
24. Reduce administrative salaries by 3%.
25. Superintendent take $3,000 cut in salary.
26. Encourage early retirement; pay all accumulated sick leave and severance pay.
27. Eliminate all sports which can't support themselves.
29. Quit replacing and buying new library books.
31. 40 minute periods: teachers would have 6 classes, one free period, and smaller classes.
32. Use only half of lights in a room.
33. Turn out lights in hall.
34. Have students pay for own Junior Scholastic magazine.
35. Purchase textbook according to condition and resell it at the end of the year.
36. Stop watering football field.
37. Use blackboard and less dittoes.
38. Stop supplying so many classroom supplies for teachers: pens, paper clips, etc.
39. Volunteer coaches?
40. Use both sides of paper in main office.
41. No refreshments at board or teachers' meetings.
42. Eliminate all extra-curricular activities.
43. Eliminate early graduation so the student will be attending his entire senior year, and we will receive state aid for the year.
44. Absorb the work of retiring administrators.
45. No assistant principals.
46. Cut guidance counselors: one for junior high; 2 for senior high.
47. No 9th grade graduation.

Teacher feelings at this point were mixed. They felt animosity toward the board and administration, yet resignation to the fact that both sides had to work together in remedying problems. Once they conceded that the district had problems, were they willing to discuss economy measures.

The six building principals gave teachers two proposals. First, all classroom teachers voluntarily substitute during their preparation periods without additional pay, and all counselors and administrators substitute as frequently as permissible. Second, all staff members work at extracurricular events without reimbursement.

Additional action taken by the administration was to eliminate field trips for all grade levels. A one-year moratorium was also put on travel and attendance at state and national meetings for teachers and administrators. Those still desiring to attend would have to pay total costs, including expenditures for substitute teachers.

Most staff members were very responsive to all measures taken to save money. During the 1975-76 school year, the austerity program cut $185,000 from the budget. Many of the austerity measures were only for one year, for sustaining them over a longer period would
have been detrimental to the total educational program.

On September 16, the referendum passed and increased taxation for the education fund by $.45. The vote, 1,342 to 1,297, was one of the largest in the district's history. The administration could now proceed to determine what would be necessary to keep expenditures within the budget.
CHAPTER III
PROCEDURES FOR RIF IN ROXANA
WITH EMPHASIS ON THE ROLE OF PRINCIPAL

The board directed the administration to study all phases of the educational program and to recommend reductions for the 1976-77 school year. All six building principals protected their individual programs, and their recommendations to reduce the budget did not include the dismissal of tenured staff members. Dismissal of non-tenured staff, not replacing retiring teachers, reducing ten-month contracts to nine, and dropping some extracurricular activities comprised their recommendations. The total package amounted to a $180,000 cut in the budget.

The board rejected these recommendations and directed the principals to intensify their study for staff and program reductions. The board wanted a proposal to reduce the budget $500,000. It was not until this time that all building principals realized that concessions would have to be made in teaching staffs and that the reduction study would truly have to be a joint effort.

In the senior high school, of which the investigator is principal, student registration had to be moved from April to January so that staff needs for the following year could be critically evaluated. Once vacancies were created, teacher credentials were checked to see who could fill those positions for which there was a demand. Administrators pooled this information at all grade levels in determining who would be released and how it would affect the programs. If a position to be eliminated did not require very specific
teacher credentials, the principals would discuss staff reduction choices with the department chairpersons and review all supervisory reports for those teachers selected for reduction. Retaining the best teachers was their goal. The principals repeated this same process with the superintendent and, eventually, with the school board. But turmoil still existed among the administrators because a half million dollar budget cut would be devastating for many programs. They mutually felt that if it took this long (seven years) to get into this financial bind being presently experienced, a sufficient number of years should be allowed to remedy the situation without making "wholesale" cuts overnight in the educational program.

In making cuts, the main priority of the administrators was to make reductions at all levels of school personnel and extracurricular activities. This included reductions in:

1. administrators
2. guidance staff
3. department chairpersons (They would teach five rather than their usual four classes.)
4. classroom teachers
5. cafeteria workers
6. coaches
7. extracurricular programs
8. secretaries

It was believed that reductions in all areas would be better received by the school board, the general public, and the Roxana Education Association. The principals presented the board their
second proposal and the reasons for it being less than a half million dollars. (See table 6.) In January, 1976, the board accepted the proposal in total.

While the administration was working on reduction proposals, the teachers' association was far from being complacent. They met with the administration on several occasions to discuss measures to reduce spending but still protect their membership. They also presented a proposal to the board to curtail spending by $219,565. (See table 7.) Many of these same items were listed in the administrative package.

During the month of January, there were many administrative meetings, board committee-administrative meetings, and conferences with legal advisors. Intentions were to have dismissal proceedings go as smoothly as possible and to avoid possible court confrontations. Administrators were unable to discuss who was to be dismissed or the reasons for such, other than it being necessary due to financial difficulties and declining enrollment. This was imperative to avoid legal complications before and after formal dismissal proceedings by the school board.

One of the more complex problems with which the administration had to deal was determining who should be released first and in what order. Sections 24-11, 24-12, and 10-22.4 of The School Code of Illinois were diligently researched for answers. The biggest concern was the three teachers at the secondary level who had gained tenure in previous years but who were now teaching part-time. Their services had never been interrupted since becoming tenured teachers. Upon request, the Madison County Educational Service Region furnished the administration with two legal opinions.
concerning part-time teachers. These opinions indicated that these teachers did not have tenure status. (See correspondence 1 and 2.)

In December, Dr. Cronin, State Superintendent of Education, sent all districts the new policy, Rules and Regulations Governing the Procedure for the Dismissal of Tenured Teachers in the State of Illinois. These guidelines for dismissal had been amended by Senate Bill #1371, December 15, 1975, which provided "that a tenured teacher may be dismissed for cause only upon the order of an impartial hearing officer." The Rules and Regulations did not apply to the situation in Roxana since the reason for dismissal was reduction in staff due to declining enrollment. This was substantiated on page 2, Section 2.02 of the Rules and Regulations:

2.02 These Rules and Regulations do not apply to:

1. dismissal of probationary teachers;
2. dismissal as a result of a decrease in the number of teachers employed;
3. dismissal as a result of a discontinuance of a particular teaching service;
4. dismissal of a teacher who attains retirement age.

Formal board action was scheduled for February 26, 1976. The board was operating on the assumption that the released teachers would have a better opportunity to find new employment if informed of their job status as early as possible. Legally, teachers must be notified of their contract status sixty days before the end of the school term.

On the afternoon of February 26, the twenty-six teachers to be dismissed received messages, hand delivered by the office
secretaries, from their building principals. The messages stated that the principal and another administrator would meet with them after school in their classroom.

In these principal-teacher meetings, each staff member was told that the board would vote on his dismissal at the board meeting at 7:30 PM that evening. This task was truly one of the most difficult experienced by principals during the entire period of time in which they had worked and planned for dismissals.

The only business conducted at the board meeting on February 26, was that of teacher dismissals. More than two hundred citizens, teachers, Illinois Education Association representatives, and members of the press were in attendance. The chairman of the board's Personnel and Curriculum Committee read the board's resolution for each of the twenty-six teachers released that evening. (See resolution on following three pages: 21, 22, and 23.)

Each of the twenty-six resolutions received a unanimous 7-0 vote for dismissal. A few teachers interrupted board proceedings and asked for a "bill of particulars" but their requests were denied.

