Wednesday, June 15, 2005

Public Conference Call Access Number for Wednesday meetings:
1-866-297-6391 (listen only); Confirmation # 1 1 8 7 3 1 7

10:30 - Noon Strategic Plan Hearing – Forum for ISBE employees
Board Room, 4th Floor

Noon Lunch Break

1:00 p.m. Education Policy Planning Committee
4th Floor Conference Room

* 2:30 p.m. Break (15 minutes)

* 2:45 p.m. Governmental Relations Committee
4th Floor Conference Room

* 4:15 p.m. Finance & Audit Committee
4th Floor Conference Room

* 5:15 p.m. Ad Hoc Rules Committee of the Whole
4th Floor Conference Room

* The meeting will begin at the conclusion of the previous 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: 217-782-1900; Fax: 217-785-3972
Thursday, June 16, 2005

Public Conference Call Access Number for Thursday meetings:
1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 8

8:00 a.m.      Board Operations Committee
               4th Floor Conference Room

9:00 a.m.      ISBE Plenary Session
               Board Room, 4th Floor

** Lunch Break

Closed Session (following lunch)

Strategic Plan Hearing – ISBE Employees
Wednesday, June 15, 2005
10:30 a.m. – 12:00 Noon
Board Room, 4th Floor

Public Conference Call Access Number: 1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 7

Education Policy Planning Committee
Wednesday, June 15, 2005
1:00 p.m.
4th Floor Conference Room

Public Conference Call Access Number: 1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 7

AGENDA
1. Public Participation
2. Discussion of IMAGE cut scores (Ginger Reynolds, Becky McCabe & Rense Lange)
3. Discussion of Memorandum of Understanding to Acquire ACCESS for ELL's Assessment (Becky McCabe, Jon Furr & Dave McDermott)
4. Update on Accountability Workbook (Ginger Reynolds, Gail Lieberman & Connie Wise)
5. Student Advisory Council Update (Linda Jamali, Jennifer Saba)
6. SES monitoring update (Ginger Reynolds, Jon Furr & Cheryl Bradley)
7. Additional Items
8. Adjourn

ILLINOIS STATE BOARD OF EDUCATION
Governmental Relations Committee
Wednesday, June 15, 2005
2:45 p.m.
4th Floor Conference Room
(This meeting will begin at the conclusion of the previous session.)

Public Conference Call Access Number: 1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 7

AGENDA
1. Public Participation
2. End of Session Update (Mark Kolaz, Nicole Wills & Josh Jacobs) (materials mailed separately)
3. Additional issues
4. Adjourn

** Chairman Ruiz will call for a break in the Board meeting on Thursday at which time the Board will recess for lunch. Following lunch, the Board members will reconvene the Board meeting to adopt a motion to go into Closed Session.
**Finance & Audit Committee**  
**Wednesday, June 15, 2005**  
**4:15 p.m.**  
**4th Floor Conference Room**  
(This meeting will begin at the conclusion of the previous session.)

**Public Conference Call Access Number:** 1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 7

**AGENDA**
1. Public Participation
2. Discussion/update on FY06 Budget (Linda Mitchell)
4. Discussion of School District A-133 Reviews in Funding and Disbursements (Linda Mitchell and Tim Imler)
5. Discussion of Illinois School Purchasing Network (Linda Mitchell)
6. Additional Items
7. Adjourn

**Ad Hoc Rules Committee of the Whole**  
**Wednesday, June 15, 2005**  
**5:15 p.m.**  
**4th Floor Conference Room**  
(This meeting will begin at the conclusion of the previous session.)

**Public Conference Call Access Number:** 1-866-297-6391 (listen only); Confirmation # 1 1 8 8 7 3 1 7

**AGENDA**
1. Public Participation
2. Discussion of Rules for Initial Review
   a) Part 1 (Public Schools Evaluation, Recognition and Supervision)
   b) Part 260 (Reading Improvement Program)
3. Discussion of Rules for Adoption
   a) Part 1 (Public Schools Evaluation, Recognition and Supervision)
   b) Part 25 (Certification)
   c) Part 120 (Pupil Transportation Reimbursement)
   d) Part 275, Repeal (Pupil Transportation)
   e) Part 260 (Reading Improvement Program: Emergency)
4. Informational Update: Less Red Tape (written update in packet)
5. Additional Issues
6. Adjourn
Board Operations Committee Meeting
Thursday, June 16, 2005
8:00 a.m.
4th Floor Conference Room

Public Conference Call Access Number: 1-866-297-6391 (listen only)
Confirmation # 1 1 8 8 7 3 1 8

AGENDA

1. Public Participation
2. Discussion Items *
   a. Annual Work Conference update Chris Ward & Joyce Karon
   b. Review incoming nominations for Board recognition Chris Ward
   c. NASBE Election Joyce Karon & Dean Clark
      i. President-Elect
      ii. Secretary-Treasurer
      iii. Central Area Director
   d. Board calendar review Chris Ward
      i. 2006 proposed schedule of meetings
      ii. 2007 proposed schedule of meetings

3. Decision Items
   a. Board Calendar Chris Ward
      i. 2006 proposed schedule of meetings
      ii. 2007 proposed schedule of meetings
   b. NASBE Board of Directors Election Joyce Karon & Dean Clark
      i. President-Elect
      ii. Secretary-Treasurer
      iii. Central Area Director

4. Additional Items
   a. Triple I Update Chris Ward
   b. Update on October Board Meeting in Danville David Fields

5. Adjourn
ILLINOIS STATE BOARD OF EDUCATION

Board Room, 4th Floor
100 North First Street, Springfield, Illinois

Thursday, June 16, 2005
9:00 a.m.

Public Conference Call Number: 1-866-297-6391 (listen only)
Confirmation #: 11887318

NOTE: The Plenary Session will also be audio broadcast via the Internet. The Board will break for closed session at the call of the Chair.

Plenary Business Meeting
A. Roll Call/Pledge of Allegiance

B. Resolutions & Recognition
   1. Jacqueline Bolger, 2005-2006 Illinois Teacher of the Year

C. Public Participation

D. Approval of Minutes
   1. May 19, 2005 (pp. 7-20)

E. Announcements and Reports
   1. Superintendent’s Announcements
   2. Chairman’s Report
   3. Committee Reports
   4. Members’ Reports

F. Superintendent’s Report
   * Consent Agenda
      All action consideration items listed with an asterisk (*) are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

Action Considerations

*1. Rules for Initial Review
   a) Part 1 (Public Schools Evaluation, Recognition and Supervision) (pp. 21-65)
   b) Part 260 (Reading Improvement Program) (pp. 66-75)
   c) Part 675 (Providers of Supplemental Educational Services) (pp. 76-98)

*2. Rules for Adoption
   a) Part 1 (Public Schools Evaluation, Recognition and Supervision) (pp. 99-120)
   b) Part 25 (Certification) (pp. 121-124) Download Part 25 Memo and Rules New
   c) Part 120 (Pupil Transportation Reimbursement) (pp. 125-153)
   d) Part 275, Repeal (Pupil Transportation) (pp. 154-163)
   e) Part 260 (Reading Improvement Program: Emergency) (see cover memo pp. 66-67; rules on pp. 164-169)
   f) Part 675 (Providers of Supplemental Educational Services: Emergency (pp. 76-98)

*3. Approval of Board Ballot for NASBE Election & FY 06 NASBE Dues Renewal (pp. 170-181)

*4. Approval of Board Calendar (pp. 182-184)
   a) 2005 Board Calendar Revision
   b) 2006 Proposed Calendar
   c) 2007 Proposed Calendar

-continued-
*5. Approval of Professional Education Preparation Programs
   a. Institutional Continuing Accreditation & Continuing Program Approval (pp. 185-188)
      i. Greenville College
      ii. Illinois Wesleyan University
      iii. Lake Forest College
   b. New Program Approval (pp. 189-190)
      i. Olivet Nazarene University – Reading Specialist Program

*6. Approval of Appointments to the Illinois State Teacher Certification Board (pp. 191-194)

*7. Approval of IMAGE Cut Scores (pp. 195-197)

8. Consideration of Gallatin Community Unit School District 7 for Financial Certification (pp. 198-203)

9. Determination on Recommendations from the Appeals Advisory Committee (pp. 204-206)

10. Authorization to enter into a Memorandum of Understanding to Acquire ACCESS for ELL’s Assessment (pp. 207-208)


Information Items
   1. Monthly Status Report on Rulemaking (pp. 209-215)
   2. SBE Fiscal & Administrative Monthly Reports (pp. 216-229)

G. Adjourn
Mr. Jesse Ruiz, Chairman, called the meeting to order at 10:36 a.m. Chairman Ruiz asked Ms. Jean Ladage, Board Services Coordinator, to call the roll. A quorum was present. Dr. Randy Dunn, Interim State Superintendent of Education, was also in attendance.

The Board members, Dr. Dunn, and everyone else who wished to join them faced the American flag and recited the Pledge of Allegiance. Chairman Ruiz appointed Dr. Andrea Brown as Secretary Pro Tem in the absence of Board Secretary Dr. Vinni Hall.

Chairman Ruiz announced that the Board meeting was being audio web cast live over the Internet.

**Members Present:**
- Mr. Jesse Ruiz, Chairman
- Dr. Christopher Ward, Vice Chairman
- Dr. Andrea Brown, Secretary Pro Tem
- Mr. Dean Clark
- Dr. David Fields
- Ms. Brenda Holmes
- Ms. Joyce Karon
- Mr. Edward Geppert, Jr.

**Members Absent:**
- Dr. Vinni Hall, Board Secretary

Chairman Ruiz welcomed Walt Warfield, Executive Director of the Illinois Association of School Administrators (IASA), and announced that he had been appointed as president-elect of Horace Mann League of America. Mr. Warfield presented the State Board with the second in a series of posters from the Horace Mann League that commemorates the work done by Horace Mann. He said that this poster was a gift to the State Board to say thank you for the work that they do to help put school people in contact with the citizens and students they serve. He also noted that the quotes of Horace Mann that appear on both posters are historically accurate.

The following resolution was endorsed by the State Board after discussion and approval by the Board’s Education Policy Planning Committee at their May 18 meeting.

Dr. David Fields read the following motion entitled “Graduation Requirements and Career & Technical Education.”

WHEREAS, the Illinois State Board of Education supports increasing graduation requirements; and

WHEREAS, both increased graduation requirements and Career and Technical Education courses serve the goal of preparing students for an increasingly competitive workplace; and

WHEREAS, Career and Technical Education courses partner the rigor of higher standards with the relevance of core academic subjects in every day life; and
WHEREAS, the Illinois State Board of Education is committed to encouraging the development and expansion of Career and Technical Education; and

WHEREAS, the Illinois State Board of Education currently allows districts to count Career and Technical Education science courses that include a science lab component towards minimum graduation requirements; and

WHEREAS, Career and Technical Education courses are not generally used to fulfill state mathematics requirements, but there are Career and Technical Education courses that could be aligned with state mathematics standards;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education and the State Superintendent of Education shall also:

1. Maintain the rigor of its current standards; and
2. Work with local school districts and the Career and Technical Education community to increase the number of Career and Technical Education courses to be used to satisfy graduation requirements in mathematics and science.

Dr. Chris Ward seconded the motion and it was passed with a unanimous voice vote.

**PUBLIC PARTICIPATION**

The Chairman announced that there would be a separate sign-in sheet for Public Participation regarding the following topics: School District Financial Certification and Adequate Yearly Progress (AYP) Appeals Advisory Committee Recommendations. He noted that participants wishing to address the Board would be able to do so when the topic was discussed in the meeting.

Chairman Ruiz then proceeded by calling the regular Public Participation participants. **Mr. Jack Wuest, Executive Director of the Alternative Schools Network**, spoke to the Board regarding TAOEP funding. He told the Board that the youth employment rate is the lowest that it has ever been. He also told the Board that he encouraged more funding for programs which help high school dropouts. **Mr. Corey Reynolds**, a teacher at Olive Harve Middle College and two of his students shared their positive experiences at their school. They urged the Board to support additional funding so that more students may be helped. Ms. Brenda Holmes thanked Mr. Reynolds and the students for their comments and asked what kinds of courses are most taken at their school. Mr. Reynolds answered that most students take college preparation and remedial courses.

**Mr. Stephen L. Riley, Chairman and President of Omnibus Education Management**, spoke to the Board regarding his inspirational education plan for the nation.

**Mr. Bill Kienzle, Co-Founder of Educational Advocacy Services of Illinois (EASI)**, spoke to the Board regarding the proposed cut in funding for the Autism/PDD Training and Technical Assistance Project. He asked the Board not to cut this program, but to increase the funding to reflect the dramatic increase in the number of students on the Autism Spectrum, and the excellence of this project.

**Dr. Susan Shea, representing the Illinois Education Association (IEA)**, spoke to the Board regarding the Latin Certification Test. She told the Board that it is her recommendation to listen to the four institutions that prepare Latin teachers when they say that the test is too hard. She asked the State Superintendent to have a conversation with the four institutions and hear their concerns. She also spoke to the Board regarding House Joint Resolution 41, especially regarding ESEA. Dr. Shea
praised staff members Ginger Reynolds and Jon Furr regarding their written material regarding “highly qualified.” She thanked staff member Mark Kolaz and the Governmental Relations staff members for their efforts to have ongoing meetings regarding legislation of mutual concern to ISBE and IEA. She also praised the Certification Division for their willingness to meet with them on a regular basis also. She thanked the State Board for working with them to make things happen together.

**Ms. Cynthia Wood, representing the Illinois Association of School Boards (IASB),** invited Board members to the Tech 2005 computer demonstrations being held at the State Capitol. She also thanked Superintendent Dunn for his remarks at the opening ceremony earlier in the day and presented him with an official Tech 2005 t-shirt. She presented the State Board members with Tech 2005 lapel pins and thanked them for their support of this event. Ms. Brenda Holmes thanked Ms. Wood for her involvement in this project.

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<tr>
<th>APPROVAL OF MINUTES</th>
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<tr>
<td>Mr. Edward Geppert moved that the State Board of Education approve the minutes for the meeting on April 21, 2005. Dr. Chris Ward seconded the motion and it passed with a unanimous voice vote.</td>
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<th>ANNOUNCEMENTS AND REPORTS:</th>
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<td><strong>Superintendent’s Announcements</strong></td>
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<td>Superintendent Dunn took a moment to introduce two staff members: Ms. Melissa Oller, newly-appointed Division Administrator for Fiscal and Administrative Services; and a new employee, Mr. Mark Williams, Division Administrator for Career Development and Preparation. Superintendent Dunn then spoke about his recent visit to Sunnybrook School where he saw all kinds of great work going on regarding this district meeting Adequate Yearly Progress (AYP). Superintendent Dunn spoke about the technology showcase by students at Tech 2005 and thanked staff members Mr. Eamon Kelly and Dr. Connie Wise for the Quick School Profile posters which were displayed in the State Board Room. He reported that he had been speaking around the state to support the Governor’s Higher Standards Better Schools Initiative. Dr. Dunn asked staff member Mr. Mark Kolaz to update the Board Members regarding the cost saving efforts going on in the agency. Mr. Kolaz gave brief comments regarding the closing of the print shop, warehouse, and the transfer of the video production studio. Ms. Brenda Holmes asked questions regarding how many employees will be affected by these efforts and how much will the agency save by these changes, especially in the print shop. She asked Mr. Kolaz and Ms. Linda Mitchell to provide the Board a detailed breakdown regarding the agency’s printing costs.</td>
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<th>Chairman’s Report</th>
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<td>The Chairman announced that the agenda item IMAGE Cut Scores was being removed from today’s agenda. He said that he anticipated addressing this agenda item at the June Board meeting. He noted that he had attended the following events:</td>
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<td><strong>April 22-23</strong></td>
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**Committee Reports**

**Board Operations Committee**

Dr. Chris Ward reported that he and the following committee members were in attendance: Dr. David Fields, Dr. Vinni Hall, Ms. Joyce Karon, and Chairman Ruiz.

Dr. Ward commented that the committee discussed the Board’s Annual Work Conference, which will be held on August 16-19, 2005, at Pere Marquette State Park in Grafton. He noted that Mr. Edward Geppert and Ms. Joyce Karon have been working on the agenda and events for this conference. The committee also had a preliminary discussion regarding the Board meeting dates for 2006 and 2007. The committee recommended continuing membership in NASBE and paying next fiscal year’s dues. Dr. Ward said that the committee has agreed to make the changes to the Board Bylaws with the help of General Counsel Jon Furr.

**Education Policy and Planning Committee**

The committee met on Thursday, April 21 and May 18. Dr. Fields reported that he and the following committee members were present on April 21: Dr. Andrea Brown, Mr. Edward Geppert, Dr. Vinni Hall, and Ms. Joyce Karon. On May 18, Dr. David Fields, Dr. Andrea Brown, Mr. Edward Geppert, and Ms. Joyce Karon were in attendance. Dr. Vinni Hall was not in attendance at the meeting on May 18.

On April 21, the committee discussed the Governor’s Higher Standards and Better Schools Initiative with the Governor’s Director of Education Reform Elliott Regenstein. They also discussed the highly qualified criteria with staff member Sally Vogl.

On May 18, the committee discussed the review of the Assessment Division, and they received background information on school restructuring from staff member Myron Mason. They discussed the Student Advisory Council application process and decided to make sure that applications are solicited from Chicago. Staff member Gail Lieberman provided information regarding the Appeals Advisory Committee recommendations and also updated the Board about the proposed amendments to the Accountability Workbook. Staff member Dennis Williams clarified information regarding the Certificate Renewal process and the role of the LPDC. They also heard from representatives of the Classical Conference and Mr. Williams regarding the Latin Certification Test. Staff members Jon Furr and Ginger Reynolds gave an overview of the agency’s plans to increase regulatory oversight of SES providers and will work with Board members Dr. Vinni Hall and Dr. Andrea Brown on this issue. The committee approved their Board Bylaws description and endorsed a resolution for graduation requirements and Career and Technical Education (CTE). The committee was unable to discuss teacher shortages but was provided with a handout regarding this issue, and
was told that if they have questions they should contact staff member Dr. Connie Wise.

Finance and Audit Committee
Mr. Edward Geppert reported that he and the following committee members were in attendance at the meeting: Dr. Andrea Brown, Ms. Brenda Holmes and Mr. Dean Clark.

Mr. Geppert thanked the committee members and staff for their attendance at the committee meeting. He reported that the committee discussed the following topics:

- Timing of audit of state categorical reimbursement claims discussion with staff member Mr. Robert Wolfe – the committee is happy about what is being done on these audits.
- QZAB bond authorization discussion with staff member Debbie Vespa – the committee was very pleased with the quality of materials regarding this issue.
- School Districts In Financial Difficulty discussion with staff member Debbie Vespa – the committee agrees that this is a very difficult issue and the Board will hear from the affected districts during today’s meeting.
- Financial & Compliance Audit Report discussion with staff member Debbie Scheiter – the committee believes that progress is being made regarding the Auditor General’s findings.
- Finance and Audit Committee Board Bylaws description discussion – the committee approves the changes.
- Update on FY06 Budget and Governor’s Proposal discussion – the committee has recommended the following motion from this discussion.

Motion:
Mr. Edward Geppert moved that on behalf of the Finance and Audit Committee the Illinois State Board of Education hereby authorizes a communication from the Chairman and State Superintendent to be forwarded to the Governor, the Senate and House Majority and Minority Leadership, the members of the House Elementary & Secondary Education Appropriations Committee and the Senate Appropriations III Committees. He further moved that this communication shall reflect the State Board of Education’s endorsement of the funding of the Board’s priorities as adopted in February 2005, plus the new program initiatives sponsored by the Governor. The remaining available dollars shall go to the top two priorities of General State Aid/Hold Harmless and Mandated Categoricals. Ms. Brenda Holmes seconded the motion.

Ms. Karon asked questions for clarification regarding the Mandated Categoricals. Mr. Geppert noted that the purpose of this motion was to officially notify the Governor and legislators that the State Board supports the increases in the Mandated Categoricals. The motion passed with a unanimous voice vote.

Governmental Relations Committee
Ms. Brenda Holmes reported that she and the following committee members were in attendance: Chairman Ruiz, Dr. Chris Ward and Mr. Dean Clark.

Ms. Holmes reported that the members of the committee received and discussed a detailed legislative update and handout from staff member Nicole Wills. She noted that the committee was given updates on the State Board of Education bills and she said they were especially pleased that the bill to clean up the School Code is moving forward. The committee also heard discussion regarding the following topics:

- Funding reform legislation
- Grow Your Own legislation
- Gifted Education legislation
- Hearings by House and Senate on the State Board’s School Waiver recommendations
- Mandates regarding bills that are moving forward

The committee discussed and approved changes to its description in the Board’s Bylaws. Ms. Holmes complimented the staff for keeping the Board members well informed and prepared.

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<tr>
<th>Change In Agenda Order</th>
<th>Certification of School Districts in Financial Difficulty</th>
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<td>Chairman Ruiz announced that there was a change in the agenda order and the Board would now be addressing the agenda items regarding the certification of school districts in financial difficulty and the Adequate Yearly Progress (AYP) appeals.</td>
<td>Superintendent Dunn reported that the purpose of this agenda item is to share the results of the financial review conducted of twenty-five school districts and to discuss in detail the financial condition of six of the twenty-five school districts. This review was conducted utilizing the June 30, 2004, Annual Financial Report and district financial data discussed with each district superintendent and/or business manager, via one-on-one, on-site district visits.</td>
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The Board heard testimony from the district superintendents and staff of the school districts listed below. They each explained their district’s financial history and answered questions regarding the background of their district’s budget and what they are doing to work to improve their financial situation. All of the districts noted below asked the Board not to certify their district as in “Financial Difficulty.”

- Mr. Mark Spaid, Superintendent, Divernon Community School District 13, Sangamon County
- Dr. Doris Langon, Superintendent, Fairmont School District 89, Will County
- Mr. Greg Moates, Superintendent, Harmony Emge School District 175, St. Clair County
- Mr. Ed Bradley, Superintendent, Harrisburg Community Unit School District 3, Saline County
- Mr. Michael Duffy, Superintendent, South Beloit Community Unit School District 320, Winnebago County

Representatives from Gallatin Community Unit School District 7, Gallatin County, were unable to attend the Board meeting due to district graduation ceremonies. The Board publicly invited this school district’s representatives to attend the State Board meeting in June to discuss their financial situation.

**Motion:**
Mr. Edward Geppert moved that staff continue to monitor each of the districts and that they be invited back to the State Board’s October meeting to give the Board an update on their movement for resolving their financial situation. Mr. Dean Clark seconded the motion.

Mr. Geppert amended the motion with the following language:

“Staff will continue to monitor all of the districts and the State Board invites all the district’s representatives, except Gallatin Community Unit School District 7, to the October State Board meeting to update the Board members on their progress towards meeting plans to address their fiscal problems. He further moved that representatives from the Gallatin Community Unit School District 7 will be invited to make a presentation to the State Board at their June Board meeting.”

The amended motion passed with a unanimous voice vote.
## Telly Award

Superintendent Dunn announced that the Illinois State Board of Education has won a 2006 Silver Telly Award for its interactive DVD production on the Illinois Reading Academy. The Telly is the premier award honoring outstanding local, regional and cable TV programs, as well as video and film productions. The Telly Awards receives over 10,000 entries annually from all 50 states and many foreign countries. Judges are from all regions of the United States and winners have included ABCNEWS, Discovery Kids, MSNBC, The History Channel, and Xerox Corporation. Staff member Rick Reedy was named on the ISBE Silver Telly Award as Producer/Director. Other ISBE staff who contributed to the project are: J. Mitch Hopper, Kathy Stratton, Jamey Baiter, and Becky Phillips.

## AYP Appeals Advisory Committee Recommendations

**PUBLIC PARTICIPATION**

Superintendent Dunn reported that the purpose of this agenda item was to apprise members of the Board regarding the work of the Appeals Advisory Committee and their recommendations to the State Superintendent of Education, and for the Board to take action.

The following school district representatives addressed the Board members regarding the Appeals Advisory Committee’s recommendation about their district and/or a school in their district.

- **Ms. Teresa Lane**, Assistant Superintendent, McHenry Community School District 156
- **Dr. Christine Benson**, Superintendent, Ottawa Elementary School District 141
- **Dr. Edward Allen, Jr.**, Superintendent, Streator Elementary School District 44
- **Dr. William Schewe**, Superintendent, School District 45 DuPage County
- **Dr. Rene Noppe Jr.**, Superintendent of Silvis School District 34

Staff members Gail Lieberman and Renee Vilatte discussed with the Board members the background information regarding this agenda item and noted that they are working with the federal government on this issue as well. Board members expressed concerns about the timeliness of the notification of AYP and also about creating additional barriers for school districts to overcome.

**Motion:**

Dr. Chris Ward moved that the State Board of Education hereby endorses the recommendations of the Appeals Advisory Committee, as recommended by the State Superintendent of Education, regarding the two schools named – Schafer Elementary School and Silvis Junior High School. He further moved that the Board conditionally endorses the committee’s recommendations regarding district AYP status. In that regard, the Board requests that the State Superintendent enter into discussion with the U. S. Department of Education on the district AYP notice provision and Year One issues on district sanctions. Ms. Joyce Karon seconded the motion and it passed with the following roll call votes:

- Dr. Andrea Brown – yes
- Dr. David Fields – yes
- Dr. Vinni Hall – absent
- Ms. Joyce Karon – no
- Dr. Chris Ward – yes
- Mr. Dean Clark – no
- Mr. Edward Geppert – yes
- Ms. Brenda Holmes – no
- Mr. Jesse Ruiz – yes

Dr. Chris Ward stated that everyone sympathizes with the impact that the NCLB legislation has had on school districts. He said he believes that the risk is too great to not honor what we have been given to work with – we have to abide by what we said we were going to do and what is before us.
Closed Session

Mr. Dean Clark moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- **Section C.1** for the purpose of considering the appointment, employment, compensation or dismissal of an employee;
- **Section C.11** for the purpose of considering pending or probable litigation against or affecting the Board; and

She further moved that the Board might invite anyone they wish to have included in this closed session.

Ms. Brenda Holmes seconded the motion and it was passed with a roll call vote. Ms. Joyce Karon was not present to vote.

The open meeting recessed at 3:00 p.m. and the Board went into closed session. The closed session recessed at 4:10 p.m. and the open meeting reconvened at 4:15 p.m.

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<td>Mr. Dean Clark moved that the State Board of Education hereby authorizes the State Superintendent to enter into a settlement agreement for Cortez v. Calumet Public School District 132 consisting of the following terms:</td>
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<tr>
<td>- The term of the agreement is 4 years.</td>
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<td>- District 132 needs to take various steps with regard to their Transitional Bilingual Education/Transitional Program of Instruction (TBE/TP) program.</td>
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<tr>
<td>- ISBE will monitor District 132's efforts to accomplish these steps. Specifically, ISBE will perform full compliance reviews of District 132 in January 2006, April 2007, and January 2009. Each review will be followed by a cycle that includes a written report by ISBE, a responsive Plan by Calumet and meetings to discuss such documents. The frequency of compliance reviews is greater than normal (the standard is one every three years) but addressed Judge Filip's concern in the least burdensome manner as possible.</td>
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<td>- ISBE is not required to provide District 132 with any more funds that it otherwise would in the absence of this lawsuit.</td>
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<td>- ISBE apportioned Attorneys' fees will not exceed $25,000.</td>
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Dr. Chris Ward seconded the motion and it passed with the following roll call votes:

- Dr. Andrea Brown – yes
- Dr. David Fields – yes
- Dr. Vinni Hall – absent
- Ms. Joyce Karon – yes
- Mr. Dea Clark – yes
- Mr. Edward Geppert – yes
- Ms. Brenda Holmes – yes
- Mr. Jesse Ruiz – abstrain
- Dr. Chris Ward – yes

SUPERINTENDENT’S REPORT

Consent Agenda

Agenda Items and Motions

Chairman Ruiz commented that all items listed with an asterisk (*) on the agenda are considered to be routine and will be enacted in one motion and vote. He noted that any Board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

Rules for Initial Review

General Counsel Jon Furr reported to the Board regarding the background of the rules for initial review and adoption, gave a general update on the status of rules streamlining, and discussed the changes to the Board’s Bylaws.

Superintendent Dunn gave the Board members a brief summary of the additional items on the general consent agenda – approval of Professional Preparation Programs and acceptance of the Financial and Compliance Audit Report.
<table>
<thead>
<tr>
<th>Motion to approve the General Consent Agenda items</th>
<th>Chairman Ruiz asked for a motion regarding the consent agenda items.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules for Initial Review</strong></td>
<td><strong>Motion:</strong> Mr. Edward Geppert moved that the State Board of Education hereby approves the consent agenda items as presented, excluding Agenda Item F.5.: Approval of IMAGE Cut Scores, set forth on the posted consent agenda. Mr. Dean Clark seconded the motion and it passed with a voice vote. Dr. David Fields abstained from the vote.</td>
</tr>
</tbody>
</table>
| The following motions were approved by action taken in the consent agenda motion: | **Rules for Initial Review**  
**Part 1. (Public Schools Evaluation, Recognition and Supervision)**  
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:  
- Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the Illinois Register. |
| **Rules for Initial Review**  
**Repeal of Part 50 (Evaluation of Certified School District Employees in Contractual Continued Service), Part 251 (Conservation Education), Part 253, Repeal (Comprehensive Health Education), and Part 625 (Health Examinations and Immunizations).**  
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:  
- Evaluation of Certified School District Employees in Contractual Continued Service (23 Illinois Administrative Code 50);  
- Conservation Education (23 Illinois Administrative Code 251);  
- Comprehensive Health Education (23 Illinois Administrative Code 253); and  
- Health Examinations and Immunizations (23 Illinois Administrative Code 625 Repeal), including publication of the proposed repealers in the Illinois Register. |
| **Rules for Initial Review**  
**Part 25 (Certification)**  
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:  
- Certification (23 Illinois Administrative Code 25), including publication of the proposed new Part in the Illinois Register. |
| **Rules for Initial Review**  
**Part 180 (Health/Life Safety Code for Public Schools)**  
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:  
- Health/Life Safety Code for Public Schools (23 Illinois Administrative Code 180), including publication of the proposed amendments in the Illinois Register. |
**Rules for Adoption**

**Rules for Initial Review**

**Part 500 (Replacement of Required Rules)**
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:
- Replacement of Required Rules (23 Illinois Administrative Code 500), Including publication of the proposed new Part in the Illinois Register.

**Rules for Adoption**

**Part 1 (Public Schools Evaluation, Recognition and Supervision)**
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.

**Rules for Adoption**

**Part 25 (Certification)**
The State Board of Education hereby adopts the proposed rulemaking for:
- Certification (23 Illinois Administrative Code 25).
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.

**Rules for Adoption**

**Part 51 (Dismissal of Tenured Teachers) and Part 52, Repeal (Dismissal of Tenured Teachers and Civil Service Employees Under Article 34)**
The State Board of Education hereby adopts the proposed rulemaking for:
- Dismissal of Tenured Teachers (23 Illinois Administrative Code 51); and
- Dismissal of Tenured Teachers and Civil Services Employee Under Article 34 (23 Illinois Administrative Code 52).
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.

**Rules for Adoption**

**Part 145 (Temporary Relocation Expenses)**
The State Board of Education hereby adopts the proposed rulemaking for:
- Temporary Relocation Expenses (23 Illinois Administrative Code 145).
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.

**Rules for Adoption**

**Part 155 (Electronic Transmission of Funds)**
The State Board of Education hereby adopts the proposed rulemaking for:
- Electronic Transfer of Funds (23 Illinois Administrative Code 155).
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.

**Rules for Adoption**

**Part 350 (Secular Textbook Loan)**

The State Board of Education hereby adopts the proposed rulemaking for:
- Secular Textbook Loan (23 Illinois Administrative Code 350).

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.

**Rules for Adoption**

**Part 475 (Contested Cases and Other Formal Hearings)**

**Part 480 (Access to Information of the State Board of Education Under the Freedom of Information Act)**

The State Board of Education hereby adopts the proposed rulemaking for:
- Contested Cases and Other Formal Hearings (23 Illinois Administrative Code 475); and
- Hearings Before the State Teacher Certification Board (23 Illinois Administrative Code 480).

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.

**Rules for Adoption**

**Part 5001 (Access to Information of the State Board of Education Under the Freedom of Information Act)**

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

**Approval of Professional Preparation Programs**

The State Board of Education hereby provisionally approves the following programs, thereby authorizing the institutions to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

- Aurora University – Reading Specialist
- Northern Illinois University – Learning Behavior Specialist II
  - Curriculum Adaptation
  - Behavior Intervention
  - Multiple Disabilities
  - Technology

- University of Illinois at Urbana-Champaign – Alternative Certification
  - Secondary Education – Mathematics and Science

Further the State Board of Education authorizes the Superintendent to inform the institutions of the State Board’s decisions.
**Board Bylaws Amendments**
The State Board of Education adopts the amendments to the Bylaws recommended for adoption by the Board Operations Committee.

**Acceptance of Financial and Compliance Audit Report**
The State Board of Education hereby accepts the FY04 Financial and Compliance Audit Report issued by the Office of the Auditor General.

**Motion:**
Dr. Chris Ward moved that the Illinois State Board of Education approve the applications submitted by the districts listed below for designation of $17,445,000 in bonds from the calendar year 2004 allocation and $16,819,000 in bonds from the calendar year 2005 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program). Dr. David Fields seconded the motion and it passed with a unanimous roll call vote.

