Ensuring that each student succeeds is a formidable task. A prerequisite to this is the belief that each and every student can succeed regardless of any real or perceived differences, such as poverty, race, zip code, disability or literacy level. Our underlying values and beliefs greatly affect our behavior and actions.

As State Superintendent I have been able to meet and spend time with the several individuals honored as “Teacher of the Year.” This past year’s recognition went to Ms. Ruth Meissen, who firmly embraces and demonstrates that all students can succeed regardless of their differences. I wanted to share her final address to the State Board of Education presented last week in Bloomington. Her eloquent delivery, humility and passion exemplify her as a teacher of high quality, and I encourage you to share it with all your personnel. Thank you, Ruth, for representing Illinois so well this past year.

Good morning! Thank you so much for permitting me to address the Board at this time.

In a matter of weeks, a new Illinois Teacher of the Year will be named. Little does this teacher know how much her life is about to change.

From the very first time I approached the podium, the shear magnitude of this award -- this gift -- was realized. I have always been a firm believer of, “To whom much is given, much is expected.” Therefore, I have taken this role very seriously. I would like to share some of my observations as your current Teacher of the Year.

I have had the privilege of traveling throughout the state and beyond. I have seen, I have heard, and I have related to the struggles and the passions we have in the educational profession. The fact that our State’s Those Who Excel/Teacher of the Year program allows a teacher, “fresh from the trenches,” to be the one to visit, motivate and inspire, acknowledges the need our educators have to be heard and spoken with.

Each and every day school is in session, our teachers look into the eyes of the next generation. One wonders what the world will be like by the time our elementary students graduate from high school. How much more will it change by the time they graduate from college? And what does all this mean for us as their teachers? Who do we need to be for them?

Well, according to the United States Department of Education and No Child Left Behind, we must be highly qualified. In order to be considered highly qualified, in basic terms, any teacher needs three things:

•At least a bachelor’s degree
•A standard certificate appropriate to the assignment
•Proof of content expertise
But is that enough? How is one to judge whether the degree, though qualifying, is still relevant or the expertise in the content area current enough? In this ever-changing global society, where the amount of technical information now doubles at a rate of every two years, are we simply a delivery system for information that will have no relevance? When the task at hand is not only preparing young minds for the future, but to prepare them for a future that doesn’t even exist, who do we need to be for our students?

I have always believed that our students are like compasses pointing the direction they want us to take them. As the educated professionals we are, we owe it to them to lead the way and take them there. But at the current rate things are changing in our world today, how do we begin to know we’re even leading them down the right path?

The fact is without an open dialogue, we can not know. It is IMPOSSIBLE to know exactly what it is our students are going to need to know for the future they will face. As teachers, we know our presence in the classroom is invaluable. Our life experiences have shaped who we’ve become. Our personal perspective is what we can use to make any lesson come alive. Our voice, therefore, has the power to provoke thought, to effect change. We are what connects this generation to the future.

Let’s also not lose sight of the fact that we are teaching to a generation of children who already know how to apply, analyze, evaluate, create, communicate and collaborate on the internet every single day. They’ve got the whole Bloom’s Taxonomy down in a way that has relevance to them. I am always humbled by the kind way today’s youth is so ready, eager and patient when it comes to helping us baby boomers navigate technology. We have without a doubt given birth to a generation that is clearly pointing the way. As their educators, the ones they are looking up to, we owe it to them to remain TEACHABLE.

Here’s some more food for thought. Let’s say I needed some important procedure done. Would I entrust my care to a doctor who used the same methods he had practiced 30 years ago simply because he felt that if it worked well then, there was no need to change it? NO! I would want to go to a doctor that was continuously keeping up to date with the latest information so that he could provide me with the best care possible…the best care…for ME. Are we not obligated to do the very same thing for our students? Just like with modern medicine, things are changing rapidly. Despite the fact that huge strides have been made, sometimes I wonder if doctors are keeping up with all information thrown at them daily. This struggle is no different than our own. Don’t we too have someone’s life in our hands if our very performance can have a profound effect on a student’s overall outcome? It is that critical. It is that important. And it is an honor and a privilege to be that person for them.

Instead of “No Child Left Behind,” let us look to the faces of the students before us and say, “I will leave NO CHILD LEFT UNCHALLENGED!”

Teaching should always be considered the ultimate privilege and responsibility. With every moment you teach, you have the opportunity to connect with a child in ways that can be profound. We can never forget that! By impacting the life of a child, you touch the future. No person should ever become a teacher to make a living. You become a teacher to make a difference.

