NOTE: Staff presentations and detailed Board discussion typically take place during Committee meetings one month prior to State Board action in the plenary session.

Wednesday, March 15, 2006

10:00 a.m.  Ad Hoc Rules Committee of the Whole
Board Room, 4th Floor
1-866-297-6391 (listen only); Confirmation # 1 4 0 7 8 7 8 0

12:00 p.m.  Lunch Break

1:00 p.m.  Education Policy Planning Committee
Board Room, 4th Floor
1-866-297-6391 (listen only); Confirmation # 1 4 0 7 8 7 8 0

1:00 p.m.  Governmental Relations Committee
Board Conference Room, 4th Floor
1-866-297-6315 (listen only); Confirmation # 1 4 0 7 8 7 8 2

* 2:30 p.m.  Finance & Audit Committee of the Whole
Board Room, 4th Floor
1-866-297-6391 (listen only); Confirmation # 1 4 0 7 8 7 8 0

* 4:00 p.m.  Board Operations Committee
Board Room, 4th Floor
1-866-297-6391 (listen only); Confirmation # 1 4 0 7 8 7 8 0

* The meeting will begin at the conclusion of the previous session.

Thursday, March 16, 2006

9:00 a.m.  ISBE Plenary Session
Board Room, 4th Floor, 100 North First Street, Springfield, IL
1-866-297-6391 (listen only); Confirmation # 1 4 0 7 8 7 8 1

NOTE: Chairman Ruiz will call for a break in the Board Plenary Session on Thursday at which time the Board will go into closed session over lunch.

All State Board of Education meetings listed on this agenda will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education, Phone: 217-782-2221; TTY/TDD: 17-782-1900; Fax: 217-785-3972.
PUBLIC CONFERENCE CALL NUMBER: 1-866-297-6391 (listen only); CONFIRMATION #: 1 4 0 7 8 7 8 1
The Plenary Session will also be audio broadcast via the Internet.

NOTE: Staff presentations and detailed Board discussion typically take place during Committee meetings one month prior to State Board action in the plenary session.

Plenary Business Meeting

A. Roll Call/Pledge of Allegiance

B. Resolutions & Recognition
   1. Art Education Resolution (p. 3)

C. Public Participation

D. Approval of Minutes
   1. February 23, 2006 (pp. 4-17)
   2. February 24, 2006 (pp. 18-21)

E. Announcements and Reports
   1. Superintendent’s Announcements
      • Illinois New Teacher Collaborative
   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. New Part 227 (Gifted Education) (pp. 22-34)
   b. Part 675 (Providers of Supplemental Educational Services) (pp. 35-58)
   c. New Part 1500 (School Emergency and Crisis Response Plans) (pp. 59-65)

*2. Rules for Adoption
   a. Part 1 (Public Schools Evaluation, Recognition and Supervision) (pp. 66-81)
   b. Part 25 (Certification) (pp. 82-154)

3. Rules for Adoption
   a. Part 305 (School Food Service) (pp. 155-181)

4. Acceptance of Report on Financial Condition of School Districts (pp. 182-185)

5. Information on Harcourt Performance and ISAT Administration
   New Agenda Item

Information Items

1. Monthly Informational Reports
   a. Monthly Status Report on Rulemaking (pp. 186-191)
   b. SBE Fiscal & Administrative Monthly Reports (pp. 192-207)

G. Adjourn

NOTE: Chairman Ruiz will call for a break in the Board Plenary Session at which time the Board will go into closed session over lunch.
RESOLUTION

RECOGNIZING ASTRI SNODGRASS

Whereas, GOVERNOR ROD BLAGOJEVICH of the State of Illinois has proclaimed March 13-19, 2006, as ILLINOIS ARTS EDUCATION WEEK and encourages all citizens to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

Whereas, ASTRI SNODGRASS from St. Charles East High School, St. Charles, Illinois, received first place from almost 200 entries in a poster contest sponsored by the Illinois Alliance for Arts Education in conjunction with the Illinois State Board of Education and the Governor’s Office; and

Whereas, ASTRI SNODGRASS’ poster reflected the importance of the various genres which comprise Illinois arts education, including dance, drama, music and visual arts; and

Whereas, ART INSTRUCTOR NATHAN SHACKELFORD has aided and guided ASTRI in her successes as a sophomore art student; and

Whereas, PRINCIPAL ROBERT MILLER, SUPERINTENDENT DR. BARBARA ERWIN, and the ST. CHARLES CUSD #303 MEMBERS OF THE BOARD OF EDUCATION recognize the value of the arts for all students to assure the development of self-expression, discipline and a heightened appreciation of beauty and cross-cultural understanding.

Therefore be it Resolved by the ILLINOIS STATE BOARD OF EDUCATION that ASTRI SNODGRASS is hereby recognized on this 16th day of March, 2006, for the outstanding design concept reflected in her poster submitted in the 2006 “Creating Understanding through the Arts” contest.

___________________________ ____________________________
Jesse H. Ruiz, Chairman                               Christopher J. Ward, Vice Chairman

___________________________ ____________________________
Vinni M. Hall, Secretary                              Dean E. Clark, Member

___________________________ ____________________________
Andrea S. Brown, Member                                Edward J. Geppert, Jr., Member

___________________________ ____________________________
David L. Fields, Member                                 Joyce E. Karon, Member

___________________________ ____________________________
Brenda J. Holmes, Member
| ROLL CALL/PLEDGE OF ALLEGIANCE | Mr. Jesse Ruiz, Chairman, called the meeting to order at 9:40 a.m. Chairman Ruiz asked Ms. Jean Ladage, Assistant to the Board, to call the roll. A quorum was present. Dr. Randy Dunn, State Superintendent of Education, was also in attendance.  

The Board members, Dr. Dunn, and anyone who wished to join them faced the American flag and recited the Pledge of Allegiance.  

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

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

Members Absent:  
None

Chairman Ruiz asked that everyone please take note of the display in the hallway commemorating Black History Month and thanked all African American Educators and Leaders throughout the State of Illinois for their contributions to education everyday. Chairman Ruiz also pointed out that the winning poster commemorating Arts Education Week is also on display, as well as the other student contestant poster entries that we received. The winner of the Art Education Week Poster Contest will be recognized at the March Board meeting. |
| RESOLUTION & RECOGNITION | Dr. Chris Ward moved that the State Board of Education accept the recommendation of the Board Operations Committee to adopt the resolutions recognizing the following individuals:  
  - Tracie Tobin, Culinary Arts Instructor at Wilco Career Academy  
  - Jaclyn Keeney, for her accomplishments while attending Marseilles’ Milton Pope School, including the design of the official LaSalle County flag.  
Dr. David Fields seconded the motion and it passed with a with a unanimous voice vote. |
| PUBLIC PARTICIPATION | Ms. Elizabeth Evans of the Illinois Network of Charter Schools urged the Board to reallocate the charter funding for classroom activities and to increase the appropriations for charter schools by $500,000.00. Ms. Evans stated that this money would go directly into classrooms and would translate into about $150,000.00 of funding per school, per year; which would allow for teachers, curricular materials, data and assessment tools to help improve performance. Ms. Evans stated that they realize that these are times of tight budget constraints and that we need to make sure that every dollar is used for its maximum impact on students. Ms. Evans thanked the Board for their time. |
Mr. Jay Runner from Facilitating Coordination in Agriculture Education presented the Board members with a textbook titled “Biological Science and Agriculture.” The textbook was made possible by the Agriculture Education line item in the State Board of Education. Mr. Runner reminded that Board that when he spoke to them in the fall he presented to them a Biological Science and Agriculture (BSAE) CD that contained the curriculum they offer in agricultural education. This curriculum offers students the opportunity to receive lab science credit for admissions to nine Midwestern universities. This curriculum is very instrumental to helping students advance to post secondary education. BSAE curriculum has been adopted nationally and is used by 14 states which represent 30% of the agricultural education teachers in the nation. All states have purchased portions of the curriculum with the exception of three. This speaks highly of efforts in agriculture education in not only Illinois but in the nation. Mr. Runner also introduced Ms. Betsy Pesh who is the high school agriculture teacher at Hartsburg Emden CUSD #21. Ms Pesh spoke of the ways in which this curriculum has enhanced her agriculture program. Ms. Pesh noted that this curriculum also focuses on our state goals and learning standards and assists students in preparing for assessments. Ms. Pesh thanked the Board for funding agricultural education and for allowing her to speak with them today.

Chairman Ruiz thanked Mr. Runner and Ms. Pesh for their feedback on how some of the agricultural education funding had manifested itself into actual results. Dr. Vinni Hall commented on how exciting it is to see our standards develop into something authentic that has compelled students to learn. Superintendent Dunn commented that he hopes that over the years there will be more of these presentations to the Board with the same connections taking place. Dr. Dunn thanked Mr. Runner and Ms. Pesh for all the work they have done.

Mr. Bill Schreck, spoke on behalf of Illinois Future Farmers of America (FFA) as a past FFA advisor, a position he held during his 25 year tenure at ISBE as State Director of Agricultural Education. Mr. Schreck asked for the Board’s support of House Bill 4986. HB 4986 would formally and officially confirm the importance of FFA and Supervised Agricultural Experience (SAE) as intracurricular components of agricultural education in Illinois, as defined by its federal charter – Public Law 81-740. HB 4986 would ensure that all districts that choose to offer a state and federally approved program of agricultural education in Illinois offer FFA and SAEs as intracurricular components. Mr. Schreck thanked the Board and reminded them that this week is National FFA Week and this would be a good time to support HB 4986.

Ms. Lisa Montgomery from the Chicago Public Education Fund asked the Board for additional funding for National Board Certification (NBC). Ms. Montgomery stated concern that since 2003 the funding for NBC has remained the same. It is imperative that this initiative not only be continued, but that additional funds are allocated to increase the number of National Board Certified teachers in Illinois classrooms. Ms. Montgomery thanked the Board for the past funding of National Board Certification and let them know what an honor it was to speak to them today.

Mr. Marvin Warner, Superintendent of Highland CUSD #5 in Madison County spoke in support of an increase of funding for National Board Certification. Superintendent Warner stated that Highland School District strongly supports National Board Certified Teachers by offering the teachers in their district an encouragement program to be National Board Certified Teachers. They now have seventeen teachers in the district that are National Board Certified Teachers and are working on a goal to have 50 nationally certified teachers. Superintendent
Warner said they can achieve their goal but will need the support of the Board and funding to keep their incentive program in place. Superintendent Warner thanked and urged the Board to continue to provide the financial support and to increase the funding for National Board Certification.

**Mr. Bob Blade** (the first male National Board Certified Teacher in Illinois as well as a junior high language arts teacher for 33 years at Cumberland School District #77) spoke about the impact that National Board Certification has had on him as well as his students. Mr. Blade pointed out that research shows that students taught by a National Board Certified teacher out perform other students in various learning measures. Mr. Blade commented that he believes that every student in the state is entitled to a high quality teacher. Mr. Blade thanked the Board members for listening and considering his comments.

**Cynthia Woods** from the Illinois Association of School Boards (IASB) spoke on Part 305 (School Food). Ms. Wood stated that she represents 97% of the school boards in Illinois. Ms. Wood indicated that even with the modifications, Part 305 is seen as a very burdensome policy. Ms. Wood let the Board know that IASB feels that this issue should be left to local control and urged them to reconsider this proposal. Ms. Wood thanked the Board for the opportunity to speak with them.

Mr. Dean Clark spoke on behalf of Ms. Peg Agnos of LEND/SCOPE who was unable to speak at the meeting. Mr. Clark commented that Ms. Agnos would like the Board to know that LEND/SCOPE supports the recommendation for the cut scores and that they are in agreement with the staff recommendation.

Chairman Ruiz commented that former board member Mr. Lyle Newman (1987-1997) was in the audience today. Ms. Brenda Holmes complimented Mr. Newman on his integrity while on the Board and serving as Chair of the Governmental Relations Committee. Ms. Holmes stated that she only hopes that she can emulate the same integrity that Mr. Newman did while on the Board. Ms. Holmes thanked Mr. Newman for his service and for coming to the Board meeting today.

<table>
<thead>
<tr>
<th>APPROVAL OF MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Joyce Karon moved that the State Board of Education minutes be approved for the meeting of January 19, 2006. Dr. Chris Ward seconded the motion and it passed with a unanimous voice vote.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNOUNCEMENTS AND REPORTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Announcements</td>
</tr>
</tbody>
</table>

Superintendent Dunn commented that he had been doing a lot of traveling around the state in support of Governor Blagojevich’s jobs bill and school construction, which is so badly needed in Illinois. Dr. Dunn stated that he also looks forward to a number of events in support of Governor Blagojevich’s “Preschool for All”. The Preschool for All Program has tremendous potential and would put Illinois in a national leadership role.

Superintendent Dunn stated that over the past month he has had the opportunity to attend two very interesting symposiums:

- The Public Finance Symposium sponsored by the Paul Simon Institute held on February 3rd at Southern Illinois University-Carbondale.
- The O’Leary Symposium held on February 16th by the University of Illinois Urbana Champaign in Chicago.

Dr. Dunn added that on February 15-17th the agency hosted, along with the Illinois Resource Center, the No Child Left Behind Conference in Chicago. The conference was attended by about 1,500 educators and the feedback to Dr. Ginger Reynolds and Mr. Myron Mason reflected that the conference was a great success.
### Chairman’s Report

Chairman Ruiz reported that he had participated in the following meetings since the last Board meeting:

- **January 23**: Attended Getting Accountability Right: Constructive Alternatives for Teachers and Educational Leaders; Oak Brook
- **January 30**: ED-RED 35th Anniversary Dinner, along with Vinni Hall, Joyce Karon & Chris Ward, Dean Clark
- **February 2**: Spoke to 8th grade students of Hester Junior High, Franklin Park SD 84, at the JRTC
- **February 9**: Guest Speaker, St. Clair County area superintendents & board members, Belleville
- **February 9**: School Finance discussion with Constitutional Rights Foundation Student Advisory Council
- **February 21**: Education presentation to Mexican American Task Force

Chairman Ruiz commented that he also attended several press interviews regarding Preschool For All following the Governor’s Budget Address.

### Committee Reports

#### Board Operations Committee of the Whole

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. Other members in attendance were Dr. Andrea Brown, Mr. Ed Geppert, and Ms. Brenda Holmes. Mr. Dean Clark was not able to attend.

Dr. Ward commented that the committee discussed the following topics:
- Received a quarterly update from Superintendent Dunn on the Board’s progress on the Strategic Plan.
- Brief overview on increasing high school student performance in literacy and numeracy by staff members Mark Williams, Dana Kinley and Becky McCabe.
- Reviewed and discussed school restructuring, district corrective action, and chronically dysfunctional districts.

#### Education Policy Planning Committee

Dr. Fields reported that he and the following committee members were in attendance: Dr. Andrea Brown, Mr. Ed Geppert, Dr. Vinni Hall, and Ms. Joyce Karon. Dr. David Fields commented that the committee discussed the following topics.
- Approved the minutes for the January 2006 Education Policy Planning Committee Meeting.
- Received a presentation by Dr. Steven Ross from the University of Memphis on the upcoming evaluation process of Supplemental Service Providers.
- Becky McCabe provided information to the Committee on Private Facilities and PSAE Testing.
- Gail Lieberman discussed the proposed changes to the NCLB Accountability Workbook. These changes will be presented to the Board in April.
- Committee requested more information on the Comprehensive Professional Development Grant under IDEA

#### Finance and Audit Committee

Mr. Edward Geppert reported that he and the following committee members were in attendance: Dr. Andrea Brown, Ms. Brenda Holmes and Mr. Dean Clark. Edward Geppert reported that the committee discussed the following topics:
• Received public participation comments from Ms. Paula Purdue of the Chicago Education Fund and Ms. Nancy Schwartz of NBPTS requesting that NBPTS line item be fully funded.
• Approved the minutes for the January 2006 Finance & Audit Committee Meeting.
• Committee will continue to track and report ISBE budgeted programs that assist school districts, for their effectiveness of the programs and dollars used to fund these programs.
• Received a budget update from Linda Mitchell and Ronny Wickenhauser.
• Received a report from Elliot Regenstein on Early Childhood and the Class Size Reduction Initiative.
• Deb Vespa presented the Divernon CUSD #13 Financial Plan to the Board. The plan will be presented to the Board at the plenary session today.
• Deb Vespa reported on the Annual Financial Reports and stated that the Board will be receiving the financial watch list at next month’s board meeting.
• Linda Mitchell stated that the Auditor General will soon have the Financial Compliance Audit completed and the Board can expect to receive a report on the audit in the near future.

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

Ms. Holmes reported that the members of the committee received and discussed the following topics:
• Received a status update from Josh Jacobs and Nicole Wills on ISBE proposed bills and other bills of interest.
• Winnie Tuthill gave an overview of the Spring Mandate Waiver Report that will be voted on in the plenary session today.
• Dr. Norm Durflinger and Dr. Erika Hunt from Illinois SAELP spoke on SB 2825.
• Brian Schwartz, Acting Executive Director from the Illinois Principals Association addressed the committee in support of SB 2825.
• Committee briefly discussed the Legislative Breakfast. Brenda Holmes thanked Nicole Wills, Josh Jacobs, Becky Watts and staff for all the work they did to prepare for the breakfast.

<table>
<thead>
<tr>
<th><strong>SUPERINTENDENT’S REPORT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consent Agenda Items and Motions</strong></td>
</tr>
</tbody>
</table>

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. 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 the event, the item will be considered in its normal sequence. Dr. Dunn gave the Board members a brief summary of the following general consent agenda items and his recommendation for action.

Superintendent Dunn gave the Board members a brief summary on the items on the consent agenda.

General Counsel Jon Furr reported to the Board regarding the background on the rules for initial review and gave a general update on the status of rules streamlining. Mr. Furr asked Dr. Chris Koch to provide information on the action that is proposed for Part 226 (Special Education).
Dr. Koch stated that they are proposing to extend the timeline for Part 226.730 and 731 because most of the input they received reflected a conflict in the date of implementation, causing problems for school districts. Dr. Koch commented that today’s action would withdraw the entire Part 226 set of rules and reissue them with the change as proposed. This would of course extend the public comment period once it is published, and the six-month period that was intended would still take place. Dr. Koch stated the rules may have to be posted in two actions, versus one, the latest date being March 17th allowing for public comment through September 17th.

Dr. Vinni Hall asked what happens if the feds have not completed their rulemaking by then? Dr. Koch stated that the rulemaking for Part 226 would not be completed until federal regulations were issued.

Chairman Ruiz removed Item F.1 a (Part 226 Special Education) from the consent agenda and stated that it will be considered as a separate item for discussion later in the meeting.

Chairman Ruiz asked for a motion regarding the consent agenda items.

**Motion:**
Mr. Ed Geppert moved that the State Board of Education hereby approve the consent agenda, with the exception of Item F.1 a (Part 226 Special Education) which will be presented later in the meeting. Mr. Dean Clark seconded the motion and it passed with a unanimous voice vote.

The following motions were approved by action taken in the consent agenda motion:

**Rules for Adoption**

Part 401 (Nonpublic Special Education Facilities)

The State Board of Education adopts the following motion:

Nonpublic Special Education Facilities (23 Illinois Administrative Code 401).

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 1110 (Education Purchasing Program)

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

Education Purchasing Program (44 Illinois Administrative Code 1110).

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.

**END OF CONSENT AGENDA**
### Rules for Initial Review

#### Part 226 (Special Education)

**Motion:**
Mr. Ed Geppert moved that the State Board of Education hereby authorizes the withdrawal of the proposed amendments to the rules for Special Education (23 Illinois Administrative Code 226) that appeared in the Illinois Register on February 10, 2006, and the solicitation of public comment on the new version of the proposed amendments, including publication of this version in the Illinois Register.

Ms. Joyce Karon seconded the motion and it passed with a majority voice vote; Dr. Vinni Hall and Ms. Brenda Holmes both cast "No" votes.

Ms. Joyce Karon asked Dr. Koch for clarification on what year the class size restrictions would go into effect. Dr. Koch stated that they would be in effect for the year 2008-2009.

#### Approval of Spring Mandate Waiver Report

Ms. Brenda Holmes gave a brief update on the Waiver Reports and recommended that these waivers only be approved for one year. Mr. Dean Clark asked if Warren Township waiver was in agreement with staff recommendations of only one year. Brenda Holmes responded that Warren Township would also be limited to one year.

**Motion #1**
Ms. Brenda Holmes moved that the State Board of Education hereby forwards the following waiver requests to the General Assembly with recommendations for legislative disapproval:

- The request from Waukegan Community Unit School District 60 (WM100-3738) asking to waive the time limitations for substitute teachers; and
- The request from Regional Office of Education #8 (WM100-3750) asking to waive the requirement for a five clock-hour day for those students attending its alternative schools.

Dr. Vinni Hall seconded the motion and it passed with a unanimous voice vote.

**Motion #2**
Ms. Brenda Holmes moved that:

- The request from Mendon Community Unit School District 4 (WM100-3742-1) asking to waive daily physical education for students in grades 9 and above when they are enrolled in the behind-the-wheel portion of driver’s education should receive legislative approval for the 2006-2007 school year only. The remaining years of the waiver request (2007-08 through 2010-11) should be disapproved; and
- The request from Herscher Community Unit School District 2 (WM100-3749-2) asking to waive daily physical education for students in grades 7 and 8 when they are participating in two of three elective fine arts courses, should receive legislative approval for the 2006-2007 school year only. The remaining years of the waiver request (2007-08 through 2010-11) should be disapproved; and
- The request from Warren Township High School District 121 (WM100-3762), asking to charge a fee for driver’s education not to exceed $700, with the understanding that the fee charged for the 2006-2007 school year will not exceed $300, should receive legislative approval for the 2006-07
school year only. The remaining years of the waiver request (2007-08 through 2010-11) should be disapproved and;

Ms. Brenda Holmes further moved that the State Board of Education hereby forwards the remaining 73 waiver requests summarized in the report to the General Assembly without comment.

Mr. Ed Geppert seconded the motion and it passed with unanimous voice vote.

Chairman Ruiz stated that staff will submit the Spring 2006 Waiver Report to the General Assembly before March 1st.

Approval of ISAT Cut Scores

Superintendent Dunn gave a brief update on the ISAT cut scores and referred further questions to Becky McCabe, Division Administrator for Student Assessment and Sam Krug of Metritech.

Ms. Brenda Holmes asked Sam Krug if it will be possible to compare 2005-2006 scores to the 2006-2007 scores and have accurate data. Mr. Klug answered that there are equations that will carry the 2005 scales to the 2006 scales and the data will be comparable.

Ms. Joyce Karon and Dave Fields asked Becky McCabe if the change in the cut scores in 8th grade will lessen the expected proficiencies of students. Becky McCabe and Superintendent Dunn responded that would not be the case, but that the cut scores would be more in line with the expectations of other proficiency levels.

Mr. Ed Geppert thanked Becky McCabe and staff for having the courage to bring this issue forward and for allowing for a sense of fairness for the teachers and students in this state who have been asked to be reviewed and published against an unfair standard over a number of years.

Motion:

Dr. Vinni Hall moved that the State Board of Education hereby approves the recommendation of the State Testing Review Committee and accepts the cut scores as presented. Mr. Ed Geppert seconded the motion and it passed with a unanimous voice vote.

Scale Score Ranges That Define Student Performance Levels on the 2006 ISAT Scales

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>155-</td>
<td>156-190</td>
<td>191-226</td>
<td>227+</td>
</tr>
<tr>
<td>4</td>
<td>157-</td>
<td>158-202</td>
<td>203-236</td>
<td>237+</td>
</tr>
<tr>
<td>5</td>
<td>160-</td>
<td>161-214</td>
<td>215-246</td>
<td>247+</td>
</tr>
<tr>
<td>6</td>
<td>166-</td>
<td>167-219</td>
<td>220-256</td>
<td>257+</td>
</tr>
<tr>
<td>7</td>
<td>173-</td>
<td>174-225</td>
<td>226-266</td>
<td>267+</td>
</tr>
<tr>
<td>8</td>
<td>179-</td>
<td>180-230</td>
<td>231-277</td>
<td>278+</td>
</tr>
</tbody>
</table>
General Counsel Jon Furr gave a brief summary to inform the Board of the review of applications from entities seeking to be approved Supplemental Education Services providers.

Ms. Brenda Holmes asked how much the contract will cost and for how many years. Mr. Furr responded by stating that the contract would not exceed more than $200,000.00 and it would extend until October 2006 with a right to renew for additional years.

Ms. Joyce Karon stated that in her opinion, an SES provider that does not provide adequate services should not be allowed to continue. Mr. Furr stated that they will review this very closely when it is presented back to the Board for discussion.

Mr. Dean Clark moved that the following motion be adopted:

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 maintain an updated list of approved providers, I move that the applicants indicated on Attachment 1 be approved for addition to the Illinois List of Approved Supplemental Educational Service Providers.

Mr. Dave Fields seconded the motion and it passed with a majority voice vote; Dr. Vinni Hall cast a "No" vote.
**Recognition Status of Elmwood Park CU School District 401**

Superintendent Dunn informed the Board members of staff concerns regarding the practice of Elmwood Park Community Unit School District #401 in denying enrollment to students based on a student's immigration status. Superintendent Dunn stated that in December, the agency took action to reduce the recognition status of Elmwood Park Community Unit School District #401 to "on probation." After a review of the corrective action plan submitted by the district, staff found it to be unacceptable and not in accordance with the clear instructions given to the District.

Dr. Dunn then asked General Counsel Jonathan Furr, Deputy General Counsel Darren Reisberg and staff attorney Irma Sniepek to come forward. Mr. Furr asked the representatives of Elmwood Park Community Unit School District #401 to introduce themselves to the Board. Dr. Frank McKenzie, Superintendent of Elmwood Park Community Unit School District #401 was available via conference phone call. Mr. Jack Murphy, Legal Counsel for Elmwood Park Community Unit School District #401 and Tom Zelek, Business Manager for Elmwood Park Community Unit School District #401 were present at the Board meeting.

General Counsel Jon Furr stated that on December 20, 2005, the Illinois State Board of Education's Accountability Division took action to reduce the recognition status of Elmwood Park District 401 to "on probation" due to the district's practice of denying enrollment to students based on their immigration status. Staff attempted to get the district to change its position prior to taking this action, but the district held firm. At least two students had been denied schooling on this basis, and therefore staff felt a need to move as quickly as possible.

Staff informed District 401 that this practice violates:

- the School Code, 105 ILCS 5/10-20.12, which requires that all persons in the district between ages 5-21 be afforded a free education;
- Our administrative rules, which prohibit discrimination based on nationality and denial of access to school to students who are undocumented aliens; and
- *Plyler v. Doe*, the relevant U.S. Supreme Court case on this subject, which prohibits discrimination against children seeking public education because of their immigration status.

In *Plyler*, the Supreme Court struck down a Texas statute authorizing local districts to deny enrollment to children not "legally admitted" to the country. Justice Brennan clearly stated that all persons, whether legal or illegal aliens, are covered by the equal protection clause of the 14th amendment to the U.S. Constitution. He also stated there are arguments for why a State can withhold benefits from adults that are illegally in this country. But those same arguments don’t apply to their minor children, as they "can affect neither their parents' conduct nor their own status." He went on to describe the importance of public education, and how not allowing access to schools imposes a lifetime hardship. Ultimately, Justice Brennan found there is no legitimate goal of the State justifying denying enrollment to students solely based on immigration status.

Elmwood Park admits that *Plyler* requires it to enroll undocumented immigrants living in the district. It even admits that if a minor living in the district has an expired tourist visa, the minor must be admitted. But it’s holding on to this claim that if their tourist visa is valid, that and that alone is sufficient reason to deny enrollment. We strongly believe their logic can’t be justified under *Plyler v. Doe*. A minor has no control of their immigration status – whether they’re a legal alien, on a tourist visa, or illegal. The district is trying to single out a single class of persons to deny
enrollment based on immigration status, but the equal protection clause of the U.S. Constitution does not allow this.

The District has claimed that because the parents obtained a tourist visa for the child, that shows intent to return to their country and not remain in the district. This claim doesn’t hold up. By the same logic, an undocumented immigrant would have the intent to never live in the district in the first place. Yes, the parents will be violating the terms of the tourist visa by establishing residency in the district, but the Supreme Court has said that is not a basis for denying schooling to minors.

The District has also claimed that if it allows enrollment, it can be subject to sanctions by the federal government. They have no basis for this claim. In fact, INS has publicly stated Elmwood Park won’t be sanctioned for enrolling these students.

Mr. Furr continued to explain that on Tuesday, February 21, in response to ISBE’s placing District 401 “on probation,” counsel for District 401 submitted to ISBE’s Legal Department a “Proposed Corrective Plan.” This plan states that District 401 intends to continue to ask all prospective enrollees about their immigration status and not enroll any child who has a valid B Class visa. We have consistently made clear to District 401 that we consider such acts to be illegal, and hence this plan is unacceptable. Therefore, the Superintendent has recommended that the State Board nonrecognize District 401 under 23 Ill. Adm. Code 1.20.

Mr. Jack Murphy, Legal Counsel for Elmwood Park stated that a B Class visa is a tourist or a business visa that allow a person to come into the country for six months only and then they must return to their country. Federal law prohibits B Class visa holders from enrolling in a course of study; meaning that you can’t attend school. This federal law is being enforced by our government because three of the 911 terrorist entered our country by B Class visas and enrolled in classes in violation of their B Class visas. Mr. Murphy stated that the district is trying to do is conform their conduct to what the federal law says. Mr. Murphy stated that all the district has submitted a corrective plan stating that they will limit the questions to: Are you on a B2 visa, and if so, we would like to examine the document to see if it is expired and if it is an expired B2 visa they will admit the student to the school. If it is still a valid B2 visa then the student will be denied enrollment to the school. Mr. Murphy stated that to be nonrecognized is a drastic measure to be taken by the Board and that it would deny the district its general state aid payment next week of $331,000.00. If it continued through the end of the year the district would lose $3.3 million. The school district’s total budget is about $30 million and there is no way to replace that kind of money. Mr. Murphy asked that the district not be nonrecognized. Mr. Murphy commented that the corrective plan is a good one and asked that the Board give Elmwood the time to settle the case with the State Board or to hold off any decision to nonrecognize the district until the court proceeding had a chance to play itself out.

Chairman Ruiz commented that the district’s counsel is advising them to discriminate against children. Chairman Ruiz stated that the case in Plyler was talking about children. Children did not transport themselves from anywhere to here, their parents did. September 11 acts were done by college-age men. There is a big difference. Chairman Ruiz stated that they should have not been asking immigration status according to Plyler.

Mr. Murphy stated that they respectfully disagree with his analysis of Plyler. Mr. Murphy stated that if the district violates federal law, this will leave district officials
open to civil litigation for willfully and wantingly violating federal law. Dr. Hall stated that she believes that an elementary school does not fall under the course of study the federal law is referring to. Mr. Murphy stated that there are definitions and that he did not have them at hand but could supply them later. Mr. Murphy said he believes that they are talking about all schooling.

Dr. Hall asked how many students this has affected. Mr. Murphy stated that it affected two this year and it comes up about once or twice a year. Chairman Ruiz asked Dr. McKinzie how long the district has been asking students about immigration status. Dr. McKinzie responded that it was about four or five years ago that they began looking at the whole immigration issue.

Mr. Zelek commented that Elmwood School District does have a large immigrant enrollment with students from many different countries and that they are welcome and admitted into the school. The school district feels that if it takes the position if you have a valid tourist visa that is good for 6 months that it needs to comply with the federal law.

Dr. Chris Ward asked if the local board developed a policy that governs the decisions made in regards to this issue. Dr. McKinzie stated that the board is aware that they are doing this based upon legal counsel’s interpretation of federal law but they do not have a specific local board policy that states they should ask about B2 visas.

Ms. Brenda Holmes asked about the estimated timeline for the Judge’s decision. Mr. Furr stated that there is a hearing scheduled for next Tuesday, February 27th on the district’s motion for a temporary restraining order against the State Board of Education. Mr. Furr stated that if the district decides to appeal the decision made today, it would be brought back to the State Board for final action. After that time, there is an administrative review process.

Mr. Murphy commented that the Judge’s ruling could be in the next few weeks or a shorter period of time. Mr. Murphy stated that if the district loses funds it will certainly hurt all of the students in the district.

Motion
Dr. Chris Ward moved that the State Board of Education hereby changes the recognition status of Elmwood Park Community Unit School District #401 to “nonrecognized” under Section 1.20 of the State Board’s Administrative Rules. Mr. Ed Geppert seconded the motion.

Dr. Andrea Brown asked if the State Board has ever placed a school on nonrecognition or probation status when refusing to enroll a student for residency or behavior disorder. Donna Luallen stated that they work on residency issues on a daily basis, whether a homeless student or a student who has not been enrolled in school because the district believes the child is not a resident. Ms. Luallen stated that they talk to the district and let them know that the child needs to be enrolled immediately and then they can conduct a residency hearing. Ms. Luallen commented that they have not had a district not follow what they have been asked to do and that staff have seen immediate enrollment on all occasions until now.

Mr. Dean Clark commented that he is concerned about the children this would affect, not only the children who have been denied enrollment but also the children in the district who will lose funding. Mr. Clark would like to see this issue resolved as soon as possible and stated that he wants us to keep all children in mind when
Chairman Ruiz stated that if the Board votes to put Elmwood Park Community Unit School District on nonrecognized status and the district decides to change its practice, the State Board could call a Board meeting and change their status back to recognized.

The motion passed with the following unanimous roll call vote:

- Chris Ward: Yes
- Jesse Ruiz: Yes
- Andrea Brown: Yes
- Dean Clark: Yes
- Dave Fields: Yes
- Ed Geppert: Yes
- Vinni Hall: Yes
- Brenda Holmes: Yes
- Joyce Karon: Yes

Chairman Ruiz stated that he is deeply concerned that this legal counsel has advised multiple school districts to follow this practice. Chairman Ruiz commented that he hopes the attorney understands that this is an unacceptable practice and that they should think about what they are advising their clients.

**Break**

Chairman Ruiz stated that the Board would take a five minute break. The meeting reconvened at 12:05 p.m.

**Determination of Approval of Divernon Community Unit S.D. #13 Financial Plan**

Deb Vespa stated that the Divernon School District is working toward reorganization and some additional borrowing for the next year out. The district is also hoping to get into some reductions in expenditures in the next couple of years if the reorganization is not a success. Ms. Vespa asked Superintendent Mark Spaid if he had any further comments. Mr. Spaid, Superintendent of Divernon Community Unit School District #13, thanked Deb Vespa and her staff for working with him and the district. He also thanked the agency for sending people to Divernon to provide assistance.