<table>
<thead>
<tr>
<th>District</th>
<th>2004 Allocation</th>
<th>2005 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Chicago School District #299</td>
<td>$2,837,500</td>
<td>$4,015,300</td>
</tr>
<tr>
<td>Brooklyn Unit District 188</td>
<td>$ 400,000</td>
<td></td>
</tr>
<tr>
<td>Meridian Community Unit School District 101</td>
<td>$1,250,000</td>
<td></td>
</tr>
<tr>
<td>Bellwood School District 88</td>
<td>$2,632,500</td>
<td></td>
</tr>
<tr>
<td>Zion Elementary School District 6</td>
<td>$1,895,000</td>
<td></td>
</tr>
<tr>
<td>Hoover - Schrum Memorial School District 157</td>
<td>$4,220,000</td>
<td></td>
</tr>
<tr>
<td>Aurora West Unit School District 129</td>
<td>$2,000,000</td>
<td></td>
</tr>
<tr>
<td>Beardstown Community Unit School District 15</td>
<td>$2,210,000</td>
<td></td>
</tr>
<tr>
<td>Milford Community Consolidated School District 280</td>
<td></td>
<td>$1,579,000</td>
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<tr>
<td>School District U – 46 (Elgin)</td>
<td></td>
<td>$ 711,920</td>
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<tr>
<td>Zion – Benton Township High School District 126</td>
<td></td>
<td>$5,792,000</td>
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<tr>
<td>St. Elmo Community Unit School District 202</td>
<td>$ 1,000,000</td>
<td></td>
</tr>
<tr>
<td>Pana Community Unit School District 6</td>
<td>$1,579,000</td>
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</tr>
<tr>
<td>Havana Community Unit School District 126</td>
<td>$ 590,461</td>
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</tr>
<tr>
<td>Granite City Community Unit School District 9</td>
<td></td>
<td>$1,551,299</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$17,445,000</strong></td>
<td><strong>$16,819,000</strong></td>
</tr>
</tbody>
</table>

**Motion:**
Dr. Andrea Brown moved that Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of supplemental educational service providers and to maintain an updated list of approved providers, I move that the providers identified on Attachment #2 be approved for addition to the Illinois list of approved supplemental educational service providers. Dr. Chris Ward seconded the motion and it passed with a unanimous voice vote.

**Authorization of Request for Sealed Proposal for IMAGE Testing**
Superintendent Dunn reported that this agenda item is for the Board to authorize the issuance of a Request for Sealed Proposals (RFSP) to continue the Illinois Measure of Growth in English (IMAGE) printing, delivery, scoring, and reporting of results services. Ms. Brenda Holmes asked if the Governor’s Office of Management and Budget and legislators had been informed of the total amount of dollars that we will need for our tests not withstanding what might happen to the pending legislation relative to the writing tests. Superintendent Dunn informed her that staff members Nicole Wills and Joshua Jacobs do a fine job keeping the legislators and Governor’s office staff apprised of what the State Board’s needs are. Ms. Holmes suggested that when the State’s budget is finally adopted, the Board may want to ensure that the dollars that the Board has suggested be allocated to those priorities that the Board has had a direct
involvement in recommending.

**Motion:**

Mr. Ed Geppert moved that the State Board of Education hereby authorizes the Superintendent and staff to develop an RFSP to solicit bids from private contractors and not-for-profit firms and institutions with corporate capacity to provide printing, delivery of scoring services of the IMAGE to provide that:

- The initial contract period will extend from July 1, 2005, through June 30, 2007, with an option to renew it for an additional year (through June 30, 2008), contingent upon satisfactory performance in the previous contract periods and sufficient appropriation for the contract; and
- The contract amount will not exceed $4.5 million for the initial three-year contact period.

Dr. Dave Fields seconded the motion and it passed with a unanimous roll call vote.

**Items For Discussion And/Or Information**

The Chairman announced that the **Monthly Status Report on Rulemaking** and the **State Board of Education Fiscal and Administrate Monthly Reports** are printed in the Board meeting materials each month and are for information purposes. There were no inquiries this month regarding these reports.

**Board Member Reports and Other Comments**

The members listed below represented the Board at the following events around the state:

- Mr. Edward Geppert spoke on April 27 at the Labor Management Conference regarding NCLB.
- Ms. Joyce Karon attended the IASBO Conference breakfast, met with curriculum directors regarding NCLB, and also visited the Westchester Schools.
- Dr. Chris Ward presented the Governor's Medallion at a Board of Higher Education sponsored art contest.
- Dr. Andrea Brown attended an ISBE Lincoln Leadership meeting on May 11, a Math/Science Exhibit at the Capitol, and met with Ms. Carolyn Brown Hodge in the Lieutenant Governor's office regarding rural initiatives.
- Ms. Brenda Holmes, Dr. Fields and Chairman Ruiz attended the annual IASA Conference.

Dr. Fields reported that he and Mr. Dean Clark had met with the Special Education Department staff and noted that it had been a worthwhile and informative session.

General Counsel Jon Furr recognized the time-intensive work that had been done on the AYP Appeals by his staff attorneys Irma Martinez Snopek and Renee Vilette, and also staff member Gail Lieberman.

Chairman Ruiz thanked staff members and meeting participants for their attendance and support at yesterday and today's meetings.

**Motion for Adjournment**

Dean Clark moved that the State Board of Education meeting be adjourned. Dr. Ward seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 4:51 p.m.

An audio compact disc of the meeting is available by contacting the ISBE Board Services Division at 217/557-6626.
<table>
<thead>
<tr>
<th>If listeners of the internet audio broadcast of this meeting have comments regarding the usefulness of this service, please contact the ISBE Public Information Division at 217/782-4648.</th>
</tr>
</thead>
</table>

Respectfully Submitted,

Dr. Vinni Hall  
Board Secretary

Mr. Jesse Ruiz  
Chairman
TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
       Jonathan Furr, General Counsel
       Ginger Reynolds, Assistant Superintendent (Interim)


Materials: Recommended Rules

Staff Contact: Jon Furr and Ginger Reynolds

Purpose of Agenda Item
The purpose this agenda item is to present the proposed amendments for the Board’s initial review.

Expected Outcomes of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments.

Background Information
This set of amendments conveys the changes in our accountability system that are needed for compliance with the No Child Left Behind Act and related Illinois law. These changes require a rules basis to ensure that compliance is forthcoming from schools and districts. These rules cover a variety of topics, including:

- the requirement for adequate yearly progress and the indicators that will be considered;
- the targets for each aspect of performance;
- the subgroups of students, their participation in state-level assessments, and the treatment of their scores;
- academic early warning and academic watch status and the requirements for school and district improvement plans and restructuring plans;
- rewards and recognition; and
- the appeals process related to schools’ and districts’ status.

A new feature in this set of amendments is Section 1.75, which will require participation in the Student Information System so that the system can be implemented statewide. Also included are updates to the Sections outlining recognition status and compliance requirements. The changes in Section 1.20 in particular will help distinguish procedures applicable to probationary status from those applicable in cases where districts or schools are “recognized pending further review”.

Preliminary Review
These amendments were not distributed for review by our standing external advisory group because much of their content forms part of the Illinois Accountability Workbook and is either pending approval or is undergoing review by the U.S. Department of Education. We believe we
can expect responses in the coming months, and changes made necessary by the feedback from the federal level can be incorporated before submitting the rules for adoption. In addition, the Consolidated Committee of Practitioners will be meeting on June 9 to consider these amendments, so they will be disseminated to the CCOP for preliminary review prior to the State Board of Education meeting.

**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 authorizes solicitation of public comment on the proposed rulemaking for:

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

including publication of the proposed amendments in the *Illinois Register*.

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. The amendments will be disseminated at that time to the external rules advisory group with an invitation to comment. Additional means such as the Superintendent’s message and the agency’s website will also be used to inform interested parties of the opportunity to comment on this rulemaking.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: SCHOOL RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment Quality Assurance Reviews
1.40 Adequate Yearly Progress Student Performance and School Improvement Requirements (Repealed)
1.50 Calculation of Participation Rate State Assessment
1.60 Subgroups of Students; Inclusion of Relevant Scores Operational Compliance (Repealed)
1.70 Additional Indicators for Adequate Yearly Progress Effective Dates of Accreditation (Repealed)
1.75 Student Information System
1.80 Academic Early Warning and Watch Status Lists
1.85 Revisions to 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
1.220 Duties of Superintendent
1.230 Board of Education and the School Code
1.240 Equal Opportunities for all Students
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180
1.260 Commemorative Holidays to be Observed by Public Schools
Notice of Proposed Amendments

1.270  Book and Material Selection
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  Duties
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
1.520  School Food Services
1.530  Health Services
1.540  Pupil Personnel Services (Repealed)

Subpart F: Staff Certification Requirements

Section
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1.610 Personnel Required to be Qualified
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
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1. APPENDIX E
   Alternate Learning Standards 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: SCHOOL RECOGNITION REQUIREMENTS

Section 1.10 Public School Accountability Framework

Section 27-1 of the School Code [105 ILCS 5/27-1] establishes the primary purpose of schooling as the transmission of knowledge and culture in certain fundamental learning areas and requires the State Board of Education to define the knowledge and skills which the State expects students
to master. These "State Goals for Learning" are set forth in Appendix D to this Part and amplified by the "Illinois Learning Standards," also set forth in that Appendix D. Further, Section 2-3.25 of the School Code [105 ILCS 5/2-3.25] requires that the State Board of Education establish general operational recognition standards for public schools, and Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] requires that the Board develop recognition standards for student performance and school improvement.

a) Each school district shall ensure that each school makes available to all students instruction in the six fundamental learning areas, i.e., the language arts, mathematics, the biological sciences, the physical sciences, the fine arts, and physical development and health. Each school district shall also ensure that a continuous school improvement process that includes all State Goals for Learning is carried out by each school in the district.

b) Each school district is required to establish local learning objectives that are consistent with the primary purpose of schooling, assessment systems for measuring students’ progress in the fundamental learning areas, and reporting systems for informing the community and the State of assessment results, and plans for improvement, all of which are subject to approval by the State Board of Education (Sections 2-3.63 and 27-1 of the School Code [105 ILCS 5/2-3.63 and 27-1]).

1) Local learning objectives will be approved if they:

   A) are consistent with the primary purpose of schooling as defined in Section 27-1 of the School Code; and

   B) when taken together, are at least as comprehensive as the State Goals for Learning and the Illinois Learning Standards.

2) Assessment systems will be approved if they:

   A) are designed to yield information about the extent to which all students in at least the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas; and
NOTICE OF PROPOSED AMENDMENTS

B) include reasonable accommodations or alternative tests or procedures for students with disabilities or limited English proficiency.

3) Reporting systems will be approved if they include presentation and interpretation of student achievement information:

A) at regular school board meetings;

B) in newspapers of general circulation and other news media serving the area in which the school district is located, or through other means of mass communication such as posting on the district’s website; and

C) in communications with parents of the district’s pupils, which shall take into account the needs of parents with limited English proficiency.

4) School improvement plans will be approved if they contain:

A) demographic information about students and information about attendance, truancy, mobility, retention, and expulsion rates and, for high schools, graduation and dropout rates;

B) information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;

C) information on the school’s State assessment results;

D) an analysis, based on State and local assessment data and other available information, of factors which may be contributing to any areas of underachievement by students;

E) identification of measurable goals for improving the schools’ programs and student performance in at least the areas of deficiency noted, including:
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

i) specific, measurable steps to be taken;

ii) a timeline for these activities; and

iii) a budget for these activities;

F) professional development activities for at least the staff providing services in the academic areas in which the school’s performance has been deficient, which activities must also be reflected in the district’s staff development plan required pursuant to Section 2-3.59 of the School Code [105 ILCS 5/2-3.59]; and

G) a process for monitoring progress and revising the plan as needed.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 1.20 Operational Requirements

a) Districts’ and schools’ recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education pursuant to Section 2-3.25 of the School Code and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the School Code and Section 1.100 of this Part.

1) No later than September 30 of each year, each school district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through a submission process established on a form supplied by the State Board of Education, except that a district operated pursuant to Article 34 of the School Code [105 ILCS 5/Art. 34 5/34] shall submit its application directly to the State Board.

2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through a submission process established on a form supplied by the State Board of Education, the degree to which the schools in the districts for which he or she is responsible adhere to operational compliance requirements. The regional superintendent shall
recommend the assignment of recognition status as applicable considering the compliance-related information supplied.

3) As part of this process, the regional superintendent of schools shall periodically visit the region’s school districts as he or she may deem necessary to ascertain the degree to which the districts’ schools comply with operational requirements.

b) Based upon the information provided by the district and the regional superintendent, the State Board shall prepare a certificate of recognition status for each school and for each district as a whole and shall transmit provide these certificates to all districts. In each case, the recognition status assigned shall be either "Fully Recognized," "Recognized Pending Further Review," "On Probation," or "Nonrecognized."

1) Each school or district that or attendance center which meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the School Code and this Part, shall be fully recognized.

2) A school or district shall be recognized pending further review if it exhibits areas of noncompliance which:

A) are not serious enough to warrant probation as delineated in subsection (b)(3) of this Section; and

B) will be corrected during the school year immediately following their identification.

3) A school or district or attendance center shall be placed on probation if it:

A) exhibits deficiencies that present a health hazard or a danger to students or staff;

B) fails to offer required coursework;

C) employs personnel who lack the required qualifications and who are not in the process of attaining such qualifications;
D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or

E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

3) A school or district shall be recognized pending further review if it exhibits areas of noncompliance that:

A) are not serious enough to warrant probation as delineated in subsection (b)(2) of this Section; and

B) may be corrected prior to the end of the school year following the school year in which they were identified.

4) A district shall be recognized pending further review whenever one or more of the district’s schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B) of this Section.

c) The recognition status of a district or a school may be changed by the State Board of Education at any time to reflect information confirmed during compliance monitoring or by any other means. A school district with one or more schools on probation shall be required to submit a time specific plan for the correction of the cited deficiencies to the regional superintendent of schools and to the State Superintendent of Education.

d) A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized and shall be ineligible to file any claim upon the common school fund or collect tuition from another school district.

e) The superintendent of a district that is recognized pending further review or in which one or more schools are not fully recognized pending further review may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss
compliance issues with representatives of the State Board of Education. If within the 30-day period the superintendent does not request a conference, the determination shall stand.

1) If a conference is requested by a superintendent on behalf of a nonrecognized school and the areas of concern are not resolved, the school board may submit an appeal by adopted board resolution. The appeal must identify the specific findings with which the district disagrees.

2) The district will be given a hearing in accordance with the State Board’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475), and a final decision will be made by the State Board of Education.

e) The State Superintendent shall schedule a conference with the superintendent of a district that is placed on probation at which representatives of the district will discuss compliance issues with representatives of the State Board of Education. Within 60 days following this conference, the school district shall submit to the regional superintendent of schools and the State Superintendent of Education a corrective plan that conforms to the requirements of subsection (f) of this Section and is signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.

f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district to correct the cited deficiencies. The State Superintendent shall approve a plan if it:

1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;

2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and

3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
g) If a district’s plan is not approvable under subsection (f) of this Section, the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the district’s conference with the State Board, the status of the district, or of the affected school or schools, as applicable, shall be changed to “nonrecognized”.

h) The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board of Education within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f].)

1) If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the Notice. The appeal must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

2) If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.

i) Neither a district nor a school shall be nonrecognized under this Section without first having been placed on probation. A district that is nonrecognized, or in which one or more schools are nonrecognized, shall be subject to the provisions of Section 18-8.05(A)(3)(a) of the School Code [105 ILCS 5/18-8.05(A)(3)(a)].

f) A district may at any time request that the regional superintendent of schools reevaluate a school that is recognized pending further review or on probation in order to verify improvements in the cited area(s) of noncompliance, so that the district’s or school’s status may be changed accordingly.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
Section 1.30  **State Assessment Quality Assurance Reviews**

The State Board of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]. In addition, school districts shall collaborate with the State Board in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

2) Districts shall participate in special studies, tryouts, pilot testing, field testing, and/or norm testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Board.

3) A school shall be selected for participation in these special studies, tryouts, pilot testing, and/or field testing no more than once every four years.

4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment or by participating in an accommodated or alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).* It is the responsibility of each district or other affected entity to ensure that all students required to participate in the State assessment do so. See also Section 1.50 of this Part.
5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities or limited English proficiency.

b) Assessment Procedures


2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Board all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any such complaint and shall report to the State Board the results of its investigation.

c) Accommodated Assessment

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15 may participate in an accommodated form of the State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student of limited proficiency in English may, however, participate in the regular assessment for his or her grade if, in the judgment of the district or the student’s parent, the regular State assessment is more appropriate for that student. See also Section 1.60(b) of this Part.

d) Alternate Assessment
Students whose Individualized Education Programs identify the regular State assessment as inappropriate for them even with accommodations shall participate in the “Illinois Alternate Assessment” (IAA). See also Section 1.60(c) of this Part.

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.

1) Within 30 days after the preliminary data are made available, each district or charter school shall use a means prescribed by the State Board to indicate either:

   A) that its preliminary data are correct; or

   B) that unresolved problems still exist within its data.

2) In cases where unresolved problems still exist, staff of the State Board and/or its contractor shall have an additional period of 15 days within which to work with the affected district or charter school to make the necessary corrections.

3) At the end of the 15-day period discussed in subsection (e)(2) of this Section, all districts’ and charter schools’ data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.

f) Reports of State Assessment Results

1) Following verification of the data under subsection (e) of this Section, the State Board shall send each school and district a report containing final information from the results of each administration of the State assessment.
A) The scores of students who are served by cooperatives or joint agreements, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, and all scores of students who have IEPs, shall be reported to the students’ respective districts of residence and to the schools within those districts that they would otherwise attend.

B) The scores of students enrolled in a charter school shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.

2) Each report shall include, as applicable to the receiving entity:

A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons, and distributions of students’ scores among the applicable proficiency classifications (see subsection (h) of this Section).

g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.

h) Classification of Scores

Each score achieved by a student on a regular, accommodated, or alternate State assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that “demonstrate proficiency”.

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1) Each score achieved by a student on a regular State assessment (i.e., the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE)), as well as each score in mathematics achieved on the accommodated State assessment, shall be classified as “academic warning”, “below standards”, “meets standards”, or “exceeds standards”. Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.

2) Each score in reading achieved by a student on the accommodated State assessment shall be classified as “beginning”, “strengthening”, “expanding”, or “transitioning”. Among these scores, those identified as either “expanding” or “transitioning” shall be considered as demonstrating proficiency.

3) Each score achieved by a student on the Illinois Alternate Assessment shall be classified as “attemping”, “emerging”, “progressing”, or “attaining”. Among these scores, those identified as “progressing” or “attaining” shall be considered as demonstrating proficiency.

i) Scores Relevant to Adequate Yearly Progress

For purposes of determining whether a district or a school has made adequate yearly progress, scores achieved on a State assessment in reading or mathematics shall be “relevant scores”. For schools without grades higher than 2 (that is, for schools where no State assessment is administered), scores achieved by students in Grade 2 on the Terra Nova examination shall also be considered “relevant scores” for school years from 2002-03 through 2005-06. Beginning with the 2006-07 school year, the determination as to whether a school in this group has made adequate yearly progress shall be the determination applicable to the school where the largest number of students go on into the third grade.

a) Internal Quality Assurance Review

School districts shall ensure that an internal quality assurance review is conducted annually at each school not subject to external review in that year pursuant to subsection (b) of this Section and, no later than September 30 of each year, shall notify the regional superintendent of schools in writing that internal review has occurred for the preceding school year. The regional superintendent shall notify
the State Superintendent of any districts failing to comply with this requirement. This review shall be designed to:

1) ascertain the success of the school’s programs in terms of student performance and progress with respect to the State Goals for Learning, the Illinois Learning Standards, and local learning objectives;

2) identify areas in which improvement is needed;

3) plan for the implementation of the changes identified as appropriate; and

4) yield a written school improvement plan or revisions thereto.

b) External Quality Assurance Review

1) External-quality assurance review shall be conducted in accordance with the following schedule:

A) Each school that has been placed on either the Academic Early Warning List or the Academic Watch List shall undergo external quality review every second year.

B) Each school in which at least 50% but fewer than 67% of State assessment scores meet State standards shall undergo external quality review every third year.

C) Among the schools that are not exempt pursuant to subsection (b)(1)(D) of this Section but in which at least 67% of State assessment scores meet State standards, 75 schools shall be chosen by lottery each year to undergo external quality review. Once a review of such a school has been completed, the school shall be placed back into the pool after four years.

D) Schools that exceed State standards or are in the top 15 percent of those meeting State standards are exempt from external quality review under the circumstances set forth in Section 2-3.25k of the School Code [105 ILCS 5/2-3.25k].
2) The external quality assurance review shall be conducted by a team designated by the State Superintendent of Education.

3) The external review shall consist of all the following components, which shall be designed to gather information to be reviewed in the context of the school’s school improvement plan:

   A) classroom observation;
   B) a review of samples of students’ work (e.g., written products, exhibits, portfolios);
   C) a review of assessment systems;
   D) a review of curriculum design and alignment with the school’s mission and instructional strategies and the Illinois Learning Standards;
   E) interviews with staff, students, and community members;
   F) a review of school records and descriptive data about administration and students’ performance; and
   G) an exit conference with school staff, at which impressions and information gathered during the review are discussed.

e) Report of External Review Team

   Within 45 days after the conclusion of each review visit, the review team shall submit a written report to the superintendent or chief executive officer of the school district, the principal of the school, and, where applicable, the president of the school’s Local School Council. This report shall set forth the review team’s assessment of the school’s instructional strategies and learning processes, the students’ learning and progress, and factors that contribute to how the school functions. The report shall offer observations and questions for school staff to consider in order to promote improved student learning.

d) Response to Report
WITHIN 60 DAYS AFTER RECEIPT OF THE REVIEW TEAM’S REPORT, THE PRINCIPAL AND SCHOOL DISTRICT SUPERINTENDENT SHALL RESPOND TO THE STATE SUPERINTENDENT OF EDUCATION, ON A FORM SUPPLIED BY THE STATE BOARD, REGARDING THE STEPS TO BE TAKEN AT THE SCHOOL IN RESPONSE TO THE TEAM’S RECOMMENDATIONS.

1) Each school’s response shall address each significant point raised in the review team’s report. If a school disagrees with a conclusion of the review team, the school shall provide its own analysis of the situation or problem.

2) Each school shall describe any actions its staff and/or staff of the school district will take to promote improvement in the areas addressed by the review team and shall provide a budget for the implementation of those activities.

3) Receipt of a school’s response in conformance with subsections (d)(1) and (d)(2) of this Section shall, contingent upon appropriation, entitle the school to grant funds for use in implementing one or more of the specific school improvement initiatives discussed in the school’s response.

4) Recipients of the grant funds referred to in subsection (d)(3) of this Section shall submit expenditure reports on forms supplied by the State Board of Education.

(SOURCE: Amended at 29 Ill. Reg. _____, effective _____________)

Section 1.40 Adequate Yearly Progress Student Performance and School Improvement Requirements (Repealed)

School districts and individual schools shall be required to make “adequate yearly progress” in order to maintain academic standing that will avoid their placement into academic early warning or academic watch status as set forth in Section 1.80 of this Part. In order to make adequate yearly progress for a particular school year, an affected entity shall be required to attain at least the required percentage of scores demonstrating proficiency in both reading and mathematics, for each of the subgroups of students served by that entity and for the entity as a whole, based on a participation rate in the required assessments of at least 95 percent for each subgroup and for the entity as a whole, as well as attaining the targeted rate for the additional indicator that is
applicable to that entity, for each subgroup served and for the entity as a whole. See Sections 1.50, 1.60, and 1.70 of this Part. However, special provisions shall apply to the calculation of adequate yearly progress for school districts that serve students at more than one grade span (i.e., elementary school (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12)). Such a district shall fail to make adequate yearly progress only if data for each of the grade spans served indicate that one or more applicable targets were not met by the students at that grade span.

(Source: Section repealed at 22 Ill. Reg. 22233, effective December 8, 1998; new Section adopted at 29 Ill. Reg. _____, effective _____________)

Section 1.50  Calculation of Participation Rate State Assessment

a) A district’s or a school’s adequate yearly progress for a particular year is generally contingent upon participation in the State assessment by at least 95 percent of the district’s or the school’s students, both in the aggregate and within each subgroup represented. However, a district or a school that has not achieved 95 percent participation in a given year shall be considered to have had a participation rate sufficient for adequate yearly progress if, for each affected subgroup or the entity as a whole, as applicable:

1) the average of the participation rate for the year in question and the participation rate for the immediately preceding year is at least 95%; or

2) the average of the participation rates for the two immediately preceding years is at least 95%.

b) Students who, at the time of administration of the State assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the State assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the State assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may be excluded from the enrollment counts of the affected schools and districts for purposes of calculating the participation rate.
The State Board of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]. All students shall participate in the State assessment, with the exception of students who do not participate pursuant to Section 2-3.64 of the School Code. In addition, school districts shall collaborate with the State Board in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet the generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (1985) published by the American Educational Research Psychological Association, 1200 7th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated by this rule.)

2) Schools shall participate in special studies, tryouts, pilot testing, field testing, and/or norm testing of these assessment procedures and instruments when selected to do so by the State Board.

3) A school shall be selected for participation in these special studies, tryouts, pilot testing, and/or field testing no more than once every four years.

4) All students who are required to participate under Section 2-3.64 of the School Code shall be administered the State assessment. It is the responsibility of each district to ensure that all students required to participate in the State assessment do so.

5) District personnel must be able to document that the performance of students who are exempt from the State assessment is being evaluated and that information about the procedures, instruments, results, and analysis is available for review.

6) Each district shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities and limited English proficiency.

b) Assessment Procedures
1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (1988) published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated by this rule.)

2) Districts shall protect the security and confidentiality of all assessment questions and other materials which are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

e) Reports of State Assessment Results

The State Board shall send each school and district a report for the school containing the following information from the results of each administration of the State assessment:

1) results for each student to whom the State assessment was administered; and

2) summary data for the school and/or district, the state, and the nation, including but not limited to the appropriate raw and/or scale score average(s), comparison score bands, and distributions of students whose State assessment scores exceed, meet, and fail to meet the State standards in each fundamental learning area.

d) Each school district shall verify the accuracy of the score information received and shall notify the State Board of Education of any discrepancies identified. If no conflicting information is received from a district within 45 days after receipt of data from the Board, those data shall be considered correct.

1) Within 45 days after receipt of data from the Board, the superintendent of the district may request a conference at which representatives of the district will have an opportunity to discuss the accuracy of the district’s
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State assessment data with representatives of the State Board of Education:

2) If a conference is held pursuant to this subsection (d) and the areas of concern are not resolved, the school board may submit an appeal by adopted board resolution. The appeal must identify the specific alleged inaccuracies upon which it is based.

3) The district will be given an opportunity to present information relevant to the issues appealed. The State Superintendent will consider the appeal and issue a final written determination in each case.

The State Board of Education shall annually notify each school that includes grades in which the State assessment is administered whether the school meets, exceeds, or fails to meet State standards. This determination will be based upon all State assessment scores achieved by students in the school. Each such score will be classified as exceeding, meeting, or not meeting State standards, as reflected in score ranges that the State Board shall disseminate at the time of testing. All of the school's test score classifications will form one distribution and, based on that distribution, the school will be notified that it:

1) exceeds State standards (at least 90% of all test scores meet State standards, and at least 50% of all test scores exceed State standards); or

2) meets State standards (at least 50% of all test scores meet State standards); or

3) does not meet State standards (more than 50% of all test scores do not meet State standards).

(Source: Amended at 29 Ill. Reg. _____, effective ___________)

Section 1.60 Subgroups of Students; Inclusion of Relevant Scores Operational Compliance
(Repealed)

A student’s scores shall count among those for his or her school or district, as applicable, for a given year only if he or she was enrolled continuously in the district on or before May 1 of the previous academic year through State testing the following spring. Students who feed into
another school within the same district during the summer based upon the district’s progression of students among attendance centers based on grade level shall have their scores counted for the school and district. Any student who is continuously enrolled within the district but, for reasons not mandated by the district, changes to a new school within the district after May 1 will be counted at the district level but not at the school level. Nothing in this Section is intended to exempt a student from the requirement for participation in the State assessment, except as provided in subsection (b)(1) of this Section.

a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, “minimum subgroup size” shall mean the greater of 50 students across all the grades tested in the school or district, as applicable, or 5 percent of the total number of students in the school or district, as applicable, up to a maximum of 200 students. Except as provided in subsection (b) of this Section, each student’s scores shall be counted in each of the subgroups to which he or she belongs.

1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);

2) Racial/ethnic groups:
   A) White,
   B) Black,
   C) Hispanic,
   D) American Indian or Alaskan Native,
   E) Asian/Pacific Islander,
   F) Multiracial/ethnic;

3) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or
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4) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).

b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.

1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English may elect to participate in the State assessment in reading. Any such student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.

2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(3) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.

c) All relevant scores of a district’s students with disabilities who participate in the alternate form of the State assessment shall be included in the district’s calculations for purposes of determining whether adequate yearly progress has been made.
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1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district’s students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)

2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.

3) A district may apply to the State Board of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Board, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1 percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of such students in its population. The State Board of Education shall approve a district’s request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:

   A) families of students with significant cognitive disabilities have been attracted to live in the district by the availability of educational, health, or community services that respond to their needs; or

   B) the district’s student population is so small that the presence of even a small number of students with significant cognitive disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or
C) other circumstances exist such that the overrepresentation of students with significant cognitive disabilities is outside the control of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.

4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district’s scores in either reading or mathematics and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the “proficient” scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating AYP. In making this determination, a district may choose to identify:

A) scores of students who belong to the fewest subgroups;
B) scores of students who belong to the largest subgroups;
C) scores of students who belong to the smallest subgroups;
D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or
E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.

5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess “proficient” scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts’ responses. For any district that does not submit the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.

d) Targets for scores demonstrating proficiency
1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for adequate yearly progress shall increase from the original baseline of 40 percent for the 2002-2003 school year according to the following schedule:

   A) For 2003-2004, 40 percent;
   B) For 2004-2005 and for 2005-2006, 47.5 percent;
   C) For 2006-2007, 55 percent;
   D) For 2007-2008, 62.5 percent;
   E) For 2008-2009, 70 percent;
   F) For 2009-2010, 77.5 percent;
   G) For 2010-2011, 85 percent;
   H) For 2011-2012 and for 2012-2013, 92.5 percent;
   I) For 2013-2014, 100 percent.

2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent “confidence interval” shall be applied to subgroups’ data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

e) “Safe Harbor”

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made adequate yearly progress for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that do not demonstrate proficiency in comparison to that subgroup’s
scores for the preceding year. In addition, if the school is a high school the relevant subgroup’s graduation rate must at least equal the target rate for that year, and if the school is an elementary or a middle school the relevant subgroup’s attendance rate must at least equal the target rate for that year (see Section 1.70 of this Part). This “safe harbor” method for calculating adequate yearly progress shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

(Source: Section repealed at 22 Ill. Reg. 22233, effective December 8, 1998; new Section adopted at 29 Ill. Reg. _____, effective _____________)

Section 1.70 Additional Indicators for Adequate Yearly Progress Effective Dates of Accreditation (Repealed)

The indicators discussed in this Section shall apply to all subgroups represented in a school or district as well as to each school or district in the aggregate.

a) The graduation rate that is required for adequate yearly progress in high schools shall increase from the original baseline of 65 percent for the 2002-2003 school year according to the following schedule:

1) For 2003-2004, 66 percent;
2) For 2004-2005, 67 percent;
3) For 2005-2006, 69 percent;
4) For 2006-2007, 72 percent;
5) For 2007-2008, 75 percent;
6) For 2008-2009, 78 percent;
7) For 2009-2010, 80 percent;
8) For 2010-2011, 82 percent;
9) For 2011-2012, 84 percent;
10) For 2012-2013 and for 2013-2014, 85 percent.

b) The attendance rate that is required for adequate yearly progress in elementary or middle schools shall increase from the original baseline of 88 percent for the 2002-2003 school year according to the following schedule:

3) For 2009-2010, for 2010-2011, and for 2011-2012, 91 percent;
4) For 2012-2013 and for 2013-2014, 92 percent.

c) A district that includes both high schools and elementary or middle schools shall be required to reach both the targeted graduation rate among its high school students and the targeted attendance rate among its elementary or middle school students in order to achieve adequate yearly progress for any given year.

(Source: Section repealed at 22 Ill. Reg. 22233, effective December 8, 1998; new Section adopted at 29 Ill. Reg. _____, effective ______________)

Section 1.75 Student Information System

Each school district shall participate in the Student Information System established by the State Board of Education by transmitting data on the students served, their characteristics, and the programs in which they participate to the Board in a format specified by the State Superintendent and according to the timelines applicable to the system. 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 29 Ill. Reg. _____, effective ______________)

Section 1.80 Academic Early Warning and Watch Status Lists

The movement of schools and districts that do not make adequate yearly progress into academic early warning status and then into academic watch status shall be as specified in Section 2-3.25d
of the School Code. A school or district shall not make adequate yearly progress for two consecutive annual calculations as contemplated in that Section only if scores in the same content area (i.e., in reading or in mathematics) and within the same grouping (i.e., subgroup or the entity as a whole) fall short of the applicable targets set forth in Section 1.60 of this Part in two consecutive annual calculations.

This Section identifies the two groups of schools that are subject to placement on the Academic Early Warning List (see subsections (a) and (b) of this Section) and describes the circumstances under which they will be removed from that list, kept on that list, or placed on the Academic Watch List.

   a) Schools in which the State assessment is administered that are determined as set forth in this Subpart not to have met State standards for two consecutive years shall be placed on an Academic Early Warning List and may subsequently be placed on an Academic Watch List pursuant to Sections 2-3.25d through 2-3.25f of the School Code.

      1) A school placed on the Academic Early Warning List pursuant to subsection (a) of this Section shall be removed from the list when the school is determined to meet State standards:

      2) A school placed on the Academic Early Warning List pursuant to subsection (a) of this Section shall remain on the list but avoid placement on the Academic Watch List as long as it does not meet State standards but makes adequate progress. "Adequate progress" means a rate of increase in the proportion of scores meeting State standards that would be sufficient in order for the school to meet State standards after five years.

      3) A school which has been on the Academic Early Warning List for two consecutive years ("Years 1 and 2") and whose cumulative progress for that time does not qualify as adequate shall be placed on the Academic Watch List and shall be subject to the requirements of Sections 2-3.25d through 2-3.25f of the School Code [105 ILCS 5/2-3.25d through 2-3.25f], as applicable. Similarly, a school which has been on the Academic Early Warning List for four consecutive years and whose cumulative progress for Years 3 and 4 does not qualify as adequate shall be placed on the Academic Watch List and shall be subject to the requirements of Sections 2-3.25d through 2-3.25f of the School Code, as applicable. That
is, a school shall be required to eliminate at least 40% of its "performance gap" (the degree to which its scores fail to meet State standards) in Years 1 and 2 and at least 40% in Years 3 and 4.

b) Schools that do meet State standards, other than schools which are exempt from external quality review pursuant to Section 2-3.25k of the School Code, shall also be subject to placement on the Academic Early Warning List, if the proportion of their scores that do not meet State standards has increased by at least 20 percentage points during the immediately preceding three-year period, as evidenced by four consecutive years’ State assessment scores.