Though we as a group come into this profession as public servants, we must never lose sight of the fact that each of us possesses the power to change the future of the educational system as we know it by the decisions we make each and everyday. And the next generation is counting on us to have that kind of impact.

In order to have the level of impact our students deserve and their families expect us to provide, from my observations, we must do several things. As a state, we must continue to be leaders and SHINE in the area of Teacher Mentoring and Induction Programs. As a nation, this has been long overdue. I am very proud of our state’s strength in this area. We cannot underestimate the value these programs have, and we must continue to find ways to support and fund high-quality programs statewide. Our mentoring and induction programs have gone a long way to bridge the gap between
theory and practice while helping to produce a more self-assured, more emotionally equipped and well-rounded teacher.

In order to continue to develop the highest quality and most effective mentoring and induction programs possible, we must continue to work collaboratively. This collaboration must include administrators, veteran teachers and our teacher unions. Our unions share a vested interest with the school districts all across Illinois. They too are concerned about student achievement scores. We are all stakeholders with the same priority: our students! Therefore, by addressing the needs of our new teachers in a unified manner, we will in fact address the needs of their students, which in turn will result in increased student achievement.

Together we must also address the needs of those who choose to stay in this profession long term. So that we do not become like the doctor I described earlier, we must be exposed to even more educational opportunities to be the lifelong learners we are. As a state, we must prioritize funding to support a wider variety of professional development opportunities. To prevent the “ONE SIZE FITS ALL” approach that many of us find ineffective, we must implement a “Food Court” style approach instead. This will enable teachers to personally select what they need to stay current for the students entrusted in their care. This would also enable us to access refresher courses for things like technology programs and educational initiatives. We want to stay progressive and up to date in order to inspire our students to achieve great things.

All across America, corporations have mastered the implementation of long-term mentoring in conjunction with a multifaceted professional development approach in order to stay competitive and make a profit. If we want to become competitive in the global educational arena, we should follow suit. After all, isn’t our end-product much more valuable?

In summary, we must keep in mind the basic needs our students are expecting us to provide for them are the very same things we need to provide for each other: a safe, respectful, innovative, creative and nurturing learning environment. This professional courtesy is something each and every one of us deserves. I believe this can be achieved, which is why we must advocate for each other just as we would our students.

Thank you for letting me be an instrument of service for the profession I love! Thanks to the state’s generous gift of education. I have already begun the process of working toward my doctorate in education. I would like to think that I can have a positive impact on the teachers of tomorrow. This is how I will return your investment in me. To whom much is given, much is expected. As a proud Illinois teacher, I humbly thank you for giving me the opportunity to give back.

As you know, we will be honoring a number of exceptional school personnel at the annual Those Who Excel Banquet in Peoria on October 18.

Have a great week.

Chris.

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**Upcoming Dates & Deadlines**

- **ISAT AYP Appeals** – September 26
- **Differentiated Accountability Proposal comments** – September 30
- **Head Start reimbursement deadline to submit revised claims** – September 30
- **NCLB Homeless Children & Youth Program data collection** – October 1
- **Annual Superintendents’ Conference online registration** – October 1
- **LEA Determinations district improvement plans** – October 1
● PSAE AYP Appeals – October 6
● Annual Financial Reports – October 15
● Teacher Salary Study form on IWAS – October 15
● Fall Housing enrollment counts from SIS – October 15
● Capital Needs Assessment Survey – October 17
● Thomas Lay Burroughs award nominations – October 17
● Deadline for Public Comment on Proposed New Part 75 (Incentive Grants for Agricultural Science Teacher Education) – October 20
● Annual Superintendents’ Conference – October 23 – 24
● SGSA Expenditure Plans due in IWAS – October 30
● FY09 School Budget Form – October 31
● School District Budgets – October 31
● School District Library grant applications – November 26

Legal

Missing Children Records Act Updates

The State Board of Education has received questions from school districts and other entities as to whether new state legislation requires the retention of an original birth certificate of a child enrolling in that school district or other entity for the first time. We want to clarify that retaining an original birth certificate is not required. Instead the school district or other entity is to make a photocopy and retain that photocopy.

