AGENDA

A. Roll Call/Pledge of Allegiance

B. Public Participation

C. Action Considerations

1. Determine Passing Scores for two Illinois Certification Testing System (ICTS) tests (pp. 2-3)
   - New Special Education General Curriculum
   - Current Social Science/History

2. Rules for Adoption
   a. Part 1 (Public Schools Evaluation, Recognition and Supervision) (pp. 4-24)
   b. Part 130 (Determining Special Education Per Capita Tuition Charge) (pp. 25-37)
   c. Part 560 (Parental Participation Pilot Project) (pp. 38-44)
   d. Part 565 (Class Size Reduction Grants) (pp. 45-53)

3. Discuss Superintendent Search Process with Hazard, Young, Attea and Associates (pp. 54-56)

4. Appointment of Interim Superintendent (Tentative)

D. Adjourn

NOTE: The Board will break prior to Agenda Item #4 at which time they will go into closed session.

All State Board of Education meetings listed on this agenda will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education, Phone: 217-782-2221; TTY/TDD: 17-782-1900; Fax: 217-785-3972.
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Dr. Ginger M. Reynolds, Assistant State Superintendent

Agenda Topic: Determine Passing Scores for two tests administered by the Illinois Certification Testing System (ICTS)
- New Special Education General Curriculum
- Social Science: History

Materials: Preliminary Pass Rate Report (6 pages) completed by National Evaluation Systems, Inc. (NES). (Copies will be made available to members of the Board.)

Staff Contact(s): Linda Jamali, Acting Division Administrator, Certification
Laurel Lee Gibler, Principal Consultant, Division of Certification

Purpose of Agenda Item
- Review data which has been provided by National Evaluation Systems, INC. (NES)
- Review recommendations made by panels of Illinois educators who are experts in the designated fields of study
- Discuss recommendations made by the State Teacher Certification Board (STCB) relating to the panel-based decisions
- Determine appropriate passing scores for these two tests.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 2 Improving Educator Quality for All Children: On October 1, 2006, the Special Education General Curriculum Test will be required of candidates for special education teacher certification. The test will determine whether candidates meet the standards located at 23 Illinois Administrative Code, Section 27.350. The passing score has not yet been determined for this test, which was administered for the first time on June 24, 2006.

At the recommendation of the Illinois State Teacher Certification Board, the scores for the current Social Science: History test have also been revisited, and a passing score must be determined prior to scoring the tests that were administered on June 24, 2006.

Expected Outcome(s) of Agenda Item
After a review of the data and the recommendations made by the STCB, the State Board of Education will determine the passing scores for these two Illinois teacher certification tests.

Background Information
On June 20, 2006, two panels of Illinois educators met with representatives from National Evaluation Systems (NES), the contractor for the Illinois Certification Testing System (ICTS). These educators reviewed the current Social Science: History Test and the new Special Education General Curriculum Test. They participated in a multi-step, standard-setting process and then provided a panel-based decision for passing scores for these two tests. In addition, the bias review committee conducted a teleconference on June 29, 2006, to review outcomes.
from the June 20 conference and then make panel-based recommendations on the passing scores.

On August 4, 2006, the STCB reviewed data supplied by NES, and they also discussed recommendations made by the panels of educators. Following this review, the STCB reached a consensus regarding recommended passing scores for the two tests. These recommendations will be shared with members of the State Board so that a final decision can be made in setting the passing scores for the Social Science: History test (114) and the Special Education General Curriculum test (163).

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Many colleges and universities are still requiring candidates to pass the content-area test before student teaching so it is imperative that test scores are released as soon as possible. Teachers seeking an endorsement in Social Science: History will also need the test results back as soon as possible.

**Pros and Cons of Various Actions**

Pending a decision by the Board, National Evaluation Systems (NES) will plan to release scores before the end of August of 2006.

**Superintendent’s Recommendation**

The Teacher Certification Board’s recommendations will be presented to the State Board on August 10, 2006.
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Ginger Reynolds, Assistant Superintendent
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – Proposed Amendments to Part 1
(Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contact(s): Linda Jamali, Division Administrator (Interim), Certification
Donna Luallen, Division Administrator, Accountability
Darren Reisberg, General Counsel

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is not directly related to the Strategic Plan.

Expected Outcome of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 1.

Background Information
This rulemaking gathers together several unrelated changes, as follows:

A new Section 1.77 has been proposed in order to institute a requirement for electronic
reporting by districts of information used in determining whether teachers can be considered
“highly qualified” for their assignments in the core academic subject areas.

A new Section 1.242 will convey the due process requirements that are applicable when school
districts elect to deny enrollment to high school students for failure to maintain academic or
attendance standards, as permitted by P.A. 93-803.

Sections 1.420 and 1.430 are being updated to acknowledge that, under P.A. 94-198, physical
education is not required daily in cases of block scheduling.

Language is being inserted into Section 1.720 to clarify the long-standing intent that the “major
field of teaching assignment” is the one in which a (middle-grades) teacher spends the most
time and is thus the field in which the teacher is generally required to have 18 semester hours of
credit.

These amendments were presented for the Board’s initial review in May of this year and
subsequently published in the Illinois Register to elicit public comment. None was received, and
the version recommended for adoption is identical to that originally proposed.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Superintendent's Recommendation**

The Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER 1: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
1.90 System of Rewards and Recognition – The Illinois Honor Roll
1.95 Appeals Procedure
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270 Book and Material Selection (Repealed)
1.280  Discipline  
1.285  Requirements for the Use of Isolated Time Out and Physical Restraint  
1.290  Absenteeism and Truancy Policies  

SUBPART C: SCHOOL DISTRICT ADMINISTRATION  

Section  
1.310  Administrative Responsibilities  
1.320  Evaluation of Certified Staff in Contractual Continued Service  
1.330  Hazardous Materials Training  

SUBPART D: THE INSTRUCTIONAL PROGRAM  

Section  
1.410  Determination of the Instructional Program  
1.420  Basic Standards  
1.430  Additional Criteria for Elementary Schools  
1.440  Additional Criteria for High Schools  
1.445  Required Course Substitute  
1.450  Special Programs  
1.460  Credit Earned Through Proficiency Examinations  
1.462  Uniform Annual Consumer Education Proficiency Test  
1.465  Ethnic School Foreign Language Credit and Program Approval  
1.470  Adult and Continuing Education  
1.480  Correctional Institution Educational Programs  

SUBPART E: SUPPORT SERVICES  

Section  
1.510  Transportation  
1.515  Training of School Bus Driver Instructors  
1.520  School Food Services (Repealed)  
1.530  Health Services  
1.540  Pupil Personnel Services (Repealed)  

