

General State Aid Overview – February 2017

Program Mission

To provide school districts General State Aid (GSA) funding for the support of educational services.

Purpose

To provide general flexible state aid to schools in an equitable manner. GSA represents approximately 68 percent of state funds for elementary and secondary education.

Reimbursement/Distribution Method

Funds are distributed through two grants to school districts. One is an equalization grant that assures the combination of state and local funding meets the minimum Foundation Level. For most districts this means that state funding is provided in the amount that will bring total state and local resources per pupil to the amount of the Foundation Level. No school district receives the full Foundation Level per pupil. Instead districts receive an amount that, when combined with local resources per pupil, achieves the Foundation Level.

The second grant is the supplemental GSA grant for low-income students. This grant, which is not equalized, is based on the proportion of low-income students in a district. The amount paid through this grant increases as the proportion of low-income students in a district increases.

The following information describes the many factors that affect GSA payments.

Foundation Level

The Foundation Level is established in statute and has been set at \$6,119 since FY 10. Meeting the Foundation Level is based on the General Assembly and the Governor appropriating the necessary funding. For the past several years, that has not been the case. When appropriations fall short of the amount necessary to fully fund the GSA claim, which consists of both the equalization formula grant and the supplemental low-income grant, payments to districts are prorated and paid at the maximum percentage possible, given appropriation amounts. The table below lists the percentage of the claim paid in recent years.

	FY14	FY15	FY16	FY17
% of GSA Claim Paid	88.7%	87.1%	92.1%	100%

Foundation levels are based on the General Assembly and the Governor appropriating the necessary funding. For the past several years that has not been the case. When appropriations fall short of the amount necessary to fully fund the GSA claim, which consists of both the equalization formula grant and the supplemental low-income grant, payments to districts are prorated and paid at the maximum percentage possible given appropriation amounts.

In fiscal year 2012, the total appropriations for GSA were approximately \$231 million short of the amount needed to fully pay the claim. As a result, GSA claims were paid at 95 percent of the amount owed to districts. In fiscal year 2013, the total appropriations for GSA were \$518 million short of the claim amount, resulting in payments that fell to just 89 percent of the claims. In fiscal year 2014, the appropriations provided for GSA increased by \$155 million. However, the cost of the claim grew by a greater amount than that appropriation increase, which resulted in a \$562 million shortfall and

payments made at 88.7 percent of the amount owed to districts. In fiscal year 2015, appropriations for GSA were initially increased by \$80 million. However appropriations were ultimately reduced with the enactment of PA 099-001 which resulted in a funding level that was \$17 million less than in the prior fiscal year. This created an overall shortfall of \$648 million resulting in payments being made at 87 percent of the amount due to districts. In fiscal year 2016 the appropriation was increased by \$207 million, while the cost of the claim once again exceeded the appropriation resulting in a shortfall of \$397 million and payments being made at 92 percent of the amount owed to school districts and regional education programs. In fiscal year 2017, the appropriation was increased by \$361 million and PA 099-0524 took a creative approach to distribution of funds ensuring that no district would lose funds compared to fiscal year 2016. Districts instead received the greater of their fiscal year 2016 net payments plus a proportional share of an equity grant or their fiscal year 2017 gross claim as calculated.

General State Aid Formula

The current formula was created in December 1997 by Public Act 90-548 and first implemented in fiscal year 1999. The GSA formula grant is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district.

For the majority of districts, the equalization portion of GSA is distributed by the “Foundation” formula. Districts qualifying for this formula have available local resources per pupil that are less than 93 percent of the Foundation Level. Foundation grants are calculated as follows:

(Foundation Level – Local Resources per Pupil) X Number of Students

A significant provision of the GSA formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The Foundation Level established in statute is \$6,119 for the 2015-16 school year. Most districts receive GSA under the Foundation formula. These districts receive the Foundation Level, less their local resources per pupil. For example, consider a district with local wealth per pupil of \$4,000. That results in a claim amount of \$2,119 – the amount required to allow that district to spend, at a minimum, the Foundation Level of \$6,119 per student.