1) A school placed on the Academic Early Warning List pursuant to subsection (b) of this Section shall be removed from the list when the proportion of its State assessment scores that do not meet State standards is reduced to a level at or below the average for the four test cycles preceding its placement on the list. (For example, a school in which, over four test cycles, 3%, 4%, 15%, and 26% of scores did not meet standards would be removed from the Academic Early Warning List after the first subsequent administration of the State assessment in which 12% or fewer of its scores did not meet State standards.)

2) A school placed on the Academic Early Warning List pursuant to subsection (b) of this Section shall remain on the list until its State assessment scores reach the level identified pursuant to the calculation set forth in subsection (b)(1) of this Section.

3) A school placed on the Academic Early Warning List pursuant to subsection (b) of this Section shall be placed on the Academic Watch List if its State assessment scores decline so that the school fails to meet State standards for two consecutive years.

c) A school which has been placed on the Academic Watch List shall be subject to the provisions of Sections 2-3.25d through 2-3.25f of the School Code.

d) No schools shall be placed on the Academic Early Warning List based on the results of the 2000 administration of the State assessment.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
Section 1.85 Revisions to School and District Improvement Plans; Restructuring Plans

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of any of its schools that are placed on academic early warning or academic watch status and to revise the district’s improvement plan if it is placed on academic early warning or academic watch status. Similarly, restructuring plans are required for schools and districts that remain on academic watch status after a fifth annual calculation. As used in this Section, “NCLB” refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

A revised school improvement plan shall be submitted to the local school board (and to the local school council in a district operating under Article 34 of the School Code), and to the State Superintendent of Education with the approval of the local board if required under Section 2-3.25d of the School Code, no later than three months after the district’s receipt of notification regarding the school’s status. During the 45-day period prior to its submission to the local board, each plan shall undergo a peer review process designed by the district.

1) In school districts with a population of 500,000 or fewer, revised school improvement plans shall be required to cover the two school years following the assessment necessitating the plan and to:

   A) incorporate strategies based on scientifically based research and an analysis of State and local assessment data and other information that will strengthen the core academic subjects in the school and address the specific academic areas in which the school’s performance has been deficient (NCLB, Section 1116(b)(3)(A)(i));

   B) include information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;

   C) adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all subgroups enrolled in the school will meet the State’s proficient level of achievement not later than the end of the 2013-2014 school year, including:
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i) specific, measurable steps to be taken,

ii) a timeline for these activities, and

iii) a budget for these activities (NCLB, Section 1116(b)(3)(A)(ii));

D) include professional development activities for at least the staff providing services in the academic areas in which the school’s performance has been deficient (NCLB, Section 1116(b)(3)(A)(iii));

E) incorporate a teacher mentoring program (NCLB, Section 1116(b)(3)(A)(x));

F) establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students enrolled in the school that will ensure that all such subgroups will make adequate yearly progress and meet the State’s proficient level of achievement not later than the 2013-2014 school year (NCLB, Section 1116(b)(3)(v));

G) describe how the school will provide written notice about the identification to parents of each student enrolled in each school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB 1116(b)(3)(A)(vi));

H) specify the responsibilities of the school and the school board under the plan, including the internal and external technical assistance to be provided by the district, technical assistance requested of ISBE, and, if applicable, the district’s fiscal responsibilities under Section 1120A of NCLB (NCLB, Section 1116(b)(3)(A)(vii));

I) include strategies for promoting effective parental involvement in the school (NCLB, Section 1116(b)(3)(A)(viii));
J) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(b)(3)(A)(ix)); and

K) include a process for monitoring progress and revising the plan as needed.

2) In school districts operating under Article 34 of the School Code, school improvement plans shall comply with the requirements set forth in Section 34-2.4 of the School Code and, if applicable, the requirements set forth in Section 1116 of NCLB.

3) Each newly established school shall be required to have a school improvement plan in place by the beginning of its second year of operation. School improvement plans for new schools shall conform to the requirements of subsection (a)(1) or (a)(2) of this Section, as applicable.

b) A new or revised district improvement plan shall be submitted to the local school board, and to the State Superintendent of Education with the approval of the local school board if required under Section 2-3.25d of the School Code, no later than three months after the district’s receipt of notification regarding its status. The district improvement plan shall be required to cover the two school years following the assessment necessitating the plan and to:

1) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district (NCLB, Section 1116(c)(7)(A)(i));

2) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State’s student academic achievement standards (NCLB, Section 1116(c)(7)(A)(ii));

3) address the professional development needs of the instructional staff serving the district (NCLB, Section (c)(7)(A)(iii));
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4) include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (NCLB, Section 1116(c)(7)(A)(iv));

5) address the fundamental teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why the district’s prior plan failed to bring about increased student academic achievement (NCLB, Section 1116(c)(7)(A)(v));

6) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(c)(7)(A)(vi));

7) specify any requests to ISBE for technical assistance related to the plan and the district’s fiscal responsibilities, if applicable, under Section 1120A of NCLB (NCLB, Section 1116(c)(7)(A)(vii));

8) include strategies for promoting effective parental involvement in the district’s schools (NCLB, Section 1116(c)(7)(A)(viii)); and

9) include a process for monitoring progress and revising the plan as needed.

c) When Section 2-3.25d of the School Code requires that either a school or district improvement plan be approved by the State Superintendent of Education, the State Superintendent shall approve all plans containing each of the elements set forth in subsection (a) or subsection (b) of this Section, as applicable. A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.

d) Section 2-3.25d of the School Code requires the development of a restructuring plan for a school or a district that remains on academic watch status after a fifth annual calculation and approval of that plan by State Superintendent of Education. Each required restructuring plan shall be submitted to the State Superintendent of Education with the approval of the local school board no later than six months after the district’s receipt of notification regarding its status.
1) Each school restructuring plan shall indicate that the district is undertaking one or more of the following actions in the affected school:

   A) reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art. 27A];

   B) replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate yearly progress;

   C) entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

   D) implementing any other major restructuring of the school’s governance that makes fundamental reform in:

      i) governance and management, and/or

      ii) financing and material resources, and/or

      iii) curriculum, and/or

      iv) staffing.

2) Each district restructuring plan shall indicate that the district is undertaking one or more of the following actions:

   A) implementing a new curriculum and professional development for all relevant staff;

   B) replacing district personnel who are relevant to its inability to make adequate yearly progress;

   C) seeking to reorganize the district;

   D) requesting ISBE to appoint an Independent Authority pursuant to Section 2-3.25f of the School Code;
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E) implementing any other major restructuring of the district’s governance that makes fundamental reform in at least one of the areas listed in subsection (d)(1)(D) of this Section.

3) Each school or district restructuring plan shall be reviewed by staff of the State Board of Education to determine whether the plan demonstrates that:

A) the proposed changes are based on data, documented needs and characteristics of the students served, and/or scientifically based practices that are appropriate in light of the school’s or district’s inability to make adequate yearly progress; and

B) the proposed changes are sufficient in extent or scope to promote increased achievement for all the students in the school or district and have substantial promise of enabling the school or district to make adequate yearly progress.

4) A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.

A district with one or more schools included on the Academic Early Warning List shall prepare a revised school improvement plan and submit it to the State Superintendent of Education for approval.

a) Each school improvement plan shall conform to the requirements of Section 2-3.25d of the School Code and shall be submitted by the end of the month of January next following notification of the school’s placement on the list.

b) The State Superintendent shall approve each school improvement plan that conforms to the requirements of Section 1.10(b)(4) of this Part.

c) Failure by a school district to submit, revise, implement, or maintain approval of its school and district improvement plans or restructuring plans as required by Section 2-3.25d of the School Code shall affect the district’s recognition status (see Section 1.20(b) of this Part).
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(Source: Amended at 29 Ill. Reg. ____, effective ____________)

Section 1.90 System of Rewards and Recognition – The Illinois Honor Roll

The State Board of Education shall recognize schools for academic performance in three separate categories as provided in this Section.

a) Criteria for Spotlight Schools

1) The school made adequate yearly progress in the two most recent school years; and

2) At least 50 percent of the students enrolled in the school in the most recent school year were classified as low-income students; and

3) At least 60 percent of the scores relevant to adequate yearly progress that were attained by the school’s students in the most recent school year were classified as demonstrating proficiency (see Section 1.30(h) of this Part); and

4) At least 50 percent of the scores relevant to adequate yearly progress that were attained by the school’s students in the two school years immediately prior to the most recent school year were classified as demonstrating proficiency.

b) Criteria for the Academic Improvement Award

The school made significant academic improvement by showing, with respect to its students’ scores that are relevant to adequate yearly progress and were classified as demonstrating proficiency, either:

1) at least a 7.5 percent increase for the most recent school year when compared to the immediately preceding school year, or

2) at least a 15 percent cumulative increase for the most recent school year when compared to the school year two years before that year, provided that during that time there has been no decrease in the percentage from any one year to the next.
c) Criteria for the Academic Excellence Award

The school made adequate yearly progress in the two most recent school years and:

1) The school served any of Grades 8 and below and at least 90 percent of its students’ scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or

2) The school served any of Grades 9 through 12 and at least 80 percent of its students’ scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years.

A school which includes grades at which the State assessment is administered that exceeds State standards will be eligible to receive rewards and special recognition during the period for which such status is maintained. Rewards will be as determined by the State Board of Education and may be:

a) statewide recognition from the State Board; and/or

b) participation in programs and activities of the State Board.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 1.95 Appeals Procedure

Pursuant to Section 2-3.25m of the School Code [105 ILCS 5/2-3.25m], a school district may request an appeal of a school’s or the district’s status level, recognition level determined pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f], or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f] or the No Child Left Behind Act of 2001. An appeal may not be brought pursuant to Section 2-3.25m challenging the validity of any State or federal law or requesting relief that ISBE is without authority to provide.
A district shall request such an appeal by sending a written request to the State Board of Education (“agency”) for consideration by the Appeals Advisory Committee (“Committee”). The district must submit its appeal within 30 days after receipt of notification from the agency of the school’s or district’s status level, recognition level, or corrective action. The appeal may not be based upon alleged inaccuracies in data in any State assessment other than the most recent State assessment, or any other cause known to the district during the prior year’s period for appeals. Upon receipt of a request, agency staff shall provide an opportunity for the district to meet with agency staff (either in person or over the telephone) in an effort to resolve the issues raised in the request through informal means.

If a district elects not to meet with agency staff, or if the district wishes to proceed with the appeal upon conclusion of the informal resolution process, the agency shall commence the appeals process set forth in this Section. The timeframes set forth for appeals shall be tolled during the pendency of the informal resolution process. Nothing contained in this Section shall preclude the agency and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.

After a determination of a review schedule by the Committee, the agency will give written notice of the date, time, and place of the hearing to the school district not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested.

The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board of Education will represent the agency. Both the school district and the agency will be afforded the opportunity to file written briefs before the hearing. The school district shall submit its brief to the following address: Illinois State Board of Education, Office of the General Counsel, 100 North First Street, Springfield, Illinois 62777-0001. The agency shall submit its brief to the district and shall provide both the district’s and the agency’s briefs to each member of the Committee.

1) The school district’s brief shall be due 7 days after the district’s receipt of the notice of opportunity for hearing.
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2) The agency’s brief shall be due 14 days after the agency’s receipt of the district’s brief or, if no brief is filed by the district, 14 days after the notice of opportunity for hearing is sent.

e) After briefs have been submitted pursuant to subsection (d) of this Section, no party shall submit additional information to the Committee unless so requested by the Committee’s chairperson. The agency will provide a signed assurance to the Committee that any calculations at issue were double-checked.

f) At the time its brief is filed, either the school district or the agency may request an opportunity for oral argument before the Committee.

1) Each party will be given 30 minutes for argument, and the school district may reserve 10 of its 30 minutes for rebuttal. The Committee may ask questions during such argument.

2) If neither party requests oral argument, the Committee may request that the parties make an oral presentation on the date scheduled for the hearing.

g) The chairman of the Committee will conduct the review proceeding and hearing. During the hearing, the Committee shall consider only those issues raised in the briefs or by oral argument of the parties. All hearings will be recorded. A majority of committee members shall constitute a quorum. Committee recommendations must be approved by a majority vote of a quorum. Each committee member shall recuse himself or herself when hearing an appeal from a district with which the member has a conflict of interest, e.g., employment by the district, having a close family member in attendance at a school in the district or employed by the district, service as a school board member, or other affiliation with the district. The Committee may adopt other procedures for its governance not inconsistent with this Part.

h) Within 30 days after the hearing, the Committee shall submit a written recommendation for action to the State Superintendent of Education and shall state the reasons for its recommendation. All recommendations shall be based on an objective evaluation of the district’s claims and a review of the agency’s data and calculations. The Committee may recommend that the State Superintendent affirm or reverse the decision of the agency, in whole or in part.
i) The State Superintendent shall thereafter make a recommendation for action to the State Board of Education. The State Board of Education shall make the final determination.

(Source: Added at 29 Ill. Reg. _____, effective _____________)
ILLINOIS STATE BOARD OF EDUCATION MEETING  
June 15-16, 2005

TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent  
Jonathan Furr, General Counsel  
Ginger Reynolds, Assistant Superintendent (Interim)

Agenda Topic: Action Item: Rules for Initial Review and Emergency Rules for Adoption – Part 260 (Reading Improvement Program)

Materials: Recommended Rules

Staff Contact(s): Dana Kinley

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for the Board’s initial review and the emergency amendments for adoption.

Expected Outcomes of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments and a second motion adopting the emergency amendments.

Background Information
This set of amendments results from the comprehensive review of ISBE’s rules. Section 2-3.51 of the School Code establishes the purposes for which funds under the Reading Improvement Block Grant Program may be used and also the formula by which the funds are to be allocated to eligible applicants. However, the law also requires that applicants annually demonstrate their eligibility for continued funding based on “performance progress”, and it permits them to propose the method(s) by which they will do so.

The rules for this program are complex because of the need to state the criteria by which proposed methods will be approved, as well as the need to define “performance progress”. Procedural aspects of the rules also affect staff’s ability to meet the statutorily established payment dates for these funds. In particular, it is necessary to know the universe of eligible entities so that accurate allocations can be made. This, in turn, leads to a need for earlier reporting of assessment results than has been the case in the past, as well as finality in the identification of the assessment methods that will be used.

Despite the statutorily established first payment date of October 30, the current rules provide for a November 1 deadline for the submission of performance reports for the preceding school year. Agency staff involved when these rules were most recently amended had hoped to avoid causing districts to implement extra assessments and thus allowed for the use of measurement early in the subsequent year. However, this has not proven feasible because large numbers of reports have been submitted in the fall, making the October 30 deadline difficult to meet.

It is only fair that the agency make timely determinations of districts’ continued eligibility so that their first payment can flow when required. Consequently we are proposing a change in the reporting deadline from November 1 of the subsequent year to June 15 for districts not using ISAT results and 30 days after districts’ receipt of ISAT scores if those are used.

We recognize that some districts will be compelled by this change to propose different methods of measuring students’ growth in reading in order to demonstrate performance progress. We believe it is imperative to make this change starting with the upcoming school year, and this means districts must know now that the applications they complete over the summer of 2005 will need to identify methods to
be implemented next spring (rather than in the fall of 2006). Consequently the reporting deadline is the only change for which emergency rulemaking is needed.

The present amendments are intended to streamline the operation of the program in these respects and to eliminate some language that is not needed. For example, Section 260.50(b) contains a sentence that is outdated and can be deleted. Similarly, Section 260.55(b), (c), and (d) are unnecessary, because the statute explicitly requires measurement of “the reading growth of students who receive direct instruction as a result of the funding and the impact of staff development activities on student growth in reading”. Also, new language in Section 260.55(i) will provide for a preliminary, less formal avenue of review when districts may be facing ineligibility. Finally, we are generally replacing the word “form” with “format” to denote the upcoming electronic operation of this grant process. This move has been planned for some time and was also suggested via lessredtape.

**Preliminary Review**

These amendments were disseminated for review by our standing external advisory group. The need for emergency rulemaking has meant that the group did not have as much response time as we typically try to provide. However, staff will inform the Board about any comments received too late for inclusion in this summary, as well as indicating any changes that may seem warranted by the points raised.

**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 motions:

1) The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

   Reading Improvement Program (23 Illinois Administrative Code 260),

   including publication of the proposed amendments in the Illinois Register.

2) The State Board of Education hereby adopts the emergency rulemaking for:

   Reading Improvement Program (23 Illinois Administrative Code 260).

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Concurrently, the emergency amendments will be filed with the Secretary of State so that they can take effect immediately. Means such as the Superintendent’s message and the agency website will be used to inform interested parties of the effectiveness of the emergency amendment and the opportunity to comment on the proposed rulemaking.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 260
READING IMPROVEMENT PROGRAM

Section 260.10 Definitions (Repealed)
Section 260.20 Purpose
Section 260.30 Eligible Applicants
Section 260.40 Allowable Expenditures
Section 260.50 Procedure and Criteria for Approval of Applications
Section 260.55 Eligibility for Continued Funding
Section 260.60 Allocation of Funds (Repealed)
Section 260.70 Distribution of Grant Awards
Section 260.80 Year-End Reporting

AUTHORITY: Implementing and authorized by Section 2-3.51 of the School Code [105 ILCS 5/2-3.51].


Section 260.50 Procedure and Criteria for Approval of Applications

a) The State Board of Education shall provide the application format for this program and shall notify each eligible applicant of the maximum amount of its entitlement pursuant to Section 2-3.51 of the School Code. Each application form shall require the applicant to provide:

1) a total grant request equal to or less than the amount for which the applicant is eligible;
2) assurance that the applicant will comply with the provisions of Section 2-3.51 of the School Code and this Part;

3) information identifying the purposes for which the applicant plans to use the funds provided pursuant to this Part;

4) a description of the program or initiative to which the planned expenditures pertain, including evidence that the program or initiative is derived from scientifically based reading research as defined in Section 2-3.51 of the School Code and complies with the applicable requirements of subsection (a-5) of that Section; and

5) the information called for in Section 260.55(a) through (c) (e) of this Part.

b) Applications must be submitted to the State Board of Education by the date specified in the application materials on the form. This date will be determined so that all eligible applicants will have at least 30 days to complete and submit the application form. An applicant’s failure to comply with this requirement will delay its receipt of program assistance pursuant to Section 260.70 of this Part.

c) Information provided in the application will be reviewed by State Board of Education staff to determine that the information demonstrates compliance with Section 2-3.51 of the School Code and this Part.

d) State Board staff shall notify applicants of any requested information that is missing from the application and of the latest date on which that information can be accepted. An application shall not be approved for funding until it is complete.

e) An applicant that fails to apply or to furnish requested information within the timeframe established shall forfeit any grant funds to which it would otherwise be eligible for the affected school year pursuant to this Part, due to the necessity for the State Superintendent to identify eligible entities, calculate grant allocations, and notify the eligible entities of their allocation amounts.

(Source: Amended at ___ Ill. Reg. _____, effective ______________)

Section 260.55 Eligibility for Continued Funding

Section 2-3.51 of the School Code provides that districts not demonstrating performance progress using an approved assessment method shall not be eligible for funding in the third or
subsequent years until such progress is established. Each application for funding under the Reading Improvement Block Grant program shall include a proposed assessment method or methods for measuring the reading growth of students who receive direct instruction as a result of the funding and the impact of staff development activities on student growth in reading and shall be submitted by the deadline announced by the State Superintendent of Education.

a) Each application shall list or describe the method or methods the applicant proposes to use to measure students’ reading skills for purposes of this Part, provided that an applicant shall use no more than one method for each grade level in which students are served by initiatives supported by funding under this Part. Such methods may include the reading portion of the Illinois Standards Achievement Testing Program (Section 2-3.51 of the School Code).

1) If a proposed assessment instrument is a standardized or commercially available criterion-referenced test, the applicant shall assure the State Superintendent that the instrument meets the generally accepted standards of validity and reliability set forth in “Standards for Educational and Psychological Testing” (1999) (1985) published by the American Educational Research Association, 1230 17th St., N.W., 1200 7th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

2) If a proposed assessment instrument is locally developed or chosen, the applicant shall:

A) indicate the acceptable standard of performance by students on that measure (e.g., acceptable grade-level equivalent, score, or percent correct);

B) describe the means by which the applicant’s staff determined that the proposed measure is aligned with the Illinois Learning Standards in the area of reading; and

C) certify to the State Superintendent that the instrument measures what it is intended to measure and can be expected to yield consistent results, including a description of the methods by which the applicant’s staff arrived at the conclusion that this is the case.
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3) Results of the proposed method(s) must be expressed in quantifiable terms, such as the percentage of students achieving a passing score or meeting an established standard.

b) Each application shall describe the population of students whose reading performance will be measured.

1) For purposes of demonstrating performance progress, measurement may be conducted on a districtwide basis (e.g., all fourth graders) or may involve only the students who are affected by the provision of services under this program. However, a proposed districtwide method shall be approved only if it permits disaggregation of the achievement of students who receive direct instruction in reading and/or whose reading teachers engage in staff development as a result of the funding provided pursuant to Section 2-3.51 of the School Code.

A) If measurement is to be conducted on a districtwide basis, the population of students whose performance is assessed by the proposed method(s) must include at least all the students who would be required to participate in the reading portion of the State assessment pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] if they were in grade 3 or 5.

B) If measurement is to involve only groups of students affected by the provision of services under the Reading Improvement Program, all affected students shall be included.

2) Measurement shall involve affected cohorts of students at several points in their educational careers. For example, students whose performance was measured in the fourth grade may be retested in the fifth grade to demonstrate progress.

e) Each application shall describe how the proposed method or methods will permit the applicant to demonstrate performance progress as defined in subsection (i) of this Section. If the proposed assessment methods differ from one year to the next, this description shall provide a rationale for the proposed change and specific information about how the necessary comparisons can be made.

d) Each application shall include a proposed method for measuring the impact of staff development activities on student growth in reading. (Section 2-3.51(a-10)
The proposed method shall permit linking the recipients of professional development under this grant program with the students who subsequently receive instruction from them.

c) Each application shall assure the State Superintendent that the applicant will take such measures as may be necessary to prevent inappropriate disclosure of test questions or other materials that form part of the proposed assessment method(s).

d) The State Superintendent of Education shall approve the method or methods proposed if the application complies with subsections (a) through (c) of this Section.

e) No later than 60 days after the due date established for applications, the State Superintendent shall notify each applicant whether its proposed method of measuring students’ reading skills is approved. Failure to apply in a timely manner may delay an applicant’s receipt of this response. In the case of a disapproval, the applicant shall be notified of the reason for the disapproval and of any modifications that would bring its proposed method into compliance with the requirements of this Section. An applicant may revise and seek approval of its proposed method so long as time remains in which to implement the method after its approval.

f) Each applicant shall annually report to the State Superintendent of Education its reading results for the previous school year, expressed in terms of students’ performance on at least the assessment measures approved pursuant to Section 260.55 of this Part. This report shall also include a summary of the results of the staff development provided in terms of its effects on students’ reading performance. Through the 2004-2005 school year, this report shall be made no later than November 1 in a format specified on a form to be supplied by the State Superintendent, unless an extension of the deadline is granted by the State Superintendent due to the timing of a district’s local assessment. For the results of 2005-2006 and subsequent school years, the due date for the performance report shall be June 15 for applicants not relying on ISAT reading scores and 30 days after the district’s receipt of ISAT scores for those relying on ISAT scores. An applicant that fails to submit its report of reading results in a timely fashion shall forfeit any grant funds to which it would otherwise be eligible for the affected school year pursuant to this Part, due to the necessity for the State Superintendent to calculate grant allocations and notify all districts and affected public university laboratory schools and charter schools of their eligibility and allocation amounts.
An applicant will be eligible for continued funding only if its assessment results on the approved measure(s) for the preceding year indicate that it made “performance progress” as required by Section 2-3.51 of the School Code. “Performance progress” must be demonstrated with regard to the students who received direct instruction and those whose reading instructors engaged in professional development as a result of this grant and, with respect to that group of students, means any of the following:

1) A higher percentage of students scored at or above the locally established standard on the approved measure(s) of reading performance (e.g., achieved passing scores, grade-level equivalents, criterion reference points, or local benchmarks) than in the preceding testing cycle.

2) The average score achieved by students on the approved measure(s) rose in comparison to the average for the preceding testing cycle.

3) A higher percentage of students scored in the top two quartiles on the approved measure(s) than in the preceding testing cycle, or a lower percentage of students scored in the bottom quartile.

4) An increased percentage of students moved into a higher quartile than was the case in the preceding testing cycle.

5) A higher percentage of students achieved scores in the top two categories (applicable to the State assessment).

6) The degree by which students fell short of meeting the established standard on the approved measure(s) lessened in comparison to the preceding testing cycle.

7) A lower percentage of students in grades higher than those served by this program required ongoing remedial services than in the preceding year.

8) An applicant with 90% or more of scores at or above the established standard maintained its performance in comparison to the preceding testing cycle.

Beginning with the 2001-2002 school year, the State Superintendent shall
notify any applicant whose results on its approved measure(s) of reading performance contradict its State assessment scores in reading for the students involved either grade 3 or grade 5. No later than 30 days after receipt of such notification, the applicant shall provide to the State Superintendent an analysis of this discrepancy and the applicant’s rationale for concluding that it has nevertheless made performance progress.

An applicant may appeal either disapproval of its proposed assessment method(s) or a determination that it has failed to make performance progress. In the latter case, the applicant may appeal either on the grounds that it has made performance progress or on the grounds that the factors that led to such failure were beyond the applicant’s control (e.g., the low number of students served creates a statistical problem with calculating progress). Prior to a formal appeal, however, the applicant may submit additional written information. If the information presented demonstrates that either of these conditions exists, the State Superintendent shall notify the district that it has made performance progress and no further follow-up is needed.

1) The superintendent or chief administrator of an eligible applicant may request a conference at which representatives of the applicant will have an opportunity to discuss the issues involved with representatives of the State Board of Education.

2) If a conference is held and the areas of concern are not resolved, the school board may submit an appeal by adopted board resolution. The appeal must identify the ways in which the proposed method meets the requirements of Section 2-3.51 of the School Code and this Section, the way in which the information submitted demonstrates that performance progress has been made, or the external factors that led to its inability to make performance progress, as applicable.

3) Consistent with the State Board’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. 475), the applicant will be given an opportunity to present information relevant to the issues appealed. The State Superintendent of Education will consider the appeal and make a recommendation to the State Board of Education; the State Board will issue a final written determination.

4) An applicant’s eligibility for funding shall not be interrupted for failure to make performance progress if the State Superintendent determines that
such failure was beyond the applicant’s control and that the applicant
plans to take specific steps in the immediate future to enable it to resume
making performance progress.

(Source: Amended at __ Ill. Reg. _____, effective _____________)
ILLINOIS STATE BOARD OF EDUCATION MEETING
June 15-16, 2005

TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
Jonathan Furr, General Counsel
Ginger Reynolds, Assistant Superintendent (Interim)

Agenda Topic: Action Item: Rules for Initial Review and Emergency Rules for Adoption – Part 675 (Providers of Supplemental Educational Services)

Materials: Recommended Rules

Staff Contact(s): Jon Furr

Purpose of Agenda Item
The purpose this agenda item is to present the proposed rules for the Board’s initial review and the identical emergency rules for adoption.

Expected Outcomes of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed new Part 675 and a second motion adopting the emergency rules.

Background Information
Please refer to the memorandum in the Education Policy and Planning Committee section of the Board materials for a discussion of the policy basis underlying Part 675 and the other changes to ISBE’s administration and regulation of Supplemental Educational Services.

The programmatic requirements, approval criteria, procedures, and reporting requirements for Supplemental Education Services set out in Part 675 fall within the definition of “rule” provided by the Illinois Administrative Procedure Act (“…each agency statement of general applicability that implements, applies, interprets, or prescribes law or policy…”) and therefore need to be promulgated as rules. They have not been presented for consideration before now because some aspects of the requirements have only recently been clarified through discussions with the U.S. Department of Education. The rules need to be in effect immediately, especially to enable ISBE to collect the cost and service information specified in Section 675.230(a)(3), and we have therefore determined that emergency rulemaking is needed.

Since the proposed version of the rules that will go through the regular rulemaking process is identical to the emergency rules, only the emergency version has been included in this Board packet.

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 motions:

1) The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

   Providers of Supplemental Educational Services (23 Illinois Administrative Code 675),

   including publication of the proposed rules in the Illinois Register.

2) The State Board of Education hereby adopts the emergency rulemaking for:

   Providers of Supplemental Educational Services (23 Illinois Administrative Code 675).

Next Steps
With the Board’s authorization, staff will submit the proposed rules to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Concurrently, the emergency rules will be filed with the Secretary of State so that they can take effect immediately. Means such as the Superintendent's message and the agency website will be used to inform interested parties of the effectiveness of the emergency rules and the opportunity to comment on the identical proposed rules.
# NOTICE OF EMERGENCY RULES

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

## PART 675  
**PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES**

### SUBPART A: GENERAL PROVISIONS

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### SUBPART B: FINANCIAL REQUIREMENTS

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**EMERGENCY**
STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY RULES

675.210 District Program Cost
675.220 Non-Reimbursable Expenses and Revenue Offsets
675.230 Cost Reports
675.240 Adjustments to Contract for Actual Cost

AUTHORITY: Implementing Section 1116(e) of Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6316(e)), as specified in 34 CFR Sections 200.45 through 200.48, and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].

SOURCE: Emergency rules adopted at 29 Ill. Reg. _____, effective _____________, for a maximum of 150 days.

Section 675.10 Purpose and Scope

The purpose of this Part is to establish the process by which the State Board of Education (ISBE) will approve supplemental educational service providers and verify the cost of services provided by such providers, establish reporting and records retention requirements for such providers, establish the process for placing providers in corrective action, and establish the process for terminating a provider’s services.

Section 675.20 Definitions

“District” means a local education agency, as defined in NCLB, in which one or more schools are in their second year of school improvement, in corrective action, or in restructuring status under NCLB.

“Eligible applicant” means a public school or a school district that has not been identified for improvement under NCLB, a private school, a regional office of education, an intermediate service center, an institution of higher education, a not-for-profit organization (including a faith-based or community-based organization), or a private business.
“Nationally recognized assessment” means a standardized or commercially available criterion-referenced test, assured by the provider to meet the generally accepted standards of validity and reliability set forth in “Standards for Educational and Psychological Testing” (1999) published by the American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

“NCLB” means Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, and any regulations promulgated by the federal government to implement that Act.

“Provider” means an eligible applicant approved by ISBE to provide SES to one or more districts.

“Related organization” means an entity that:

- directly or indirectly controls, or is controlled by, a provider; or
- influences, or is influenced by, the provider in terms of operational policies; or
- is controlled or influenced by another organization that also controls or influences the provider.

“SES reporting period” shall mean a twelve-month period commencing on July 1 of a calendar year and continuing through June 30 of the following calendar year. The State Superintendent of Education may, however, adjust the SES reporting period for a particular provider to accommodate reporting for summer sessions.

“Supplemental educational services” or “SES” means additional academic instruction that is provided outside of the regular school day and designed to increase the academic achievement of eligible students in schools required to provide such services in accordance with NCLB. These services may include academic assistance such as tutoring, remediation, and other educational interventions.
Section 675.30  Code of Ethics

EMERGENCY

In addition to all other requirements imposed by law, all providers of SES must abide by a code of ethics consisting of the following requirements:

a) Providers must accurately and completely describe services to consumers in terms that are easy to understand.

b) Providers must create and use promotional materials and advertisements that are free from deception.

c) Providers must not misrepresent to anyone the location of a provider’s program or the approval status of a program.

d) Providers must not publicly criticize or disparage other providers.

e) Providers must not use a district enrollment form that has the selected provider’s name pre-printed as part of the form.

f) Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and ISBE.

g) Providers must not compensate district employees in exchange for access to facilities, to obtain student lists, or for any illegal purpose. School personnel may be hired for instructional purposes only.

h) Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization.

i) Providers must not offer or advertise economic incentives or gratuities of any kind to parents or students to solicit them to select the provider for SES. Providers may not offer any incentives to potential students in the course of informational sessions.

j) During the provision of SES, providers may offer only nominal incentives to students as rewards for achievement and/or the completion of assessments and program objectives.
k) Providers must not encourage or induce students or parents to switch providers once enrolled.

l) Providers must not attempt to influence or bias parents when performing an evaluation of the provider’s services and achievement of the objectives in the student’s Individual Learning Plan.

Section 675.40 Programmatic Requirements

EMERGENCY

Each provider’s SES program shall:

a) include an appropriate, nationally recognized diagnostic assessment for use in identifying students’ weaknesses and achievement gaps upon which to build an individual student plan and learning goals, except that, for the 2005-06 reporting period, a diagnostic assessment other than a nationally recognized assessment may be used by providers approved prior to July 1, 2005, upon notification to ISBE;

b) use targeted remediation/instruction that is aimed at addressing the individual skill gaps revealed during the assessment and that is based upon an individual learning plan;

c) include a post assessment linked to the diagnostic assessment to determine whether student gains occurred and to further develop a plan for either re-teaching skills or identifying new skills for instruction;

d) align with the Illinois Learning Standards set forth at 23 Ill. Adm. Code 1, Appendix D, in the area of reading and/or mathematics;

e) be consistent with the academic program a student experiences in the regular school day; and

f) use instructional practices that are high-quality, research-based, and specifically designed to increase students’ academic achievement.
Section 675.50  Application Requirements
EMERGENCY

Each application for approval to provide SES in Illinois shall consist of the components described in this Section.

a) A summary of services that indicates:

1) the subject areas available (i.e., reading and/or mathematics);

2) the grade levels served;

3) the total program hours per student, provided that, for any program proposing fewer than 30 instructional hours per subject, the applicant must supply specific evidence that the program has resulted in increased student achievement in that subject, including verification from school district administrators in which the program has been previously provided;

4) the proposed location(s) of service delivery and, for a provider seeking to use district facilities for SES, a signed letter of understanding from the district specifying the facilities, equipment and services the district will offer to the provider;

5) the minimum number of students required by the eligible applicant in order to offer SES to a district and the maximum number, if any, for each proposed district;

6) whether the eligible applicant can provide services to students of limited English proficiency and, if so, the languages in which the eligible applicant provides instruction and the maximum number of LEP students the eligible applicant can serve in each district;

7) whether the eligible applicant can provide services to students with disabilities and, if so, the accommodations or modifications the eligible applicant can offer and the maximum number of students with disabilities the eligible applicant can serve in each district;

8) the time of day and [months during which SES will be offered;
9) the ratio of instructors to children, as determined by the provider; and
10) the districts the eligible applicant seeks to serve.

b) A rationale for the eligible applicant’s SES program, including:

1) Evidence that the program complies with Section 675.40 of this Part; and
2) Evidence of effectiveness that complies with either subsection (b)(2)(A) or subsection (b)(2)(B) of this Section.