Immediately after the board meeting, released teachers were mailed certified letters. This started a series of correspondence whereby the teachers asked for a "bill of particulars" and hearings on their dismissals. (See correspondence 3, 4, 5, 6, and 7.) The board refused to comply with these requests, noting that Section 24-12 of The School Code of Illinois does not require hearings when decreasing the number of teachers employed by a district. (See Section 24-12, page 24.)
RE SOLU TIO N

ROXANA'S BOARD OF EDUCATION RESOLUTION CONCERNING THE DISMISSAL
OF TWENTY-SIX TEACHERS BECAUSE OF RIF

WHEREAS the continued decrease in the District's enrollment has
resulted in a loss of State Aid received by the District, and
WHEREAS the enrollment of students in Community Unit School
District No. 1, Madison County, Illinois, has continued to decrease
since 1967, and according to the school census will continue to
decrease for at least several years to come; and whereas this Board
of Education has, over the past twelve months, caused a study to be
made of the needs of the District, taking into consideration the
revenues received for the operation of the school district and the
declining rate of student enrollment; and
WHEREAS this Board, together with the School Administrators,
has given long and serious study of the efficient operation of the
schools, as well as the best interests of the students; and
WHEREAS over the past several years, in order to operate the
school system, it has been necessary to borrow large sums of money
and anticipate against school taxes heretofore levied, but not yet
received by the District, the result of which has been deficit
financing which, in time, if not corrected would create havoc
within the District.

NOW THEREFORE BE IT RESOLVED by the Board of Education of
Community Unit School District No. 1, Madison County, Illinois:

a. That all of the matters and things set forth in the
preamble of this resolution are incorporated herein
by reference.

b. That the Board of Education does find and determine
that the enrollment of students in the District has declined since 1967, and according to the school census will continue to decline for several years into the future.

c. That the Board does find that for the efficient operation of the schools in the District it is necessary to decrease the number of teachers employed by the District.

d. That ____________, is and shall be dismissed as an employee and teacher of Community Unit School District No. 1, Madison County, Illinois, effective at the end of the present school term, to-wit: the 28 day of May, 1976. That said dismissal shall be an honorable dismissal, and the reason therefore being the decrease of the number of teachers employed by the Board.

e. That the Secretary of this Board give notice to dismissal of ____________, by registered mail at least 60 days before the end of the present school term; said notice shall be in substantially the following form:

To ____________,

You, as teacher in the schools of School District No. 1 of the County of Madison and State of Illinois, are hereby notified by registered mail at least 60 days before the end of the present school term, that you are hereby dismissed as such teacher to become effective at the end of such school term. Such removal or dismissal results from the decision of the Board of Education of such School
District by resolution duly adopted by the Board on the twenty-sixth day of February, 1976, to decrease the number of teachers employed by the Board.

This dismissal is honorable, and no cause of complaint is hereby made against you as such teacher, or the services rendered by you for the district.

Dated this twenty-sixth day of February, 1976.

The Board of Education of School District No. 1 of the County of Madison and State of Illinois.

By ______________________
President

And ______________________
Secretary of the School Board

____________________ moved the adoption of the Resolution as read.

____________________ seconded said motion.

On roll call the following voted Aye:

Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye
Mr. ______________________ Aye

Nay

Mr. ______________________

The President declared the motion adopted as read and ordered the Secretary to record same in the minutes of the Board.

Secretary of Board of Education
Removal or dismissal of teachers in contractual continued service.

Notwithstanding the entry upon contractual continued service, any teacher may be removed or dismissed for the reasons or causes provided in Section 10-22.4 in the manner hereinafter provided. If the removal or dismissal results from the decision of the board to decrease the number of teachers employed by the board or to discontinue some particular type of teaching service, written notice shall be given the teacher by registered mail at least 60 days before the end of the school term, together with a statement of honorable dismissal and the reason therefor, and in all such cases the board shall first remove or dismiss all teachers who have not entered upon contractual continued service before removing or dismissing any teacher who is legally qualified to hold a position currently held by a teacher who has not entered upon contractual continued service. If the board within 1 calendar year thereafter increases the number of teachers or reinstates the position so discontinued, the positions thereby becoming available shall be tendered to the teachers so removed or dismissed so far as they are legally qualified to hold such positions.

During the months following the dismissals, the Roxana Education Association attempted to find technical flaws in the procedures used. Meetings were held with television, radio, and newspaper staffs to convey to them and to the public the negative implications that reducing staff would have on the educational program. A few teachers had to be asked not to use their classrooms as a forum to express their grievances. They were instructed to direct their complaints to the administration and school board if they felt they had legitimate questions which needed clarification.

The general public was supportive of the board in its efforts to reduce deficit spending. The Roxana Citizens Advisory
Council probably expressed public sentiment best in its open letter to the school staff and the newspapers. (See correspondence 2.)

To date, all teacher dismissals have remained in effect. They were not challenged in a court. Two cases are undergoing litigation at this time, but the dismissals are not being contested. Re-hiring practices, in both cases, are the cause for legal confrontation.
CHAPTER IV

ACCEPTABLE PROCEDURES FOR RIF BASED ON RESEARCH AND EXPERIENCE

The Roxana school district was able to survive the trials and tribulations brought on by a reduction in force. However, was mere survival enough? Were the educational programs meeting the needs of the students, and had the administration given the board of education sound and unbiased information on which to base final decisions?

The school board had used a RIF policy with which it was pleased, but which had made teachers unhappy. Was this just a natural reaction from any teacher organization, or was the school board and administration inadequately prepared for the major decisions made, when compared to the provisions and preparations made by other school boards across the state for similar action?

This question was the focal point for the analysis of the RIF policies used in seventy school districts in Illinois. The purpose was to evaluate these RIF policies (Many districts have not adopted one.), to compare them to the policy used by Roxana, and finally, to determine if an equitable RIF policy really exists.

Letters requesting information on reduction-in-force policies were mailed to one hundred school districts throughout the state. (See correspondence 9.) In an attempt to get a good cross section, a minimum of twelve letters was sent to each of the eight educational administrative districts of the Illinois Office of Education. Each
of the sampled districts had to meet the following criteria:

1. A minimum of fifty teachers had to be employed by the district.

2. A minimum of 1,500 students attended schools in the district.

3. The faculties were organized and affiliated with the Illinois Education Association or the Illinois Federation of Teachers.

4. The teachers' association or union annually negotiated one or more items with their respective school board.

Schools which met this criteria were determined by researching the Directory of Illinois Schools and by information provided by the Edwardsville District Office of the Illinois Education Association. Of the one hundred districts sampled, seventy responded to the request for RIF information. A minimum of four school districts from each of the eight I.O.E. administrative districts mailed a reduction-in-force policy or else indicated how they have approached or would approach the problem of staff reduction.

Information considered to be important in the analysis of reduction-in-force policies is listed in the following categories:

1. Number of districts responding to survey 70 (70%)

2. Faculty affiliation:
   (a.) Illinois Education Association 67 (95.7%)
   (b.) Illinois Federation of Teachers 3 (4.3%)

70 districts
3. Districts with a reduction-in-force policy:
   (a.) I.E.A. faculties 38 (54.2%)
   (b.) I.F.T. faculties 3 (100%)
   41 districts

4. Policy is based on:
   (a.) Seniority rights 36 (87.8%)
   (b.) Tenure teachers on equal status 5 (12.2%)
   41 districts

5. Seniority rights:
   (a.) Second-year probationary teachers have seniority over first-year teachers 28 (77.8%)
   (b.) Probationary teachers have equal status 8 (22.2%)
   36 districts
   (c.) If properly certified, seniority rights extend over grades K-12 2 (5.6%)
   (d.) Seniority may be established at elementary or secondary levels only/primary or intermediate levels only 34 (94.4%)
   36 districts

6. Other criteria used in conjunction with seniority rights of districts with policies:
   (a.) Education 38 (92.6%)
   (b.) Certification 38 (92.6%)
   (c.) Supervisory and evaluation reports 25 (60.9%)
   (d.) Recommendation of superintendent 9 (21.9%)
   41 districts

7. Duration of reduction-in-force agreement with boards of education:
   (a.) One year 1 (2.4%)
   (b.) Two years 3 (7.3%)
   (c.) Indefinite 37 (90.2%)
   41 districts

8. Time limitation on teacher recall:
   (a.) 12 months (required by School Code) 14 (34.2%)
   (b.) 18 months 2 (4.8%)
   (c.) 24 months 13 (31.8%)
   (d.) 36 months 7 (17.1%)
   (e.) Indefinite 5 (12.2%)
   41 districts
These categorized items appear to be the most common components found in reduction-in-force policies at this time in Illinois. As substantiated by research, many districts (41.4%) are unprepared for staff reductions, relying solely on those procedures required by the School Code in Sections 24-11 and 24-12. Basically, the Roxana district used only the School Code when reducing staff and the problems encountered were many.