Public Act 95-0439, effective January 1, 2008, amended Section 5 of the Missing Children Records Act (325 ILCS 50/5) to require any person enrolling a child for the first time in any preschool educational program, child care facility and day care home or group day care home licensed under the Child Care Act of 1969 to produce a certified copy of a child’s birth certificate or other reliable proof of the child’s identity and age. This includes a passport, visa, or other governmental documentation.

Prior to P.A. 95-0439, this requirement applied only when enrolling a child in a public or private elementary or secondary school, but now the Act encompasses more programs and entities.

Public Act 95-0793, effective August 8, 2008, further amended Section 5 of the Missing Children Records Act (325 ILCS 50/5) to provide that when the person enrolling the child provides the school or other entity with a certified copy of the child's birth certificate, the school or other entity shall promptly make a photocopy of the certified copy for its records and return the original certified copy to the person enrolling the child. ISBE suggests that schools place the copy of the birth certificate in the child’s permanent records file.

The Act also describes specifically the steps to follow when the documentation is not provided to the school or other entity.

Links to P.A. 95-0439:  

The full text of the Missing Children Records Act [325 ILCS 50/] is available at:
http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1469& ChapAct=325%26nbsp%3BILCS%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3B50%26nbsp%3
share with your staff the information in the letter linked below:

Select this link for the Dear Colleague Letter: Athletic Activities Counted for Title IX Compliance.

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**Board Services**

**Thomas Lay Burroughs Award Nominations**

The State Board of Education invites you to nominate your local board president for the Thomas Lay Burroughs Award for the State's Outstanding School Board President.

This award was created in 1991 in memory of the late ISBE chairman and is presented each November at the IASB/IASA/IASBO conference in Chicago. This year the conference will be held **November 21-23**, and the award will be presented **Sunday morning, November 23**. Nominations should be submitted as indicated below by 5 p.m. on **Friday, October 17**.

Please e-mail your nomination to Jean Ladage at jladage@isbe.net. Indicate in the subject line of the e-mail: Burroughs Nomination. For questions, call Jean Ladage or Marsha Moffett at 217-557-6626.

For nomination information and format please go to: http://www.isbe.net/pdf/burroughs_award.pdf.

**Data Analysis & Progress Reporting**

**2008-2009 Nonpublic Registration, Enrollment & Staff Report**

Starting **Wednesday, October 1**, the Nonpublic Registration, Enrollment, and Staff Report (87-01) for school year 2008-2009 will be available in IWAS at https://sec1.isbe.net/iwas. Completed reports must be received by ISBE no later than **June 30, 2009**.

Nonpublic schools that have registered with ISBE at least once in the past must submit their data online via IWAS. Nonpublic schools that have never registered with ISBE must submit their data using the paper form 87-01 that is available at http://www.isbe.net/research/pdfs/87-01_np_report.pdf.

Public district administrators should communicate with administrators of nonpublic schools within their district boundaries and encourage them to submit registration, enrollment and staff data. A portion of the public district funding allocation calculated for the federal Individuals with Disabilities Education Act (IDEA) uses nonpublic enrollment data that is reported voluntarily by nonprofit elementary and secondary schools.

Questions may be directed to Md. Shafiqul Azam in the Data Analysis and Reporting Division at 217-782-3950.

**2008-2009 Non-Certified Staff Salary Study**

Starting **Wednesday, October 1**, the Non-Certified Staff Salary Survey will be available in IWAS for submission of 2008-2009 school year data. URLs for two survey documents are provided below.


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Under NCLB, schools must make Adequate Yearly Progress (AYP) in reading (language arts) and mathematics. Each state - not the federal government - sets its own academic standards and benchmark goals.

**No Child Left Behind**

**2008 NCLB Blue Ribbon Schools Named**

U.S. Secretary of Education Margaret Spellings named 320 schools as 2008 No Child Left Behind Blue Ribbon Schools. The award honors schools for helping students achieve at very high levels and for making significant progress in closing the achievement gap.

Schools are selected based on one of two criteria: (1) schools with at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance to high levels on state tests; and (2) schools whose students, regardless of background, achieve in the top 10 percent of their state on state tests or in the case of private schools in the top 10 percent of the nation on nationally normed tests.
Example for completing the survey: 

The deadline for submitting the survey is **February 28, 2009.** Districts with student enrollments of less than 1000 as of the last school day in September 2007 may ignore this message.

Questions may be directed to Md. Shafiqul Azam in the Data Analysis and Reporting Division at 217-782-3950.