A) General Method

i) Evidence that the program proposed in the application has a positive impact on students’ achievement in reading and/or math, particularly for low-income, underachieving students, as demonstrated by scores on the State assessment or on a nationally recognized assessment; and

ii) At least five but no more than ten letters of reference from previous clients (families, districts, or teachers) offering testimonial information on the positive impact of the program proposed in the application and including contact information, starting and ending dates of service provided, and school and district names for each reference.

B) Alternate Method

i) Evidence that the eligible applicant has a minimum of three years’ experience serving youth in the community where the eligible applicant intends to offer SES, through activities such as tutoring, mentoring or other extracurricular programs; and

ii) Evidence that the curriculum to be used by the eligible applicant has been demonstrated to have a positive impact on students’ achievement in reading and/or math, particularly for low-income, underachieving students, as...
demonstrated by scores on the State assessment or on a nationally recognized assessment; and

iii) At least five but no more than ten letters of reference from previous clients (families, districts, or teachers) offering testimonial information on the positive impact of the youth services provided by the eligible applicant and including contact information, starting and ending dates of service provided, and school and district names for each reference; and

iv) An agreement to limit services to no more than 200 children during the first two years of SES.

c) The specific procedures to be used and frequency of reports of student progress to teachers, district staff, and parents/families (including a description of how information will be provided to parents and families in a format and language they can understand).

d) A description of the qualifications of instructional staff, including such resumes and other information on qualifications as ISBE may require.

e) Proof of liability insurance in amounts deemed sufficient by ISBE to protect the district and ISBE in light of the number of students to be served by the provider.

f) Evidence that the eligible applicant possesses a sound management structure.

g) Evidence that the provider has adequate financial, organizational and technical resources to administer the proposed program.

h) Proof of legal authority to conduct business in Illinois.

i) Information on the eligible applicant’s estimated per-pupil district program cost for the minimum number of students required by the eligible applicant in order to offer SES in a district, calculated as set forth in Section 675.210 of this Part.

j) Such certifications, assurances, and/or additional information as ISBE may require in order to verify any information reported by the eligible applicant or otherwise to fulfill its duties with respect to the administration of SES.
Section 675.60  Application Process

EMERGENCY

a) Applications for approval as SES providers will be accepted only from eligible applicants and only during the two application periods established by the State Superintendent of Education each year, unless an emergency application period is needed for a particular school district to enable students to continue receiving services through the remainder of a school year as required by NCLB.

b) Upon receipt of an application, ISBE will provide it to the district in which an eligible applicant seeks to serve for the district’s general review and comment, but in particular for an assessment by the district as to whether the program is consistent with the academic program a student experiences during the regular school day. The district and ISBE may seek additional information and clarifications from the eligible applicant. These clarifications will then be made a part of the provider’s application.

c) Applications meeting the requirements set forth in Sections 675.40 and 675.50 of this Part and all other requirements of NCLB will be approved.

Section 675.70  Reporting Requirement

EMERGENCY

The requirements of this Section shall apply to reporting periods that begin on or after July 1, 2005.

a) Each provider shall be required to use a tracking system for student enrollment and progress developed by ISBE.

b) Within 45 days after a provider’s conclusion of SES for the SES reporting period, the provider shall submit a report to ISBE and to each district in which the provider operates. This report shall include:

1) information on the students served;

2) details of any complaints received from teachers or parents;
3) the percentage of students meeting the academic goals set out in their Individual Learning Plans;

4) based upon a survey form prescribed by ISBE of all parents of children in the program, a report on the percentage of parents who:
   A) agree with the provider’s assessment of their respective students’ achievement of the academic goals; and
   B) are satisfied with the services provided to their children;

5) for any provider with a rating lower than 80% under either subsection (a)(4)(A) or subsection (a)(4)(B) of this Section, a description of specific actions the provider will take over the next SES reporting period to better inform parents regarding students’ progress and/or increase parental satisfaction with the provider’s services;

6) updates and revisions to any information set forth in the provider’s approved application (including the submission of all information required by Section 675.50 of this Part not previously reported by the provider); and

7) an assurance that all other information set forth on the provider’s approved application, as may be updated from time to time, remains true and correct.

c) ISBE may request additional information from a provider that may be necessary for ISBE to verify any information reported by the provider or otherwise to fulfill its duties with respect to the administration of SES.

d) Providers failing to submit timely and complete reports shall not be included on the list of eligible providers for the following SES reporting period.

Section 675.80 Retention of Records; Access to Premises

Each provider and its contractors shall maintain books and records relating to the provision of SES and necessary to support amounts charged to districts for SES. Books and records, including information stored in databases or other computer systems, shall be maintained by the
provider and its contractors for a period of five years after the date of final payment under the district’s agreement with the provider. Books and records required to be maintained under this Section shall be available for review or audit by representatives of ISBE during normal business hours, with or without notice from ISBE. The provider and its representatives shall fully cooperate with any such review or audit. Each provider shall also grant representatives of ISBE full access to any site at which the provider offers SES for purposes of observing and monitoring program activities.

Section 675.90 Sanctions

EMERGENCY

a) A provider shall be deemed to have failed to contribute to increased student proficiency relative to State academic content and achievement standards and may be removed from the State-approved list either overall or for a particular district, if, for two consecutive SES reporting periods, no more than 70 percent of the students served meet the academic goals set forth in the students’ respective Individual Learning Plans.

b) If no more than 70 percent of the students in a provider’s program (overall, or for a particular district) meet the academic goals set forth in the students’ respective Individual Learning Plans for one SES reporting period, the provider shall, within 75 days after the conclusion of services for that period, submit to State Superintendent of Education for approval a corrective action plan detailing how the provider intends to improve the deficiencies in its program. If the provider does not undertake all actions set forth in an approved corrective action plan during the following SES reporting period, the provider shall be removed from the list of State-approved providers.

c) The State Superintendent of Education may require corrective action of a provider if compliance issues are raised through ISBE’s monitoring of the provider’s program. Providers placed in corrective action under this subsection (c) shall, within 30 days after receiving notice to this effect, submit to the State Superintendent of Education for approval a corrective action plan detailing how the provider intends to improve the deficiencies in its program. A provider shall be removed from the State-approved list if it fails to meet the requirements of its corrective action plan by the end of the SES reporting period following the provider’s placement into corrective action.
d) The State Superintendent of Education may immediately suspend a provider’s services if ISBE determines that a threat exists to the health or safety of students.

e) The State Superintendent of Education may remove a provider from the State-approved list upon 30 days’ written notice if the provider has engaged in illegal or deceptive practices, violated any assurance or aspect of its application to ISBE, falsified any information on its application or other reports to ISBE, or otherwise violated State or federal law.

f) A provider may appeal its removal from the State-approved list by submitting an appeal to ISBE specifying the basis upon which it believes its removal is not in accordance with this Part or other applicable law. The provider will be given a hearing in accordance with the State Board’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

g) Any corrective action or termination rights ISBE has pursuant to this Part may be exercised solely with respect to the provider’s program in one or more schools or districts, if the performance issues are localized.

Section 675.100 Public Information

EMERGENCY

All information submitted to ISBE pursuant to this Part, and the provider’s status in terms of corrective action, may be publicly reported by ISBE in any manner ISBE deems necessary to inform the public of the services offered by the provider.

Section 675.150 Provider’s Relationship with District

EMERGENCY

a) A district may impose reasonable administrative and operational requirements through its agreements with providers that are consistent with requirements imposed generally on the district’s contractors and that do not limit educational options for parents.

b) Districts may, but are not required to, allow the use of district facilities for SES. If a district determines that one or more facilities have a limited capacity to accommodate multiple providers for such reasons as limited available classroom space or a limit to the district’s administrative capacity to oversee multiple
contractors, the district may select those providers using an equitable selection process that considers the provider’s cost of services and other reasonable administrative and operational criteria consistent with criteria generally used by the district in the selection of contractors.

c) A school district may, with notification to the State Superintendent of Education, terminate the services a provider is providing to a particular student if the provider is unable to meet the student’s specific achievement goals within the timetable set out in the agreement between the district and the provider.

d) For any other termination of services by a school district, the district shall provide prior written notification to the State Superintendent of Education if the district intends to terminate the services of a provider throughout the district or at a particular school.

1) The State Superintendent of Education shall require information from both the provider and the district to determine the validity of the complaint and to determine whether a corrective action plan should be implemented to address the complaint.

2) Upon receipt and review of information from both the district and provider, the State Superintendent of Education shall determine whether the district should be allowed to proceed with the termination.

SUBPART B: FINANCIAL REQUIREMENTS

Section 675.200 Financial Framework for SES EMERGENCY

a) Under NCLB, the per-pupil amount a provider is permitted to charge for SES is limited to the lesser of:

1) the district’s per-pupil allocation under Part A of Title I of NCLB; or

2) the actual cost of the services (hereafter, “actual cost”).

b) Each provider shall demonstrate its actual cost through ISBE’s application and annual reporting processes, as set forth in this Part. Each provider shall be
required to determine its actual cost for each district in which the provider offers SES.

c) A provider’s actual cost for a particular district during an SES reporting period shall consist of its district program costs (see Section 675.210 of this Part) divided by the total number of students enrolled in the provider’s program as calculated in accordance with Section 675.230(a)(2) of this Part.

Section 675.210 District Program Cost

a) A provider’s district program cost shall consist of the cost categories described in this subsection (a).

1) Direct program expenses caused directly by and related directly to the provision of SES within a district. Subcategories of direct program expenses include:

A) Program staff salaries or wages, payroll taxes, and fringe benefits (limited to staff having direct contact with students who receive services);

B) Program consultants having direct contact with students who receive services;

C) Program-related materials, supplies, and equipment (items costing more than $500 and having a useful life of more than one year must be capitalized and depreciated on a straight-line basis);

D) Snacks for program participants, provide that such snacks do not consist of confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50 percent pure fruit juice, tea, coffee, or other foods or beverages designated as “competitive foods” by the State Board of Education pursuant to 23 Ill. Adm. Code 305 (School Food Service).

E) Program Insurance – All liability, malpractice, personal injury, and other types of insurance not reported as property insurance or as employee benefits; and
F) Other (must be specified).

2) Occupancy expenses for facilities housing SES program activities. Subcategories of occupancy expenses include:

A) Lease, rental, or property taxes (less any revenues received from portions of a building not used for SES programs);

B) Operations and maintenance of buildings and equipment (including janitorial, building and grounds, and other maintenance supplies, equipment maintenance, utilities, telecommunications, and property/building insurance);

C) Housekeeping, maintenance, and security (including staff salaries, payroll taxes, and fringe benefits);

D) Mortgage and installment interest;

E) Operating interest; and

F) Other (must be specified).

3) Curriculum expenses directly attributable to the development of curriculum by the provider for its SES program and training costs directly attributable to the training of instructional staff. Subcategories of curriculum and training expenses include:

A) Salaries or wages, payroll taxes, and fringe benefits for staff engaged in curriculum development;

B) Salaries or wages, payroll taxes, and fringe benefits for staff performing training; and

C) Other (must be specified).

4) Administrative and general expenses not directly attributable to the provision of SES within a district (other than costs reported for curriculum and training), including expenses for all staff, facilities, supplies, and
equipment not used in direct connection with SES program activities (i.e., staff not having regular contact with SES students, and supplies and equipment not used during the delivery of SES at a particular site). Subcategories of administrative and general expenses include:

A) Salaries or wages, payroll taxes, and fringe benefits for all executive, administrative, managerial, office, and clerical employees not having direct contact with students who receive services;

B) Legal and accounting services and other administrative consultants;

D) Operations and maintenance of buildings and equipment – not assigned to program;

E) Materials, supplies, and equipment – not assigned to program;

F) Lease, rental, or property taxes for facilities not serving as a primary location for the delivery of SES (less any revenues from the rental of portions of the facility);

G) Distributions to shareholders; and

H) Other (must be specified).

b) Multiple Districts Served

If a provider serves multiple districts (either within or outside of Illinois), the provider’s expenses in the categories outlined in subsections (a)(3) and (4) of this Section must be prorated, first in accordance with the percentage of time applicable to SES in general, and second in accordance with the percentage of students served within each district. (Example: a provider’s program manager earns an annual salary of $100,000 and spends 50 percent of her time managing the provider’s SES programs throughout the nation and the remainder of her time performing educational consulting services for districts. The provider serves 5,000 students in its SES programs nationwide, 1,000 of whom are within an Illinois district. $10,000 of her salary may be reported as an actual cost of providing SES within that district. ($100,000 x .5 x .2 = $10,000.))
Section 675.220 Non-Reimbursable Expenses and Revenue Offsets

EMERGENCY

a) The expenditures discussed in this subsection (a) shall be non-reimbursable costs and shall not be calculated or reported as part of a provider’s district program cost.

1) Expenses resulting from transactions with related organizations that are greater than the expense to the related organization. Providers may be required to submit evidence to substantiate or refute any claim of relatedness in determining allowable costs.

2) Non-straight-line depreciation.

3) Bad debt.

4) Special benefits to owners, including owner and keyman life insurance, except insofar as required by lending institutions.

5) Charity grants.

6) Entertainment expenses.

7) Fund-raising.

8) Interest payments related to a provider’s assets that are unrelated to an SES program.

9) Costs incurred by owners for non-SES activities, including that portion of overhead that should be allocated to these activities.

10) Printing expenses unrelated to the program.

11) Lobbying activities.

12) Transportation of students to and from SES activities.

13) Meals provided to students enrolled in SES programs.
14) Confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50 percent pure fruit juice, tea, coffee, or other foods or beverages designated as “competitive foods” by the State Board of Education pursuant to 23 Ill. Adm. Code 305.

15) Fines and penalties.

16) Payments of principal on mortgages or loans.

17) Asset acquisition costs for items whose costs exceed $500 and have a useful life of one year or more.

18) Legal expenses incurred for non-program activities or for litigation against governmental entities.

19) Severance pay.

20) Sales tax (in the case of not-for-profit organizations).

21) Income tax.

22) Costs of public relations, marketing, and advertising.

23) Incentives of any kind to students, including but not limited to incentives as rewards for achievement and/or the completion of assessments and program objectives.

24) Economic incentives or gratuities of any kind to parents.

b) Any revenue received by the provider for the provision of SES from any source other than the district shall be offset against the provider’s district program costs.

Section 675.230 Cost Reports

EMERGENCY

a) Year-End Requirements
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1) For each SES reporting period beginning on or after July 1, 2005, each provider shall report to the State Board of Education, no later than June 1 and using a form provided by ISBE, the provider’s district program cost for each district the provider served. The information reported shall be based on the provider’s district program costs through April 15.

   A) If the provider will continue services beyond April 15, the provider must indicate the percentage of its program completed through April 15.

   B) Each provider shall identify all transactions with related organizations.

   C) Each non-governmental provider serving more than 50 students within a district must include with its report a letter indicating that the reported information has been reviewed and is fairly presented. This letter shall be provided by a Licensed Certified Public Accountant (CPA) who is licensed pursuant to the Illinois Public Accounting Act [225 ILCS 450] and eligible to perform audits pursuant to Circular A-133 issued by the federal Office of Management and Budget. As evidence of eligibility, the CPA firm shall furnish and the provider shall submit the most current peer review report relative to the CPA firm and the corresponding acceptance letter from the state CPA society, the American Institute of Certified Public Accountants, or the Practice Section of the Securities and Exchange Commission.

2) Each provider shall report the number of students enrolled in the provider’s program during each SES reporting period. If a student’s services are terminated during the SES reporting period, the student shall be reported in accordance with the percentage of the program completed prior to termination of services. For example, a student who completed 60 percent of the provider’s program prior to termination of services should be reported as .6 of a student on the provider’s cost report.

3) All providers on the State-approved list as of June 16, 2005, shall report to ISBE, no later than July 15, 2005, and using a form provided by ISBE, the information required by subsections (a)(1) and (a)(2) of this Section for each district the provider served for the period from July 1, 2004, through
June 1, 2005. If the provider will continue services beyond June 1, 2005, the provider must indicate the percentage of its program completed through June 1. By October 1, 2005, each non-governmental provider serving more than 50 students within a district shall also submit a letter from a Licensed Certified Public Accountant who provides evidence of meeting the requirements of subsection (a)(1)(C) of this Section, indicating that the information has been reviewed and is fairly presented.

b) Additional Requirement for New Providers

Within thirty days after the closure of the enrollment period within each district served, each newly approved provider must submit to ISBE adjusted estimates of its actual per-pupil cost of service, based upon the number of students enrolled in the provider’s program within each district served.

Section 675.240 Adjustments to Contract for Actual Cost

EMERGENCY

a) The initial per-pupil contract amount set forth in the provider’s contract with a district shall be the lesser of:

1) the district’s per-child allocation under Part A of Title I of NCLB; or
2) the actual cost for the preceding SES reporting period as reported to ISBE pursuant to this Part, adjusted for:

A) inflation as applicable to elementary and secondary schools in accordance with the Employment Cost Index published by the Bureau of Labor Statistics (see Table 2b, Employment Cost Index (Compensation), State and Local Government Workers, by Occupation and Industry Group); and

B) if applicable, the provider’s intended use of district facilities and whether such use, described in the provider’s letter of understanding with the district, can be expected to result in lower provider costs through:

i) operational savings,
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ii) the value of real estate provided by the district; or

iii) the business advantages resulting from access to the district’s facilities.

b) If permitted in the provider’s contract with the district, the district may withhold no more than 20 percent of the total amount payable to the provider until such time as the provider reports to ISBE its district program costs and the number of students enrolled during the SES reporting period to which the contract relates. If the actual cost for the SES reporting period to which the contract relates is less than the initial per-pupil contract amount set forth in the contract, and provided the contract permits a cost adjustment, the district shall be responsible for paying to the provider only the actual cost of services for the SES reporting period to which the contract relates.

c) Nothing in this Section shall affect the validity of any contracts in effect between districts and providers as of June 16, 2005.
ILLINOIS STATE BOARD OF EDUCATION MEETING
June 15-16, 2005

TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
Jonathan Furr, General Counsel
Linda Mitchell, Chief Financial Officer
Ginger Reynolds, Interim Director

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

Materials: Recommended Rules

Staff Contacts: Dennis Williams and Tim Imler

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

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

Background Information
Two separate aspects of Part 1 are involved in the present set of amendments.

Pupil Transportation
Existing Section 1.510 is being expanded to encompass nearly all the material in Part 275 of the rules (Pupil Transportation) that is still current. A new Section 1.515 is also being added to set forth the training requirements for individuals who train school bus drivers. Insertion of this material will allow ISBE to repeal Part 275 in its entirety and include all district transportation-related requirements in one location.

Qualifications of Personnel
All the revisions in Section 1.630 are being made for technical reasons only. Since this Section was amended last year, it has been clarified that individuals who only conduct parental involvement activities and do not perform any other paraprofessional duties are not required to be qualified as paraprofessionals, so that illustration is being struck from subsection (b)(1). At the same time, we think it advisable to insert into subsection (b)(3) some additional language that conveys specific federal requirements for the work of individuals who provide instructional support (paraprofessionals). Finally, there will be new material in Part 25 setting forth requirements for educational interpreters, so subsection (e) will be incomplete without the insertion of a reference to those provisions.

Most of the changes in Sections 1.720, 1.745, and 1.755 will eliminate a discrepancy in requirements that resulted from the comprehensive changes that took effect June 1, 2004.

At the time of that rulemaking, it was our intention not to change the requirements for teachers in the departmentalized middle grades because other work on middle-grades credentials was in progress. Therefore the existing requirements in Section 1.720 were stated to remain in place and to apply as exceptions to the new provisions for endorsements that are found in Section 25.100 of the rules for certification. The subject-area requirement for a middle-grades endorsement involves 18 semester hours of college credit, and the requirement for reading at all grade levels was also 18 semester hours until the rules changed in June of 2004. As a result, 24 semester hours are now required for reading at the elementary and high school levels, but only 18 hours are required in the middle grades. The same situation exists with respect to library information specialists, and we know that the 24-18-24 “hourglass”
is leading to confusion in the field. It seems far preferable to make the requirements for these fields uniform across all grade levels.

With this in mind, new language is being inserted into subsections (a)(4) and (5) of Section 1.720, which deal with these two fields in the middle grades. The effect of these changes will be to institute the 24-semester-hour requirement at the middle grades. By extending the time period during which applications for endorsements in reading based on the 18 semester hours can be accepted, we will give adequate notice of the change. The same extension will be afforded to those at other grade levels as well. The rule is also being changed so that, like deficiency statements for endorsements in other fields, these will be honored for one year after their date of issue.

The new subsection (b)(4) in Section 1.720 is intended to clarify that assignment based on meeting minimum requirements is also available in the middle grades.

The amendment to Section 1.737 makes clear that, for teachers of safety and driver education, the “minimum requirements” are the same as the long-standing requirements for the endorsement. There is no content-area test in this field, so there is no feasible way to set minimum requirements different from the full requirements for the endorsement.

These amendments were presented for the Board’s initial review at the March 2005 meeting and were subsequently published in the Illinois Register to elicit public comment. One letter was received from an individual who supported the extension of the deadline for receiving reading endorsements on the basis of 18 semester hours. Thus no changes are needed in the rules in response to public comment.

**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.
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NOTICE OF ADOPTED AMENDMENTS

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: SCHOOL RECOGNITION REQUIREMENTS

Section 1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 Quality Assurance Reviews
1.40 Student Performance and School Improvement Requirements (Repealed)
1.50 State Assessment
1.60 Operational Compliance (Repealed)
1.70 Effective Dates of Accreditation (Repealed)
1.80 Academic Early Warning and Watch Lists
1.85 Revisions to School Improvement Plans
1.90 System of Rewards and Recognition
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Powers and Duties
1.220 Duties of Superintendent
1.230 Board of Education and the School Code
1.240 Equal Opportunities for all Students
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180
1.260 Commemorative Holidays to be Observed by Public Schools
1.270 Book and Material Selection
1.280 Discipline
1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
1.290 Absenteeism and Truancy Policies
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SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
1.310 Administrative Responsibilities
1.320 Duties
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 Drivers
1.520 School Food Services
1.530 Health Services
1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section
1.610 Personnel Required to be Qualified
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
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)

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SUBPART E: SUPPORT SERVICES

Section 1.510 Transportation

a) Section 29-3 of the School Code [105 ILCS 5/29-3] requires the school boards of certain school districts to provide free transportation to pupils as delineated in that Section. These school districts may provide free transportation to other students in accordance with the remaining applicable provisions of Article 29 of the School Code [105 ILCS 5/Art. 29]. Districts that are not required to provide free transportation may do so at their option. School boards of community consolidated districts, community unit districts, consolidated districts, and consolidated high school districts shall provide free transportation for pupils residing at a distance of one and one-half miles or more from any school to which they are assigned for attendance, maintained within the district except for those pupils for whom the school board shall certify to the Superintendent of Education

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that adequate transportation for the public is available. Free service may be provided for other students pursuant to Article 29 of The School Code.

b) Each district seeking State reimbursement for pupil transportation shall comply with the provisions of Article 29 of The School Code, Section 29-4, to qualify for reimbursement.

c) Each district that is required to provide free transportation has the responsibility of providing sufficient buses for transporting all eligible pupils and making certain such equipment is properly maintained in an effective and safe condition.

d) Each school district is required to conform to the equipment standards and regulations established by the Department of Transportation. Standards for school bus drivers are established by the State Board of Education in "Information for School Bus Drivers." The local school district shall give special attention to instructing students in safety measures and proper conduct.

e) Each local school board that provides transportation shall designate a person under its direct supervision to ensure adherence to all laws and regulations affecting safe pupil transportation.

f) School bus routing is the responsibility of the local school board. School districts shall arrange school bus stops to maximize safety, so that buses will not have to back up, and so that crossing arms will not infringe upon pedestrian crosswalks or cross streets. School buses are not required to enter private property.

g) Local school boards shall institute policies and practices that promote the safety and well-being of school bus passengers, including provisions that support Section 10-22.6(b) of the School Code [105 ILCS 5/10-22.6(b)]. Local school boards shall require that all school bus drivers who transport pupils have been trained as discussed in Section 1.515 of this Part. The requirements set forth in subsections (h) through (n) of this Section shall serve as minimum statewide requirements for operating a school bus. Transportation for students who receive special education and related services shall be as set forth in the State Board’s rules for Special Education (23 Ill. Adm. Code 226). Local school boards may adopt more stringent requirements, at their discretion.

h) Operation of the Bus by the Driver
1) The service door shall be closed at all times when the bus is in motion.

2) Windows shall not be lowered below the stop line painted on the body pillar.

3) The emergency door shall be unlocked but securely latched when operating the school bus.

4) The driver shall not leave the bus while the motor is running.

5) The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.

6) The school bus signs shall be displayed only when the bus is being used for official school transportation.

7) The required alternately flashing warning lights and stop arm shall be used only when stopping to receive or discharge students.

8) The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.

9) The driver shall not permit a weapon or explosive of any kind on the bus.

10) The driver shall not smoke when operating a school bus.

i) Passenger Treatment and Supervision

1) All passengers shall be seated when the bus is in motion.

2) Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than on a seat for breach of discipline.

j) Loading and Unloading

1) When children are picked up and must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so.
2) The driver on a regular route shall not be expected to wait for a tardy student and may proceed on a timely route if the student is not in sight.

3) At school, the bus shall be driven onto the school grounds to discharge pupils or they shall be otherwise discharged so they will not have to cross a street if at all possible. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to a point at least ten feet in front of the bus on the shoulder of the roadway and shall direct them to remain there until a signal is given by the bus driver for the students to cross.

4) A driver shall not allow a student to get off the bus at any place other than the student’s designated discharge point unless permission is granted by the proper school official.

5) If a loading zone is not visible to traffic approaching from either direction, the district shall notify the Illinois Department of Transportation and request a determination as to the need to erect appropriate signs.

k) Permitted Occupants

1) The manufacturer’s capacity for a bus shall not be exceeded.

2) Only persons authorized by the school district shall be allowed to ride school buses. Except with the permission of school authorities, the driver shall transport no school children with animals. Any animal transported shall be properly confined at all times when it is on a school bus.

l) Accidents

1) In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate the students or to have them remain on the bus.

2) All accidents shall be reported immediately to the appropriate school officials.
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3) A completed copy of the Illinois Department of Transportation’s “Motorist Report of Motor Vehicle Accident Form” (SR-1) shall be forwarded to the regional superintendent immediately after any accident.

4) In case of a death that occurs as a result of a school bus accident, the responsible district official shall immediately notify the regional superintendent by telephone.

m) Railroad Crossings

Each driver of a school bus shall stop at all railroad crossings except where protected by a human flagman or law enforcement officer or marked as having been exempted by the Illinois Commerce Commission pursuant to Section 11-1202 of the Illinois Vehicle Code [625 ILCS 5/11-1202].

1) The driver shall stop between 15 and 50 feet in front of the first rail. While stopped, the driver shall open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, he or she shall close the door, then proceed completely across the grade crossing without changing gears.

2) A driver who has stopped at a railroad crossing that is protected only by flashing lights and who determines that no train is, in fact, approaching (i.e., a malfunction is apparent) may proceed despite the warning lights, provided that he or she has complied with the requirements of subsection (m)(1) of this Section.

3) The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.

n) School Bus Crossing Arm

1) A school bus driver shall use the school bus crossing arm whenever the bus stops to allow students to enter or leave the bus. The driver shall allow sufficient space for the full extension of the crossing arm without infringing on other vehicles, other obstacles, the pedestrian crosswalk, or a cross street. However, a driver may omit using the crossing arm at school loading areas where school buses are parked bumper to bumper or when
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extending the crossing arm would impede pedestrians’ crossing, extend into the adjacent cross street, or collide with another object or vehicle.

2) A school bus driver shall report to the affected school district any instance when the crossing arm cannot be used as required. School districts shall use this information in evaluating school bus routes and pickup and dropoff points. Districts shall retain these records in a manner consistent with their retention policies applicable to other records.

3) A school bus shall not be used if its crossing arm is found to be inoperable during the pre-trip inspection, or if the crossing arm has malfunctioned and has not yet been repaired.

4) If a crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs and may complete the route if permitted to do so by local board policy.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 1.515 Training of School Bus Drivers

Initial and refresher training is required of all school bus drivers by Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1]. Pursuant to Section 3-14.23 of the School Code [105 ILCS 5/3-14.23], regional superintendents of schools are responsible for conducting training programs for school bus drivers. These programs shall be established by the State Board of Education and approved by the Secretary of State pursuant to the Secretary's rules for Transportation (92 Ill. Adm. Code 1035).

a) Section 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to this certification.

1) The person must be at least 21 years of age.

2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current teaching certificate endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.
3) The person must provide evidence of having completed a course in first aid from the American Red Cross, the American Heart Association, or another national organization that is recognized by the Illinois Department of Public Health.

4) The person must have assisted a certified instructor in conducting an initial school bus driver training course and a refresher course; the person must also have taught each of these types of courses under the observation of a certified instructor and have received a satisfactory evaluation of overall teaching performance.

5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individual(s) in question and using a form supplied by the State Superintendent of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.

b) The State Superintendent shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.

c) The regional superintendent shall be responsible for notifying the employers of all bus drivers who complete initial or refresher training courses.

(Source: Added at 29 Ill. Reg. _____, effective ______________)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section 1.630 Noncertificated Personnel

a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils.

b) Paraprofessionals; Teacher Aides
1) School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel as paraprofessionals (or “teacher aides”) to assist in the instruction of pupils, so long as each noncertificated individual is under the immediate supervision of a teacher who holds a valid certificate and is directly engaged in teaching subject matter or conducting activities (see Sections 10-22.34 and 34-18 of the School Code). To “assist in the instruction of pupils”, i.e., to serve as a paraprofessional, means to support teachers through interactions with students that will help them master curricular content, such as by tutoring; or to assist with classroom management, such as by organizing instructional materials; or to assist with parental involvement activities.

2) Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2005, in a program that serves students with disabilities shall be subject to this requirement as of July 1, 2007.

3) Each paraprofessional shall be under the direct supervision and control of a fully certificated teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully certificated teacher. The certificated teacher shall be responsible for planning the activities to be conducted by the paraprofessional and for evaluating the pupils with whom the paraprofessional works. The certificated teacher shall be continuously aware of the paraprofessional’s activities, i.e., the teacher shall be responsible for controlling the paraprofessional’s activities and shall be able to modify them at any time.

4) Paraprofessionals shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students’ scholastic activities.

5) Each school district shall:
A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;

B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval and evidence that he or she has met the relevant requirements of 23 Ill. Adm. Code 25.510; and

C) be responsible for ensuring that no individual is employed as a paraprofessional without a statement of approval, except as permitted under subsection (b)(2) of this Section, and that paraprofessionals are assigned only to tasks for which their approval is valid.

c) School boards may designate noncertificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools (see Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).

d) School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (see Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b]).

e) Needed and necessary noncertificated Noncertificated personnel in special education programs under contract to the local board of education, other than paraprofessionals, shall be governed by 23 Ill. Adm. Code 226 (Special Education). Also, beginning July 1, 2006, educational interpreters for persons who are deaf or hard of hearing shall be approved pursuant to 23 Ill. Adm. 25.550 (Approval of Educational Interpreters).

(Source: Amended at 29 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. 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), unless 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 areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 5 semester hours in the other instructional area.

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 areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 9 semester hours in the other instructional area. 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; and
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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:
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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 29 Ill. Reg. ____ , effective _____________)

Section 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004

a) Beginning July 1, 2004, no teacher may be assigned to teach a particular subject in any of grades 9 through 12 unless he or she holds a certificate that is valid for the grade level or levels to be taught and:

1) holds the applicable endorsement for the subject area (and, in the case of the provisional vocational certificate, has also completed the work experience required pursuant to subsection (c) of this Section); or

2) met the requirements of Section 1.730, 1.735, or 1.736 of this Part, or their predecessor requirements, at a time when they were applicable to that assignment, as confirmed by the employing district’s verification of the individual’s qualifications; or

3) meets the minimum requirements for that assignment identified in subsection (b) of this Section and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or

4) meets the requirements of Section 1.745 of this Part, if applicable; or

5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).
b) Beginning July 1, 2004, the provisions of this Section shall replace those of Sections 1.730, 1.735, and 1.736 of this Part as one basis upon which school districts and other entities subject to this Part may assign individuals to teach specific subjects. The qualifications identified in this subsection (b) are not the same as those for the respective endorsements, nor are they intended to match the requirements for identification as a “highly qualified” teacher in any particular subject area. Each individual who is first assigned to a subject area based upon the qualifications delineated in this subsection (b) shall be subject to the requirement for acquiring an endorsement in the respective field within three years after the date of assignment, in accordance with 23 Ill. Adm. Code 25.100(l). For purposes of the applicability of this requirement, an individual shall be considered “first assigned” to any field in which he or she has not taught in Illinois prior to July 1, 2004.

1) For agricultural education; visual or drama/theatre arts; business, marketing, and computer education; dance; English language arts; health education; health careers; family and consumer sciences; technology education; mathematics; music; physical education; biology; chemistry; earth and space science; environmental science; physics; economics; geography; history; political science; psychology; sociology and anthropology: 24 semester hours in the field.

2) For foreign language: 20 semester hours in the language (unless 23 Ill. Adm. Code 25.85 or 25.86 applies).

3) For safety and driver education: The 16 semester hours in the field that are specified in Section 1.730(q) of this Part shall continue to apply.

4) For assignments in reading, the requirements of Section 1.745 of this Part shall apply.

c) Additional Requirements for Career and Technical Education

1) Assignments at the “skill-level” (grades 11 and 12) in reimbursable career and technical education generally require 2,000 hours of work experience in the area to be taught or, for more than one area, a total of 2,000 hours with no fewer than 250 hours in each area taught. A district may, however, employ an individual who holds a secondary certificate with the
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appropriate career and technical education endorsement but who has not completed 2,000 hours of work experience in the occupational area to be taught, provided that the individual acquires this experience in paid employment outside the teaching profession within four years after the date of first assignment. The employing entity shall maintain records to substantiate this experience, which may include written statements from former supervisors who can be reached for verification or, in cases where supervisors are no longer available to verify the individual’s employment, affidavits by the applicant’s instructors describing the work experience.