**Motion:**

Mr. Ed Geppert moved that The Illinois State Board of Education hereby approves the Financial Plan submitted by Divernon Community Unit School District 13. Mr. Dean Clark seconded the motion and it passed with a unanimous voice vote.

**Members' Report**

Dr. Vinni Hall reminded everyone that the ISBE Chicago Office will be celebrating Black History Week on Monday, February 27th. Dr. Hall thanked Cleo Boswell and Don Evans for their help in planning Black History Week and noted that she, as well as Chairman Ruiz, will be in attendance.

Dr. Dave Fields congratulated Dr. Randy Dunn for being recognized by the University of Illinois as a Distinguish Alumni. Dr. Dunn will be recognized on April 2nd.

**Information Items**

Chairman Ruiz asked that the Board members please read the Monthly Status Report on Rulemaking and the State Board of Education Fiscal and Administerate Monthly Reports printed in the Board meeting materials each month for information purposes. There were no inquires this month regarding these reports.
<table>
<thead>
<tr>
<th>Closed Session</th>
<th>Dr. Vinni Hall 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:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee;</td>
</tr>
<tr>
<td></td>
<td>Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board; and</td>
</tr>
<tr>
<td></td>
<td>Dr. Vinni Hall further moved that the Board might invite anyone they wish to have included in this closed session.</td>
</tr>
<tr>
<td></td>
<td>Ms. Joyce Karon seconded the motion and it was passed with a unanimous roll call vote.</td>
</tr>
<tr>
<td></td>
<td>The open meeting recessed at 12:12 p.m. and the Board went into closed session at 12:15 p.m. The open meeting reconvened at 1:15 p.m.</td>
</tr>
</tbody>
</table>

| Motion for Adjournment | Mr. Ed Geppert moved that the meeting be adjourned. Dr. Dave Fields seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 1:20 p.m. |

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Jesse Ruiz
Chairman
### Illinois State Board of Education
### Emergency Meeting
### Via conference call

#### MINUTES
February 24, 2006

<table>
<thead>
<tr>
<th>ROLL CALL/PLEDGE OF ALLEGIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jesse Ruiz, Chairman, called the emergency meeting of the Illinois State Board of Education to order at 2:12 p.m.</td>
</tr>
<tr>
<td>Chairman Ruiz asked Ms. Jean Ladage, Board Services Coordinator, to call the roll.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Members Present:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jesse Ruiz, Chairman</td>
</tr>
<tr>
<td>Dr. Christopher Ward, Vice Chairman</td>
</tr>
<tr>
<td>Dr. Vinni Hall, Secretary</td>
</tr>
<tr>
<td>Dr. Andrea Brown</td>
</tr>
<tr>
<td>Dr. Dean Clark</td>
</tr>
<tr>
<td>Mr. Edward Geppert, Jr.</td>
</tr>
<tr>
<td>Ms. Brenda Holmes</td>
</tr>
<tr>
<td>Ms. Joyce Karon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Members Absent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. David Fields</td>
</tr>
</tbody>
</table>

A quorum was present. Dr. Randy Dunn, State Superintendent of Education, was unable to be on the conference call. General Counsel Jonathan Furr indicated that he had been in contact with Superintendent Dunn. Dr. Dunn informed Mr. Furr that he had spoken to Superintendent Frank McKinzie about the situation and Dr. Dunn is in full agreement with the action that is being proposed by staff today.

<table>
<thead>
<tr>
<th>Recognition Status of Elmwood Park Community Unit School District #401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman Ruiz indicated that he would move on to the sole item of business for today’s emergency meeting, the recognition status of Elmwood Park Community Unit School District #401. Mr. Ruiz stated that the State Board took action yesterday to nonrecognize District 401. The local school board met today in an emergency meeting of their own and agreed to follow the law. (See attached letter and resolution from Elmwood Park CUSD 401.)</td>
</tr>
</tbody>
</table>

Chairman Ruiz asked Counsel Furr to please address the Board on the actions in which Elmwood Park CUSD 401 school board took today. Mr. Furr summarized the four components of the local district’s resolution:

1. District 401 students would be allowed to participate in all scheduled extracurricular events for the weekend of February 24-26 and beyond. (Mr. Furr commented that this component is not within the jurisdiction of ISBE, but is an Illinois High School Association issue.)

2. The administrative staff responsible for enrolling students will not ask prospective enrollees about their immigration status. (Mr. Furr commented that this was a very important part of the agreement from our perspective because we felt the prior practice was illegal.)

3. The administrative staff responsible for enrolling students will not make enrollment decisions based on immigration status. (Mr. Furr repeated that the State Board felt the prior practice was illegal, so this, too, was an important component.)
4. The State Board will reinstate state funding for the District immediately and work to putting the District back in full recognition status. (Mr. Furr indicated that this component will be fulfilled, pending the State Board’s action today.)

Further, Mr. Furr explained that along with the local board’s resolution, Dr. Frank McKinzie clarified in a letter to State Superintendent Randy Dunn, the components of the resolution. In the letter, Dr. McKinzie stated that the resolution passed by the District 401 school board applies to all employees of the school district and is not limited to administrative staff. Additionally, the district will provide training to all employees involved in the enrollment of students as to the proper and appropriate questions to ask consistent with the board’s resolution. Dr. McKinzie’s letter further assured Dr. Dunn that if the State Board is able to change District 401’s recognition status from non-recognized to recognized pending further review, that the lawsuit filed by the local district against the State Board would be dismissed with prejudice by Monday, February 27, 2006.

Mr. Furr emphasized that this needed to be more than just a one-day statement by the district. To ensure that this is an ongoing commitment to following the law, staff is recommending that the district’s status be moved to “Pending Further Review through the 2006-07 school year.” During that time, the Agency will monitor District 401’s enrollment practices, ensure that they are following the conditions that Dr. McKinzie and his board have stated, and ensure the district is following the law. To the extent that the district is not following the law, the district will be faced again with nonrecognition status.

Mr. Furr emphasized that this goes beyond the issue of one or two students. This is a district policy that needs to change and the district will be monitored to make sure that happens. This also goes beyond the Elmwood Park School District. If there are other school districts that have received the same counsel, those districts are hereby on notice that those actions are unacceptable and illegal.

Dr. Chris Ward asked if the district has indicated that they would make a good-faith effort to contact any students that had been denied enrollment, if they still reside in the district?

Chairman Ruiz responded that it is his understanding that the student that caused us to become aware of this practice has left the state for fear of any repercussions she might receive.

Mr. Ruiz commented that he hoped that this message would be carried forth through news media, the State Superintendent’s Weekly Message, and other communications. We want to communicate that the actions of the State Board yesterday were carried out very reluctantly as a last effort to finally get a district to comply with law and to not discriminate against students based on their immigration status. Mr. Ruiz hoped the district understands it needs to rectify its mistakes to the extent possible; and if they ever contemplate doing it again, realize that it will come with the severest of penalties.

Ms. Joyce Karon asked if the District 401 board is looking at reviewing their
permanent admittance policy? Ms. Karon indicated that she believed that one of Dr. Fields’ concerns yesterday was that there was no local board policy that addressed their admittance guidelines.

Counsel Furr responded that the letter from Superintendent McKinzie indicated that they would be providing staff training to ensure that all staff are aware of these requirements.

Chairman Ruiz commented that he reads the local board’s resolution as their new policy, because they state they will no longer make enrollment decisions based on the immigration status of a student and they will not ask prospective enrollees about immigration status. A binding resolution of the local board is board policy. Chairman Ruiz added that this would be part of the Agency’s monitoring process.

Mr. Dean Clark asked about the statement in the last line of Dr. McKinzie’s letter. The letter stated that the lawsuit would be dismissed “with prejudice.” Mr. Clark asked if that means that they cannot refile this lawsuit. Mr. Furr and Mr. Ruiz stated that Mr. Clark was correct.

Dr. Chris Ward indicated that he could support the resolution, but he would like to request that the State Superintendent put something in writing to cover the two issues that were raised in today’s meeting:

1. We would hope that the spirit of this resolution would bring forth a written policy that puts words to the practice with regards to enrollment.
2. That the district would make a good faith effort to contact students that have been denied enrollment based on their prior practice.

Chairman Ruiz agreed and asked that Superintendent Dunn draft such a letter of response to Dr. McKinzie, acknowledging receipt and acceptance of the letter and resolution. Our letter of response should include the above additional terms. Ms. Joyce Karon agreed with this approach.

Mr. Dean Clark asked if the Agency would make an effort to relay our actions today to the Illinois High School Association? Ms. Donna Luallen responded that she has been in contact with IHSA today and they are awaiting her phone call immediately following this emergency meeting.

Chairman Ruiz commented that the hardest part of all of this is the fact that innocent children are affected.

Counsel Furr wished to clarify that the district waited until the last day of a 60-day waiting period to submit a corrective plan. Agency staff communicated to the district all along that if they submitted the plan that they ultimately submitted, it would not be acceptable and they would be nonrecognized. The district put themselves in this position. There were no misconceptions on anyone’s part of what actions the State Board would take if the district submitted that plan.

Chairman Ruiz said that was going to be his follow-up point. In the many calls that he received today, the Chairman indicated that the ball has always been in the district’s court. That is the decision they consciously made and which forced us to make the decision we had to make yesterday. Chairman
Ruiz commented that he was glad to be at a point today to right the ship and get it headed in a positive direction.

**MOTION**

Dr. Vinni Hall moved to reinstate the recognition status of Elmwood Park District 401 to *pending further review*, on the condition that the recognition status of Elmwood Park District 401 will remain on *pending further review* through the end of the 2006-07 school year, and that in the event the District does not abide by any condition set out in its board resolution adopted today or in Superintendent McKinzie’s letter to Superintendent Dunn, the State Board will take all action necessary to nonrecognize the district.

Mr. Dean Clark seconded the motion and it passed with a unanimous roll call vote.

Chairman Ruiz thanked State Board members for interrupting their day to deal with this very important task. Ms. Joyce Karon thanked all staff that have been involved in getting this issue resolved today.

Mr. Geppert thanked Chairman Ruiz for his leadership.

---

**Respectfully Submitted,**

Dr. Vinni Hall  
Board Secretary

Mr. Jesse Ruiz  
Chairman
Purpose of Agenda Item
The purpose of this agenda item is to present the proposed new rules for the Board’s initial review.

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

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on proposed new Part 227.

Background Information
This rulemaking responds to two public acts from the 2005 legislative session (P.A. 94-151 and P.A. 94-410), which are identical to each other except for one provision not related to gifted education. These Acts re-establish authority for gifted education (again within Article 14A of the School Code – though these proposed rules do not parallel the “old” gifted rules given changes in the new 14A), provide for a grant program to be administered by ISBE, require districts that seek state funding to submit plans demonstrating that their programs meet a detailed set of criteria; and assign several administrative functions to ISBE.

A number of the requirements contained in the new Article 14A relative to the content of program descriptions are explicit, while others require further definition through rules. For example, each program is required to include “a fair and equitable decision-making process”. ISBE must state what type of process will be accepted as fair and equitable, and Section 227.20(a)(5) of the proposed rules describes characteristics that we believe are fundamental to fairness.

Another important aspect of the rulemaking task for this program has been to describe the qualifications that should be required of teachers in local programs, because there is currently no certification or endorsement in gifted education. Section 14A-30(16) of the School Code calls for program descriptions to include “a showing that the certified teachers…understand the
characteristics and educational needs of children and are able to differentiate the curriculum and apply instructional methods to meet the needs of children”. Section 227.25 of the proposed rules provides a range of options by which teachers can demonstrate that they have this background and accommodates both college coursework and other forms of professional development that have been or are available. Each teacher is afforded a grace period of three school years within which to complete the qualifications, provided that he or she completes some of the requirements each year.

At this point in time it cannot be predicted with certainty whether an appropriation will be made for this new program for Fiscal Year 2007 or what level of funding might be forthcoming. We have found it necessary to prepare these rules now so that they can be in place in time to permit the issuance of grants if funds are available. We have also included provisions for the use of an appropriation that is too small to support local programs at any reasonable level, so that some of the underlying goals of the legislation can be reached through statewide activities instead.

In developing these rules, staff have worked closely with the members of the newly constituted Advisory Council on the Education of Gifted and Talented Children, one of whose functions is to advise ISBE on all rules and policies in this area.

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

Policy Implications: Please see above.
Budget Implications: These rules will have no effect unless funds are appropriated for the implementation of this program.
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 the solicitation of public comment on the proposed rulemaking for:

Gifted Education (23 Illinois Administrative Code 227),
including publication of the proposed rules in the Illinois Register.

**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. Additional means such as the Superintendent’s message and agency website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS  

PART 227  
GIFTED EDUCATION  

Section 227.10  Purpose and Applicability  
This Part establishes the procedure and criteria for approval by the State Board of Education of programs of gifted education under Article 14A of the School Code [105 ILCS 5/Art. 14A] and implements other provisions of that Article. The requirements of this Part apply only to locally developed programs for which State funding is sought. Eligible applicants shall be those entities identified in Section 14A-45 of the School Code [105 ILCS 5/14A-45] as well as public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K); see 105 ILCS 5/2-3.109a], charter schools (see 105 ILCS 5/27A-11.5), and area vocational centers (see 105 ILCS 5/2-3.109b).  

Section 227.20  Submission of Proposal; Plan  
As used in this Part, a “proposal” means the plan for gifted education that is required under Section 14A-30 of the School Code [105 ILCS 5/14A-30], accompanied by the additional materials applicants will be required to submit in response to a Request for Proposals as described in Section 14A-45 of the School Code [105 ILCS 5/14A-45] and this Section.
a) When sufficient State funding is expected to be available to support local programs of gifted education, the State Superintendent of Education shall issue a Request for Proposals (RFP). To be considered for funding, an eligible entity shall submit for approval by the State Superintendent a plan for its program that incorporates all the elements required by Section 14A-30 of the School Code and meets the specific requirements of this subsection (a).

1) In order to demonstrate compliance with Section 14A-30(2) of the School Code [105 ILCS 5/14A-30(2)], each plan shall include programs of instruction in English language arts and mathematics and may include programs of instruction in additional subjects. Each plan shall indicate whether the program will be unified across the subjects offered or students will be identified gifted on a subject-by-subject basis and shall provide a description of the curriculum and instructional materials to be used, the grades to be served in the various subjects to be offered, and the program’s approach to the development of higher-level skills, as required by Section 14A-30(11) and (12) of the School Code [105 ILCS 5/14A-30(11) and (12)].

2) In order to demonstrate compliance with the requirements of Section 14A-30 of the School Code related to identification of the students to be served, each plan shall:

A) demonstrate that:

i) three or more assessment measures will be used for each student;

ii) these will include instruments designed to help identify gifted and talented students who are members of underrepresented groups; and

iii) active consideration is given to the potential eligibility of students with disabilities who are served in accordance with Individualized Education Programs;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

B) provide evidence that the measures to be used in each curricular area, when taken together, provide equivalent rigor in the identification of students as gifted and talented; and

C) discuss how the measures to be used in each subject area correspond to the level of attainment prerequisite to students’ participation in the program.

3) In order to demonstrate compliance with Section 14A-20 of the School Code [105 ILCS 5/14A-20], each plan shall describe the method by which students’ scores on the assessment measures used in each subject area, or across subject areas, as applicable, will be treated to arrive at a composite ranking that identifies the students who have scored in the top 5 percent locally.

4) In order to demonstrate compliance with Sections 14A-25 and 14A-30(7) of the School Code [105 ILCS 5/14A-25 and 14A-30(7)], each plan shall include evidence that:

A) the ranking process for each subject area, or across subject areas, as applicable, is applied in the same manner to the scores achieved by all students;

B) if any program’s capacity is inadequate to serve the entire number of students identified as eligible, the method of selecting those who will participate considers only the composite scores and their ranking;

C) the applicant has a procedure for accommodating students who were not available when the relevant assessment measures were administered but who may be eligible to participate in the program; and

D) in identifying the locations where the program will be offered, consideration has been given to the needs of students who are members of underrepresented groups.
5) In order to demonstrate compliance with the requirement of Section 14A-30(8) of the School Code [105 ILCS 5/14A-30(8)], each plan shall describe the appeals process that will be available when students are not identified as gifted and talented or are not selected to be served by a program, including evidence that each appeal will be considered:

A) by an individual not involved in the original decision and at an equal or higher level of authority within the applicant organization;

B) using information in accordance with the requirements of subsections (a)(3) and (4) of this Section; and

C) in time for the student to be placed into the program at the beginning of the next semester, if the appeal results in the student’s identification and selection.

6) In order to demonstrate compliance with the requirement of Section 14A-30(16) of the School Code [105 ILCS 5/14A-30(16)], each plan shall identify the qualifications held by the teachers who will be assigned to the program, provided that:

A) each teacher employed shall be qualified under Section 227.25 of this Part after no more than three years of teaching in any program funded pursuant to this Part; and

B) each teacher not qualified under Section 227.25 of this Part shall complete some portion of the requirements chosen during each year of the grace period permitted under subsection (a)(6)(A) of this Section.

7) In order to demonstrate compliance with Section 14A-30(9) of the School Code [105 ILCS 5/14A-30(9)], each plan shall:

A) describe the steps the applicant will take to inform parents and other members of the public of:

   i) the existence and scope of the program;
ii) the methods used for identifying students who are gifted and talented and in selecting participants for the program; and

iii) the availability of the appeals process established pursuant to subsection (a)(5) of this Section; and

B) provide a rationale for the applicant’s outreach plans, with specific reference to the linguistic or cultural needs of any segments of the population that may not be readily informed of the program.

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

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

d) Each RFP shall identify the data recipients will be required to collect and report regarding the achievement of students participating in the program, as well as any other information to be reported and the associated timelines.

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

f) Each RFP shall specify the date by which applications shall be submitted. The deadline established shall provide at least 45 days in which to submit plans that conform to the requirements of Article 14A of the School Code and this Part as applications for funding.

g) Separate proposals for renewal of funding as discussed in Section 227.40(b) of this Part shall be invited and shall contain at least:

1) evidence that the program has complied with all aspects of Article 14A of the School Code and the approved plan;

2) the required data relative to students’ achievement and growth;
3) information on the qualifications and professional development of the teachers employed that will permit verification of compliance with the requirements of Section 227.20(a)(6) of this Part; and

4) an updated narrative that discusses the services and materials for which funding is requested and presents evidence of continued need for State support;

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

h) Incomplete applications shall not be considered.

Section 227.25 Required Qualifications

As a means of demonstrating that he or she understands the characteristics and educational needs of children and is able to differentiate the curriculum and apply instructional methods to meet the needs of the children as required by Section 14A-30(16) of the School Code [105 ILCS 14A-30(16)], and subject to the provisions of Section 227.20(a)(6) of this Part, each teacher who is assigned to provide instruction in a program funded pursuant to this Part shall have completed, or shall be required to complete:

a) Nine semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students; or

b) Both the knowledge component and the performance component of the self-assessment developed by the Illinois Association for Gifted Children (IAGC) (which shall be based on the “Professional Teaching Standards for Educators Working with Gifted/Talented Learners” (2002) published by IAGC and posted at www.iagcgifted.org; no later editions of or revisions to these standards are incorporated) with a rating of “experienced” or higher, based on review of the resulting portfolio by a team designated by IAGC; or

c) Six semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and:
1) both the knowledge component and the performance component of the self-assessment referred to in subsection (b) of this Section; or

2) the Gifted Education Institute offered by the State Board of Education in cooperation with IAGC; or

3) one year’s experience teaching in, coordinating, or directing a program for gifted students; or

4) participation in no fewer than two state or national conferences on gifted education, such as those offered by IAGC or the National Association for Gifted Children (NAGC); or

5) professional development activities demonstrably related to the education of gifted and talented students that are sufficient to generate 30 continuing professional development units (CPDUs), as defined and quantified in the rules for certificate renewal (see 23 Ill. Adm. Code 25.875); or

d) Three semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and:

1) both the knowledge component and the performance component of the self-assessment referred to in subsection (b) of this Section as well as the associated portfolio; or

2) the Gifted Education Institute offered by the State Board of Education in cooperation with IAGC; or

3) two years’ experience teaching in, coordinating, or directing a program for gifted students; or

4) participation in no fewer than two state or national conferences on gifted education and professional development activities demonstrably related to the education of gifted and talented students sufficient to generate 15 CPDUs; or
5) professional development activities demonstrably related to the education of gifted and talented students sufficient to generate 45 CPDUs; or

e) The Gifted Education Institute referred to in subsection (c)(2) of this Section and:

1) both the knowledge component and the performance component of the self-assessment referred to in subsection (b) of this Section as well as the associated portfolio; or

2) professional development activities demonstrably related to the education of gifted and talented students sufficient to generate 45 CPDUs; or

f) Participation in no fewer than two state or national conferences on gifted education and:

1) both:

   A) the knowledge component and the performance component of the self-assessment referred to in subsection (b) of this Section as well as the associated portfolio; and

   B) professional development activities demonstrably related to the education of gifted and talented students sufficient to generate 30 CPDUs; or

2) both:

   A) the Gifted Education Institute referred to in subsection (c)(2) of this Section; and

   B) professional development activities demonstrably related to the education of gifted and talented students sufficient to generate 15 CPDUs.

Section 227.30 Criteria for the Review of Initial Applications

Recipients of grants under this Part shall be required to devote State funds to needs and expenditures that are not captured in the per capita amount generally devoted to the education of
students at the grade levels to be served by the program. Applications for initial funding shall be evaluated in accordance with the following criteria:

a) Quality of the Plan (60 points)
   1) There is a coherent set of strategies for continuity of instruction in the specified subject areas as students progress through the grade levels, and articulation between those portions of the district’s program supported with State funds and the other aspects of the program is evident.
   2) The curriculum in the subject areas covered by the program will provide appropriate challenges and learning opportunities for the students who participate.
   3) The plan provides evidence that services to gifted students will be integrated effectively into those students’ schedules.

b) Impact and Need (30 points)
   1) Decisions about the numbers of students to be served are justified in light of the resources available for meeting the goals of the program.
   2) Other sources of funding are limited to such an extent that the applicant will be unable to provide a high-quality program without grant funds under this Part.

c) Staff Capacity (10 points)
   1) The plan identifies school staff who are available for assignment and who are qualified to provide instruction in the program or who will attain the required qualifications in the time permitted under Section 227.20(a)(6) of this Part.
   2) The proposal includes plans for ongoing professional development for the staff members assigned to the program as well as others who may be assigned to it in future years.
Section 227.40 Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon:

1) the total funds appropriated for this initiative;

2) the needs and resources described and the amounts requested in the top-ranked proposals identified in accordance with the criteria set forth in Section 227.30 of this Part; and

3) the need to make programs under this Part available on a statewide basis.

b) It is the intention of the State Board of Education to approve funding for programs under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program, the evident effectiveness of the grantee’s program and use of State resources, and the evidence presented in the renewal proposal that a sufficient need continues to exist for State funding.

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

Section 227.50 Statewide Activities

a) Funding made available pursuant to Article 14A of the School Code may be used by the State Board of Education for purposes including, but not limited to:

1) uprating professional development materials and events for personnel statewide who serve gifted students, including the Gifted Education Institute referenced in Section 227.25 of this Part, or making professional development materials and opportunities more widely available;

2) reaching underserved demographic groups or geographic areas of the State;

3) developing and disseminating new knowledge in this field;
4) developing and disseminating materials for use by parents of gifted students;

5) building awareness of and support for gifted education;

6) providing financial resources to support the review of portfolios developed by teachers to demonstrate required qualifications;

7) supporting the administrative functions of ISBE required or authorized pursuant to Section 14A-35 of the School Code [105 ILCS 14A-35]; and

8) other experimental projects and initiatives as outlined in Section 14A-50 of the School Code [105 ILCS 5/14A-50].

b) When the funds appropriated under Article 14A of the School Code are sufficient to provide effective support for local programs of gifted education, the State Superintendent of Education may reserve no more than 5 percent of the amount appropriated for the purposes discussed in subsection (a) of this Section. When the State Superintendent of Education determines that the level of service to gifted and talented students statewide can more effectively be increased through statewide activities rather than through support for a small number of local programs, the State Superintendent may devote the entire amount available to these purposes.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
Jonathan Furr, General Counsel

Agenda Topic: Action Item: Rules for Initial Review - Part 675 (Providers of Supplemental Educational Services)

Materials: Recommended Rules

Staff Contact(s): Robert Wolfe, External Assurance Division
Gary Greene, External Assurance Division
Jonathan Furr

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

Relationship to/Implications for the State Board’s Strategic Plan
These rules implement ISBE’s obligations under federal law but are also relevant to Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments to Part 675.

Background Information
At its June 2005 meeting, the State Board authorized increased regulation of the SES industry and additional assistance for districts with the implementation of this NCLB mandate. The actions taken by the Board in June 2005 consisted of the following three components:

1. Revamp the Application, Monitoring and Removal Process to Hold Providers Accountable: SES providers must be held to high standards during the application process and during the implementation of services. ISBE revamped its application process to review more closely a provider’s educational program; hold providers to higher ethical standards; improve monitoring through data collection, reporting and site visits; and evaluate more thoroughly a provider’s services in order for a provider to remain on the State-approved list. ISBE also revised its application process to encourage community-based organizations and governmental entities to develop SES programs.

2. Ensure Provider Rates Reflect the Actual Cost of Services: School districts have a limited amount of funds to spend on SES. If the rates providers charge to districts do not reflect the actual cost of services, fewer students will be served. To ensure that providers’ rates reflect the actual cost of services, ISBE required detailed financial reporting that was used to set the rates. ISBE also publicly reported the financial information submitted by providers and the percentage of a provider’s rate directly attributable to tutoring activities, occupancy costs, curriculum and training and administrative and general expenses.

3. Provide Additional Resources to Districts for the Administration of SES: To implement a successful SES program, school districts must coordinate with a number of potential providers, handle numerous notices and contracts, and oversee the delivery of services to students. ISBE has implemented a state-wide web-based reporting system to assist districts with oversight and monitoring of providers and created a “toolkit” of form notices and contracts to assist districts with SES implementation.

With the adoption of the Part 675 rules, the resources provided to school districts, and the monitoring and enforcement actions taken by the agency over the past year, the State Board of Education has been described as a “flagship” state agency in the area of supplemental educational services. When the State
Board adopted Part 675, staff noted the need to develop an evaluation framework linked to ISBE's student information system to allow an analysis of the success of a provider's students on statewide assessments. Through a competitive bid process, the agency selected a partnership of Education Innovations/Center for Research in Educational Policy (EI/CREP) and Learning Point Associates (LPA) to develop the protocols and standards for this evaluation. The partnership is led by Dr. Steven Ross of the University of Memphis, a nationally recognized expert in SES evaluation.

The proposed amendments to Part 675 set out the specific criteria for the evaluation of SES providers. A provider's performance in each district and for each subject tutored will be evaluated based on the following criteria: student achievement, attendance, and parent satisfaction. The evaluation places the most emphasis on student achievement, as measured by state assessments or a district-administered nationally recognized assessment. For each provider, students' predicted assessment scores will be compared to their obtained scores. If sufficient information is available, ISBE will calculate an "effect size" for each provider indicating whether students in the provider's program performed higher than expected (i.e., a positive effect), or lower than expected (a negative effect). For a provider to "meet standards," the effect size must demonstrate a positive effect on student achievement that can be attributed to tutoring received from the provider. For a provider to be "above standards," the effect size must be at least +.25; meaning that the students' actual scores are one-quarter standard deviation higher than their predicted scores. (In a normal distribution, approximately 68% of actual scores will be within one standard deviation of predicted scores, with 34% higher than the predicted mean score.)

Based on an evaluation rubric, the provider will then be assigned the status of good standing, probationary status 1 or probationary status 2. A provider placed in probationary status 1 must develop a "remedial action plan" and will be removed from the state-approved list if it remains in this status for three years. A provider remaining in probationary status 2 must develop a "reconstitution plan" and will be removed from the state-approved list if it remains in this status for two years.

In addition to the evaluation framework described above, the proposed amendments address several other areas of concern that have arisen since the adoption of the initial rules. First, the agency's monitoring has revealed a number of wide-spread practices that, if not violations of the current Code of Ethics, undermine its spirit. One such practice results from the typical provider program structure, where providers hire district teachers prior to the student enrollment deadline. The teachers feel pressured to recruit and enroll as many students as possible to a provider's program to ensure the viability of their employment opportunity with the provider. Staff believe an absolute "firewall" must exist to prevent school district personnel from engaging in marketing and student enrollment activities on behalf of providers.

Second, staff have become aware of providers distributing enrollment forms with attached instructions on how to select a particular provider. These forms confuse parents who do not understand their ability to select from a wide variety of providers. Third, staff have become aware of various instances where a provider has hired parents of eligible students or members of an organization affiliated with a school to assist with marketing and recruitment activities. These hires give a particular provider an unfair advantage during the selection process. In addition to these restrictions, staff are suggesting an amendment to the Code of Ethics to allow a provider to hire district personnel with no responsibilities for the district's administration of SES to perform purely clerical activities. Staff do not believe this type of hire raises the same "conflict of interest" concerns related to the hiring of other district personnel for non-instructional purposes.

The other major revision included in the proposed amendments relates to the information received by ISBE as the result of the new financial reporting requirements. On average, in the 2004-05 school year, providers spent approximately one-third of funds received from school districts on administrative and general expenses not directly related to the provision of tutoring within the district. Staff believe these "overhead costs" are not in line with those incurred in other public education programs that involve nonprofit and for-profit organizations (such as early childhood block grant programs and special education facilities with rates approved by the Illinois Purchased Care Review Board).

Staff recommend capping the amount of administrative and general expenses a provider can charge, unless the provider can demonstrate it is contributing to student effectiveness and has a program-related need to exceed the limitation. The proposed rules would establish a limit on administrative and general expenses.
expenses equal to 25% of the prior year’s per-pupil Title I SES allocation. The prior year’s per-pupil allocation will approximate the maximum contract amount payable to the provider in the next year. The 25% limitation was selected as consistent with the median administrative and general expense amounts reported for 2004-05, even though other ISBE-administered educational programs involving nonprofit and for-profit entities allow lower percentages for administrative and general expenses. A separate 40% limit is proposed for the combined administrative and general expenses and curriculum and training expenses. This separate limit is necessary because curriculum and training expenses can also occur “outside the district,” and staff feel a majority of public funding should go towards direct instruction for students within the district. The proposed amendments will not limit any provider’s selected method of program delivery, as no restrictions are proposed for program or occupancy expenses. Providers will have wide latitude to allocate curriculum and training expenses within the 40% limitation. In addition, the proposed amendments allow providers in good standing with an “above standards” designation in student achievement to avoid the percentage limitations if necessary to continue their program delivery model.

The proposed amendments also authorize an additional category of expense as a “program expense.” To meet ISBE and district reporting requirements for enrollment and attendance, many larger providers have had to hire additional staff for data entry. This information is critical for ISBE’s monitoring of SES and to a district’s billing system for services. ISBE also does not feel that larger providers, which may hire non-instructional staff to perform this data entry, should have these costs counted as “administrative and general expenses” while smaller providers performing this work with instructional staff have these costs counted as “program expenses.” Therefore, all data entry expenses related to enrollment and attendance reporting requirements are proposed as “program expenses.”

Finally, material has been added to strengthen districts’ accountability for ensuring that providers begin to serve students in a timely manner. See Sections 675.150 and 675.175.

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

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

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. Additional means such as the Superintendent’s message and agency website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>675.10</td>
<td>Purpose and Scope</td>
</tr>
<tr>
<td>675.20</td>
<td>Definitions</td>
</tr>
<tr>
<td>675.30</td>
<td>Code of Ethics</td>
</tr>
<tr>
<td>675.40</td>
<td>Programmatic Requirements</td>
</tr>
<tr>
<td>675.50</td>
<td>Application Requirements</td>
</tr>
<tr>
<td>675.60</td>
<td>Application Process</td>
</tr>
<tr>
<td>675.70</td>
<td>Reporting Requirement</td>
</tr>
<tr>
<td>675.80</td>
<td>Retention of Records; Access to Premises</td>
</tr>
<tr>
<td>675.90</td>
<td>Evaluation of Providers’ Performance, Providers’ Status, Sanctions, and Removal</td>
</tr>
<tr>
<td>675.100</td>
<td>Public Information</td>
</tr>
<tr>
<td>675.110</td>
<td>Removal When No Services Offered</td>
</tr>
<tr>
<td>675.150</td>
<td>Provider’s Relationship with District</td>
</tr>
<tr>
<td>675.175</td>
<td>General Responsibilities of School Districts</td>
</tr>
</tbody>
</table>

SUBPART B: FINANCIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>675.200</td>
<td>Financial Framework for SES</td>
</tr>
<tr>
<td>675.210</td>
<td>District Program Cost</td>
</tr>
<tr>
<td>675.220</td>
<td>Non-Reimbursable Expenses and Revenue Offsets</td>
</tr>
<tr>
<td>675.230</td>
<td>Cost Reports</td>
</tr>
<tr>
<td>675.245</td>
<td>Basis for Invoices and Payments</td>
</tr>
</tbody>
</table>

675.APPENDIX A Calculation of Effect Size
675.APPENDIX B Evaluation Rubric
675 APPENDIX C Decision Tree
AUTHORITY: Implementing Section 1116(e) of Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6316(e)) (34 CFR 200.45 through 200.48), and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].


SUBPART A: GENERAL PROVISIONS

Section 675.30 Code of Ethics

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. Upon request, providers shall submit all promotional materials and advertisements related to the SES program to ISBE or the school districts in which they wish to serve.

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 distribute a district enrollment form that has the selected provider’s name pre-printed as part of the form. Providers must not distribute enrollment forms with directions for how to complete the forms.

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. Providers must not
solicit or accept an exclusive arrangement with any district or school. District personnel may be hired for instructional purposes only, except that district personnel without responsibility for or involvement in the district’s administration of SES may be employed to perform solely clerical functions having no relationship to the marketing of a provider’s program. No provider shall employ any member of a governmental or nonprofit organization formed to support or advise a particular school in which the provider seeks to offer services. No provider shall recruit, employ or extend offers of employment to parents of eligible students until after the conclusion of the district’s SES registration process. District personnel hired for instructional purposes shall not recruit students to a provider’s program, engage in marketing activities on behalf of a provider, distribute or collect enrollment forms, or otherwise promote or encourage students to enroll in a provider’s program.