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### Student Assessment

#### New ISAT Writing Reports Issued

District ISAT Test Coordinators and Chicago 299 ISAT Test Coordinators will be receiving new Student Performance Profile reports to replace School Performance Profile reports previously sent by Measurement Incorporated.

In the original reports, all numbers were correct as reported; however, the bar graphs indicating meets+exceeds in the Performance by Student Group category at the bottom of page two did not accurately represent the actual percent of those meeting and exceeding. The bar graphs in the replacement reports correctly represent this number.

For questions on the ISAT Writing Reports, call Student Assessment at 217-784-4823.

#### Interactive Writing CDs Coming

Within the next few weeks, schools will be receiving PC and Mac compatible Interactive Writing CDs. These CDs are intended to increase teachers’ familiarity with the ISAT Writing assessment. They contain the ISAT writing rubrics, scoring guidelines, student samples, and an interactive feature that allows teachers to practice scoring. The CDs may be duplicated.

For questions about the CDs, call Student Assessment at 217-784-4823.

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### Educator & School Development

#### SGSA Expenditure Plan Due

The majority of Illinois school districts receive Supplemental General State Aid (SGSA) due to the percentage and number of disadvantaged, low income students attending the district. Districts receive SGSA funding through the Poverty Grant Calculation, which is part three of the General State Aid claim.

SGSA payments are included as a portion of General State Aid payments. School districts with average daily attendance over 1000 are required by the school code to file an SGSA Expenditure Plan electronically using the ISBE IWAS system.

All pertinent SGSA information is contained on the district’s screen in IWAS. A brief narrative is required on the first page and a budget breakdown must be listed on the second page. SGSA funding may be expended in numerous ways, but must primarily benefit the disadvantaged, low income students who generate funding for the district without supplanting other types of funding already in place. For questions contact Richard Loman at rloman@isbe.net or 217-782-2948.

#### New Principal Mentoring Program

Starting with the 2007-2008 school year, each new principal is to receive mentoring from a highly qualified, highly trained educational leader who has had at least three years experience as a principal per PA 94-1039.

To guarantee new principals receive the mentoring services needed, school districts should contract the services of a Mentoring Entity certified by the State Board of Education. The Mentoring Entity should meet the new principal and school district’s needs.

For a complete list of Mentoring Entities and additional program information, visit the Illinois New Principal Mentoring website at: http://www.ilprincipalmentoring.org/.

For additional questions, contact Rashonda at rashonda@ilprincipals.org or call 217-525-1383.

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### Special Education

#### Educational Surrogate Parent Recruitment

The Illinois State Board of Education (ISBE) is seeking parent advocates for students with disabilities as part of the Educational Surrogate Parent Program. This program is responsible for protecting the rights of students with disabilities whose parents are unavailable. ISBE is
promoting the program, which is a federal mandate that relies on volunteers from the community.

The educational surrogate parent’s role is to represent the student and advocate for his/her special education services by participating in the referral, evaluation and IEP development process. Any adult can volunteer for this program, although it may be especially well suited for retired persons, college students and foster parents. All volunteers are expected to attend and complete training. A flat fee stipend of $50.00 is provided to offset personal expenses. Please share this information with individuals who may be interested in participating.

For more information about the educational surrogate parent program, applications, training calendars and registration forms, please go to: http://www.isbe.state.il.us/spec-ed/default.htm.

You may also contact Juana Burchell for program information at 217-782-5589 or jburchel@isbe.net; or Melisse Reynolds for training information at 630-889-7393 or mreynolds@sased.org.

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**School Business Services**

**Capital Needs Assessment Survey**

Public Act 93-0489 requires the State Board of Education and the Capital Development Board to file with the General Assembly a comprehensive assessment report of the capital needs of all school districts.

We are requesting all districts that have not already done so to complete and submit the Capital Needs Assessment Survey by **Friday, October 17**. Full participation in this needs assessment will help ensure an accurate portrayal of the capital needs of all districts throughout the state.

A copy of the Capital Needs Assessment Survey, along with a cover letter, were e-mailed to all district and regional superintendents on **Friday, September 5**. If you did not receive this information, please let us know. Additional forms, if needed, can be accessed on the following websites: www.isbe.net/finance or www.cdb.state.il.us.

Completed forms can be mailed to the Illinois State Board of Education, School Business Services, 100 North First Street, Springfield, Illinois 62777-0001 or by e-mail to finance@isbe.net.