First, tenured teachers are not going to be satisfied if all individuals are given equal status, disregarding length of service and hours of education, when reducing staff. Teachers' unions and associations have an obligation to protect their members who are approaching retirement. Writing into RIF policies provisions for service and education are reasonable requests as indicated by 37.8% of the districts which had staff reduction policies.

Second, teachers want to know where they stand in regard to other faculty members being able to "bump" them. As an example, a teacher who has taught business classes for ten years is going to be very unhappy about the prospect of a 20-year P.E. teacher with a business minor being able to take over his job. Seniority rights should be established at grade and/or department levels if schools want to avoid displacing several teachers during RIF. Ninety-four percent of the districts felt that this was a legitimate component in reduction-in-force policies.

Current articles dealing with the question of RIF frequently mention that the process of reducing staff due to financial difficulties and of getting rid of incompetent teachers should be two entirely separate projects. Administrators are responsible for documenting cases against incompetents and recommending their
dismissal for "cause" rather than RIF. This procedure will enable administrators to help reduced teachers find other jobs with unqualified recommendations for employment.

During reduction in force, districts want to retain their best teachers, and it is for this reason that 60.9% of the districts with policies has allowed documented supervisory and evaluation reports to be used as supplementary criteria in staff reductions. This option will enable districts to retain the best staff members if two or more teachers have acquired similar seniority rights. The key to this procedure is specific and accurate data in evaluation reports, and it is the administration's duty to prove one teacher is better than another.

If these suggestions are incorporated into the procedures used for reducing staff, the school board will find it more appealing to extend the period of teacher recall beyond the one-year limit specified in the School Code. Knowing that a released teacher is capable and that he would enrich the educational program if allowed to return is a more comfortable situation to be in than knowing one might have to reemploy a less than satisfactory instructor. This is another reason why RIF and teacher dismissals for "cause" must be separate projects.

A majority of the sample districts (65.8%) has negotiated a teacher recall policy with the unions/associations longer than that required by law in Illinois.

If reduction-in-force policies contained the above mentioned provisions, school boards would be better equipped to understand the problems incurred during staff reductions. Using only the
School Code as district policy may create staff morale problems and may make it necessary to reemploy a teacher at a later date whose performance is less than satisfactory. School boards and teacher organizations would be doing all parties a favor if they would negotiate a reduction-in-force policy regardless of their present enrollment or financial situation. The machinery should be in place before it is needed.
CHAPTER V
HOW ADMINISTRATORS MAY PREPARE FOR RIF

When an objective analysis is made of statistics on national and state birth rates, it is very evident that many school districts will be confronted with reducing staff. School boards and administrators must be responsible for learning techniques to make staff reductions effective and, at the same time, for retaining a quality educational program.

Administrators must learn new skills in the area of decline management in education. This entails the need to understand declining resource budgeting, to develop expertise in time-phased scheduling techniques as a way to preserve programs, and to become aware of the possible curricular redesigns for fewer students.

This form of management demands more leadership abilities than those required for periods of growth. Decline management requires a keener sense of balance and proportion in the allocation of scarce resources. In growth, the passage of time tends to balance errors of judgment in resource allocation; in decline, time compounds them.

Administrators need to develop a talent for predicting what will happen in their system over a period of years. One way to forecast enrollment and staff needs over the next ten years is to use the district's data in forecasting the future. This can be done in the following steps:

1. Establish the present number of students as a ratio to present total school staff. (At the secondary level, annual North Central Reports will contain
this information.

2. Establish the present number of pupils as a ratio to each present special support area and subject area teacher: English, foreign language, guidance, etc.

3. Establish the projected number of students by grade level for the next 3, 5, 7, and 9 years. (Use district enrollments plus retention ratios.)

4. Using the present course offerings and programs as well as present staff ratios and class size, calculate the number of pupils for total staff, for each special area, and for each subject area, over the next 3, 5, 7, and 9 years.

5. Compare the above sets of figures with the present. Examine the total pupil-staff ratios, pupil-subject area teacher ratios, and pupil-special area teacher ratios. 3

These comparisons should identify class sizes below present desired enrollments, surplus teacher positions, and the program areas in which the present staff is currently assigned. This information may result in decisions to discontinue certain programs and expand others. When discontinuing programs, teacher and students should be notified of such probable actions as early as possible. This gives teachers the opportunity to re-train in other areas and to broaden their range of teacher certification. Also, the possibility of terminating students' programs, with little or no notification prior to completion, would be diminished.

If the school district is not overstaffed, a reduction in nonsalary expenditures should be made before reducing staff. To faculty members whose employment is threatened, reduction in nonsalary items has obvious appeal. Most districts should be able to sustain programs for a few years with a reduced building program and a reduction in capital outlay. But relying on this

Approach too heavily has its pitfalls. Although delaying maintenance and repair will produce short-term savings, it frequently results in large expenditures at a later date. For a short period of time, however, it will help to improve faculty morale because the board and administration will be seen as individuals trying to reduce expenditures in an effort to save vital teaching staff.

Further reductions in expenditures can be accomplished by encouraging early retirement. Faculty members who are eligible for retirement, but who have not reached retirement age, constitute the primary group for this approach. If potential retirees would let it be known to the board that they would consider early retirement, a substantial raise in salary could be given to these teachers over a possible two-year period. These higher pay increments would raise their retirement benefits, and thus encourage teachers to retire at an earlier age. Teachers at the top of the salary schedule could then be replaced with probationary teachers at a much lower salary. Also, the younger staff members would be capable of bringing new talent and energy to revitalize the school programs.

If appropriate steps have been taken to reduce expenditures through careful program planning, implementing of austerity measures, and encouraging early retirement, schools may still experience the need to reduce staff. It is at this stage that a school administrator experiences difficulty in recommending additional reductions in the budget. Teachers are willing to discuss proposals for cutting costs,
but this does not include their willingness to discuss releasing colleagues. They belong to an organization whose primary function is to protect jobs, not to make suggestions as to how best to cut membership.

The administrator enters a time period when open communication is the key factor in working with his staff. Long hours must be devoted to making proposals, listening to counter-proposals, and evaluating each as objectively as possible. It is his duty to see that personalities and individuals are not prime targets. What happens to the total curricula, student needs, and staff morale after teacher reductions, must be major objectives when making decisions during this time.

It is essential that the administrator meet with all department and grade-level representatives to discuss program cuts. Their proposals must be taken into consideration or else the board and administration will be left in an indefensible position when staff cuts are questioned by teachers, news media, and the community. All concerned parties must have an opportunity to express their feelings, even though it may be unproductive or uncomfortable for those having to make the final decisions.

In order to gain as much support as possible for eventual school board decisions, the administrator's position on staff reductions must be made clear to the employees and community. The current enrollment figures, and the financial and employment picture, must be given to all concerned parties. Predictions for future years arrived at by one's own business personnel and
possibly, outside consultants, must be a part of this information. Explain what has been done to prevent staff reductions and the board's intentions of standing firm on a fair policy.

The board could use a citizens' advisory council or a task force to study and gather information concerning the problem. Such an organization can act as a buffer between the board and the problem, enhancing the idea that staff reduction is the community's problem, not just one manufactured by the board and administration.

In determining who will be cut and who will remain must be done in a manner which is not arbitrary or capricious. A method which displays a pattern of discrimination will be challenged by teachers, and the board will lose all such cases in court.