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 rewards to students for achievement and/or the completion of assessments and program objectives. On a per-pupil basis, providers shall not spend more than 5 percent of the Title I, Part A, per-pupil allocation on rewards, except that providers may exceed this limit for rewards that consist of materials and equipment used directly in the provision of services.

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.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 675.60 Application Process

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. For providers seeking to serve all eligible districts, ISBE may elect to provide the application to a group of representative districts for review. 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. If an applicant fails to respond to a request for additional information or clarification, ISBE shall, upon 14 days’ written notice, declare an application inactive. If an application is declared inactive, the applicant shall be required to submit an entirely new application using the then-current application form and within an application period established by the State Superintendent.

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. If an application is rejected, neither the eligible applicant nor any related organization shall be eligible to re-apply during the following 12-month period.

d) If a provider is removed from the State-approved list for any reason other than as described in Section 675.110 of this Part, the provider and any related organization shall be ineligible to re-apply during the following five-year period, except that this period of ineligibility shall not apply to a provider that is a public school or school district that has its eligibility restored by being removed from “improvement status”.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 675.70 Reporting Requirement

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. Unless otherwise agreed to between the district and a provider, this tracking system shall be used to determine the amount billable to the district for the provider’s services.

b) Within 60 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
5) 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.

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

Section 675.90 Evaluation of Providers’ Performance, Providers’ Status, Sanctions, and Removal

a) For each SES reporting period, ISBE shall evaluate each provider’s performance in each district the provider serves based upon students’ achievement, students’ attendance, and parents’ satisfaction. Separate evaluations shall be performed for each subject tutored by a provider (i.e., reading and mathematics). Achievement shall be measured by calculating an “effect size” in accordance with the provisions of Appendix A to this Part. Attendance shall be measured by the information submitted to ISBE through its tracking system for students’ enrollment and progress and by means of a survey administered by ISBE to all providers. Parental satisfaction shall be measured by a survey administered by ISBE to parents of students receiving services. Providers and school districts shall cooperate with ISBE to facilitate the administration of all surveys. 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) For each of the criteria outlined in subsection (a) of this Section, ISBE will determine, based upon the evaluation rubric set forth in Appendix B to this Part, whether the provider’s performance in each subject tutored falls into the category of “insufficient information”, “below standards”, “meets standards”, or “above
standards”. Based on these determinations, ISBE will assign each provider the status of “good standing”, “probationary status 1”, or “probationary status 2”, in accordance with the decision tree displayed in Appendix C to this Part. Each provider’s status shall be assigned separately with respect to each district served. 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 the 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) If a provider’s compliance with State or federal requirements or interactions with districts or parents indicate areas for improvement that are not serious enough to warrant corrective action under Section 675.90(h) of this Part, the provider’s status may also be assigned “with reservations”. A provider assigned any status with reservations that fails to address the identified areas for improvement during the next SES reporting period shall be placed into corrective action in accordance with Section 675.90(h) of this Part.

d) A provider assigned the status of good standing shall not be required to take any action in response, other than addressing any reservations during the next SES reporting period.

e) A provider assigned to probationary status 1 shall submit a remedial action plan describing the policies and practices the provider will immediately implement to return its status to good standing, including:

1) specific, measurable steps to be taken;

2) a timeline for these activities; and

3) a budget for these activities.

f) A provider assigned to probationary status 2 shall submit a reconstitution plan setting forth substantial changes the provider will immediately implement to return its status to good standing, including:
NOTICE OF PROPOSED AMENDMENTS

1) a fundamental revision to the program described in the provider’s approved application;

2) professional development activities for all the provider’s instructional staff serving the district;

3) a plan of outreach to promote effective parental involvement in the provider’s program;

4) for each aspect described pursuant to subsections (f)(1) through (3) of this Section:
   A) the specific, measurable steps to be taken;
   B) a timeline for these activities; and
   C) a budget for these activities; and

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

g) A provider that remains on probationary status 1 or lower for three consecutive years shall be removed from the State-approved list, except that a provider that remains on probationary status 2 for two consecutive years shall be removed.

h) 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 (h) (e) 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.

i) 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 or if necessary to investigate or remedy concerns regarding compliance issues or illegal practices allegedly engaged in by the provider.
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, violated any assurance or aspect of a plan submitted to ISBE in accordance with this Section, falsified any information on its application or other reports to ISBE, or otherwise violated State or federal law.

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.

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.

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

Section 675.100 Public Information

All information submitted to ISBE pursuant to this Part, and the provider’s status determined 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.

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

Section 675.150 Provider’s Relationship with District

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 or requirements set by ISBE 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
accompany 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 original 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.

e) No later than the second Friday in January of each school year, each provider shall begin the provision of services to students in each district where the provider has executed a contract to provide services. See also Section 675.175 of this Part.

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

Section 675.175 General Responsibilities of School Districts

a) No later than the second Friday in October of any school year in which it is obligated to offer supplemental educational services, each school district shall distribute to parents of eligible students a notification to this effect, accompanied by information on all providers approved for that district and a selection form for use by the parents.
b) No later than the 2nd Friday in January of any school year in which it is obligated to offer supplemental educational services, each school district shall verify that each provider with which the district has executed a contract has begun the provision of services to the students whose families chose that provider. If any provider has not begun to provide services, the district shall notify the parents of the affected students to this effect and offer the parents an opportunity to choose another approved provider. In any such instance, the district shall ensure that the new provider begins serving each student no later than the 2nd Friday in February, or the first school day of the third week after the district receives the parents’ selection, whichever occurs later.

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

SUBPART B: FINANCIAL REQUIREMENTS

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, provided 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) Data entry related to State or local requirements for reporting on enrollment and attendance; and

G) 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:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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) Corporate royalty fees;

H) Advertising and marketing expenses;

I) Meals and entertainment expenses;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

J) Rewards for student achievement;

K) Distributions to shareholders or retained earnings (subject to a maximum amount determined by the provider); and

L) 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.) All of the foregoing allocations must be in accordance with the following cost principles, as applicable:

1) OMB Circulars (5 CFR 1310 (2005)) available at www.whitehouse.gov/omb/circulars/index.html:

   A) OMB Circular A-87 (Cost Principles for State, Local and Indian Tribal Governments);

   B) OMB Circular A-21 (Cost Principles for Educational Institutions);

   C) OMB Circular A-122 (Cost Principles for Non-Profit Organizations).


(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 675.240 Establishment of Contract Amount and Payment Provisions Adjustments to Contract for Actual Cost

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 provider’s reasonable estimate of its actual cost of services during the SES reporting period that it seeks to charge to the district pursuant to the contract. This estimate shall be submitted to ISBE on its district program cost report for the preceding SES reporting period.

b) A provider’s reasonable estimate pursuant to subsection (a)(2) of this Section shall be established using the four expense categories set forth in Section 675.210(a) of this Part (i.e., program expenses, occupancy expenses, curriculum and training expenses, and administrative and general expenses). The estimate for administrative and general expenses shall also include the maximum amount the provider will claim for distribution to shareholders or retained earnings.

1) To the extent that any category of expenses in the estimate exceeds the per-pupil amount for the same category set out in the provider’s district program cost report, the provider shall itemize the expenses and attach a specific justification for the increase based upon additional expenditures the provider reasonably expects to incur for reasons such as inflation, increased labor costs, or budgeted equipment expenditures or for another legitimate business purpose (e.g., additional investment in professional development for staff, increase in profit margins to reflect industry standards).

2) An estimate by a provider that will use a district’s facilities shall specify the provider’s assumptions for any occupancy costs and shall reflect the per-pupil savings the provider reasonably expects to receive, based upon:

A) operational savings associated with using the district’s facilities;

B) the value of real estate provided by the district; and
C) the business advantages resulting from access to the district’s facilities.

3) Except as otherwise provided in subsection (b)(4) of this Section, the provider’s reasonable estimate for administrative and general expenses shall not exceed 25 percent of the district’s per-pupil allocation for the prior year under Title II, Part A. Except as otherwise provided in subsection (b)(4) of this Section, the provider’s reasonable estimate for both administrative and general expenses and curriculum and training expenses shall not exceed 40 percent of the district’s per-pupil allocation for the prior year under Title II, Part A.

4) Any provider in good standing (with or without reservations) and with student achievement outcomes of either “insufficient information” or “above standards” may petition the State Superintendent for permission to exceed the percentage restrictions set forth in subsection (b)(3) of this Section. The petition must be received by the State Superintendent within 20 days after the provider’s receipt of notification of its status in accordance with Section 675.90 of this Part and must:

A) demonstrate why exceeding the percentage restrictions will contribute to the increased academic achievement of students served;

B) specify the amount the provider seeks to establish for each of the four expense categories; and

C) demonstrate that the amounts specified as required by subsection (b)(4)(B) of this Section are properly attributed to the district in accordance with the cost principles set forth in Section 675.210 of this Part.

c) If the provider receives benefits from the use of district facilities not accounted for in the provider’s assumptions, the provider’s reasonable estimate pursuant to subsection (a)(2) of this Section shall be adjusted accordingly.

d) Prior to executing a contract with a district, a provider may petition ISBE for permission to revise the reasonable estimate provided pursuant to Section 675.50(i) of this Part, which shall be granted if based on administrative
requirements imposed by the district that were not reasonably foreseeable when the estimate was submitted. After the execution of a contract with a district, a provider may seek a revision to its reasonable estimate only with the consent of the district.

e) 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, the amount paid by or invoiced to the district, 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 amount paid by or invoiced to the district based upon 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. The district shall not be liable for actual costs, on a per-pupil basis, that exceed the provider’s reasonable estimate established for the relevant expense category in accordance with this Section.

e) Nothing in this Section shall affect the validity of any contracts in effect between districts and providers as of June 16, 2005.

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

Section 675.245 Basis for Invoices and Payments

All providers must submit to ISBE an hourly rate for each district served, based on the initial per-pupil contract amount determined in accordance with Section 675.240(a) of this Part divided by the scheduled hours of service determined in accordance with the provider’s approved application. Providers shall bill and districts shall pay the provider’s hourly rate or fraction thereof for each hour of a student’s attendance or fraction thereof during the SES reporting period. Unless otherwise agreed to between the provider and the school district, a student shall be dropped from the SES program after having missed ten sessions in total, or three consecutive sessions (unless due to illness or vacation). A district shall only be liable to pay for sessions attended by a student.

(Source: Added at 30 Ill. Reg. _____, effective _____________)
Section 25. APPENDIX A Calculation of Effect Size

A multiple regression approach will be employed, in which, for each provider, SES students’ predicted assessment scores on either the applicable state assessment (i.e., ISAT or PSAE) or district-administered nationally recognized assessment (e.g., the Iowa Test of Basic Skills) for their grade level in the tutored subjects, based on student demographic variables and prior achievement on the applicable assessment, are compared to their obtained scores. The difference will be expressed in the form of a “residual” score, which if positive, indicates a higher performance than expected (i.e., a positive effect), and if negative, indicates a lower performance (a negative effect). An effect size will then be computed by grade level within each school district to determine by how many standard deviations (based on properties of the distribution) the residual differs from zero and then aggregated across grade levels for determining the effect size used in the evaluation described in Appendix B to this Part.

(Source: Added at 30 Ill. Reg. _____, effective _____________)
### Section 25. APPENDIX B  Evaluation Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient Information</th>
<th>Below Standards</th>
<th>Meets Standards</th>
<th>Above Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>There is insufficient information available to determine student achievement outcomes.</td>
<td>The effect size for students in the provider’s program can be identified and does not demonstrate any gains that can be attributed to tutoring received from the provider.</td>
<td>The effect size for students in the provider’s program can be identified and does demonstrate gains that can be attributed to tutoring received from the provider.</td>
<td>The effect size for students in the provider’s program can be identified and exceeds +.25 (i.e., one-fourth of a standard deviation above the predicted mean score).</td>
</tr>
<tr>
<td>Attendance (See Notes 1 and 2)</td>
<td>Not applicable. Providers that do not submit attendance data will not be included on the list of eligible providers for the following SES reporting period.</td>
<td>(1) The provider’s attendance rate is one full standard deviation below the mean attendance rate; and (2) The provider cannot demonstrate, based on a survey and ISBE’s verification of reported information, that it has made dedicated efforts to encourage student attendance.</td>
<td>The provider’s attendance rate is between one full standard deviation below and one full standard deviation above the mean attendance rate.</td>
<td>The provider’s attendance rate is one standard deviation or more above the mean attendance rate.</td>
</tr>
<tr>
<td>Parent Satisfaction</td>
<td>There is insufficient information available to determine parent satisfaction outcomes.</td>
<td>Fewer than 75% of respondents indicate: (1) overall satisfaction with the provider; or (2) they were consulted in the development of the student’s individual learning plan.</td>
<td>75-89% of respondents indicate: (1) overall satisfaction with the provider; and (2) they were consulted in the development of the student’s individual learning plan.</td>
<td>90-100% of respondents indicate: (1) overall satisfaction with the provider; and (2) they were consulted in the development of the student’s individual learning plan.</td>
</tr>
</tbody>
</table>

Note 1: Calculated based on attendance rate for sessions scheduled by the provider.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Note 2: “Mean attendance rate” means, for providers serving the Chicago Public Schools, the mean attendance rate of all providers serving the Chicago Public Schools. For providers serving districts other than the Chicago Public Schools, “mean attendance rate” means the mean attendance rate of all providers serving districts other than the Chicago Public Schools.

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

Plenary Session Packet - Page 57
## Section 25. APPENDIX C  Decision Tree

<table>
<thead>
<tr>
<th>Determination Based on Evaluation</th>
<th>Status*</th>
</tr>
</thead>
</table>
| • Student achievement: insufficient information, meets standards or above standards.  
  • Attendance: meets standards or above standards.  
  • Parent satisfaction: insufficient information, meets standards or above standards. | Maintain or return to good standing. |
| • Student achievement: insufficient information, meets standards or above standards.  
  • Either attendance or parent satisfaction below standards. | Probationary status 1. |
| • Student achievement: below standards.  
  • Attendance: meets standards or above standards.  
  • Parent satisfaction: insufficient information, meets standards or above standards. | Probationary status 1. |
| • Student achievement: below standards.  
  • Either attendance or parent satisfaction below standards. | Probationary status 2. |

* Any status level may be assigned “with reservations” in accordance with Section 675.90(c) of this Part.

(Source: Added at 30 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education  
FROM: Dr. Randy J. Dunn, State Superintendent of Education  
Linda Mitchell, Chief Financial Officer  
Jonathan Furr, General Counsel  


Materials: Recommended Rules  

Staff Contact(s): Susan Weitekamp, School Business and Support Services  
Deb Vespa, Division Administrator  

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

Relationship to/Implications for the State Board’s Strategic Plan  
This rulemaking is required as a result of legislative action but is also congruent with Goal 3, Expanding Data-Informed School Management and Support Practices.  

Expected Outcome(s) of Agenda Item  
The Board will be asked to adopt a motion authorizing the solicitation of public comment on proposed new Part 1500.  

Background Information  
This rulemaking responds to P.A. 94-600, which was enacted in 2005 and created the School Safety Drill Act. That Act mandates the conduct of school evacuation drills, bus evacuation drills, and severe weather and shelter-in place drills in public and nonpublic schools and also strongly encourages the conduct of law enforcement drills. The law states the situations each of these types of drills is to address; establishes requirements for the minimum number of drills of each type; and calls for the involvement of fire departments in school evacuation drills.  

Further, an annual review will now be required of “each school district’s emergency and crisis response plans, protocols, and procedures and each building’s compliance with the school safety drill programs”. Participation in this review will be required by school principals, representatives of other education-related organizations, and local “first responder” organizations (i.e., fire departments, law enforcement, and emergency medical services entities). A report summarizing the results of review must be prepared, including changes to existing safety plans and drill plans. Those participating have the opportunity to provide additional comments to the regional superintendent of schools for the area. The regional superintendents are to provide annual reports to ISBE, which in turn is to report to the Governor and the Office of the State Fire Marshal (OSFM). (Reports of reviews done in nonpublic schools are provided directly to the State Fire Marshal.)  

The legislation also directs ISBE and OSFM to develop a common set of rules for its implementation. Because the law is explicit as to the number and nature of the required drills, the need for rulemaking is confined to two aspects:
• determining what will be accepted as constituting the “effective” review of plans that local boards are required to conduct; and
• outlining the fundamental objectives that are shared by the various types of drills.

In developing these rules, staff have worked with counterparts at OSFM and have also sought the input of the Illinois Terrorism Task Force, which represents more than 50 entities around the state with an interest in safety and disaster preparedness. In keeping with the statute’s requirement for “common” rules, ISBE and OSFM will each be required to promulgate this text concurrently, resulting in its eventual codification as one set of “joint” rules in Title 29 of the Administrative Code (Emergency Services, Disasters, and Civil Defense).

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

**Policy Implications:** Please see above.

**Budget Implications:** Included in P.A. 94-600 is an exemption of its requirements from the State Mandates Act. Districts will therefore be required to assume any additional costs that may devolve from either the drills or the review of plans. A comparison of current drill requirements to those previously applicable reveals that:

- three school evacuation drills are now required, in comparison with three previously required by Section 10-20.22 of the School Code but *one per month* previously required by rules of OSFM;
- just one bus evacuation drill is now required annually, as opposed to two previously required under Section 27-26 of the School Code; and
- one severe weather drill is now required annually, whereas Section 10-20.23 of the School Code required “a program for the warning, protection and, if necessary, evacuation of children in the event of tornadoes…..”.

On this basis it can be seen that the required number of drills has been decreased rather than increased. Additionally, every effort has been made to avoid imposing requirements via the rules that would unnecessarily increase these costs.

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

School Emergency and Crisis Response Plans (44 Illinois Administrative Code 1500),

including publication of the proposed rules in the Illinois Register.

**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. Additional means such as the Superintendent’s message and agency website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
Section 1500.10 Purpose

This Part establishes the requirements for the annual review and updating of the protocols and procedures in each school’s emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128-25], including the review of each school’s compliance with the school safety drill requirements established in Section 15 of the Act [105 ILCS 128-15].

Section 1500.20 Annual Review of Emergency and Crisis Response Plans

Each annual review shall be conducted by the participants identified in Section 25 of the Act and shall encompass the components of the plan enumerated in this Section. The report submitted pursuant to Section 25 of the Act shall indicate whether each component listed in this Section is present and up to date and shall describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report shall include the rationale for this determination.

a) Overview of Planned Responses
1) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crises, including:

A) school evacuation responses planned for situations in which conditions outside of a school building are safer than inside, such as fire, discovery of suspicious items, or incidents involving hazardous materials;

B) bus evacuation responses planned for situations when conditions outside of a school bus are safer than inside, such as fire, discovery of suspicious items, or incidents involving hazardous materials;

C) severe weather and shelter-in-place responses planned for situations when conditions inside a school building are safer than outside, such as severe weather, the release of gas or chemicals, or the threat of mass destruction; and

D) law enforcement responses planned for situations when conditions call for a reverse-evacuation or lockdown and the involvement of law enforcement personnel, such as shooting incidents, bomb threats, or the presence of suspicious persons.

2) The definition and assignment of roles and responsibilities, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System outlined in “National Incident Management System” of March 1, 2004, published by the U.S. Department of Homeland Security and posted at http://www.fema.gov/pdf/nims/nims_doc_full.pdf. or by implementation of other strategies and methods having the same goals), including:

A) responsibilities of individuals who discover an emergency or crisis;

B) response leadership;
C) monitors who will ensure the proper execution of the planned response;

D) responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;

E) responsibility for maintaining emergency-related records.

3) The inventory of resources that are available when responding to emergencies, including:

A) emergency contact lists;

B) methods for accounting for the whereabouts and status of all children and the process established for releasing students into the care of their parents and others;

C) response guidance material and the method of providing it to students and staff, including support personnel such as bus drivers, secretaries, and custodians;

D) emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, battery-operated radio, and walkie-talkies), maintained for students and staff to use during an emergency or crisis; and

E) information that exists about the school, such as hazard analyses, area maps, site plans, safety reference plans (see 23 Ill. Adm. Code 180.120), community agreements, etc.

b) Training and preparedness: The description of actions taken to ensure that all administrators, staff, and students understand the warning signals and know what to do in an emergency, including but not limited to the objectives and results of the types of school safety drills conducted in conformance with Sections 15 and 20 of the Act, including:

1) school evacuation drills;
Section 1500.30 Objectives of Drills

Each drill conducted pursuant to the Act shall be designed to fulfill the objectives discussed in this Section.

a) Notification and Response

To ensure that all students, staff members, first responders, and visitors, both inside and outside the school building, are alerted to the fact that an emergency exists; receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)

b) Movement to Safe Areas

1) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building’s occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)

2) When sheltering in place is called for, to ensure that all the building’s occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

c) Communication with First Responders
To ensure that the system for communicating with responding agencies provides timely and complete information about the nature, scope, and current status of the emergency situation and about the status of all the building’s occupants, whether evacuated or sheltering in place. (Each drill is to test the ability of students and staff to provide necessary information to first responders in an emergency of the type to which the drill applies.)

d) Accounting for All Occupants

To ensure that designated areas for assembling are appropriate to the type of incident to which the drill applies; that they are used by all students, staff, and visitors; and that the controls in place permit accounting for all the building’s occupants. (Each drill is to test the preparedness of students and staff to remain in the areas where they have been directed to assemble; the confidence with which the building’s occupants can be accounted for; and the reliability of determining whether any search or rescue activity is necessary.)
ILLINOIS STATE BOARD OF EDUCATION  
March 15-16, 2006

TO: Illinois State Board of Education
FROM: Randy J. Dunn, State Superintendent of Education  
Jonathan Furr, General Counsel  
Ginger Reynolds, Assistant Superintendent

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

Materials: Recommended Rules

Staff Contacts: Dana Kinley

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

Relationship to/implications for the State Board’s Strategic Plan
This rulemaking is necessary as a result of a recent change in state law but is also relevant to Goal 1 because of its relationship to students’ literacy.

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

Background Information
This rulemaking addresses two unrelated issues:

- the advisability of revising the timeframe for the appeals process discussed in Section 1.95; and
- school districts’ need for criteria by which high school courses may be considered “writing-intensive”.

Appeals Process (Section 1.95)
Section 1.95 of the rules was just added to Part 1 as part of the updating of the accountability system to reflect the requirements of No Child Left Behind. That Section establishes the appeals process called for in Section 2-3.25m of the School Code, by which districts may seek review of their status level, recognition level, or corrective action. While promulgation of those amendments was in progress, it became clear that tying the deadline for submitting appeals to the date of notification of status could place districts in a position of having to determine whether to proceed with an appeal before most staff had returned from summer vacation. By giving affected districts until September 1 of the calendar year if that date falls more than 30 days after the notification, districts will be able to confer with necessary staff before deciding whether to proceed with an appeal. The September 1 date also ensures appeals can be resolved as early in the school year as possible.
“Writing-Intensive” Courses (Section 1.440)

The changes in high school graduation requirements made by P.A. 94-676 include a statement that students entering the 9th grade in the 2006-07 school year or later will have to complete two years of “writing-intensive” courses in order to graduate. One of these courses must be an English course, while the other may be English but may also be a course in some other subject. Because of this new provision, districts need to know what sort of writing work must be included in a course in order for it to be considered as “writing-intensive”.

The adjective “intensive” implies that a significant amount of writing will be incorporated as part of students’ work in a given course. However, establishing a minimum amount or percentage of class time that must be devoted to writing would be arbitrary and probably superficial. The approach we have taken in developing criteria for this determination relies instead on the State Goals for Learning related to the English language arts and on the Illinois Learning Standards in that curricular area.

Regardless of whether the course is in English language arts or another subject, this rule requires that it address both writing-related state goals in order to count as “writing-intensive”. Additionally, students’ written work must be evaluated against all the standards relevant to those two state goals, and the feedback students receive must be designed to help them improve in all the aspects of writing that correspond to expectations at the high school level. Nothing in the rule precludes this feedback from being provided by a teacher other than the teacher of record for the class. Finally, the rule also requires that at least one of the writing-intensive courses be designed to address the writing process and research skills.

The remainder of the changes in Section 1.440 are being made for purposes of clarification. This is a useful opportunity to revise the existing portions of this rule to separate the courses districts must offer in high school from the courses students must take and the courses and other requirements they must successfully complete in order to graduate. Section 1.445 merely needs to be revised so its cross-references to Section 1.440 will be correct and is not being amended in any substantive way.

These amendments were presented for the Board’s initial review in December of 2005 and were subsequently published in the Illinois Register to elicit public comment. Just one communication was received, applauding the inclusion of writing-intensive courses at the high school level and the reliance on Illinois’ standards. The commenter recognized that districts might well be concerned about financial issues but noted the potential for modifying the focus of existing courses. Thus no changes to the version originally considered are being recommended on the basis of public comment per se. However, during the notice period a question was raised in the field that indicates a need for a further statement on the subject of graduation requirements. The point involved is discussed in the Summary and Analysis of Related Issue attached.

**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.
Summary and Analysis of Related Issue
Part 1 (Public Schools Evaluation, Recognition and Supervision)

Issue
Staff in the Accountability Division fielded a question connected to the treatment of students who may wish to repeat a course already passed in order to receive a better grade. The inquiry had to do with whether such a student would receive credit for the course twice, and particularly whether the course could be counted twice toward the graduation requirements.

Analysis
We would consider double-counting of coursework as suggested above to be very unfortunate as an educational policy. We also believe such an arrangement is clearly not in keeping with at least the spirit of the legislative initiative that increased the graduation requirements.

Recommendation
A rule should be added to Section 1.440 to clarify that different courses must be used to fulfill the requirements for graduation, as follows:

c) Specific Requirements for Graduation

A “unit” is the credit accrued for a year’s study or its equivalent. A student may be permitted to retake a course that he or she has already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED 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: RECOGNITION REQUIREMENTS

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

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270 Book and Material Selection (Repealed)
1.280 Discipline
1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
1.290 Absenteeism and Truancy Policies
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.310</td>
<td>Administrative Responsibilities</td>
</tr>
<tr>
<td>1.320</td>
<td>Evaluation of Certified Staff in Contractual Continued Service</td>
</tr>
<tr>
<td>1.330</td>
<td>Hazardous Materials Training</td>
</tr>
</tbody>
</table>

**SUBPART D: THE INSTRUCTIONAL PROGRAM**

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

**SUBPART E: SUPPORT SERVICES**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.510</td>
<td>Transportation</td>
</tr>
<tr>
<td>1.515</td>
<td>Training of School Bus Driver Instructors</td>
</tr>
<tr>
<td>1.520</td>
<td>School Food Services (Repealed)</td>
</tr>
<tr>
<td>1.530</td>
<td>Health Services</td>
</tr>
<tr>
<td>1.540</td>
<td>Pupil Personnel Services (Repealed)</td>
</tr>
</tbody>
</table>

**SUBPART F: STAFF CERTIFICATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.610</td>
<td>Personnel Required to be Qualified</td>
</tr>
<tr>
<td>1.620</td>
<td>Accreditation of Staff (Repealed)</td>
</tr>
<tr>
<td>1.630</td>
<td>Noncertificated Personnel</td>
</tr>
<tr>
<td>1.640</td>
<td>Requirements for Different Certificates (Repealed)</td>
</tr>
</tbody>
</table>
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

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)


SUBPART A: RECOGNITION REQUIREMENTS

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, or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code 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) A district shall request such an appeal by sending a written request to the State Board of Education for consideration by the Appeals Advisory Committee. The district must submit its appeal within 30 days after receipt of notification from the State Board of the school’s or district’s status level, recognition level, or corrective action, or by September 1 of the calendar year in which the notification occurs, whichever occurs later. 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, State Board staff shall provide an opportunity for the district to meet with State Board staff (either in person or over the telephone) in an effort to resolve the issues raised in the request through informal means.

b) If a district elects not to meet with State Board staff, or if the district wishes to proceed with the appeal upon conclusion of the informal resolution process, the State Board 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 State Board and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.

c) After a determination of a review schedule by the Committee, the State Board 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.

d) The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board will represent the State Board. Both the school district and the State Board 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 State Board shall submit its brief to the district and shall provide both the district’s and the State Board’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.
2) The State Board’s brief shall be due 14 days after the State Board’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 State Board 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 State Board 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) If two or more districts request an appeal regarding the same question of policy, law, or fact, the State Board may consolidate those appeals if the agency determines that consolidation would secure economies of time and effort and promote uniformity of decision-making by the Committee. Consolidated appeals shall be handled as provided in this subsection (g).

1) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief.

2) All districts whose appeals are consolidated will be given 40 minutes for argument, and the districts may reserve ten of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.

3) The agency shall submit one brief in response to the question of policy, law, or fact subject to the consolidated appeal and shall have 30 minutes for argument.
h) 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.

i) 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 State Board’s data and calculations. The Committee may recommend that the State Superintendent affirm or reverse the decision of the State Board, in whole or in part.

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

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.440 Additional Criteria for High Schools

The School Code establishes differing requirements for the coursework that high schools must offer, the courses students must take, and the courses students must pass in order to graduate.

a) Course Offerings

Each school The district shall provide a comprehensive curriculum that includes at least including the following as a minimum program of offerings. The time allotment, unless specified by the School Code or applicable rules regulations, is the option of the local school district.
1) Language Arts, three units
2) Science
3) Mathematics
4) History of the United States, one unit
5) Foreign Language
6) Music
7) Art
8) Career and Technical Education—Orientation and Preparation
9) Health Education, students must take one semester or equivalent, i.e., at least 18 weeks, during the secondary school experience.
10) Physical Education, daily except as provided in subsection (a)(9) of this Section and Section 1.445 of this Part (Section 27.6 of the School Code).
11) Consumer Education, nine weeks, 50 minutes a day or equivalent, in grades 9-12, except for students who have demonstrated proficiency pursuant to the provisions of Section 27-12.1 of the School Code and Section 1.462 of this Part.
12) Conservation of Natural Resources (Section 27-13.1 of the School Code).
13) Driver and Safety Education, 30 clock-hours of classroom instruction and 6 clock-hours of behind the wheel—grades 10, 11, and 12 (see Section 27-23 of the School Code [105 ILCS 5/27-23] and 23 Ill. Adm. Code 252);
14) Vocational Education—Job Entry Skill Development
   b) Required Participation
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

1) Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.

2) Each student shall be required to take physical education daily, except as provided in Section 27-6 of the School Code and Section 1.445 of this Part.

3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in each of grades 9-12, unless he or she has demonstrated proficiency pursuant to the provisions of Section 27-12.1 of the School Code [105 ILCS 5/27-12.1] and Section 1.462 of this Part.

4) Each student shall be required to take American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag for not less than one hour per week, or the equivalent. (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4])

c) Specific Minimum Requirements for Graduation

A “unit” is the credit accrued for a year’s study or its equivalent. A student may be permitted to retake a course that he or she has already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.

1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or and 12 units in grades 10-12 if graduating from a three-year high school. In either case,

2) In either of the above, one unit shall be in American History or American History and Government. (Section 27-22 of the School Code) In a four-year high school, three units shall be in Language Arts and, in a three-year high school, two units shall be in Language Arts. In either instance
emphasize shall be on reading and writing skills while one half unit may be in oral communication.

3) American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to advanced study of this subject. (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]) No student shall receive certification of graduation without passing a satisfactory examination on the subjects discussed in subsection (b)(4) of this Section upon such subjects.

e) 2) Pursuant to Section 27-22 of the School Code [105 ILCS 5/27-22], all students who enter the 9th grade, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain the following courses, depending upon the school year in which they enter the 9th grade and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma in addition to the applicable requirements of subsection (b) of this Section and any requirements imposed by the local school district.

1) three years of language arts;

2) two years of mathematics, one of which may be related to computer technology;

3) one year of science;

4) two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and

5) one year chosen from

A) music,
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

B) art;

C) foreign language, which shall include American Sign Language, or

D) vocational education.

d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the relevant requirement for graduation if its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.

1) The course description for a “writing-intensive” course will be accepted for purposes of Section 27-22 of the School Code if:

A) a goal of the course is to use the writing that students do relative to the subject matter being presented as a vehicle for improving their writing skills;

B) writing assignments will be an integral part of the course’s content across the time span covered by the course;

C) the written products students are required to prepare in order to receive credit for the course and the feedback students receive are such that:

i) students’ writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the standards applicable to State Goals 3 and 5 (see the State Goals for Learning and the Illinois Learning Standards in Appendix D to this Part); and

ii) students receive information from the evaluation of their written products that will permit them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information.
2) The writing-intensive study provided in at least one writing-intensive course must be designed to address and integrate the elements of the writing process and to refine or apply research skills.

e) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

f) Additional requirements for graduation may be adopted by local boards of education. Boards of education may accept courses completed in a community college toward graduation.

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

Section 1.445 Required Course Substitute

a) Pursuant to Section 27-22.05 of the School Code [105 ILCS 5/27-22.05], school boards in districts with any of the grades 9 through 12 may adopt a policy providing for a course substitution of a vocational and technical course for a high school or graduation requirement specified in Section 1.440(a)(10) and (g) of this Part. Such policies must provide a complete description of both the vocational and technical course and its relationship to the required course that will be replaced by the substituted course. Courses that may be substituted must meet the requirements set forth in Section 27-22.05 of the School Code and Section 1.440(d) 1.440(h) of this Part.

b) No student under the age of 18 shall be enrolled in a course substitution unless that student's parent or guardian first requests the substitution and approves it in writing on forms that the school district makes available for such requests. Such requests shall be maintained in the student's temporary record in accordance with Section 4 of the Illinois School Student Records Act [105 ILCS 10/4].

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education
FROM: Randy J. Dunn, State Superintendent of Education
Jonathan Furr, General Counsel
Ginger Reynolds, Assistant Superintendent

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

Materials: Recommended Rules
Staff Contacts: Dennis Williams

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

Relationship to/implications for the State Board’s Strategic Plan
This rulemaking is relevant to Goal 2, Improving Educator Quality for All Children.

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

Background Information
This rulemaking covers several different topics, although the bulk of the proposed amendments relate to the system for accrediting educational units in institutions that prepare educators and approving their respective preparation programs. These changes generally result from the work of a task force convened by the State Superintendent and chaired by Dean Elliott Lessen of Southern Illinois University at Edwardsville. The group’s goal was to identify places in these processes where duplication of effort or reporting could be eliminated, particularly in light of our general reliance on the standards and processes of the National Council for the Accreditation of Teacher Education (NCATE).