2) A teacher who is eligible under this Section to provide skill-level instruction in a particular area shall also be eligible to serve as a coordinator of either a specific cooperative education program or interrelated cooperative education, provided that he or she has also completed six semester hours of coursework in the organization and administration of cooperative education.

3) A teacher serving as a coordinator of cooperative education for special education students shall be required to meet the requirements for assignment as a special education teacher rather than those for assignment as a teacher of career and technical education, except that an individual serving in this capacity shall be required to have completed 2,000 hours of work experience as provided in subsection (c)(1) of this Section and six semester hours of coursework in the organization and administration of cooperative education.

(Source: Amended at 29 Ill. Reg. _____, effective ______________)
Section 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004

a) The “reading teacher” endorsement is valid only for teaching reading to students, while the “reading specialist” endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(i)).

b) Beginning July 1, 2004, no individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual or reading instruction provided in departmentalized grades 5 through 8, or to serve as a reading specialist unless he or she holds a certificate valid for the grade level or levels of the assignment and:

1) holds the endorsement appropriate to the assignment; or

2) met the requirements of Section 1.720 or Section 1.740 of this Part, as applicable to the grade level served, 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

3) presents evidence of having completed 24 semester hours of college coursework in reading on or after July 1, 2005, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or

4) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 1.755 Requirements for Library Information Specialists Beginning July 1, 2004

Beginning July 1, 2004, no individual shall be assigned to provide library and audio-visual services to students, teachers and other school personnel unless he or she holds a certificate that is valid for the grade level or levels of the students to be served and:
a) holds an endorsement for Library Information Specialist or a comparable, previously issued endorsement such as Media or Library Science; or

b) met the requirements of Section 1.720 or Section 1.750 of this Part, as applicable to the grade level served, 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

c) presents evidence of having completed 24 semester hours of college coursework in the field on or after July 1, 2006, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(l); or

d) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
       Jonathan Furr, General Counsel
       Ginger Reynolds, Assistant Superintendent (Interim)

Agenda Topic: Action Item: Rules for Adoption – Part 25 (Certification)

Materials: Recommended Rules (mailed under separate cover)

Staff Contact(s): Dennis Williams

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

Expected Outcomes of Agenda Item
The Board will be asked to adopt a motion adopting the proposed amendments to Part 25.

NOTE: These amendments were presented for the Board’s initial review at the March 2005 meeting and were subsequently published in the Illinois Register to elicit public comment. Thirty-five letters were received. The issues raised are currently being summarized and related recommendations prepared. The summary and analysis will be sent as soon as it is complete, and the version of the rules that will be presented for adoption will include changes recommended in response to the comments received.

Background Information
This set of amendments addresses a number of disparate issues and makes several technical corrections as well.

   Accessibility of Special K-12 Certificates and Supervisory Endorsements
   (Sections 25.37 and 25.497)

Section 25.37 sets forth the method by which subsequent certificates may be issued. This rule is being amended to address a shortage of teachers who are able to serve as department chairs and supervise other staff, by making the special K-12 certificate available to certain teachers as a subsequent certificate via a streamlined procedure. Section 21-4 of the School Code authorizes special certificates to be endorsed for supervision, but that same authorization is not provided for early childhood, elementary, or secondary certificates. However, there are not many preparation programs leading to issuance of a special certificate in various subject areas. Consequently many high school teachers hold secondary certificates, and high schools may lack sufficient personnel authorized to perform certain supervisory functions.
An individual who holds a secondary certificate has completed a great deal of the requirements for the special certificate in the same subject area: an approved program, the coursework required in a major field of specialization, the pre-student teaching clinical experience, and the student teaching (and, in all recent cases, the basic skills test and content-area test). We believe that the “gap” between the secondary certificate and the special certificate can be filled adequately by requiring passage of the assessment of professional teaching that is relevant to the special certificate, since that is the test that encompasses the Illinois Professional Teaching Standards, technology standards, and English language arts standards that apply to all teachers across the full range of grades.

Therefore, it appears that ISBE can reasonably facilitate secondary teachers’ access to supervisory endorsements by first enabling them to attain K-12 certification by this means. If they meet the additional requirements for supervision that are imposed by Section 21-4 of the School Code, they would then be able to serve as department chairs.

Section 25.497, which currently discusses only supervisory endorsement of the school service personnel certificate, is being revised to acknowledge the availability of these endorsements on teaching certificates as well. The relevant sections of the School Code establish the same requirement for graduate-level coursework in each case, and that requirement does not need to be restated in the rule. The rule needs only to establish the content that the coursework is required to address.

Requirements for Teachers in the Middle Grades
(Section 25.100)

The revision to Section 25.100(k) will eliminate a discrepancy in requirements that resulted from the comprehensive changes that took effect June 1, 2004.

At the time of that rulemaking, it was our intention not to change the requirements for teachers in the departmentalized middle grades because other work on middle-grades credentials was in progress. Therefore Section 25.100(k) stated that the existing requirements in Section 1.720 would remain in place and would apply as exceptions to the new provisions for endorsements. The subject-area requirement for a middle-grades endorsement involves 18 semester hours of college credit, and the requirement for reading at all grade levels was also 18 semester hours until the rules changed in June of 2004. As a result, 24 semester hours are now required for reading at the elementary and high school levels, but only 18 hours are required in the middle grades. The same situation exists with respect to library information specialists, and we know that the 24-18-24 “hourglass” has led to confusion in the field. Because the generally applicable requirements for these two fields have been increased, it seems far preferable to make the requirements for these fields uniform across all grade levels.

Requirements for School Social Workers and School Counselors
(Sections 25.215 and 25.225)

The changes in these two Sections represent a technical correction only. Section 25.720 has been revised to reflect recent legislative changes that affect testing for out-of-state candidates, and the related internal cross-references need to be updated. This correction is also being made at this time in Section 25.245, whose substantive aspects are discussed below.
Requirements for School Nurses
(Sections 25.245 and 25.425)

The current rule for school nurses requires an evaluation of the preparation of out-of-state applicants with respect to the relevant content-area standards. Rather than requiring these applicants to seek certification through Illinois approved programs, the certification staff has recommended a simpler method relying upon the existing degree and licensure requirements, the completion of an out-of-state program or certificate, and the Illinois standards-based examination. This change requires a corresponding change in Section 25.425 (Individuals Prepared in Out-of-State Institutions) to make school nurses subject to that Section’s general provisions rather than providing for an exception.

Short-Term Authorization
(Section 25.464)

It has come to our attention that the list of entities given in the introduction to this rule omits regional offices of education. The point of the rule is to permit short-term authorization to be issued to any entity that is required to employ certified staff, and we have determined that the list should be replaced with a statement to that effect so that no entity will be unintentionally left out.

Paraprofessionals
(Section 25.510)

The change to this Section is a technical one, reflecting the repeal of Part 480 and the inclusion of its remaining distinctive provisions within Part 475.

Educational Interpreters
(Section 25.550)

Public Act 90-200, enacted in 1997, established requirements for individuals who wish to represent themselves as interpreters for the deaf but exempted educational interpreters, among others, from those requirements. Instead, the Illinois Deaf and Hard of Hearing Commission was established and required to work with ISBE to develop recommended requirements for interpreters who serve in schools.

The content of new Section 25.550 conveys the requirements that have been developed under P.A. 90-200. There are two types of interpreters, sign language interpreters and cued speech interpreters, and approval for each type will be available at the initial, standard, and master levels. Emergency approval will also be available. Although the levels are modeled on the teacher certification structure, there is no requirement that an individual progress through lower levels to reach higher ones. Each eligible applicant will be approved to reflect the level of educational attainment and interpreting skill that he or she has demonstrated. Standard and master approval will be renewable based upon evidence of having completed specified continuing education.

Requirements for Approved Providers of Continuing Professional Development Activities
(Section 25.855)

Section 25.855(c)(1) currently requires that approved providers notify the State Board of Education in advance of the first offering of any new activity in the fields for which the providers
are approved. This requirement has proven cumbersome in that it results in a large volume of paperwork without any substantive value in terms of quality. Consequently staff of the Certification Division have recommended its deletion.

**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:

Certification (23 Illinois Administrative Code 25).

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.
TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
Jonathan Furr, General Counsel
Linda Mitchell, Chief Financial Officer

Agenda Topic: Action Item: Rules for Adoption –Part 120 (Pupil Transportation Reimbursement)

Materials: Recommended Rules

Staff Contacts: Tim Imler

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

Expected Outcomes of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 120.

Background Information
These amendments result from the comprehensive review of the agency’s rules. In addition to streamlining and general technical updating, these changes include elimination of the requirement for the “Resident Pupils Transported Work Sheet” from Section 120.110.

This set of amendments was presented for the Board’s initial review at the March 2005 meeting and subsequently published in the Illinois Register to elicit public comment. None was received. However, one necessary change was identified by staff during the first notice period. The depreciation threshold of $1,000 stated in Section 120.115(d)(1)(A) should be changed to $2,500 to be consistent with a related provision in existing language found in Section 120.60(e) of these rules (which is not being amended at this time).

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:

Pupil Transportation Reimbursement (23 Illinois Administrative Code 120).

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.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 120
PUPIL TRANSPORTATION REIMBURSEMENT

SUBPART A: SCHOOL REIMBURSEMENT

Section
120.10 Definitions
120.20 Transportation and Student Discipline
120.30 Pupil Transportation Services Eligible for Reimbursement
120.40 Pupil Transportation Services and Costs Not Eligible for Reimbursement
120.50 Reimbursable Direct Operating Costs
120.60 Reimbursable Annual Depreciation Allowances
120.70 Deductions from Direct Operating Costs
120.80 Reimbursable Indirect Cost for Pupil Transportation Services
120.90 Cost Proration Related to Pupil Transportation
120.100 Reimbursement Formulas
120.110 Reporting Requirements
120.115 Fully Allocated Costs of Transportation
120.120 Bus Scheduling Services and Software
120.130 Seat Back Reimbursement (Repealed)

SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section
120.200 Definitions
120.210 Custodians Eligible for Reimbursement
120.220 Custodians Not Eligible for Reimbursement
120.230 Responsibilities of Schools
120.235 Responsibilities of Public and Nonpublic Chief Administrative Officers (Repealed)
120.240 Reimbursement
120.245 Responsibilities of the Regional Superintendents of Schools
120.250 Dispute Resolution
120.260 Audit and Enforcement

AUTHORITY: Implementing and authorized by Article 29 of the School Code [105 ILCS 5/Art. 29].


SUBPART A: SCHOOL REIMBURSEMENT

Section 120.20 Transportation and Student Discipline

a) Whenever a school district which provides transportation to a pupil requires that the pupil for disciplinary reasons serve a detention period either before or after the regular school day, the district shall provide transportation to the pupil unless the pupil's parent or guardian has agreed to provide the transportation necessary for the pupil to serve the detention period. The district may claim reimbursement for such transportation which it provides, as allowed in Section 120.30 of this Part.

b) When detention periods are scheduled for Saturdays or other days when students are not in attendance, the district is not obligated to provide transportation services and no reimbursement shall be available for any transportation provided.

(Source: Amended at 29 Ill. Reg. _____, effective ____________)

Section 120.30 Pupil Transportation Services Eligible for Reimbursement

Each school district that files a claim for State reimbursement for pupil transportation shall be subject to the requirements of this Subpart A in order to be eligible for such reimbursement. Pupil transportation services eligible for reimbursement are listed below:
Regular Pupil Transportation Services for Pupils in Kindergarten or Any of Grades 1 through 12

1) Transportation services provided for pupils residing at a distance of one and one-half miles or more from the attendance center to which they are assigned.

   A) The distance shall be measured from the exit of the property where the pupil resides to the point where pupils are normally unloaded at the attendance center to which they are assigned (Section 29-3 of the School Code [105 ILCS 5/29-3]).

   B) If a pupil is at a location within the school district other than his/her residence for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the 1 ½ miles from the school attended (Section 29-5 of the School Code).

   C) Such school board may comply with the provisions of this Section by providing free transportation for pupils to and from an assigned school and a pick-up point located not more than one and one-half miles from the home of each pupil assigned to such point (Section 29-3 of the School Code).

2) Transportation services provided for pupils residing within a distance of one and one-half miles from the attendance center to which they are assigned from pickup points at the beginning of the school day and back again at the close of the school day, effective on the date that the Illinois Department of Transportation grants written approval pursuant to 92 Ill. Adm. Code 556 (Rules on Transporting Pupils Where Walking Constitutes a Serious Safety Hazard) that a serious safety hazard exists due to vehicular traffic, for specific areas and specific ages.

3) Transportation services provided for nonpublic school pupils when pupil transportation services for the nonpublic school pupils are provided on the same basis as the transportation services for public school pupils as provided in Section 29-4 of the School Code.
4) Transportation services provided to a pupil who is required to be transported but is also required for disciplinary reasons to serve a detention period either before or after the regular school day.

5) Transportation which is provided prior to or following voluntary, extracurricular and/or cocurricular activities, including sport practices, club meetings, drama rehearsals, or choral and band practices where such activities are scheduled before or after the school day, qualifies as transportation provided at the beginning or end of the school day and is therefore subject to reimbursement with respect to students who are required to be transported.

6) Transportation services provided for pupils between attendance centers during the school day. This includes transportation of vocational pupils between attendance centers or a building or other trades skill development site of less than one and one-half miles.

b) Vocational pupil transportation services provided during the school day for vocational pupils transported one and one-half miles or more one way from their assigned attendance center to a vocational program located at:

1) An area vocational center;

2) Another school district; or

3) A building or other trades skill development site.

c) Special education pupil transportation services, including field trips, provided for special education pupils in accordance with Sections 14-7.02 and 14-13.01(b) of the School Code [105 ILCS 5/14-7.02 and 14-13.01(b)] and with 23 Ill. Adm. Code 226 (Special Education). This includes field trips (community based instruction) when approved by the district's state approved director of special education as defined in 23 Ill. Adm. Code 226.

d) Transportation provided to any student in connection with a field trip:

1) that occurs during a day of student attendance included on the official school calendar of the school district;
2) whose hours are part of the claimable clock hours on the General State Aid Claim (i.e., the destination of the trip is considered to be the assigned attendance center for all students enrolled in the class);

3) that is provided free of charge to the pupil;

4) that is part of the school’s curriculum for which pupils earn credit for graduation; and

5) that is not listed in Section 120.40(a)(1) or (2) of this Part.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.50 Reimbursable Direct Operating Costs

All reimbursable direct operating costs must be paid from the Transportation Fund of a school district, except for those items required by Section 17-7 of the School Code to be paid from the Operation and Maintenance Fund and IMRF payments made for transportation supervisory salaries. All reimbursable direct operating costs of a cooperative for special education or vocational education must be paid from function 2550 (Pupil Transportation Services; see 23 Ill. Adm. Code 110.Table D). Reimbursable direct operating costs are listed below:

a) District owned and operated pupil transportation services, including districts which make payments to other LEAs.

1) The cost of physical examinations for school bus drivers required for their employment (Section 29-5 of the School Code) pursuant to 23 Ill. Adm. Code 275 (Pupil Transportation).

2) Salaries and/or wages for the following employees:

   A) School bus driver(s);

   B) School bus maintenance personnel;

   C) Chief mechanic;
D) Special education attendants or aides for that portion of time they assist special education pupils, i.e., for transit time only;

E) Transportation supervisory salary costs as defined in Section 120.10 of this Part when paid from the Transportation Fund as set forth in Section 120.90(b) and (c) of this Part; and

F) Dispatchers and clerical workers who support the transportation functions, when their positions are documented and records support the percentage of time claimed for each position.

3) The cost of the following benefits for the employees enumerated in subsection (a)(2) of this Section (if proration is necessary for salaries and/or wages, benefits shall be prorated in the same manner):

A) Health insurance;

B) Life insurance;

C) Dental insurance;

D) Vision insurance;

E) Annuities in lieu of health, life, dental, or vision insurance;

F) Municipal retirement contribution, if paid by the employer as part of the transportation supervisory salary costs; and

G) Teacher retirement contributions, if paid by the employer from the Transportation Fund as part of the transportation supervisory salary costs.

4) Payments made to other school districts for providing pupil transportation services and expenditures consistent with this Part.

5) Payments made to other agencies for computerized bus scheduling; to companies for the purchase of computer software used to establish school
bus routes; and to companies for maps that identify vehicular traffic hazards.

6) Payments made for fuel, oil, tires, and other supplies that are necessary for the operation of pupil transportation vehicles.

7) The total cost of converting school bus gasoline engines to more fuel efficient engines or to engines which use alternate energy sources.

8) Expenditures (according to a school district’s written travel reimbursement policies) for travel to workshops or meetings conducted by the regional superintendent or the State Superintendent of Education designed to improve the driving skills of school bus drivers or travel to other training programs that are for the enhancement of skills necessary to operate vehicles safely, manage student behavior, or address specific student needs (excluding competitions).

9) Expenditures for contractual maintenance services including materials, parts, supplies and labor necessary for the operation of pupil transportation vehicles or equipment used in the transportation program not exceeding $2,500 per service.

10) Expenditures for lease agreements for pupil transportation vehicles, for lease/rental of less than 30 days.

11) Expenditures for insurance, license plates, and inspection fees pertaining to pupil transportation vehicles.

12) Expenditures for the rental of pupil transportation equipment for fewer than 30 days.

13) Transportation related building, land and building maintenance costs. The prorated costs of operation and maintenance of buildings, as set forth in Section 120.90(g) of this Part, when directly related to pupil transportation services including:

   A) Utility costs;
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B) Custodial supplies and services;

C) Insurance for building(s) and/or for site improvement(s);

D) Security services;

E) Telephone charges incurred for the transportation program; and

F) Lease or rental of land or buildings for storing or maintaining transportation vehicles when leased for less than 30 days.

14) Expenditures for items that enhance transportation safety, costing less than $2,500 and not funded by any other federal or State source of funding, including but not limited to:

A) federally approved child safety restraint systems;

B) reflective tape;

C) alarm/warning systems for child safety;

D) cameras used on school buses specifically for security purposes.

b) Contractual pupil transportation services

1) The cost of contractual pupil transportation services, which shall be limited to the following types:

A) Payments to independent carriers whose drivers and vehicles comply with the Illinois Vehicle Code (e.g., to bus companies, taxi companies, limousine services, and medical transportation carriers qualifying as independent carriers); and

B) Payments to parents or guardians for transporting their own children when the district has an obligation to provide free pupil transportation services.
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2) Payments made for fuel, oil, tires, and other supplies that are necessary for the operation of pupil transportation vehicles.

3) Transportation supervisory salary costs as allowed in subsections (a)(2)(E) and (a)(3)(E) and (F) of this Section.

4) Transportation related building, land and building maintenance costs as allowed in Sections 120.50(a)(13) and 120.60(d) and (e) of this Part.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.110 Reporting Requirements

According to the date set forth in Section 29-5 of the School Code, districts shall annually transmit report, on the State Board of Education form entitled "Annual Claim for Pupil Transportation Reimbursement," the information described in subsections (a) through (e) of this Section to the State Superintendent of Education via electronic means.

a) For regular pupil transportation services, the school districts shall annually, pursuant to Section 29-5 of the School Code, report the following items:

1) Total number of enrolled pupil days in the regular pupil transportation service, to be compiled on the State Board of Education form, "Resident Pupils Transported Work Sheet" for each of the following:

   A) Pupils residing one and one-half miles or more from their assigned attendance center;

   B) Pupils residing less than one and one-half miles from their assigned attendance center; and

   C) Pupils residing less than one and one-half miles from their assigned attendance center with vehicular hazard approval.

2) Total number of student attendance days on the official school calendar.

3) Total number of pupils, to be compiled on the "Resident Pupils Transported Work Sheet" in the following categories:
A) Public school pupils transported during the regular school term;

B) Nonpublic school pupils transported during the regular school term;

C) Pre-kindergarten pupils transported during the regular school term on regular routes for grades kindergarten - 12; and

D) Pupils transported on reimbursable field trips who are not enrolled to be transported on a reimbursable regular route.

4) Total number of vehicle miles traveled to and from school during the regular school term, including the total mileage traveled during the regular school term for reimbursable regular field trips.

5) Expenditures and deductions as set forth in Sections 120.50 through 120.80 of this Part.

b) For vocational pupil transportation services, the school districts shall annually report the following items:

1) Total number of pupils transported during the regular school term;

2) Total number of vehicular miles traveled during the regular school term, including the total mileage traveled during the regular school term for reimbursable vocational field trips; and

3) Expenditures and deductions as set forth in Sections 120.50 through 120.80 of this Part.

c) For special education pupil transportation services, the school districts shall annually report the following information:

1) Total number of special education pupils transported during the regular and summer school terms;
Section 120.115 Fully Allocated Costs of Transportation

This Section sets forth the requirements for calculating a district’s fully allocated costs for the provision of transportation when such a calculation is called for under Section 29-6.4 29-6.3 of the School Code [105 ILCS 5/29-6.4 5/29-6.3].

a) Definitions

1) “Avoidable costs” means costs incurred by a district that would be eliminated or transferred to a contractor if the district contracted for transportation services.

2) “Unavoidable costs” means costs incurred by a district that would still exist for the district if the district contracted for transportation services.

3) “Residual value” means the value of an asset at the time of its disposal.

b) Allocation of Costs

The allocation of costs directly attributable to the provision of transportation services by the district shall be accomplished as outlined in this subsection (b).
1) Costs in the categories enumerated in subsection (c) of this Section which are attributable to the provision of transportation shall be separated from costs in those categories not attributable to the provision of transportation by determining what percentage or portion of each item of expense is used for transportation.

2) Each item of cost shall be expressed in terms of the appropriate cost unit, such as an hourly wage, a monthly salary, a monthly lease payment, or a per-mile expense.

3) The costs attributable to transportation shall be separated into avoidable and unavoidable costs so that bid amounts can be accurately compared with the district’s cost for the same set(s) of services and activities.

c) Fully Allocated Costs

The items enumerated in this subsection (c) and subsection (d) of this Section are eligible for inclusion by the district in its calculation of the fully allocated cost for the provision of transportation.

1) Labor/Personnel Costs

   A) Managers (direct administration)
   B) Supervisors
   C) Dispatchers
   D) Drivers
   E) Aides/Monitors
   F) Security Personnel
   G) Clerical Personnel
   H) Training Personnel
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I) Custodians, Groundskeepers, and Maintenance Personnel
J) Accountants
K) Personnel Administrative Staff
L) Legal Staff
M) Mechanics/Helpers
N) Inventory/Parts Clerks
O) Fuel Attendants
P) Vehicle Cleaners
Q) Planners/Schedulers

2) Employee Benefits (associated with personnel included pursuant to subsection (c)(1) of this Section)
   A) FICA and Medicare
   B) Unemployment insurance
   C) Worker’s Compensation
   D) Insurance
      i) health/hospital
      ii) dental
      iii) life
      iv) disability
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E) Pension and retirement plans
F) Paid absences

3) Maintenance and Supplies
   A) Office supplies
   B) Postage and shipping
   C) Custodial supplies
   D) Training materials
   E) Uniforms
   F) Fuel (for vehicles only)
   G) Oil and grease
   H) Tires and tubes
   I) Parts and supplies
   J) Tools

4) Utilities
   A) Water and sewage
   B) Electricity
   C) Telephone
   D) Gas/Oil/Coal (for facilities only)
   E) Trash collection
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F) Collection of used oil

5) Insurance
   A) Liability insurance
   B) Vehicle insurance
   C) Property, plant, and equipment insurance
   D) Umbrella insurance

6) Capital Assets (eligible for depreciation and/or opportunity costs; see subsection (d) of this Section)
   A) Office space
   B) Office equipment, including computers
   C) Parking lots
   D) Furniture
   E) Land
   F) Vehicle storage
   G) Passenger shelters
   H) Buses
   I) Support vehicles
   J) Radio/communications equipment and other necessary equipment permanently attached to a vehicle
   K) Maintenance facilities
L) Fuel storage and pumps
M) Tools
N) Shop equipment

7) Taxes, Fees, and Permits
A) Property tax
B) Sales and excise tax
C) Operating permits
D) Registration fees
E) Licensing fees
F) Vehicle inspections

8) Miscellaneous
A) Travel and per diem
B) Subscriptions and dues
C) Physical examinations
D) Professional meetings
E) Drug and alcohol testing
F) Criminal background checks
G) Routing software
H) Consultants’ fees
9) Any other costs that the district can document in writing are attributable to its provision of transportation under the terms set forth in this Section.

d) Depreciation and Opportunity Costs

1) Only capital assets owned by the district are eligible for depreciation; leased assets are treated as annual expenditure items based upon the cost of the lease for the fiscal year being examined. Land has an unlimited useful life and is therefore not depreciated.

A) Only those assets with depreciable value in excess of $2,500 shall be eligible for depreciation.

B) The amount of depreciation attributable to the fiscal year in question shall be calculated by dividing the cost of acquiring the asset minus its residual value by its useful life.

2) The opportunity cost of an asset shall be calculated by assessing its current market value, subtracting the cost of disposing of the asset, and multiplying the resulting amount by the interest rate available to the district for the purchase of assets over time.

e) Projecting Future Costs

Using costs for the most recent fiscal year as a base-year point of departure, districts shall project future costs for continuing to provide transportation services, as a basis for comparison with bid amounts. Factors which will influence the district’s future costs must be identified and included in the calculation as set forth in this subsection (e).

1) The district shall identify known or anticipated changes in service which would result in significant increases or decreases in cost, such as:

A) an increased or reduced number of routes;

B) an increased or reduced number of students;

C) changes in riders’ eligibility;
D) changes in safety hazard identification practices; and
E) any other expected change in amount or level of service.

2) The district shall compute the magnitude of the anticipated change by:
   A) determining the number of routes that would be added or subtracted;
   B) determining the number of students that would be added or subtracted from ridership;
   C) determining the amount of change in fixed costs affected by contractual obligations such as insurance; and
   D) determining the amount or degree of any other changes affecting routes, students, and cost factors related to transportation.

3) The district shall identify those elements of cost delineated in subsection (c) of this Section that will be affected by the anticipated changes and shall project the changes in such costs.

4) The district shall estimate the costs associated with replacement of existing capital assets and purchase of new capital assets to accommodate projected changes in the level of services needed.

5) The district shall accumulate the cost increases or decreases and the amortized capital cost increases or decreases over a period equal to the bid timeframe, adding the increase to or subtracting the decrease from the cost for the base year and displaying this addition or subtraction by item of cost.

6) The district shall apply a cumulative inflation factor to each year beyond the base year.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
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SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section 120.200 Definitions

"Affidavit" means a written and notarized statement signed by the custodian in which it is stated that to the best knowledge and belief of the custodian the pupil transportation expenses claimed for the school year indicated are accurate.

"Contemporaneous records" means documentary evidence of expenditures or mileage accumulated for pupil transportation such as cancelled checks, receipts from public or private carriers or calculations based on odometer readings.

"Custodian" shall have the meaning given to that term in Section 29-5.2(b) of the School Code [105 ILCS 29-5.2(b)]—means, with respect to a qualifying pupil, an Illinois resident who is the parent, or parents, or legal guardian of such qualifying pupil.

“Full-time pupil enrolled in kindergarten” means a pupil enrolled in either a full-day or a half-day kindergarten program.

"One and one-half miles distance" shall have the meaning given to that term in Section 29-3 of the School Code means the distance from the exit of the property where the pupil resides to the point where pupils are normally unloaded at the school attended; such distance shall be measured by determining the shortest distance on normally traveled roads or streets (Section 29-3 of The School Code; Ill. Rev. Stat. 1987, ch. 122, par. 29-3).

"Qualifying pupil" means an individual who meets the criteria set forth in Section 29-5.2(b) of the School Code. 

 is a resident of the State of Illinois; and

 is under the age of 21 at the close of the school year for which reimbursement is sought; and
during the school year for which reimbursement is sought was a full-time pupil enrolled in a kindergarten through 12th grade educational program; and

did not live within 1 1/2 miles from the school in which the pupil was enrolled or have access to transportation provided entirely at public expense to and from that school and a point within 1 1/2 miles of the pupil’s residence, measured in a manner consistent with Section 29-3 of The School Code; or

did live within 1 1/2 miles from the school in which the pupil was enrolled as measured in a manner consistent with Section 29-3 of the School Code, did not have access to transportation provided entirely at public expense to and from that school, and conditions were such that walking would have constituted a serious hazard to the safety of the pupil due to vehicular traffic.

"Qualified transportation expenses" shall have the meaning given to that term in Section 29-5.2(b) of the School Code means costs reasonably incurred by the custodian to transport, for the purposes of attending regularly scheduled day time classes, a qualifying pupil between such qualifying pupil’s residence and the school at which such qualifying pupil is enrolled and shall include automobile expenses at the standard mileage rate allowed by the United States Internal Revenue Service as reimbursement for business transportation expense, as well as payments to mass transit carriers, private carriers, and contractual fees for transportation.

“Regularly scheduled daytime classes” means classes that are scheduled during the normal school day as defined by the district, are taken for academic credit, or count towards graduation. Elective or extracurricular classes that are held outside the normal school day are not “regularly scheduled daytime classes”.

"School" shall have the meaning given to that term in Section 29-5.2(b) of the School Code means a public or nonpublic elementary or secondary school in Illinois, attendance at which satisfies the requirements of Section 26-1 of The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 26-1).
"Serious safety hazard" means conditions in which walking would have constituted a serious hazard to the safety of the pupil due to vehicular traffic, as determined by the Illinois Department of Transportation pursuant to — The determination of what constitutes a serious safety hazard shall in each case be made by the Illinois Department of Transportation in accordance with guidelines which that Department shall promulgate in 92 Ill. Adm. Code 557 (Transportation).

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.210 Custodians Eligible for Reimbursement

a) This Subpart establishes the procedures for reimbursing custodians for qualified transportation expenses as provided in Section 29-5.2 of the School Code [105 ILCS 5/29-5.2].

b) The custodian must complete a claim form, provided by the State Board of Education, no later than June 30 of each year. The claim form will be available at each school attendance center for which the State Board of Education has a mailing address on file.

1) In cases where a qualifying pupil resides within 1 1/2 miles of the pupil's school but for whom walking constitutes a serious hazard to the safety of the pupil due to vehicular traffic, the custodian must first request a determination of a serious safety hazard from the Illinois Department of Transportation, except that any custodian who previously received a determination that a serious safety hazard exists need not resubmit such a request for four years.

2) The custodian's request for a determination of a serious safety hazard must be completed on a form provided by the regional superintendent of schools for the county in which the custodian resides and must be returned to that regional superintendent by February 1 of the school year for which reimbursement will be sought, except that custodians resident of the City of Chicago shall contact the State Board of Education to obtain the form and shall return it to the State Board's Springfield office by February 1 of the school year for which reimbursement will be sought.
c) The custodian shall certify on the claim form provided by the State Board of Education that:

1) the custodian is the parent or legal guardian of the pupil(s) for whom expenses are being claimed;

2) during the school year for which reimbursement is being claimed, the pupil(s) attended regularly scheduled day-time classes as full-time student(s) in a kindergarten through grade 12 program at the public or nonpublic school;

3) the pupil(s) resided 1 1/2 miles or more from the school attended and did not have access to transportation to and from school provided entirely at public expense; or these pupils lived within 1 1/2 miles from the school attended, the Illinois Department of Transportation has determined, within the last four years, that walking would constitute a serious hazard to the safety of the pupils due to vehicular traffic, the hazardous conditions remain unchanged, and the pupils did not have access to transportation to and from school provided entirely at public expense; and

4) the custodian paid the amount claimed to transport the pupil(s) to and from school during the school year for which the claim is being submitted; and

5) that if requested within three years after the close of the school year for which reimbursement is claimed, the custodian will provide the State Superintendent of Education with either contemporaneous records verifying the amount claimed or an affidavit verifying the amount claimed and notification of a serious safety hazard issued by the Illinois Department of Transportation when the pupil(s) claimed lived within 1 1/2 miles of the school attended.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.220 Custodians Not Eligible for Reimbursement
Custodians who receive full pupil transportation reimbursement from other appropriations (including reimbursement for special education transportation under 23 Ill. Adm. Code 226.750 226: Subpart M) or state agencies are not eligible to receive reimbursement under this Part.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.230 Responsibilities of Schools

a) Schools shall notify custodians of the eligibility criteria set forth in Section 29-5.2 of the School Code and Section 120.210 of this Part by November 1 of each year. This notification shall include the fact that claim forms will be available, as well as informing, and of the availability of claim forms for transportation reimbursement by April 15 of each year. Such notification shall also inform custodians of the existence of the dispute resolution procedures contained in Section 120.250 of this Part.

b) Schools shall make the claim forms available by March May 1 of each year at each of their attendance centers for custodians to come in and complete.

c) Each attendance center shall designate a representative to assist custodians in completing claims, to explain eligibility requirements, and to forward completed claims to the State Board of Education by the date specified in subsection (e) of this Section.

d) The school's representative will sign each claim form certifying that:

1) he or she is the authorized representative at that specific school;

2) attendance at that school satisfies the Illinois compulsory attendance requirements as specified in Section 26-1 of the School Code [105 ILCS 5/26-1];

3) the pupil(s) claimed attended regularly scheduled day-time classes as full-time pupil(s) at the school during the year claimed; and

4) the pupil(s) claimed did not have access to transportation to and from school provided entirely at public expense; and
5) the individual making each claim is the custodian of the pupil(s) claimed.

e) Schools shall transmit will submit one copy of the completed form(s) to the State Superintendent Board of Education on or before July 31. Claims received by the State Superintendent Board after July 31 will be reimbursed only if funds remain available for this purpose.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.235 Responsibilities of Public and Nonpublic Chief Administrative Officers (Repealed)

The chief administrative officer of each school shall notify custodians of qualifying students that reimbursement is available. Notification shall occur by the first Monday in November of the school year for which reimbursement is available (Section 29-5.2(h) of The School Code; Ill. Rev. Stat. 1987, ch. 122, par. 29-5.2(h)).

