



## Every Hoosier Child Counts! The Importance of the Census 2020 Count

by Terry E. Spradlin, ISBA Executive Director ([tspradlin@isba-ind.org](mailto:tspradlin@isba-ind.org))

On April 1, 2020, the nation will recognize Census Day to earmark the commencement of the new decennial census count of total residing population as of this date. The U.S. Constitution requires that the federal government count all persons living in the country every 10 years, regardless of age, race, ethnicity, and citizenship status. The 2020 Census survey, for the first time, will be available to complete online, as well as by phone or paper form to be returned by mail. Residents should expect correspondence on how to complete the survey in March of 2020.

**Why is this important to Indiana residents and the K-12 school community?** First, the Census will determine the apportionment to the states of the number of congressional seats. The survey information will be used for redistricting of congressional and state legislative districts. The count also is used by the federal government to determine allocation of approximately \$883 billion in federal funds, with \$160 billion for programs targeting children. This year Indiana will receive about \$18 billion in federal funding, with approximately \$1 billion for K-12 programs (or about 8 percent of all K-12 education revenues when including all sources: local, state, and federal). It is estimated that for every person missed in the count, Indiana will lose about \$10,000 in

federal funds over the next decade. It is important that all persons residing in the state are counted to ensure we maintain our congressional seats and receive our “fair share” of federal funds.

Unfortunately, children from birth to age 4 and those ages 5-9 are the two age groups most likely to be undercounted in the Census, as was the case in 2010; with Black and Hispanic young children having a higher net undercount than other children. To read more about the impact of this and to see Region 3 director Steve Corona quoted, click [here](#).

**What can we do?** The Indiana School Boards Association has convened a leadership group of representatives from 17 state agencies and statewide associations to discuss a collective action plan that will include a campaign toolkit. This coalition will be meeting monthly to complete these tasks. Since educators and school board members are highly-trusted sources of information, we hope to identify strategies, communication methods and messaging that you can use in your school community to promote participation in the 2020 Census. We hope to have the toolkit ready for your use locally beginning this fall through the spring of 2020. Stay tuned for more information on this!

### **\*REMINDER\* RE: Indiana Secured School Safety Grant Program**

The Indiana Department of Homeland Security is soliciting schools to complete the System Administrator form in the IntelliGrants system, as preparations are made for the Notice of Funding Opportunity for the Indiana Secured School Safety Grant. The System Administrator form must be completed by noon on June 24. More information is available [here](#). We anticipate a shorter grant application window this summer given the later date of its opening. Be ready!

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# Professional Development: Necessary or Not?

by Dr. Michael T. Adamson, ISBA Director of Board Services ([madamson@isba-ind.org](mailto:madamson@isba-ind.org))

Professional development (PD) in Indiana is optional for school board members. There is no PD minimum requirement or penalty for not enlisting in a specific number of PD activities. Of course, there are many board members that elect to be engaged in their own PD, both individually and as a board. Obviously, I am a proponent of professional development and more PD than just an annual self-assessment. Self-assessments provide a snapshot, a measurement that indicates where PD may be beneficial, but it does nothing to increase performance. Consequently, a self-assessment is just the first step.

My dissertation, completed in 2011, asked whether there was a correlation between school board members perceptions of their leadership and governance roles and responsibilities as compared to the amount of professional development (training) they had received. That was a risky topic since I was already working at ISBA. I certainly hoped there would be a correlation, but what if there was not?

The instrument used to measure board member's scores in six key areas of leadership and governance competencies was the Board Self-Assessment Questionnaire (BSAQ). Many of you are familiar with this instrument since it is the self-assessment instrument that you complete when you want to conduct your local self-assessment. (You can locate this assessment on the ISBA website at: <https://www.isba-ind.org/board-self-evaluation.html>.)

