I hope everyone had a chance to enjoy some of the Memorial Day weekend. I know most of you are busy with end of the school year duties that can eat away at what is supposed to be the unofficial kickoff to summer.

This is the final scheduled week of the spring legislative session. State Board staff will be working closely with lawmakers and legislative staffers during these final, frenetic days. Unless lawmakers go into overtime, they must complete a budget within the next few days that is projected to fall short by at least $10 billion.

In January, the Illinois State Board of Education proposed a budget for pre-K-12 education that would include a modest increase--fully funding Mandated Categoricals, increasing the General State Aid level by $130 dollars, and increasing early childhood education by $12.5 million. The Board is still pursuing these budget recommendations.

As you may have heard, the General Assembly has approved a capital construction package; however, some complications have arisen. It is my hope that lawmakers are able to resolve these issues this week as they work through the budget and other legislative proposals before them.

Next week, I hope to provide a clearer picture of what FY 2010 holds for education.

Have a great week!

Chris

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**Upcoming Dates & Deadlines**
- Proposals for FY2010 School Improvement Grant – May 28
- Deadline to inform ISBE’s Division of English Language Learning of a district’s use of the WIDA MODEL™ to screen Pre-K/K students – May 29
- Advanced Placement Classroom Amendments – May 29
- FY 2009 State and Federal Grant Projects ending June 30 submit budget amendments and project extension requests – May 31
Applications for 1% Cap Exceptions – June 1
Advanced Placement Classroom Continuing Applications – June 4
Deadline for entries in the Art on a Rain Barrel contest – June 10
Part 65 (New Teacher Induction and Mentoring): Public Comment period ends – June 15
Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing): Public comment period ends - June 15.
E-report card form – June 26
2009 Bilingual Education Program Delivery Report due – June 30
Nonpublic Registration, Enrollment, and Staff Report – June 30
Student Health Data – Vision – June 30
FY10 Consolidated Application to Serve English Language Learners - postmarked by June 30
Migrant Education Application for the 2009-2010 School Year – July 15
TSR Salary Data – July 15
FY 2009 State and Federal grant projects ending Aug. 31 submit amendments and project extension requests – Aug. 1
Modified End of Year Report on IWAS- Aug. 1
Deadline for entering data in IWAS on the 2008-2009 High School Students Taking Community College Courses – Aug. 1
Deadline for waiver applications to be considered by the General Assembly in Fall 2009 – Aug. 14

American Recovery and Reinvestment Act (ARRA)

Additional Information Regarding Funds for Part B of the Individual with Disabilities Education Act (IDEA) Under the American Recovery and Reinvestment Act of 2009 and LEA Determination

Per Section 616(a)(1)(C)(i) and 300.600(a) of IDEA 2004, the US Department of Education requires each state to make annual determinations on the performance of each Local Education Agency (LEA) with regard to the provision of special education and related services.

Essentially, these determinations are a way of designating the status of local districts into one of the following four categories, as outlined in Section 616 (d) of IDEA 2004:

· Meets Requirements
· Needs Assistance
· Needs Intervention
· Needs Substantial Intervention

Every state is required to make determinations based on indicators identified by the US Department of Education and delineated in the State Performance Plan (SPP). In order to develop Illinois’ determinations process, ISBE convened a stakeholder group comprised of representatives from the Illinois Association of School Administrators (IASA), Illinois State Advisory Council for Children with Disabilities (ISAC), Illinois Alliance of Administrators of Special Education (IAASE), Illinois Federation of Teachers (IFT), Illinois Education Association (IEA) and Regional Offices of Education (ROE) to select key indicators and to set criteria for determining the status of local districts in relation to the mandated requirements as outlined in IDEA.

This meeting was facilitated by a representative from the North Central Regional Resource Center, which provides technical assistance to states in meeting the requirements of IDEA. Through this process, criteria were developed for LEA determinations based on IDEA requirements. The LEA Determinations process was also discussed with a large stakeholder group, ISAC. ISBE has gathered several resources for districts regarding the LEA Determinations process, which are available at http://www.isbe.net/spec-ed/html/lea_determinations.htm.