SUBPART F: STAFF CERTIFICATION REQUIREMENTS  

Section  
1.610  Personnel Required to be Qualified
NOTICE OF ADOPTED AMENDMENTS

1.620  Accreditation of Staff (Repealed)
1.630  Noncertificated Personnel
1.640  Requirements for Different Certificates (Repealed)
1.650  Transcripts of Credits
1.660  Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section
1.705  Minimum Requirements for Teachers (Repealed)
1.710  Requirements for Elementary Teachers
1.720  Requirements for Teachers of Middle Grades
1.730  Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
1.735  Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736  Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737  Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740  Standards for Reading through June 30, 2004
1.745  Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750  Standards for Media Services through June 30, 2004
1.755  Requirements for Library Information Specialists Beginning July 1, 2004
1.760  Standards for Pupil Personnel Services
1.762  Supervision of Speech-Language Pathology Assistants
1.770  Standards for Special Education Personnel
1.780  Standards for Teachers in Bilingual Education Programs
1.781  Requirements for Bilingual Education Teachers in Grades K-12
1.782  Requirements for Teachers of English as a Second Language in Grades K-12
1.790  Substitute Teacher

1.APPENDIX A  Professional Staff Certification
1.APPENDIX B  Certification Quick Reference Chart (Repealed)
1.APPENDIX C  Glossary of Terms (Repealed)
1.APPENDIX D  State Goals for Learning
1.APPENDIX E  Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F  Criteria for Determination - Student Performance and School Improvement (Repealed)
1. APPENDIX G

Criteria for Determination - State Assessment (Repealed)


SUBPART A: RECOGNITION REQUIREMENTS

Section 1.77 Educator Certification System

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of Education so that the State Board may complete federally required reports. A district that lacks the technological capacity to participate in this electronic system shall be given an opportunity to
demonstrate to the State Superintendent that this is the case, and the State Superintendent shall make available an alternative means that the district shall use in transmitting the required information.

(Source: Added at 30 Ill. Reg. _____, effective _____________)

SUBPART B: SCHOOL GOVERNANCE

Section 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards

A parent or guardian who receives notice of a school board’s intention to deny enrollment to a student for either of the reasons specified in Section 26-2(c) of the School Code [105 ILCS 5/26-2] may appeal the determination to exclude the student.

a) Upon the request of the parent or guardian, the school board or a hearing officer appointed by the board shall hold a hearing to review the board’s determination.

b) The parent or guardian shall have the right to appear at the hearing and discuss the board’s determination to exclude the student with the board or its hearing officer.

c) If a hearing officer has been appointed by the board, he or she shall provide to the board a written summary of the evidence heard at the hearing.

d) After the hearing, if held by the board, or after the board’s receipt of the hearing officer’s written summary, the board may take the action it finds appropriate.

e) Any appeal requested by the parent or guardian must be heard and a final determination made under subsection (d) of this Section before the student may be denied enrollment under Section 26-2(c) of the School Code.

(Source: Added at 30 Ill. Reg. _____, effective _____________)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.

b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit that can be disseminated to other schools within the State.

c) Every school district shall:

   1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

   2) Include in its instructional program concepts which are designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.

d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.

e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.

f) Sections 10-19, 18-8.05, and 18-12 of the School Code [105 ILCS 5/10-19, 18-8.05, and 18-12] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

   1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the
regional superintendent certifies that the district has been forced to use multiple sessions. The State Superintendent’s approval will be granted when the district demonstrates that its facilities are inadequate to house a program offering five clock-hours daily to all students.

A) The State Superintendent’s approval shall be requested before the beginning of the school year.

B) The school district’s request shall include a copy of the minutes of the meeting at which the board of education approved the plan for multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.

C) Requests for extensions of the State Superintendent’s approval shall be made annually prior to the opening of school.

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year’s attendance at kindergarten for certain students so they may be included in a district’s calculation of average daily attendance. Districts may count such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.

A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.

C) All teachers hold certificates which are registered with the Regional Superintendent for their county of employment. Other
than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.

4) Attendance for General State Aid Purposes

A) For purposes of determining average daily attendance on the district’s General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance.

B) For purposes of determining average daily attendance on the district’s General State Aid claim, students in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance.

g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code.

h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).

1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.

2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a
half-day program, such students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.

B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.

C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

i) Career Education

1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

1) Programs for extra classroom activities shall provide opportunities for all students.

2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

1) A program in consumer education may include the following topics: the individual consumer in the marketplace, money management, consumer
credit, human services - housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in our economy.

2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education or has demonstrated proficiency by passing the Consumer Education Proficiency Test as required by law (see Section 27-12.1 of the School Code [105 ILCS 5/27-12.1]) prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.

4) Each district may use as a guideline the information set forth in "Consumer Education in Illinois Schools" issued by the State Board of Education.

5) Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with at least three semester hours in consumer education courses.

1) Conservation of Natural Resources

Each district shall provide instruction on current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).
m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

   A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

   B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

   C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

   D) If health education is offered in conjunction with another course on a “block of time” basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester’s work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2] or by the Sex Education Act [105 ILCS 130].

o) Media Programs

Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school.

p) Physical Education
1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by (see Section 27-6 of the School Code [105 ILCS 5/27-6]). The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.

4) The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).

5) Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).

6) Pursuant to Section 27-6 of the School Code [105 ILCS 5/27-6], a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 [225 ILCS 60] shall be excused from participation in physical education. Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem “appropriate” for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions. A board shall, however, have no authority to honor parental excuses based upon students’ participation in athletic training, activities, or competitions conducted outside the auspices of the school district. For each type of excuse that will be considered “appropriate”, the school board shall identify in its policy any evidence or support it will require. For example,
a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

7) In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have such policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) Pupil Personnel Services

To assure provision of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

1) Guidance and Counseling Needs;
2) Psychological Needs;
3) Social Work Needs;
4) Health Needs.

r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in our world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);
NOTICE OF ADOPTED AMENDMENTS

2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);

3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);

4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);

5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]); and

6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]).

s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection", ANSI Z87.1-2003, issued by the American National Standards Institute, Inc., 1819 L Street, NW, Suite 600, Washington, D.C. 20036. No later additions or amendments to these standards are incorporated by this Part.

t) In every public school there shall be instruction, study and discussion of effective methods by which pupils may recognize the danger of and avoid abduction. Such required instruction, study and discussion may be included in the courses of study regularly taught in the schools. In grades kindergarten through 8, such required instruction must be given each year to all pupils in those grades. (Section 27-13.2 of the School Code [105 ILCS 5/27-13.2])

u) School districts shall provide instruction in relation to the prevention of abuse of anabolic steroids in grades 7 through 12 and shall include such instruction in
science, health, drug abuse, physical education or other appropriate courses of study. Such instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. (Section 27-23.3 of the School Code [105 ILCS 5/27-23.3])

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

Section 1.430 Additional Criteria for Elementary Schools

a) A district shall provide the following coordinated and supervised courses of study. The time allotment, unless specified by the School Code or applicable rules regulations, is the option of the local board of education.