The best rating or evaluational system entails subjective applications of objective measures. The first guideline for staff reductions is provided for all districts in Chapter 122, Section 24-12 of The School Code of Illinois. The most difficult task arises when the cost cutting must include tenured teachers. If a board has not bargained away too much, the district should be able to deal decisively with teacher reductions; that is, retaining the most qualified and dedicated staff members while letting the least effective teachers go. Chester Nolte suggests that the Three F Test be used in the selection process. This is a test that, with adjustments to meet local circumstances, can be used in any school district where proper records will show that the teachers retained are firm, friendly, and fair. A brief summary of each trait in the Three F Test is:
1. **Firmness.** This kind of firmness makes a teacher worth hiring and retaining. It is consistent from day to day and from mood to mood. It is predictable and pre-advertised, so that no child remains unsure whether what he just did will bring down the switch.

2. **Friendliness.** This is a recently added dimension in the classroom. It is the idea that while the teacher doesn't have to love each child, he must look out for each child's interests in a friendly and supportive manner. In essence, it means that the teacher wishes for each child his right to succeed, and to be recognized for what he is and for what he will become.

3. **Fairness.** The bottom line on fairness probably is whether the teacher treats youngsters as the teacher would want to be treated if he were again a child in school.4

School boards, which use this criteria to retain staff or to let go those who do not meet the qualifications, and which have records to substantiate the same, will generally win in court. This procedure allows schools to reduce their budget and, at the same time, to improve the curricula.

However, as indicated by research on reduction-in-force policies, many districts have negotiated an entirely different practice for releasing tenured teachers. An overwhelming number of schools with reduction-in-force policies has selected teacher seniority as the major criterion in determining who is released. This is a highly objective method, and one that even a secretary could use in listing teacher layoffs. But it is also one which has certain undesirable points. This position is based on the following considerations:

---

1. It gives the least financial relief because the faculty members released are at the low ranges of the salary schedule. This means releasing more staff members in proportion to the amount of budget cut.

2. It contributes to a growing imbalance among faculty members, resulting in the loss of fresh ideas and viewpoints that young faculty members bring to a school. Few schools now have a turnover rate as high as ten percent. And with few new faculty members coming into a school, the age and tenure ranges narrow as they move upward.

3. It reduces the opportunity for students to be taught by teachers relatively close to them in age and outlook.

4. It may result in the termination of faculty members of minority groups. Policies will have to be adopted which do not interfere with "Affirmative Action Programs."

Once one of the two procedures for staff reductions has been determined (Three F Test or seniority), the board must be very careful in fulfilling all obligations as stated in the School Code of Illinois and the teacher-board negotiated agreement. Failure to adhere to regulations will nullify all board actions and possibly cripple the budget further if court costs and damages are involved.
When boards are letting teachers go because of RIF, it is paramount that the reputations of individual teachers are not in any way damaged. If a teacher dismissal does not attract a lot of attention, the courts have held that the teacher's name is not besmirched. The teacher's good name and reputation must remain intact if he is to gain employment elsewhere. It is for this reason that staff reductions for budgeting reasons must be documented and not just an effort on behalf of the board to get rid of certain teachers.

After staff members have been released, the board still has a legal and moral obligation to them. By law, they must be allowed to fill a vacant position for which they are qualified, if one becomes available one year after the teacher reduction. Many districts have gone beyond this obligation and allowed staff to return after three years. Still some teacher organizations have negotiated a package whereby released teachers may come back any time a vacancy occurs.

The school board and administration are also morally obligated to help terminated staff obtain other employment. Many districts have compiled resumes for released staff and mailed them, at board expense, to all districts in the state. School administrators are constantly plugged into a pipeline where they hear of approaching vacancies in neighboring districts. This information can be passed on to possible candidates with an honest recommendation for employment.

The procedure for reduction in force outlined in this paper
is not a panacea but it does recognize the responsibilities of the school and administration to the students and the general public. It gives serious attention to the faculty members who are victims of staff reduction, and if such procedure is systematic and well documented, it will stand a good chance of being upheld in court. The main idea is to work with others in finding solutions to school problems and to develop maximum understanding and cooperation within the community.
APPENDIX 1

TABLES
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TABLE 4

ROXANA COMMUNITY UNIT SCHOOL DISTRICT NO. 1
SUMMARY OF ASSESSED VALUATION

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<th>Assessed Valuation</th>
<th>Levy Year</th>
<th>Assessed Valuation</th>
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<td>$82,872,702</td>
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### TABLE 5
**EDUCATION FUND**
1975-76

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<td>Taxes</td>
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<td>Gov. Divisions</td>
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<td>St. Aid</td>
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<td>Tuition Other Dist. Fees</td>
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<td>Summer School Reimb.</td>
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<td>Athletics, Cafe</td>
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<td>Lumber reimb., resale items, etc.</td>
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**Balance July 1, 1975**

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<table>
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<th>Expenditures</th>
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<tr>
<td>Budget</td>
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<tr>
<td>Repay</td>
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<tr>
<td>Working Cash</td>
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<tr>
<td>Anticipation Warrants</td>
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**PROJECTED 1976-77**

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<td>Internal Receipts</td>
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**Estimated Balance July 1, 1976**

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<td>Anticipation Warrants</td>
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<td>TOTAL REVENUE</td>
<td>$ 5,579,625</td>
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<table>
<thead>
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<th>Expenditures</th>
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<tbody>
<tr>
<td>Budget</td>
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<td>Repay - Working Cash</td>
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<td>Anticip.Warr.</td>
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**PROJECTED 1977-78**

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**Estimated Balance July 1, 1977**

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<table>
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<td>Budget</td>
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<tr>
<td>Repay</td>
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### TABLE 6

**ADMINISTRATIVE PROPOSAL FOR BUDGET CUTS FOR 1976-77**

**Reduce:**

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<td>Tenure (14 teachers)</td>
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**Replace:**

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<td>12,183</td>
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<tr>
<td>Title I (3) Teacher</td>
<td>27,017</td>
</tr>
</tbody>
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**Balance**

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra-curricular &amp; Capital Outlay-</td>
<td>$311,762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Development, Library Clerks, Nurse's Secretary</th>
<th>$52,470</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Savings</td>
<td>$364,232</td>
</tr>
<tr>
<td>Proposal</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>No textbooks except replacements</td>
<td>$25,000</td>
</tr>
<tr>
<td>Eliminate library, catalogued (11,515) minus Title II (5,650)</td>
<td>$5,865</td>
</tr>
<tr>
<td>Double book fees to $10</td>
<td>$17,000</td>
</tr>
<tr>
<td>Savings from six retirees</td>
<td>$100,000</td>
</tr>
<tr>
<td>Salary cut-psychologist intern</td>
<td>$2,500</td>
</tr>
<tr>
<td>Eliminate test purchases</td>
<td>$3,000</td>
</tr>
<tr>
<td>Eliminate classroom magazines</td>
<td>$4,000</td>
</tr>
<tr>
<td>Eliminate periodicals</td>
<td>$2,200</td>
</tr>
<tr>
<td>Reduce capital outlay</td>
<td>$25,000</td>
</tr>
<tr>
<td>Science budget cut</td>
<td>$10,000</td>
</tr>
<tr>
<td>Reduce workbook purchase by one-half</td>
<td>$6,000</td>
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<tr>
<td>Physical education budget cut</td>
<td>$3,000</td>
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<td>Athletic budget cut</td>
<td>$10,000</td>
</tr>
<tr>
<td>Eliminate board paid football insurance</td>
<td>$2,000</td>
</tr>
<tr>
<td>Secondary art budget</td>
<td>$3,000</td>
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<tr>
<td>Cut 501.7-administrative travel</td>
<td>$1,000</td>
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**Total** $219,565
APPENDIX 2

CORRESPONDENCE
Legal Opinion

RE: TEACHER Dismissal

BY: David Thompson, Asst. Legal Advisor
Office of Public Instruction

DATE: March 11, 1974

OPINION: Dismissal procedures should follow these principles:

1. Non-tenure teachers first year, second year or part-time, are treated on an equal basis, and must be dismissed before teachers who have attained contractual continued service. There is no seniority or priority system for non-tenure teachers regardless of years of service.