Per the US Department of Education, each state is required to consider the following data when making local determinations:

· Indicator 9: Disproportionate Representation in Special Education
· Indicator 10: Disproportionate Representation in Specific Disability Categories
· Indicator 11: Initial Eligibility Timelines
· Indicator 12: Early Childhood Transition
· Indicator 13: Secondary Transition Plans
· Indicator 15: General Supervision – Uncorrected noncompliance
· Indicator 20: Timely, valid & reliable data submissions
· District audit findings with regard to the use of Part B funds

States may consider additional SPP indicators when making LEA Determinations. Although other states include additional indicators, by recommendation of the stakeholder group Illinois chose to only consider the required indicators listed above. This decision is consistent with LEA Determinations made in previous years.


§300.205 of the IDEA allows LEAs to adjust local fiscal efforts in certain fiscal years if specific conditions are met. This section of IDEA has also been called the “50% rule”.

The following scenario is an example of how this might look in a typical district.

In the first fiscal year, the district receives a $100,000 allocation that must be used on special education expenses according to the rules and regulations prescribed by IDEA and federal guidance documents. The district also spends $1,000,000 of local and state funds to support its special education program. The one million dollars are considered the district’s Maintenance of Effort (MOE)

In the second year, the same district receives $100,000 in IDEA funds and $100,000 in ARRA funds for a total of $200,000. The district plans to continue its support of special education programs or MOE with $1,000,000 of state and local funds.

If a district meets the guidelines specified in the IDEA rules and regulations, the district can compare these allocations and use 50% of the difference to support activities that would be allowable under the ESEA. (200,000–100,000=100,000 and 50% of this amount is $50,000.)

If a district is able to adjust its local efforts, it could use $150,000 of its IDEA allocations to support special education and $50,000 to support activities that would be allowed under the authority of ESEA. The district can then use the $50,000 identified with the 50% rule to reduce its support of special education through local and state funds (MOE) to $950,000.

If a district is unable to adjust its local effort according to §300.205, it can still use all $200,000 for its special education program and must continue to maintain its support of special education through local and state funding at $1,000,000.

Additional information will be shared as it becomes available.

**WIA Youth Services**

Under the auspices of the Department of Commerce and Economic Opportunity, the Workforce Investment Act (WIA) Youth Program provides economically disadvantaged youth between the ages of 14 and 21 with
employment and training services. Youth services funded under the American Recovery and Reinvestment Act (ARRA) are expanded to serve youth up to the age of 24. WIA youth participants, in addition to being economically disadvantaged, must have at least one of the following barriers to employment in order to be eligible for these services:

- Basic literacy skills deficiency
- School dropout
- Homeless, runaway or foster child
- Pregnant or parenting
- An offender (a person who has been subject to any stage of the criminal justice process)
- Requires additional assistance to complete educational program, or secure and hold employment

WIA youth services are provided through a network of 26 Local Workforce Investment Areas (LWIA)s throughout the state. The following ten required youth program elements are available as part of the youth program in each area:

- Paid and unpaid work experiences, internships
- Adult mentors
- Leadership development
- Occupational skills training
- Alternative secondary school services
- Comprehensive guidance and counseling
- Support services
- Summer employment opportunities
- Tutoring, study skills training/dropout prevention strategies
- Follow-up services

Programs are available this summer, until September 30. If interested, contact with the appropriate LWIA because each area has designed its own program and timetable.

The 2009 Annual Training for Certified School Bus Driver Instructors will be held this summer at three locations. The dates and locations as well as all requirements and registration information can be accessed under the “2009 Summer Instructor Training Information” at http://www.isbe.net/funding/html/student_transport.htm

If you should have any questions regarding the training, please contact Cinda Meneghetti at 217-782-5256 or cmeneghe@isbe.net.