I measured school board members in three states, Indiana, State B, and State C. The results of the research revealed that State "A" (Indiana) "showed a significant statistical correlation between training and board members scores in three of the six competencies of the BSAQ. These competencies were: Contextual, Educational, and Strategic. State "C" showed a significant statistical correlation in two of the six competencies of the BSAQ. These competencies were: Interpersonal and Analytical. State "B" did not show any significant statistical correlation between

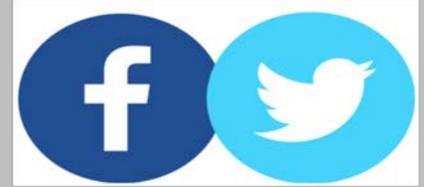
training and board member scores in this research" (Adamson 2011, p. 99). The absence of correlations does not mean that the training is insufficient or that it should be discontinued, but it does indicate where areas of training might be more focused to provide board members with information that directly contributes to their performance in specific competencies.

Interestingly, there were fewer correlations for State C, but participants in State C outperformed both Indiana and State B on their overall assessment scores in five of six competencies. Investigating further, there were little differences in the overall training offerings or frequency of offerings; however, unlike Indiana and State B, State C had legislated mandatory training for all school board members. Did that account for the higher scores overall? It is a great question and one that I hope future researchers will investigate further.

But for Indiana school board members, it spoke volumes about the benefits of training on board members perception of key competencies that contribute to effective governance and leadership. We selfishly hope that our members will predominantly rely on training opportunities through ISBA and to that end we work diligently to provide meaningful programs with information that directly translates into more knowledgeable board members who are prepared to be engaged in the work of their board. Still, there is much that board members can do as well by making a conscious decision to participate in a certain number of professional development activities, both individually and collectively, each year, whether through ISBA programs or an outside consultant.

Is professional development necessary? The research says it is, if you want to do your best work on behalf of your school corporation as you represent the best interests of your communities in public education.

*Adamson, M. (2011). Effective school board leadership and governance: The impact of training and continuous education on self-perceptions of board competency. (Doctoral dissertation).*



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### FAST FACT ON INDIANA K-12 EDUCATION

## US Census Day April 1, 2020

This year Indiana will receive about \$18 billion in federal funding, with approximately \$1 billion for K-12 programs (or about 8 percent of all K-12 education revenues when including all sources: local, state, and federal). It is estimated that for every person missed in the census count, Indiana will lose about \$10,000 in federal funds over the next decade.



# New School Bus Safety Requirements

by Julie M. Slavens, ISBA Staff Attorney ([jslavens@isba-ind.org](mailto:jslavens@isba-ind.org))

The 2019 Indiana General Assembly passed a law addressing transportation of students specifically concerning school bus routes. The law is Senate Enrolled Act 2 (Public Law 144-2019) and requires specific actions to be taken with regard to school bus routes. The Act added a new section to the school bus safety chapter, specifically IC 20-27-10-0.5. It requires every school corporation that provides transportation to its students to review its bus routes and school bus safety policies and procedures to improve the safety of its students. The review must be completed before September 1 of every year beginning with 2019. This new law also requires the state school bus committee to develop and post on its website best practices and school bus safety guidelines. These best practices and guidelines are a resource for the school corporations to use in its review to improve the local school bus safety policies, procedures, and bus routes. These guidelines are to include best procedures to ensure students do not cross or enter a roadway until traffic has come to a complete stop. While the law does not specifically require the school board to do the review, it is best practice to have the school board receive a report on the review so it may take the actions necessary to improve the safety of transporting students.

When doing the review of its bus routes, the school corporation should consider the new requirements for school bus routes the Act also mandates. A new section to the chapter concerning bus routes requires when a school bus is operated on a U.S. route or a state route outside of a city or town, students cannot be loaded or unloaded at a location requiring a student to cross the roadway unless there is no other safe alternative available on the bus route. If the latter is the case when elementary school students are being loaded or unloaded on the bus, the new law requires the superintendent to take the route to the school board for its approval. This law also provides when a street or highway other than a U.S. or state route is on the bus route, the students must be loaded and unloaded as close to the right-hand curb or edge of the road as practicable. The new statutes are IC 20-27-12-20 and IC 20-27-12-20.5 and are effective July 1, 2019.