The second formula is the “Alternate Method” formula. Districts qualifying for this formula have available local resources per pupil of at least 93 percent, but less than 175 percent of the Foundation Level. Alternate districts receive 5-7 percent of the Foundation Level, or approximately \$306 - \$428 per pupil. Similar to the Foundation formula, Alternate Method districts with less wealth receive an amount at the higher end of that range.

The third formula is the “Flat Grant” formula. Districts qualifying for this formula have local resources per pupil of 175 percent or more of the Foundation Level. Flat Grant districts receive \$218 per pupil.

The greater of the prior year best three months average daily attendance (B3MADA) or the average of this figure and the two prior years’ B3MADA is used to calculate GSA. This is an adjustment that benefits districts with a declining number of students. Per statute, the assumed tax rates applied to each district’s Equalized Assessed Valuations (EAVs) are 3.00 percent for unit districts, 2.30 percent for elementary districts and 1.05 percent for high school districts. These rates are used to determine local property wealth in the GSA formula grant. There is no required tax rate for access to the formula.

The State Aid Formula has a second grant to provide additional funding for the impact of at-risk pupils in the district. A separate supplemental GSA grant is calculated based on the district’s proportion of

low-income students. This grant does not account for local wealth as the equalization formula grant does – meaning if two districts are educating the same percentage of low-income students, each is entitled to the same claim amount, regardless of local wealth. Since fiscal year 2004, the indicator for low-income students has been a non-duplicated count of children receiving services through the programs of Medicaid, the Supplemental Nutrition Assistance Program (SNAP), the Children’s Health Insurance Program (CHIP) or Temporary Assistance for Needy Families (TANF). This data is provided by the Department of Human Services (DHS). The district low-income concentration ratio (DCR) is determined by dividing the three-year average of the district’s low-income population by the current B3MADA. If the DCR is less than 15 percent, the district receives a flat grant of \$355 per low-income student. Otherwise, the following formula is used to calculate the low-income grant with payments that range from \$355 to \$2,994.25 per low-income student as the percentage of those students increases:

$$[294.25 + (2,700 (\text{DCR})^2)] \times \text{low-income pupils}$$

Terms Used in the Calculation of General State Aid

CPPRT = Corporate Personal Property Replacement Taxes

EAV = Equalized Assessed Valuation

ELR = Extension Limitation Ratio

GSA = General State Aid

OTR = Operating Tax Rate

ADA = Greater of the Prior Year Best Three Months Average Daily Attendance (ADA) or Prior Three-Year Average

GSA EAV = smaller of (Budget Year EAV, Extension Limitation EAV)

Foundation Level (FLEVEL) = \$6,119 for fiscal year 2017

Available Local Resources = (GSA EAV x RATE + CPPRT) / ADA

Local Percentage = Available Local Resources / FLEVEL

Where:

- RATE = 2.30 percent if Elementary
- 1.05 percent if High School
- 3.00 percent if Unit

And Where:

Extension Limitation EAV = Prior Year EAV x Extension Limitation Ratio (ELR)

$$\text{ELR} = (\text{Budget Year EAV} \times \text{Budget Year Limiting Rate}) / (\text{Prior Year EAV} \times \text{Prior Year OTR})$$

Foundation Formula

GSA is calculated using the Foundation formula if the district percentage of local wealth per pupil is less than 93 percent of the Foundation Level. The grant is calculated as: $GSA\ Foundation = (FLEVEL - Available\ Local\ Resources\ per\ Pupil) \times ADA$

Alternate Formula

GSA is calculated using the Alternate formula if the district percentage of local wealth is at least 93 percent but less than 175 percent of the Foundation Level.