1) Language Arts, Reading and other Communication Skills
2) Science
3) Mathematics
4) Social Studies
5) Music
6) Art
7) Health Education (see the Critical Health Problems and Comprehensive Health Education Act), one semester or equivalent at the junior high level (Ill. Rev. Stat. 1989, ch. 122, par. 861 et seq.).
8) Physical Education, daily (see Section 27-6 of the School Code).
9) Career Education--Awareness and Exploration
10) Safety Education, one hour per week (see Section 27-17 of the School Code).
11) Conservation of Natural Resources (see Section 27-13.1 of the School Code).
12) Instruction, study, and discussion in grades kindergarten through 8 of effective methods for the prevention and avoidance of drug and substance abuse (Section 27-13.2 of the School Code).

b) American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or the equivalent (Sections 27-3 and 27-4 of the School Code). No student shall receive certification of graduation without passing a satisfactory examination upon these subjects.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

SUBPART G: STAFF QUALIFICATIONS

Section 1.720 Requirements for Teachers of Middle Grades

a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 5 through 8 ("middle-grade teachers"). Teachers first employed in grades 5 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 5 through 8, are subject to the requirements of Section 1.710 of this Part. To qualify as a middle-grade teacher, the teacher must have either completed the coursework identified in subsection (a)(1) of this Section prior to July 1, 1997, or completed the coursework identified in subsection (a)(2) of this Section. The “major teaching assignment” is the subject taught for more time than any other subject. In mathematics and reading, and for library information specialists, there is specific coursework that must be included among the 18 semester hours to be earned; see subsections (a)(3), (4), and (5) of this Section. Further, new requirements for reading and library information specialists will apply to persons who apply for these endorsements on or after July 1, 2006, as well as to other persons who have not completed the 18-hour requirements prior to that date. See subsections (a)(4) and (5) of this Section.

1) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music),
except where the subject taught is a foreign language and Section 25.86 of the State Board’s rules for Certification (23 Ill. Adm. Code 25) applies. Where a teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (a)(1) for the major teaching assignment in one area and have no fewer than 5 semester hours in each of the other subject taught instructional areas.

2) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board’s rules for Certification applies. Where a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (a)(2) for the major teaching assignment in one area and have no fewer than 9 semester hours in each of the other subject taught instructional areas. In addition:

A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.

B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.

3) For teachers of mathematics in grades 6 through 8 first employed on or after September 1, 1985, the required 18 semester hours in the field shall include three semester hours in the methods of teaching mathematics in
those grades and 15 semester hours to be selected from four of the following areas:

A) Math content courses for elementary teachers;
B) Calculus;
C) Modern algebra or number theory;
D) Geometry;
E) Computer science;
F) Probability and statistics;
G) History of mathematics.

4) For major assignments in reading in any of departmentalized grades 5 through 8:

A) persons first employed on or after September 1, 1978, but before July 1, 2004, are required to have completed the 18 semester hours described in Section 1.740 of this Part;

B) persons first employed on or after July 1, 2004, shall be required to have completed either the 18 semester hours described in Section 1.740 of this Part or 18 semester hours in the field that include a practicum and address at least five of the six topics listed at 23 Ill. Adm. Code 25.100(i), provided that:

i) the individual completes all the required coursework on or before June 30, 2006; or

ii) the individual applies for the reading endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement; and
C) New requirements for an endorsement in this field apply to persons who have not met the requirements of either subsection (a)(4)(A) or (B) of this Section; see also 23 Ill. Adm. Code 25.100(i) and Section 1.745 of this Part.

5) Persons first employed on or after September 1, 1978, as media professionals or library information specialists serving any of grades 5 through 8 are required to have completed 18 semester hours in the field that address administration, organization (cataloging and classification), reference, and selection of materials, provided that the individual completes all the required coursework on or before June 30, 2006, or has applied for the endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement. New requirements for an endorsement in this field apply to persons who have not qualified on the basis of 18 semester hours; see also 23 Ill. Adm. Code 25.100 and Section 1.755 of this Part. The provisions of subsection (a)(2) of this Section notwithstanding, no individual who has completed only nine semester hours in the field may serve in this capacity unless assigned pursuant to 23 Ill. Adm. Code 25.464.

b) Beginning July 1, 2004, no individual may be assigned to teach in departmentalized grades 5 through 8 unless he or she holds a certificate that is valid for the grade level or levels to be taught and:

1) holds a middle-grades endorsement applicable to the subject area; or
2) meets the relevant requirements of this Section; or
3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district’s verification of the individual’s qualifications; or
4) is assigned pursuant to Section 1.745(b)(3) or 1.755(c) of this Part; or
5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 30 Ill. Reg. _____, effective _____)
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Linda Mitchell, Chief Financial Officer
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – Proposed Amendments to Part 130
(Determining Special Education Per Capita Tuition Charge)

Materials: Recommended Rules

Staff Contact(s): Tim Imler, Division Administrator

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is not directly related to the Strategic Plan but is congruent with Goal 3,

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 130.

Background Information
This rulemaking results from the comprehensive review of the agency’s rules. It chiefly includes
revisions designed to simplify and clarify the language, as well as various technical updates in
statutory citations and rule-related style.

One noteworthy policy change is also presented. In Section 130.10, a “program” will now be
defined in a way that focuses on subsets of services that are designated by local agencies as
meeting the common needs of an identified group of students. For purposes of state
reimbursement (but not for purposes of inter-district billing), this will mean that local agencies
will generally be precluded from combining all their costs related to special education and
terming that entire combination one “program”. The result of this change is that reimbursement
for services to students will be calculated more accurately.

Other changes that are included in this packet are also intended to attribute some of the general
costs of special education more accurately. Please see Section 130.30 in particular, which
discusses the varying bases for allocation of several categories of allowable expenditures into
per-capita amounts that would be included in a claim for reimbursement. Changes in
subsections (e) and (f) provide greater flexibility in allocating costs for social work, psychological
services, and speech pathology and audiology services by dividing those costs only by the
number of special education pupils rather than by the number in the entire student population.
Similarly, changes in subsections (g) and (h) will permit division of the cost for all special
education administrative services by the number of special education pupils rather than by the
total number.
These amendments were presented for the Board’s initial review in April of this year and subsequently published in the Illinois Register to elicit public comment. None was received, and the version recommended for adoption is identical to that originally proposed.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** Please see above.

**Budget Implications:**

**Legislative Action:** None needed.

**Communication:** Please see “Next Steps” below.

**Superintendent’s Recommendation**

The Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

**Determining Special Education Per Capita Tuition Charge (23 Illinois Administrative Code 130).**

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
Section 130.10 Definitions

"Average Daily Attendance" - The number of full-time equivalent days a pupil is in attendance in a program divided by the number of days school is in session.

"Average Daily Enrollment" - For an individual pupil, the number of days a pupil is enrolled in a program divided by the number of days a program is in session, multiplied by the percentage of the school day the pupil participates in the program. For a program, the Average Daily Enrollment is the total of the Average Daily Enrollment figures for all students enrolled in it.

“Days in Session” – The number of actual pupil attendance days reported on the final calendar for the school year.
"District Per Capita Tuition Charge" - District expenditures (including allowable depreciation) associated with providing education during the regular school term from local taxes and common school fund monies, calculated by deducting revenues for various state categorical programs as shown on the district's annual financial statement filed in accordance with Section 3-15.1 of the School Code [105 ILCS 5/3-15.1], local user fees, and federal receipts, other than federal impaction aid, from the operating expense; then dividing the result by the annual average daily attendance of the district.