2. Where a program is reduced or discontinued, a teacher without qualifications to be otherwise placed may be dismissed.

3. Contractual continued service does not permit a teacher to name a position and "bump" another teacher with contractual continued service where such staff must be reduced as there is no seniority system for teachers with tenure.
Legal Opinion

RE: TEACHER
Employment
Tenure

BY: Robert D. Brodt, Asst. Legal Advisor
Office of Public Instruction

DATE: August 2, 1973

QUESTION: A small school district currently has no non-tenure teachers and after the requisite 60-day notification period for dismissing teachers that district finds that their kindergarten enrollment has dropped so that one 2-1/2 hour session will meet the needs rather than two sessions as previously planned. May kindergarten teachers be cut back to 1/2 day of employment? If so, would such teacher then lose her tenure rights?

OPINION: If the teacher is currently on contractual continued service in accordance with Section 24-11 of the School Code, her employment could not be reduced to only 1/2 day unless she so consented. Such teacher would, of course, lose tenure rights if she was not employed full time or at least five clock hours per day in accordance with said Section 24-11.

I realize that this situation can occur and has occurred in a number of school districts where a lost enrollment has been experienced. However, the only solution is to attempt to project the Fall enrollment earlier than April 1 of any year. It would be my opinion that the kindergarten teacher cannot be offered a part-time job unless she is willing to accept this, in which case she will lose her tenure rights.

8-15-73
NOTICE TO TEACHER OF HONORABLE DISMISSAL

TO

You, as teacher in the schools of School District No. 1 of the County of Madison and State of Illinois, are hereby notified by registered mail at least 60 days before the end of the present school term, that you are hereby dismissed as such teacher to become effective at the end of such school term. Such removal or dismissal results from the decision of the Board of Education of such School District by resolution duly adopted by the Board on the twenty-sixth day of February, 1976, to decrease the number of teachers employed by the Board.

This dismissal is honorable, and no cause of complaint is hereby made against you as such teacher, or the services rendered by you for the district.

DATED this twenty-sixth day of February, 1976.

The Board of Education of School District No. 1 of the County of Madison and State of Illinois.

By

President

And

Secretary of the School Board
March 9, 1976

Mr. Delbert Cobine, President
Board of Education
Roxana Community Unit School District No. 1
Chaffer & Thomas
Roxana, IL 62084

Dear Mr. Cobine:

I am in receipt of your letter of February 26, 1976 signed by you and Mr. Larry Duckworth, Secretary of the Board of Education.

I request a bill of particulars be provided me in accordance with the provisions of Section 24-12 of the School Code of Illinois.

Also, in accordance with provisions of the School Code of Illinois, Section 24-12, I request a public hearing on the notice of dismissal at such time and place as shall be mutually convenient.

I am confident that the Board will fastidiously observe the requirements of procedural due process in all phases of the proposed hearing. Thus, I request that you furnish me the evidence the Board proposes to rely on to establish its causes in sufficient time for me to secure other witnesses and otherwise have my defense prepared. In advance of the hearing, I likewise request submission of copies of all instructions, rules, policy statements, memoranda or communications relating to any of the matters in issue, sent to me or made available to me from the Board or its representatives.

Very truly yours,

cc: Larry Duckworth
    Donald Harvick
    Wally Heinz
    Charles Hubbard
    Wayne Sims
    Jack Willis
    Sam Zangori
March 9, 1976

Mr. Delbert Cobine, President
Board of Education
Roxana Community Unit School District No. 1
Chaffer & Thomas
Roxana, IL 62084

Dear Mr. Cobine:

As a tenured teacher I wish to advise the administration and Board of Education of my intentions to exercise my rights to reassignment to a position for which I am qualified under the Illinois School Code and, in particular, Article 24-12, which position is now held by a non-tenured teacher. Further, if no such position presently exists, it is my intention to accept employment if a position becomes open within one year for which I am qualified.

Very truly yours,

cc: Larry Duckworth
Donald Harvick
Wally Heinz
Charles Hubbard
Wayne Sims
Jack Willis
Sam Zangori
March 11, 1976

Mrs.
12 Short Street
Bethalto, IL 62010

Dear Mrs.

We have received your letter in which you wish to advise the administration and Board of Education of your intentions to exercise your rights to reassignment to a position for which you are qualified under the Illinois School Code and, in particular, Article 24-12, which position is now held by a non-tenured teacher; and also that if no such position presently exists, it is your intention to accept employment if a position becomes open within one year for which you are qualified.

Yours truly,

Delbert R. Cobine
President
Board of Education

DRC/n
March 12, 1976

Mrs.
12 Short Street
Bethalto, IL 62010

Dear Mrs.

The Board of Education has received your letter in which you request a hearing before the Board of Education.

Your dismissal was an honorable dismissal as a result of the Board's decision to decrease the number of teachers employed. Under these circumstances with an honorable dismissal, there is no legal requirement for a hearing. As stated in Section 24-12 of the Illinois School Code, if a dismissal or removal is for any other reason or cause, a hearing is in order. However, these rulings and regulations do not apply to:

"1) dismissal of probationary teachers; 2) dismissal as a result of a decrease in the number of teachers employed; 3) dismissal as a result of a discontinuance of a particular teaching service; 4) dismissal of a teacher who attains retirement age."

(Quoted from correspondence from Joseph M. Cronin, Superintendent of Illinois Office of Education, dated Dec. 15, 1975.)

Enclosed is a copy of that part of Section 24-12 of the School Code as it relates to dismissal of teachers in contractual continued service to decrease the number of teachers employed.

Yours truly,

Delbert R. Cobine, Pres.
Board of Education

DRC/n
Enclosure
March 2, 1976

TO WHOM IT MAY CONCERN:

During the past year, the members of the Citizens Advisory Council have been made aware of the financial situation of the Roxana School District and are convinced that the situation is indeed critical. We feel that the Roxana School Board has as its responsibility the duty to bring the District's budget into fiscal balance.

The Council believes that the present status of the District is a matter which must and can be resolved within the District itself through renewed cooperation between the Board, the administration, the teachers, and the taxpayers of the District. We commend the efforts of those teachers who have refrained from discussion of the current situation in their classes and have continued their efforts to further education.

The goal of the entire District is to insure that the students receive the best possible education within the financial limitations that exist. It is the goal of the Council to see that quality education continues in the District. As a means to achieve this goal, the Council commits itself to the improvement of the flow of communications between the Board, the administration, the teachers, and the community.

CITIZENS ADVISORY COUNCIL
Roxana School District
August 10, 1977

Dear

This spring, I am writing a paper for my field experience in meeting requirements for the Specialist Degree in Educational Administration from Eastern Illinois University. Being an administrator in a school district which had to reduce its teaching staff for the 1976-77 school year, I find that many problems still remain which have to be resolved. I'm sure you may have gone through a similar experience, or it may be an unhappy prospect in the future.

In my study, I am examining the legal implications involved with Reduction-In-Force, and I also want to develop a policy for the same which will be reasonable to both certified staff and boards of education.

If your district has a policy for reducing staff, I would certainly appreciate your sending me a copy in the enclosed self-addressed envelope. Thank you for your time and effort in helping me with this project. A prompt response would certainly help me.

Sincerely,

Charles D. Conner, Principal
Roxana High School

rh
enclosure
APPENDIX 3

RESEARCH:
A SAMPLING OF RESPONSES TO THE QUESTION
OF KIP BY SELECTED SCHOOLS IN ILLINOIS
ARTICLE V
Reductions in Personal

A. Any teacher removed from employment shall have recourse through the grievance procedure.

B. Procedure for reduction in force:

Before reduction in teaching force is deemed necessary, the Board of Education shall make every effort to utilize to the fullest extent all available sources of revenue to finance expenditures in the education fund.

PROCEDURE

The following criteria shall be used to determine the procedure to be used when reduction in force is deemed to be necessary. When two or more teachers have the same qualifications at one step, the next step shall be used to determine where the reduction shall be made.