This formula provides between seven percent and five percent of the FLEVEL per ADA. The grant is calculated as:

$$GSA\ Alternate = FLEVEL \times ADA \times (.07 - [(Local\ Percentage - .93) / .82] \times .02)$$

Flat Grant Formula

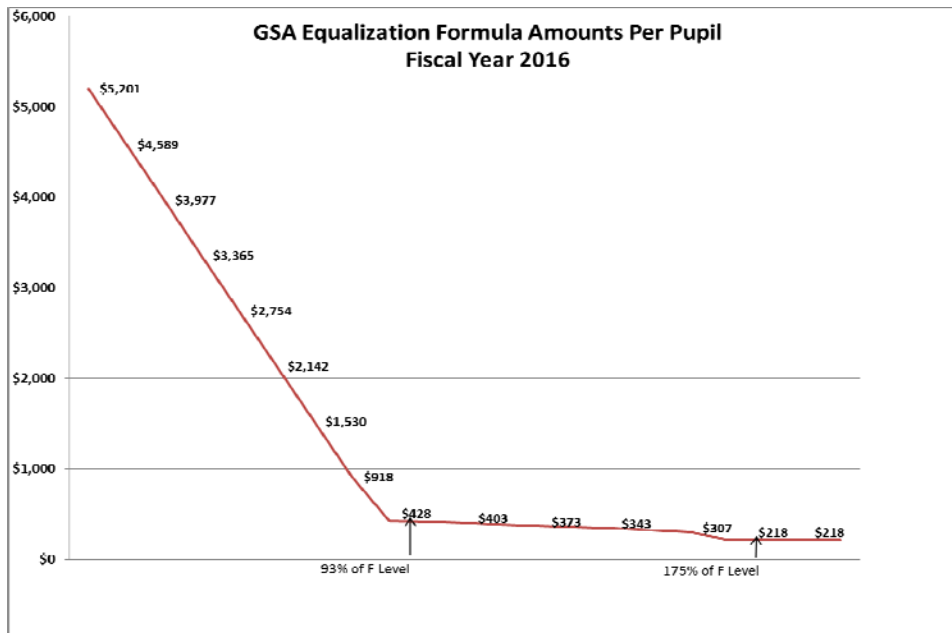
GSA is calculated using the Flat Grant if the district percentage of local wealth per pupil is at least 175 percent of the Foundation Level. The grant is calculated as:

$$GSA\ Flat\ Grant = ADA \times \$218$$

Visit the ISBE website at <http://www.isbe.net/funding/html/gsa.htm> and click on [GSA Inquiry](#) to view a school district's GSA entitlement claim form or Claimable ADA.

The following chart shows the relationship between the available local resources and the foundation level. GSA claim amounts vary inversely to local wealth; as the local wealth of a district increases, the GSA a district receives decreases.

GSA Declines as Local Wealth per Pupil Increases



Laboratory and Alternative/Safe Schools

Laboratory schools operated by public universities and alternative/safe schools operated by regional superintendents are also eligible for GSA. Since these schools have no property tax base, the GSA

entitlements for such districts are calculated in a different manner. The GSA provided to a laboratory, alternative, or safe school is determined by multiplying the school's best three months' ADA for the prior school year (or the three-year average, whichever is greater) by the FLEVEL (\$6,119 for fiscal year 2017). Regional programs and lab schools are not eligible for the supplemental low-income grant portion of GSA.

Collectively, Illinois State University's laboratory school, the University of Illinois' laboratory school, and 68 alternative/safe schools submitted GSA claims for fiscal year 2017 in the amount of \$39 million plus an additional \$1 million as part of the stop loss funding.

Fiscal Year 2017 GSA by Formula Type

The 614 programs funded under the Foundation computation constitute 66.6 percent of entities in GSA and claim approximately 93 percent of the equalization formula grant and 91.9 percent of the supplemental low-income grant. Foundation-funded districts account for approximately 75 percent of the 2015-16 ADA student total. The 180 Alternate Method districts account for 20 percent of entities and claim 5 percent of the equalization formula grant and 7.6 percent of the supplemental low-income grant and represent 22 percent of the 2015-16 ADA. The 58 Flat Grant districts account for 6.3 percent of entities and claim 0.5 percent of the equalization formula grant and 0.6 percent of the supplemental low-income grant. Flat Grant districts represent 4 percent of the 2015-16 ADA. ROE programs and lab schools account for 7.6 percent of all entities and claim 1.3 percent of the equalization formula grant. They are ineligible for the supplemental low-income grant and reflect 0.3 percent of the 2015-16 ADA student total. Below is a table listing recent totals of best three months' of ADA figures summarized by GSA formula type.