Eligible Pupils" - All children with disabilities as defined in Sections 14-1.02 and 14-1.03a of the School Code [105 ILCS 5/14-1.02 and 14-1.03a] and in 23 Ill. Adm. Code 226 (Special Education).

“IEP” – A pupil’s individualized education program (see 23 Ill. Adm. Code 226).

"Local Education Agency" - A public educational agency at the local level that operates schools or contracts for educational services. This includes school districts, school districts providing services under a joint agreement pursuant to Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a], educational service regions pursuant to Section 3A-1 of the School Code [105 ILCS 5/3A-1], educational (intermediate) service centers pursuant to Section 2-3.62 of the School Code [105 ILCS 5/2-3.62] and 23 Ill. Adm. Code 525 (Regional Offices of Education and Intermediate Services), public university laboratory schools pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)], and governing boards formed pursuant to Section 10-22.31 or Section 3-15.14 of the School Code [105 ILCS 5/10-22.31 or 3-15.14].

"Local Educational Facilities" - Buildings, including sites and site improvements, operated by a local education agency.

"Program" – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code [105 ILCS 5/14-7.02b and 14-7.03], a combination of special education instructional services, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities designated by a local education agency as meeting the common educational needs of a group of students with disabilities that constituting a specific special education program for purposes of this Part (e.g., behavior disordered, learning disabled, mentally impaired) which also conforms to the

"Special Education" - Those instructional programs, supportive services, supplies, materials, physical plant adjustments, and other special educational facilities described in Article 14 of the School Code [105 ILCS 5/Art. 14] and 23 Ill. Adm. Code 226 (Special Education), that which modify, supplement, support, or are in place of the standard educational program of the public school, and that which are needed to meet the needs of eligible pupils.

"Special Educational Facility and Services" – See For the purpose of this Part, this term has the meaning given it in Section 14-1.08 of the School Code [105 ILCS 5/14-1.08].

"Special Education Per Capita Cost" - The average expenditure per eligible pupil incurred by a local education agency in the implementation and maintenance of each special education program, (e.g. behavior disordered, learning disabled, mentally impaired). Such per capita costs shall be computed by dividing the allowable program expenditures by the average daily enrollment of all eligible participating pupils in the manner prescribed in this Part.

"Special Education Pupil Transportation" - Those transportation services that which are in addition to the regular pupil transportation services provided by the local education agency, and that which are required and provided in accordance with the provisions of 23 Ill. Adm. Code 226 (Special Education).

"Special School" - An educational setting that which is established by the local education agency exclusively to meet the needs of exceptional pupils.

"The School Code" - The School Code [105 ILCS 5].

“Time in Special Education” – For purposes of the reimbursement of claims under Sections 14-7.02b and 14-7.03 of the School Code, the percentage that reflects the amount of time for which a pupil receives special education services under his or her IEP at the time of entry into the special education program as compared to the total amount of time in the pupil’s regular instructional day. The instructional school day is not “bell to bell” and should omit passing periods, lunch, and recess unless the pupil’s IEP requires support during those times.
"Total Number of Pupils Enrolled" - The total enrollment of the local education agency for the school year, as reported to the State Board of Education on the Fall Enrollment and Housing Report.

"Total Number of Special Education Pupils Enrolled" - The total number of pupils reported to the State Board of Education as being enrolled in special education programs on December 1 of a particular year. For special education joint agreements and regional programs, this is the sum of all member districts' enrolled special education pupils as of December 1.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

Section 130.20 Applicability

This Part applies to:

a) any local education agency, whose special educational facilities and services are attended by exceptional pupils with disabilities from another local education agency, and that does not bill using the District Per Capita Tuition Charge and instead enters into a contractual agreement that provides for tuition charges as authorized under Section 14-7.01 of the School Code [105 ILCS 5/14-7.01]; and

b) the calculation of claims under Section 14-7.02b or Sections 14-7.02a and/or 14-7.03 of the School Code.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

Section 130.30 Allowable Expenditures for Determining Per Capita Cost

a) All local education agencies operating special educational facilities shall maintain evidence of their accountability for funds as prescribed in the 23 Ill. Adm. Code 410 (Program Accounting Manual (Manual)).

b) Accounting dimensions used to record expenditures used in calculating per capita costs shall minimally include at least the fund, fiscal year, four-digit function number, and object. Functions and objects must correspond to and be traceable to the official budget and annual financial report of the local education agency.
c) Expenditures for equipment necessary for the operation of a special educational facility either shall be included in the expenditures in the year of purchase, if the total cost is less than $2500, or shall be depreciated on a five-year schedule, if the total cost is $2500 or more. If equipment is purchased solely for the benefit of one pupil and billed in that manner, the district billed is the owner of the equipment.

d) Per capita instructional costs recorded in functions 1201-1220 of the Manual shall be calculated by dividing the allowable expenditures, minus individual student costs such as individual aides, by the average daily enrollment of the pupils served in the specific special education program.

e) Per capita expenditures for pupil support services shall be recorded in the functional accounts 2110 (Attendance and Social Work Services), 2120 (Guidance Services), 2130 (Health Services), 2140 (Psychological Services), 2150 (Speech Pathology and Audiology Services), 2210 (Improvement of Instruction), and 2220 (Educational Media Services) as specified in the 23 Ill. Adm. Code 110 (Program Accounting Manual) shall be calculated as provided in this subsection (e).

1) Expenditures in each functional area shall be allocated as follows:

A) All expenditures for specific special education programs;

B) All expenditures that are incurred in support of all eligible pupils and that cannot be directly allocated to a specific special education program as required in subsection (e)(1)(A) of this Section; and

C) All expenditures that are incurred in support of the general pupil population, including eligible pupils.

2) Per capita pupil support services costs for a specific special education program shall be calculated by dividing the allowable expenditures by the average daily enrollment of the pupils served in the program.
3) Per capita pupil support services costs incurred in support of all eligible children shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.

4) Per capita pupil support services costs incurred in support of the general pupil population shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled.

f) Per capita expenditures recorded in the functional accounts 2113 (Social Work Services), 2140 (Psychological Services), and 2150 (Speech Pathology and Audiology Services) as specified in the Program Accounting Manual shall be calculated by dividing the allowable expenditures by the total number of special education pupils enrolled.

g) Per capita expenditures for general administrative services shall be recorded in the functional accounts 2310 (Board of Education Services), 2320 (Executive Administrative Services), 2330 (Special Area Administrative Services), 2410 (Office of the Principal Services), 2510 (Direction of Business Support Services), 2520 (Fiscal Services), 2570 (Internal Services), and 2600 (Support Services Central) as specified in the 23 Ill. Adm. Code 110 (Program Accounting Manual) and shall be calculated by dividing the allowable expenditures by the total number of pupils enrolled, separated as follows:

1) Expenditures for special education administration;

2) Expenditures for general administration; and

3) Expenditures for special education administration for group programs operated under the provisions of Section 14-7.03 of the School Code [105 ILCS 5/14-7.03].

h) Per capita general administration costs incurred in support of the general pupil population shall be computed by dividing the allowable expenditures by the total number of pupils enrolled.
i) Operation and Maintenance

1) Expenditures for the operation and maintenance of buildings owned by a local education agency shall be allocated to each program according to the number of classrooms used and the average cost per classroom. The average cost per classroom shall be identified by dividing the total amount of expenditures for operations and maintenance, excluding capital outlay, by the total number of classrooms reported to the State Board of Education on the Facility Inventory Report.