1. Nontenure status
2. Certification
3. Years of service with the district
4. Education
5. Subject area or level (elementary or secondary)
6. Written recommendation of renewal or nonrenewal of contract by appropriate administrator
7. Recommendation of Superintendent

CLARIFICATION

1. Nontenure status

All teachers who have not entered upon contractual continued service shall be first removed in compliance with The School Code of Illinois, Section 24-12.

2. Certification

All teachers who do not hold a certificate of qualification granted by the Illinois Office of Education or by the State Certification Board and a regional superintendent of schools shall then be removed.

3. Years of service with the district

Years of service with the school district shall be interpreted as follows:

a. Shall be construed to mean years of employment by another sub-section of this article.

b. Shall include service prior to and subsequent to Board-approved leave, except for the purpose of sabbatical leave. Sabbatical leave shall not be construed as an interruption of seniority rights but shall be construed as continuous service.

c. At the time of reemployment, all teachers who have been honorably dismissed under the provision of The School Code of Illinois, Section 24-12, will be placed on the seniority list in accordance with the total years of service in the district.

For the purpose of determining the ranking of years of service with the district, the Board shall establish a seniority list for each area of certification. A clarification of seniority follows:

a. If a full-time position has been reduced to a part-time position by the school district, a teacher shall continue to have full seniority rights.

b. If teaching part-time is by choice, a teacher shall accumulate seniority at the fractional part of a year as determined by the fractional part of the teaching day.

c. In the case of a teacher who resigns and comes back, seniority will accumulate from the date of the latest employment.

d. The ranking of seniority for the seniority list(s) shall be from the teacher with the highest number of years of service in the school district to the teacher with the lowest; with the teacher of the highest amount of service having the greatest seniority and the teacher with the lowest number of years of service having the least seniority. The Board shall update the seniority list(s) to reflect any addition or deletion of personal caused by retirement, death,

Roxana, Ill.; Adopted August 1977
Mr. Charles D. Conner
600 Indian Drive
E. Alton, IL 62024

Dear Mr. Conner:

Enclosed is a copy of our district reduction in force clause. The third paragraph is probably the key one, and as you can see really puts some pressure on the building principal. It would be much easier to go on a straight seniority policy, but of course there are instances when it is advantageous to have options.

I hope you have a good response for your study.

Sincerely,

Neal J. Schmelzel
Principal

gb
cnc.
POLICY ON REDUCTION IN FORCE

When, in the judgment of the Board of Education, an anticipated decline in enrollment and/or loss of district revenue shows that a reduction in staff among teachers is advisable, the administration shall attempt to accomplish this reduction by attrition and according to the Illinois School Code.

The faculty of the administrative unit where reduction of staff is being considered shall be consulted 30 days in advance of any public announcement. The faculty shall be given an opportunity to discuss the number of teachers not to be re-employed, the positions to be eliminated, and the reasons for the reduction.

If a choice for reduction in staff is to be made between two or more tenure teachers in the school district, renewals will be given to the teacher(s) with the greater full time continuous length of service in the school district unless the Board can show one teacher possesses a higher degree of relative skill, ability, competence, and/or qualifications to do the available work.

Allegations of violations of this clause may be filed only by teachers who have achieved tenure in the School District. Any allegation that there has been a violation of this clause shall not be subject to nor processed through the grievance procedure, but shall instead first be discussed between the teacher and his principal; if not resolved, then between the teacher and the superintendent. Should resolution of the problem not be affected, the allegation shall be submitted for deliberation and advice directly to an ad hoc committee which shall be composed of two persons appointed by the Superintendent and two persons appointed by the President of the Association. Upon completion of its deliberations, the committee shall report its findings and recommendations to the Board of Education.

E.B.A. Agreement, June 28, 1976
Mr. Charles D. Conner, Principal
Roxana High School
Chaffer & Thomas Streets
Roxana, Illinois 62084

Dear Mr. Conner:

Attached please find the information from our Board/BEA Agreement relative to reduction in staff policy. I trust this is the information that you desire. If not, please contact me and I will be happy to supply any other information you need.

Over the past three years we have reduced over 100 teachers, using this as our guideline.

Superintendent of Schools

GCS: pj
Enc.
10.9 Request for a Student Teacher Any Teacher possessing a minimum of a baccalaureate degree and at least three (3) years of successful teaching experience in his field who is interested in serving as a supervising Teacher of a student teacher placed in the School District by a college or university may file a written request with his building principal to be considered as a supervising teacher if any such opportunity develops; provided, however, nothing in this Agreement shall be construed as obligating the Employer or its representative to select persons to serve as such supervising Teachers.

10.9.1 The college or university coordinator of student teachers shall have the opportunity to meet directly with the Supervising Teacher; provided, however, such meeting does not interfere with the Teacher's regular teaching assignment. The building principal shall be advised of such meeting.

10.9.2 Any monies made available for supervising a student teacher shall be paid directly to the supervising Teacher.

10.9.3 No student teacher shall be used as a substitute teacher nor shall any student teacher be placed in sole charge of a classroom until the college or university coordinator, the supervising Teacher, and the building principal or other supervisor have mutually agreed in writing that this experience is desirable. Copies of such written agreement shall be given to the parties involved in the decision.

10.9.4 A committee composed of three (3) representatives chosen by the Association and three (3) representatives chosen by the Employer shall evaluate the current student teaching policies.

10.9.5 No Teacher shall be compelled to serve as a supervisor of an intern, junior participant, CORE person or student teacher.

ARTICLE XI
REDUCTIONS IN PERSONNEL

11.1 Removal of Teachers If the Employer determines that a reduction in the number of Teachers employed is necessary, or that a particular type of teaching service should be discontinued, the Employer first shall remove Teachers who have not entered upon contractual continued service ("probationary Teachers"); provided there are Teachers who have entered upon contractual continued service ("tenure Teachers") available and certificated to perform the teaching services to be provided by the Employer, and such Teachers meet the requirements of the Illinois Office of Education for "recognition" in the subject area to be taught. The Employer shall provide the Association and the Teachers affected by a reduction in the number of Teachers employed or the discontinuance of a particular type of teaching service with a written statement of the reasons for the Employer's action. In selecting tenure Teachers to be removed the Employer shall remove such Teachers with the least service with the Employer provided the Teachers who remain with the Employer after such removal are certificated to perform the particular teaching services to be provided by the Employer and meet the requirements of the Illinois Office of Education for "recognition" in the subject area to be taught. In applying this paragraph, and notwithstanding the provisions thereof, the following shall apply:
11.1.1 The Employer shall not be required to assign any Teacher to an elementary school who is not certificated to teach all elementary grades.

11.1.2 The Employer need only comply with applicable State and Federal law regarding the reduction in the number of Teachers who are employed in special programs that are totally or partially funded by Federal and State grants specifically for such programs.

11.2 Re-employment of Teachers If within one (1) calendar year after any such removal of Teachers, the Employer increases the number of Teachers to be employed or reinstates positions, the Employer first shall offer re-employment to the tenure Teachers so removed within such one (1) calendar year who are certificated to perform the teaching services needed in the order of their length of service with the Employer and meet the requirements of the Illinois Office of Education for "recognition" in the subject area to be taught. A Teacher's failure to respond affirmatively within seven (7) days after receipt of the Employer's letter sent by registered mail to the Teacher's address on file with the Employer recalling such Teacher shall result in termination of the Teacher's rights hereunder.

11.3 General Principles Regarding Equal Length of Service, Experience, Etc. In applying paragraphs 11.1 and 11.2, if, between two or more tenure Teachers certified to perform the desired teaching service and who meet the requirements of the Illinois Office of Education for "recognition" in the subject area to be taught, length of service with the Employer is equal, prior teaching experience shall control; and if prior teaching experience is equal, the position of the respective Teachers on the salary schedule at the time of their removal with respect to education shall control.