General State Aid Average Daily Attendance		
School Year	2014-2015	2015-2016
Foundation	1,392,941.68	1,380,044.91
Alternate	401,245.30	399,470.60
Flat Grant	65,843.66	65,670.70
ROE / Lab	6,053.10	6,247.30
Total	1,866,083.74	1,851,433.51

The table below depicts the distribution of GSA across districts in the three equalization formula types.

Formula Type	Number of Entities	FY 17 Formula Grant	FY 17 Supplemental GSA	FY 17 Gross Total Claim	FY 17 Shortfall Grant	FY 17 Total Gross Payment
Foundation	614	\$2,780,756,489	\$1,599,265,007	\$4,380,021,496	\$297,160,552	\$4,677,182,049
Alternate Method	180	\$155,631,639	\$131,857,743	\$287,489,383	\$14,124,649	\$301,614,031
Flat Grant	58	\$14,517,542	\$9,831,636	\$24,349,178	\$966,142	\$25,315,320
Lab & Alternative	70	\$39,471,160	\$0	\$39,471,160	\$1,105,547	\$40,576,708
Total	922	\$2,990,376,830	\$1,740,954,386	\$4,731,331,217	\$313,356,891	\$5,044,688,108

Fiscal Year 2017 GSA by Organization Type

Of the 922 entities receiving GSA in fiscal year 2017, 852 are public school districts. Of these 852 districts, 369 (40.0 percent) are elementary districts, 97 (10.5 percent) are high school districts, and 386 (41.9 percent) are unit districts. The other 70 (7.6 percent) entities are ROE programs or lab schools. Elementary districts claimed 24.1 percent of fiscal year 2017 GSA funds, secondary districts claimed 8.1 percent of the funds, unit districts claimed 67 percent of the funds, and ROEs and lab schools claimed 0.8 percent of the GSA funds.

Organization Type	Number of Entities	FY 17 Formula Grant	FY 17 Supplemental GSA	FY 17 Gross Total Claim	FY 17 Shortfall Grant	FY 17 Total Gross Payment
Elementary	369	\$759,688,965	\$382,350,363	\$1,142,039,329	\$46,167,541	\$1,188,206,870
High School	97	\$272,759,244	\$111,385,280	\$384,144,524	\$11,682,061	\$395,826,585
Unit	386	\$1,918,457,461	\$1,247,218,742	\$3,165,676,204	\$254,401,741	\$3,420,077,945
Regional & Lab Schools	70	\$39,471,160	\$0	\$39,471,160	\$1,105,547	\$40,576,708
Total	922	\$2,990,376,830	\$1,740,954,386	\$4,731,331,217	\$313,356,891	\$5,044,688,108

In applying the GSA formula to the available appropriations in a given year, ISBE takes into consideration certain financial adjustments. It is common for a district to have an audit adjustment to a prior year’s GSA claim. (Audits to determine the accuracy of each district’s GSA claim are conducted by staff of ISBE.) Such audits result in either upward or downward adjustments to a district’s current-year payments. In addition, some districts qualify in certain years for GSA adjustments as a result of changes in prior-year equalized assessed valuations due to adverse court decisions or Property Tax Appeal Board (PTAB) decisions (see Sections 2-3.33, 2-3.51 and 2-3.84 of the School Code). Generally, there is a net increase to the yearly aggregate GSA entitlement as a result of these prior-year adjustments. Beginning in fiscal year 2005 the statute was revised to include an annual \$25 million cap for the payment of prior year EAV adjustments.

GSA Payment Schedule

Section 18-11 of the School Code provides for semimonthly GSA payments to be made during the months of August through June. These semimonthly payments are in an amount equal to 1/22 of the total amount to be distributed and are to be made as soon as possible after the 10th and 20th days of each month.

The State Comptroller’s Office releases GSA warrants (payments) at about 2:00 p.m. on payment day. Typically, payments are available on the 11th and 21st days of the month or on the following working day if the payment date falls on a weekend or a holiday.