2) If a privately owned building is used, the portion of the operation and maintenance costs attributable to a specific program shall be determined by dividing the square footage of the portion of the building so used by the square footage of the building or buildings for which operation and maintenance costs are incurred.

j) Depreciation and Rent

1) Depreciation of physical facilities owned by the local education agency shall be calculated using the rate provided in Section 14-7.01 of the School Code [105 ILCS 5/14-7.01]. The local education agency may not rent facilities from itself. The depreciation rate specified in Section 14-7.01(f) of the School Code must be applied to all owned facilities. Operations and maintenance costs for owned facilities may be claimed as provided in subsection (i) of this Section.

2) If the local educational facility is rented by the local education agency, the actual rent paid for the physical facilities is to be divided by the average daily enrollment of the pupils served within the facility. If the rented facility is used for both instructional and administrative functions, the square footage used for instruction shall be divided by the total square footage rented. The result of this division shall be multiplied by the rental fee paid to determine the portion of rent applicable to the program.

k) Interest paid for costs of operating a program approved pursuant to Section 14-7.03 of the School Code shall be segregated in the accounts of the local agency and claimed in total. Per capita interest costs shall be computed by dividing the
other interest expenditures recorded in function 5100, exclusive of interest for capital expenditures, by either:

1) the total number of pupils enrolled, if the local education agency serves both special and regular education students; or

2) the total number of special education pupils enrolled, if the local education agency serves only special education students.

l) Twenty percent of the total cost incurred for special education pupil transportation, or such total cost minus reimbursement received during the current year from the State of Illinois under Section 14-13.01(b) of the School Code [105 ILCS 5/14-13.01(b)], whichever is less, may be included in the computation of the per capita cost. However, for pupils claimed under Section 14-7.03 of the School Code, one hundred percent of the transportation costs shall be included in the computation and not claimed for special education pupil transportation reimbursement.

m) Non-special education (i.e., regular) program costs charged to other districts must be calculated in accordance with Section 10-20.12a of the School Code [105 ILCS 5/10-20.12a] and billed to the district of residence based on a percentage of the student's time spent in non-special education classes.

n) Social Security and Illinois Municipal Retirement Fund contributions by the employer; the amounts so recovered shall be returned to the funds from which the expenditures were made.

o) Expenditures for liability insurance; the amounts so recovered shall be returned to the funds from which the expenditures were made.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 130.40 Expenditures Not Allowed in the Per Capita Cost

a) Food service expenditures may not be claimed for reimbursement under Section 14-7.02a [105 ILCS 5/14-7.02a] or Section 14-7.03 of the School Code [105 ILCS 5/14-7.02a or 14-7.03], unless they are directly related to instructional methodology or techniques, for example in homemaking, cooking, or consumer education courses. However, food service expenditures may be billed to the district of residence of a pupil served.

b) Expenditures from revenue received from state reimbursement during the current year for special education personnel under Section 14-13.01 of the School Code, allocated to each program based on the number of positions in the program divided by the number of positions claimed for special education personnel reimbursement.

c) Expenditures that which are reimbursed from federal sources, except for health care services as provided in Section 14-7.04 of the School Code [105 ILCS 5/14-7.04]; the amount of federal reimbursement for such services need not be deducted.

d) Expenditures for life-safety building improvements or asbestos abatement.

e) Expenditures classified (see 23 Ill. Adm. Code 110, Table D of the Program Accounting Manual) as Capital Outlay (object code 500), except specialized equipment purchased for the specific special education program, which may be included based upon a depreciation schedule of five years.

f) Expenditures for purchased services (object code 300) other than those recorded in accounts 1201-1220 (Instruction), 2113 (Social Work Services), 2130 (Health Services), 2140 (Psychological Services), 2150 (Speech Pathology and Audiology Services), 2210 (Improvement of Instruction), 2220 (Educational Media Services), and 2540 (Operation and Maintenance).

g) Expenditures applicable to one student only.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 130.45 Calculation of Individual Cost

a) The individual cost for a specific special education pupil is the per capita cost of the specific special education program in which the pupil is enrolled plus the result of multiplying:

1) the serving district's per capita tuition rate as computed per Section 10-20.12a of the School Code, by

2) the percentage of the school week the pupil spends in the regular education program, as stated in the pupil's Individualized Education Program (IEP) at the time the pupil entered the specific special education program for the school year being billed or claimed, by

3) the average daily enrollment of the pupil.

b) When the local education agency providing educational services also provides special transportation services to the pupil, the serving local education agency may calculate the pupil's transportation cost and add this transportation cost to the tuition bill. These transportation costs, paid by the district of residence, may not be claimed by the serving local education agency under Section 14-13.01(b) of the School Code. The district of residence may claim 20 percent of the transportation cost for the pupil when the pupil's educational costs are claimed for reimbursement under Section 14-7.02b of the School Code. However, if the pupil is claimed for reimbursement under Section 14-7.03 of the School Code, 100 percent of the transportation cost may be claimed.

c) The individual costs not included in the per capita cost for the program may be included in the individual cost. These costs are limited to:

1) an individual aide for one pupil or two pupils;

2) special equipment for one individual pupil;

3) specific, unique related services provided for a pupil that are not provided to other pupils in the program, that are not a part of the normal program service configuration, and whose costs are not included in the special education per capita cost for the program; and
4) legal costs associated with students eligible, served, and claimed under Section 14-7.03 of the School Code.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education  
Ginger Reynolds, Assistant Superintendent  
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – New Part 560 (Parental Participation Pilot Project)

Materials: Recommended Rules

Staff Contact(s): Myron Mason, Division Administrator, Federal Grants & Programs

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed new rules for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is required as a result of legislative action but is also congruent with strategic objectives for Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt proposed new Part 560.

Background Information
This rulemaking responds to P.A. 94-507 (2005), which created the Parental Participation Pilot Project as a four-year grant program designed to help the “lowest-performing” districts improve their performance through activities that stimulate or rely on parental participation. The law specifies that four districts be selected to participate in the project, one of which must be the City of Chicago District #299. The other three will be chosen out of separate groups made up of districts in Cook County outside the city; districts in the “collar” counties of DuPage, Kane, Lake, McHenry, and Will; and districts in the remainder of the state.