Proper Treatment of Retirement Incentive Payments on Federal Grants

The United States Department of Education has requested that the Illinois State Board of Education issue a reminder regarding the proper treatment of retirement incentive or “severance” payments and how those expenditures are reflected on federal grants.

The Cost Principles for State, Local and Indian Tribal Governments at 2 CFR 225 (Office of Management and Budget Circular A-87) which can be accessed at http://www.whitehouse.gov/omb/assets/omb/fedreg/2005/083105_a87.pdf establish standards for determining costs on federal awards carried out through grants, cost reimbursement contracts, and other agreements.

Appendix B Paragraph 8.g. – Compensation for Personal Services addresses the criteria for severance payments. A summary of retirement, termination and severance costs along with the procedures for proper accountability on grants are provided below and are included in the May 2009 update of the State and Federal Fiscal Policies and Procedures Handbook and can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbook.pdf.

Retirement, Termination and Severance Pay Cost

The United States Department of Education (ED) sent a February 2009 letter to the ISBE regarding the proper treatment of retirement incentive payments that may be charged to federal grant programs. In general, if the payment confers a benefit to the affected program then it may be included as a direct cost of the program. When the payment confers no direct benefit to the program, it can only be charged indirectly to the program.

Please be advised that any abnormal, lump sum severance payments, accelerated early retirement
expenditures or other costs in addition to normal, annual salaries and related benefits are not allowed to be charged solely as a direct cost on any Federal grants and may be charged as an indirect cost or a combination of direct and indirect costs only if prior approval has been obtained. LEAs will need to contact ISBE for approval of abnormal or mass severance expenditures. ISBE will work with ED for final approval. Requests for prior approval, at a minimum, must demonstrate the reasonableness and allocability of such costs to Federal programs.

Retirement (Allowable Direct Costs) – when an employee has chosen to end their employment, the costs associated in the current fiscal year of this action may be included as a direct cost to the grant. This may include compensation for unused sick and/or vacation days paid as part of the individual’s current annual salary.

Termination and Mass Severance – Any disbursement/expenditure made in addition to regular salaries and wages for workers whose employment was terminated in the current school year, may be charged as an indirect cost or a combination of direct and indirect costs only if prior approval has been obtained. Examples of one-time abnormal or mass severance include expenses associated with events that are offered to employees as an incentive to leave employment such as:

- Buy-outs
- Lump sum payments linked to years of service including prior year benefit accruals (e.g. unused vacation or sick)
- Increased pension benefits such as granting additional years or eliminating penalties for early retirement

To facilitate accountability for these expenditures, the Part 100 Requirements of Accounting, Budgeting, Financial Reporting and Auditing, provides that Object Code 800 be used for such costs. Table F, Expenditure Object Accounts, provides “800 Termination Benefits” for all “payments made to terminated or retiring employees as compensation for unused sick or vacation days.” Object Code 800 is not available for use on grant budgets. Therefore, if prior approval has not been obtained to claim these cost directly, termination and severance expenditures can only absorbed as an indirect cost. Local education agencies identifying abnormal or mass severance expenses in the Annual Financial Report will not be provided an indirect cost rate by ISBE without prior approval of such costs.

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### Student Assessment

#### E-Report Card Available

The E-Report Card Form (86-43) is now available in IWAS. At step 1 on the confirmation page, please check the grades served and the enrollment data closely. Starting this year, those data were collected through the Student Information System. Please complete the rest of the data and submit through the "E-Report Card" system in IWAS by **June 26, 2009**.

### Special Education

#### Director of Special Education Testified before Congress about Illinois Rules on Seclusion, Physical Restraint and the Implementation of PBIS

Beth Hanselman, Director of Special Education and Support Services at the Illinois State Board of Education, testified Tuesday, May 19 before the Congressional members of the House Education and Labor Committee about the need for national standards on the use of physical restraints, seclusions and aversive interventions in school programs.

Illinois has been identified as an exemplary and "flagship state" in this area because of its rules and the implementation of Positive Behavior Intervention Supports or PBIS throughout the state.