Range of Payments in the Equalization Formula

A common misconception is that the Foundation Level represents the amount each district receives. That is not the case. The Foundation Level is the amount each district should possess per pupil, at a minimum, through a mix of state and local resources. For example, if a district has \$4,000 in local wealth per pupil, the state will pay the difference between that amount and the Foundation Level or in this example \$2,119 per pupil. The table below provides the distribution of funding amounts per pupil provided through the equalization Formula Grant.

Equalization Formula Grant Per Pupil	Number of Entities	FY 17 GSA Formula Claim Amount	ADA Used in FY 17 Calculations	3-Year DHS Population Used in FY 17 Calculations
\$6,000 - \$6,119	0	0	0	0
\$5,000 - \$5,500	1	2,152,392	401	236
\$4,500 - \$5,000	29	273,808,253	58,794	54,964
\$4,000 - \$4,500	38	254,392,113	59,744	47,703
\$3,500 - \$4,000	76	292,255,031	78,394	54,963
\$3,000 - \$3,500	83	338,971,996	104,375	54,021
\$2,500 - \$3,000	99	636,564,914	232,695	130,196
\$2,000 - \$2,500	81	302,335,012	133,983	57,290
\$1,500 - \$2,000	95	275,006,347	159,627	71,445
\$1,000 - \$1,500	58	140,169,177	116,083	50,734
\$428.34 - \$1,000	54	265,101,253	452,524	333,343
Alternate Method	180	155,631,639	403,815	138,941
Flat Grant	58	14,517,542	66,594	13,124
ROE Programs & Labs	70	39,471,160	6,451	0
Totals	922	2,990,376,830	1,873,480	1,006,961

Treatment of Property Tax Extension Limitation Law (PTELL) Districts

The Property Tax Extension Limitation Law or PTELL was approved in statute for collar counties (DuPage, Kane, Lake, McHenry and Will) in 1991 and for Cook County in 1994. Since that time other counties have been allowed to vote on the issue of whether to make their districts subject to PTELL. This law limits the growth of property tax extensions or dollars collected locally to the lesser of five percent or the Consumer Price Index (CPI).

The current system of distributing GSA was largely implemented beginning in fiscal year 1999. In determining local wealth for the equalization formula, a district's EAV is multiplied by a rate set in statute by district type; 3.00 percent for a unit, 2.30 percent for an elementary and 1.05 percent for a high school. But some districts that are subject to PTELL may not be able to tax at those rates. In the early part of the last decade, many areas of the state experienced rapid growth in their EAV. When extensions may only grow by CPI and the total amount of EAV is growing several times that rate, maximum operating tax rates in these areas were forced down. This prompted some districts to complain that the rates used to determine local wealth for GSA purposes were higher than the rates they could actually impose. Thus GSA in some cases assumed greater local wealth than a district could actually collect due to the restrictions of PTELL.

In response to this situation, the school code was altered to create an adjustment in the way local wealth may be calculated for a PTELL district. For districts subject to PTELL, GSA calculations assume the lesser of either their real EAV or their Extension Limitation EAV. The latter is calculated as the EAV amount used in the prior year's GSA calculations, multiplied by the percent by which the local tax extension was allowed to increase, per the restrictions of PTELL. For many of the PTELL districts, the Extension Limitation EAV is less than their actual EAV, resulting in a reduced measure of local wealth and a larger GSA formula payment. The table below provides the size of the benefit of

this PTELL adjustment and the number of districts that have benefitted from the adjustment since its inception.