ARTICLE XII
TERMINATION OF TEACHERS

12.1 Compliance with the Law The Employer will comply with applicable State and Federal laws regarding the termination of any probationary or tenure Teacher.

12.2 Challenge of Termination The termination of any Teacher may not be challenged through the grievance procedure provided in Article IV of this Agreement, the Parties intent being that, if any termination is to be challenged, it shall be challenged through the applicable legal statutory procedures rather than through this Agreement's grievance procedure.

ARTICLE XIII
GENERAL

13.1 Physical Facilities It is the objective of the Employer that Teachers be provided with a separate desk with an operational lock, a file cabinet, and closet space to store coats, overshoes, and other personal articles.
ARTICLE XVI
Reduction In Teachers

15.1 If the Board determines that a reduction in the number of teachers employed is necessary, on that a particular type of teaching service should be discontinued, the Board shall, to the extent necessary, the mail teacher who entered upon a contractual service available and certificate to perform the teaching services to be provided by the Board, and such teachers meet the requirements of the Illinois Office of Education for recognition in the subject area or grade level to be taught.

15.2 If it is necessary that tenured teachers be released, the Board shall remove those teachers with the least continuous service in this school district in the following categories: K-3, 7-6, 7-12. Before releasing teachers, transfers into existing vacancies will be made, however, in applying this procedure, and not withstanding the provisions thereof, the Board shall not be required to assign any teacher to an elementary school who is not certified to teach all elementary grades.

15.3 If, between two or more teachers certified to perform the desired teaching services and who meet the requirements of the Illinois Office of Education, and continuous length of service with this school district is equal, the position of the respective teachers on the salary schedule at the time of their removal, with respect to a position, shall control. The teacher(s) with the least amount of education shall be first released.

15.4 If the Board within one calendar year thereafter increases the number of teachers or reinstates a position so discontinued, those positions shall be offered to the teachers that were removed or dismissed so far as they are legally qualified to hold such positions.

15.5 A teacher's failure to respond affirmatively within ten (10) calendar days after the date of the Board's letter sent by registered mail to the teacher's address on file with the Board, shall result in termination of the teacher's rights of recall.

15.6 The Board agrees that prior to public announcement of a teacher reduction, the teacher(s) to be released will be informed of such action.

ARTICLE XVI
Payroll Deductions

16.1 The Board shall provide deduction services to include, but not limited to: Association professional dues, Credit Union, group life and health insurance, government savings bonds, tax-sheltered annuities and Community Chest.
ARTICLE VIII
Reduction in Force

The Board deems it necessary to reduce the number of teachers employed by the District or to discontinue some particular type of teaching service, written notice shall be given to the teacher by certified mail at least sixty (60) days before the end of the school term, together with a statement of honorable dismissal and reasons therefor, and in all such cases the Board shall first cease or dismiss all teachers who have not entered upon contractually continued service before removing or dismissing any teacher who has entered upon contractually continued service and who is legally entitled to hold the position currently held by a teacher who has entered upon contractually continued service.

If the Board shall determine that it is necessary to reduce the number of full time, tenured teachers, the teachers to be issued honorable dismissals shall be laid off pursuant to the following:

A. Seniority shall be defined as full time continuous service in the school district. Continuous employment shall not be deemed interrupted by any leave of absence, but any period of unpaid leave in excess of thirty (30) teacher employment days shall not be included in the computation of seniority.

B. The teacher shall have seniority in the grade group or special teaching area group in which the teacher is working at the time of the reduction in force.

C. If the teacher has worked in another grade group or special teaching area for at least three (3) out of the last six (6) years exclusive of the year in which the reduction occurs, the teacher shall also have seniority in that grade group or special instructional area.

D. The seniority groups shall consist of the following:

Group 1. Elementary Kindergarten through Eighth Grades

Group 2. Junior High Fifth, Sixth, Seventh and Eighth Grades including the following academic categories: Mathematics, Science, Language Arts, Social Studies, and Reading. (Note that the teachers meet the qualifications set forth in the A-160 guidelines.)

Teachers currently assigned to fifth or sixth grade may elect to be placed in the kindergarten through fifth grade classification unless such in writing to the Associate Superintendent for Personnel no later than 30 days after Board ratification of this Agreement. This declaration shall be irrevocable.

Group 3. Special Instruction Areas - applicable to those teachers holding a limited certificate and those teaching in a special instructional area:

a. Art
b. Music - Vocal
c. Music - Instrumental
d. Physical Education
e. Speech
f. Learning Disabilities
g. Social Workers
h. TESL
i. Industrial Arts
j. Home Economics
k. Spanish
l. French
m. Special Education Classroom
n. Librarians
o. Nurse
p. Title I

Teachers shall have seniority within their distinct Special Instruction area.

Counselors, Reading Coordinators, and those teachers in a Special Instruction Area (Group 3 above) who do not hold a limited certificate shall declare their seniority group as either Elementary (K-6) or Junior High (5-8). Such declaration shall be made in writing to the Associate Superintendent for Personnel no later than 30 days after Board ratification of this Agreement. This declaration shall be irrevocable. This provision shall be applicable and limited to those teachers eligible for the declaration on the date of the execution of this agreement and any renewal thereof.

E. A teacher shall be able to utilize seniority for any position within the seniority group for which the teacher has certification and meets all the A-160 guidelines.

2. If the Board, within one (1) calendar year of a reduction in force, increases the number of teachers employed by the District or reinstates a position discontinued, the position(s) thereby becoming available shall be tendered to the teachers so removed or dismissed in the reverse order of their removal or dismissal so far as they are legally qualified to hold such positions.

3. Notice of recall shall be sent to the teacher by certified mail (return receipt requested) to the last address submitted to the Board by the teacher. Failure of the teacher to affirmatively respond to such notice within ten (10) calendar days of its receipt or within twenty (20) calendar days of its mailing, whichever is less, shall terminate the responsibility of the Board under this Article. The Board also agrees to notify the Association President or his/her designate at the same time as to the teacher(s) being recalled.
April 27, 1978

Charles D. Conner, Principal  
Roxana High School  
Roxana, Illinois 62084  

Dear Mr. Conner:

Below I have listed the statement from the contract agreement between the Geneseo Community Unit School District No. 228 and the Geneseo Education Association regarding Reduction in Force:

"In the event that the Superintendent proposes a reduction in the certified teaching staff as a result of the need to discontinue a particular teaching service, or to decrease the number of teaching positions, he shall advise the Association President of such proposals in writing, so as to permit the Association to present its views in writing to the Superintendent prior to any action being taken by the Board to implement the recommendation of the Superintendent. The Association shall be presented a reasonable opportunity to state its views to the Superintendent prior to any action to implement such proposals."

Sincerely,

H. Fred Curtis  
Principal
Our only policy on Reduction of Staff is to comply with provision of 24-11 & 24-12 of the Illinois School Code.
CHARLES,
WE HAVE no SUCH POLICY.

Effingham, Illinois
Baton Rouge does not have a "RIF" policy
August 15, 1977

Mr. Charles Conner
600 Indian Drive
Kendall Hill
East Alton, Illinois 62024

Dear Mr. Conner:

In response to your letter of August 10, Belleville Township High School West does not have a written policy on R.I.F. To date, our decline in enrollment has been small, and we have been able to make the necessary reduction in staff through attrition.

It is my observation and judgment that the only thing that works well is to accurately project enrollments far enough in advance to enable reduction through the normal resignations, retirements, etc.

You may be interested in an article in the July, 1976, issue of The American School Board Journal entitled "How To Get Ready For A Reduction In Staff."

Good luck on your paper.

Sincerely,

Jerry Turner
Principal

JT:hp
Dear Dr. Harvick:

Following is the RIF clause from our teachers' contract:

"In case of failing pupil enrollment, small class registration and/or loss of revenue consideration for faculty and staff reduction shall be as follows: voluntary retirement, voluntary termination or death, non-essential and non-certified staff, study the feasibility of limitations of extra-curricular activities, release of non-tenured teachers, release of tenure teachers with dismissal based on evaluation as outlined in Article V of this agreement. Where two teachers have equal evaluation, the teacher with the lesser number of years service will be dismissed first."