PBIS is a proactive systems approach to establishing the school climate and social culture needed for all students in a school to achieve social, emotional, and academic success. Currently, more than 1000 Illinois schools in more than 200 districts have been trained and are implementing PBIS.

Ms. Hanselman testified that 2001 legislation went into effect in January of 2002 addressing the issue of seclusion, or “isolated time out,” as we call it in Illinois, and physical restraint that applies to all students, not only those with disabilities, in public schools. The rules limit the employment of isolated time out and physical restraint to be used only to preserve the safety of self or others, and prohibit the use of seclusion or restraint for the purpose of punishment or exclusion.

The majority of behaviors, which result in the use of seclusion or restraint, Ms. Hanselman told the Congressional members, can be prevented by early
identification and intense interventions – implemented within a school-wide system of behavioral support.

One model is PBIS which offers educators a framework, not a curriculum, for decision-making practices. Key to the implementation of PBIS is the recognition that we must teach and acknowledge behavioral and social skills, just as we teach academic skills.

School-wide PBIS emphasizes:
- The implementation of evidence-based practices,
- School, district and state systems that support the implementation of these practices, and
- Ongoing collection and use of data for decision-making.

Ms. Hanselman urged the adoption of a national model policy on the use of seclusion and restraint which she said can be effective when coupled with a strong commitment and investment in the training and ongoing support of staff in evidence-based prevention strategies.

**English Language Learning**

**Updated Information Regarding FY10 Screening for Pre-K/K Students**

Beginning on July 1, 2009 (2009-2010 school year), all school districts in Illinois are required to use the WIDA MODEL™ as a screener for students entering kindergarten to determine students’ English language proficiency and identify students eligible to receive ELL services.

Children who score below a 4.0 on either the Speaking or Listening domain of the WIDA MODEL™ are considered limited English proficient and are eligible for language support services.

Students, age 3 and 4, entering Pre-K will be screened using the Pre-IPT® Oral English Language Proficiency Test. Three-year-old children scoring below Level D (A, B, or C) are considered limited English proficient and are eligible for language support services. Four-year-old children scoring below level E (A, B, C, D) are considered limited English proficient and are eligible for language support services.

Any school district that has started to screen Pre-K/K students with the WIDA MODEL™ must inform the Division of English Language Learning by sending an email to Ilyse Leland at ileland@isbe.net by May 29.

For more information, please visit the following page on the ISBE Web site: [http://www.isbe.net/bilingual/pdfs/wida_prek-k_screening10.pdf](http://www.isbe.net/bilingual/pdfs/wida_prek-k_screening10.pdf)

Should you have any additional questions regarding this request, please call 312-814-3850.

**Migrant Education Program Application**

The Migrant Education Program application for the 2009-10 regular school year is available on the Division of English Language Learning webpage at: [http://www.isbe.net/bilingual/htmls/migrant.htm](http://www.isbe.net/bilingual/htmls/migrant.htm)

Funding is available under Title I, Part C of No Child Left Behind (NCLB) for supplemental academic and support services in school districts with qualifying migrant children and youth. The deadline for submitting the application is Wednesday, July 15.

Children ages 0-21 who have not graduated from high school may be eligible for the program if they have moved within the past three years across state or school district lines with a parent or guardian or on their own to obtain temporary or seasonal work in agricultural production, fishing or food processing industries.

A certified recruiter must document that children qualify as migrant students. ISBE can assist districts with this process. For more information, contact Beth Robinson at 312-814-3850.

**Grants**

**FY10 Consolidated Application to Serve English Language Learners**

The FY10 Consolidated Application to Serve English Language Learners (ELLs) is now available under “Hot Topics” at [www.isbe.net/bilingual](http://www.isbe.net/bilingual). This application (available in Microsoft EXCEL Versions 2003 and 2007), allows districts serving ELL students to apply for state Transitional Bilingual Education and Transitional Program of Instruction (TBE/TPI) funds, federal Title III Language Instruction Program for Limited English Proficient Students (LIPLEPS), and Immigrant Education Program (IEP) funds.
In addition, districts that complete the consolidated application must fill out and submit the Self-Monitoring Checklist that is also found under “Hot Topics” at www.isbe.net/bilingual.