Some material about reporting has been rearranged so that extra reports are no longer called for, such as in Section 25.115(d) regarding the annual report and assessment data. Similarly, the revision to Section 25.125(a)(1) will require comprehensive submission of conceptual frameworks only for each institution’s first accreditation review under the standards-based approach, with updates only for subsequent review cycles.
Further changes eliminate the need for specifically addressing the applicable “umbrella” standards if candidates are achieving at a certain level on the relevant tests.

Greater specificity has been introduced throughout Section 25.125 to distinguish the procedural details according to whether NCATE or ISBE is conducting the visit. A number of timelines have also been changed in order to provide deadlines that are related to each institution’s review schedule, which will help avoid having numerous submissions arrive at the same time.

Section 25.127 has been revised to incorporate the newly developed format for program reports, and that revision called to our attention a need to state explicitly what the minimum assessment-related requirements are for individual programs. Section 25.142 was added to provide those statements. A need was identified to provide for situations in which an institution accredited by NCATE experiences the revocation of national accreditation for one of its programs. Section 25.127(j)(3) therefore provides for probation at the state level so that an approved program can continue serving its existing candidates while seeking to improve its status. This parallels NCATE’s treatment of this issue.

Another significant change is that the group of accrediting entities upon which ISBE and the Certification Board will rely for program reviews has been expanded to include specialized accrediting organizations (SAOs). These entities have a somewhat different relationship with NCATE than the specialized professional associations (SPAs), and they provide national accreditation to programs in both NCATE and non-NCATE institutions. Examples of these organizations include CACREP (the Council on Accreditation of Counseling and Related Educational Programs) and ASHA (the American Speech-Language-Hearing Association). Review by these organizations will help eliminate the need for panels to be convened at the state level and will reduce the agency’s work while still relying upon entities conversant with standards. In some instances, in fact, the Illinois standards were derived from those of the relevant SAO.

Other Sections in Subpart C of the rules have been revised for purposes of technical updating and/or conformance with NCATE’s procedures.

**Availability of Endorsements**

Amendments to Section 25.100 and Appendix E will permit out-of-state applicants to receive endorsements in specific fields within the sciences and social sciences. Preparation programs in other states often do not match the broader approach taken to these fields within the applicable Illinois standards, and this has resulted in inability to certify certain out-of-state teachers. Several revisions are also being made in Section 25.100 at this time to eliminate out-of-date discussion of the transition to the new system of endorsements.
**Master Certificates**
The amendments to Sections 25.225 and 25.444 respond to P.A. 94-105, which made master certificates available to school counselors and also made those individuals eligible for payments under the Illinois Teaching Excellence Program. Some of the detailed reporting requirements in Section 25.444 have been streamlined so as to be less burdensome on the individuals who are eligible for payment. Subsection (f) of this rule has been reversed so that, in cases where the appropriation is inadequate to cover all eligible expenses, individuals who perform the specified services will be paid in preference to those who would only receive the annual stipend.

**Other**
Several additional portions of the rules are being revised for differing purposes.

Section 25.490 is being updated and made more concise as part of the comprehensive review of these rules.

Section 25.710 is being updated to reflect the recent addition of a specific content test for early childhood special education.

Section 25.720 is being revised in light of a request voiced at a recent meeting with representatives of the Illinois Association of Colleges of Teacher Education (IACTE). It was stated to be inappropriate to impose the standard five-year limitation on the acceptance of a passing score on a language proficiency test. Because the transitional bilingual (Type 29) certificate can be used for as long as eight years, many individuals will not earn other “full” certificates within five years after receiving the Type 29. When a person in this situation eventually does receive a full certificate, he or she will need to be able to add the bilingual education credential to it. We agreed that such persons should not be required to retake the language proficiency test at that time.

These amendments were presented for the Board’s initial review in December of 2005 and subsequently published in the Illinois Register to elicit public comment. None was received, and the version presented for adoption does not differ from that originally considered.

**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.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section 25.10 Definition of Terms Used in This Part (Repealed)

SUBPART B: CERTIFICATES

Section
25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates (Repealed)
25.20 Requirements for the Elementary Certificate (Repealed)
25.25 Requirements for “Full” Certification
25.30 Requirements for the Secondary Certificate (Repealed)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent Teaching Certificates (2004)
25.40 Requirements for the Special Certificate (Repealed)
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for the Early Childhood Certificate (Repealed)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.85  Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified
25.86  Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified
25.90  Transitional Bilingual Certificate and Examination
25.92  Visiting International Teacher Certificate
25.95  Majors, Minors, and Separate Fields for the Illinois High School Certificate (Repealed)
25.99  Endorsing Teaching Certificates (Repealed)
25.100 Endorsing Teaching Certificates (2004)
25.105 Temporary Substitute Teaching Permit

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

Section
25.110  System of Approval: Levels of Approval (Repealed)
25.115  Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs
25.120  Standards and Criteria for Institutional Recognition and Program Approval (Repealed)
25.125  Accreditation Review of the Educational Unit
25.127  Review of Individual Programs
25.130  Special Provisions for Institutions Subject to Conditions for Continuing Accreditation
25.135  Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through Fall Visits of 2001
25.136  Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of 2002 through Spring of 2003
25.137  Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000 (Repealed)
25.140  Requirements for Educational Unit Assessment Systems
25.142  Assessment Requirements for Individual Programs
25.145  Approval of New Programs Within Recognized Institutions
25.147  Approval of Programs for Foreign Language Beginning July 1, 2003
25.150  The Periodic Review Process (Repealed)
25.155  Initial Recognition Procedures
25.160  Notification of Recommendations; Decisions by State Board of Education
25.165  Discontinuation of Programs
SUBPART D: SCHOOL SERVICE PERSONNEL

Section
25.200  Relationship Among Credentials in Subpart D
25.210  Requirements for the Certification of School Social Workers (Repealed)
25.220  Requirements for the Certification of Guidance Personnel (Repealed)
25.230  Requirements for the Certification of School Psychologists (Repealed)
25.240  Standard for School Nurse Endorsement (Repealed)
25.245  Certification of School Nurses (2004)
25.252  Certification of Non-Teaching Speech-Language Pathologists
25.255  Interim Certification of Speech-Language Pathologist Interns

SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY STAFF

Section
25.300  Relationship Among Credentials in Subpart E
25.310  Definitions (Repealed)
25.311  Administrative Certificate (Repealed)
25.313  Alternative Route to Administrative Certification
25.315  Renewal of Administrative Certificate
25.320  Application for Approval of Program (Repealed)
25.322  General Supervisory Endorsement (Repealed)
25.330  Standards and Guide for Approved Programs (Repealed)
25.333  General Administrative Endorsement (Repealed)
25.344  Chief School Business Official Endorsement (Repealed)
25.355  Superintendent Endorsement (Repealed)
25.365  Director of Special Education

SUBPART F: GENERAL PROVISIONS
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section
25.400  Registration of Certificates; Fees
25.405  Military Service
25.410  Revoked Certificates
25.415  Credit in Junior College (Repealed)
25.420  Psychology Accepted as Professional Education (Repealed)
25.425  Individuals Prepared in Out-of-State Institutions
25.427  Three-Year Limitation
25.430  Institutional Approval (Repealed)
25.435  School Service Personnel Certificate--Waiver of Evaluations (Repealed)
25.437  Equivalency of General Education Requirements (Repealed)
25.440  Master of Arts NCATE (Repealed)
25.442  Illinois Teacher Corps Programs
25.444  Illinois Teaching Excellence Program
25.445  College Credit for High School Mathematics and Language Courses (Repealed)
25.450  Lapsed Certificates
25.455  Substitute Certificates
25.460  Provisional Special and Provisional High School Certificates (Repealed)
25.464  Short-Term Authorization for Positions Otherwise Unfilled
25.465  Credit (Repealed)
25.470  Meaning of Experience on Administrative Certificates (Repealed)
25.475  Certificates and Permits No Longer Issued (Repealed)
25.480  Credit for Certification Purposes (Repealed)
25.485  Provisional Recognition of Institutions (Repealed)
25.490  Rules for Certification of Persons Who Have Been Convicted of a Crime
25.493  Part-Time Teaching Interns
25.495  Approval of Out-of-State Institutions and Programs (Repealed)
25.497  Supervisory Endorsements

SUBPART G: THE UTILIZATION OF PARAPROFESSIONALS AND OTHER NONCERTIFIED PERSONNEL

Section
25.510  Paraprofessionals; Teacher Aides
25.520  Other Noncertificated Personnel
25.530  Specialized Instruction by Noncertificated Personnel
25.540  Approved Teacher Aide Programs
25.550  Approval of Educational Interpreters
### SUBPART H: CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.610</td>
<td>Definitions</td>
</tr>
<tr>
<td>25.620</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>25.630</td>
<td>Pay for Student Teaching (Repealed)</td>
</tr>
</tbody>
</table>

### SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.705</td>
<td>Purpose - Severability</td>
</tr>
<tr>
<td>25.710</td>
<td>Definitions</td>
</tr>
<tr>
<td>25.715</td>
<td>Test Validation</td>
</tr>
<tr>
<td>25.717</td>
<td>Test Equivalence</td>
</tr>
<tr>
<td>25.720</td>
<td>Applicability of Testing Requirement and Scores</td>
</tr>
<tr>
<td>25.725</td>
<td>Applicability of Scores (Repealed)</td>
</tr>
<tr>
<td>25.728</td>
<td>Use of Test Results by Institutions of Higher Education</td>
</tr>
<tr>
<td>25.730</td>
<td>Registration</td>
</tr>
<tr>
<td>25.732</td>
<td>Late Registration</td>
</tr>
<tr>
<td>25.733</td>
<td>Emergency Registration</td>
</tr>
<tr>
<td>25.735</td>
<td>Frequency and Location of Examination</td>
</tr>
<tr>
<td>25.740</td>
<td>Accommodation of Persons with Special Needs</td>
</tr>
<tr>
<td>25.745</td>
<td>Special Test Dates</td>
</tr>
<tr>
<td>25.750</td>
<td>Conditions of Testing</td>
</tr>
<tr>
<td>25.755</td>
<td>Voiding of Scores</td>
</tr>
<tr>
<td>25.760</td>
<td>Passing Score</td>
</tr>
<tr>
<td>25.765</td>
<td>Individual Test Score Reports</td>
</tr>
<tr>
<td>25.770</td>
<td>Re-scoring</td>
</tr>
<tr>
<td>25.775</td>
<td>Institution Test Score Reports</td>
</tr>
<tr>
<td>25.780</td>
<td>Fees</td>
</tr>
</tbody>
</table>

### SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.800</td>
<td>Professional Development Required</td>
</tr>
<tr>
<td>25.805</td>
<td>Continuing Professional Development Options</td>
</tr>
<tr>
<td>25.810</td>
<td>State Priorities</td>
</tr>
<tr>
<td>25.815</td>
<td>Submission and Review of the Plan (Repealed)</td>
</tr>
</tbody>
</table>
25.820 Review of Approved Plan (Repealed)
25.825 Progress Toward Completion (Repealed)
25.830 Application for Renewal of Certificate(s)
25.832 Validity and Renewal of Master Certificates
25.835 Review of and Recommendation Regarding Application for Renewal
25.840 Action by State Teacher Certification Board; Appeals
25.845 Responsibilities of School Districts
25.848 General Responsibilities of LPDCs
25.850 General Responsibilities of Regional Superintendents
25.855 Approval of Illinois Providers
25.860 Out-of-State Providers
25.865 Awarding of Credit for Activities with Providers
25.870 Continuing Education Units (CEUs)
25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development
25.875 Continuing Professional Development Units (CPDUs)
25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching
25.885 Funding; Expenses (Repealed)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

Section
25.900 Applicability of Requirements in this Subpart
25.905 Choices Available to Holders of Initial Certificates
25.910 Requirements for Induction and Mentoring
25.915 Requirements for Coursework on the Assessment of One’s Own Performance
25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)
25.925 Requirements Related to Advanced Degrees and Related Coursework
25.930 Requirements for Continuing Professional Development Units (CPDUs)
25.935 Additional Activities for Which CPDUs May Be Earned
25.940 Examination
25.942 Requirements for Additional Options
25.945 Procedural Requirements

25.APPENDIX A Statistical Test Equating - Certification Testing System
25.APPENDIX B Certificates Available Effective February 15, 2000
25.APPENDIX C Exchange of Certificates
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.APPENDIX D  Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances

25.APPENDIX E  Endorsement Structure Beginning July 1, 2004

AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS


SUBPART B: CERTIFICATES

Section 25.100  Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates was will be changed. Appendix E to this Part provides a list of the available endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation, unless he or she holds an applicable master certificate. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry unless he or she holds a master certificate endorsed for sciences.

b) Endorsements at Time of Issuance

Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.

2) For each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and, except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section:

A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript; and

B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and

C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section.

3) An individual who passes a test of subject matter knowledge prior to July 1, 2004, and applies for the related certificate no later than five years after the date on which the test was taken shall receive an endorsement valid only for the specific subjects covered under the prior system, unless the institution that offered the program completed by the candidate certifies to the State Board of Education that the candidate completed a program that met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields). An endorsement under the new structure will be issued to an individual who either passes the applicable new content-area test or completes a program based upon the applicable standards for the content area.
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution’s certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.

c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool–age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.

d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.

e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.

1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation.

2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or

B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or

C) present evidence of at least one year’s teaching experience on a valid certificate in the area covered by the endorsement or designation sought.

3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).

f) Addition of Endorsements to Previously Issued Certificates

Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.

2) Applications received through June 30, 2005, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, except that applications received through June 30, 2006, for endorsements in reading and library information shall be reviewed on this basis. Deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same
endorsements shall be accompanied by another fee and shall be subject to any new requirements.

3) Except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section, for applications received on or after July 1, 2005, an endorsement will be issued to each applicant who:

A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript; or

B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or

C) has met the applicable requirements of subsection (e) of this Section.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.
Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (h)(1) through (h)(4) of this Section relate to endorsements and designations based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260, while the requirements of subsection (h)(5) make subject-specific credentials available to out-of-state applicants whose preparation has been structured to address individual disciplines within the sciences or social sciences.

1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to pass the content-area test for the designation sought and either:

   A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

   B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

      i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and

      ii) some portion of the coursework completed must have addressed at least two additional designations within the field; and

      iii) in the case of the sciences, the coursework completed must have included both biological and physical science.

2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent designation in the same field if he or she has:
A) passed the applicable content-area test; or

B) completed a major in the content area of the designation.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.

5) An out-of-state applicant who is eligible to receive an Illinois teaching certificate may receive an endorsement limited to a specific discipline among the social sciences (e.g., history) or the sciences (e.g., biology), provided that he or she presents evidence of having completed a major in that discipline.

i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher

This endorsement shall not be issued as an individual’s first teaching credential. An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher’s preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a
practicum, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading,

ii) content-area reading,

iii) assessment and diagnosis of reading problems,

iv) developmental and remedial reading instruction and support,

v) developmental and remedial materials and resources, and

vi) literature appropriate to students across all grade ranges; or

C) having completed, on or before June 30, 2006, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required.

2) Reading Specialist

The reading specialist’s endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:
A) having completed a K-12 reading specialist’s program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master’s or higher degree; and

B) having been recommended for the endorsement by the institution offering the program; and

C) having passed the content-area test for reading specialist.

3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.

j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.

1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript.

2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual’s prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).
3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).

4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.

k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 1.720 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

m) An additional endorsement for “technology specialist” shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education and has passed the relevant content-area test.

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

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

Section 25.115 Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs
In order for an Illinois institution of higher education to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such programs must be accredited, by the State Board of Education in consultation with the State Teacher Certification Board. “Educational unit” means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. “Program” or “preparation program” means a program that leads to certification. When authorized by the State Superintendent, electronic transmission of written materials required pursuant to this Subpart C may be authorized or required by the State Superintendent of Education submitted in electronic form.

a) An institution shall be recognized if it:

1) is approved as a degree-granting institution by the Illinois Board of Higher Education, if the institution is subject to provisions of the Institution of Learning Powers Act [110 ILCS 50];

2) sponsors a course of study leading to an appropriate baccalaureate or higher degree and awards the degree; and

3) conducts or proposes to conduct at least one approved program that will prepare professional educators.

b) An educational unit shall be accredited if the institution meets the standards enumerated in “Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education” (2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).

c) A preparation program shall be approved if it meets the applicable content standards established by the State Board of Education and the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or 23 Ill. Adm. Code 29.100 (Illinois Professional School Leader Standards), as applicable, except as provided in Section 25.135 of this Part.
d) The accreditation of an educational unit and the approval of its programs shall be subject to review every five years until completion of its first review in light of the standards incorporated by subsection (b) of this Section. Accreditation Review shall be conducted as provided in Sections 25.125 and 25.127 of this Part and decisions regarding continued accreditation and approval shall be made as provided in those Sections, except as provided in Section 25.130, 25.135, or 25.136 of this Part. Once an institution has completed an Accreditation Review under the standards referenced in subsection (b) of this Section and fulfilled any requirements imposed under Section 25.125(j) of this Part, its Accreditation Reviews shall be scheduled at seven-year intervals. The State Superintendent may alter the timing of an institution’s review at the institution’s request if the Superintendent determines that the request is based on unforeseen circumstances that were beyond the institution’s control.

e) Each accredited educational unit shall annually submit to the State Superintendent of Education, in a format defined by the State Superintendent and according to a timeline announced at least six months in advance:

1) a report that describes any significant changes in the unit or its programs, updates any information previously provided as-needed, and provides institutional data that describe the results of unit and program assessments and the actions taken or planned to address areas identified for improvement other information requested by the State Superintendent of Education; and

2) as relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to certification under Section 25.67 of this Part; and

3) institutional data that describe the results of unit and program assessments and the actions taken or planned to address identified areas of concern.

f) If relevant to the institution, the report required under subsection (e) of this Section shall include a description of how the unit has addressed any applicable standards identified during the most recent review of the unit and its programs as “not met” or “met with areas for improvement”. However, for institutions that have been assigned “Continuing Accreditation with Conditions” or “Probation”, this description shall not be required in those years in which the
institution is required to submit a special report or is subject to a focused or full visit as discussed in Section 25.125(j) 25.127 of this Part.

**g)** No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers’ pass rates on the examinations required for initial certification pursuant to this Part and other information required by Title II of the Higher Education Act [20 USCA 1027]. Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution’s program completers.

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

**Section 25.125 Accreditation Review of the Educational Unit**

The requirements of this Section shall apply to Accreditation Reviews that take place on or after July 1, 2003. The review visits conducted pursuant to this Section shall occur between March 1 and May 31 and between September 1 and November 30 and shall be scheduled during the academic year for the mutual convenience of the affected institution and the review team.

a) No later than one February 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit to the State Superintendent of Education five copies of each of the two reports specified in this subsection (a) that is applicable. However, in the case of an institution that is also seeking initial accreditation from NCATE, it will need to comply with NCATE’s submission timelines as well these reports shall be submitted six months earlier than otherwise required by this subsection (a).

1) For its first review in light of the standards incorporated by Section 25.115(b) of this Part, the institution shall submit a report providing an overview of the unit’s conceptual frameworks framework(s), which shall include a description of each framework, and its development, and any changes that have been made since the institution’s previous Accreditation Review. The discussion of the framework framework(s) shall address each of the “structural elements” found in the standards referred to in Section 25.115(b) of this Part. For each subsequent review,
the institution shall describe any changes in the conceptual frameworks that have been made since the institution’s previous Accreditation Review.

2) If at least 80 percent of an institution’s teacher preparation program completers have passed the applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24. For any form of the APT for which this criterion has not been met, the institution shall submit a composite report covering all programs for whose candidates that form is required describing how the unit’s teacher preparation programs address the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and how the unit’s preparation programs for school administrators address the Illinois Professional School Leader Standards set forth at 23 Ill. Adm. Code 29.100 (see Standards for Administrative Certification). This report shall describe how those preparation programs address those standards.

3) If at least 80 percent of an institution’s administrative certification program completers have passed the applicable content-area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100). For any administrative certification program for which this criterion has not been met, the institution shall submit a report describing how the program addresses these standards.

b) A panel established by the State Superintendent shall review the overview of the unit’s conceptual frameworks no more than 60 days after the overview is submitted. No later than 30 days after the panel completes its review, and if the institution is to be reviewed under subsection (d)(1) of this Section, the State Board of Education shall notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed and will undergo additional scrutiny by the review team during the visit described in subsection (e) of this Section.

c) No later than 60 days before its review visit, the institution shall submit either to the State Superintendent the number of copies specified in light of the review team’s size, or and to NCATE (if applicable) the number of copies required by
NCATE, with two copies to the State Superintendent, of an institutional report presented in a format prescribed by the State Board of Education and incorporating:

1) an overview of the institution;

2) an overview of the unit’s conceptual frameworks; and

3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part; and

4) evidence that it is meeting the standards established by the State Board of Education (see 23 Ill. Adm. Code 24, Standards for All Illinois Teachers, and 23 Ill. Adm. Code 29, Standards for Administrative Certification, as applicable).

d) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (c) of this Section. The review team shall be constituted as provided in subsection (d)(1) or (d)(2) of this Section, depending upon whether the institution is also seeking to achieve or retain accreditation of its educational unit by NCATE.

1) Institutions Seeking State Accreditation Only

From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review and shall appoint the team’s chair. A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team, serving as a consulting, ex officio member consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team appointed by NCATE’s Board of Examiners, serving as a consulting, ex
e) The review team shall visit the institution and verify the degree to which the educational unit and its programs meet the standards referred to in Section 25.115(b) of this Part.

f) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual frameworks, summarizing data on the performance of candidates and graduates, and taking into account the recommendations arising from the review of program reports as outlined in Section 25.127 of this Part. This draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair shall review the institution’s suggested revisions and make appropriate corrections in consultation with the ex officio consultant. The final report shall be submitted to the State Superintendent of Education by the team’s chair or by NCATE, as applicable, within 30 days after the chair’s receipt of the institution’s suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

g) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent and to NCATE, if applicable, either a letter stating agreement with the report’s findings or a rejoinder to those findings that meets the following requirements:

1) The rejoinder must indicate the grounds for disagreement with one or more of the team’s findings and include documentation to support the institution’s position.

2) All documentation must describe conditions that existed at the time of the on-site review. (Changes made by the unit after the visit will not be considered.)

3) All documentation must relate directly to the standards and procedures that applied at the time of the on-site visit.
Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, and the results of the review of the program report(s), as well as any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board (UAB), if applicable.

After consideration of the information submitted pursuant to subsection (h) of this Section, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (j) of this Section. The State Teacher Certification Board shall also convey recommendations regarding approval of the unit’s individual programs (see Section 25.127 of this Part).

The possible outcomes of Accreditation Review shall align with those used in the NCATE system of review, so that Illinois institutions desiring both national accreditation through NCATE and the State recognition, accreditation, and program approval required pursuant to this Subpart C will not be caused to duplicate their efforts or undergo duplicate reviews.

1) If the educational unit has met all the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education continue the accreditation of the educational unit (which may include the identification of areas for improvement), thereby authorizing the institution to conduct its approved programs and to recommend candidates for certification by entitlement.

2) If the educational unit has failed to meet one or more of the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with conditions, thereby authorizing the institution to conduct its approved programs and to recommend candidates for certification by entitlement. An institution to which accreditation with conditions has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the candidates enrolled in the unit’s programs to this effect.
A) If the State Teacher Certification Board believes that the unit can make adjustments so as to satisfy the conditions expressed within six months, the Board shall recommend that the State Board of Education request submission of documentation that addresses the unmet standards standard(s) as well as any other areas for improvement within that time. However, the affected unit may choose to undergo a focused visit pursuant to subsections (j)(2)(C) and (D) of this Section instead.

B) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education shall either continue the institution’s accreditation, if the conditions expressed have been satisfied, or require a focused visit addressing the unmet standards standard(s) and any additional areas area(s) for improvement, which shall occur within one year after the semester in which the documentation was submitted.

C) If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standards standard(s) and any additional areas area(s) for improvement within two years after the semester when the conditions were issued.

D) Each focused visit shall be conducted by a team established by the State Superintendent of Education or the NCATE Board of Examiners, as applicable, and trained in the review process. The provisions of subsection (d)(2) of this Section shall also apply. The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.

i) Within 30 days after receipt of this report, the institution shall submit either a rejoinder to the team’s findings that meets the requirements of subsection (g) of this Section or a letter acknowledging receipt of the report.

ii) Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team’s report.
the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board, if applicable.

E) After reviewing the materials submitted pursuant to subsection (j)(2)(D) of this Section, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit’s accreditation.

F) A unit to which continued accreditation is granted as a result of a six-month report or a focused visit shall next be due for Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

3) If the educational unit has failed to meet one or more of the applicable standards and exhibits areas for improvement that may limit its candidates’ ability to meet the standards for certification (meaning, for an NCATE institution, if national accreditation has been revoked), the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with probation. An institution to which accreditation with probation has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the candidates enrolled in the unit’s programs to this effect. If accreditation with probation is assigned, the unit must schedule an on-site visit within two years after the semester in which the decision was rendered. As part of this visit, the unit must address all the standards in effect at the time of the review that resulted in probation.

A) An on-site review required pursuant to this subsection (j)(3) shall be subject to the requirements of subsections (a) through (g) of this Section.

B) Following the on-site review, the State Teacher Certification Board shall review the team’s report and, based on its assessment of the degree to which the unit has achieved compliance with the applicable standards, shall recommend to the State Board of
Education that it either continue or revoke the institution’s recognition and the educational unit’s accreditation.

C) A unit whose accreditation has been continued pursuant to this subsection (j)(3) shall next be subject to Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

k) The provisions of subsection (j) of this Section notwithstanding, an institution not accredited by NCATE may decide to seek NCATE accreditation at any time, thus becoming subject to NCATE’s initial review cycle. (If NCATE accreditation is sought other than in conjunction with a scheduled Accreditation Review, an Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Accreditation Reviews shall be altered accordingly.) Conversely, an institution may choose to become disaffiliated with NCATE so that its next Accreditation Review will be conducted under subsection (d)(1) of this Section, provided that the institution notifies the State Superintendent of Education of this intention no later than 18 months prior to the scheduled date of the review visit. The State Superintendent may make an exception to the 18-month timeframe upon determining that circumstances beyond the control of an institution prevented its meeting the deadline for this notification.

l) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165(b) of this Part.

m) If NCATE requires a focused visit and the State Board of Education does not, a State Board staff member shall serve as a non-voting observer during the on-site review and report to the State Teacher Certification Board and the State Board of Education as appropriate.

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

Section 25.127 Review of Individual Programs

a) No later than [date] February 1 (for a spring review) or September 15 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit a five copies of either a full or an interim report for
each of its programs, including any alternative program established pursuant to Section 21-5b, 21-5c, or 21-5d of the School Code. These reports shall be submitted in the quantity and format required by either to the State Superintendent or to NCATE, as provided in subsection (c) (e) of this Section, and shall include all the following information.

1) A description of the program’s alignment with the unit’s conceptual framework.

2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college or university and how the key assessments used in the program are derived from or informed by the unit’s assessment system (see Section 25.140 of this Part).

3) Data on candidates enrolled in the program and candidates completing the program, beginning with the most recent academic year for which numbers have been tabulated and including three years’ information if available. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be reported separately for each of these arrangements.

4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.

5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.

6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program’s requirements for faculty supervision of these experiences.

7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1)-(4) or Section 25.142(b)(1)-(4), as applicable;

B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable; and

C) a discussion of how the assessment data demonstrate candidates’ mastery of the identified standards.

8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.

1) A full report is due for a program if:

A) a report for the program has never been reviewed before as part of the State program approval process;

B) the program was not reviewed by a content area review panel in the course of the institution’s immediately preceding Accreditation Review;

C) the program’s content has been altered or changes have been made in the way in which the program addresses the relevant content-area standards established by the State Board of Education;

D) the data reported by the institution on its recent institutional report cards required pursuant to Title II of the Higher Education Act reveal declining levels of performance by the institution’s candidates; or

E) the content standards for the program have been changed and the change was effective no fewer than 18 months prior to the date for the Accreditation Review.
An interim report is due for a program if the program was found to meet the applicable standards as part of the institution’s most recent Accreditation Review.

b) Each full program report shall be submitted in a format prescribed by the State Board of Education and shall contain:

1) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program and a description of how they relate to the conceptual framework(s) of the educational unit;

2) a description of the course of study, including field experiences, student teaching, and internships for candidates;

3) a description of how the program meets either:
   A) the applicable content-area standards established by the State Board of Education, or
   B) the national standards applied by the relevant specialty professional association, if the report is to be reviewed by such an association pursuant to subsection (d) of this Section;

4) a description of the assessment system used to evaluate candidates in relation to applicable standards at the time of entry into the program, prior to beginning field experience, at the conclusion of student teaching, and upon program completion, as well as a summary of assessment results that includes all the following that are available and an explanation of any element not available:
   A) candidates’ results on the certification tests required pursuant to this Part,
   B) data on the performance of program completers in the first year of teaching practice,
   C) results of assessments of candidates’ student teaching or internships, and
D) any other data that support the institution’s analysis of its candidates’ teaching knowledge, skill, and performance;

5) the program’s faculty and its organizational location within the professional education unit; and

6) the number of program completers over the most recent three years.

e) Each interim report shall be submitted in a format prescribed by the State Board of Education and shall contain:

1) a description of substantive changes, evaluations, and improvements in the program since the institution’s most recent Accreditation Review;

2) a description of how each area for improvement identified in the most recent program review has been addressed; and

3) data on the performance of candidates and graduates of the program, summarized and cross-referenced to the applicable standards.

b) d) The State Board of Education shall recognize “Specialized Professional Associations” (“SPAs”) that are affiliated with NCATE and specialized accrediting organizations (“SAOs”) that are recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation for purposes of program review in accordance with the provisions of this subsection (b) (d).

1) Each program conducted by an Illinois institution that is accredited by NCATE will be reviewed by a panel convened under the auspices of the relevant SPA or SAO if one such SPA exists and is recognized by the State Board of Education (see subsection (l) of this Section).

2) In an Illinois institution not accredited by NCATE, each program that is accredited by an SAO will be reviewed by that SAO.

3) The State Board of Education shall review the content-area standards of each SPA and each SAO and determine the degree to which those standards are aligned with the comparable standards established by the State Board. The State Board shall identify any applicable Illinois
content-area standards that are not addressed by the standards applied by the relevant SPA or SAO and shall require supplementary evidence from the institution regarding these standards (see subsection (e) (f) of this Section).

4)  Each program not subject to review by a SPA or an SAO Any other certification program conducted by an institution accredited by NCATE, any addendum to a program report submitted pursuant to subsection (f) of this Section, and each program conducted by an institution not accredited by NCATE will be reviewed by a panel convened by the State Superintendent of Education. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area and shall have been trained in the program review process.

c)  The State Board of Education shall notify each institution no later than two years prior to its scheduled Accreditation Review as to which of its program reports are to be submitted to the State Superintendent and which, if any, are to be directed to NCATE or to an SAO. The State Board of Education will not include in its review of an institution’s programs any new program that is approved for operation after the date for submission of the institution’s program reports.

d)  Each institution shall submit the reports required pursuant to this Section to NCATE if they are to be reviewed by SPAs and to the State Superintendent of Education if they are to be reviewed by a panel convened by the Superintendent.

e)  As part of the notification provided under subsection (c) (e) of this Section, the State Board shall identify for each affected institution any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA or SAO. For each affected program, the institution shall submit to the State Superintendent a concurrent addendum to the program report, which shall be submitted in a format prescribed by the State Board and, by means of two exemplars of activities or assessments, shall describe how the program meets the State standards in question.

f)  No later than 30 days after the State Superintendent or NCATE receives a program report, the responsible staff shall notify the affected institution as to whether the report is complete. An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.
g) No later than six months prior to the scheduled date of the review visit June 15 (for a spring visit) or February 1 (for a fall visit), each review panel shall submit a preliminary critique for each program reviewed, either to NCATE or to the State Superintendent of Education, as applicable. Each preliminary critique shall indicate the recognition status that should be assigned to the program (see subsection (j) of this Section) and include any standards the panel believes are not met by a particular program and shall provide the panel’s rationale for that determination. Each preliminary critique shall be forwarded to the affected institution within ten business days after its receipt no later than June 30 or February 15, as applicable.

j) No later than September 15 or April 15, as applicable, an institution may submit evidence that its program meets the applicable standards, in the form of a response to a panel’s preliminary critique. Each response shall be submitted either to NCATE or to the State Superintendent, as applicable, and shall be forwarded to the responsible panel no later than September 30 or April 30, as applicable.

k) No later than January 15 or September 1, as applicable, each panel shall complete its reconsideration of each affected program and submit a final critique, either to NCATE or to the State Superintendent, as applicable.

l) NCATE and the State Superintendent shall ensure that each final critique is received by the affected institution no later than 60 days prior to the scheduled date of the institution’s review visit.

m) Each institution whose programs have been reviewed by a SPA or an SAO shall provide or make available to the State Superintendent Board of Education all reports sent by the institution to the SPA or SAO and by the SPA or SAO to the institution. The State Superintendent Board shall keep this information as part of the institution’s permanent file.

n) An institution may notify the State Superintendent if it does not receive required materials from NCATE or a SPA within the timelines set forth in this Section. The State Board of Education shall withdraw its recognition of any SPA that has failed to comply with the timelines set forth in this Section in more than 20 percent of the reviews it has conducted and fails to supply the State
Superintendent with evidence that it has sufficient resources available to resume meeting applicable deadlines in time for the next program review cycle.

j) As part of the accreditation process described in Section 25.125 of this Part, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding each preparation program offered by the affected educational unit. In making these recommendations, the State Teacher Certification Board shall accept the decision made by the relevant SPA or SAO, if any, regarding the national recognition of each program, unless the staff review of the report on additional standards required under subsection (e) of this Section indicates that certain State standards are not being addressed. A program’s nonrecognition by a SPA or an SAO shall be treated as discussed in subsection (j)(3) of this Section.

1) The State Teacher Certification Board may recommend approval of programs that meet the applicable content standards; or

2) The State Teacher Certification Board may recommend provisional approval of programs whose program reports are found to exhibit less than full compliance with the applicable content standards. If provisional approval is granted, staff of the State Board of Education may monitor the program’s improvement as deemed necessary until submission of the report called for in subsection (p) of this Section and shall report any significant lack of progress to the State Teacher Certification Board, which may recommend that the State Board of Education require an accelerated submission date for that report. No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent, or to the relevant SPA or SAO, if applicable, a revised program report that shall be reviewed as provided in this Section. Staff of the State Board of Education shall convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the State Teacher Certification Board shall convey its recommendation that the State Board of Education:

A) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or
B) Revoke the program’s approval, thereby prohibiting the institution from continuing to offer it.