FY	GSA Impact in Millions Full Claim	Districts Benefitting	Districts Subject to PTELL	Total Districts in Illinois
00	\$46.0	97	369	896
01	\$52.2	255	387	894
02	\$101.5	353	436	893
03	\$199.1	292	455	893
04	\$205.2	299	460	888
05	\$357.3	353	458	881
06	\$580.6	326	459	874
07	\$624.1	307	461	873
08	\$805.5	348	461	870
09	\$789.0	296	461	869
10	\$792.7	365	460	869
11	\$696.2	348	460	867
12	\$628.7	364	460	865
13	\$501.9	291	460	862
14	\$300.0	189	460	860
15	\$201.8	110	460	857
16	\$141.4	83	456	852
17	\$55.8	82	456	852

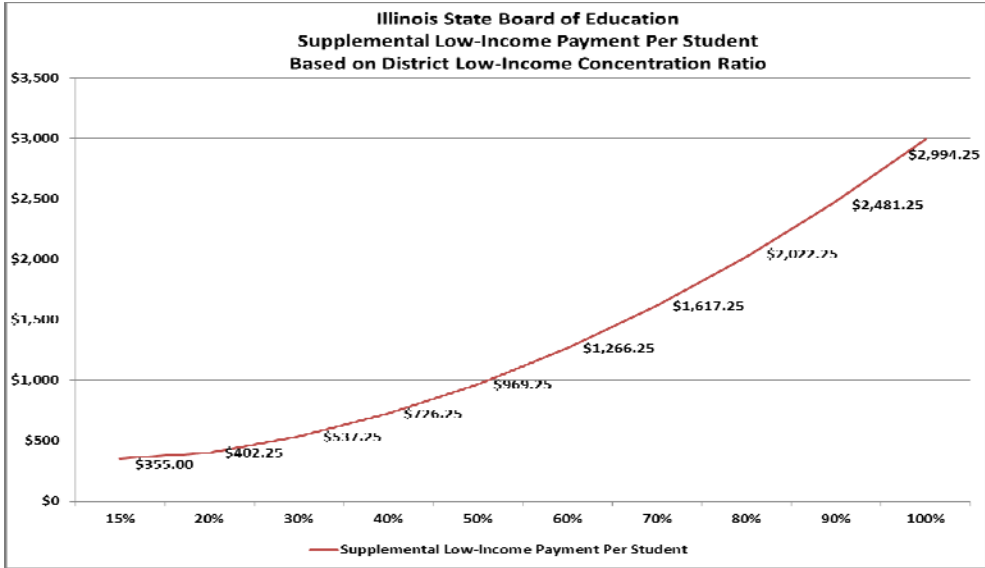
The cost of the PTELL adjustment grew to over \$800 million in fiscal year 2008 and remained at approximately that amount for the next two years. Since that time, the cost of the adjustment has declined to the current fiscal year amount of \$56 million at the full claim level. The cost has decreased as actual EAV amounts have declined, to the point that for a majority of PTELL districts, real EAV amounts are now less than the Extension Limitation EAV amounts. In these situations, the EAV used to determine local wealth for these districts is now the same as districts not subject to the PTELL adjustment.

GROWTH IN THE SUPPLEMENTAL GSA GRANT

GSA grants consist of the formula grant, which is equalized against local resources, and the supplemental low-income grant, which is paid based on the ratio of low-income students in a district, regardless of the local wealth of a district. The current low-income formula pays pupils based on the following calculation:

$$[\$294.25 + \$2,700 \times (\text{DCR})^2] \times \text{Low-Income Pupils}$$

DCR represents the district concentration ratio of low-income students. This formula results in greater payments per low-income pupil as the percentage of low-income pupils in a district increases. This curvilinear formula is depicted in the graph below.



Beginning with fiscal year 2004, the number of students receiving services through DHS in a district is used to determine a district’s low-income count and district concentration ratio. Below is a table that illustrates the recent growth in the low-income portion of GSA funding with dollars listed in millions.