ISBE is required by the statute to establish this program by rule by the beginning of the 2006-07 school year, and the rules need to state which districts are eligible by virtue of being “lowest-performing”. Since there will only be one grantee from each of the geographic areas, the approach chosen is to limit eligibility to those districts ranked in the bottom 20 within their respective areas of the state in terms of their performance on the State assessment.

The agency is also assigned the task of reviewing districts’ “academic improvement plans” to determine whether each applicant has certain problems (low performance on the State assessment, prevalence of students who are difficult to serve, and low attendance rates) and whether the problems identified can be addressed through enhanced parental participation. The applicants’ need for the pilot project and intended methods of evaluating outcomes are also to factor into ISBE’s review. A set of criteria for the ranking of proposals is therefore needed as part of these rules.
The Board’s budget for FY 07 includes $100,000 for this program. With the Chicago Public Schools in the group to be funded, it would not have been reasonable to allocate the funds to the four grantees in proportion to their enrollment, because the amounts available to the other grantees would then be negligible. Further, the law calls for the development of a plan for each district’s project by a specially appointed parental participation committee, so potential applicants need to know at least the approximate amount grantees will receive before they take all the preparatory steps required. We therefore determined that the amount appropriated should be divided equally among the four grantees. They may expend the funds for activities in one or more schools, at their option and according to their approved plans, which will largely be used as their grant applications as well.

Finally, we determined that, if an original recipient is ineligible for continued funding over the life of the project, no new grantee should be chosen to fill that “vacancy”. ISBE is to conduct a summative evaluation of this program and report on its outcomes to the General Assembly by the end of 2010, so longitudinal information from the grantees will be needed. It therefore would not be practical to fund additional districts for a shorter period of time.

These new rules were presented for the Board’s initial review in April of this year and subsequently published in the Illinois Register to elicit public comment. None was received, and the version recommended for adoption is identical to that originally proposed.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**

The Superintendent recommends that the State Board of Education adopt the following motion:

> The State Board of Education hereby adopts the proposed rulemaking for:

> Parental Participation Pilot Project (23 Illinois Administrative Code 560).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
PART 560
PARENTAL PARTICIPATION PILOT PROJECT

Section 560.10 Purpose and Applicability
This Part establishes the application procedure and criteria for selection by the State Board of Education of the districts that will participate in the pilot project established under Section 2-3.137 of the School Code [105 ILCS 5/2-3.137]. The provisions of this Part apply only to applicants for grants pursuant to that Section.

Section 560.20 Eligible Applicants
Eligible applicants shall be the City of Chicago School District 299 and the 20 lowest-performing school districts within each of the geographic areas identified in Section 2-3.137(d) of the School Code, ranked according to the percentage of all the scores attained by students on most recent administration of the State assessment for which data are available that were classified as demonstrating proficiency (see 23 Ill. Adm. Code 1.30). Public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] and charter schools shall also be eligible to apply if their performance is within the range of the 20 lowest-performing districts for their respective geographic areas; see 105 ILCS 5/2-3.109a and 27A-11.5, respectively.
Section 560.30 Application Procedure; Plan

a) When State funding is available for the Parental Participation Pilot Project, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities. As used in this Part, a “proposal” or “application” means an academic improvement plan developed in accordance with Section 2-3.137 of the School Code, accompanied by the additional materials applicants will be required to submit in response to the RFP, as described in this Section. For purposes of this Part an “academic improvement plan” means the plan of work for the specific project for which State funding is sought.

b) The RFP shall describe the format that applicants will be required to follow and any additional information they may be required to submit.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and the expected amount of each grant under this Part, which shall be equal to one-fourth of the total appropriation.

d) The RFP shall include a budget summary and payment schedule, as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure that discusses the need for State funds in the context of the applicant’s other available resources.

e) The RFP shall identify the data recipients will be required to collect and report regarding the activities conducted under the pilot project and the results of those activities, as well as the timelines for reporting.

f) The RFP shall include such certification and assurance forms as the State Superintendent may, by law, require.

g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 45 days to respond.

h) Separate proposals shall be required for renewal of funding during the remaining term of the pilot project (see Section 2-3.137(b) of the School Code). Each proposal for renewal shall include at least:
1) a description of activities undertaken during the year just concluded, demonstrating that the project has been implemented in conformance with the approved plan and proposal;

2) the information called for in Section 2-3.137(f) of the School Code;

3) an updated project narrative that discusses the services and materials for which funding is requested and a rationale for the activities to be undertaken; and

4) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.

i) Incomplete proposals will not be considered.

Section 560.40 Criteria for the Review of Initial Proposals

a) Applications for initial funding shall be evaluated in accordance with the following criteria:

1) Need for the Project; Quality of the Plan (70 points)

A) The proposal demonstrates that one or more of the elements of need discussed in Section 2-3.137(d)(1) of the School Code are applicable to the schools to be served by the project.

B) The proposal demonstrates that the activities proposed as part of its pilot project are consistent with the parental involvement activities set forth in any approved district or school improvement plan.

C) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to conduct the proposed activities without funding under this Part.

D) The proposed activities are designed to increase parental participation in the affected school or schools, and the proposal
demonstrates that the activities were chosen in response to the needs and characteristics of the families to be served.

E) The proposal indicates how the intended activities are expected to result in one or more of the possible effects described in Section 2-3.137(f) of the School Code.

F) The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-effective considering the number of students and parents to be involved.

2) Evaluation Plan (30 points)

A) From among the possible effects described in Section 2-3.137(f) of the School Code, the proposal identifies one or more areas of improvement to be targeted by the project.

B) The proposal identifies specific data and other types of information that will be gathered systematically over the course of the project to determine whether the intended improvements are occurring and to gauge the project’s impact.

b) Proposals shall be grouped according to the geographic areas delineated in Section 2-3.137(d) of the School Code, and each proposal shall be ranked only in comparison to proposals from other eligible entities within its respective group.

Section 560.50 Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative.

b) In accordance with Section 2-3.137(b) of the School Code, it is the intention of the State Board of Education to approve funding for four projects under this Part for a four-year period. Funding for the second, third, and fourth years shall be contingent upon the availability of funds for the program and evidence presented
in renewal proposals that the projects have been implemented in accordance with the approved academic improvement plans and grant agreements.

c) Only the four grantees originally selected shall be eligible for funding in the second, third, and fourth years of the project. If one or more of these grantees does not submit an approvable application for continued funding, the amount appropriated for the year in question and any subsequent years shall be divided evenly among the remaining eligible grantees.
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Ginger Reynolds, Assistant Superintendent
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – New Part 565 (Class Size Reduction Grants)

Materials: Recommended Rules

Staff Contact(s): Dana Kinley, Division Administrator, Curriculum & Instruction

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed new rules for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is required as a result of legislative action but is also congruent with strategic objectives for Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt proposed new Part 565.

Background Information
This rulemaking responds to P.A. 93-814 (2004), which established the K-3 class size reduction grant program. Now that funding for this program has been appropriated, ISBE will need to have rules in place.