3) If a program’s national recognition is denied or discontinued after review by a relevant SPA or SAO, the State Teacher Certification Board may recommend an 18-month period of probation for the program, during which no new candidates shall be enrolled. While the program is on probation, the institution may submit to the SPA or SAO either a revised program report addressing the unmet standards or a complete, new program report. At the conclusion of the probationary period, the State Teacher Certification Board may:

A) recommend continuing approval of the program, if national recognition is granted or restored by the relevant SPA; or

B) recommend revocation of the program’s approval, if national recognition is denied by the relevant SPA.

p) No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent a revised program report, which shall be reviewed as provided in this Section. Staff of the State Board of Education shall thereupon convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the Certification Board shall convey its recommendation that the State Board of Education:

1) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or

2) Revoke the program’s approval, thereby prohibiting the institution from continuing to offer it.

k) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Amended at 30 Ill. Reg. _____, effective ______________)
Section 25.142  Assessment Requirements for Individual Programs

a)  Teacher Preparation Programs

Subject to the provisions of Section 25.720 of this Part, the applicable Assessment of Professional Teaching and the applicable content-area test are key assessments for candidates in teacher preparation programs. Beyond these assessments, each program shall require all candidates to complete at least the following additional key assessments:

1)  An additional content assessment focused on program standards;

2)  An assessment of candidates’ ability to plan instruction;

3)  An assessment of clinical practice; and

4)  An assessment of candidates’ impact on students’ learning.

b)  Programs for Administrators and School Service Personnel

Subject to the provisions of Section 25.720 of this Part, the applicable content-area test is a key assessment for candidates in programs that prepare administrators and school service personnel. Beyond this assessment, each program shall require all candidates to complete at least the following additional key assessments:

1)  An additional content assessment focused on program standards;

2)  An assessment of candidates’ ability to plan an appropriate environment;

3)  An assessment of clinical practice; and

4)  An assessment of candidates’ impact on providing a supportive environment for students’ learning.

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

Section 25.145  Approval of New Programs Within Recognized Institutions
The procedures set forth in this Section shall apply to the initial approval of additional teacher preparation programs established by institutions that are already recognized, as well as to the approval of programs proposed by consortia. A consortium is a partnership involving two or more teacher education institutions with accredited educational units, or one or more such institutions and one or more not-for-profit organizations in the State which support excellence in teaching and/or one or more school districts. Each consortium shall designate from among its members a recognized institution of higher education whose schedule for Accreditation Reviews shall apply to the consortium’s programs also.

a) The institution shall submit to the State Superintendent of Education five copies of a program report meeting the requirements of Section 25.127(a) 25.127(b)(1) through (b)(5) of this Part, showing how each proposed program meets the applicable professional education and content-area standards established by the State Board of Education.

b) A panel established by the State Superintendent shall review the program report. The panel shall include at least one individual with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a program report, staff shall notify the affected institution as to whether the report is complete and identify any required component not adequately addressed.

2) An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.

3) The review panel shall notify the affected institution of any applicable standards not addressed in its program report, as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s report.

4) The affected institution may submit additional documentation or revisions to a program report that may include descriptions of changes in the program made in response to the preliminary critique provided by the panel pursuant to subsection (b)(3) of this Section.

5) The review panel shall submit to the affected institution and to the State Superintendent a report describing the degree to which the program meets...
the applicable professional education and content area standards established by the State Board of Education and recommending action with respect to the proposed program.

c) At the institution’s request, staff of the State Board of Education shall convey the report to the State Teacher Certification Board the report and recommendations resulting from the review of the program report.

d) After consideration of the report information and recommendations, the State Teacher Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

1) Provisionally approve the proposed new teacher education programs, thereby authorizing the educational unit to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled Accreditation Review; or

2) Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs.

e) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

f) When a unit submits a proposal for an alternative program under any of Sections 21-5b, 21-5c, and 21-5d of the School Code [105 ILCS 5/21-5b, 21-5c, and 21-5d], that proposal shall not be considered a new program subject to this Section. The review of such a proposal shall be as delineated in Section 25.65, 25.67, or 25.313 of this Part, as applicable.

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

**Section 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003**

a) Beginning July 1, 2003, approval of programs for foreign language shall no longer be specific to individual languages. That is, as of that date, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.
1) An institution with an approved foreign language program may add one or more languages to that program at the discretion of the educational unit, provided that the institution shall notify the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2) of this Section. The State Superintendent shall provide this information to the State Teacher Certification Board at the next available meeting of the State Teacher Certification Board.

2) An institution that intends to add one or more languages to its approved program for which no examination is listed in Section 25.710 of this Part shall notify the State Superintendent of Education no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency examination if needed.

3) An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a) of this Part.

4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.145 of this Part. Such an application shall indicate which language(s) the program will initially offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.

b) Each foreign language program shall, as a requirement for program completion on or after July 1, 2004, require its candidates for certification, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in “ACTFL Proficiency Guidelines – Speaking” (1999), published by the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive Plaza, Yonkers, NY 10701 (no later amendments to or editions of these standards are incorporated by this Section) and to attain a score at the “intermediate high” level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board of Education based on
evidence that it permits identification of proficiency equivalent to the “intermediate high” level on the ACTFL interview.

c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (Foreign Language), beginning July 1, 2003, each approved preparation program in foreign language shall lead to candidates’ eligibility for a special K-12 certificate. Beginning July 1, 2004, each individual completing an Illinois approved program shall be required to take and pass the assessment of professional teaching relevant to the special certificate. However, passage of the APT relevant to the secondary certificate prior to July 1, 2004, will be accepted for issuance of a special K-12 certificate. The provisions of Section 25.720 of this Part shall apply to each individual already certified in Illinois who seeks an additional certificate in order to teach a foreign language.

d) Beginning October 1, 2003, out-of-state applicants certified at the K-12 level shall be required to take and pass the assessment of professional teaching relevant to the special certificate. Beginning October 1, 2003, out-of-state applicants certified at the secondary level may take and pass either the APT relevant to the secondary certificate or the APT relevant to the special certificate and, if eligible, shall receive the applicable certificate. The validity of secondary certification in the language to be taught may be extended to the elementary level pursuant to Section 25.85(a)(2) of this Part.

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

Section 25.155 Initial Recognition Procedures

The procedures set forth in this Section shall apply to initial recognition of an institution and the concurrent accreditation of the educational unit and approval of one or more teacher preparation programs within that institution.

a) An institution may notify the State Board of Education of its desire to initiate the initial recognition, accreditation, and program approval process by submitting a letter of intent to the State Superintendent of Education on a form provided by the State Board. Within 30 days after receipt of such a notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit its required materials to that individual.
b) The institution shall submit to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, ten copies of a report containing:

1) information indicating that the institution meets the conditions described in Section 25.115(a) of this Part;

2) a written description of the educational unit, including:
   A) identification of the unit, its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution’s various teacher preparation programs;
   B) identification of the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation;
   C) the written policies and procedures which guide the operations of the educational unit;
   D) the unit’s policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
   E) the unit’s published criteria for admission to and exit from all initial and advanced preparation programs for professional educators, and provision for summary reports of candidate performance at exit; and

3) a complete description of the unit’s conceptual frameworks and their development, which shall address each of the “structural elements” of conceptual frameworks found in the standards referred to in Section 25.115(b) of this Part.

c) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted at least twice annually, during a time period announced by the State Superintendent of Education, by a panel convened by the State Superintendent of
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Education. Each review shall encompass all materials postmarked no later than 60 days prior to the date of the review. Each spring review shall encompass all material postmarked by February 1. Each fall review shall encompass all material postmarked by September 1. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual frameworks framework(s) is adequate or that certain structural elements were not adequately addressed.

d) If the description of the conceptual frameworks framework(s) is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised conceptual framework. If the description of the conceptual frameworks framework(s) is found to be adequate, a review visit shall be scheduled no later than the conclusion of between March 1 and May 31 of the following year (for institutions whose conceptual frameworks were reviewed in the spring) or between September 1 and November 30 of during the following academic year (for institutions whose conceptual frameworks were reviewed in the fall) and shall be scheduled for the mutual convenience of the affected institution and the review panel.

e) With regard to each program for which approval is sought, the institution shall submit to the State Superintendent of Education five copies of a program report meeting the requirements of Section 25.127(a) 25.127(b) of this Part. An institution shall submit its program reports no later than one February 1 (for a spring review) or September 1 (for a fall review) of the year prior to the projected date of its before the year in which it anticipates being ready for institutional review pursuant to subsection (h) of this Section.

f) A panel established by the State Superintendent shall review the program report of each proposed program. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a program report, staff shall notify the affected institution as to whether the report is complete pursuant to Section 25.127(a) 25.127(b) of this Part.

2) An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that a report is incomplete.
3) No later than six months prior to the scheduled date of the visit August 1 (before a spring visit) or February 1 (before a fall visit), the review panel shall notify the affected institution of any applicable standards not addressed in its program report, as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s critique as areas for improvement.

4) Within 60 days after receiving the panel’s notification under subsection (f)(3) of this Section No later than October 1 (before a spring visit) or April 1 (before a fall visit), the affected institution may submit revisions to a program report that may include descriptions of changes in the program made in response to the preliminary critique provided by the panel pursuant to subsection (f)(3) of this Section.

5) No later than 60 days before the scheduled date of the review visit referred to in this Section, each program review panel shall submit to the affected institution and to the State Superintendent a final critique describing the degree to which the program meets the applicable content standards established by the State Board of Education and recommending action with respect to the proposed program.

g) The institution shall submit to the State Superintendent ten copies of an institutional report incorporating an overview of the institution, an overview of the unit’s conceptual frameworks framework(s), and evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part. This report shall be submitted in a format and quantity prescribed by the State Superintendent Board of Education.

h) The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution when:

1) its conceptual framework is found to be adequate;

2) the institution has submitted the narrative required under subsection (g) of this Section; and

3) a panel has reviewed each the program report reports submitted by the institution as required by subsection (f) of this Section and has determined
that each such report meets the applicable content standards established by
the State Board of Education.

i) From a pool of individuals who have been trained in the applicable standards and
procedures, the State Superintendent shall empanel a team to conduct an on-site
review to verify the information provided by the institution as required by
subsection (g) of this Section. A staff member of the State Board of Education
shall accompany the team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are
addressed. The review team shall conduct the review visit, prepare its draft and
final reports, and submit its final report as provided in Section 25.125(e) and (f)
of this Part.

j) Within 30 days after receipt of the final report, the institution shall submit to the
State Superintendent either a letter stating agreement with the report’s findings or
a rejoinder to those findings meeting the requirements of Section 25.125(g) of this
Part.

k) Staff of the State Board of Education shall convey to the State Teacher
Certification Board the review team’s report, the institution’s letter of agreement
or rejoinder, and any other relevant documentation that was available to the review team.

l) The State Teacher Certification Board, after reviewing all the relevant materials,
shall convey its recommendation to the State Superintendent that the State Board
of Education:

1) Recognize the institution, accredit the educational unit, and approve one
or more proposed teacher education programs, thereby authorizing the
educational unit to conduct the approved programs and to
recommend candidates for certification by entitlement; or

2) Recognize the institution, provisionally accredit the educational unit, and
approve one or more proposed teacher education programs, thereby
authorizing the educational unit to conduct the approved programs
and recommend candidates for certification by entitlement
(subject to the requirements of Section 25.125(j)(2) of this Part); or
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

3) Deny recognition of the institution, accreditation of the affected educational unit, or approval of one or more teacher education programs, thereby prohibiting the conduct of the proposed programs.

m) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

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

Section 25.160 Notification of Recommendations; Decisions by State Board of Education

a) The State Superintendent of Education shall notify an affected institution in writing not later than 30 days after receipt of a recommendation from the State Teacher Certification Board pursuant to the provisions of this Subpart C and, except as provided in this subsection (a), shall await the institution’s response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education. The State Superintendent shall not await a response from an institution if, as applicable to the nature of the review:

1) the State Teacher Certification Board has recommended the initial recognition of the institution, the accreditation of its educational unit, and the approval of all of its proposed programs under Section 25.155(l)(1) of this Part; or

2) the State Teacher Certification Board has recommended continuing the accreditation of the educational unit under Section 25.125(j)(1) of this Part and the approval of all the unit’s existing preparation programs under Section 25.127(j)(1) of this Part; or

3) the State Teacher Certification Board has recommended provisional approval of each proposed new preparation program under Section 25.145(d)(1) of this Part.

b) Within 30 days after receipt of written notification from the State Superintendent, an affected institution may submit a notice of objection to the State Teacher Certification Board’s recommendation, provided that the institution’s narrative explanation of its objection(s) shall conform to the requirements for rejoinders stated in Section 25.125(g) of this Part but may also be based upon an objection to the State Teacher Certification Board’s review; this
Section 25.165 Discontinuation of Programs

a) An institution that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking such action, except that voluntary discontinuation of a program shall also be subject to the following additional requirements:

1) The institution shall assure the State Superintendent that all candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program.

2) The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program scheduled for discontinuation.

b) When approval of a program is revoked, the State Board of Education may require its continued operation for one additional academic year to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with the State Teacher Certification Board that the program is unable to offer candidates learning opportunities that contribute to their teaching competence, the Board shall require that the program cease operating at the end of
the then-current semester. The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program whose approval is revoked.

c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued. An institution desiring to resume offering such a program shall be required to comply with the requirements for initial approval stated in Section 25.145 of this Part.

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

SUBPART D: SCHOOL SERVICE PERSONNEL


An individual who qualifies for an Illinois master school service personnel certificate in school counseling under Section 21-25(d) of the School Code shall not be subject to the requirements of this Section.

a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master’s degree awarded by a regionally accredited institution of higher education in school counseling, another counseling or related field (e.g., social work or psychology), or an educational field. (See subsection (h) of this Section.)

b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

c) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (e) of this Section, each applicant shall have completed a structured and supervised internship that is part of an approved program.

1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and
last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.

2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.

3) An institution may recommend certification of a candidate who was enrolled in an approved program prior to July 1, 2004, and has completed an internship meeting the requirements applicable at the time of his or her enrollment.

d) Except as provided in subsections (e) and (f) of this Section, each applicant shall either:

1) hold or be qualified to hold a teaching certificate; or

2) have completed, as part of an approved program, coursework addressing:

   A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;

   B) the growth and development of children and youth, and their implications for counseling in schools;

   C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and

   D) effective management of the classroom and the learning process.
e) An applicant who holds another state’s certification in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) of this Section if he or she presents evidence of at least two years’ full-time experience as a school counselor.

f) An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) of this Section shall not be subject to the requirements of subsection (d) of this Section.

g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.110.)

h) An applicant who holds a master’s degree in any field other than school counseling, or who holds a bachelor’s degree only, shall be required to complete the equivalent of all requirements of an approved school counseling preparation program. The Illinois institution offering the program shall review the individual’s educational and experiential background and identify any of the standards set forth at 23 Ill. Adm. Code 23.110 or other applicable requirements of this Section that the individual’s preparation has not addressed. Upon successful completion of the coursework and experiences offered by the institution that address the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.

i) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

SUBPART F: GENERAL PROVISIONS

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21-27 of the School Code [105 ILCS 5/21-27] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (f) of this Section). For purposes of this Section, “outside the regular school term” means during hours when school is not in session or on days when school is not in session.
a) An individual who holds an Illinois master certificate pursuant to Section 21-2(d) or Section 21-25(d) of the School Code shall be eligible for an annual payment as called for in Section 21-27(1) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students or a school counseling position; and

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format specified by the State Board of Education.

b) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(2) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format specified by the State Board of Education; and

3) he or she agrees in writing, using a format prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers that conforms to the requirements of Section 21-27(2) of the School Code and consists of:

   A) high-quality professional development for new and experienced teachers; and/or
B) assistance to candidates for certification by the National Board for Professional Teaching Standards in completing that certification process. (Section 21-27(2) of the School Code)

c) Requirements for Professional Development and Assistance to NBPTS Candidates

1) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who provides professional development to new or experienced teachers under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient, using a format specified on a form by the State Board of Education, demonstrating that he or she addressed one or more of the areas of teaching practice enumerated in this subsection (c)(1), consistent with the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and as relevant to the classroom-based needs of the recipient teachers, teacher(s). Each recipient of professional development shall be identified by name and shall sign the log as verification of the dates and hours of service indicated.

A) knowledge of content and pedagogy;

B) assessment of students’ learning and provision of timely and effective feedback to them;

C) classroom management strategies;

D) development of instructional goals;

E) design and delivery of instruction;

F) reflection on and analysis of recipient teachers’ practice and their success in assisting students to reach instructional goals.

2) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who assists others in preparing for certification by the National Board for Professional Teaching Standards under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient, using a format
specified on a form by the State Board of Education. This record shall identify the activities performed from among those listed as allowable by the State Board and verify that these activities addressed based upon their relationship to specific requirements candidates must meet for NBPTS certification.

d) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(3) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format form specified by the State Board of Education; and

3) he or she agrees in writing, using a format form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers in schools on the Academic Early Warning List or in schools in which 50% or more of the students receive free or reduced-price lunches, or both. (Section 21-27(3) of the School Code)

e) Requirements for Mentoring

1) Mentoring provided in accordance with subsection (d) of this Section shall be conducted either:

   A) as part of and in conformance with a mentoring program formally established by a school district; or

   B) under the terms of a written agreement among the mentor teacher, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipient teachers, and those recipients, that describes the goals of
the mentoring, the duration of the mentor teacher’s involvement, and the amount of time expected to be devoted to each recipient teacher.

2) Mentoring may be provided to recipients either individually or in groups, provided that the mentor must address one or more of the areas of teaching practice enumerated in subsection (c)(1) of this Section as relevant to the classroom-based needs of each recipient teacher.

3) An individual who provides mentoring under subsection (d) of this Section shall notify his or her employing district (if different from that of the recipient teacher or teachers) to this effect and, as verification of his or her eligibility for the applicable incentive payment, shall submit to the State Board of Education a written log that:

A) meets the requirements of subsection (c)(1) of this Section; and

B) discusses how the mentoring was related to the academic needs of the recipient teachers’ students.

f) Insufficient Appropriations

When the funding available in any fiscal year is inadequate to cover all the payments described in this Section, payments will be prioritized.

1) No annual stipends as described in subsection (a) of this Section shall be paid until all other payments pursuant to subsections (b) and (d) of this Section have been made.

2) The incentive payments described in subsection (d) of this Section shall take precedence over those described in subsection (b) of this Section.

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

Section 25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime

a) Applicants shall complete their applications truthfully and honestly. Each application shall be reviewed separately. The gravity type of the
offense (misdemeanor, felony or other infamous nature), the circumstances
surrounding its commission (including age and background of the applicant at the
time of the offense), and any criminal penalty that was imposed shall be
considered. An applicant with a criminal history shall be provided an opportunity
to provide evidence of good character and/or rehabilitation to prove that he or she
has overcome a defect in his or her record involved will affect the character
decision; obviously some offenses (and felonies) are of a more serious nature than
others.

b) The State Teacher Certification Board will review evidence provided by the
applicant and render a decision as to good character by weighing the evidence of
bad character (the criminal conviction) against that of good character and
rehabilitation. In making this determination, the State Teacher Certification
Board may consider, without limitation, a personal statement from the applicant
and letters from university instructors, employers, and any other persons with
knowledge of the applicant’s criminal history and rehabilitation. The purpose of
criminal penalties must be considered. It is the overwhelming view of experts in
the various professions of the law that the purpose of criminal penalties is not
only to punish, but to rehabilitate the individual. To automatically deny a person
a privilege enjoyed by others is to tell that person that he will never be looked
upon as being rehabilitated and that the stigma of his/her offense will forever be
attached to him to prevent him from becoming an accepted and useful member of
society. Such a drastic decision should not be taken lightly. It certainly should
never be an automatic decision which does not give a person the opportunity to
prove that he has overcome a defect in his/her past record.

c) Therefore, in handling applications where there has been a criminal
conviction on the part of the applicant, the State Teacher Certification Board shall
require a waiting period of one year from the time the sentence for the criminal
offense ends before an application for certification will be considered, excluding
minor traffic offenses. will:

1) not automatically reject an applicant with a criminal conviction record;

2) take into consideration the gravity of the offense, i.e. misdemeanor,
felony, infamous crime together with the circumstances under which it
occurred, i.e. background and age of the person at the time of the offense;
3) allow the applicant to provide evidence of good character and rehabilitation;

4) render a decision as to good character by weighing the evidence of bad character (the criminal conviction) against that of good character and rehabilitation; and

5) require a waiting period of one year from the time the sentence for the criminal offense ends before an application for certification will be considered.

d) For purposes of this Section, an individual’s “sentence” shall include any probationary period imposed either alone or in combination with a period of incarceration.

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

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Certification Testing System at one test administration to take the test in the same area as given at subsequent administrations.
"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. For the tests of subject matter knowledge and language proficiency, the minimum scaled score is 0, the maximum score 100, and passing score 70. For the assessment of professional teaching, the basic skills test, and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

"Subarea score" is the scaled score for the subset of test items on a subject matter test or content-area test which measures specific content, and the "subarea score" is the scaled score for each subset of test items on the basic skills test which measures specific content in reading comprehension, writing, language arts, and mathematics.

“Test” or “Tests” refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, and the tests of subject matter knowledge (or “content-area tests”) for the Illinois Certification Testing System. Through June 30, 2004, these tests are:

- Agriculture
- Art (K-12)
- Art (6-12)
- Assessment of Professional Teaching – Early Childhood
- Assessment of Professional Teaching – Elementary
- Assessment of Professional Teaching – Secondary
- Assessment of Professional Teaching – Special
- Basic Skills
  - Language Arts
  - Mathematics
  - Reading Comprehension
  - Writing
- Biological Science
- Blind and Partially Sighted
- Business/Marketing/Management
- Chemistry
- Chief School Business Official
- Computer Science
- Dance
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped
Elementary/Middle Grades (K-9)
English
English as a Second Language
English Language Proficiency
French
General Administrative
General Science
General Supervisory (available through June 30, 2003)
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
Italian
Latin
Learning Disabilities
Mathematics
Media
Music (K-12)
Music (6-12)
Physical Education (K-12)
Physical Education (6-12)
Physically Handicapped
Physical Science
Physics
Reading
Russian
School Nurse
School Psychology
School Social Work
Social/Emotional Disorders
Social Science
Spanish
Speech
Speech and Language Impaired
Superintendent
Theatre Arts
Trainable Mentally Handicapped
Transitional Bilingual Education
  Arabic
  Cantonese
  Greek
  Gujarati
  Hindi
  Japanese
  Korean
  Lao
  Mandarin
  Polish
  Russian
  Spanish
  Urdu
  Vietnamese

Beginning July 1, 2004, the Illinois Certification Testing System shall consist of the following tests in addition to the content-area tests applicable to certification in special education:

  Agricultural Education
  Assessment of Professional Teaching
    Early Childhood
    Elementary
    Secondary
    Special
  Basic Skills
  Business, Marketing, and Computer Education
  Chief School Business Official
  Dance
  Director of Special Education (required beginning July 1, 2005)
  Drama/Theatre Arts
  Early Childhood
  Early Childhood Special Education
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Elementary/Middle Grades (K-9)
English Language Arts
English Language Proficiency
English as a New Language
Family and Consumer Sciences
Foreign Languages
  Chinese (Cantonese or Mandarin)
  French
  German
  Hebrew
  Italian
  Japanese
  Korean
  Latin
  Russian
  Spanish
General Administrative Guidance (through June 30, 2005)
Health Education
Health Careers
Library Information Specialist
Mathematics
Music
Physical Education
Reading Teacher
Reading Specialist
School Counselor (beginning July 1, 2005)
School Nurse
School Psychologist
School Social Worker
Sciences
  Biology
  Chemistry
  Earth and Space Science
  Environmental Science
  Physics
Social Sciences
  Economics
  Geography
"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written response.

"Test objective" is a statement of the behavior or performance measured by test items.

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

**Section 25.720  Applicability of Testing Requirement and Scores**

The provisions of subsections (d) through (i) of this Section shall apply with respect to applications for certification that are received or processed on or after July 1, 2004.
a) Beginning July 1, 1999, each person seeking a school service personnel or administrative certificate or an initial early childhood, elementary, secondary, or special certificate must pass the Illinois Certification Testing System's test of basic skills and a test of subject matter knowledge. Beginning with the 2002-2003 academic year, however, passage of those tests shall be required as specified in Section 21-1a(d) of the School Code. Beginning October 1, 2003, each person seeking an initial early childhood, elementary, secondary, or special certificate shall also be required to pass the applicable assessment of professional teaching, which shall be based upon the standards set forth in “Standards for All Illinois Teachers” (23 Ill. Adm. Code 24). An individual seeking a standard certificate shall be required to pass the test of basic skills, the test of subject matter knowledge, or (beginning October 1, 2003) the applicable assessment of professional teaching only if:

1) he or she has not already passed that examination (except that an individual who met all applicable requirements for certification and applied for an initial certificate before October 1, 2003, shall not subsequently be required to take the assessment of professional teaching for that certificate); or

2) he or she has passed that examination but the score is more than five years old and no certificate has been issued on the basis of that score; or

3) in the case of the basic skills test, the score is more than five years old and the individual was not admitted to an Illinois teacher preparation program on the basis of that score.

b) The required test of subject matter knowledge is the test that corresponds to the individual's major field of study in a teacher education program in the State of Illinois approved pursuant to Subpart C of this Part.

c) Persons who are graduates of colleges or universities outside the State of Illinois and who are seeking an Illinois certificate must take the test of basic skills, the subject matter knowledge test that corresponds to the Illinois certificate or endorsement sought, and, beginning October 1, 2003, the assessment of professional teaching relevant to the certificate sought. For example, someone seeking to teach whose major field of study is urban studies would, in addition to the basic skills test, also take the subject matter knowledge test in the social sciences and the assessment of professional teaching for the secondary certificate.
a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.

b) Basic Skills Test

Except as provided in subsections (b)(1) (e)(1) and (3) of this Section, each candidate seeking his or her first Illinois certificate (teaching, administrative, or school service personnel) shall be required to pass the test of basic skills. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to enrollment in an Illinois teacher preparation program beginning with the 2002-2003 academic year.

1) A person who has passed the test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C of this Part shall not be required to retake that test.

2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.

3) A person who holds a valid and comparable out-of-state certificate is not required to take a test of basic skills. (Section 21-1a of the School Code [105 ILCS 5/21-1a]) For purposes of this subsection (b)(3) (e)(3), a “comparable certificate” is one that either:

   A) was issued on or before June 30, 2004; or
   B) was issued on or after July 1, 2004, based on the individual’s passage of a test of basic skills.

4) The provisions of subsection (b)(3) (e)(3) of this Section notwithstanding, any individual who has attempted the Illinois basic skills test without passing it shall be required to pass it in order to qualify for an Illinois certificate.

5) When a person who was not required to take the basic skills test pursuant to subsection (b)(3)(A) (e)(3)(A) of this Section seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of
basic skills. However, a person applying for another Illinois certificate based on an additional out-of-state certificate or qualifications shall be treated as an out-of-state applicant and shall be subject to subsection (b)(3) (e)(3) of this Section.

c) Content-Area Tests

1) Except as provided in subsection (c)(2) (f)(2) of this Section, each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test for program completion as a prerequisite to student teaching in Illinois beginning with the 2004-2005 academic year.

2) A person who holds a valid and comparable out-of-state certificate is not required to take the applicable content-area test if he or she has passed a certification test in another state or territory that is directly related in content to the specific area of certification. (Section 21-1a of the School Code) For purposes of this Section, a test is “directly related in content” if it covered material encompassed by any of the subject areas in which the individual otherwise qualifies for an Illinois endorsement.

3) A person who has passed a test of language proficiency in order to qualify for a transitional bilingual certificate and received that certificate shall not be required to retake that test in order to qualify for a bilingual education credential on another certificate received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program shall also not be required to retake that test.

d) Assessment of Professional Teaching (APT)

Each candidate seeking his or her first Illinois early childhood, elementary, secondary, or special certificate shall be required to pass the APT relevant to the certificate sought (see Section 25.710 of this Part). A candidate seeking a subsequent teaching certificate of one of these types must also pass the APT relevant to the certificate sought, unless he or she either:
1) has already passed an APT that encompasses the grade levels of the subsequent certificate sought; or

2) already holds another Illinois teaching certificate that encompasses the grade levels of the certificate sought.

e) Except as provided in subsections (b)(1), (c)(3), and (d)(1) (e)(1) and (g)(1) of this Section, for each person seeking an Illinois certificate, no score on a required test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.

f) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart I.

(Source: Amended at 30 Ill. Reg. _____, effective ______________)
Section 25. APPENDIX E  Endorsement Structure Beginning July 1, 2004

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. An asterisk next to the name of an endorsement or designation indicates that there is no content-area test for that credential. The relevant provisions of Section 25.100(e) of this Part shall apply in those cases.

<table>
<thead>
<tr>
<th>Endorsements Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Learning Areas</td>
<td>None</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>None</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>Reading Teacher</td>
<td>None</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>None</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sciences – Designation or Limited Endorsement under Section 25.100(h)(5) Required</td>
<td>Biology</td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>Earth and Space Science</td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aerospace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Astronomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>
## Endorsements Available as of July 1, 2004

<table>
<thead>
<tr>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Sciences – Designation or Limited Endorsement under Section 25.100(h)(5) Required</strong></td>
<td>Economic Geography History Political Science Psychology Sociology and Anthropology Economic Geography History U.S. History World History Political Science Psychology Anthropology Sociology</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Drama/Theatre Arts</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Foreign Languages – Designation Required</strong></td>
<td>Chinese French German Hebrew Italian Japanese Korean Latin Russian Spanish</td>
</tr>
</tbody>
</table>
### NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Endorsements Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Teaching Fields</strong></td>
<td>None</td>
<td>Agricultural Business and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Power and Machinery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horticulture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Resources</td>
</tr>
<tr>
<td><strong>Agricultural Education</strong></td>
<td>None</td>
<td>Agricultural Business and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Power and Machinery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horticulture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural Resources</td>
</tr>
<tr>
<td><strong>Business, Marketing, and Computer Education – Designation Optional</strong></td>
<td>Business Computer Programming*</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Computer Programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business/Marketing/Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Processing/Secretarial Marketing</td>
</tr>
<tr>
<td><strong>Family and Consumer Sciences – Designation Required</strong></td>
<td>Apparel and Textiles*</td>
<td>Child and Day Care Services</td>
</tr>
<tr>
<td></td>
<td>Living Environments*</td>
<td>Consumer Education and Resource Management</td>
</tr>
<tr>
<td></td>
<td>Nutrition, Wellness, and Hospitality*</td>
<td>Fashion and Clothing Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food and Nutrition Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutional and Home Management Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interior Furnishings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services/Living Environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpersonal, Family Relationships, Parenting</td>
</tr>
<tr>
<td>Endorsements Available as of July 1, 2004</td>
<td>Designations</td>
<td>Endorsements Previously Issued</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Health Careers</td>
<td>None, but licensure in a specific occupation is required</td>
<td>Health Occupations</td>
</tr>
<tr>
<td>Technology Education</td>
<td>None</td>
<td>Industrial Technology Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manufacturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drafting/Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autobody Repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heating, Ventilation, and Air Conditioning</td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>None</td>
<td>Computer Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>Library Information Specialist</td>
<td>None</td>
<td>Media</td>
</tr>
<tr>
<td>Safety and Driver Education*</td>
<td>None</td>
<td>Safety and Driver Education</td>
</tr>
<tr>
<td>English as a New Language (ENL) – Designation Optional</td>
<td>Bilingual Education (language-specific)</td>
<td>Bilingual Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Middle-Level</td>
<td>Subject-specific</td>
<td>Middle-Grades</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Contained General Elementary Education</td>
<td>None</td>
<td>Self-Contained General Education</td>
</tr>
</tbody>
</table>
### NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Endorsements Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>None</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief School Business Official</td>
<td>Chief School Business Official</td>
<td>Chief School Business Official</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Director of Special Education</td>
<td>Director of Special Education</td>
</tr>
<tr>
<td>General Administrative</td>
<td>General Administrative</td>
<td>General Administrative</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Superintendent</td>
<td>Superintendent</td>
</tr>
<tr>
<td>School Service Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td>School Nurse</td>
<td>School Nurse</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>School Psychologist</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>School Social Worker</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>Non-Teaching Speech-Language Pathologist</td>
<td>Non-Teaching Speech-Language Pathologist</td>
<td>Non-Teaching Speech-Language Pathologist</td>
</tr>
<tr>
<td>Supervisory</td>
<td>None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.</td>
<td>Supervisory</td>
</tr>
</tbody>
</table>

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

Plenary Session Packet - Page 154
ILLINOIS STATE BOARD OF EDUCATION MEETING
March 15-16, 2006

TO: Illinois State Board of Education

FROM: Dr. Rand J. Dunn, State Superintendent of Education
       Jonathan Furr, General Counsel
       Linda Riley Mitchell, Chief Financial Officer
       Chris Schmitt, Division Administrator, Nutrition Programs

Agenda Topic: Action Item: Rules for Adoption – School Food Service (Part 305)

Materials: Proposed Amendments
           Chart of Summarizing Changes to the Proposed Amendments
           Summary and Analysis of Public Comment

Staff Contact(s): Mark Haller, Nutrition Programs

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments to rules governing School Food Service (Part 305) for the Board’s adoption.

Relationship to/Implications for the State Board’s Strategic Plan
Proper nutrition can have a positive impact on student performance. Accordingly, these amendments support the Strategic Plan’s goal of fostering literacy skills and enhancing literacy instruction.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion adopting proposed amendments to Part 305.

Background Information
The proposed amendments respond to Governor Blagojevich’s call for the State Board to exercise its authority under federal law to restrict the sale of certain foods and beverages to elementary and middle school students before school and during the regular school day. In addition, as part of its effort to streamline and update its rules, State Board staff members are proposing changes to Part 305 that address issues that are not adequately covered by federal regulations, eliminate language that mirrors federal regulations, and more clearly set forth the minimum requirements for Illinois’ School Breakfast and Lunch Program.