Fiscal Year	GSA Supplemental Low-Income Grant in Millions	Percent Change Over Prior Year
03	\$388.2	N/A
04	\$418.4	7.8 %
05	\$459.5	9.8 %
06	\$532.6	15.9 %
07	\$675.4	26.8 %
08	\$785.4	16.3 %
09	\$941.4	19.9 %
10	\$1,119.3	18.9 %
11	\$1,349.1	20.5 %
12	\$1,567.3	16.2 %
13	\$1,773.7	13.2 %
14	\$1,930.1	8.8 %
15	\$1,978.3	2.5 %
16	\$1,888.0	(4.6) %
17	\$1,740.9	(7.8) %

ATTENDANCE, CALENDAR, AND REQUIREMENTS FOR GSA

Recognition

GSA is distributed to Illinois school districts that maintain “recognized district” status. Recognized district status is achieved pursuant to the periodic compliance reviews of a district by the office of the regional superintendent of schools. Recognition activities are designed to assure that districts comply

with the required standards of state law. Any school district that fails to meet the standards established for recognition by the state superintendent of education for a given year is ineligible to file a claim upon the Common School Fund for the subsequent school year. In cases of non-recognition of one or more attendance centers in a school district otherwise operating recognized schools, the entitlement of the district is to be reduced in the proportion that the ADA in the non-recognized attendance center, or centers, bears to the ADA in the school district.

Plan Requirements

In addition to the general requirement of maintaining recognition, school districts must also adhere to a variety of other legislated standards in order to receive state financial support. Several of these are enumerated in the sections which follow.

The supplemental GSA law requires all school districts, except Chicago, with more than 1,000 and less than 50,000 pupils in ADA, to submit an annual plan to ISBE describing the use of the state funds generated as a result of that district's low-income pupils. This plan is intended to provide for the improvement of instruction with a priority of meeting the education needs of disadvantaged children. These plans are submitted in accordance with rules and regulations promulgated by ISBE.

Chicago District 299 is required to submit a plan describing the distribution of \$261 million to its attendance centers based on the number of students eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966. Funds received by an attendance center are used at the discretion of the principal and local school council for programs to improve educational opportunities for children from low-income households.

School Calendar

Public schools in Illinois are required to adopt a calendar that provides a minimum term of 185 days, which includes five proposed emergency days, and up to four days that may be scheduled as teacher institutes. This ensures at least 176 days of pupil attendance. Requirements for the school calendar are the same for those school districts that operate on a full-year basis.

Teacher institutes / workshops, as described in Section 5/3-11, are any educational gathering, demonstration of methods of instructions, visitation of schools or other institutions or facilities, or sexual abuse or sexual assault awareness seminar. These days must be approved by the Regional Superintendent as an institute day.

Section 24-2 of the School Code specifies legal school holidays. Teachers are not required to work on legal school holidays. If a school district decides to work on a legal school holiday, it is required first to complete the process described in this section of the School Code. As a result of a 1994 court decision, the state cannot mandate Good Friday as a state holiday. However, individual school districts may elect to observe Good Friday as a non-attendance day.

Section 18-12 of the School Code establishes penalties for failure to operate a minimum number of school days. School districts that fail to operate schools for the required number of pupil attendance days may be subject to the loss of GSA. The financial loss is calculated on the basis of a daily penalty of .56818 percent (one divided by 176) for each day of required operation not met.

Under certain circumstances, a district may not be penalized for failure to meet the required school calendar requirement. These circumstances and the required waivers and approvals are described in the paragraphs that follow.

- *Act-of-God/Hazardous Threat or Adverse Weather Day.* When a school district is unable to conduct school as a result of an Act-of-God/Hazardous Threat or Adverse Weather, a district may be granted a day toward the official school calendar. Section 18-12 of the School Code allows the State Superintendent of Education to waive the .56818 percent daily penalty due to a district's failure to conduct school for the minimum school term due to an Act-of-God/Hazardous Threat or Adverse Weather Day. ISBE's Funding and Disbursements Services Division is responsible for reviewing a district's Act-of-God/Hazardous Threat or Adverse Weather request.
- *Energy Shortage.* When the State Superintendent of Education declares that an energy shortage exists during any part of the school year for the state or a designated portion of the state, a district may operate the attendance centers in the district four days a week during the shortage. When such a declaration is made, a district's GSA entitlement is not reduced, provided the district extends each school day by one clock hour of school work. State law provides that district employees are not to suffer any reduction in salary or benefits as a result of this declaration. A district may operate all attendance centers on this revised schedule or may apply the schedule to selected attendance centers.