Eligibility for the class size reduction grants discussed in Subpart A of the new rules is limited under the law to districts with schools in academic early warning or academic watch status. The law permits use of these grants to fund either costs associated with extra teachers and classrooms or costs related to the addition of paraprofessionals into existing classrooms in cases where facilities are inadequate to allow for an average class size of 20 or lower. The rules describe two possible approaches to the intended three-year grant cycle and set out the application process and criteria for the review of proposals.

The rules also include a Subpart B that addresses a further class size reduction initiative enacted this year via P.A. 94-894, under which there is to be a pilot program for reducing class size to 15 or lower. In this case the addition of paraprofessionals will not be an allowable use of grant funds and only additional classrooms can be supported. We have determined that, since this is specifically stated to be a pilot program, it would be appropriate to require these proposals to include an evaluation component, so that we will eventually have comparative data available regarding the impact of class sizes below 20 and below 15. We have also included a provision for allocating funding for these projects more or less evenly among the City of Chicago, the balance of Cook and the collar counties, and the remainder of the state.
These new rules were presented for the Board’s initial review in May of this year and subsequently published in the Illinois Register to elicit public comment. None was received, and the version recommended for adoption is identical to that originally proposed.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Please see above.

Budget Implications: For FY 07, ISBE has received an appropriation of $10 million for the pilot program portion of this initiative. This will be a sizable new grant, whose implementation will need to rely upon existing Curriculum and Instruction staff.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**

The Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

Class Size Reduction Grants (23 Illinois Administrative Code 565).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 565
CLASS SIZE REDUCTION GRANTS

SUBPART A: K-3 CLASS SIZE REDUCTION GRANTS

Section
565.10 Purpose and Applicability
565.20 Eligible Applicants
565.30 Program Specifications
565.40 Application Procedure
565.50 Criteria for the Review of Initial Proposals
565.60 Allocation of Funds

SUBPART B: K-3 CLASS SIZE REDUCTION PILOT PROGRAM

Section
565.110 Purpose and Applicability
565.120 Eligible Applicants
565.130 Program Specifications
565.140 Application Procedure
565.150 Criteria for the Review of Initial Proposals
565.160 Allocation of Funds

AUTHORITY: Implementing and authorized by Section 2-3.136 of the School Code [105 ILCS 5/2-3.136].

SOURCE: Adopted at 30 Ill. Reg. _____, effective _____________.

SUBPART A: K-3 CLASS SIZE REDUCTION GRANTS

Section 565.10 Purpose and Applicability
This Subpart A establishes the application procedure and criteria for selection by the State Board of Education of the districts that will receive grant funds under the K-3 class size reduction program established pursuant to Section 2-3.136(a) of the School Code [105 ILCS 5/2-3.136(a)].

Section 565.20 Eligible Applicants

Eligible applicants shall be school districts in which one or more schools that maintain kindergarten or any of Grades 1 through 3 are in Academic Early Warning or Academic Watch status under Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d]. Public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] that maintain these grades and are in either status and charter schools that maintain these grades and are in either status shall also be eligible to apply; see 105 ILCS 5/2-3.109a and 27A-11.5, respectively. Only kindergarten and Grades 1 through 3 in schools that are in Academic Early Warning or Academic Watch status ("eligible schools") shall be served with grant funds provided under this Subpart. An applicant chosen for funding shall not subsequently lose eligibility due solely to improvement in the status of the schools served.

Section 565.30 Program Specifications

It is the intention of the State Board of Education to approve funding for projects under this Part for a three-year period. Two separate approaches to class size reduction shall be considered. Each applicant may propose either:

a) serving the same grade levels within the same schools during each year for which funding is received; or

b) following the same cohort of students from kindergarten through the second grade or from the first grade through the third grade during the three years of the grant.

Section 565.40 Application Procedure

For purposes of this Subpart, the terms “proposal” and “application” shall have the same meaning.

a) When State funding is available for grants under this Subpart, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.
b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including identification of the specific schools that will be served throughout the grant period, the grades chosen for class size reduction, and the rationale for these choices.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and shall describe the allowable expenditures and the basis for awarding grants.

d) The RFP shall include a budget summary and payment schedule as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure.

e) The RFP shall identify the data recipients will be required to collect and report regarding the activities conducted with grant funds and the results of those activities, as well as the timelines for reporting.

f) The RFP shall include certification and assurance forms that the State Superintendent may, by law, require.

g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 30 days to respond.

h) Separate applications shall be required for renewal of grant funding. Each application for renewal shall include at least:

1) a description of expenditures and activities during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit need for grant funds for this purpose; and

2) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.

i) Incomplete proposals shall not be considered.
Section 565.50  Criteria for the Review of Initial Applications

a) Applications for initial funding shall be evaluated in accordance with the following criteria:

1) The proposal demonstrates that the average class size within the chosen grades exceeds 20 pupils and presents data related to student enrollment, achievement, and progress and an analysis of those data that justifies the approach selected and the choice of grade levels to be served. (70 points)

2) The proposal demonstrates either that the available facilities in the schools to be served can accommodate the number of additional classrooms for which teachers will be employed or that space for new classes is not available, as applicable. The number of certified teachers or paraprofessionals to be employed with grant funds is reasonable in relation to the number of students affected in the grades to be served. (15 points)

3) The proposal demonstrates that the equipment, supplies, instructional materials, or other resources requested are necessary for the support of the additional classrooms planned or the activities of the paraprofessionals to be assigned, and the grant request reflects a reasonable local contribution toward outfitting of any new classrooms. (15 points)

Section 565.60  Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of class size reduction on a statewide basis.

b) It is the intention of the State Board of Education to approve funding for projects under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to maintain average class sizes below 20 within the designated grades.
c) A district that has received three years’ funding under this Subpart A may subsequently apply as a new applicant.

SUBPART B: K-3 CLASS SIZE REDUCTION PILOT PROGRAM

Section 565.110 Purpose and Applicability

This Subpart B establishes the application procedure and criteria for selection by the State Board of Education of the districts that will receive grant funds under the K-3 class size reduction pilot program established pursuant to Section 2-3.136(b) of the School Code [105 ILCS 5/2-3.136(b)].

Section 565.120 Eligible Applicants

Eligible applicants for grants under this Subpart B shall be those identified in Section 565.20 of this Part, and only kindergarten and Grades 1 through 3 in eligible schools shall be served with grant funds provided under this Subpart.

Section 565.130 Program Specifications

The provisions of Section 565.30 of this Part shall apply to grants under this Subpart B.

Section 565.140 Application Procedure

The provisions of Section 565.40 of this Part shall apply to grants under this Subpart B.

Section 565.150 Criteria for the Review of Initial Applications

a) Applications for initial funding shall be evaluated in accordance with the following criteria:

1) Rationale and Cost-Effectiveness (50 points)

A) The proposal demonstrates that the available facilities in the schools to be served can accommodate the number of additional classrooms for which teachers will be employed.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED RULES

B) The number of certified teachers to be employed with grant funds is reasonable in relation to the number of students affected in the grades to be served, and the applicant has chosen one or more grades with the greatest need for class size reduction.