The proposed amendments were published in the Illinois Register on January 6, 2006, to elicit public comment; 362 emails and letters were received. In addition, staff held three teleconferences: the first with members of the School Wellness Task Force, the second with members of the Illinois School Nutrition Association, and the third with representatives of health advocacy organizations. The State Board also hosted a public hearing where more than 70 people attended and 28 individuals provided oral testimony.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Overall, 362 emails and letters of public comment were received. Of those, 152 (41.9 percent) were in support of the proposed rulemaking or asked that it be strengthened. The vast majority were from individuals, many of whom identified themselves as parents, with the remaining
comments being submitted by health associations (2 comments), the Illinois PTA, a food manufacturer, and educators (2 comments).

Of the 210 comments opposed to the proposed rulemaking, 157 were from school district employees or their district associations. The remainder of comments opposing the proposed rulemaking came from private schools (14 comments), manufacturers or distributors (14 comments), industry associations (7 comments), other associations (3 comments), and individuals (15 comments).

Generally, the changes recommended in response to public comment shifts the emphasis away from defined terms for determining “minimally nutritious foods” and instead propose four categories of requirements:

1. beverage sales to students in prekindergarten through grade 5;
2. beverage sales to students in grades 6 through 8;
3. food sales to students outside of the food service areas or within the food service areas other than during meal periods; and
4. food sales to students within food service areas during meal periods.

Under the proposed revisions, participating schools may choose among a wider variety of items to offer than would have been allowed under the original proposal. Inclusion of beverages for students in grades 6 and 8 that have been approved by the U.S. Department of Agriculture (USDA) will allow a variety of flavored and sparkling waters, various fruit-flavored beverages, and a carbonated dairy-based beverage. These are products that participating schools may already be offering, since several indicated they use the USDA list when choosing products. Fruit smoothies, often mentioned in the comments received, also will be allowed under the proposed revisions.

The proposed amendments also incorporate the list of foods that are good sources of certain nutrients; that list is included in the 2005 Dietary Guidelines for Americans. Using that list, participating schools will be able to continue to sell products such as cheeses, whole milk and yogurt, certain cereals, and bran muffins. In addition, portion size and nutrient information for each item is provided in the guidelines, and this information will assist school foods staff with menu planning.

Chief among the concerns raised was that the nutrient restrictions, as originally proposed, would have a negative impact on a participating school’s ability to sell a broad array of à la carte and second entrées. Comments indicated profit from these sales is used to make the school meals programs self-sufficient and to provide additional income to make improvements to the program.

The changes, as proposed, will have little effect on à la carte offerings and second entrée sales. Staff expect to address standards for these foods as the work of the School Wellness Policy Task Force and other national initiatives are completed. It is anticipated that staff will come back to the Board with additional standards by January 2007 in the form of proposed amendments to Part 305, with those standards to be implemented starting in the 2007-08 school year.

The issues raised during the public comment period are more fully addressed in the attached “Summary and Analysis of Public Comment.”
Superintendent’s Recommendation
The Superintendent recommends that the State Board of Education adopt the following two motions:

1. The State Board of Education hereby adopts the proposed amendments for:

   School Food Service (23 Illinois Administrative Code 305).

   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.

2. The State Board of Education hereby directs staff to develop by the January 2007 State Board meeting nutritional standards for foods sold as à la carte items and second entrées by schools participating in the federal meals programs. Such standards shall be developed in cooperation with the School Wellness Policy Task Force, health and nutrition experts, and school food personnel, and shall be informed by national efforts to develop nutritional standards for school meals.

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

Nutrition staff will be meeting with the School Wellness Policy Task Force on March 22, 2006. At that meeting, staff will discuss the process for the development of nutrition standards for à la carte items and second entrées.
Explanation of Allowable Beverages and Foods Under the Proposed ISBE Rules
(All apply before school and during the regular school day.)

1. Beverages – PreK through Grade 5. Any of the following:

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Serving Size Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavored or plain reduced fat (2 percent), low-fat (1 percent) or nonfat milk, or whole milk when sold in containers of 8 ounces or less</td>
<td>8 oz. or less for whole milk only</td>
</tr>
<tr>
<td>Reduced-fat and enriched alternative dairy beverages (i.e., rice, nut or soy milk)</td>
<td>None</td>
</tr>
<tr>
<td>100% fruit and vegetable juices</td>
<td>8 oz. or less</td>
</tr>
<tr>
<td>Water (non-flavored, non-sweetened and non-carbonated)</td>
<td>None</td>
</tr>
<tr>
<td>Fruit smoothie with no added sugars and 100% fruit juice</td>
<td>400 calories</td>
</tr>
</tbody>
</table>

2. Beverages – Grades 6 through 8. Any of the following:

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Serving Size Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavored or plain reduced fat (2 percent), low-fat (1 percent) or nonfat milk, or whole milk when sold in containers of 8 ounces or less</td>
<td>8 oz. or less for whole milk only</td>
</tr>
<tr>
<td>Reduced-fat and enriched alternative dairy beverages (i.e., rice, nut or soy milk)</td>
<td>None</td>
</tr>
<tr>
<td>At least 50% fruit and vegetable juices</td>
<td>12 oz. or less</td>
</tr>
<tr>
<td>Water (non-flavored, non-sweetened and non-carbonated)</td>
<td>None</td>
</tr>
<tr>
<td>Fruit smoothie with no added sugars and at least 50% fruit juice</td>
<td>400 calories</td>
</tr>
<tr>
<td>Any beverage exempted from the USDA’s Foods of Minimal Nutritional Value list (includes flavored and sparkling waters, fruit-flavored beverages)</td>
<td>12 oz. or less</td>
</tr>
</tbody>
</table>

3. Foods – Outside of Food Service Areas or Within Food Service Areas Other than During Meal Periods.

<table>
<thead>
<tr>
<th>Food</th>
<th>Allowed or Restricted?</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuts, seeds, nut butters, eggs, cheese packaged for individual sale, fruits or non-fried vegetables, or any other food listed in Appendix B to the 2005 Dietary Guidelines for Americans</td>
<td>Allowed</td>
<td>For &quot;other food listed in Appendix B,&quot; limited to standard amount in the dietary guidelines</td>
</tr>
<tr>
<td>All other foods, except for snack chips, meeting the “Fat, Sugar and Calorie” standard.</td>
<td>Allowed</td>
<td>1. Total calories from fat do not exceed 35%; 2. Total calories from saturated and trans fatty acids (combined) do not exceed 10%; 3. Total amount of sugar by weight does not exceed 35%; and 4. Calories do not exceed 200, for pre-K through grade 5, or 250, for grades 6 through 8.</td>
</tr>
<tr>
<td>Snack chips</td>
<td>Restricted</td>
<td>Snack chips do not include rice cakes, popcorn, crackers, pretzels or fruit-based chips. These items are allowable if they meet the Fat, Sugar and Calorie standard.</td>
</tr>
</tbody>
</table>

4. Foods – Within Food Service Area During Meal Periods.

The following food items are restricted:
- Cakes, pastries, pies, cookies, snack bars and other dessert items available to students in the manufacturer’s original packaging, unless the item meets the Fat, Sugar and Calorie standard.
- Snack chips available to students in the manufacturer’s original packaging and sold separately from a reimbursable meal.
- Any foods of Minimal Nutritional Value as designated by the USDA.
Summary and Analysis of Public Comment
Part 305 (School Food Service)

Comment

Comments in Support

A little more than 40 percent of items of comment submitted praised the proposal, with many providing examples of the "junk food" sold in their children's schools. Some also suggested, however, that the rules did not go far enough in regulating the sale to students of foods of what they believed were lower nutritional value.

Suggestions for strengthening the proposed rules included:
• subjecting high schools to the restrictions (high schools are not now included);
• requiring that vending machines contain "50 percent nutrient-positive" foods;
• regulating foods sold off campus, used as "rewards" in the classroom by teachers, and available in the teachers' lounges and at school-sponsored meetings;
• requiring nutrition education as a way to give students tools to make healthy food decisions;
• helping schools provide more fresh fruit (instead of canned in syrup) and vegetables;
• limiting the number of treats sent to the school by parents, such as for birthdays and holiday parties; and
• providing a vegetarian-only food service area.

Another commenter said 2 percent milk is too high in fat to be allowed and that the percentage of sodium and trans fatty acids (in addition to saturated fats) should be regulated. Other food content for which commenters believe standards should be written are high-fructose corn syrup, refined grains and sweeteners, MSG (monosodium glutamate), artificial colors and flavorings, nitrates and preservatives, and fried foods.

Another commenter complained that students will choose high fat items in the à la carte line (e.g., cheeseburgers, pizza, hot dogs and French fries) over the more nutritious school meal, and suggested that school food providers offer these à la carte items since they are profitable and are not required to meet the federal nutrition guidelines.

Analysis

These comments reinforce the belief of many parents and others in health-related fields that stronger standards should be adopted for foods sold to students during the school day. The State Board lacks the authority to implement by rule some of the suggested improvements (e.g., limiting what is available in teachers' lounges, restricting what parents bring to schools for class parties), while other suggestions for regulating certain food additives may prove difficult for schools to implement and could be viewed as overly burdensome and potentially costly.

Recommendation

No changes are recommended in response to these comments, although trans fatty acids is proposed to be included under the fat criterion (see recommendation under the section titled "Nutrition Standards").
Comment

Nutrition Standards

The majority of the comments opposing the proposed amendments addressed the nutrition standards and their perceived impact on local school food program operations. Those comments are summarized below by topic area.

Definition of “Minimally Nutritious Foods”. Most commenters believed that the definition of “minimally nutritious foods” was too rigid, with some arguing that there are “no bad foods” – that is, any food in moderation can fit into a “healthy diet”. Schools, they argue, are doing a good job of providing balanced, nutritious meals and are being unfairly blamed for the rise in childhood obesity and other related problems. Some commenters even pointed out that their schools have eliminated fried foods, serve fresh fruits daily, and offer desserts on special occasions or only if they are low in fat and sugar content.

Commenters listed individual food items that they believed would be banned under the proposed rules, including whole milk, yogurt drinks, or cheeses; however, other less healthy choices, such as baked chips, would meet guidelines contained in the proposal for fat, calories and sugar. Commenters reiterated the need to evaluate foods, particularly entrées, as part of the overall diet or meal rather than only as an individual food. A few commenters pointed to the federal regulations as being adequate to ensure students have healthy and nutritious meals, particularly since they include a list of foods determined to be of minimal nutritional value. In fact, commenters said confusion will arise between the federal regulations and state regulations since the terms in each – “foods of minimal nutritional value” and “minimally nutritious foods” – are so similar.

Many commenters also believed that the beverage restrictions would eliminate the sale of drinks currently served, such as whole milk, sports drinks, juices that are less than 100 percent juice, soy and rice milk, and carbonated and/or flavored waters. A beverage supplier suggested that the eight-ounce container, required at the elementary school level, is not now available, and it would take some time for suppliers to develop new packaging. The Illinois Beverage Association suggested that the State Board consider the following guidelines that the association adopted in October for its members:

- water and 100 percent juice to elementary students;
- nutritious and lower-calorie beverages at middle school (water, 100 percent juice, sports drinks, no-calorie soft drinks, and lower calorie fruit drinks); and
- variety of beverages at high school, but limit soft drinks to no more than 50 percent of the choices available in a vending machine.

As an alternative to what is being proposed, several commenters suggested that standards look at the food’s nutrient value instead of just its fat and sugar content or total calories. This approach would allow foods such as string cheese (which would exceed the proposed fat limit) and yogurts that would be banned under the proposed rules. The U.S. Department of Agriculture 2005 Dietary Guidelines were often mentioned as a starting point for developing these “nutrient-dense” standards. Another commenter suggested that agency staff review the nutrition standards for school meals that are currently being developed by the Institute of Medicine of the National Academies. Those standards, which will specifically address foods sold outside of the federal meals programs such as à la carte offerings, are expected to be available in October 2006.
Finally, one commenter suggested that when establishing standards, Illinois should survey bordering states and adopt criteria similar to theirs in order to help “facilitate” change among multi-state manufacturers and food providers.

Second Entrée and À la Carte Sales. Most of the comments expressed concerns about the impact of the proposed amendments on schools’ ability to offer a broad array of à la carte items to their students. For instance, the entrée portion of a school meal, such as a burrito or a slice of pizza, is often sold separately as an à la carte item without providing the side dishes of the full meal. While an entrée may be allowed as part of a complete reimbursable meal under the federal program, many fail to meet the proposed nutrition standards for fat and calories when they are evaluated individually.

Commenters suggested that many schools have adequate controls in place to limit a student’s access to second entrées, such as the use of debit cards that are purchased by parents, requiring that a student first purchase a complete meal, and limiting the number of second entrées that a student can purchase. Commenters feared that in order to get the second entrée, a student would purchase a second meal and throw away what he or she didn’t really want, increasing both waste and program costs.

In addition, commenters stated that students, particularly those at the middle school level, are growing at different rates and many have higher daily calorie needs than others. They also cited differences in maturation levels and decision-making skills as reasons students in prekindergarten through grade 5 should be treated differently than those in grades 6 through 8 when setting standards for à la carte and second entrée sales.

Many commenters mentioned that providing a broad array of foods from which students can select ensures that “picky” eaters will have sufficient choices and all students will have opportunities to acquire decision-making skills necessary to make sound nutritional food choices in the future. Phasing in the requirements over a period of a couple of years also was cited as a more realistic approach for school food personnel, students and the industry.

Limiting à la carte offerings through the imposition of nutrition standards also will have a noticeable negative financial impact on many programs, commenters said. One school district stated that it serves 131,804 items a year, which generates more than $100,000 in revenue that is used to improve the school lunch program. Another district indicated it would lose $87,000 in revenue if the standards were implemented for the 2006-07 school year.

Limited food choices also could influence students to leave the school meals program; students would then bring less nutritious lunches from home, commenters claim. In addition, fewer students’ participating in the program would adversely affect participating schools’ ability to take advantage of the U.S. Department of Agriculture’s (USDA) Commodity Program since allocations are based on the number of meals served. A decrease in overall participation also will force programs to increase their prices, making the school meal a less affordable option and less accessible to all students.

Finally, several commenters mentioned that the costs of operating the school food program may increase if nutrition software needs to be purchased, equipment needs to be retrofitted or purchased to ensure appropriate portion size, or training is necessary for personnel to properly implement the new standards. They questioned whether additional funding will be provided to assist school districts in complying with any new nutrition requirements.
School Wellness Policies. Commenters have suggested that rulemaking is premature at this time, given that Section 2-3.137 of the School Code requires that the School Wellness Policy Task Force present statewide nutrition standards by January 1, 2007. In addition, school districts participating in the federal meals programs must implement local wellness policies by the start of the 2006-07 school year. These policies must, in part, address nutrition education and nutrition guidelines.

Promulgating rules now that define nutrition standards, commenters argue, will remove control from school districts for development of standards that address local needs; fail to involve a broad range of participants from the community; and neglect to advance an approach that includes education about portion control, moderation and ensuring variety when making food choices. Therefore commenters asked that the rulemaking be delayed until after the state task force finishes its work.

Analysis

State Board staff sought guidance in developing its standards for the sale of à la carte items and foods sold through vending machines by using those that the USDA developed for its HealthierUS School Challenge. Advantages to this approach included schools' familiarity with the criteria and that they appeared easy to follow. Using these criteria seem preferable to creating in the rules a list of particular foods that could be sold since such a list would need to be updated on a regular basis as new foods and products became available.

In criticizing the use of those criteria, however, many commenters correctly pointed out that only schools achieving the “gold” designation in the HealthierUS School Challenge meet these criteria (nationwide, only a handful of schools in three states have achieved this designation, which, in addition to requirements for nutrition standards, also requires schools to take a number of other steps to address obesity). The fact that only the “best of the best” are meeting these criteria is a valid concern when considering imposing these more stringent requirements on all schools participating in the federal meals programs.

It also became clear fairly quickly that the proposed nutrition standards’ most direct impact would be on schools’ ability to sell à la carte items and second entrées. Staff continue to believe that individual items sold to students outside of the federal meal should be healthy choices that meet prescribed nutritional standards, but they recognize that further discussion with nutrition experts and school food personnel are needed before such standards are promulgated.

It makes sense to wait until statewide school nutrition standards are recommended by the School Wellness Policy Task Force in January 2007 and for other national initiatives to conclude before moving forward to define nutrition standards as they apply to foods sold as part of school meals. Therefore staff are recommending that the amendments promulgated at this time provide only limited restrictions on food sold that is not a part of the federal reimbursable meal, reducing the impact on à la carte and second entrée sales. Proposed standards for these sales will be brought to the Board for its consideration at a later date but in sufficient time for those standards to be put into effect by the start of the 2007-08 school year.

The standards being recommended will focus on all beverages sold to students before and during the regular school day, all foods sold to students before and during the regular school day outside of the food service area and within the school food service area when breakfast and
lunch are not being served and/or consumed, and certain foods sold within food service areas during meal periods. The proposed requirements are organized around four areas:

1. beverage sales to students in prekindergarten through grade 5;
2. beverage sales to students in grades 6 through 8;
3. food sales to students outside of the food service areas or within the food service areas other than during meal periods; and
4. food sales to students within food service areas during meal periods. These requirements will not be applied to foods sold as part of the reimbursable meal and will not significantly affect à la carte or second entrée sales.

The proposed changes also will allow the sale of:
- whole milk (limited to 8 ounce portions), eggs and cheeses;
- beverages exempt by USDA from its list of foods of minimally nutritious value, which include items such as flavored and sparkling waters, various fruit-flavored beverages, and a carbonated dairy-based beverage; and
- foods listed as a nutrient source in the 2005 Dietary Guidelines for Americans, which include items such as fortified, ready-to-eat and instant cooked cereals, certain yogurts, and oat bran muffins, when these foods are served in the recommended portion size.

A technical correction also is proposed that will make explicit that prekindergarten programs operated by participating schools and that provide meals under the federal meals programs will be covered by the proposed amendments.

**Recommendation**

It is recommended that the definition of “minimally nutritious item” be deleted from Section 305.5 and following definitions be added.

“Food service area” means any area on school premises where reimbursable meals are served and/or eaten.

“Meal period” means the period of time during which breakfast or lunch is regularly served, and the time scheduled for the students to eat the meal.

"Snack chips" means any starchy food, usually made from potatoes, corn or flour, or any extruded cheese snack, that is fried or baked and packaged and sold to be eaten as a snack. For the purpose of this Part, "snack chips" do not include rice cakes, popcorn, crackers, pretzels or snack chips made from fruit.

In addition, it is recommended that the current text of Section 305.15 be deleted and replaced with the following (including a change to the section title).

**Section 305.15 Sale of Foods and Beverages in Participating Schools**

a) Commencing on the first day of the 2006-07 school year, all participating schools shall adhere to the following requirements for the sale of foods and beverages to students in grade 8 or below before school and during the regular school day.
1) Beverages sold to students in prekindergarten through grade 5 shall include only:

A) flavored or plain reduced fat (2 percent), low-fat (1 percent), or nonfat fluid milk, or whole fluid milk when sold in containers of 8 ounces or less, that meets State and local standards for pasteurized fluid milk;

B) reduced fat and enriched alternative dairy beverages (i.e., rice, nut, or soy milk, or any other alternative dairy beverage approved by the U.S. Department of Agriculture (USDA));

C) 100 percent fruit and vegetable juices in containers of 8 ounces or less;

D) water (non-flavored, non-sweetened, and non-carbonated); and

E) fruit smoothie (yogurt or ice based) that contains less than 400 calories and no added sugars, and is made from fresh or frozen fruit or 100 percent fruit juice.

2) Beverages sold to students in grades 6 through 8 shall include only:

A) flavored or plain reduced fat (2 percent), low-fat (1 percent), or nonfat fluid milk, or whole fluid milk when sold in containers of 8 ounces or less, that meets State and local standards for pasteurized fluid milk;

B) reduced fat and enriched alternative dairy beverages (i.e., rice, nut, or soy milk, or any other USDA-approved alternative dairy beverage);

C) fruit and vegetable drinks containing 50 percent or more fruit or vegetable juice in containers of 12 ounces or less;

D) water (non-flavored, non-sweetened, and non-carbonated);

E) fruit smoothie (yogurt or ice based) that contains less than 400 calories and no added sugars, and is made from fresh or frozen fruit or fruit drinks that contain at least 50 percent fruit juice; and

F) any beverage exempted from the USDA’s list of Foods of Minimal Nutritional Value, provided the beverage is sold in containers of 12 ounces or less (see 7 CFR 210.11(a)(2) and 220.2(i-1)). The State Board of Education shall notify participating schools of such exemptions in January of each year; updates to the exemption list shall be provided.
within 10 calendar days of the State Board’s receiving notification of any updates from USDA.

3) Food sold to students outside of food service areas or within food service areas other than during meal periods shall include only:

   A) nuts, seeds, nut butters, eggs, cheese packaged for individual sale, fruits or non-fried vegetables, or any other food listed in Appendix B to the 2005 Dietary Guidelines for Americans, when that food is served in the standard amount set forth in the dietary guidelines (published by the Department of Health and Human Services and USDA; no later amendments to or editions of these standards are incorporated); or

   B) any food item, other than snack chips, whose:

      i) total calories from fat do not exceed 35 percent;

      ii) total calories from saturated and trans fatty acids (combined) do not exceed 10 percent;

      iii) total amount of sugar by weight does not exceed 35 percent; and

      iv) calories do not exceed 200, for students in prekindergarten through grade 5, or 250, for students in grades 6 through 8.

4) Food sold to students within the food service areas during meal periods shall not include any of the following items:

   A) cakes, pastries, pies, cookies, snack bars and other dessert items available to students in the manufacturer’s original packaging and not meeting the criteria set forth in subsection (a)(3)(B) of this Section;

   B) snack chips available to students in the manufacturer’s original packaging and sold separately from a reimbursable meal; and

   C) any Foods of Minimal Nutritional Value as designated by USDA.

b) None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to students as part of a reimbursable meal.

c) None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to a student who presents a written recommendation for that food or beverage item signed by a physician.
If a participating school serves students in both grade 8 or below and students in grade 9 and above, then the participating school shall ensure that food and beverage sales to students in grade 8 and below meet the requirements of this Section.

e) All revenue from the sale of any foods or beverages sold in competition with the School Breakfast Program and National School Lunch Program to students in the food service areas during the meal period shall accrue to the nonprofit school foods program account.

Comment

Implementation

Most comments received suggested it would be difficult to implement programs that adhere to the “minimally nutritious foods” standards, as defined in the proposed amendments. Some commenters suggested that a list of banned foods be included as part of the proposal. Conversely, other commenters asked that the State Board prepare a list of foods that meet the requirements and that students will eat. Many asked that the State Board think about how it will assist school food service providers in implementing the nutrition standards.

In order to calculate nutritional content of the foods served, some commenters indicated that special software or other skills might be needed, particularly for food items that are made from scratch at the school. Several suggested that it would take a staff person at least 20 minutes to calculate the nutrient value of each food item served.

Commenters also speculated that the proposed requirements will result in an increase in paperwork since many foods packaged for food service delivery do not contain the “Nutrition Facts” information on its labeling.

Commenters complained that schools housing grade levels covered by the proposed rules (i.e., prekindergarten through grade 8) as well as high school grades would have difficulty complying with the rules since middle school and high school grades often have lunch at the same time or close together.

Some commenters also noted that schools would be sending a mixed message by saying foods that are unhealthy when you are in middle school become less so when you are in high school. Additional training might be needed so that school food personnel can adequately supervise the serving lines when regulated and non-regulated grade levels are present.

Analysis

If the recommendations proposed in the section of the analysis titled “Nutrition Standards” are adopted, then the difficulty of implementing the standards will be substantially reduced.

It is still important to note that all of the concerns raised are valid; however, the degree to which they will affect an individual school will vary depending on the school’s program and staff, and the number of food and beverage items offered. Certain menu-planning options include
calculation of nutrient values, and for schools using such programs, meeting the standards promulgated should be easier than it would be for schools without those programs. Other nutrient calculation programs are available at low or no-cost, such as those offered by the University of Illinois. Finally, the education and training of a program’s staff also will influence how it approaches the implementation process.

The State Board’s Nutrition Programs staff will be preparing and distributing a technical assistance guide, and standards implementation issues will be part of ongoing training and presentations provided by the agency, as well as covered extensively in the Nutrition Programs' newsletter, The Outlook, and in information and resources presented on its website (see http://www.isbe.net/nutrition/default.htm).

Recommendation

No changes are being recommended in response to these comments.

Comment

Good Nutrition, Exercise and Education

Many commenters mentioned that making more healthy food choices is only one component in maintaining a healthy lifestyle. Exercise is paramount, and parents and peer groups influence choices students make or the habits they bring with them to school. Well-rounded programs of nutrition instruction are essential to giving students the knowledge and skills to make good choices in the future.

Restricting access to “junk food” in the school, commenters reasoned, will not limit the availability of these foods outside of school and in the home. A few commenters expressed the fear that if such foods are prohibited for sale during the school day, children will bring banned items from home in their lunches, or, as some have reported, to sell to other children.

Analysis

The State Board appreciates that good nutrition alone will not solve the problems of the growing obesity rate among children. The State Board has developed model wellness policies for school districts to use at the local level. These state-supported policies are in addition to the ones that schools participating in the federal meals programs must adopt by the start of the 2006-07 school year. Under these federally required policies, schools must include goals addressing healthy meals, nutrition education and an active lifestyle so as to promote student wellness.

Nutrition also is an instructional area that all public schools must address in the required health education course, in accordance with the Critical Health Problems and Comprehensive Health Education Act. Public school curricula for physical development and health are to be aligned to the Illinois Learning Standards for these fundamental learning areas; these standards set forth the knowledge and skills students should possess as a result of their schooling. The standards address, in part, movement skills and individual fitness, and health promotion, prevention and treatment, including proper diet and exercise.

Illinois also is the only state in the country to require that all students in public schools participate in daily physical education (although the waiver law allows school districts to seek permission from the General Assembly to waive the daily physical education requirement and
nearly 20 percent of districts statewide have waivers in effect for the 2005-06 school year). The State Board is committed to the daily physical education requirement, as evidenced by its policy that districts wishing to waive the requirement provide evidence that their students are meeting the Illinois Learning Standards for physical development.

**Recommendation**

No changes are being recommended in response to these comments.

**Comment**

**Affect on Fundraising; Related Issues**

Several commenters pointed out that schools’ ability to raise money through fundraisers, such as candy sales and Market Day, would be greatly limited under the proposed rules. This was a particular concern of the private schools representatives submitting comment.

A related issue is the revenue expected to be lost from vending machines, particularly those offering soft drinks and snack foods, which earn schools both bonuses (cash or products) and percentage from sales. One commenter urged the State Board to investigate the financial ramifications of eliminating or restricting these revenue sources before any rules doing so are put in place.

Citing a Texas Department of Agriculture study, another commenter stated that while vending machines raise revenue for the school or district overall, they and other foods sold outside of school food programs contribute to a proportionate loss in revenue for school food service operations.

Some commenters noted that lunches brought from home often contain items that would exceed the proposed fat, sugar and calorie standards. Parents, particularly those whose students attend schools that do not participate in the federal meals programs, seemed concerned that the proposed amendments would limit their choices regarding the food they send in their children’s lunches. Several high school staff questioned why their schools need to be regulated. Finally, some complaints were made that classroom pizza parties or other treats would be disallowed under the proposal.

**Analysis**

The proposed amendments limit the foods that elementary and middle schools participating in the federal meals programs can sell to students before school and during the school day. As such, they should have little or no impact on fundraisers where products are sold by students and parents outside of the school day, such as Market Day or catalogue sales that include candy or other foods as some of the products offered.

The proposed amendments, however, will restrict fundraisers sponsored by individual classes or school clubs during the regular school day that sell restricted foods to students, especially during meal time. It should be noted that this impact will be more apparent for middle schools, since the current rules prohibit the sale by elementary schools of “competitive foods” during mealtimes; these competitive foods currently include “all confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50% pure fruit juice, tea, coffee, and any other foods or beverages designated as such by the State Board of Education”.

Plenary Session Packet - Page 168
As for vending machine sales, the changes to the proposed amendments will alter to some degree what can be sold, depending on the items a school currently offers. Most comments indicated that elementary schools do not have vending machines. Some middle schools also prohibit students’ access to vending machines during the school day and these schools will not be affected. Information received from news and other reports indicates that healthy alternatives are available, and those schools offering chips, candy and sweets, and soft drinks will have to switch to other healthy alternatives, should the proposed amendments be put into effect.

As mentioned above, the proposed amendments only regulate foods sold to students before and during the regular school day. Treats used as rewards or for class parties, pizza parties, and school lunches brought from home will not be restricted under the rules nor will the proposed amendments affect the food sold in schools offering meals but not participating in the federal meals programs.

Recommendation

No changes are being recommended in response to these comments.

Comment

Government-donated Commodities

Commenters questioned the proposed rules’ impact on food service programs’ ability to secure appropriate commodities through USDA. Commodity orders were to be placed in February.

Another issues raised about commodities addressed the meaning of “operated and designated for the storage or refrigeration of food” (see Section 305.30(c)) and who would be providing complaints about government-donated commodities (see Section 305.30(e)).

Analysis

Should the Board accept the changes to the proposed amendments set forth in this analysis, then commodity orders will not be affected for the 2006-07 school year.

While a reference was made in Section 305.30(b) to federal regulations for storage facilities, it could also be added to Section 305.30(c) for clarity. Complaints about commodities are filed by school districts and other entities authorized to receive commodities and that should be made explicit in Section 305.30(e).

Recommendation

It is recommended that the following changes be made in Section 305.30.

Section 305.30(c) Government-donated commodities shall not be stored at private residences or facilities, unless the facility is operated and designed for the storage or refrigeration of food, and the facility meets the requirements of subsection (b) of this Section.
Complaints from participating schools or agencies authorized to receive government-donated commodities about food safety and other food-quality issues concerning those government-donated commodities shall be reported to the State Board of Education on the form provided for that purpose.

Comment

Illinois School Breakfast and Lunch Program Act

Several changes are being made in the rules regarding the Illinois School Breakfast and Lunch Program Act. Commenters believed confusion would be created by the definition of “eligible student” since the federal regulations cited address both students eligible to receive free breakfast or lunch, as well as reduced-price meals. Another commenter said that any student is “eligible” to participate in federal programs, regardless of their family’s income level. The term “eligible student” is used in the proposed amendments in Section 305.10, where eligibility for free breakfast and lunch under the Illinois program is described, and in Section 305.20, which sets forth requirements for “Student Workers.”

Commenters also questioned whether the intent of Section 305.10(c) was to prohibit state reimbursement (as opposed to federal reimbursement) to nonpublic schools serving free meals to students eligible to receive them under federal regulations.

Analysis

While it is true that any student is eligible to participate in the federal meals program, the proposed amendments reference only that part of federal regulations specific to the determination of free and reduced-price meal eligibility. A more specific citation can be used.

In addition, the Illinois School Breakfast and Lunch Program Act provides reimbursement to programs serving free breakfast and lunch, regardless of whether the program is operated by a public or nonpublic school. The intent of the rule was not to broaden requirements or restrict reimbursement; therefore the proposed amendments need to be clarified to address the issues raised in these comments.

Recommendation

The following changes are recommended in Sections 305.5 and 305.10:

Section 305.5 “Eligible student” means a student eligible for free and reduced price meals under the School Breakfast Program (42 USC 1771 et seq.) and/or National School Lunch Program (42 USC 1751 et seq.) in accordance with federal regulations found at 7 CFR 245.1 et seq. 245.3.

Section 305.10(a) In accordance with Section 4 of the School Breakfast and Lunch Program Act [105 ILCS 125/4], every public school shall provide free lunches to eligible students eligible to receive free meals in accordance with 7 CFR 245.3.
Section 305.10(b) Every public school that offers a free participating in the school breakfast program as defined in 105 ILCS 125/1 shall provide free breakfasts to eligible students eligible to receive free meals in accordance with 7 CFR 245.3.

Section 305.10(c) Public and nonpublic schools may only claim State reimbursement for each reimbursable meal meals provided to eligible students eligible to receive free meals in accordance with 7 CFR 245.3.

Comment

Competitive Food Sales

Several commenters asked why existing Sections 305.15(b) and (f) are proposed for deletion. The sections direct schools to deposit money earned through the sale of foods sold outside of the federal meals program during mealtime (i.e., competitive foods) in the school foods program account. Without this rule, commenters argue that sale of food items by school clubs and other groups will further erode revenue school food programs receive.

Analysis

In proposing that these sections be deleted, staff were trying to provide local flexibility to schools to determine how income raised from non-program foods should be used. Federal regulations found at 7 CFR 210.11(b) and 220.12(a) allow the sale of non-program foods in the food service area during mealtimes, provided that “all income from the sale of such foods accrues to the benefit of the nonprofit school food service or the school or student organizations approved by the school” (emphasis added).

The agency received no comments supporting the elimination of the state requirement that funds be deposited only in the school food account. Given that schools have been operating under this restriction for nearly 30 years, it does not seem overly burdensome to restore it to the rules, and in fact, it will be beneficial to school food programs.

Recommendation

As noted under the section titled “Nutrition Standards”, it is recommended that new Section 305.15(e) be added.

Section 305.15(e) All revenue from the sale of any foods or beverages sold in competition with the School Breakfast Program and National School Lunch Program to students in the food service areas during the meal period shall accrue to the nonprofit school foods program account.

Comment

Compliance

Several commenters asked how the State Board will monitor compliance with the state standards and questioned how noncompliance will affect funding received under the federal
meals programs. Another asked about any plans for evaluating the effectiveness of the state standards.

Analysis

Compliance with state-imposed requirements will be monitored through the established recognition process used to ensure public schools' compliance with any law or regulation pertaining to them. The State Board will work with schools that are having difficulty meeting the new standards to ensure that their programs comply with the rules.

Since these are state standards, a public or nonpublic school’s failure to comply will not affect its receipt of reimbursement under the federal meals programs but could affect receipt of reimbursement under the Illinois Free Lunch and Breakfast Programs Act.

The proposed rules do not require schools to evaluate the effectiveness of providing more nutritious foods in ensuring healthier students, as the standards are being proposed with that goal in mind. Staff also realize the difficulty in definitively measuring improvement, given the many outside forces (e.g., physical activity, home eating habits) affecting students’ health. However, staff recognize that with the implementation of local wellness policies and the potential adoption of these rules, the 2006-07 school year will present a unique opportunity for the State to analyze the impact of local and state wellness initiatives. Therefore, staff is currently exploring the funding and scope of a review of the impact of wellness policies and the proposed regulations in a sample of Illinois schools. This study may be performed in conjunction with related studies planned or underway by other governmental agencies or health organizations.

Recommendation

No changes are being recommended in response to these comments.