The Act also provides if a school corporation purchases, installs, and operates a stop arm camera in compliance with the rules of the state school bus committee, with the approval of the school board, the school corporation may petition the county council or the township board, whichever is applicable, to receive reimbursement for the total cost of the stop arm camera. The school corporation is required to provide documentation of the total cost of the stop arm camera in order to be eligible to receive reimbursement. While the statute is silent, it can be implied the total costs would include installation and labor costs incurred by the school corporation in order for the camera to meet the requirements of the state school bus committee rules. The statute is IC 9-21-12-21. The school bus committee rule is 575 IAC 1-9-14.

The Act also amends statutes addressing who can use school buses with the written authorization of the school board to include adults with developmental or physical disabilities and any nonprofit corporation who has transportation needs.

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## Changes to the Public Access Laws

by Lisa F. Tanselle, ISBA General Counsel ([ltanselle@isba-ind.org](mailto:ltanselle@isba-ind.org))

During this past legislative session, the General Assembly amended both the Open Door Law and the Access to Public Records Act. These amendments impact school corporations. A summary of the amendments follows. All of these laws go into effect July 1, 2019.

### Open Door Law

One change was made to the executive session section that impacts school boards. Currently the law allows a school board to meet in executive session to discuss strategy related to the "purchase or lease of real property...up to the time a contract or option to purchase or lease is executed by the parties." See IC 5-14-1.5-6.1(b)(2)(D). In HEA 1116 (P.L. 164-2019), the General Assembly expanded the law to allow a school board to discuss strategy relating to the purchase, lease as a lessor, lease as a lessee, transfer, exchange, or sale of real property up to the time a contract or option is executed by the parties. School boards must still adhere to provisions in Title 36 regarding leasing and/or disposing of real property.

### Access to Public Records Act

Two changes were made to the law affecting public records maintained by a school corporation. First, HEA 1398 (P.L. 255-2019) will allow law enforcement agencies to share investigatory records with school corporations, charter schools, and nonpublic schools for the purpose of enhancing the safety or security of a student or a school building. Additionally, in cases where the law enforcement agency chooses to share these records, the agency does not lose its discretion to keep the investigatory records confidential from other persons or entities who request the same records. This bill was sponsored by Rep. Tony Cook in an effort to increase the safety of students.

Secondly, school boards will be allowed to charge fees for searching for public records in limited circumstances. In HEA 1629 (P.L. 249-2019), the General Assembly added language allowing a fee for searching for records that are in an electronic format if the search exceeds five hours. The fee would be limited to the lesser of the hourly rate of the person making the search or \$20 per hour. A school corporation may not charge for "computer processing time," which is defined as "the amount of time a computer takes to process a command or script to extract or copy electronically stored data that is the subject of a public records request." The new language also requires the school corporation to make a good faith effort to complete a search for records that are in an electronic format within a reasonable time in order to minimize the amount of a search fee. This bill was authored by Rep. Bob Behning, and likely in response to patrons' requests for emails to and from school officials that were generating thousands of public records.

Additionally, while the law does not specifically state this, ISBA would suggest that if a search fee is charged, school officials should charge the fee on a uniform basis.

# Webinar: Indiana's Property Tax System, School Corporation Budgets, and You: What School Board Members Need to Know about this Revenue Source in 2019

Recently on June 6th, the ISBA hosted a webinar featuring Dr. Larry DeBoer and Tamara Ogle from Purdue University titled, "Indiana's Property Tax System, School Corporation Budgets, and You: What School Board Members Need to Know about this Revenue Source in 2019." We would like to share the recording of this webinar and their presentation with all ISBA members for your access and benefit. Dr. DeBoer and Ms. Ogle shared their deep knowledge and expertise on how Indiana's property tax system has changed and continues to change via laws by the state legislature and why this information is important to school board members in fulfilling your budgetary oversight responsibilities. Here is the [link](#) to view the webinar. Their presentation is linked [here](#).

On a related note pertaining to budgeting and finance, please know that later this summer ISBA will publish and distribute to you the second edition of its **Budgeting and Financial Oversight for School Board Members Resource Guide**. We hope you find all this information to be valuable as you move toward the adoption of your school corporation's annual budget in September.

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317.639.0330