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**Grants & Programs**

**IIRC E-Plans Section Available**

School districts can now log into the e-Plans section of the Illinois Interactive Report Card (IIRC) website to enter this year’s e-Plans data. Although the report card information is embargoed to the general public until **Friday, October 31**, ISBE has made the e-Plans site available to districts so they can enter their information earlier than in past years.

**Reminder:** the IIRC site is password protected and only accessible to schools or districts via their password.

For questions on accessing the e-Plans on the IIRC, contact **Marti Woelfle** at 217-524-4832.

**NCLB Homeless Children and Youth Program Data Collection**

Each year school districts are mandated by the Title X, Part C McKinney-Vento Homeless Education Assistance Act to report information on homeless children and youth using the State Board of Education’s IWAS reporting system. The submission date for FY08 data is **Wednesday, October 1**.

The report to be completed is the NCLB Education for Homeless Children and Youth Program. The purpose of this report is to gather data and update homeless liaison information in the current database for the McKinney-Vento Homeless Education Assistance Act. Report information can be accessed back to the 2005 school year for data comparison by the school district.

Directions for completing the report can be found at: http://www.isbe.net/homeless/pdf/homeless_ed_yth_rpt.p df.

For technical assistance, contact Peggy Dunn, Grants and Programs Division, 217/524-4832 or madunn@isbe.net.
Professional Development

Mapping the Americas Program

The Illinois Geographic Alliance is sponsoring Mapping the Americas on Friday, November 7, at Starved Rock in Utica, Illinois. The fall event is in conjunction with National Geographic’s Geography Action program and is targeted to geography and history teachers in elementary, middle and high school and education students.

The event will include a field trip/walking tour, a keynote speaker, lesson ideas for K-12 classrooms and information on National Geographic’s Geography Action program. Participants are eligible for six CPDU Credits.

To register, contact Adriane Powell at the Illinois Geographic Alliance at akpowel@ilstu.edu or 309-438-4486. The deadline to register is Monday, October 13.

Toyota International Teacher Program

Teachers and librarians in grades 6-12 are encouraged to apply to participate in Toyota’s International Teacher Program in Costa Rica from April 18 through May 2, 2009. The fully funded international professional development opportunity offers educators the opportunity to interact with local Costa Ricans, to connect with the country’s history and culture and to study environmental solutions in a new area of the world.

To apply online, go to www.iie.org/toyota. For additional information contact the Institute of International Education by e-mail at toyotateach@iie.org or call 877-832-2457.

Nutrition

FY 2009 Child Nutrition Applications Due

Reminder: Fiscal year 2009 School-Based Child Nutrition Program applications covering October 1, 2008, through September 30, 2009, were due electronically through the Child Nutrition ACES (Application and Claim Entry System). If you have not submitted your application, please do so as soon as possible.

It is important to remember that fiscal year 2009 begins Wednesday, October 1, and your October Claim for Reimbursement will not be processed if the application has not been submitted and approved by the Illinois State Board of Education.

Detailed instructions to assist in completing the annual application for participation in the School-Based Child Nutrition Programs are available online at: http://www.isbe.net/nutrition/pdf/nslp_app_instructions.pdf.

For questions, contact the Nutrition Programs Division at 800-545-7892 or 217-782-2491.

Funding & Disbursements

Updated Special Education Personnel Approval & Reimbursement FAQs


The Home/Hospital Questions and Answers document, formerly a separate item, has been included as an individual section at the end of the FAQ document.

Special education personnel approval questions can be directed to Sharon Conrath at sconrath@isbe.net.

Special education personnel reimbursement questions can be directed to Judy Conboy at jconboy@isbe.net. Sharon and Judy can also be reached at 217-782-5256.

New Pupil Transportation FAQs

A new Pupil Transportation Frequently Asked Questions (FAQ) guidance document has been created and can be accessed at: http://www.isbe.net/funding/pdf/pupil_transp_faq.pdf.

The new document covers a broad range of pupil transportation issues including district requirements to provide free transportation, transporting students with disabilities, serious safety hazard requirements, the appropriate use and concerns of 11-15 passenger vans and questions that pertain to claim reimbursement.

Program and technical issues pertaining to pupil transportation can be directed to Cinda Meneghetti at cmeneghe@isbe.net.
Claim reimbursement issues pertaining to pupil transportation can be directed to Jamie Johnson at jjohnson@isbe.net. Cinda and Jamie can also be reached at 217-782-5256.

**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](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/2008/newsclips/080919.htm](http://www.isbe.net/news/2008/newsclips/080919.htm)