(Source: Repealed at 29 Ill. Reg. _____, effective _____________)

Section 120.240 Reimbursement

a) Claim forms will be reviewed by State Board of Education staff to determine compliance with the requirements of this Part.

b) Claims that which are incomplete because of missing information (e.g., custodian or school official signature), illegible information, or inaccurate information (e.g., a mismatch between the number of students and the amounts claimed, or an inaccurate calculation of claims) will be investigated by contacting the respective schools. Failure to resolve claim problems shall result in denial of reimbursement of the custodians included on the deficient claims.

c) The State Superintendent of Education shall prepare a report of all claims approved in accordance with this Part, shall prepare vouchers showing the amounts due to custodians, and shall transmit these documents to the Comptroller of the State of Illinois by December 1.
d) Reimbursement to custodians for qualified transportation expenses incurred shall be limited to the amount specified in Section 29-5.2(e) 29-5.2(d) of the School Code [105 ILCS 5/29-5.2(e) 5/29-5.2(d)].

e) Reimbursement to regional superintendents of schools shall be $5.00 for each request for determination of a serious safety hazard which was sent to the Illinois Department of Transportation and for which notification of the determination was forwarded to the requesting parent/guardian.

(Source: Amended at 29 Ill. Reg. _____, effective ______________)

Section 120.245 Responsibilities of the Regional Superintendents of Schools

a) Regional superintendents of schools shall maintain copies of forms and instructions for completing such forms for parents/guardians to request a determination of a serious safety hazard from the Illinois Department of Transportation.

b) Regional superintendents shall accept completed forms from parents/guardians requesting a determination of a serious safety hazard from the Illinois Department of Transportation up to and including February 1 of the school year. Each regional superintendent shall forward the completed forms to the Illinois Department of Transportation within 15 calendar days after receipt.

c) Regional superintendents shall receive notifications of the determination of whether a serious safety hazard exists from the Illinois Department of Transportation. The regional superintendent shall make a copy of each notification and shall immediately forward such notification to the parents/guardians who requested the determinations. Immediately is defined as within one day after receipt where a day constitutes a day when the regional superintendent’s office is open for business. Each regional superintendent shall retain a copy of each notification received for four years after the date of the Illinois Department of Transportation’s determination.

d) Regional superintendents shall maintain a log of these functions that includes at least the following:
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1) the name and address of the parent/guardian making a request for determination of a serious safety hazard;

2) the name and address of the school the pupil(s) attend;

3) the date the completed request for determination of a serious safety hazard is received from the parent/guardian at the regional superintendent’s office;

4) the date the request is forwarded to the Illinois Department of Transportation;

5) the date notification of determination of a serious safety hazard is received from the Illinois Department of Transportation; and

6) the date the notification of determination of a serious safety hazard is forwarded to the parent/guardian.

e) On or before June 30 of each year, each regional superintendent shall file a copy of his or her log and a bill for processing requests for serious safety hazard determinations. The bill for processing will be computed by multiplying the number of requests for serious safety hazard determinations sent to the Illinois Department of Transportation for which notification of determination was received and forwarded to the requesting parent/guardian for the current school year times $5.00.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 120.250 Dispute Resolution

a) When a custodian and school official disagree as to the validity of a claim for reimbursement, each party shall submit to the State Superintendent of Education a written statement including the reasons for the dispute and any documentary evidence supporting their respective positions. This shall be done by October 1 after the close of the school year to which the dispute applies occurs.
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1) Failure of the school official to comply with this requirement will automatically validate the position of the custodian, provided that the custodian's claim is otherwise in conformance with this Part.

2) Failure of the custodian to comply with this requirement will automatically validate the position of the school official, provided that it is otherwise based on the provisions of Section 29-5.2 of the School Code and this Part.

b) A custodian who believes that the State’s reimbursement is inaccurate may file a request for correction of said reimbursement, provided that:

1) the request is submitted in writing to the State Superintendent of Education within ten calendar days after receipt of the check for reimbursement; and

2) the request includes:

   A) a statement of the custodian's reasons for disputing the amount of reimbursement received and any documentary evidence pertaining thereto,

   B) a statement of the amount of money the custodian believes is properly due from the State, and

   C) the custodian's name, address, and telephone number.

c) The State Superintendent of Education shall review the evidence submitted pursuant to subsection (a) or (b) of this Section and, based on the applicable provisions of Section 29-5.2 of the School Code and this Part, shall issue a written decision to the person(s) submitting the evidence within 30 calendar days after receipt of the evidence. The decision of the State Superintendent shall be final.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
Jonathan Furr, General Counsel
Linda Mitchell, Chief Financial Officer

Agenda Topic: Action Item: Rules for Adoption – Repeal of Part 275 (Pupil Transportation)

Materials: Recommended Rules

Staff Contacts: Tim Imler

Purpose of Agenda Item

The purpose this agenda item is to present the proposed repealer for the Board’s adoption.

Expected Outcomes of Agenda Item

The Board will be asked to adopt proposed repealer of Part 275.

Background Information

Existing Section 1.510 within the rules for Public Schools Evaluation, Recognition and Supervision is being expanded to encompass nearly all the material in Part 275 that is still current. A new Section 1.515 is also being added to set forth the training requirements for individuals who train school bus drivers. Insertion of this material will allow ISBE to repeal Part 275 in its entirety and include all district transportation-related requirements in one location.

The proposed repealer was presented for the Board’s initial review at the March 2005 meeting and was subsequently published in the Illinois Register to elicit public comment. None was received.

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:

Pupil Transportation (23 Illinois Administrative Code 275),

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 repealer will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the repealer will be filed with the Secretary of State so that it can take effect.
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NOTICE OF ADOPTED REPEALER

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER h: TRANSPORTATION

PART 275
PUPIL TRANSPORTATION (REPEALED)

Section
275.10 Definition of a School Bus
275.20 Routing
275.30 Annual Medical Examination and Certificate (Repealed)
275.40 Permit Application Process (Repealed)
275.50 Hearings (Repealed)
275.60 Vehicles Designed to Carry Nine Passengers or Less Excluding the Driver (Repealed)
275.70 Issuance of Permit (Repealed)
275.80 Training
275.90 Bus Safety Training for Students
275.100 Responsibility of Local School Boards
275.110 Operating a School Bus
275.115 School Bus Crossing Arm
275.120 Special Education

AUTHORITY: Implementing Section 27-26 and Article 29 of the School Code [105 ILCS 5/27-26 and Art. 29], Section 1-182 of the Illinois Vehicle Code [625 ILCS 5/1-182], Sections 6-104(b) and (d) and 6-106.1 of the Illinois Driver Licensing Law [625 ILCS 5/6-104(b) and (d) and 6-106.1], and Sections 11-406, 11-1202, and 11-1414 of the Illinois Rules of the Road [625 ILCS 5/11-406, 11-1202, and 11-1414] and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6] and Sections 12-807.2 and 12-812(b) of the Illinois Vehicle Equipment Law [625 ILCS 5/12-807.2 and 12-812(b)].

Section 275.10 Definition of a School Bus

The definition of a school bus shall be as set forth in Section 1-182 of the Illinois Vehicle Code [625 ILCS 5/1-182].

Section 275.20 Routing

a) School bus routing is the responsibility of the local school board.

b) Bus stops shall be planned to maximize safety. To the greatest extent possible, school districts shall arrange school bus stops so that school buses will not have to back up and so that crossing arms will not infringe on pedestrian crosswalks or cross streets. If a loading zone is not visible to oncoming and following traffic, the Illinois Department of Transportation must be notified to determine the need to erect appropriate signs.

c) A map or written description which designates each school bus route, the regular stops, railroad grade crossings, and other pertinent information shall be maintained by the local education agency.

d) School buses are not required to enter private property. However, where a school district chooses to enter private property, it should obtain written permission from the said property owner or the owner's designated representative.

e) Only persons authorized by the school district are allowed to ride school buses.

Section 275.30 Annual Medical Examination and Certificate (Repealed)

Section 275.40 Permit Application Process (Repealed)

Section 275.50 Hearings (Repealed)

Section 275.60 Vehicles Designed to Carry Nine Passengers or Less Excluding the Driver (Repealed)

Section 275.70 Issuance of Permit (Repealed)
Section 275.80 Training

Initial and refresher training is required of all school bus drivers by Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1]. Pursuant to Section 3-14.23 of the School Code [105 ILCS 5/3-14.23], Regional Superintendents of Schools are responsible for conducting training programs for school bus drivers, which programs shall be established by the State Board of Education and approved by the Secretary of State pursuant to the Secretary's rules for Transportation (92 Ill. Adm. Code 1035).

a) Section 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to such certification.

1) The person must be at least 21 years of age.

2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current teaching certificate endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.

3) The person must have completed the American Red Cross Basic First Aid Course or refresher course within the last three years.

4) The person must have assisted a certified instructor with the conduct of an initial training course and have received a satisfactory evaluation of overall teaching performance.

5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individual(s) in question and using a form supplied by the State Board of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.

b) The State Board shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.
c) The regional superintendent shall be responsible for notifying the employers of all bus drivers who complete initial or refresher training courses.

Section 275.90 Bus Safety Training for Students

a) Section 27-26 of the School Code requires each public school’s curriculum to include instruction in safe riding practices for all students transported by a school bus in connection with any school activity.

b) Such instruction shall be given at least twice during each school year.

c) Such instruction shall include at least two emergency evacuation drills during each school year.

d) Such instruction shall include instruction on the proper procedures for walking around school bus crossing arms. Students shall be instructed not to step over or under a crossing arm or swing on it.

Section 275.100 Responsibility of Local School Boards

a) Each local board of education shall designate a person under its direct supervision to ensure that all laws and regulations affecting safe pupil transportation are adhered to.

b) A map or written description which designates each school bus route, the regular stops, railroad crossings, and other pertinent information shall be maintained.

c) A record of emergency evacuation drills shall be maintained.

d) Evidence of adequate insurance protection shall be maintained by the local education agency.

e) A current list and employment record of all school bus drivers shall be maintained by the local education agency for which transportation is being provided. Regional superintendents shall require that this information be provided to their office.
f) Local school boards shall institute policies and practices which promote the safety and well-being of school bus passengers including provisions which support Section 10-22.6(b) of the School Code [105 ILCS 5/10-22.6(b)].

g) In case of a death which occurs as a result of a school bus accident, the local education agency shall immediately contact the regional superintendent by telephone.

h) Local school boards of districts that provide transportation of pupils on buses that are owned by the district and operated by drivers employed by the district shall comply with the requirements of Section 29-6.3 of the School Code [105 ILCS 5/29-6.3]. The district’s fully allocated costs for the direct provision of transportation shall be calculated in accordance with applicable provisions of the State Board of Education’s rules for Pupil Transportation Reimbursement (see 23 Ill. Adm. Code 120.115).

Section 275.110 Operating A School Bus

a) School buses must be operated in accordance with all state statutes and rules of the State Board of Education and the Illinois Department of Transportation.

b) Each driver shall conform with the Illinois Department of Transportation's pre-trip inspection requirements.

c) The service door shall be closed at all times when the bus is in motion.

d) Windows shall not be lowered below the stop line painted on the body pillar.

e) The emergency door shall be unlocked but securely latched when operating the school bus.

f) The driver shall not leave the bus while the motor is running.

g) The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.

h) The school bus signs shall be displayed only when the bus is being used for official school transportation.
i) The required alternately flashing warning lights and stop arm shall be used only when stopping to receive or discharge students.

j) The manufacturer's capacity for a bus shall not be exceeded.

k) All passengers shall be seated when the bus is in motion.

l) Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than a seat for breach of discipline.

m) Gross disobedience or misconduct on the part of a student shall be reported to the proper school authority for appropriate disciplinary action.

n) The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.

o) Loading: When children are picked up and must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so. Students shall be instructed to wait for the proper signal to cross the roadway when traffic conditions are such that they may go safely ahead of the bus.

p) The driver on a regular route shall not be expected to wait for a tardy student but may proceed on a timely route if the student is not in sight. The driver should be seldom late and never early.

q) Unloading: At school, the bus shall be driven onto the school grounds to discharge pupils or they should be discharged so they will not have to cross a street. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to a distance at least ten feet in front of the bus on the shoulder of the highway and to remain there until a signal is given by the bus driver for the students to cross.

r) The driver shall not allow a student to get off the bus at any place other than the student's designated discharge point unless permission is granted by the proper school official.
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED REPEALER

s) Except with the permission of school authorities, the driver shall transport no school children with animals. The animal must be properly confined at all times on the school bus.

t) The driver shall not permit a weapon or explosive of any kind on the bus.

u) In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate or to leave the students on the bus.

v) All accidents shall be reported, immediately, to the appropriate school officials.

w) A completed copy of the Illinois Department of Transportation's "Motorist Report of Motor Vehicle Accident Form" (SR-1) shall be forwarded immediately to the regional superintendent in case of an accident.

x) When stalled on the highway or shoulder of the highway, the driver shall place appropriate signals as outlined in Ill. Rev. Stat. 1981, ch. 95 1/2, par. 12-702.

y) The driver shall not smoke nor be under the influence of intoxicating beverages or drugs when operating a school bus.

z) While carrying passengers, the driver shall stop at all railroad crossings except on a four lane highway with speed limits in excess of 45 miles an hour, or where the grade crossing is protected by a human flagman or law enforcement officer.

1) The driver shall stop between 15 and 50 feet of the first rail. While stopped, open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, close the door, then proceed completely across the grade crossing in low gear.

2) The driver shall not change gears while crossing the tracks.

3) The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.

aa) The driver's seat belt shall always be properly fastened before putting the bus in motion.
Section 275.115 School Bus Crossing Arm

a) A school bus driver shall use the school bus crossing arm whenever the bus stops to allow students to enter or leave the bus. The driver shall allow sufficient space for the full extension of the crossing arm without infringing on other vehicles, other obstacles, the pedestrian crosswalk, or a cross street. However, a driver may omit using the crossing arm at school loading areas where school buses are parked bumper to bumper or when extending the crossing arm would impede pedestrians’ crossing, extend into the adjacent cross street, or collide with another object or vehicle.

b) Each school bus driver shall keep a log of instances when he or she elects not to activate the crossing arm when its use is required, indicating for each instance the time, the location, and the reason for the decision not to activate it.

1) Reports of such instances shall be filed with the school district, which shall use this information in evaluating school bus routes and pickup and dropoff points. Districts shall retain these records in a manner consistent with their retention policies applicable to other records.

2) Districts shall conduct such investigation as may be needed to determine whether a bus stop should be relocated due to an obstruction or other situation which causes the crossing arm not to be used.

c) A school bus shall not be used if its crossing arm is found to be inoperable during the pre-trip inspection, or if the crossing arm has malfunctioned and has not yet been repaired.

d) If a crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs, continue on the route, and document all stops where the crossing arm fails to operate. School districts may establish policies requiring more stringent recordkeeping or other procedures when this occurs.

Section 275.120 Special Education

The State Board of Education publication, Special Education (23 Ill. Adm. Code 226), sets forth the regulations governing special education transportation.
NOTICE OF EMERGENCY AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 260
READING IMPROVEMENT PROGRAM

Section
260.10 Definitions (Repealed)
260.20 Purpose
260.30 Eligible Applicants
260.40 Allowable Expenditures
260.50 Procedure and Criteria for Approval of Applications
260.55 Eligibility for Continued Funding

EMERGENCY
260.60 Allocation of Funds (Repealed)
260.70 Distribution of Grant Awards
260.80 Year-End Reporting

AUTHORITY: Implementing and authorized by Section 2-3.51 of the School Code [105 ILCS 5/2-3.51].


Section 260.55 Eligibility for Continued Funding

EMERGENCY

Section 2-3.51 of the School Code provides that districts not demonstrating performance progress using an approved assessment method shall not be eligible for funding in the third or subsequent years until such progress is established. Each application for funding under the Reading Improvement Block Grant program shall include a proposed assessment method or methods for measuring the reading growth of students who receive direct instruction as a result of the funding and the impact of staff development activities on student growth in reading and shall be submitted by the deadline announced by the State Superintendent of Education.
a) Each application shall list or describe the method or methods the applicant proposes to use to measure students’ reading skills. *Such methods may include the reading portion of the Illinois Standards Achievement Testing Program* (Section 2-3.51 of the School Code).

1) If a proposed assessment instrument is a standardized or commercially available criterion-referenced test, the applicant shall assure the State Superintendent that the instrument meets the generally accepted standards of validity and reliability set forth in “Standards for Educational and Psychological Testing” (1985) published by the American Psychological Association, 1200 7th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

2) If a proposed assessment instrument is locally developed or chosen, the applicant shall:

A) indicate the acceptable standard of performance on that measure;

B) describe the means by which the applicant’s staff determined that the proposed measure is aligned with the Illinois Learning Standards in the area of reading; and

C) certify to the State Superintendent that the instrument measures what it is intended to measure and can be expected to yield consistent results, including a description of the methods by which the applicant’s staff arrived at the conclusion that this is the case.

3) Results of the proposed method(s) must be expressed in quantifiable terms, such as the percentage of students or meeting an established standard.

b) Each application shall describe the population of students whose reading performance will be measured.

1) For purposes of demonstrating performance progress, measurement may be conducted on a districtwide basis (e.g., all fourth-graders) or may involve only the students who are affected by the provision of services under this program. However, a proposed districtwide method shall be
STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

approved only if it permits disaggregation of the achievement of students who receive direct instruction in reading and/or whose reading teachers engage in staff development as a result of the funding provided pursuant to Section 2-3.51 of the School Code.

A) If measurement is to be conducted on a districtwide basis, the population of students whose performance is assessed by the proposed method(s) must include at least all the students who would be required to participate in the reading portion of the State assessment pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] if they were in grade 3 or 5.

B) If measurement is to involve only groups of students affected by the provision of services under the Reading Improvement Program, all affected students shall be included.

2) Measurement shall involve affected cohorts of students at several points in their educational careers. For example, students whose performance was measured in the fourth grade may be retested in the fifth grade to demonstrate progress.

c) Each application shall describe how the proposed method or methods will permit the applicant to demonstrate performance progress as defined in subsection (i) of this Section. If the proposed assessment methods differ from one year to the next, this description shall provide a rationale for the proposed change and specific information about how the necessary comparisons can be made.

d) Each application shall include a proposed method for measuring the impact of staff development activities on student growth in reading. (Section 2-3.51(a-10) of the School Code) The proposed method shall permit linking the recipients of professional development under this grant program with the students who subsequently receive instruction from them.

e) Each application shall assure the State Superintendent that the applicant will take such measures as may be necessary to prevent inappropriate disclosure of test questions or other materials that form part of the proposed assessment method(s).

f) The State Superintendent of Education shall approve the method or methods proposed if the application complies with subsections (a) through (e) of this Section.
g) No later than 60 days after the due date established for applications, the State Superintendent shall notify each applicant whether its proposed method of measuring students’ reading skills is approved. Failure to apply in a timely manner may delay an applicant’s receipt of this response. In the case of a disapproval, the applicant shall be notified of the reason for the disapproval and of any modifications that would bring its proposed method into compliance with the requirements of this Section. An applicant may revise and seek approval of its proposed method so long as time remains in which to implement the method after its approval.

h) Each applicant shall annually report to the State Superintendent of Education its reading results for the previous school year, expressed in terms of students’ performance on at least the assessment measures approved pursuant to Section 260.55 of this Part. This report shall also include a summary of the results of the staff development provided in terms of its effects on students’ reading performance. Through the 2004-2005 school year, this report shall be made no later than November 1 on a form to be supplied by the State Superintendent, unless an extension of the deadline is granted by the State Superintendent due to the timing of a district’s local assessment. For the results of 2005-2006 and subsequent school years, the due date for the performance report shall be June 15 for applicants not relying on ISAT reading scores and 30 days after the district’s receipt of ISAT scores for those relying on ISAT scores. An applicant that fails to submit its report of reading results in a timely fashion shall forfeit any grant funds to which it would otherwise be eligible for the affected school year pursuant to this Part, due to the necessity for the State Superintendent to calculate grant allocations and notify all districts and affected public university laboratory schools and charter schools of their eligibility and allocation amounts.

i) An applicant will be eligible for continued funding only if its assessment results on the approved measure(s) for the preceding year indicate that it made “performance progress” as required by Section 2-3.51 of the School Code. “Performance progress” must be demonstrated with regard to the students who received direct instruction and those whose reading instructors engaged in professional development as a result of this grant and, with respect to that group of students, means any of the following:

1) A higher percentage of students scored at or above the locally established standard on the approved measure(s) of reading performance (e.g.,
achieved passing scores, grade-level equivalents, criterion reference points, or local benchmarks) than in the preceding testing cycle.

2) The average score achieved by students on the approved measure(s) rose in comparison to the average for the preceding testing cycle.

3) A higher percentage of students scored in the top two quartiles on the approved measure(s) than in the preceding testing cycle, or a lower percentage of students scored in the bottom quartile.

4) An increased percentage of students moved into a higher quartile than was the case in the preceding testing cycle.

5) The degree by which students fell short of meeting the established standard on the approved measure(s) lessened in comparison to the preceding testing cycle.

6) A lower percentage of students in grades higher than those served by this program required ongoing remedial services than in the preceding year.

7) An applicant with 90% or more of scores at or above the established standard maintained its performance in comparison to the preceding testing cycle.

j) Beginning with the 2001-2002 school year, the State Superintendent shall notify any applicant whose results on its approved measure(s) of reading performance contradict its State assessment scores in reading for either grade 3 or grade 5. No later than 30 days after receipt of such notification, the applicant shall provide to the State Superintendent an analysis of this discrepancy and the applicant’s rationale for concluding that it has nevertheless made performance progress.

k) An applicant may appeal either disapproval of its proposed assessment method(s) or a determination that it has failed to make performance progress. In the latter case, the applicant may appeal either on the grounds that it has made performance progress or on the grounds that the factors that led to such failure were beyond the applicant’s control.

1) The superintendent or chief administrator of an eligible applicant may request a conference at which representatives of the applicant will have an
opportunity to discuss the issues involved with representatives of the State Board of Education.

2) If a conference is held and the areas of concern are not resolved, the school board may submit an appeal by adopted board resolution. The appeal must identify the ways in which the proposed method meets the requirements of Section 2-3.51 of the School Code and this Section, the way in which the information submitted demonstrates that performance progress has been made, or the external factors that led to its inability to make performance progress, as applicable.

3) The applicant will be given an opportunity to present information relevant to the issues appealed. The State Superintendent of Education will consider the appeal and issue a final written determination.

4) An applicant’s eligibility for funding shall not be interrupted for failure to make performance progress if the State Superintendent determines that such failure was beyond the applicant’s control and that the applicant plans to take specific steps in the immediate future to enable it to resume making performance progress.

(Source: Emergency amendment at __ Ill. Reg. _____, effective ______________, for a maximum of 150 days)
TO: Illinois State Board of Education
FROM: Christopher Ward, Chairman
       Board Operations Committee

Agenda Topic: NASBE Membership Renewal
             NASBE Board of Directors Election

Materials: Ballot & Candidate Background

Purpose of Agenda Item
• To authorize membership renewal in NASBE for 2006
• To review materials relating to the respective NASBE candidates and to cast a JOINT vote through mail balloting for transmittal to NASBE headquarters for final tally.

Expected Outcome(s) of Agenda Item
• NASBE membership for 2006
• Illinois State Board of Education’s selection for officers of NASBE Board of Directors

NASBE Membership
Each Spring NASBE invites all 50 states to renew their membership in the association for the coming year.

The members have received a copy of the NASBE invoice for the 2006 Association dues. As part of the dues, NASBE is offering all member boards the option of establishing a separate account for the explicit purpose of state board professional development. This professional development account is a way of helping members access the professional development critical to success. The account will be managed by NASBE and will be accessed to support travel, registration and other costs as necessary. If money is left over at the end of the year, it will be rolled over into the new fiscal year.

State Boards may opt to enter into whatever level of membership they prefer. The may choose to decline the professional development fund, or they may select from three levels of professional development funds.

In brief, general NASBE membership includes:
• A subscription to the State Education Standard;
• NASBE resource information binder, including education research and analysis, federal legislative updates, tips on effective policymaking, coverage of education reform across the nation, and other vital documents;
• All NASBE publications for the membership year, including three to four single topic reports based on in-depth research with recommendations for action;
• Participation in NASBE sponsored Commissions and Study Groups with the opportunity to conduct research, work with educational policy experts, and network with your peers;

• Access to the NASBE website’s Education Policy Central, NASBE’s expansive clearinghouse of educational resources, including policy recommendations, reports, and research data, available only via the “Members Only” section;

• Participation in all NASBE conferences, including the Annual Conference, the Legislative Conference, and topical conferences;

• Participation in the New State Board Member’s Institute with the cost of two new board members’ travel and living expenses covered by NASBE.;

• Representation of State Board views and priorities in Congress and to the Executive Branch;

• Technical assistance and field services for Board retreats and workshops;

• Public relation support and services for State Boards.

**NASBE Election**

In addition, State Board members nationwide cast their respective votes to elect NASBE Board of Directors. All ballots must be received at the NASBE headquarters by July 1, 2005. The Offices of President-Elect and Secretary-Treasurer shall be voted upon by the NASBE general membership. They will be elected by a majority vote of member states, with one vote per state. The Central Area Director office will be elected by a regional majority of member states, with one vote per state. You will note that there is only one candidate for Secretary-Treasurer and one candidate for the Central Area Director office.

**Recommendation**

The Board Operations Committee recommends

- renewal of NASBE membership, including the middle-range professional development account for use by Illinois members;

- To approve by general consent Brad Bryant from Georgia for NASBE President-Elect; Robert Lazard from Indiana for NASBE Secretary-Treasurer; and Ken Willard from Kansas for Central Area Director.

**Next Steps**

- Superintendent will renew membership to NASBE for FY 06
- Mail ballot to NASBE headquarters
April 6, 2005

Mr. Jesse Ruiz  
Gardner, Carton & Douglas  
191 N. Wacker Dr., #3700  
Chicago, IL 60606-1698

Dear Mr. Ruiz:

As you know, the election of the 2006 NASBE Board of Directors will be completed through mail balloting. Enclosed with this letter is background information on each of the candidates for President-elect, Secretary-Treasurer, and Area Director, including a resume and statement of interest.

In accordance with our recently amended Bylaws, President-elect and Secretary-Treasurer shall be voted upon by the general membership. They will be elected by a majority vote of member states, with one vote per state. In the case of Area Director, candidates will be elected by a regional majority of member states — again, one vote per state. All ballots must be received at the Association Headquarters by July 1, 2005.

I urge you to carefully review the information enclosed and to put this issue on your next board meeting agenda. A copy of this letter and the ballot have also been sent to your State Board Executive. Remember, every state vote is very important.

If you have any questions on the voting process, please call Marsha McMullin, Director of Special Projects, at 703/684-4000, ext. 116, or you can e-mail her at marsha@nasbe.org.

Sincerely,

Kim Burningham  
President

cc: State Executive

Enclosures

P.S. Beginning May 16, the NASBE website will display a list of states that have submitted ballots to headquarters. Only the fact that a state has voted will be shown, but not how it voted.
BALLOT
Central Area

Please choose one candidate for each office.

For President-elect:

☐ Brad Bryant, Georgia
☐ Jennifer Stewart, Ohio

For Secretary-Treasurer:

☐ Robert Lazard

For Central Area Director:

☐ Ken Willard, Kansas

VOTING STATE:
Mr. Bryant is currently President of the Georgia School Boards Association (GSBA), and has also served as GSBA Vice-President, District 4 Director, Governmental Operations Committee member, and Federal Relations Network member. He is currently the president of the National School Boards Association's Southern Region, covering the fourteen southeastern states. Additionally, Bryant is on the Office of Education Accountability Report Card Committee, the Georgia Closing the Gap Commission, and the Georgia Partnership for Excellence in Education.

Brad Bryant has a bachelor’s degree from Presbyterian College in South Carolina, a master’s degree from the University of Georgia in business administration with a concentration in real estate finance, and a degree of juris doctor from Mercer University (cum laude). He is an attorney and a member of the State Bar of Georgia.

Mr. Bryant is an elder in the Rehoboth Presbyterian Church. He is a past member of the board of directors of the A*R*T Station, the DeKalb County Development Impact Fee Study Committee and the Board of Directors of the DeKalb Chamber of Commerce. He served as the District Chairman of the DeKalb District of the Boy Scouts of America. He is a member of Leadership DeKalb, and served as the chair of Leadership DeKalb from 1992 to 1997. He is currently co-chair of that organization. He serves on the Executive Board of Young Life Northlake. He received the Georgia Department of Education 1990 Positive Parenting Award for Henderson Mill School. He and his wife, Kay, served as co-presidents of the Henderson Mill Elementary PTA. They have two children, Benjamin, 22, and Katherine, 18.
STATEMENT OF INTEREST

In reviewing the reasons I set forth in my Statement of Interest for the Area Director position, I submitted that NASBE’s role was threefold: 1. NASBE is the glue that holds together State Boards of Education; 2. NASBE’s advocacy effort for the effective practice of educational governance within a diverse environment of collaborative partners must set the standard within this Nation; and, 3. NASBE must both believe and model the principle that we can not afford to leave a single child behind in our efforts to provide quality educational delivery in this Nation. I wish to affirm those three goals within this Statement of Interest and expand upon the increased leadership role required of the positions of President-Elect, President and Past President.

Effective leadership in an association requires a commitment to relationships and collaboration as opposed to a titular or positional role. NASBE is fortunate to currently have that leadership in place and I wish to build upon those who currently serve. Our organizational effectiveness rests upon the work ethic and vision of a second-tier volunteer base - that is, we first put ourselves in the position of public servant in our state board roles and we, thus, volunteer a second time in our service to NASBE. There is little room for ego and virtually no room for delegation without the willingness to expend as much energy as an officer as any member on the Board of Directors, Study Groups, GAC or staff. I understand that relational leadership requirement having served in Georgia’s state school board association in the same roles. In many ways, it is the most regarding work one will ever do because partisanship and pettiness often found in positional organizations gives way to a shared organizational vision.

Effective leadership in the next three years will require an understanding of the role that the State Board plays in a State’s educational framework and an ability to articulate that to NASBE’s partners as well as a continuous reinforcement of that role to our own membership. In my opinion, State Boards are the linchpin for educational improvement. As Boards we must provide unbiased information in a transparent manner to our partners and stakeholders. The bottom line reward for NASBE will be a clarity of relevance within our own membership and the larger community. Our power will not be based upon the importance of our position as seen by our eyes, but the importance of our ability to provide a communications highway for our partners - as seen through their eyes. I have had that opportunity both as Chair of a school district of 100,000 students and a state organization of almost 1,200 local board members. I understand the need for effective change, transparency of vision and work and the delivery of unbiased information to assist in hard decisions.

Effective leadership will also require a commitment to the judicious investment of limited resources. NASBE’s current leadership has set a high standard for making difficult decisions regarding the sound fiscal use of its revenues. In my observations, I see an organization that fully understands the power of driving each and every dollar to the vision and mission of the organization. As a small businessman, as a state and local board member, as a member of my local church board, that practice of stewardship of other peoples’ precious resources is one of great comfort to me. I look forward to working with the Board and NASBE’s outstanding staff in growing the investment pool in ways not yet uncovered and, once identified, using that same stewardship to reinvest in our mission.

Effective leadership within an association such as ours also requires an appreciation for the staff for their untiring efforts on behalf of a membership that they sometimes never meet. It is has been my privilege and pleasure to get to know this staff and I will work as hard as possible to ensure that they are given opportunities to demonstrate their abilities and that we use our collective efforts as a Board to fairly reward them for the service they bring to the organization.
State Board Vice President Jennifer H. Stewart is a former teacher in the Zanesville school system. She holds a B.A. from Muskingum College and an M.A. from The Ohio State University. Stewart is a past president of the Zanesville City Board of Education and of the Mid-East Ohio Vocational Board of Education. Other offices she has held include chair of Goodwill Industries' Executive Board and president of the Zanesville Alumni Association. Married for 33 years and the mother of five children, Stewart has also been involved with the Boy Scouts, the James Madison Family Literacy Center, The Ohio State University’s Advocates Organization, and her local PTO. She is, as well, a past member of the Ohio School Boards Association (OSBA). While with OSBA, Stewart received that organization’s Master School Board Member designation. She was also designated the Ohio Association for Career and Technical Education's 2004 Person of the Year.

In 2003-2004, Stewart co-chaired the Board’s Capacity Committee and also held membership on the Joint Council of the Ohio Board of Regents and State Board of Education. Earlier, she served as a member of Governor Bob Taft’s Commission on Teaching Success. Stewart has been active in the National Association of State Boards of Education (NASBE) since becoming a State Board member and served on NASBE’s Lost Curriculum Study Group in the recent past. This year, she is NASBE’s Central Area Director.

As representative of the Ninth State Board District, Stewart serves part of Ashland, Athens, Coshocton, Delaware, Fairfield, Guernsey, Hocking, Knox, Licking, Meigs, Monroe, Morgan, Morrow, Muskingum, Noble, Perry, part of Pickaway, Richland, and Washington counties. Her term expires on December 31, 2008.
STATEMENT FROM JENNIFER H. STEWART REGARDING
HER NOMINATION AS NASBE PRESIDENT-ELECT

Name: Jennifer H. Stewart
State: Ohio
Address: 2775 Martin Road, Zanesville, Ohio 43701
Telephone: (740) 452-7754

It would be an honor for me to serve as NASBE's President-elect. I believe the wide range of experiences that I have had in education have given me a solid preparation for the responsibilities that our President-elect is expected to fulfill.

I earned my B.A. from Muskingum College in New Concord, Ohio, and an M.A. from The Ohio State University. Prior to serving on Ohio's State Board of Education, it was my privilege to be involved in education as a Spanish teacher and parent, and also as both a member and president of a city board of education and vocational board of education. In 1999, I received the Ohio School Boards Association's Master School Board Member designation. These experiences have given me a wide perspective on school-related issues as well as an understanding of the challenges that school leaders face at different levels.

My activities as a State Board and NASBE member have further strengthened my qualifications for leadership. Last year, as co-chair of the Board's Capacity Committee, I worked on teacher licensure and testing issues, as well as on the development of school climate guidelines and the formation of a regional education delivery system for Ohio. I also helped lay the foundation for my state's new Educator Standards Board. Pupil transportation, Head Start, teacher recruitment and retention, and No Child Left Behind were among the other concerns that my committee addressed. Prior to 2004, I represented the State Board on its Joint Council with the Ohio Board of Regents and served on Governor Bob Taft's Commission on Teaching Success.