Comment

Authority for Rulemaking

Several commenters mentioned that the State Board’s efforts to limit so-called “junk food” by promulgating rules conflict with the General Assembly's “legislative intent” not to impose greater restrictions on school foods beyond those provided in federal law and regulations. This assumption is based on the legislature’s failure to pass any bill dealing with “junk food” in the last several legislative sessions, despite the Governor’s urging that it do so.

Another commenter wondered why the State Board is not applying the proposed standards to schools not participating in federal meals programs.

Analysis

Federal regulations provide that “State agencies and school food authorities may impose additional restrictions on the sale of and income from all foods sold at any time throughout schools participating in the Program”. The proposed amendments, in applying to only schools that participate in the federal meals programs, do not exceed the authority set forth in the federal regulations. Moreover, the proposed amendments have a far different scope than the bills proposed to address school food and beverage sales in recent legislative sessions.
Recommendation

No change is being recommended in response to this comment.

Comment

Federal Meals Programs

Since the proposed restrictions only apply to participants in the federal meals programs, several commenters indicated that they were “offended” with what they perceived as the suggestion that schools drop out of the federal meals program if they do not want to follow restrictions imposed through the state rulemaking process.

Analysis

This is a misconception on the part of the commenters. The December 2005 executive summary provided to the Board indicated that a potential negative consequence of adopting standards might be that some participating schools may opt out of the federal meals programs as a way to avoid compliance with any state restrictions. Since it is not in the best interest of students for schools to leave the federal meals programs, Nutrition Programs staff will work with schools to encourage their continued participation and assist them in complying with any standards imposed.

Recommendation

No change is being recommended in response to this comment.
Section 305.5 Definitions

“Eligible student” means a student eligible for free and reduced price meals under the School Breakfast Program (42 USC 1751 et seq.) and/or the National School Lunch Program (42 USC 1771 et seq.) in accordance with federal regulations found at 7 CFR 245.3.

“Food service area” means any area on school premises where reimbursable meals are served and/or eaten.

“Meal period” means the period of time during which breakfast or lunch is regularly served, and the time scheduled for the students to eat the meal.

“Participating school” means any public or nonpublic school that participates in the School Breakfast Program or the National School Lunch Program.
“Reimbursable meal” means a meal meeting the definition of a “federal reimbursable meal,” as set forth in regulations governing the School Breakfast Program (7 CFR 220.8) or the National School Lunch Program (7 CFR 210.10).

"Snack chips" means any starchy food, usually made from potatoes, corn or flour, or any extruded cheese snack, that is fried or baked and packaged and sold to be eaten as a snack. For this purpose of this Part, "snack chips" do not include rice cakes, popcorn, crackers, pretzels or snack chips made from fruit.

(Source: Amended at 30 Ill. Reg. ______, effective ______________)

Section 305.10  Illinois Free Lunch and Breakfast Programs Program

a) In accordance with Section 4 of the School Breakfast and Lunch Program Act [105 ILCS 125/4], Illinois H.B. 2601, passed by the 76th General Assembly, requires every public school to shall provide free lunches to eligible students eligible to receive free meals in accordance with 7 CFR 245.3 needy children.. Failure to provide free lunches for needy students, as defined by annual economic guidelines, could result in withholding of reimbursement.

b) Every public school that offers a free breakfast program as defined in 105 ILCS 125/1 shall provide free breakfasts to students eligible to receive free meals in accordance with 7 CFR 245.3. All needy children eligible for free lunches are also eligible for free breakfasts if the school participates in the breakfast program.

c) Public and nonpublic schools may claim State reimbursement for each reimbursable meal provided to students eligible to receive free meals in accordance with 7 CFR 245.3. The complete Type A lunch with each component in the proper proportion, including one half pint of whole milk, must be served if reimbursement is claimed for the lunch. An accurate record of all Type A lunches served without milk must be maintained.

d) An accurate record of the actual number of free and reduced price lunches and breakfasts and lunches served to children each day must be maintained.

(Source: Amended at 30 Ill. Reg. ______, effective ______________)

Section 305.15  Sale of Foods and Beverages in Participating Schools National Child-Nutrition Program
a) Commencing on the first day of the 2006-07 school year, all participating schools shall adhere to the following requirements for the sale of foods and beverages to students in grade 8 or below before school and during the regular school day.

1) Beverages sold to students in prekindergarten through grade 5 shall include only:

   A) flavored or plain reduced fat (2 percent), low-fat (1 percent), or nonfat fluid milk, or whole fluid milk when sold in containers of 8 ounces or less, that meets State and local standards for pasteurized fluid milk;

   B) reduced fat and enriched alternative dairy beverages (i.e., rice, nut, or soy milk, or any other alternative dairy beverage approved by the U.S. Department of Agriculture (USDA));

   C) 100 percent fruit and vegetable juices in containers of 8 ounces or less;

   D) water (non-flavored, non-sweetened, and non-carbonated); and

   E) fruit smoothie (yogurt or ice based) that contains less than 400 calories and no added sugars, and is made from fresh or frozen fruit or 100 percent fruit juice.

2) Beverages sold to students in grades 6 through 8 shall include only:

   A) flavored or plain reduced fat (2 percent), low-fat (1 percent), or nonfat fluid milk, or whole fluid milk when sold in containers of 8 ounces or less, that meets State and local standards for pasteurized fluid milk;

   B) reduced fat and enriched alternative dairy beverages (i.e., rice, nut, or soy milk, or any other USDA-approved alternative dairy beverage);

   C) fruit and vegetable drinks containing 50 percent or more fruit or vegetable juice in containers of 12 ounces or less;
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

D) water (non-flavored, non-sweetened, and non-carbonated);

E) fruit smoothie (yogurt or ice based) that contains less than 400 calories and no added sugars, and is made from fresh or frozen fruit or fruit drinks that contain at least 50 percent fruit juice; and

F) any beverage exempted from the USDA’s list of Foods of Minimal Nutritional Value, provided the beverage is sold in containers of 12 ounces or less (see 7 CFR 210.11(a)(2) and 220.2(i-1)). The State Board of Education shall notify participating schools of such exemptions in January of each year; updates to the exemption list shall be provided within 10 calendar days of the State Board’s receiving notification of any updates from USDA.

3) Food sold to students outside of food service areas or within food service areas other than during meal periods shall include only:

A) nuts, seeds, nut butters, eggs, cheese packaged for individual sale, fruits or non-fried vegetables, or any other food listed in Appendix B to the 2005 Dietary Guidelines for Americans, when that food is served in the standard amount set forth in the dietary guidelines (published by the Department of Health and Human Services and USDA; no later amendments to or editions of these standards are incorporated); or

B) any food item, other than snack chips, whose:

i) total calories from fat do not exceed 35 percent;

ii) total calories from saturated and trans fatty acids (combined) do not exceed 10 percent;

iii) total amount of sugar by weight does not exceed 35 percent; and

iv) calories do not exceed 200, for students in prekindergarten through grade 5, or 250, for students in grades 6 through 8.

4) Food sold to students within the food service areas during meal periods shall not include any of the following items:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) cakes, pastries, pies, cookies, snack bars and other dessert items available to students in the manufacturer’s original packaging and not meeting the criteria set forth in subsection (a)(3)(B) of this Section.

B) snack chips available to students in the manufacturer’s original packaging and sold separately from a reimbursable meal.

C) any Foods of Minimal Nutritional Value as designated by the USDA.

b) None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to students as part of a reimbursable meal.

c) None of the requirements of subsection (a) of this Section shall apply to any food or beverage item sold to a student who presents a written recommendation for that food or beverage item signed by a physician licensed under the Medical Practice Act of 1987 [225 ILCS 60/1 et seq.] to practice medicine in all of its branches.

d) If a participating school serves students in both grade 8 or below and students in grade 9 and above, then the participating school shall ensure that food and beverage sales to students in grade 8 and below meet the requirements of this Section.

e) All revenue from the sale of any food or beverage sold in competition with the School Breakfast Program or National School Lunch Program to students in the food service areas during the meal period shall accrue to the nonprofit school lunch program account.

a) Lunches and breakfasts served to student workers cannot be claimed for reimbursement as free lunches served unless the student has been determined to be needy by the school's determining agent. Needy children may not work for their meals unless written permission of their parents or guardian is on file in the school district. Meals served to student workers who could otherwise afford to purchase the meals are to be recorded as "paid" and claimed only for Type A lunch reimbursement. Non-needy student workers do not need parental consent.
b) Any income derived from the sale of any food or beverage items offered in the lunchroom and dining area during the time designated as the lunch period must be deposited in the nonprofit lunch program account.

e) All elementary schools participating in the National School Lunch Program shall prohibit the sale of competitive foods to students during the time designated by local school officials as the regular breakfast and lunch periods.

d) Competitive foods include all confections, candy, potato chips, carbonated beverages, fruit drinks containing less than 50% pure fruit juice, tea, coffee, and any other foods or beverages designated as such by the State Board of Education.

e) Elementary schools shall mean all schools in which classes of the fifth grade or below are operating.

f) Local school authorities for junior and senior high schools shall establish such instructions as are desired to regulate the sale of competitive foods to students during the time period designated by local school authorities as the regular breakfast and lunch periods. However, revenue from the sale of all food and beverages provided in any dining or serving area during the designated regular breakfast and lunch periods shall accrue to the nonprofit school lunch program account.

g) Junior and senior high schools shall mean all schools in which classes of the sixth grade and above are operating.

h) Prices paid by adults for the Type A lunch are to be at least 15 cents higher than prices paid by students. This is based on the fact that no cash reimbursement is available for adult meals, nor are commodities allotted on the basis of adult meals served.

i) Proper storage facilities must be provided for government donated food commodities. Commodities may not be stored in private homes.

j) These commodities should be ordered in amounts which can be adequately stored and utilized. No more than a 90-day supply of any commodity is to be on hand in a school district or other institution.

k) Any agreement-contract to process government donated commodities between an eligible receiving agency (school district or institution) and a food supplier or
management firm must be submitted for approval. These contracts must be approved by the School Food Service Section of the State Board of Education which, in turn, will submit a copy of the approved contract-agreement to the United States Department of Agriculture.

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

Section 305.20 Student Workers

a) In order for a student to work in the food service area, any public school or any nonpublic school participating in the National School Lunch Program shall obtain written consent from the individual who legally enrolled the student, whether it be the parent, guardian or other individual.

b) An eligible student shall not be required to work for his or her meals.

c) A lunch or breakfast served to a student worker cannot be claimed for reimbursement as a free or reduced-price meal unless the student is an eligible student.

d) A meal served to a student worker is to be recorded in the eligibility category for which the student would qualify if not working.

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

Section 305.30 Government-Donated Commodities Federal Child Nutrition Programs

a) Any agreement or contract to process government-donated commodities between an eligible receiving agency (school district or institution) and a food supplier or management firm not listed on the electronic Illinois Commodity System must be submitted for approval to the Illinois State Board of Education. All Child-Nutrition Program sponsors, by applying to participate in the Federal School Lunch, School Breakfast, Nonfood Assistance, Special Milk, and Commodity Distribution Programs, agree to comply with the United States Department of Agriculture regulations pertaining thereto. Program sponsors and other appropriate agencies participating in these programs will be evaluated and required by the State Board of Education to comply with current regulations pertaining to these programs as issued by the United States Department of Agriculture.
b) Proper storage facilities must be provided for government-donated food commodities. Such storage facilities shall meet the requirements set forth in federal regulations governing the storage and use of commodities in child nutrition programs (7 CFR 250). Refusal of Commodities.

1) A school food authority may refuse commodities at the time they are offered if such commodities cannot be used effectively in the food service program.

2) A school food authority may receive, in lieu of the refused commodities, other commodities to the extent that other commodities are available to the State during the school year. However, not more than 20 percent of the value of commodities offered to a school food authority for lunches during the school year shall be subject to replacement with other commodities. School food authorities eligible to receive replacement commodities shall be notified on a quarterly basis of any commodities available to replace those refused.

3) The State Board of Education shall maintain accurate and complete records of the amount and value of commodities refused and shall require that school food authorities also maintain such records.

c) Government-donated commodities shall not be stored at private residences or facilities, unless the facility is operated and designed for the storage or refrigeration of food, and the facility meets the requirements of subsection (b) of this Section.

d) Government-donated commodities shall be ordered in amounts that can be adequately stored without loss or spoilage.

e) Complaints from participating schools or agencies authorized to receive government-donated commodities about food safety and other food-quality issues concerning those commodities shall be reported to the State Board of Education on the form provided for that purpose.

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

FROM: Dr. Rand J. Dunn, State Superintendent of Education
       Linda Riley Mitchell, Chief Financial Officer

Agenda Topic: Acceptance of Report on Financial Condition of School Districts

Materials: Under a Separate Cover, the Listing of School Districts and Their Financial Profile Score, based upon their FY 2005 Annual Financial Reports
           Alphabetical Order
           County Order
           Financial Profile Score Designation Order

Staff Contact(s): Debbie Vespa

Purpose of Agenda Item
To provide the Board the 2006 School District Financial Profile designations based on FY05 data, to have the Board approve the Financial Watch List, and to present information to the Board regarding the financial condition of school districts.

Relationship to/Implications for the State Board’s Strategic Plan
The agenda item is linked to Goal 3, Priority II – Develop a suite of services and interventions for assisting Illinois’ most chronically fiscally distressed school districts (along with their Financial Oversight Panels and School Finance Authorities) to resolve their financial crises.

The Financial Profile is an instrument utilized by ISBE staff to assess school districts’ financial stability as of June 30 of each fiscal year. The Financial Watch List that is generated from the calculated designation scores on the Financial Profile is utilized to begin assessing district in financial distress. The Financial Profile assists with the assessment of districts that need to be reviewed and monitored by ISBE staff to determine which districts may be certified in Financial Distress as well as which districts’ Financial Profiles reflect improvement or deterioration in their financial condition from the previous years. ISBE staff will extensively review the financial reports of School Districts on the Financial Watch List and staff will meet with the district personnel to discuss the financial review with them. Utilization of the Financial Profile, the extensive financial review, and the meeting with the district personnel will assist staff in determining which school districts should be recommended to the Board for Certification in Financial Distress.

Expected Outcome(s) of Agenda Item
The Board’s approval of the 2006 School District Financial Profile designation scores and financial watch list. The Board will understand the services to be provided through the School Business and Support Service Division’s Regional Financial Consultants.
**Background Information**

Section 1A-8 of the School Code states, “To promote the financial integrity of school districts, the State Board of Education shall be provided the necessary powers to promote sound financial management and continue operation of the public schools.”

The School District Financial Profile was designed to better illustrate information on school district finances and to establish financial designation lists for all school districts. The designation categories in descending order are Financial Recognition, Financial Review, Financial Early Warning, and Financial Watch.

School finance is a complicated topic. Given this complexity and the financial and accounting differences among the 881 Illinois school districts, there will likely always be issues with how finances are characterized. Some districts claim that they are ranked higher than they should be. Other districts claim they are ranked lower than they should be. Some claim that their finances are misrepresented by the measures themselves while others claim the weightings and cut scores are the issue. Still others claim that the timing of the data collection is flawed. The issues most often identified include:

- Timing of revenues (e.g. early receipt of local taxes or late state payments)
- Including large one time expenditures as part of an annual operating deficit (e.g. capital improvements)
- Treatment of loans where the revenues are not included because they must be repaid but the expenditures for the end product are included (e.g. technology revolving loan)
- Weighting a deficit more than short term borrowing (incentive to borrow without really improving the financial condition)
- Treatment of sale and lease back situation where expenditures and revenues are not always consistent (e.g. buses)

Despite these issues, we believe the Financial Profile is a good snap shot of most districts at the end of FY02, FY03, FY 04 and FY 05. We will continue to work with school districts and others to see if there are other issues that may need to be addressed in the future.

While the score of any particular district can be argued, the overall view it provides of the financial condition of school districts is important. It is clear that looking at the changes between FY02 data and FY03 data more and more schools were starting to face tough financial decisions. As we begin to review the data FY 04 and FY 05, it is clear that districts have made some tough decisions reduce expenditures and/or incur additional long-term debt to assist with the balancing of the budgets. As the Financial Profile is a “snap shot” in time of a district’s finances, the data alone cannot give a holistic view of the districts’ financial picture and the districts’ comments are viewed as a crucial component of the Financial Profile.

The Financial Profile designation is merely one bit of information that school districts and communities should use to judge the financial management and condition of their school district. It is merely a starting point to provide some basic indication of where the school district stands and what it may be facing. If people do not read the entire Financial Profile, including the comments and go beyond the Financial Profile to review and analyze other information, they do the school district and its management a big disservice. As an example, it is important to note that the Financial Profile lags the real school finance system. For example this years FY06 designation system is based on FY05 financial data.
The overall purpose of the Financial Profile is to identify school districts with financial trends that could lead to financial crisis if they are not addressed. The goal is to not only characterize the financial situation of a school district but also to provide some consistent basic information that can be used, in addition to other more detailed information developed by the school district, to help the local community understand the situation and take appropriate local decisions necessary to return to and maintain financial health.

### Results of the Financial Profile

<table>
<thead>
<tr>
<th></th>
<th>FY03 Based on FY02 data</th>
<th>FY04 Based on FY03 data</th>
<th>FY05 Based on FY04 data</th>
<th>FY06 Based on FY05 data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Recognition</strong></td>
<td>431</td>
<td>356</td>
<td>449</td>
<td>488</td>
</tr>
<tr>
<td><strong>Financial Review</strong></td>
<td>240</td>
<td>241</td>
<td>249</td>
<td>225</td>
</tr>
<tr>
<td><strong>Financial Early Warning</strong></td>
<td>135</td>
<td>140</td>
<td>111</td>
<td>109</td>
</tr>
<tr>
<td><strong>Financial Watch</strong></td>
<td>87</td>
<td>156</td>
<td>79</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>893</td>
<td>893</td>
<td>888</td>
<td>881</td>
</tr>
</tbody>
</table>

Of the 881 school districts operating during FY 2005, 877 submitted their Annual Financial Reports (AFRs). As of March 1, 2006 Gavin School District 37, North Chicago School District 187, Community Consolidated School District 168 (Sauk Village), and Consolidated School District 158 (Huntley) have not submitted their Annual Financial Reports. Since the financial data was not received, they automatically received a Financial Profile designation of Financial Watch.

### Deficit Spending

Of the 877 school districts that have submitted their fiscal 2005 AFRs, 374 school districts, 42.6%, are deficit spending in their four operational funds; Education Fund, Operation and Maintenance Fund, Pupil Transportation Fund, and Working Cash Fund. In fiscal 2004 AFRs, 398 of 888 school districts, 44.8%, were deficit spending and from the fiscal 2003 AFRs, 686 of 893 school districts, 76.8%, were deficit spending.

### Certification

One of the criteria for certifying a school district in Financial Difficulty is two or more consecutive years of negative fund balances for the four operational funds. For fiscal 2005, 23 school districts are candidates for being certified, compared to 25 school districts that were candidates in fiscal 2004. Ten (10) school districts that could have been certified last year now have a positive fund balance in the aggregate of their four operational funds.

### Financial Watch and Early Warning Designations

School districts have been improving their financial status. The number of schools in the financial watch category has decreased dramatically each year from fiscal 2004 to fiscal 2005 and fiscal 2006.

- From the fiscal 2005 Financial Profile to the fiscal 2006 Financial Profile, the number of districts in the lowest designation category has decreased by 20 school districts or 25% from the previous fiscal year. From fiscal 2004 to fiscal 2005, there was a decrease of 77 districts or 49% (from 156 down to 79).
- About 18% of the school districts are now in the lowest two designation categories compared with 21% of the school districts last year and 33% two years ago.
Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Con: The Financial Profile is a snap shot in time and reflective of the district's financial condition on June 30 of the fiscal year. To assess a district's true financial condition, the Financial Profile must be review along with several other financial assessments of the district.

Pro: By approving the Financial Watch List as designated by the Financial Profile, ISBE staff can begin to utilize the Financial Profile “tool” along with other reviews of the districts’ finances to assess the districts’ financial status.

Superintendent’s Recommendation
The Superintendent recommends that the Board approve the 2006 School District Financial Profile Designation Lists based on FY05 data.

I recommend that the following motion be adopted:

The Illinois State Board of Education approves the financial designations of school districts as set forth from FY 06 Financial Profile Scores that are calculated utilizing the data from the districts’ FY 05 Annual Financial Reports and that the districts designated on the Financial Watch List are those so identified from the FY 06 Financial Profile calculations.

Next Steps
Continue to review and monitor school districts on the Financial Watch List for financial improvement or decline and to assess potential certification to the Board.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
                  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.
<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>Education Purchasing Program (Part 1110)</td>
<td>Pending JCAR’s review on either March 14 or April 11</td>
<td>None</td>
<td>New rules in response to P.A. 93-1036</td>
</tr>
<tr>
<td>Special Education (Part 226)</td>
<td>Public comment period will end September 15, 2006</td>
<td>None</td>
<td>Comprehensive updating and streamlining</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Rulemaking is complete; effective February 21, 2006</td>
<td>None</td>
<td>Revisions to criteria for considering teachers “highly qualified in core academic subjects)</td>
</tr>
<tr>
<td>Preschool Educational and Coordinated Model Preschool Educational Programs (Part 235)</td>
<td>Rulemaking is complete; awaiting effective date</td>
<td>None</td>
<td>Comprehensive updating and streamlining; change title to “Early Childhood Block Grant”</td>
</tr>
<tr>
<td>Nonpublic Special Education Facilities (Part 401)</td>
<td>Pending JCAR’s review on April 11</td>
<td>None</td>
<td>Technical updating to conform to rules for special education (Part 226)</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Appeals process under NCLB; graduation requirements</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Accreditation and approval for preparation programs; miscellaneous</td>
</tr>
<tr>
<td>School Food Service (Part 305)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Sale of foods to students</td>
</tr>
<tr>
<td>Gifted Education (Part 227)</td>
<td>Presented for initial review in this Board packet</td>
<td>Authorization of public comment</td>
<td>New rules to implement (identical provisions in) P.A. 94-151 and 94-410</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>Providers of Supplemental Educational Services (Part 675)</td>
<td>Presented for initial review in this Board packet</td>
<td>Authorization of public comment</td>
<td>Strengthen code of ethics; evaluation and status</td>
</tr>
<tr>
<td>School Emergency and Crisis Response Plans (Part 1500)</td>
<td>Presented for initial review in this Board packet</td>
<td>Authorization of public comment</td>
<td>New joint rules with Office of State Fire Marshal to implement P.A. 94-600</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Requires further discussion</td>
<td>None</td>
<td>New rule establishing a cut-off date for districts’ Title I applications so related accountability requirements can be known timely (TENTATIVE)</td>
</tr>
<tr>
<td>Certification (Part 25)</td>
<td>Expect initial review in April</td>
<td>None</td>
<td>Changes in requirements for provisional and temporary provisional vocational certificates</td>
</tr>
<tr>
<td>Determining Special Education Per Capita Tuition Charge (Part 130)</td>
<td>Expect initial review in April</td>
<td>None</td>
<td>Comprehensive updating</td>
</tr>
<tr>
<td>Vocational Education (Part 254)</td>
<td>Expect initial review later in spring</td>
<td>None</td>
<td>Comprehensive updating and streamlining</td>
</tr>
<tr>
<td>Program Accounting Manual (Part 110)</td>
<td>Expect initial review later in spring</td>
<td>None</td>
<td>Transfer of responsibility for ROE audits to Auditor General (P.A. 92-544); comprehensive updating and streamlining</td>
</tr>
<tr>
<td>Transitional Bilingual Education (Part 228)</td>
<td>Expect initial review later in spring</td>
<td>None</td>
<td>General updating and streamlining; change in English language proficiency exam</td>
</tr>
<tr>
<td>Charter Schools (Part 650)</td>
<td>Expect initial review later in spring</td>
<td>None</td>
<td>Provisions regarding the closure of charter schools</td>
</tr>
</tbody>
</table>
OVERVIEW OF COMPREHENSIVE RULES REVIEW SCHEDULE
November 2004 through March 2006

Start Date November 2004  Expect initial review in February or March 2005.

Funding and Disbursements Division

- Pupil Transportation Reimbursement (Part 120) (*presented in March; completed*)
- Electronic Transfer of Funds (Part 155) (*presented in February; completed*)
- Driver Education (Part 252) (*presented in April; completed*)
- Pupil Transportation (Part 275) (*presented in March; completed*)

Legal Department

- Dismissal of Tenured Teachers (Part 51) (*presented in February; completed*)
- Dismissal of Tenured Teachers and Civil Service Employees Under Article 34 (Part 52) (*presented in February; completed*)
- Contested Cases and Other Formal Hearings (Part 475) (*presented in February; completed*)
- Hearings Before the State Teacher Certification Board (Part 480) (*presented in February; completed*)
- Procurement by the State Board of Education (Part 1100) (*presented in March along with new Part 1105; completed*)
- 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; completed*)
- School Construction Program (Part 151)
- Health/Life Safety Code for Public Schools (Part 180) *(presented in May; completed)*

**Fiscal Services Division**

- Secular Textbook Loan (Part 350) *(presented in February; completed)*

**Early Childhood Division**

- Preschool Educational and Coordinated Model Preschool Educational Programs (Part 235) *(presented in October; completed)*

**Start Date January 2005**  **Expect initial review in April or May 2005.**

**Nutrition Programs Division**

- School Food Service (Part 305) *(presented in December)*

**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 June; completed)*
- Evaluation of Certified School District Employees in Contractual Continued Service (Part 50) *(presented in May; completed)*
- Sex Equity (Part 200)
- Student Records (Part 375) *(presented in November 2004; completed)*
- Health Examinations and Immunizations (Part 625) *(presented in May; completed)*
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; completed)*
- Comprehensive Health Education (Part 253) *(presented in May; completed)*
- Reading Improvement Program (Part 260) *(presented in June; completed)*
- School Technology Program (Part 575) *(presented in February; completed)*

Start Date April 2005  Expect initial review in August or September 2005.

Accountability Division

- Disadvantaged Students Funds Plan – Districts Between 1,000 and 50,000 ADA (Part 201) *(completed along with new Part 203)*
- Disadvantaged Students Funds Plan – Districts over 50,000 ADA (Part 202) *(completed along with new Part 203)*
- Truants’ Alternative and Optional Education Programs (Part 205)
- Alternative Education Diplomas (Part 215)
- Alternative Learning Opportunities Program (Part 240) *(presented in February; completed)*
- Public University Laboratory Schools (Part 452)
- Regional Offices of Education and Intermediate Services (Part 525)
TO: Illinois State Board of Education
FROM: Randy Dunn, State Superintendent
Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials: Appropriations and Spending by Program
Printing and Video Expenditures Report
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 Expenditures (monthly)
5. Printing and Video Expenditures (monthly)
6. Financial Status Report – Contract/Grant Detail (monthly)
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 2006 Appropriation & Spending by Program 07/01/2005 thru 02/28/2006

(Dollars in Thousands)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Appropriation</th>
<th>YTD Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Grants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Grants</td>
<td>$5,469,814.5</td>
<td>$5,469,814.5</td>
</tr>
<tr>
<td>General State Aid</td>
<td>$3,903,969.6</td>
<td>$3,903,969.6</td>
</tr>
<tr>
<td>General State Aid/Hold Harmless</td>
<td>$23,469.8</td>
<td>$23,469.8</td>
</tr>
<tr>
<td>Transition Assistance</td>
<td>$11,800.0</td>
<td>$11,800.0</td>
</tr>
<tr>
<td>School Safety &amp; Education Block Grant (ADA)</td>
<td>$64,841.0</td>
<td>$64,841.0</td>
</tr>
<tr>
<td>Illinois Charter Schools</td>
<td>$3,421.5</td>
<td>$3,421.5</td>
</tr>
<tr>
<td>District Consolidation Cost</td>
<td>$7,700.0</td>
<td>$7,700.0</td>
</tr>
<tr>
<td>School Breakfast Incentive Program</td>
<td>$723.5</td>
<td>$723.5</td>
</tr>
<tr>
<td>Textbook Loan Program</td>
<td>$29,126.5</td>
<td>$29,126.5</td>
</tr>
<tr>
<td>Mandated Categoricals</td>
<td>$1,424,762.6</td>
<td>$1,424,762.6</td>
</tr>
<tr>
<td>Illinois Free Lunch/Breakfast</td>
<td>$21,000.0</td>
<td>$21,000.0</td>
</tr>
<tr>
<td>Orphanage Tuition 18-3 (Reg Ed)</td>
<td>$16,000.0</td>
<td>$16,000.0</td>
</tr>
<tr>
<td>Sp-Ed - Extraordinary Services</td>
<td>$256,836.2</td>
<td>$256,836.2</td>
</tr>
<tr>
<td>Sp-Ed - Orphanage Tuition 14-7.03</td>
<td>$92,000.0</td>
<td>$92,000.0</td>
</tr>
<tr>
<td>Sp-Ed - Personnel Reimbursement</td>
<td>$363,000.0</td>
<td>$363,000.0</td>
</tr>
<tr>
<td>Sp-Ed - Private Tuition</td>
<td>$89,082.0</td>
<td>$89,082.0</td>
</tr>
<tr>
<td>Sp-Ed - Summer School</td>
<td>$8,114.4</td>
<td>$8,114.4</td>
</tr>
<tr>
<td>Sp-Ed - Transportation</td>
<td>$317,100.0</td>
<td>$317,100.0</td>
</tr>
<tr>
<td>Transportation - Regular/Vocational</td>
<td>$261,630.0</td>
<td>$261,630.0</td>
</tr>
<tr>
<td>Standards - Assessment &amp; Accountability</td>
<td>$5,342.7</td>
<td>$3,342.7</td>
</tr>
<tr>
<td>Ensuring Quality Ed Personnel</td>
<td>$6,940.0</td>
<td>$6,940.0</td>
</tr>
<tr>
<td>Teacher Education &amp; National Board Cert.</td>
<td>$4,740.0</td>
<td>$4,740.0</td>
</tr>
<tr>
<td>Teach for America</td>
<td>$450.0</td>
<td>$450.0</td>
</tr>
<tr>
<td>Grow Your Own Teachers</td>
<td>$1,500.0</td>
<td>$1,500.0</td>
</tr>
<tr>
<td>Teachers Academy for Math &amp; Science</td>
<td>$250.0</td>
<td>$250.0</td>
</tr>
<tr>
<td>Reading Improvement Block Grant</td>
<td>$76,139.8</td>
<td>$76,139.8</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>$273,254.5</td>
<td>$273,254.5</td>
</tr>
<tr>
<td>Initiatives</td>
<td>Appropriation</td>
<td>YTD Expenditures</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Grants</td>
</tr>
<tr>
<td>Academic Difficulty</td>
<td>$124,403.7</td>
<td>$120,403.7</td>
</tr>
<tr>
<td>Alternative Learning/Regional Safe Schools</td>
<td>$18,035.5</td>
<td>$18,035.5</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>$66,552.0</td>
<td>$62,552.0</td>
</tr>
<tr>
<td>Bridge/Classroom/Extended Days Program</td>
<td>$22,238.1</td>
<td>$22,238.1</td>
</tr>
<tr>
<td>Truant Alternative Optional Education</td>
<td>$17,578.1</td>
<td>$17,578.1</td>
</tr>
<tr>
<td>Learning Technologies (Tech for Success)</td>
<td>$4,969.7</td>
<td>$4,969.7</td>
</tr>
<tr>
<td>School Infrastructure</td>
<td>$450.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>$44,573.2</td>
<td>$44,573.2</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>$2,381.2</td>
<td>$2,381.2</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>$38,062.1</td>
<td>$38,062.1</td>
</tr>
<tr>
<td>Jobs for Illinois Graduates</td>
<td>$4,000.0</td>
<td>$4,000.0</td>
</tr>
<tr>
<td>Regional Services</td>
<td>$13,720.0</td>
<td>$13,720.0</td>
</tr>
<tr>
<td>ISC - South Cook</td>
<td>$300.0</td>
<td>$300.0</td>
</tr>
<tr>
<td>ROE - Salaries</td>
<td>$8,150.0</td>
<td>$8,150.0</td>
</tr>
<tr>
<td>ROE - School Service</td>
<td>$5,270.0</td>
<td>$5,270.0</td>
</tr>
<tr>
<td>Administration</td>
<td>$30,932.1</td>
<td>$0.0</td>
</tr>
<tr>
<td>Targeted Initiatives</td>
<td>$43,346.2</td>
<td>$42,873.5</td>
</tr>
<tr>
<td>Blind &amp; Dyslexic</td>
<td>$168.8</td>
<td>$168.8</td>
</tr>
<tr>
<td>Community Residential Services Authority</td>
<td>$472.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>Illinois Economic Education</td>
<td>$250.0</td>
<td>$250.0</td>
</tr>
<tr>
<td>Materials Center for the Visually Impaired</td>
<td>$1,121.0</td>
<td>$1,121.0</td>
</tr>
<tr>
<td>Metro East Consortium for Child Advocacy</td>
<td>$217.1</td>
<td>$217.1</td>
</tr>
<tr>
<td>Minority Transition Program</td>
<td>$578.8</td>
<td>$578.8</td>
</tr>
<tr>
<td>Philip J. Rock Center &amp; School</td>
<td>$3,055.5</td>
<td>$3,055.5</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>$222.6</td>
<td>$222.6</td>
</tr>
<tr>
<td>Transportation Reimbursement to Parents</td>
<td>$14,454.7</td>
<td>$14,454.7</td>
</tr>
<tr>
<td>Advance Placement Classes</td>
<td>$1,500.0</td>
<td>$1,500.0</td>
</tr>
<tr>
<td>Aerospace Education Initiative - Chicago</td>
<td>$920.0</td>
<td>$920.0</td>
</tr>
<tr>
<td>After School Matters Mentoring/Support</td>
<td>$12,235.0</td>
<td>$12,235.0</td>
</tr>
<tr>
<td>Arts &amp; Foreign Language</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Initiatives</td>
<td>Appropriation</td>
<td>YTD Expenditures</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Grants</td>
</tr>
<tr>
<td>Community Organization Programs</td>
<td>$2,300.0</td>
<td>$2,300.0</td>
</tr>
<tr>
<td>Healthy Kids/Healthy Minds/Expanded Vision</td>
<td>$3,000.0</td>
<td>$3,000.0</td>
</tr>
<tr>
<td>School Transportation</td>
<td>$850.0</td>
<td>$850.0</td>
</tr>
<tr>
<td></td>
<td><strong>$7.5</strong></td>
<td><strong>$7.5</strong></td>
</tr>
<tr>
<td><strong>TOTAL GENERAL FUNDS</strong></td>
<td><strong>$6,093,893.9</strong></td>
<td><strong>$6,056,039.1</strong></td>
</tr>
<tr>
<td><strong>NON STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Infrastructure Fund</td>
<td><strong>$5,093.4</strong></td>
<td><strong>$5,000.0</strong></td>
</tr>
<tr>
<td>School Infrastructure (Debt Admin)</td>
<td>$93.4</td>
<td>$0.0</td>
</tr>
<tr>
<td>School Technology Revolving Loan</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
</tr>
<tr>
<td>Driver Education</td>
<td><strong>$15,813.8</strong></td>
<td><strong>$15,750.0</strong></td>
</tr>
<tr>
<td>Other Funds</td>
<td><strong>$20,558.7</strong></td>
<td><strong>$17,445.0</strong></td>
</tr>
<tr>
<td>Charter Schools Revolving Loan Fund</td>
<td>$20.0</td>
<td>$20.0</td>
</tr>
<tr>
<td>Emergency Financial Assistance Fund</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
</tr>
<tr>
<td>ISBE Special Purpose Trust Fund</td>
<td>$15,500.0</td>
<td>$15,500.0</td>
</tr>
<tr>
<td>ISBE Teacher Certificate Institute Fund</td>
<td>$125.0</td>
<td>$125.0</td>
</tr>
<tr>
<td>Teacher Certification Fee Revolving Fund</td>
<td>$3,113.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>Temporary Relocation Revolving Fund</td>
<td>$800.0</td>
<td>$800.0</td>
</tr>
<tr>
<td><strong>TOTAL NON STATE FUNDS</strong></td>
<td><strong>$800.0</strong></td>
<td><strong>$800.0</strong></td>
</tr>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Funds</td>
<td><strong>$2,153,125.2</strong></td>
<td><strong>$2,089,480.0</strong></td>
</tr>
<tr>
<td>Advanced Placement Fee Payment</td>
<td>$2,483.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>$51,131.2</td>
<td>$50,000.0</td>
</tr>
<tr>
<td>Career &amp; Technical Education - Technical Prep</td>
<td>$5,226.7</td>
<td>$5,000.0</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>$2,617.9</td>
<td>$2,500.0</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>$457,252.7</td>
<td>$450,000.0</td>
</tr>
<tr>
<td>Hurricane Education Recovery Act</td>
<td>$1,300.0</td>
<td>$1,300.0</td>
</tr>
<tr>
<td>Illinois Purchase Care Review Board</td>
<td>$205.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>Individuals with Disabilities Educ. Act, Pt. B</td>
<td>$561,538.6</td>
<td>$550,000.0</td>
</tr>
<tr>
<td>IDEA - Deaf Blind, Part C</td>
<td>$380.0</td>
<td>$380.0</td>
</tr>
<tr>
<td>IDEA - Improvement Plan</td>
<td>$2,788.7</td>
<td>$2,500.0</td>
</tr>
<tr>
<td>IDEA - Model Outreach</td>
<td>$400.0</td>
<td>$400.0</td>
</tr>
<tr>
<td>IDEA - Pre-School</td>
<td>$26,131.4</td>
<td>$25,000.0</td>
</tr>
<tr>
<td>Learn and Serve America</td>
<td>$2,527.5</td>
<td>$2,500.0</td>
</tr>
<tr>
<td>Initiatives</td>
<td>Total</td>
<td>Grants</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Math &amp; Science Partnerships</td>
<td>$9,357.9</td>
<td>$9,000.0</td>
</tr>
<tr>
<td>National Center for Education Statistics</td>
<td>$158.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>Refugee</td>
<td>$2,092.6</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>School Health Programs</td>
<td>$455.1</td>
<td>$0.0</td>
</tr>
<tr>
<td>School to Work</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
</tr>
<tr>
<td>Title I - Basic Programs</td>
<td>$583,408.1</td>
<td>$578,071.1</td>
</tr>
<tr>
<td>Title IV - 21st Century Schools</td>
<td>$44,375.0</td>
<td>$44,375.0</td>
</tr>
<tr>
<td>Title I - Comprehensive School Reform</td>
<td>$12,354.4</td>
<td>$12,000.0</td>
</tr>
<tr>
<td>Title I - Education of Migratory Children</td>
<td>$4,915.2</td>
<td>$4,809.3</td>
</tr>
<tr>
<td>Title I - Even Start Family Literacy Programs</td>
<td>$12,397.2</td>
<td>$12,078.9</td>
</tr>
<tr>
<td>Title I - Neglected and Delinquent</td>
<td>$3,035.9</td>
<td>$3,000.0</td>
</tr>
<tr>
<td>Title I - Reading First</td>
<td>$52,066.5</td>
<td>$50,000.0</td>
</tr>
<tr>
<td>Title I - School Improvement</td>
<td>$32,727.4</td>
<td>$32,040.7</td>
</tr>
<tr>
<td>Title II - Enhance Ed through Technology</td>
<td>$31,572.1</td>
<td>$30,000.0</td>
</tr>
<tr>
<td>Title II - Quality Teachers</td>
<td>$136,578.7</td>
<td>$135,000.0</td>
</tr>
<tr>
<td>Title III - English Language Acquisition</td>
<td>$40,791.5</td>
<td>$40,000.0</td>
</tr>
<tr>
<td>Title IV - 21st Century Schools</td>
<td>$1,183.5</td>
<td>$1,092.0</td>
</tr>
<tr>
<td>Title IV - Community Service Program</td>
<td>$500.0</td>
<td>$500.0</td>
</tr>
<tr>
<td>Title IV - Safe &amp; Drug Free Schools</td>
<td>$20,853.8</td>
<td>$20,000.0</td>
</tr>
<tr>
<td>Title V - Innovative Programs</td>
<td>$15,947.6</td>
<td>$15,000.0</td>
</tr>
<tr>
<td>Title VI - Rural &amp; Low Income Programs</td>
<td>$1,608.8</td>
<td>$1,500.0</td>
</tr>
<tr>
<td>Title VI - State Assessment</td>
<td>$22,246.4</td>
<td>$0.0</td>
</tr>
<tr>
<td>Title X - McKinney Homeless Assistance</td>
<td>$3,393.2</td>
<td>$3,250.0</td>
</tr>
<tr>
<td>Transition to Teaching</td>
<td>$773.5</td>
<td>$500.0</td>
</tr>
<tr>
<td>Troops to Teachers</td>
<td>$161.4</td>
<td>$0.0</td>
</tr>
<tr>
<td>Special Congressional Initiatives</td>
<td>$3,700.0</td>
<td>$3,650.0</td>
</tr>
<tr>
<td>Federal Indirect Appropriation</td>
<td>$1,487.4</td>
<td>$0.0</td>
</tr>
<tr>
<td><strong>TOTAL - ALL FUNDS:</strong></td>
<td><strong>$8,288,485.0</strong></td>
<td><strong>$8,183,714.1</strong></td>
</tr>
</tbody>
</table>
### Illinois State Board of Education
Printing and Video Expenditures - FY05 v. FY06 YTD