C) The proposal demonstrates that the equipment, supplies, instructional materials, or other resources requested are necessary for the support of the additional classrooms planned, and the grant request reflects a reasonable local contribution toward outfitting of any new classrooms.

2) Evaluation Plan (30 points)

The applicant proposes to collect and report information on the performance of the students in the classrooms served that will add to an understanding of the effects of class sizes of 15 or lower when compared to class sizes between 15 and 20 and when compared to class sizes above 20.

3) Need (20 points)

A) The proposal demonstrates that the average class size within the chosen grades exceeds 15 pupils and that students’ performance may be improved through a reduction in class size.

B) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to employ additional certified staff in the chosen grades.

Section 565.160 Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of class size reduction on a statewide basis. It is expected that approximately one-third of the funding available for programs under this Subpart B will be allocated within the City of Chicago, one-third within the balance of Cook County and the
counties of DuPage, Kane, Lake, McHenry, and Will, and one-third within the remainder of the State.

b) It is the intention of the State Board of Education to approve funding for projects under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to maintain average class sizes below 15 within the designated grades.

c) A district that has received three years’ funding under this Subpart B may subsequently apply as a new applicant.
MEMORANDUM

TO: Illinois State Board of Education
FROM: Christopher Ward, Board Operations Committee Chairperson
SUBJECT: Superintendent Search Process

Attached is information received from Hazard, Young, Attea and Associates for review and discussion in regards to the superintendent search process. Please note that the listings are tentative until the Board as a whole reviews them on August 10.

Board members unable to be present in Springfield on August 10, may participate in the meeting by telephone.
HAZARD, YOUNG, ATTEA AND ASSOCIATES
Proposed Schedule to Discuss with State Board

**Modified Search Calendar**

The Search Calendar as outlined in the proposal appears to address the appropriate timeline for the search, at present. Circumstances related to the election, appointment of new State Board of Education members, etc. may require the search to be extended, but that decision can be made at a later date. At present, the following calendar appears to be workable and will be discussed with the entire State Board on August 10:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10 at 10:30, Springfield</td>
<td>Meet with entire Board to plan search</td>
</tr>
<tr>
<td>August 24, Bloomington</td>
<td>Meet with individual board members</td>
</tr>
<tr>
<td>August 24, Bloomington</td>
<td>Meet with Superintendent Dunn, senior staff and others</td>
</tr>
<tr>
<td>August 25, 11:00 a.m. Bloomington</td>
<td>Meet with Board to identify Board preferred superintendent criteria</td>
</tr>
<tr>
<td>September 1-15</td>
<td>Meet with various stakeholder groups to be identified by Board (see attached lists for discussion)</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Convene 5-6 open public sessions</td>
</tr>
<tr>
<td><strong>September 20-21</strong></td>
<td><strong>State Board Meeting (Chicago)</strong></td>
</tr>
<tr>
<td>Week of October 9</td>
<td>Meet with Board to discuss input received from stakeholder groups and public sessions (<em>Leadership Profile Report</em>); develop final criteria for position</td>
</tr>
<tr>
<td><strong>October 18-19</strong></td>
<td><strong>State Board Meeting (Lockport)</strong></td>
</tr>
<tr>
<td><strong>November 15-16</strong></td>
<td><strong>State Board Meeting (Springfield)</strong></td>
</tr>
<tr>
<td>November 18 at Triple I Meeting</td>
<td>Progress Report to Board</td>
</tr>
<tr>
<td>November 18 at Triple I Meeting</td>
<td>Progress Report to key stakeholder groups</td>
</tr>
<tr>
<td><strong>December 13-14</strong></td>
<td><strong>State Board Meeting (Springfield)</strong></td>
</tr>
<tr>
<td><strong>January 17-18</strong></td>
<td><strong>State Board Meeting (Chicago)</strong></td>
</tr>
<tr>
<td>Week of January 29</td>
<td>Seminar on interview techniques and the final stages of the search process</td>
</tr>
<tr>
<td>After seminar, week of Jan. 29</td>
<td>State presentation to Board</td>
</tr>
<tr>
<td>February 1 – 27</td>
<td>Board interviews candidates</td>
</tr>
<tr>
<td>February 28</td>
<td>Announcement of appointment</td>
</tr>
</tbody>
</table>
**Individuals and stakeholder groups with whom to meet**

The State Board will determine who HYA will meet with to solicit input regarding characteristics desired in the new superintendent. Following is a list of proposed groups with whom HYA staff may meet. Meetings tentatively will be scheduled between September 1 – 15, if possible:

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Board Members (individually)</td>
<td>August 24</td>
<td></td>
</tr>
<tr>
<td>Superintendent Dunn</td>
<td>August 24</td>
<td>Joyce Karon to build these meetings into retreat agenda</td>
</tr>
<tr>
<td>Interim Superintendent Designee</td>
<td>August 24</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Senior Staff (Cabinet)</td>
<td>August 24</td>
<td></td>
</tr>
<tr>
<td>State Board (together)</td>
<td>August 25</td>
<td></td>
</tr>
</tbody>
</table>

**September 1-15, 2006**

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor’s staff</td>
<td></td>
<td>Chairman Ruiz will talk to Governor/Governor’s staff to determine with whom to meet</td>
</tr>
<tr>
<td>Candidate for Governor’s staff</td>
<td></td>
<td>Chairman Ruiz will talk to Candidate/Candidate’s staff to determine with whom to meet</td>
</tr>
<tr>
<td>Chair of House Education Committee</td>
<td></td>
<td>To be scheduled through Nicole Wills and Josh Jacobs. May meet with other key legislators individually or in small groups on recommendation of Nicole &amp; Josh.</td>
</tr>
<tr>
<td>Chair of Senate Education Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Legislators (with special letter of invitation to members of Senate and House Education &amp; Appropriations Committees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IASA leadership</td>
<td></td>
<td>IASB leadership</td>
</tr>
<tr>
<td>IEA leadership</td>
<td></td>
<td>IFT leadership</td>
</tr>
<tr>
<td>ED-RED leadership</td>
<td></td>
<td>LUDA leadership</td>
</tr>
<tr>
<td>IPA leadership</td>
<td></td>
<td>ROE Superintendents</td>
</tr>
<tr>
<td>IPTA leadership</td>
<td></td>
<td>IPTA</td>
</tr>
<tr>
<td>NASBE – Brenda Welburn (via telephone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISBE Chicago – administrative staff</td>
<td></td>
<td>ISBE Chicago – staff</td>
</tr>
<tr>
<td>ISBE Springfield – administrative staff</td>
<td></td>
<td>ISBE Springfield – staff</td>
</tr>
<tr>
<td><strong>5-6 Open Public Sessions throughout state</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possible sites</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springfield, Chicago, Mt. Vernon, Quincy, Danville, Lombard, and Gurnee</td>
<td></td>
<td>– talk to Jean Ladage to schedule locations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– talk to Rebecca Watts to identify individuals to be notified of/invited to public sessions</td>
</tr>
</tbody>
</table>