I have been fortunate to have my work on behalf of Ohio's schools recognized by a number of education organizations. In 2004, I received the Friend of Family Literacy Award from the Ohio Department of Education's Office of Early Childhood Education, the Educator Friend of Foreign Languages Award from the Ohio Foreign Language Association, and the Ohio Association for Career and Technical Education's Person of the Year designation.

I have been active in NASBE since my election to Ohio's State Board of Education in 2000. I served on our association's Lost Curriculum Study Group in 2002-2003, and now serve as Central Area Director. In looking to the future, I see NASBE playing an increasingly vital role in education decision-making. I feel that our group is especially well positioned to help state school leaders face the challenge of providing high-quality services with shrinking budgets. I also believe NASBE is well positioned to help state agencies meet the requirements of the No Child Left Behind Act.

A promising future is on the horizon for NASBE. If we achieve that future, stronger public schools – and ultimately a stronger nation – will be our reward.
Robert W. Lazard, CPA
Managing Executive
Public Sector Services Group

Bob has over 25 years of experience and has concentrated his efforts in the area of auditing and financial consulting for governmental entities and not-for-profit organizations. His activities include:
- Audit engagement executive
- Governmental program performance consulting
- Grant compliance auditing
- Business process and operations planning
- Financial projections and forecasts
- Cost accounting system review and implementation
- Strategic planning

Bob is a member of the American Institute of Certified Public Accountants and the Indiana CPA Society. He has served on numerous state-wide professional and governmental committees and as a director, treasurer and Board member for numerous not-for-profit organizations and governmental entities, including:

Currently

- Member of the Crowe Chizek and Company LLC Management Committee.
- Board Member of the Indiana State Board of Education
- Chairman of the Marion County Salary Review Panel
- Board Member and President – National Association of State Boards of Education

Prior Experience

- Board of Directors – Indiana Business and Modernization Technology, Inc.
- Board of Directors – Indiana CPA Society
- Chairman of the Indiana CPA Society Ethics Committee.
- Board of Directors – Indiana Environmental Institute, Inc.
Statement of Interest in serving as Treasurer of NASBE

I am currently serving as the immediate past president of the Board of Directors and am interested in continuing to work with the staff of NASBE continuing many of the initiatives that have been started in the past years. Having been on the NASBE Board of Directors in six previous years and now serving as immediate past president, I have become familiar with NASBE and the responsibilities of the Board of Directors. I have been very involved as a Board member in helping NASBE implement its Strategic Plan.

One of the aspects of the Strategic Plan where significant progress has been made is in moving toward a lesser dependence on membership dues as a source of funding. As Chair of the Financial Task Force in 2002, we developed a framework that can be used as a springboard for the creation of a new strategic plan. Helping with the implementation of the framework that was created in the Financial Task Force in 2002 as a basis for the Strategic Plan to be developed over the coming year will give NASBE the ability to focus on being a true Education Policy Leadership Organization. The role of the Treasurer and leading the Finance Committee will be instrumental in assisting the staff of NASBE in carrying forward this goal.

Serving as Treasurer of NASBE and leading the Finance Committee is a significant commitment. It is a commitment that I take very seriously. I would be honored to serve as NASBE’s Treasurer for 2006 - 2007.
Biographical Information
Ken Willard

Kenneth R. Willard took office, representing Kansas State Board of Education District 7, in January, 2003. He was elected Legislative Coordinator for the State Board for 2005-2006. He was also appointed to the State Board Policy Committee and serves as its Chair. Ken was elected to represent the State Board of Education on the Board of Directors of the Kansas State High School Activities Association for 2003-2005, and was appointed to serve the remaining year of a two-year term on the Board of Directors for the National Association of State Boards of Education, representing the Central Region, in 2004.

Ken is a United States Navy Vietnam veteran, 1968 - 1972. He currently serves as District Manager for American Family Insurance, managing 25 agencies in south-central and southwest Kansas. He began his career with American Family in 1978, working 14 years as an agent in Topeka. He was then promoted to manager in Hutchinson in 1992. Prior business experience was with Gay and Taylor Adjusters in Topeka.

Ken earned his Bachelor of Arts degree in political science from Washburn University in Topeka, 1982. He is active in his church, and school and community organizations. He recently served 6 years on the Nickerson/South Hutchinson USD 309 board of education, two years as vice president, one as president of the board. Ken and his wife Deanna have five children and one grandchild.
Statement of Interest

The challenges faced by State Boards of Education seem greater than ever before, given the increasing demands put on public education by NCLB, the continuing financial stressed being experienced in almost every state, and the generally unfavorable impression that most people seem to have about public education, in spite of the great job that is being done. Yet, we face these squarely and eagerly, realizing that our efforts are all for the benefit of our children.

Now that the federal government is so heavily involved in public education, I see an increasingly important role for NASBE as the facilitator of communication between state and federal policymakers, as well as the private sector. We need to do a better job of communicating the value of education, and dispelling the notion that educating our children is the responsibility of public schools, alone. We must find ways to bring not only parents, but also the business community, into partnership with public schools in order to do the job right. I believe NASBE should play a leading role in encouraging and facilitating the nationwide dialogue between all stakeholders.

Respectfully submitted,

Ken Willard
TO: Illinois State Board of Education

FROM: Christopher Ward, Chairman
Board Operations Committee

Agenda Topic: Revisions to the 2005 Calendar of State Board of Education Meetings
Approval of 2006 Calendar of State Board of Education Meetings
Approval of 2007 Calendar of State Board of Education Meetings

Materials: Attached Calendars

Staff Contact(s): Jean Ladage

Purpose of Agenda Item
To adopt the revisions in the 2005 Calendar of State Board of Education meetings and to adopt the 2006 and 2007 proposed calendars, as recommended by the Board Operations Committee.

Expected Outcome(s) of Agenda Item
- The August 11 meeting will be held in Springfield;
- November 16-17 will now be held in Springfield;
- Approval of 2006 Proposed Schedule of meetings
- Approval of 2007 Proposed Schedule meetings

Recommendation
The Board Operation’s Committee recommends the following motion be adopted:

I move that the Illinois State Board of Education approve the changes to the 2005 State Board of Education Calendar of Meetings as indicated in the packet materials.

Further, the State Board of Education hereby adopts the tentative schedule of Board Meetings for calendar years 2006 and 2007 as proposed, or with any other adjustments the Board deems desirable at this time.

Next Steps
- The changes in the 2005 calendar will be posted on the Illinois State Board of Education’s website and posted at the proper meeting sites, as well as shared with agency staff and announced in the Superintendent’s weekly message to educators.
- Proposed 2006 & 2007 calendars will be posted on the website.
### Revised June 16, 2005

<table>
<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
<td>July</td>
<td></td>
<td>No Meeting</td>
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<tr>
<td>August 11</td>
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<td><strong>Springfield</strong></td>
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</tbody>
</table>
| August 16-19|           | Annual Work Conference  
Pere Marquette State Lodge  
Grafton               |
| September 21-22 |       | **Springfield**     |
| October 19-20|           | Danville Area Community College |
| November 16-17 |       | **Springfield**     |
| December 14-15 |       | Chicago             |
**ILLINOIS STATE BOARD OF EDUCATION**

**2006 PROPOSED BOARD MEETING SCHEDULE**

*TENTATIVE*

**NOTE:** The State Board of Education plenary session will be held on the Thursday of each 2-day meeting, beginning at 9:00 a.m. State Board plenary sessions held in Springfield are located in the 4th Floor Board Room at 100 North First Street, Springfield, Illinois. Meeting locations within the City of Chicago have yet to be determined. Please check back to this website (www.isbe.net/calendar) for information on those meeting locations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 18-19</td>
<td>Chicago</td>
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<td>February 15-16</td>
<td>Springfield</td>
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<td>March 15-16</td>
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<td>April 19-20</td>
<td>Springfield</td>
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<td>May 17-18</td>
<td>Springfield</td>
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<tr>
<td>June 21-22</td>
<td>Chicago area</td>
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<tr>
<td>July</td>
<td>No Meeting</td>
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<tr>
<td>August 10</td>
<td>Phone conference (as needed)</td>
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<tr>
<td>August 22-25</td>
<td>Annual Work Conference</td>
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<td><em>Date &amp; Location to be determined</em></td>
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<tr>
<td>September 20-21</td>
<td>Chicago</td>
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<tr>
<td>October 18-19</td>
<td>Location other than Springfield/Chicago</td>
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<tr>
<td>November 15-16</td>
<td>Springfield</td>
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<tr>
<td>December 13-14</td>
<td>Springfield</td>
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**2007 PROPOSED BOARD MEETING SCHEDULE**

*TENTATIVE*

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>January 17-18</td>
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<td>May 16-17</td>
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<td>June 20-21</td>
<td>Chicago area</td>
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<td>July</td>
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<tr>
<td>August 9</td>
<td>Phone conference (as needed)</td>
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<td>August 21-24</td>
<td>Annual Work Conference</td>
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<td><em>Date &amp; Location to be determined</em></td>
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<td>September 19-20</td>
<td>Chicago</td>
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<td>October 17-18</td>
<td>Location other than Springfield/Chicago</td>
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<tr>
<td>November 14-15</td>
<td>Springfield</td>
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<tr>
<td>December 12-13</td>
<td>Springfield</td>
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</table>
TO: Illinois State Board of Education

FROM: Randy J. Dunn, State Superintendent of Education (Interim)
       Dennis A. Williams, Division Administrator

Agenda Topic: Action Item: Institutional Accreditation and Program Approval
              Recommendations

Staff Contact(s): Dennis Williams, Phyliss Jones, Brenda Stonecipher

Purpose of Agenda Item
The purpose of this agenda item is to consider the State Teacher Certification Board
recommendations for the accreditation of three teacher preparation institutions and approval of
the programs they offer.

Expected Outcome(s) of Agenda Item
The Board will take final action on the accreditation status and approval of programs for the
three institutions.

Background Information
The professional education preparation units and programs of the following higher education
institutions were reviewed by ISBE last fall:

   Greenville College
   Illinois Wesleyan University
   Lake Forest College

As defined by Section 25.125 (h-j) of the State Board’s administrative rules, the State Teacher
Certification Board conducted its accreditation review of the three institutions on Thursday and
Friday, June 2-3, 2005.

The Certification Board reviewed the ISBE team reports, institutional responses, documents
provided by the institutions during the on-site review, and individual program panel reports
prepared by the ISBE program review panels. The ISBE program panel reviews were
completed by trained Illinois higher education and P-12 representatives of the specialization
areas.

Certification Board Analysis and Recommendations

Greenville College
An ISBE on-site accreditation review was conducted on November 6-10, 2004. The team
reviewed the institutional report (self-study) of how Greenville College addresses the NCATE
Unit Standards Edition 2002; reviewed extensive exhibits related to the conceptual framework
and six unit standards; interviewed administrators, full- and part-time faculty, support personnel,
undergraduate and graduate program candidates, alumni, and members of the P-12 community
who participate in the preparation of candidates and decision-making processes of the
educational unit; observed in P-12 classrooms throughout the Greenville College service region;
and visited campus facilities.
The team findings indicate that Greenville College met the six NCATE Unit Standards Edition 2002 with no areas for improvement cited.

- Standard One  Met
- Standard Two  Met
- Standard Three  Met
- Standard Four  Met
- Standard Five  Met
- Standard Six  Met

As defined in Section 25.125 (j) (1) of the Illinois administrative rules, the State Teacher Certification Board recommends that the State Board of Education continue the accreditation of Greenville College because the educational unit met all of the applicable standards, thereby authorizing the institution to conduct its approved programs and recommend candidates for certification by entitlement.

Program panel reports were also reviewed, and the Certification Board recommends continuing approval of the following programs at Greenville College:

- Early Childhood Education
- Elementary Education
- English Language Arts
- Foreign Language – Spanish
- Learning Behavior Specialist I
- Mathematics
- Music
- Science – Biology
- Science – Chemistry
- Science – Physics
- Social Science – History

Illinois Wesleyan University

An ISBE on-site accreditation review was conducted on November 13-17, 2004. The team reviewed the institutional report (self-study) of how Illinois Wesleyan University addresses the NCATE Unit Standards Edition 2002; reviewed extensive exhibits related to the conceptual framework and six unit standards; interviewed administrators, full- and part-time faculty, support personnel, undergraduate and graduate program candidates, alumni, and members of the P-12 community who participate in the preparation of candidates and decision-making processes of the educational unit; observed in P-12 classrooms throughout the Illinois Wesleyan University service region; and visited campus facilities.

The team findings indicate that Illinois Wesleyan University met the six NCATE Unit Standards Edition 2002 with two areas for improvement under Standard 2. Illinois Wesleyan University filed a rejoinder to the team findings with regard to two areas for improvement cited in Standard Two. Based on the Certification Board’s review of the ISBE team report, the institution’s rejoinder, and the team chair’s response, the Board agreed with the team’s findings.

- Standard One  Met
- Standard Two  Met with Areas for Improvement
  1. The unit does not have a plan for assessment of the conceptual framework.
2. Rubrics with complete benchmarks, descriptions of criteria, and evidence to verify that the unit uses the rubrics for the purposes intended are inconsistently applied.

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<thead>
<tr>
<th>Standard</th>
<th>Status</th>
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<tbody>
<tr>
<td>Three</td>
<td>Met</td>
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<tr>
<td>Four</td>
<td>Met</td>
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<tr>
<td>Five</td>
<td>Met</td>
</tr>
<tr>
<td>Six</td>
<td>Met</td>
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</table>

As defined in Section 25.125 (j) (1) of the Illinois administrative rules, the State Teacher Certification Board recommends that the State Board of Education continue the accreditation of Illinois Wesleyan University because the educational unit met all of the applicable standards (which may include the identification of areas for improvement), thereby authorizing the institution to conduct its approved programs and recommend candidates for certification by entitlement.

Program panel reports were also reviewed, and the Certification Board recommends continuing approval of the following programs at Illinois Wesleyan University:
- Elementary Education
- English Language Arts
- Mathematics
- Music
- Science – Biology
- Science – Chemistry
- Science – Physics
- Social Science – History

**Lake Forest College**

An ISBE on-site accreditation review was conducted on October 23-27, 2004. The team reviewed the institutional report (self-study) of how Lake Forest College addresses the *NCATE Unit Standards Edition 2002*; reviewed extensive exhibits related to the conceptual framework and six unit standards; interviewed administrators, full- and part-time faculty, support personnel, undergraduate and graduate program candidates, alumni, and members of the P-12 community who participate in the preparation of candidates and decision-making processes of the educational unit; observed in P-12 classrooms throughout the Lake Forest College service region; and visited the campus facilities.

The team findings indicate that Illinois State University met the six *NCATE Unit Standards Edition 2002* with one area for improvement.

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<tr>
<th>Standard</th>
<th>Status</th>
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<tbody>
<tr>
<td>One</td>
<td>Met</td>
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<tr>
<td>Two</td>
<td>Met with Area for Improvement</td>
</tr>
<tr>
<td></td>
<td>1. A systematic approach to assessment that specifies a regular cycle of unit- and program-level data collection, analysis, and evaluation does not exist.</td>
</tr>
<tr>
<td>Three</td>
<td>Met</td>
</tr>
<tr>
<td>Four</td>
<td>Met</td>
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<td>Five</td>
<td>Met</td>
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<td>Six</td>
<td>Met</td>
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</table>

As defined in Section 25.125 (j) (1) of the Illinois administrative rules, the State Teacher Certification Board recommends that the State Board of Education continue the accreditation of...
Lake Forest College because the educational unit met all of the applicable standards, thereby authorizing the institution to conduct its approved programs and recommend candidates for certification by entitlement.

Program panel reports were also reviewed, and the Certification Board recommends continuing approval of the following programs at Lake Forest College:
   Elementary Education
   English Language Arts
   Foreign Language – French
   Foreign Language – Spanish
   Mathematics
   Science – Biology
   Science – Chemistry
   Science – Physics
   Social Science – History
   Social Science – Political Science

**Superintendent's Recommendation**

The State Teacher Certification Board recommends that the following motion be adopted by the Illinois State Board of Education:

> In accordance with Section 25.125 (j) (1) of the State Board's administrative rules, the Illinois State Board of Education hereby approves Greenville College, Illinois Wesleyan University, and Lake Forest College for “continuing accreditation” status.

> Further, these institutions may conduct programs and recommend candidates for certification for entitlement until the time of the institutions’ next scheduled review.

> The specific professional education preparation programs listed above for each institution are awarded “continuing approval” as they meet the applicable Illinois content area standards. This action is in accordance with Section 25.127 (m) (1) of the State Board’s administrative rules on review of individual programs.

**Next Steps**

Each of the institutions will be notified regarding the State Board’s decision. The State Teacher Certification Board will also be notified and the State Board’s Directory of Approved Institutions and Programs will be updated to reflect the approval status.
TO: Illinois State Board of Education
FROM: Randy Dunn, Interim Superintendent

Agenda Topic: Approval of New Teacher Preparation Program

Materials: State Teacher Certification Board New Program Recommendations

Staff Contact(s): Certification and Professional Development: Phyliss Jones

Purpose of Agenda Item
The purpose of this agenda item is to consider the State Teacher Certification Board recommendations for the approval of the Reading Specialist program at Olivet Nazarene University, a recognized and accredited institution.

Expected Outcome(s) of Agenda Item
The Board will take final action on the proposed program.

Background Information
The State Teacher Certification Board has reviewed the proposal and voted to recommend that the professional preparation program be granted provisional approval in accordance with Section 25.145 (d) of the State Board’s Administrative Rules, and the State Board authorizes the institution to conduct the program and recommend candidates for certification by entitlement.

Certification Board Analysis and Recommendations

Olivet Nazarene University
Olivet Nazarene University, located in Bourbonnais, is an established Illinois approved teacher preparation institution that offers undergraduate and graduate programs in early childhood education, elementary education, eight secondary education areas, K-12 education in foreign languages and music, library information specialist, school counselor, as well as an administrative program for principals. The proposed programs have been developed to meet the need for highly qualified reading specialists.

Reading Specialist Program
The Olivet Nazarene University – Reading Specialist program is an advanced-level program that will lead to a Type 10 certificate with a Reading Specialist endorsement and a Master of Arts in Education degree. Applicants must hold a Bachelor’s degree with a grade point average of 2.5/4 or above, a valid teaching certificate, a minimum of two years of classroom teaching, written agreement by the candidate’s principal or supervisor allowing the candidate to finish the program requirements, and a passing score on the use of technology assessment for permission to start the program. To gain full admission into the program, the candidate must
have a minimum of 3.0 GPA/4 in the program to date, successful completion of the first two courses, evidence of personal and professional dispositions in line with ONU Teacher Education through the dispositions survey, and course assessments from the first two courses.

The proposal provides an overview of the knowledge base and how the outcomes relate to the conceptual framework; a description of the course of study, including the field experiences and clinical practice components; an assurance that the applicable Illinois standards will be met; a description of the program assessment system; the program faculty and their expertise in this field; and the resources that will be available for program candidates.

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules, including the Standards for the Reading Specialists (IAC Section 27.120).

The STCB recommended that the Olivet Nazarene University Reading Specialist program be granted provisional approval until the institution’s next accreditation review.

**Superintendent’s Recommendation**

The State Teacher Certification Board recommends that the following motion be adopted by the Illinois State Board of Education

   The Illinois State Board of Education hereby provisionally approves the following program, thereby authorizing the institution to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

   - Olivet Nazarene University – Reading Specialist Program

   Further the State Board authorizes the State Superintendent to inform the institution of the State Board’s decision.

**Next Steps**

Olivet Nazarene University will be notified regarding the State Board’s decision. The State Teacher Certification Board will also be notified and the State Board’s Directory of Approved Institutions and Programs will be updated to identify the new programs.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education (Interim)

Agenda Topic: Illinois State Teacher Certification Board Appointments

Materials: Recommendation Information
Staff Contact(s): Dennis Williams, Division Administrator

Purpose of Agenda Item
To review and act upon the recommendations for appointment to the Illinois State Teacher Certification Board.

Expected Outcome(s) of Agenda Item
Appointment of members to the Illinois State Teacher Certification Board for three-year terms beginning July 1, 2005.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois State Teacher Certification Board. An appointment to that Board is for a three-year term and members may serve two terms.

Appointments to the Illinois State Teacher Certification Board are to represent specified categories of educators as follows:

- 5 administrative or faculty members of public or private colleges & universities in Illinois
- 3 administrators in the public schools
- 10 public school classroom teachers
- 1 regional superintendent of schools

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.

Present members of the State Teacher Certification Board and their terms of membership are:

<table>
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<tr>
<th>Name</th>
<th>Term</th>
<th>Position/Location</th>
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<tbody>
<tr>
<td>Mr. Muhammad Abdullah</td>
<td>2004 – 2007</td>
<td>Teacher, IFT, Chicago Public Schools Chicago, Illinois</td>
</tr>
<tr>
<td>Ms. Denise Albrecht</td>
<td>2004 – 2007</td>
<td>Teacher, IFT, Granite City SD 9 Granite City, Illinois</td>
</tr>
<tr>
<td>Mr. Richard Ammentorp</td>
<td>2003 – 2006</td>
<td>Teacher, IFT, Schaumburg CCSD 54 Schaumburg, Illinois</td>
</tr>
<tr>
<td>Mr. Ascencion Juarez</td>
<td>2002 – 2005</td>
<td>Chief Human Resources Officer Chicago Public Schools</td>
</tr>
<tr>
<td>Dr. Elliott Lessen</td>
<td>2002 – 2005</td>
<td>Dean, School of Education Southern Illinois University Edwardsville</td>
</tr>
<tr>
<td>Mr. Dave Marshall</td>
<td>2004 – 2007</td>
<td>Regional Superintendent of Schools Washburn, Illinois</td>
</tr>
</tbody>
</table>
On June 30, 2005 (with the exception of Marsha Allen), the terms of the following memberships will expire.

- Marsha Allen (Submitted Letter of Resignation)
- William Briggs (first term)
- Roger Chamberlain (second term)
- Nina Dorsch (first term)
- Ascencion Juarez (first term)
- Elliott Lessen (first term)
- Laura Lipe (first term)
- Linda Tafel (second term)

Although Marsha Allen’s term does not expire until June 30, 2006, she submitted her resignation from the Illinois State Teacher Certification Board effective June 6, 2005.

The procedures for nominating teacher members are detailed in law. A candidate may be nominated by: (1) filing a petition signed by 250 persons holding valid teaching certificates; or (2) any professional teachers’ organizations may submit one candidate for each vacancy for each 20,000 members or major portion thereof, who hold valid certificates. For the remaining positions, recommendations are submitted by professional organizations representing higher education and school administrators.

In accordance with the nomination procedures set forth in Article 21-13, the State Superintendent has received the following nominations:

**Chicago Public Schools**
- Ascencion Juarez Reappointed to a Second Term

**Illinois Association of Colleges for Teacher Education (IACTE)**
- Nina Dorsch Reappointed to a Second Term
- Elliott Lessen Reappointed to a Second Term
- Sr. Colleen McNicholas (Replace Linda Tafel)
Illinois Education Association (IEA)
Lindy Greenlee (Replace Laura Lipe)

Illinois Federation of Teachers (IFT)
William Briggs Reappointed to a Second Term
Lydia Bullock (Complete Term of Marsha Allen)

Illinois Principals’ Association
Allen Ellington (Replace Roger Chamberlain)

Brief biographical information about the nominees is attached.

Superintendent's Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby approves the following recommended appointments to the Illinois State Teacher Certification Board:

**Chicago Public Schools**
Ascencion Juarez (Second Term)

**Illinois Association of Colleges for Teacher Education (IACTE)**
Nina Dorsch (Second Term)
Elliott Lessen (Second Term)
Sr. Colleen McNicholas (First Term)

**Illinois Education Association (IEA)**
Lindy Greenlee (First Term)

**Illinois Federation of Teachers (IFT)**
William Briggs (Second Term)
Lydia Bullock – (Second Term – Term Expires June 30, 2006)

**Illinois Principals’ Association (IPA)**
Allen Ellington (First Term)

Next Steps
The nominees and their sponsoring organizations will be notified about the action taken by the State Board of Education. In addition, the members of the Illinois State Teacher Certification Board will be notified and the State Board of Education and State Teacher Certification Board websites will be appropriately updated. A training session for new Certification Board members is planned for August.
Biographical Information

Lydia Bullock
Lydia Bullock has taught a total of 28 years in Illinois and Indiana. She is currently teaching sixth through eighth grade mathematics at the Nicholson Specialty School in Chicago. Ms. Bullock holds a bachelor’s degree from Chicago Teachers College and a master’s degree from Governors State University.

Allen Ellington
Allen R. Ellington is the Principal of the Collinsville Middle School at the Collinsville Community Unit School District Number 10 in Collinsville, Illinois. He has served the Collinsville School District for the last five years as an elementary and middle school principal. He has worked with students in Missouri as a teacher and coach and in Illinois as a principal for the past twenty-eight years. Dr. Ellington received his Bachelor Degree in Elementary Education from Harris-Stowe State College, Master of Science Degree in Educational Administration and Supervision from Southern Illinois University Edwardsville, Education Specialist Degree in Educational Administration and Supervision from Southern Illinois University Edwardsville and a Doctor of Philosophy Degree in Education Administration from Columbus University.

Dr. Ellington is an active member of the Illinois Principals Association and has served the Southwestern Region as a Regional Director and Secretary. He is currently serving the association as a regional state director. He was named the 2004 Middle School Principal of the Year by the National Association of Secondary School Principal and was named to the committee for the Illinois State Action for Education Leadership sponsored by the Wallace Foundation in 2005. He has conducted training for the Illinois State Board of Education on the retrieval and use of ISAT data provided by Pearson Testing.

Lindy Greenlee
Lindy Greenlee holds a bachelor’s degree (Special Education) from Illinois State University and a master’s degree (Special Education Consultation and Collaboration) from Northern Illinois University. Ms. Greenlee is a teacher at Community Unit School District 200 – Wheaton Warrenville. She currently serves as President of the Wheaton Warrenville Education Association.

Sr. Colleen McNicholas
Sr. Colleen McNicholas, OP., Ph.D., is an Associate Professor and Dean of the School of Education at Dominican University in River Forest, Illinois. She is a graduate of the University of Illinois at Champaign-Urbana with an M.A. in English Literature. She received her Ph.D. in Educational Administration at Fordham University in New York. Sister is currently the President of the Illinois Association of Teacher Educators in Private Colleges. She is an active member of the Council of Chicago Area Deans of Education and has been a team member on several State Board of Education University Review Visits over the last five years. Her research agenda focuses on several aspects of secondary school leadership.
ILLINOIS STATE BOARD OF EDUCATION MEETING
June 15-16, 2005

TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education (Interim)

Agenda Topic: IMAGE Cut Score Adjustment

Materials: No attachments

Staff Contact(s): Becky McCabe, Division Administrator, Student Assessment
Dr. Sam Krug, Metritech

Purpose of Agenda Item
To inform the Board with information of why the Illinois Measure of Growth in English (IMAGE) cut scores need to be revised.

Expected Outcome(s) of Agenda Item
Approval of the new cut scores and direction from the Board to proceed with applying the scores to the results of the 2004-05 IMAGE.

Background Information
The Illinois Measure of Annual Growth in English (IMAGE) was originally designed to assess the language proficiency of students with limited English proficiency.

During the 1998-1999 school year, the Illinois State Board of Education established performance categories for IMAGE reading and writing to facilitate interpretation of individual test scores. Those categories were intended to differentiate four proficiency levels—Beginning, Strengthening, Expanding, and Transitioning—that represent milestones in students’ progress toward proficiency in English-language reading and writing.

Beginning in 2001, IMAGE was used as a performance assessment for LEP students. With the passage of No Child Left Behind, the results of the performance assessment were used for academic accountability. Recognizing that the test was being used for a purpose for which it was not developed, ISBE staff, along with the Illinois English Language Learner Assessment Advisory Committee (IELLAAC) reviewed the student results of IMAGE and identified the need to revisit the cut scores.

In March, 2005, panels of English Language Learner (ELL) teachers convened in Champaign to reexamine these cut scores particularly in light of federal assessment requirements (NCLB) that make use of these cut scores in evaluating school and district performance as well as individual student performance. Panelists had specific knowledge of student performance at the grades (3, 5, 8, 11) being assessed by IMAGE in 2005 and experience in teaching students at those grades. Panelists were selected to be broadly representative of the diversity of the Illinois public school system. A total of 45 educators participated in the two-day standard-setting process.
The procedure used in 2005 was different than that used in 1998 but consistent with the approach previously used to establish ISAT and PSAE cut scores. A number of checks were made on the reliability of the panelists’ judgments. Agreement among the panelists was high at all grade levels. Evaluation forms completed at the end of the session indicated that the overall level of panelist confidence in the final ratings was extremely high.

Since both sets of cut scores (1998, 2005) were arrived at by valid processes, the most reasonable conclusion is to average the two sets of results. When these averaged cut scores were applied to the 2004 test population, the results were as follows:

The IMAGE cut score process and results were presented to the State Testing Review Committee on May 16th. The Committee recommended that an additional validation process be scheduled in order to meet federal requirements and to support the revised cut scores. This process was held June 7th with bilingual teachers. Those results then compared the teacher ratings to the test outcomes, and look for a high degree of correspondence. These results validated the cut scores as first determined and therefore, we are ready for board action.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** The Board will establish a policy to apply the adjusted cut scores beginning with 2005 IMAGE test results and beyond.

**Budget Implications:** None

**Legislative Action:** None

**Communication:** The Board will develop and implement a communication plan that will explain how the new cut scores impact the 2005 student results as well as the data that will be used in calculating school and district AYP.

**Pros and Cons of Various Actions**

**Pro:** There are excellent reasons for reexamining the IMAGE performance categories at this time. When the 1998 cutoffs were established, standards for English language proficiency were less well developed than they are today. There has also been a significant increase in the number of students tested each year with IMAGE. Approximately 30,000 more students took IMAGE statewide in 2004 than in 1997 when it was first introduced.

The proposed cut scores involved larger and more representative panels of ELL teachers than had participated in 1998. The 2005 panel also was aware of accountability consequences related to the cut scores that were unknown to the 1998 group.

The proposed solution, averaging the 1998 and 2005 results, does not abandon the earlier cut scores entirely but gives both outcomes equal weight.

**Con:** These proposed new cut scores replace others that have been in use for several years, and any change will necessarily involve public scrutiny and criticism of both motivation and outcomes.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted: The Illinois Board of Education approves the adjustment of the cut scores to the IMAGE test beginning with the 2005 test.

**Next Steps**

Student Assessment will direct its contractors to apply these cuts to the current tests being scored.

Student Assessment will provide information for dissemination to district superintendents.
TO: Illinois State Board of Education
FROM: Randy J. Dunn
State Superintendent of Education (Interim)

Linda Riley-Mitchell
Chief Financial Officer

Agenda Topic: Certifying School Districts in “Financial Difficulty”

Materials: Financial Fact Sheets for Gallatin C.U.S.D. #7

Staff Contact(s): Deborah Vespa

Purpose of Agenda Item
Of the 78 school districts that are within the category of Financial Watch on the Financial Profile, twenty-five school districts meet the criteria to be deemed in financial difficulty under Section 1A-8 of the School Code, due to a minimum of two consecutive years’ negative fund balances within the four operational funds. The purpose of this agenda item is to share the results of the one school district that could not attend the May 2005 Board meeting. This review was conducted utilizing the June 30, 2004 Annual Financial Report and district financial data discussed with each district superintendent and/or business manager, via one-on-one, on-site district visits.

Expected Outcome(s) of Agenda Item
Of the twenty-five school districts that meet the criteria for financial difficulty certification, after review, there are six districts which were brought to the attention of the State Board for potential certification in financial difficulty at the May 2005 State Board meeting. Gallatin C.U.S.D. 7 was not available to attend the May Board meeting and has been invited to participate in discussion and present testimony on their district’s behalf at the June Board meeting. The expected outcome is to review this school district’s financial condition and determine whether they should be formally certified in financial difficulty.

Background Information
Section 1A-8 of the School Code gives the authority to certify school districts as being “in financial difficulty.” The result of this certification action is each certified school district must prepare, submit and have approved a multi-year financial plan which addresses its fiscal condition and plan for financial improvement. Districts certified as financial difficulty cannot borrow any funds until said financial plan is approved by the State Board. The financial plan must also incorporate such borrowing of funds within it.
Pros and Cons of Various Actions
Section 1A-8 of the School Code provides specific powers to the State Board in assisting school districts deemed in financial difficulty. These powers enable the State Board to assist school districts and help promote financial integrity and continued operations. Cons of such action are that the districts cannot borrow necessary cash flow funds until their financial plan is approved. This may hinder some districts in need of cash flow borrowing prior to the end of the fiscal year since it is most likely the financial plans will not be approved by this Board until August 2005.

Superintendent’s Recommendation
The Superintendent recommends that the State Board of Education accept the recommendation to certify Gallatin Community Unit School District # 7 pursuant to the provisions of Section 1A-8 of the School Code at the June Board meeting with the provision that the Board can approve necessary cash flow borrowing for districts in need prior to September 2005. (See attached recommended resolution for financial certification.)

Next Steps
For districts formally certified, within 14 days, ISBE staff will submit to them Financial Plan Template and guidelines. Districts have 45 days to submit their plan to ISBE for review and Board approval. Review plans with Board members at the September 2005 Board meeting and recommend approval or denial of said plans.
CERTIFICATION OF SCHOOL DISTRICTS IN FINANCIAL DIFFICULTY

THE ILLINOIS STATE BOARD OF EDUCATION hereby certifies that, effective June 16, 2005, Gallatin Community Unit School District 7 in Gallatin County is in financial difficulty pursuant to Section 1A-8 of the School Code:

This certification is authorized under Section 1A-8(3), in that for two consecutive years the district’s annual financial report has shown an excess of expenditures and other financing uses over revenues, other financing sources and beginning fund balances for the aggregate totals of the Educational, Operations and Maintenance, Transportation and Working Cash Funds.

The State Board of Education directs the State Superintendent of Education to proceed immediately with the actions required by law and to provide the school district with appropriate technical assistance and support.

Further, the district is required to develop, adopt and submit a financial plan pursuant to guidelines which will be presented to each district by the State Board of Education.