If you desire further explanation, please let me know.

Sincerely yours,

Robert J. Rogier
Superintendent of Schools
Triad Community Unit #2
service in the district, prior full-time teaching experience shall control; and if prior teaching experience is equal, the horizontal position on the salary schedule at the time of the decision to reduce shall control.

h. Seniority shall be defined as continuous contractual service including Board approved leave. In computing seniority for any individual, years of administrative experience shall count as teaching experience.

B. If the Board increases the number of teachers or if a teacher resigns at any time after the layoff(s), the Board shall offer re-employment to the teacher laid off in the reverse order of the lay-off specified above provided said teacher has proper certification. Said offer of re-employment shall be subject to a 15 month limitation from the last day of contractual teacher-pupil contact. All known vacancies shall be filled prior to the opening of the school term, if properly certified reduced staff are available.

C. A teacher's failure to respond affirmatively, within twenty (20) calendar days after mailing of the Board's letter sent by registered mail to the teacher's address on file with the Board recalling such teacher, shall result in termination of the teacher's rights of recall hereunder.

Amendment To Agreement
Approved, October 6, 1973

Article XIII
REDUCTION IN TEACHERS

The reduction in teachers other than through attrition shall be as follows:
1. Those teachers with one (1) year or less of service in a district
2. Those teachers with more than one (1) year but less than two (2) years of service in the district
3. Those teachers with more than two (2) years but less than three (3) years of service in the district but who have not achieved tenure
4. Those teachers with two (2) years but less than three (3) years of service in the district
5. Those teachers with three (3) years but less than four (4) years of service in the district

Etc.

If two (2) or more teachers have had equal length of service in the district, prior full-time teaching experience shall control; and if prior teaching experience is equal, the horizontal position on the salary schedule at the time of the decision to reduce shall control.

h. Seniority shall be defined as continuous contractual service including Board approved leave. In computing seniority for any individual, years of administrative experience shall count as teaching experience.

B. If the Board increases the number of teachers or if a teacher resigns at any time after the layoff(s), the Board shall offer re-employment to the teacher laid off in the reverse order of the lay-off specified above provided said teacher has proper certification. Said offer of re-employment shall be subject to a 15 month limitation from the last day of contractual teacher-pupil contact. All known vacancies shall be filled prior to the opening of the school term, if properly certified reduced staff are available.

C. A teacher's failure to respond affirmatively, within twenty (20) calendar days after mailing of the Board's letter sent by registered mail to the teacher's address on file with the Board recalling such teacher, shall result in termination of the teacher's rights of recall hereunder.

Amendment To Agreement
Approved, October 6, 1973

Article XIII, Section D. as amended. Among tenured teachers, Grades K through 6 teachers can bump only at the K through Grade 6 level, and Grades 7 through 12 teachers can bump only at the 7 through 12 level. The person being bumped shall be the person with the least district seniority. Administrators returning to a teaching position shall return to the above listed grade span of last teaching experience.

DURATION AND ACCEPTANCE OF AGREEMENT

Section A. This agreement shall become effective when ratified by both parties and shall continue in effect until August 20, 1978, and year to year thereafter unless either party shall notify the other in writing 60 days prior to the anniversary date that it wishes to terminate the agreement, in which case the agreement shall terminate on August 20 following notice.

B. The Agreement shall be re-opened annually for the negotiation of salaries.

Check:
Here is what we do in Alton. Have a good year.

Blaine.
REDUCTION OF PERSONNEL

The Board of Education shall adhere to the statutory procedures in the reduction of personnel. To the degree The School Code does not specify the order of reduction, and to the extent that this constitutes no violation of The Code, certificated personnel may be laid off in order of seniority provided there is no significant difference in legal ability to certify and professional performance.

In the event two or more teachers were employed on the same day their order of seniority shall be determined by the order of their employment by the Board of Education as shown on the Personnel Page contained in the applicable Board Minutes. The reduction in personnel shall be in the reverse order as shown on the list of new employees.

Persons who are granted an honorable dismissal, as result of reduction in personnel, shall be given priority consideration for future vacancies that exist provided they are legally able to certify for the position.

The order of re-employment may be altered in order to comply with the law of desegregation.
April 21, 1978

Dear Mr. Astroth:

This spring, I am writing a paper for my field experience in meeting requirements for the Specialist Degree in Educational Administration from Eastern Illinois University. Being an administrator in a school district which had to reduce its teaching staff for the 1976-77 school year, I find that many problems still remain which have to be resolved. I'm sure you may have gone through a similar experience, or it may be an unhappy prospect in the future.

In my study, I am examining the legal implications involved with Reduction-In-Force, and I also want to develop a policy for the same which will be reasonable to both certified staff and boards of education.

If your district has a policy for reducing staff, I would certainly appreciate your sending me a copy in the enclosed self-addressed envelope. Thank you for your time and effort in helping me with this project. A prompt response would certainly help me.

Sincerely,

Charles D. Conner, Principal
Roxana High School

rh
enclosure

Chas:

Haven't been in this situation yet, but one procedure would be: (a) non-tenured first, (b) least experienced - this sounds appealing, I suppose.
ARTICLE XVI: REDUCTION IN TEACHERS

SECTION A

Reduction in teachers other than through attrition shall be as follows:

1. Those teachers with one (1) year or less of service in the district;
2. Those teachers with more than one (1) year but less than two (2) years of service in the district;
3. Those teachers with more than two (2) years but less than three (3) years of service in the district but who have not achieved tenure;
4. Those teachers with two (2) years but less than three (3) years of service in the district;
5. Those teachers with three (3) years but less than four (4) years of service in the district;
6. etc.;
7. If two (2) or more teachers have had equal length of service in the district, prior full-time teaching experience shall control; and if prior teaching experience is equal, the horizontal position on the salary schedule at the time of the decision to reduce shall control.
8. Seniority shall be defined as continuous contractual service including Board approved leave. In computing seniority for any individual, years of administrative experience shall count as teaching experience.

SECTION B

If the Board increases the number of teachers or if a teacher resigns at any time after the layoff(s), the Board shall offer re-employment to the teacher laid off in the reverse order of the layoff(s) specified above provided said teacher has proper certification. Said offer of re-employment shall be subject to a 15 month limitation from the last day of contractual teacher-pupil contact. All known vacancies shall be filled prior to the opening of the school term, if properly certificated reduced staff are available.

SECTION C

A teacher's failure to respond affirmatively, within twenty (20) calendar days after mailing of the Board's letter, sent by registered mail to the teacher's address on file with the Board recalling such teacher, shall result in termination of the teacher's rights of recall hereunder.

SECTION D

Among tenured teachers, Grades K through 6 teachers can bump only at the K through 6 level, and Grades 7 through 12 teachers can bump only at the 7 through 12 level. The person being bumped shall be the person with the least district seniority. Administrators returning to a teaching position shall return to the above listed grade span of last teaching experience.
Granite City-North

REDUCTION IN FORCE

If a reduction in the number of the tenured certificated staff of Community Unit School District No. 9 should become necessary, it shall be the policy of the Board of Education to make said reductions, where feasible, upon the basis of the employee's continuous years of service in the school district, the teacher certification laws of the State of Illinois, the policies of the Illinois Board of Education and its Superintendent of Public Instruction where applicable, and the requirements of the North Central Association where applicable.

In instances where it is not feasible to make necessary reductions as stated above, the Board of Education will advise the teachers' union in advance of the reduction so that it may have an opportunity to express its opinion and recommendations.

Adopted June 1, 1976
Mr. Charles D. Conner, Principal  
Roxana High School  
Roxana, Illinois 62084

Dear Mr. Conner:

The Champaign School District has not developed a written policy for reducing staff. We are, therefore, unable to help you with your writing project, but wish you success.

Sincerely yours,

Alfred S. Davis  
Principal

as
Bibliography