Pupil Attendance

Section 18-8.05 of the School Code provides that a day of pupil attendance is to include not less than five clock hours of teacher-supervised instruction. Additional provisions apply to a district's calculation of pupil attendance for less than full-day teacher in-service and parent-teacher conferences, part-time school enrollment, services to disabled or hospitalized students, tuition-related services, dual-attendance nonpublic school children, and other special circumstances.

Resident pupils enrolled in nonpublic schools may be enrolled concurrently in public schools on a shared-time or dual-enrollment plan and may be included as claimable pupils by public school districts. Dual-enrolled pupils are counted as one-sixth of a day for each class period of instruction of 40 minutes or more in attendance in a public school district. Part-time students, enrolled in a block-schedule format of 80 minutes or more may be counted based upon a proportion of minutes of school work completed each day to the minimum number of minutes school work was in session that day.

Exceptional children attending approved private institutions, either in or outside Illinois, may be included as claimable pupils on the basis of days attended if the district pays the tuition costs. Local school boards may send eligible children to an out-of-state public school district and claim them for GSA. Pupils are non-claimable for GSA if the district is claiming full reimbursement of tuition costs another state- or federally funded program or is receiving tuition payments from another district or from the parents or guardians of the child.

Per Section 18-8.05(F)(2)(g) for children with disabilities below the age of six years who cannot attend two or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as one-half day of attendance. Disabled pupils younger than six years of age may be claimed for GSA for a full day, provided that the child's educational needs require and the student receives four or more clock hours of instruction.

Per Section 18-8.05(F)(2)(e) a session of not less than one clock hour of instruction for hospitalized or homebound pupils on the site or by telephone to the classroom may be counted as one-half day of attendance. These pupils must receive four or more clock hours of instruction to be counted for a full day of attendance. If the attending physician for such a child has certified that the child should not receive as many as five hours of instruction in a school week, reimbursement is computed proportionately to the actual hours of instruction. A medical physician must certify that the student

requires the homebound instruction for medical reasons and for a minimum of two consecutive weeks (Section 14-13.01).

Section 10-22.5a of the School Code allows foreign exchange students and/or nonresident pupils of eleemosynary (charitable) institutions attending a public school district on a tuition-free basis to be claimed for GSA purposes. A cultural exchange organization or charitable institution desiring to negotiate a tuition-free agreement with a public school district must obtain written approval from ISBE.

Consult the GSA Frequently Asked Questions document for further details. It may be found at http://www.isbe.net/funding/pdf/gsa_faq.pdf.

Public Health Requirements

Section 27-8.1(6) of the School Code requires every school district to report to ISBE by November 15 of each year the number of children who have received the necessary immunizations and health examination and the number of children exempt from these requirements. Per Section 27-8.1(7) if less than 90 percent of those students enrolled in a district have had the necessary immunizations or health examinations, 10 percent of each subsequent GSA payment may be withheld from payment. Withholding continues until the district is in compliance with the 90 percent requirement.

State law also provides that a child is to be excluded from school for noncompliance with rules and regulations promulgated by the Illinois Department of Public Health for health examinations and immunizations. Under such circumstances, the child's parent or legal guardian is considered in violation of the compulsory attendance law (Section 26-1). These parents or legal guardians are subject to any penalty imposed under law.

Before and After School Programs

Section 10-22.18b addresses before and after school programs. School districts may develop and maintain before- and after-school programs for students in kindergarten through the sixth grade. The programs may include time for homework, physical exercise, afternoon nutritional snacks and education offerings that are in addition to those offered during the regular school day. Before- and after-school programs in a district are to be under the supervision of a certified teacher or a person who meets the requirements for supervising a day care center under the Illinois Child Care Act. Additional employees who are not so qualified may also be employed for such programs.

The schedule of these programs may follow the work calendar of the local community, rather than the regular school calendar. Parents or guardians of the participating students are responsible for providing transportation for the students to and from the programs. The school board may charge parents of participating students a fee that does not exceed the actual costs of the before- and after-school programs. Attendance at before- and after-school programs is not included in the calculation of attendance for GSA purposes.