Further, since statute requires the State Board of Education to approve said financial plan prior to the issuance of bonds, notes, teachers orders, tax anticipation warrants or other evidence of indebtedness, each said district in need to issue such indebtedness for immediate cash flow purposes between June 16, 2005 and September 22, 2005 shall notify the State Superintendent of Education, in writing, of such need, and the State Superintendent of Education shall approve or deny the issuance of indebtedness. The financial plan shall also reflect the issuance of the indebtedness. Upon denial of such indebtedness or after September 22, 2005, in accordance with section 1A-8 of the School Code, no such indebtedness shall be issued to the district until the financial plan reflecting such is approved by the State Board of Education.

SIGNED
The Illinois State Board of Education

By: ________________________________ By: ________________________________
Jesse H. Ruiz, Board Chair
Illinois State Board of Education

Vinni Hall, Board Secretary
Illinois State Board of Education

Dated at Springfield, Illinois
this 16th day of June, 2005
School Districts with Negative Operational Fund Balances for two Consecutive Years (FY 2004 and FY 2003)

<table>
<thead>
<tr>
<th>District ID</th>
<th>District Name</th>
<th>County</th>
<th>Fiscal Year 2004</th>
<th>Fiscal Year 2003</th>
<th>Fiscal Year 2002</th>
<th>Fiscal Year 2001</th>
<th>Fiscal Year 2000</th>
<th>April Referendum</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-030-0070-26</td>
<td>Gallatin Comm Unit School District 7</td>
<td>Gallatin</td>
<td>(739,310)</td>
<td>(799,730)</td>
<td>(212,560)</td>
<td>206,448</td>
<td>544,760</td>
<td>Educ. $1, 4 yrs</td>
</tr>
</tbody>
</table>

** School Districts presented to the Board last October for certification

Calhoun School District was also presented to the Board last October for certification. They no longer have negative fund balances in FY 2004
Gallatin County #7

Superintendent: Mr. Les Oyler  
Number of Students: 945

School Type: Unit District  
Number of Teachers: 65

County: Gallatin  
Average Teacher Salary: $48,549 (State $54,446)

Tax Cap School District: No  
Average Administrator Salary: $87,798 (State $93,976)

Low Income Rate: 40.4% (State 39.0%)

Overall Performance - All State Tests:

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Performance</th>
<th>Ave. Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 - 2003</td>
<td>62.5% (State 61.0%)</td>
<td>Kindergarten 20.0 (State 21.0)</td>
</tr>
<tr>
<td>2003 - 2004</td>
<td>61.2% (State 62.4%)</td>
<td>First 18.7 (State 21.6)</td>
</tr>
</tbody>
</table>

Revenue Sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>27.1% (State 62.0%)</td>
</tr>
<tr>
<td>State</td>
<td>63.2% (State 30.0%)</td>
</tr>
<tr>
<td>Federal</td>
<td>9.7% (State 8.0%)</td>
</tr>
</tbody>
</table>

2003 Tax Rates:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Fund</td>
<td>$2.499</td>
</tr>
<tr>
<td>Operation &amp; Maint. Fund</td>
<td>$0.375</td>
</tr>
<tr>
<td>Transportation Fund</td>
<td>$0.200</td>
</tr>
</tbody>
</table>

SUMMARY OF OPERATING FUNDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EAV</td>
<td>$48,899,241</td>
<td>$47,788,657</td>
<td>$46,894,500</td>
<td>$46,520,257</td>
<td>Not Finalized</td>
</tr>
<tr>
<td>Short-Term Debt</td>
<td>0</td>
<td>450,000</td>
<td>500,000</td>
<td>977,500</td>
<td>1,380,000</td>
</tr>
<tr>
<td>Long-Term Debt</td>
<td>2,055,000</td>
<td>1,670,000</td>
<td>1,280,000</td>
<td>880,000</td>
<td>445,000</td>
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<tr>
<td>Short-Term Debt Limit</td>
<td>1,189,722</td>
<td>1,184,298</td>
<td>1,202,285</td>
<td>1,200,683</td>
<td>1,215,447</td>
</tr>
<tr>
<td>Long-Term Debt Limit</td>
<td>6,903,888</td>
<td>6,748,095</td>
<td>6,594,835</td>
<td>6,471,441</td>
<td>6,419,795</td>
</tr>
</tbody>
</table>

Profile Score 2.65 2.65 2.20 2.00 2.45
Profile Designation Early Warning Early Warning Watch Watch Watch

(All years were calculated using the same method used for FY 2003)
Summary: Gallatin County #7
This is a Unit District in Gallatin County. (the only district in this county) This District is comprised of one Elementary school with one Junior High and one Senior High School all residing at the same location. When the district consolidated approximately 16 years ago, they built a new campus housing K - 12 grades along Route 13 outside of the town of Junction.

Debt and Liabilities:
District is estimated to be at 2nd Year Tax Anticipation Warrants by June 30, 2005. Long-Term debt Limit at June 30, 2004 was 93.07% remaining.

Financial Risk:
Referendum ($0.90 inc. to Ed Fund - temporary 10 years) defeated in Nov. '04; BOE has approved another referendum for April Ballot ($1 inc Ed Fund - temporary for only 4 yrs) (this would generate roughly $350K to $400 depending on EAV); L-T debt is being paid off and taxpayers overall rate would not increase; District has decreasing EAV and decreasing Enrollment; Ed Fund rate now at $2.50. Personnel cuts the last year include the following: 1)4 EL positions (eliminate ART/Music and combining sections of 1st and 2nd grades; 2)1 JH position (reduce sections); and 3)1 HS position (reduced Study Hall Tchr). This did increase class sizes. One Cook and one Custodian were cut. Non-certified Salaries froze in 2004-05. District only has Band at JR/SR high - no chorus.

RESULTS OF APRIL 5TH REFERENDUM -- Failed

Additional Revenues:
The EAV has been decreasing approximately $1M per year for the most part. Increased homestead exemptions will continue the reduction of local dollars in the next fiscal year. It does not appear at this time any new dollars will come from the state (GSA will more than likely decrease approximately $170K in FY06 if FL is only $40 and No Poverty Hold Harmless in FY06).
TO: State Board of Education
FROM: Dr. Randy Dunn, State Superintendent of Education

Agenda Topic: School District Appeals on Adequate Yearly Progress (AYP) Status
Staff Contact(s): Gail Lieberman, Special Assistant for NCLB

Purpose of Agenda Item
The purpose of this agenda item is to have Board members decide on two recent appeal recommendations made by the Appeals Advisory Committee (AAC) that have come before the State Superintendent.

Expected Outcome(s) of Agenda Item
The Board members will act on the two recommendations brought before the Superintendent, and will take final action on the status of the district and/or school involved.

Background Information
The Board has discussed the appeals process, reviewed information on the AAC, and acted upon several specific appeals at its June meeting.

The AAC met again on May 20, 2005. On that date members were informed of the Board's May 19, 2005, action. They also heard appeals from Spring Valley #99, Schaumburg #54, and Altamont #10. They made recommendations on the former two appeals; due to additional information that had to be presented after the Board's May meeting, the Committee will delay final deliberations on the appeal from Spring Valley #99 until its end of June meeting.

Schaumburg Elementary District #54, Eisenhower Junior High School. Ed Rafferty, District Superintendent, and two staff members represented the Schaumburg District at its May 20, 2005, appeal. They were appearing before the Committee because Eisenhower Junior High School did not make 2003 AYP in reading or mathematics for its Students with Disabilities subgroup; in 2004, the Hispanic subgroup did not make AYP in mathematics; therefore, the school failed to make AYP.

The district stated that its student body is highly diverse. It believes it suffers discrimination under NCLB law because its schools must make AYP with several subgroups; whereas schools that have fewer subgroups are able to concentrate their school improvement efforts.

It was determined that the current information in the Accountability Workbook is clear, stating that regardless of the applicable subgroup, a school fails to make AYP if AYP is not met in the same content areas for two consecutive years. ISBE is seeking a change in the Illinois Accountability Workbook which, if approved, would mean that in the future AYP calculations would be made using the same subgroup and same content area.

Committee members and ISBE staff discussed the timeframe for sending data notification letters to school districts, the School House closing date, and other related topics. They also
discussed the need for better communication on the use of safe harbor in a variety of instances, particularly if the *Accountability Workbook* proposals are enacted.

The Committee unanimously recommended taking the following actions:

- While the Committee acknowledges the progress made over time by students and staff at Eisenhower Junior High School, one or more subgroups per year (Students with Disabilities in 2003 and Hispanic students in 2004) did not make AYP in the same content area (mathematics) two years in a row. Therefore, the Committee upholds the state’s AYP determination status.

- In terms of the request for technical assistance, ISBE staff should be in touch with the district in the near future. The Committee is without authority to make recommendations in this area.

- Regarding safe harbor, this mechanism did not apply to the Hispanic student subgroup in mathematics in 2004. In that subgroup 42.5% met/exceeded in 2003 (making AYP) and 27.1% met/exceeded in 2004 (not meeting AYP).

- On the issue of timely notice for 2003-04, which was raised during the appeal discussion but not as part of the written request, the state notified the district in December of 2004 regarding the school’s AYP status. The school had the time period between notification and the March 2005 test to address the areas for improvement. This notice timeframe was insufficient. The school must be offered the same relief (a year without sanctions) as was recommended last month by the AAC to apply to districts, and have no sanctions applied in the meantime.

**Altamont #10.** The district was represented on May 20th by District Superintendent Jim Littleford and a school district staff member. Superintendent Littleford asked that several items be reviewed by the Committee and discussed on his district’s behalf; items for review included: 1) allowing or using an increased number or percent of students beyond the current 40 students or more in a subgroup; 2) changing the definition of an academic year; and 3) requiring that students with disabilities be in that status for a full year before counting them in the Students with Disabilities subgroup.

ISBE Legal staff indicated to the district that the Committee was without authority to make recommendations on the first two issues (which do not pertain to school or district status or recognition); but also indicated that the state was pursuing these changes.

The third request prompted a lengthy discussion as a new concept introduced for dialogue. As explained to the Committee, a child would need to be staffed and receive special education services for a full year, even if there was a full year definition of May 1st, to be counted in the Students with Disabilities subgroup. These students would still take the state assessment and would count toward participation, regardless of subgroup determination.

The Committee recommended the following actions unanimously:

- The AAC will uphold the status recommendation of the state.

- The AAC cannot address the issue of school district configuration and fairness.

- While the idea was discussed of defining a full academic year to include a student with disabilities being identified for service prior to the beginning of that year, this issue is considered outside of the purview of the Committee.
The Committee acknowledged that the state is seeking to increase the subgroup number for future AYP calculations and to redefine a full academic year.

**Next Steps**

I recommend that the Board take the following actions:

1. *I move to uphold, in part, the recommendations of the Committee, which upheld the 2003-04 AYP status recommendation by the staff for Schaumburg #54.* As was said, while the Eisenhower Junior High School has indeed made progress over time, one or more subgroups per year (Students with Disabilities in 2003 and Hispanic students in 2004) did not make AYP in the same content area (mathematics) two years in a row.

While not part of the motion, I want to acknowledge that the Committee did address the lack of timely notice of school status to the district; there was, in fact, little time to change curriculum and instruction or to introduce specific interventions between December 2004 notification and March 2005 testing. However, the school and district should have known the school's status based on preliminary information. Further, by the plain wording in the *Accountability Workbook*, the school or district should have known that AYP applied to the same content area but not the same subgroup. *I do not* support the recommendation for delayed AYP status. I also *support*, as did the Committee, the requests for technical assistance and improved communication. Staff and I will address these needs; there is no need for formal Board action on this issue.

2. *I move to uphold* the recommendations of the Committee, which upheld the 2003-04 AYP status recommendation by the staff for **Altamont #10**. The AAC cannot address the issue of school district configuration and fairness. While the idea was discussed of defining a full academic year to include a student with disabilities being identified for service prior to the beginning of that year, this issue is considered outside of the purview of the Committee.

The affected districts will be informed of the Board’s decisions. The final status will be used for calculating AYP for 2004-05. The Committee will also be informed of the decisions.
TO: Illinois State Board of Education

FROM: Randy J. Dunn, State Superintendent (Interim)
Randy J. Dunn, State Superintendent (Interim)
Ginger Reynolds, Assistant Superintendent (Interim), Teaching and Learning Services

Agenda Topic: Action Item: World-class Innovations in Developing Assessments (WIDA)
WIDA Consortium Memorandum of Understanding
ACCESS for ELL’s

Materials: None

Staff Contacts: Becky McCabe
John Craig

Purpose(s) of Agenda Item
The purpose of this agenda item is for the Board to authorize the issuance of a Memorandum of Understanding to acquire the “ACCESS for ELL’s” assessment tests provided through the multi-state WIDA consortia. The ACCESS is a newly developed measure of English proficiency as required for use in federal Title III ESEA NCLB funded programs.

Expected Outcome of Agenda Item
It is expected that staff will receive the Board’s authorization enter into a Memorandum of Understanding with the WIDA consortia to acquire the ACCESS for ELL’s assessment for 2006 and 2007.

Background Information
Title III of ESEA NCLB federal legislation requires Limited English Proficient (LEP) students to be assessed annually for English proficiency and growth. Prior to adoption of this legislation, Illinois provided for measures of English proficiency by allowing local school district programs to use a variety of commercial measures which were not based upon standards to determine student proficiency. Continuing this situation could eventually take the state out of compliance with NCLB Title III requirement.

Subsequent to the implementation of NCLB legislation, ISBE entered into an agreement with a consortium of other states (Wisconsin, Alabama, Delaware, New Hampshire, etc.), identified as WIDA to develop a standards based assessment instrument for English Language Learners (ELL’s) which would be an improved measure of proficiency, “a better test”, than those outdated tests previously used in local programs, and also be compliant with Title III ESEA requirements. The work of developing the test has been completed. The next step is the acquisition and use of the test by local school districts in determining the proficiency of ELL students.

The WIDA consortium will provide the ACCESS for ELL’s (Assessing Comprehension and Communication in English State to State for English Language Learners). The proposed memorandum of understanding provides for acquisition of tests, scoring and reporting services
for the determination of English proficiency and growth and evolution of local programs. The costs for such services are on a per student basis.

The continued participation in the WIDA consortia is the most effective manner in which the state and its ELL program can obtain the most appropriate and cost efficient measure of English proficiency is consistent with Title III ESEA-NCLB requirements.

**Budget**

It is anticipated that the Memorandum of Understanding will provide ACCESS an estimated $172,000 for ELL’s tests for two years, 2006 and 2007. The anticipated cost for ACCESS is: 2006 - $4,098,760; 2007 - $4,442,276. The amounts are paid from State of Illinois funds.

This action provides local schools with a uniform and improved test for identification and evaluation of ELL proficiency. This replaces a variety of outdated measures local schools needed to purchase at their own expense. (The use of the ACCESS will bring Illinois into compliance with this aspect of Title III ESEA program requirements. It maintains eligibility for the use of the approximately $26.4 million of federal funds.) Also included in this agreement are two one time costs of $50,000 and $25,000 for test validation and ELL curriculum resource development undertaken by the consortia.

**Legislative Action** None.

**Pro-Con**

The Memorandum of Understanding provides Illinois continued membership in the multi-state WIDA consortia, securing the ACCESS for ELL proficiency tests. Local districts no longer need to purchase antiquated proficiency tests. ACCESS serves a dual role a) measure of individual student proficiency, b) a local district program evaluation measure. Use of ACCESS is a more reliable and solid source of data than previously used tests. This resolves the concerns about meeting Title III ESEA requirements for identification of ELL student language proficiency.

**Superintendent’s Recommendation**

The State Superintendent recommends that the following motion be adopted:

I move that the State Board of Education hereby authorizes staff to develop a Memorandum of Understanding to provide the development, printing, delivery, and scoring services for the ACCESS.

- the English Language Learner (ELL’s) agreement period will extend from July 30, 2006, through June 30, 2007;
- the total amount will not exceed $8.75 million for the two-year period.

**Next Steps**

Staff will prepare the Memorandum of Understanding with the WIDA consortia no later than July 30, 2005.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, Interim Superintendent
       Jonathan Furr, General Counsel

Informational Item: Monthly Report on Status of Agency Rulemaking

Materials: Monthly Status Report

Staff Contact(s): Sally Vogl

Purpose of Informational Item

The purpose of this report is to keep the Board members informed of the progress of rulemaking items that have been initiated and the projected dates for initiation of rulemaking items that are under development now.

Background Information

None; background information on each item of rulemaking, including the reasons for the rulemaking and a discussion of any policy issues involved, will be presented at the time of the Board’s initial review.

Superintendent’s Recommendation

None needed.
## Monthly Status Report on Rulemaking
### June 2005

<table>
<thead>
<tr>
<th>Title and Part Number of Rules</th>
<th>Current Status</th>
<th>Action Needed This Month</th>
<th>Description/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Access to public education regardless of immigration status</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Miscellaneous updates and streamlining</td>
</tr>
<tr>
<td>Dismissal of Tenured Teachers (Part 51)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Streamlining; incorporation of material from Part 52</td>
</tr>
<tr>
<td>Dismissal of Tenured Teachers and Civil Service Employees Under Article 34 (Part 52)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Temporary Relocation Expenses (Part 145)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Simplification of repayment schedule for affected districts</td>
</tr>
<tr>
<td>Electronic Transfer of Funds (Part 155)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Technical corrections and updating</td>
</tr>
<tr>
<td>Secular Textbook Loan (Part 350)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Required signature; change in deadline</td>
</tr>
<tr>
<td>Contested Cases and Other Formal Hearings (Part 475)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Streamlining; incorporation of material from Part 480</td>
</tr>
<tr>
<td>Hearings Before the State Teacher Certification Board (Part 480)</td>
<td>Pending JCAR’s review on June 14</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Access to Information of the State Board of Education Under the Freedom of Information Act (Part 5001)</td>
<td>Rulemaking is complete; awaiting effective date</td>
<td>None</td>
<td>Re-adjustment to conform to Illinois Administrative Procedure Act</td>
</tr>
<tr>
<td>Staff Development Plans and Programs (Part 30)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Insurance for Certificated Employees (Part 56)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Professional Development Block Grant (Part 160)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Scientific Literacy (Part 220)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Title and Part Number of Rules</td>
<td>Current Status</td>
<td>Action Needed This Month</td>
<td>Description/Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Alcohol and Drug Education Initiative (Part 225)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Summer School for Remedial Education (Part 230)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Alternative Learning Opportunities Program (Part 240)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal Subpart B only</td>
</tr>
<tr>
<td>Urban Education Partnership Program (Part 245)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Comprehensive Arts Program (Part 250)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Mathematics and Science Loan Program (Part 360)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>School Technology Program (Part 575)</td>
<td>Presented for initial review in February</td>
<td>None</td>
<td>Repeal Subpart A only</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Public comment period ended May 23; presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Incorporation of transportation material; changes in middle-grades requirements for reading and library information personnel</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Public comment period ended May 23; presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Various updates and other provisions responding to P.A. 90-200</td>
</tr>
<tr>
<td>Pupil Transportation Reimbursement (Part 120)</td>
<td>Public comment period ended May 23; presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>General updating and streamlining</td>
</tr>
<tr>
<td>Pupil Transportation (Part 275)</td>
<td>Public comment period ended May 23; presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Repeal</td>
</tr>
<tr>
<td>Procurement by the State Board of Education (Part 1100)</td>
<td>Public comment period ended May 31; pending discussion with Procurement Policy Board</td>
<td>None</td>
<td>Repeal</td>
</tr>
<tr>
<td>Procurement by the State Board of Education (Part 1105)</td>
<td>Public comment period ended May 31; pending discussion with Procurement Policy Board</td>
<td>None</td>
<td>New Part relying on rules of the Department of Central Management Services</td>
</tr>
<tr>
<td>Title and Part Number of Rules</td>
<td>Current Status</td>
<td>Action Needed This Month</td>
<td>Description/Comments</td>
</tr>
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</tr>
<tr>
<td>Driver Education (Part 252)</td>
<td>Public comment period will end June 20</td>
<td>None</td>
<td>General updating and streamlining</td>
</tr>
<tr>
<td>Education Purchasing Program (Part 1110)</td>
<td>Public comment period will end June 27</td>
<td>None</td>
<td>New rules in response to P.A. 93-1036</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Public comment period will end July 18</td>
<td>None</td>
<td>General updating and streamlining; incorporation of material from Parts 50, 251, 253, and 625</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Public comment period will end July 18</td>
<td>None</td>
<td>General streamlining; technical revisions in testing rules; non-teaching speech-language pathologists (P.A. 93-1060)</td>
</tr>
<tr>
<td>Evaluation of Certified School District Employees in Contractual Continued Service (Part 50)</td>
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<td>Health/Life Safety Code for Public Schools (Part 180)</td>
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<td>Acknowledges requirement for rules on numerous initiatives for which funding has ceased</td>
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<td>Accountability-related amendments under P.A. 93-470 and NCLB</td>
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<td>Reading Improvement Program (Part 260)</td>
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<td>Authorization for public comment; adoption of emergency amendments</td>
<td>Change in due date for performance reports; other updating</td>
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<td>New rules to establish approval criteria, code of ethics, and cost and performance reporting</td>
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<td>Technical updating to conform to rules for special education (Part 226)</td>
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<td>Program Accounting Manual (Part 110)</td>
<td>Expect initial review after Auditor General conducts corresponding rulemaking</td>
<td>None</td>
<td>Responds to P.A. 92-544; transfer of responsibility for ROE audits</td>
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OVERVIEW OF COMPREHENSIVE RULES REVIEW SCHEDULE
November 2004 through June 2005

Start Date November 2004  Expect initial review in February or March 2005.
Funding and Disbursements Division
- Pupil Transportation Reimbursement (Part 120) (presented in March)
- Electronic Transfer of Funds (Part 155) (presented in February)
- Driver Education (Part 252) (presented in April)
- Pupil Transportation (Part 275) (presented in March)

Legal Department
- Dismissal of Tenured Teachers (Part 51) (presented in February)
- Dismissal of Tenured Teachers and Civil Service Employees Under Article 34 (Part 52) (presented in February)
- Contested Cases and Other Formal Hearings (Part 475) (presented in February)
- Hearings Before the State Teacher Certification Board (Part 480) (presented in February)
- Procurement by the State Board of Education (Part 1100) (presented in March along with new Part 1105)
- Public Information, Rulemaking and Organization (Part 5000)
- Access to Information of the State Board of Education Under the Freedom of Information Act (Part 5001) (completed)

Start Date December 2004  Expect initial review in March or April 2005.
School Business and Support Services Division
- Program Accounting Manual (Part 110)
- Student Activity Funds and Convenience Accounts (Part 125)
- Temporary Relocation Expenses (Part 145) (presented in February)
- School Construction Program (Part 151)
- Health/Life Safety Code for Public Schools (Part 180) (presented in May)

Fiscal Services Division
- Secular Textbook Loan (Part 350) (presented in February)

Early Childhood Division
- Preschool Educational and Coordinated Model Preschool Educational Programs (Part 235)
Start Date January 2005  
Expect initial review in April or May 2005.

**Nutrition Programs Division**
- School Food Service (Part 305)

**Funding and Disbursements Division**
- Determining Special Education Per Capita Tuition Charge (Part 130)
- Calculation of Excess Cost Under Section 18-3 of the School Code (Part 140)

Start Date February 2005  
Expect initial review in May or June 2005.

**Accountability Division**
- Public Schools Evaluation, Recognition and Supervision (Part 1) *(presented in May and this month)*
- Evaluation of Certified School District Employees in Contractual Continued Service (Part 50) *(presented in May)*
- Sex Equity (Part 200)
- Student Records (Part 375) *(presented in November; completed)*
- Health Examinations and Immunizations (Part 625) *(presented in May)*

Start Date March 2005  
Expect initial review in June or August 2005.

**English Language Learning Division**
- Transitional Bilingual Education (Part 228)

**Curriculum and Instruction Division**
- Conservation Education (Part 251) *(presented in May)*
- Comprehensive Health Education (Part 253) *(presented in May)*
- Reading Improvement Program (Part 260) *(presented this month)*
- School Technology Program (Part 575)

Start Date April 2005  
Expect initial review in August or September 2005.

**Accountability Division**
- Part 201, Disadvantaged Students Funds Plan – Districts Between 1,000 and 50,000 ADA
- Part 202, Disadvantaged Students Funds Plan – Districts over 50,000 ADA
- Part 205, Truants’ Alternative and Optional Education Programs
- Part 215, Alternative Education Diplomas
- Part 240, Alternative Learning Opportunities Program
- Part 452, Public University Laboratory Schools
- Part 525, Regional Offices of Education and Intermediate Services
ILLINOIS STATE BOARD OF EDUCATION MEETING  
June 16, 2005

TO:          Illinois State Board of Education  
FROM:        Randy Dunn, State Superintendent (Interim)  
Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials:   Appropriations and Spending by Program  
Financial Status Report (contract & grant detail)  
$1M Contracts  
Monthly Headcount Graph, Staff Detail, Personnel Transactions

Staff Contact(s): Linda Mitchell and Don Evans

Purpose of Agenda Item
To provide the Board standard reports with key information on fiscal and administrative activities of the state Agency.

Background Information
In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. The Superintendent requested that the Agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision making.

Currently the following Reports are provided or are being developed.

1. Budget/Annual Report (annually in January)  
2. Condition of Public Education (December)  
3. Comptroller SEA Report (annually in February)  
4. Appropriation and Expenditure (monthly)  
5. Financial Status Report – Contract/Grant Detail (monthly)  
6. Business Plans at the Director Level (quarterly)  
7. Headcount Reports (monthly)  
   Personnel Transactions, Staff Detail by Division, & Monthly Headcount Graph

Analysis and Implications for Policy, Budget, Legislative Action and Communications
The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over $50 thousand and grants the Agency is processing.

The Board specifically approves all proposed contracts over $1M prior to the issuance of an RFP. This month there are no such proposed contracts.

Superintendent's Recommendation
None needed.

Next Steps
Continue to provide these reports pursuant to the schedule above.
## Illinois State Board of Education

### FY 2005 Appropriation & Spending by Program 07/01/2004 thru 05/31/2005

(Dollars in Thousands)

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Final FY Budget.rpt  Page 1 of 4
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6/1/2005 9:37 am

Schedule and Plenary Packet - Page 218
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<td><strong>9,034,470.4</strong></td>
<td><strong>111,626.1</strong></td>
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<td><strong>7,273,416.6</strong></td>
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# ILLINOIS STATE BOARD OF EDUCATION

## FINANCIAL STATUS REPORT - 07/01/04 THROUGH 5/31/2005

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<th>Description</th>
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<th>May Expenditures</th>
<th>Description</th>
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## Agency Contracts Breakdown:

### General Counsel/Legal

**Teacher Dismissal Hearing Officers**

- Laner, Muchin, Dombrow, Becker, LTD
- Franczek, Sullivan PC

**Professional confidential counseling for ISBE - contract**

**Attorney General's Office appointed Res Vazquez to continue as Legal Counsel**

**for the ongoing implementation and monitoring of the Corey H. consent decree**

### Data Systems

**Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing System, e-Grants Management System, FRIS and HRMS**

**Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System**

**Development, maintenance and support of ISBE applications**

**E-Grants System**

**Development of Statewide Student Information System**

### Agency Contracts Breakdown:

<table>
<thead>
<tr>
<th>Description</th>
<th>Expended</th>
<th>% Spent</th>
<th>May Expenditures</th>
<th>Description</th>
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<td><strong>GRF</strong></td>
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**for the ongoing implementation and monitoring of the Corey H. consent decree**

**Viva USA, Inc.**

**Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing System, e-Grants Management System, FRIS and HRMS**

**Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System**

**Development, maintenance and support of ISBE applications**

**E-Grants System**

**Development of Statewide Student Information System**

<table>
<thead>
<tr>
<th>Description</th>
<th>Expended</th>
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<th>May Expenditures</th>
<th>Description</th>
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<td>158.6</td>
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<tr>
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6/7/2005
<table>
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<tr>
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<th>% Spent Year to Date</th>
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### Fiscal & Administrative Services

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<th>% Spent Year to Date</th>
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<td>74.6%</td>
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### Rent - Springfield

- **Fiscal & Administrative Services**
  - **Rent - Springfield**
    - Funded Amount: 111.1
    - Expended Year to Date: 111.1
    - % Spent Year to Date: 100.1%
    - May Expenditures: 0.0

### Copier maintenance/repairs

- **Fiscal & Administrative Services**
  - **Copier maintenance/repairs**
    - Funded Amount: 85.0
    - Expended Year to Date: 85.0
    - % Spent Year to Date: 100.0%
    - May Expenditures: 0.0

### Warehouse Lease

- **Fiscal & Administrative Services**
  - **Warehouse Lease**
    - Funded Amount: 111.1
    - Expended Year to Date: 111.1
    - % Spent Year to Date: 100.1%
    - May Expenditures: 0.0

### Office Supplies

- **Fiscal & Administrative Services**
  - **Office Supplies**
    - Funded Amount: 24.0
    - Expended Year to Date: 17.9
    - % Spent Year to Date: 74.6%
    - May Expenditures: 0.0

### Parcel pick-up and delivery per agency request at published rate - multiple vendors

- **Fiscal & Administrative Services**
  - **Parcel Pick-up & Delivery**
    - Funded Amount: 111.0
    - Expended Year to Date: 111.1
    - % Spent Year to Date: 100.1%
    - May Expenditures: 0.0

6/7/2005
### Nutrition Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Funded Amount</th>
<th>Expend. Year to Date</th>
<th>% Spent Year to Date</th>
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**Grants Breakdown:**

- **Title I - Low Income**
  - 650,200.0: 379,841.0, 58.4% 59,951.3: Formula
- **IDEA**
  - 550,000.0: 369,272.3, 67.1% 33,493.4: Formula
- **Child Nutrition**
  - 450,000.0: 357,989.9, 79.5% 43,384.4: Formula - Reimbursement
- **Spec Ed Personnel**
  - 360,000.0: 280,931.6, 78.0% 0.0: Formula
- **Transportation Spec Ed**
  - 317,100.0: 234,255.2, 73.9% 30,697.1: Formula
- **Transportation Reg/Voc**
  - 261,630.0: 198,763.9, 76.0% 0.0: Formula
- **Early Childhood Block**
  - 243,254.5: 228,698.4, 94.0% 21,440.8: Block grant for Pre-K, parent training and prevention initiative
- **Spec Ed Extraordinary**
  - 243,404.0: 198,319.0, 81.6% 1,721.4: Mandated Categorical
- **Title II - Quality Teachers**
  - 150,000.0: 88,370.3, 58.9% 10,950.2: Formula
- **Spec Ed Orphanage**
  - 106,100.0: 62,331.4, 58.7% 0.0: Formula
- **Reading Improvement Block Grant**
  - 76,139.8: 75,723.7, 99.5% 419.2: Formula
- **Spec Ed Private Facility Tuition**
  - 66,811.5: 58,175.9, 87.1% 0.0: Formula
- **ADA Sch. Safety & Ed. Bl.**
  - 54,841.0: 54,841.0, 100.0% 0.0: Formula
- **Title I - Reading First**
  - 9,812.3: 0.0: Competitive and formula grants
- **Title IV - 21st Century**
  - 8,370.2: 0.0: Competitive
- **Title III - English Language Acq**
  - 21,440.8: 0.0: Grant
- **Bilingual Education-Chicago**
  - 35,896.6: 35,896.6, 100.0% 0.0: Chicago Block Grant
- **Technology Literacy**
  - 35,000.0: 22,948.3, 65.6% 2,012.4: Competitive and non-competitive grants to school districts
- **Bilingual Education-Downstate**
  - 28,655.4: 18,701.4, 65.3% 5,196.7: Mandated Categorical
- **Textbook Loan - Reapprop.**
  - 26,320.9: 26,103.7, 99.2% 0.0: Payment for textbooks purchased during previous year
- **Title IV - Safe and Drug Free**
  - 43,384.4: 30,697.1, 73.9% 30,697.1: Formula
- **Preschool - Special Education**
  - 21,440.8: 0.0: Formula
- **Summer Bridges**
  - 22,238.1: 21,159.4, 95.1% 322.7: Grants to districts (based on ISAT reading scores)
- **Title V - Innovative Programs**
  - 21,000.0: 9,666.0, 46.0% 861.7: Formula
- **State Free Lunch and Breakfast**
  - 20,500.0: 18,634.8, 90.9% 1,109.8: Mandated Categorical - Reimbursement
- **Orphanage Tuition**
  - 17,400.0: 12,525.8, 72.0% 0.0: Reimbursement to school districts for children residing in orphanages
- **Driver Education**
  - 15,750.0: 7,978.6, 50.7% 0.0: Reimbursement
- **Fast Growth**
  - 10,000.0: 10,000.0, 100.0% 0.0: Grants
- **School Renovation**
  - 10,000.0: 1,592.5, 15.9% 0.0: Competitive grants to school districts
- **Title II Math/Science Partnerships**
  - 8,000.0: 2,502.3, 31.3% 594.2: Formula
- **ROE School Services**
  - 5,470.0: 5,469.9, 100.0% 227.5: Formula - ROE Operations
- **Voc Ed - Federal Tech Prep**
  - 5,000.0: 3,927.3, 78.5% 688.8: Grants - assists students in achieving learning/occupational skills standards
- **Teacher Education**
  - 4,740.0: 3,243.9, 68.4% 13.0: Reimbursement for Nat'l Bd Certification costs; grant for Teacher of the Year
- **Technology for Success**
  - 4,134.7: 3,753.0, 90.8% 235.8: Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
- **Standards Assessment & Acct**
  - 3,552.7: 3,070.8, 86.4% 427.2: Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
- **Reorganization Incentive**
  - 3,518.8: 3,514.8, 99.9% 0.0: Grants to districts to encourage reorganization through consolidation/annexation
- **State Charter Schools**
  - 3,421.5: 2,568.2, 75.1% 0.0: Grants - Start-up funds
- **School to Work - Federal**
  - 3,000.0: 698.8, 23.2% 19.9: Formula
- **McKinney Homeless Education**
  - 3,000.0: 2,472.8, 82.4% 572.9: Competitive grants to school districts

6/7/2005
<table>
<thead>
<tr>
<th>Description</th>
<th>Funded Amount</th>
<th>Expended Amount</th>
<th>% Spent Year to Date</th>
<th>May Expenditures</th>
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## ILLINOIS STATE BOARD OF EDUCATION
### AGENCY STAFF DETAIL AS OF MAY 2005

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<th>Prof. Support</th>
<th>GRF</th>
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Schedule and Plenary Packet - Page 226
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## Personnel Transactions

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* Through May