Districts will also find a number of resources that include grant eligibility requirements, a list of critical links, and a webinar to guide them in completing the consolidated application at www.isbe.net/bilingual. Districts should note that this application is not available through the e-grant system.

District applications for federal funding and the Self-Monitoring Checklist must be postmarked by June 30, 2009. Districts are instructed to submit one original and one copy of the application and one copy of the Checklist to:

Illinois State Board of Education
Division of English Language Learning
James R. Thompson Center
100 West Randolph, Suite 14-300
Chicago, IL 60601-3268-3169

For assistance in completing the FY10 Consolidated Application and the Self-Monitoring Checklist, contact the Division of English Language Learning at 312-814-3850.

Data Analysis & Progress Reporting

2008-2009 Dental Data Collection

The Dental Data Collection system is now open for data entry through June 30, 2009. The data must be submitted online using IWAS. Once logged into IWAS, the dental link (Student Health Data – Dental) will appear on the Systems Listing page under ‘Annual’. If you do not see the “Student Health Data – Dental” link, please call the ISBE Helpdesk at 217-558-3600.

URLs for important documentation are listed below:

School Dental Examinations- Information Sheet
http://www.isbe.net/research/pdfs/dental_information.pdf

IDPH Proof of School Dental Examination Form
http://www.idph.state.il.us/HealthWellness/oralhlth/DentalExamProof.pdf

IDPH Dental Examination Waiver Form
http://www.idph.state.il.us/forms/ohpm/DentalExamWaiver.pdf

Dental Information-Data Entry Worksheet
http://www.isbe.net/research/xls/dental_worksheet.xls
In the event of problems opening these links, copy the URL to the address bar of a browser window (Internet Explorer or Netscape) and hit the “Enter” button.

As mandated by Section 5/27-8.1 of the School Code, all Illinois schools serving any combination of kindergarten, grade 2, and/or grade 6 students are required to submit dental data. The data may be entered at the school level or, for public school districts, the district level. However, it is the responsibility of the nonpublic school administrator/public school district administrator to review the accuracy of entered data and submit the data to ISBE.

Please share this information with your school nurses, health technicians, and individuals responsible for entering your dental data on IWAS. Questions about the information to be provided may be addressed to Md. Shafiqul Azam in the Data Analysis and Progress Reporting Division at 217-782-3950 or mazam@isbe.net.

**IWAS OPEN FOR 2008-2009 Data Submission on High School Students Taking Community College Courses**

The 2008-2009 High School Students Taking Community College Courses system is open on IWAS for district-level data submission. Only unit districts and high school districts need to submit data. Regional Offices of Education and Intermediate Service Centers can view reports on IWAS of data submitted by districts in their regions.

The deadline for entering data on the 2008-2009 High School Students Taking Community College Courses system is **August 1, 2009**. Your cooperation in submitting accurate data in a timely manner is greatly appreciated. Questions about information to be entered for this data collection should be referred to **Niaann-Tsyr Chern** in the Data Analysis and Progress Reporting Division at 217-782-3950.

**2008-2009 End of Year Report Available on IWAS**

The 2008-2009 End of Year Report is open on IWAS for school-level data submission. All public schools operated by districts and special education cooperatives, as well as other state-funded schools and regional programs, need to submit the data. The deadline for submitting this year’s modified End of Year Report on IWAS is **August 1**. Your cooperation in submitting accurate data in a timely manner is greatly appreciated. Questions about information to be entered for this data collection should be referred to **Niaann-Tsyr Chern** in the Data Analysis and Progress Reporting Division at 217-782-3950.

**Nutrition**

**Food Allergy Webinar Series Continues**

Mark **1:30 p.m. June 3** on your calendar and register for the USDA and School Nutrition Foundation’s 75-minute Managing Food Allergy Webinars. Jeannie Sneed, PhD, RD, CP-FS, SNS with USDA’s Office of Emergency Management and Food Safety is the moderator.

- **June 3- Managing Food Allergies in Schools: Implementing Policy**
  The expert panel includes the Vice President of Educational Programs with the Food Allergy and Anaphylaxis Network (FAAN), a specialist with Baltimore County Public Schools and an Assistant Director of Nutrition in a public school district.

The first webinar, Managing Food Allergies in Schools: Understanding the Fundamentals was broadcast earlier and recorded. It covered the Liberty Public School District’s Food Allergy Policy & Guidelines. Visit www.2.gotomeeting.com/register/678831511 to view and download that Webinar.

**Student Opportunities**

**Essay Contest on religious freedom**

As the 2008/2009 school year winds down and you are planning for the upcoming year, summer workshops, etc., we invite you to alert your social studies and English teachers to the **First Freedom Student Competition**. We have enjoyed participation from Illinois students in the past, and we look forward to more entries from your students in the upcoming school year.

The First Freedom Student Competition is a national essay contest offering high-school students an opportunity to compete for a $3,000, $1,500 and $750 award, as they examine religious freedom, its history,
current importance, and relevance in today’s world. The 2009/2010 topic will focus on religious freedom as a part of international human-rights policy.

The upcoming school year’s topic, guidelines, student flyer and classroom poster can be found at www.firstfreedom.org (click on the red button under First Freedom Center News). Model U.N. advisors may find this topic of particular interest, as well.

The competition is open to 9th through 12th grade students in the United States and U.S. territories, and to American schools and American home-schooled students worldwide.

The online student registration deadline is Monday, November 23, 2009. The postmark deadline for mailing the essay and its accompanying materials is Saturday, November 28. Winners will be announced on April 13, 2010, Thomas Jefferson's birthday.

Please let us know if you have any questions. For more information, please call (804) 643-1786 or visit: competition@firstfreedom.org

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**Private Companies**

**Children and Youth Funding Grants**

President Obama’s stimulus plan includes billions of dollars in new funding for children, seniors and minority populations.

To reflect these changes, CD Publications has revamped and widened the focus of Children & Youth Funding Report, one of our continually-updated, interactive news services.

Two recently posted funding opportunities on Children & Youth Funding Report are:

- **Best Buy Children’s Foundation**
  - Deadline: June 15
  - Best Buy Children's Foundation supports local communities with the Community Grants Program that is led by employee committees in each of its eight territories across the United States. Employees select non-profit organizations that support programs and services that provide opportunities for young teens related to education, life skills, leadership skills or relationship development.

- **Nike Inc. Cash Grants**
  - Deadline: Eligible proposals are reviewed throughout the year.
  - The corporation works with experienced partners in youth and education to address needs of vulnerable populations by linking experts with low-income youth, minorities, young women, and youth living in conflict situations.

If you’d like to review these and other funding opportunities posted on Children & Youth Funding Report, click on or cut and paste the following link into your Web browser and sign up for 2-weeks free access: http://www.trycdpubs.com

When you reach the site just scroll down and check Children & Youth Funding Report. Or call toll-free at 1-800-666-6380

**Recycle Offer from Apple**

For a limited time, Apple will collect any brand of unwanted computers and peripherals from your school for free* and recycle them in a secure and responsible way. You'll not only keep your school green, but also free up more storage space. For details, go to www.apple.com/education/recycle or call 1-800-APPLE-LN.

**Employment Opportunities**

**ISBE External Vacancy List**

An External Vacancy List for the Illinois State Board of Education is available at: http://www.isbe.net/hr/Default.htm

**In the News**

**Weekly news clips**

ISBE has posted highlights from last week’s education news clips at: http://www.isbe.net/news/2009/newsclips/090522.htm