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual FY05</th>
<th>Through Feb FY06</th>
<th>Diff.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td>436,075</td>
<td>36,725</td>
<td>(399,350)</td>
<td></td>
</tr>
<tr>
<td>3 FTEs - Television Studio</td>
<td>212,753</td>
<td>-</td>
<td>(212,753)</td>
<td></td>
</tr>
<tr>
<td>3 FTEs - Print Shop</td>
<td>166,100</td>
<td>-</td>
<td>(166,100)</td>
<td></td>
</tr>
<tr>
<td>1 FTE - Copy Center</td>
<td>57,222</td>
<td>36,725</td>
<td>(20,497)</td>
<td></td>
</tr>
<tr>
<td>Lease Costs for Alzina Building space - Television Studio</td>
<td>100,965</td>
<td>100,965</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Lease Costs for Alzina Building space - Print Shop</td>
<td>85,815</td>
<td>85,815</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Copy Center Supplies (other than paper)</td>
<td>106,341</td>
<td>11,284</td>
<td>(95,057)</td>
<td></td>
</tr>
<tr>
<td>Commodities/Supplies - Print Shop</td>
<td>64,107</td>
<td>-</td>
<td>(64,107)</td>
<td></td>
</tr>
<tr>
<td>Repair/Maintenance Costs</td>
<td>22,008</td>
<td>173</td>
<td>(21,835)</td>
<td></td>
</tr>
<tr>
<td>Envelopes and Business Cards</td>
<td>19,530</td>
<td>14,882</td>
<td>(4,648) 851,000 envelopes in FY05; 530,500 envelopes in FY06</td>
<td></td>
</tr>
<tr>
<td>Printing Projects</td>
<td>14,545</td>
<td>54,660</td>
<td>40,115</td>
<td>See Notes 1 and 2</td>
</tr>
<tr>
<td>Contractual Services - Television Studio</td>
<td>9,392</td>
<td>-</td>
<td>(9,392)</td>
<td></td>
</tr>
<tr>
<td>Other Operations - Television Studio</td>
<td>2,150</td>
<td>-</td>
<td>(2,150)</td>
<td></td>
</tr>
<tr>
<td>Copy and Other Paper</td>
<td>3,325</td>
<td>47,960</td>
<td>44,635 652,500 sheets in FY05; 8,177,000 sheets in FY06</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$ 864,253</strong></td>
<td><strong>$ 352,463</strong></td>
<td><strong>$ (511,789)</strong></td>
<td></td>
</tr>
</tbody>
</table>

(1) Includes printing projects such as Mealtime Minutes and The Outlook for Child Nutrition section, Arts Education Week posters, and the Annual Report on Special Education.

(2) To date there have been $45,900 in projects printed outside the agency that were previously printed by the Print Shop.
<table>
<thead>
<tr>
<th>Description</th>
<th>Approp Amount</th>
<th>Expend Date</th>
<th>% Spent Date</th>
<th>Expenditures</th>
<th>Funded Amount</th>
<th>Expend Date</th>
<th>% Spent Date</th>
<th>Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services and Related</td>
<td>41,144.2</td>
<td>25,293.9</td>
<td>61.5%</td>
<td>3,236.5</td>
<td>8,183,714.1</td>
<td>4,358,871.2</td>
<td>53.3%</td>
<td>542,152.9</td>
<td>Salaries &amp; Benefits</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>58,660.1</td>
<td>21,513.7</td>
<td>36.7%</td>
<td>2,219.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees</td>
</tr>
<tr>
<td>Travel</td>
<td>2,064.9</td>
<td>711.8</td>
<td>34.5%</td>
<td>81.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff Travel</td>
</tr>
<tr>
<td>Commodities</td>
<td>449.2</td>
<td>137.0</td>
<td>30.5%</td>
<td>22.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supplies; Books</td>
</tr>
<tr>
<td>Printing</td>
<td>503.4</td>
<td>68.6</td>
<td>13.6%</td>
<td>7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agency Printing</td>
</tr>
<tr>
<td>Equipment</td>
<td>539.5</td>
<td>138.5</td>
<td>25.7%</td>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Computers; Printers; Furniture</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>947.8</td>
<td>224.7</td>
<td>23.7%</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Telecommunications Expenses</td>
</tr>
<tr>
<td>Auto Operations</td>
<td>11.8</td>
<td>9.3</td>
<td>78.6%</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Operation of Agency Autos</td>
</tr>
<tr>
<td>Temp. Relocation Revolving Fund</td>
<td>450.0</td>
<td>450.0</td>
<td>100.0%</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Interfund Cash Transfer</td>
</tr>
<tr>
<td>Grants</td>
<td>8,183,714.1</td>
<td>4,358,871.2</td>
<td>53.3%</td>
<td>542,152.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>See Detail Below</td>
</tr>
</tbody>
</table>

**Agency Contracts Breakdown:**

**State Superintendent**

- **Gail Lieberman**
  - Federal: 54.0, 29.8, 55.2%, 27.0
    - Coordinate NCLB and other initiatives

**Budgets**

- **Child Lures**
  - Federal: 113.0, 72.7, 64.3%, 0.0
    - Provide child lure kits to 3,200 schools in IL. Comprehensive program about common lures used by child predator.

**Administrative Services**

- **Exclusive Construction**
  - GRF: 12.6, 12.6, 100.0%, 12.6
    - Construction work in the Thompson Building in Chicago
  - Federal: 54.6, 51.7, 94.7%, 51.7

- **Prime Electrical Co**
  - GRF: 27.8, 14.5, 52.2%, 14.5
    - Electrical work in the Thompson building in Chicago
  - Federal: 23.6, 14.5, 61.4%, 14.5

**General Counsel/Legal**

- **47 - Impartial Hearing Officers**
  - GRF: 215.3, 75.8, 35.2%, 11.6
    - Teacher Dismissal Hearing Officers
  - Franczek, Sullivan PC

3/7/2006
<table>
<thead>
<tr>
<th>Description</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>February Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>for the ongoing implementation and monitoring of the Corey H. consent decree</td>
<td>120.0</td>
<td>70.4</td>
<td>58.7%</td>
<td>12.3</td>
<td>Development of Statewide Student Information System</td>
</tr>
<tr>
<td>Development of Statewide Student Information System</td>
<td>830.0</td>
<td>85.0</td>
<td>10.2%</td>
<td>85.0</td>
<td>Data analysis and reporting for Supplemental Education Services</td>
</tr>
<tr>
<td>Data analysis and reporting for Supplemental Education Services</td>
<td>79.9</td>
<td>65.3</td>
<td>81.7%</td>
<td>20.1</td>
<td>Programmer for CERTS System</td>
</tr>
<tr>
<td>Programmer for CERTS System</td>
<td>114.8</td>
<td>37.5</td>
<td>32.7%</td>
<td>6.2</td>
<td>Two programmers for CNS System</td>
</tr>
<tr>
<td>Two programmers for CNS System</td>
<td>149.1</td>
<td>5.2</td>
<td>3.5%</td>
<td>5.2</td>
<td>A &quot;live data&quot; website for an Illinois Interactive Report Card</td>
</tr>
<tr>
<td>A &quot;live data&quot; website for an Illinois Interactive Report Card</td>
<td>192.0</td>
<td>80.1</td>
<td>41.7%</td>
<td>34.7</td>
<td>HIV Prevention Education</td>
</tr>
<tr>
<td>HIV Prevention Education</td>
<td>85.0</td>
<td>17.2</td>
<td>20.2%</td>
<td>0.0</td>
<td>Evaluation of Illinois Reading First</td>
</tr>
<tr>
<td>Evaluation of Illinois Reading First</td>
<td>50.3</td>
<td>50.3</td>
<td>100.0%</td>
<td>0.0</td>
<td>Evaluation of a four-year study of resources and district efforts for the IL Learning Standards</td>
</tr>
<tr>
<td>Evaluation of a four-year study of resources and district efforts for the IL Learning Standards</td>
<td>200.0</td>
<td>71.2</td>
<td>35.6%</td>
<td>0.0</td>
<td>Continue an extensive evaluation of Illinois Reading First</td>
</tr>
<tr>
<td>Continue an extensive evaluation of Illinois Reading First</td>
<td>103.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Modify the PBS Capstones Portfolio Tool to align the IL Content Area Standards for Technology for All Teachers</td>
</tr>
<tr>
<td>Modify the PBS Capstones Portfolio Tool to align the IL Content Area Standards for Technology for All Teachers</td>
<td>75.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Development of a &quot;live data&quot; website for an Illinois Interactive Report Card</td>
</tr>
<tr>
<td>Development of a &quot;live data&quot; website for an Illinois Interactive Report Card</td>
<td>371.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Assistant for Reading First Program</td>
</tr>
<tr>
<td>Assistant for Reading First Program</td>
<td>400.0</td>
<td>94.1</td>
<td>23.5%</td>
<td>20.3</td>
<td>Support &amp; technical assistance to the Migrant Education Program</td>
</tr>
<tr>
<td>Support &amp; technical assistance to the Migrant Education Program</td>
<td>598.1</td>
<td>262.4</td>
<td>43.9%</td>
<td>42.0</td>
<td>Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code</td>
</tr>
<tr>
<td>Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code</td>
<td>95.0</td>
<td>30.1</td>
<td>31.7%</td>
<td>1.3</td>
<td>ISBE’s Illinois Continuous Improvement Plan per Grant Specs</td>
</tr>
<tr>
<td>ISBE’s Illinois Continuous Improvement Plan per Grant Specs</td>
<td>280.0</td>
<td>230.0</td>
<td>82.1%</td>
<td>75.0</td>
<td>Customize the Special Ed Data Systems and add critical indicators for the mediation process</td>
</tr>
<tr>
<td>Customize the Special Ed Data Systems and add critical indicators for the mediation process</td>
<td>394.6</td>
<td>38.7</td>
<td>9.8%</td>
<td>0.0</td>
<td>Evaluation of activities completed to grantees per the guidelines in the State Improvement Grant</td>
</tr>
<tr>
<td>Evaluation of activities completed to grantees per the guidelines in the State Improvement Grant</td>
<td>55.4</td>
<td>11.8</td>
<td>21.3%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Funded Amount</td>
<td>Expended Amount</td>
<td>% Spent</td>
<td>February Expenditures</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>HOEN Consultants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>63.4</td>
<td>21.3</td>
<td>33.6%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Grants &amp; Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>121.7</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Student Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metri Tech, Inc.</td>
<td>110.8</td>
<td>64.6</td>
<td>58.3%</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td>McGraw Hill, LLC</td>
<td>93.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Measurement Incorporated</td>
<td>213.4</td>
<td>124.5</td>
<td>58.3%</td>
<td>17.8</td>
<td></td>
</tr>
<tr>
<td>Harcourt Assessment, Inc.</td>
<td>4,577.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>NCS Pearson, Inc.</td>
<td>185.0</td>
<td>185.0</td>
<td>100.0%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Measured Progress, Inc.</td>
<td>2,185.3</td>
<td>1,250.0</td>
<td>57.2%</td>
<td>178.6</td>
<td></td>
</tr>
<tr>
<td>Metri Tech, Inc.</td>
<td>127.7</td>
<td>74.5</td>
<td>58.3%</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>Metri Tech, Inc.</td>
<td>89.4</td>
<td>52.2</td>
<td>58.4%</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>NCS Pearson, Inc.</td>
<td>610.4</td>
<td>305.2</td>
<td>50.0%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>NCS Pearson, Inc.</td>
<td>156.3</td>
<td>130.3</td>
<td>83.4%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Wisconsin, Illinois, Delaware, Arkansas</td>
<td>4,000.0</td>
<td>2,770.4</td>
<td>69.3%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>141.1</td>
<td>34.8</td>
<td>24.7%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Chicago State University</td>
<td>178.9</td>
<td>8.8</td>
<td>4.9%</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>Target Area Development Corp</td>
<td>496.8</td>
<td>137.7</td>
<td>27.7%</td>
<td>57.7</td>
<td></td>
</tr>
<tr>
<td><strong>Fiscal &amp; Administrative Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xerox Corporation</td>
<td>80.0</td>
<td>40.6</td>
<td>50.8%</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Alzina Lease-Spfd</td>
<td>1,524.9</td>
<td>1,524.9</td>
<td>100.0%</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Hearing Officer Training

Comprehensive external evaluation of the 21st Century Program

Develop, administer, retrieve, analyze, and score the Consumer Ed Proficiency Test

Component 12 - MY017412 Develop IL K-2 Achievement Test System

Component 9 - MY99749 Scoring of bilingual students' writing essays

Enhanced Statewide Student Assessment System

Printing all test materials, monitoring the administration and scoring the results of IMAGE

Component 7 - MY99747 Assessment data collection/reporting, training, and conducting on-going evaluations

Component 10 - MY997410 Technical and statistical services such as equating, item analysis and technical reports

Component 8 - MY99748 Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8

Component 1 - MY99536 Printing, testing and scoring of PSAE tests for all students in Grade 11

Component 4 - MY99744 New requirements for the ACCESS Test (Bilingual Assessment)

Expand current Teacher IL Website for one-stop-shop for teachers, administrators, etc. Grow Your Own Initiative - prepare highly skilled teachers in hard-to-staff school districts

Grow Your Own Initiative

Copy paper maintenance/repairs

Rent - Springfield

3/7/2006
<table>
<thead>
<tr>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>February Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other State</td>
<td>70.0</td>
<td>70.0</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Federal</td>
<td>945.7</td>
<td>945.7</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Nutrition Programs**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Date</th>
<th>% Spent</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convert, maintain and enhance the USDA Commodity Distribution System; conversion from current computer program to a program that ISBE can support Evaluation and reviews for SMI (School Meals Initiative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Federal</strong></td>
<td>380.9</td>
<td>182.3</td>
<td>47.9%</td>
<td>64.6</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>220.0</td>
<td>63.9</td>
<td>29.0%</td>
<td>45.2</td>
</tr>
<tr>
<td>Conley Workman Associates</td>
<td>75.0</td>
<td>37.6</td>
<td>50.1%</td>
<td>9.3</td>
</tr>
</tbody>
</table>

**External Assurance**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Date</th>
<th>% Spent</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal</strong></td>
<td>139.8</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Grants Breakdown:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Date</th>
<th>% Spent</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td>3,927,439.4</td>
<td>2,304,760.6</td>
<td>58.7%</td>
<td>322,166.3</td>
</tr>
<tr>
<td>Title I - Low Income</td>
<td>642,000.0</td>
<td>198,360.1</td>
<td>30.9%</td>
<td>42,391.1</td>
</tr>
<tr>
<td>IDEA</td>
<td>550,000.0</td>
<td>253,007.2</td>
<td>46.0%</td>
<td>43,736.2</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>450,000.0</td>
<td>244,074.2</td>
<td>54.2%</td>
<td>47,475.7</td>
</tr>
<tr>
<td>Spec Ed Personnel</td>
<td>363,000.0</td>
<td>214,122.3</td>
<td>59.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Transportation Spec Ed</td>
<td>317,100.0</td>
<td>106,021.2</td>
<td>33.4%</td>
<td>9.3</td>
</tr>
<tr>
<td>Early Childhood Block</td>
<td>273,254.5</td>
<td>168,204.8</td>
<td>61.6%</td>
<td>16,231.8</td>
</tr>
<tr>
<td>Transportation Reg/Voc</td>
<td>261,630.0</td>
<td>135,911.4</td>
<td>51.9%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spec Ed Extraordinary</td>
<td>256,836.2</td>
<td>152,825.0</td>
<td>59.5%</td>
<td>31,554.6</td>
</tr>
<tr>
<td>Title II - Quality Teachers</td>
<td>135,000.0</td>
<td>47,588.4</td>
<td>35.3%</td>
<td>5,339.5</td>
</tr>
<tr>
<td>Spec Ed Orphanage</td>
<td>92,000.0</td>
<td>47,958.0</td>
<td>52.1%</td>
<td>0.0</td>
</tr>
<tr>
<td>Spec Ed Private Facility Tuition</td>
<td>89,082.0</td>
<td>66,998.4</td>
<td>74.2%</td>
<td>0.0</td>
</tr>
<tr>
<td>Reading Imp. Block Grant</td>
<td>76,193.8</td>
<td>48,910.7</td>
<td>63.9%</td>
<td>1,742.5</td>
</tr>
<tr>
<td>ADA Sch. Safety and Ed. Bl.</td>
<td>64,841.0</td>
<td>32,420.5</td>
<td>50.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Title I - Reading First</td>
<td>50,000.0</td>
<td>4,057.0</td>
<td>8.1%</td>
<td>853.6</td>
</tr>
<tr>
<td>Voc Ed - Federal</td>
<td>50,000.0</td>
<td>31,741.6</td>
<td>63.5%</td>
<td>6,789.2</td>
</tr>
<tr>
<td>Voc Ed - 21st Century</td>
<td>45,000.0</td>
<td>23,527.9</td>
<td>52.3%</td>
<td>0.8</td>
</tr>
<tr>
<td>Title III - English Language Acq</td>
<td>40,000.0</td>
<td>11,559.5</td>
<td>28.9%</td>
<td>1,786.9</td>
</tr>
<tr>
<td>Vocational Education - State</td>
<td>38,062.1</td>
<td>29,180.6</td>
<td>76.7%</td>
<td>3,360.7</td>
</tr>
<tr>
<td>Bilingual Education - Chicago</td>
<td>34,896.6</td>
<td>34,896.6</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Technology Literacy</td>
<td>30,000.0</td>
<td>4,697.9</td>
<td>15.7%</td>
<td>1,171.8</td>
</tr>
<tr>
<td>Textbook Program</td>
<td>29,126.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Bilingual Education - Downstate</td>
<td>27,655.4</td>
<td>13,012.8</td>
<td>47.1%</td>
<td>5,667.0</td>
</tr>
<tr>
<td>Preschool - Spec Ed</td>
<td>25,000.0</td>
<td>10,046.5</td>
<td>40.2%</td>
<td>1,573.1</td>
</tr>
<tr>
<td>Summer Bridges</td>
<td>22,231.5</td>
<td>20,778.0</td>
<td>93.4%</td>
<td>645.2</td>
</tr>
<tr>
<td>State Free Lunch and Breakfast</td>
<td>21,000.0</td>
<td>16,326.2</td>
<td>77.7%</td>
<td>1,243.7</td>
</tr>
<tr>
<td>Title IV - Safe and Drug Free</td>
<td>20,000.0</td>
<td>5,448.9</td>
<td>27.2%</td>
<td>91.9</td>
</tr>
<tr>
<td>Alternative Ed/Reg Safe Schools</td>
<td>18,035.5</td>
<td>13,315.4</td>
<td>73.8%</td>
<td>1,720.3</td>
</tr>
<tr>
<td>Truant/Dropout/Optional Education</td>
<td>17,578.1</td>
<td>14,155.4</td>
<td>80.5%</td>
<td>1,241.1</td>
</tr>
<tr>
<td>Orphanage Tuition</td>
<td>16,000.0</td>
<td>5,807.5</td>
<td>36.3%</td>
<td>0.0</td>
</tr>
<tr>
<td>Driver Education</td>
<td>15,750.0</td>
<td>7,874.0</td>
<td>50.0%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

3/7/2006
<table>
<thead>
<tr>
<th>Description</th>
<th>Funded Amount</th>
<th>Expended Amount</th>
<th>% Spent Year to Date</th>
<th>February Expenditures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Purpose Trust Fund</td>
<td>15,500.0</td>
<td>8,327.6</td>
<td>53.7%</td>
<td>1,445.3</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Title V - Innovative Programs</td>
<td>15,000.0</td>
<td>4,414.2</td>
<td>29.4%</td>
<td>575.6</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Parent/Guardian Transportation</td>
<td>14,454.7</td>
<td>14,338.9</td>
<td>99.2%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>After School Matters Mentoring</td>
<td>12,235.0</td>
<td>8,852.2</td>
<td>72.4%</td>
<td>111.1</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Transition Assistance</td>
<td>11,800.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Title II Math/Science Partnerships</td>
<td>9,000.0</td>
<td>1,440.1</td>
<td>16.0%</td>
<td>221.4</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>ROE Salaries</td>
<td>8,150.0</td>
<td>5,272.8</td>
<td>64.7%</td>
<td>643.4</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Spec Ed Summer School</td>
<td>8,114.4</td>
<td>8,114.4</td>
<td>100.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Reorganization Incentive</td>
<td>7,700.0</td>
<td>4,643.0</td>
<td>60.1%</td>
<td>301.5</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>ROE School Services</td>
<td>5,000.0</td>
<td>2,834.8</td>
<td>56.7%</td>
<td>71.7</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>School Tech. Rev. Loan</td>
<td>5,000.0</td>
<td>3,827.5</td>
<td>76.6%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Technology for Success</td>
<td>4,969.7</td>
<td>3,755.8</td>
<td>75.6%</td>
<td>210.8</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>IL Teacher of the Year</td>
<td>4,740.0</td>
<td>675.0</td>
<td>14.1%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Jobs for IL Graduates</td>
<td>4,000.0</td>
<td>2,032.6</td>
<td>50.8%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Spec. Congressional Initiatives</td>
<td>3,650.0</td>
<td>589.0</td>
<td>16.1%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>State Charter Schools</td>
<td>3,421.5</td>
<td>1,202.0</td>
<td>35.1%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Standards Assessment &amp; Acct</td>
<td>3,342.7</td>
<td>2,196.2</td>
<td>65.7%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>McKinney Homeless Ed</td>
<td>3,250.0</td>
<td>1,750.1</td>
<td>53.8%</td>
<td>345.8</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Philip Rock Center</td>
<td>3,055.5</td>
<td>1,691.0</td>
<td>55.3%</td>
<td>12.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Healthy Kids/Minds/Exp Vision</td>
<td>3,000.0</td>
<td>2,000.0</td>
<td>66.7%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Learn &amp; Serve America</td>
<td>2,500.0</td>
<td>125.4</td>
<td>5.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Charter Schools - Federal</td>
<td>2,500.0</td>
<td>54.3</td>
<td>2.2%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>IDEA Part D</td>
<td>2,500.0</td>
<td>43.5</td>
<td>1.7%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>2,381.2</td>
<td>2,211.0</td>
<td>92.9%</td>
<td>169.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Community Org Not for profit</td>
<td>2,300.0</td>
<td>809.8</td>
<td>35.2%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Arts Education</td>
<td>2,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Refugee Children</td>
<td>2,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Advanced Placement Fee</td>
<td>2,000.0</td>
<td>281.5</td>
<td>14.1%</td>
<td>154.1</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Advanced Place Classes/State</td>
<td>1,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Grow Your Own Teachers</td>
<td>1,500.0</td>
<td>146.4</td>
<td>9.8%</td>
<td>66.4</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Title VI-Flex. &amp; Acct Rural Education</td>
<td>1,500.0</td>
<td>338.8</td>
<td>0.0%</td>
<td>129.6</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Hurricane Education Relief Act</td>
<td>1,300.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Mat'l's for the Visually Impaired</td>
<td>1,121.0</td>
<td>938.0</td>
<td>83.7%</td>
<td>117.4</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Emergency Financial Assistance</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>School to Work - Federal</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Aerospace Ed Initiative</td>
<td>920.0</td>
<td>809.1</td>
<td>87.9%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>School Transportation</td>
<td>850.0</td>
<td>715.0</td>
<td>84.1%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Temporary Relocation</td>
<td>800.0</td>
<td>413.9</td>
<td>51.7%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Illinois Breakfast Incentive</td>
<td>723.5</td>
<td>377.5</td>
<td>52.2%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Minority Transition</td>
<td>578.8</td>
<td>299.3</td>
<td>51.7%</td>
<td>108.5</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Transition to Teaching</td>
<td>500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Teach America</td>
<td>450.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>IDEA Model Outreach</td>
<td>400.0</td>
<td>106.6</td>
<td>26.7%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Deaf/Blind</td>
<td>380.0</td>
<td>133.8</td>
<td>35.2%</td>
<td>31.8</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>South Cook ISC - Supplemental</td>
<td>300.0</td>
<td>193.1</td>
<td>64.4%</td>
<td>34.2</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>Chicago Teachers Academy</td>
<td>250.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
<tr>
<td>IL Economic Education</td>
<td>250.0</td>
<td>250.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>3/7/2006</td>
</tr>
</tbody>
</table>

Grants
Formula
Formula based on appropriation level divided by eligible students
Grants
Grants
Grants - Start-up funds
Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Competitive grants to school districts
Targeted Initiative
Grants
Grants
Grants - Serves disadvantage students from selected Chicago HS and elem. schools
Grants to aid school districts with Katrina & Rita hurricane victims attending school in Illinois
Targeted Initiative - Springfield School Dist. 186
Grants and loans to school districts
Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam
Grants
Grants
Grants
Grants to Illinois Resource Center
Competitive
Grant to Philip J. Rock Center
Grant to South Cook ISC
Grant to IL Council on Economic Education
<table>
<thead>
<tr>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>February Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Equivalent Grants</td>
<td>222.6</td>
<td>222.6</td>
<td>100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Metro East Consortium</td>
<td>217.1</td>
<td>108.6</td>
<td>50.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Recording - Blind and Dyslexic</td>
<td>168.8</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>IL Gov't Internship</td>
<td>129.9</td>
<td>77.5</td>
<td>59.7%</td>
<td>0.0</td>
</tr>
<tr>
<td>Teach Institutes/workshops</td>
<td>125.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Charter Schools-Rev Loan Fund</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Textbook Loan - Reappropriation</td>
<td>7.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Division</td>
<td>Mgmt.</td>
<td>Prof. Support</td>
<td>GRF</td>
<td>Non-GRF</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td><strong>SUPERINTENDENT'S OFFICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Superintendent</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Board Services</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Advisory</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>General Counsel &amp; Legal</td>
<td>2</td>
<td>9</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td><strong>HUMAN RESOURCES &amp; PROFESSIONAL DEVELOPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources &amp; Prof Development</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td><strong>PUBLIC INFORMATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Information</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td><strong>OPERATIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Governmental Relations</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Internal Audit</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ROE Services - Chicago</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Admin.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Special Education Services - Spfld.</td>
<td>2</td>
<td>18</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Special Education Services - Chgo.</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>5</td>
<td>38</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>TEACHING AND LEARNING SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Admin.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Data Analysis &amp; Progress Reporting</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Career Development &amp; Preparation</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English Language Learning</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Accountability</td>
<td>1</td>
<td>17</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Federal Grants and Programs</td>
<td>1</td>
<td>17</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Certification</td>
<td>2</td>
<td>17</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>11</td>
<td>109</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>Service</td>
<td>Mgmt.</td>
<td>Prof. Support</td>
<td>GRF</td>
<td>Non-GRF</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Fiscal/School Administration</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Budget &amp; Financial Management</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Data Systems</td>
<td>3</td>
<td>32</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Technology Support</td>
<td>1</td>
<td>16</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>1</td>
<td>13</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Funding and Disbursements</td>
<td>2</td>
<td>19</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Nutrition Programs</td>
<td>2</td>
<td>35</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>School Business &amp; Support Services</td>
<td>1</td>
<td>11</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>External Assurance</td>
<td>2</td>
<td>24</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>15</td>
<td>162</td>
<td>131</td>
<td>92</td>
</tr>
</tbody>
</table>

**GRAND TOTAL, ALL CENTERS**

<table>
<thead>
<tr>
<th></th>
<th>40</th>
<th>337</th>
<th>109</th>
<th>244</th>
<th>242</th>
<th>486</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8%</td>
<td>69%</td>
<td>22%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Includes one Leave of Absence
ILLINOIS STATE BOARD OF EDUCATION
HEADCOUNT AS OF FEBRUARY 2006

Dec-04  492  495  494  493  499  496  494  486
Jan-05  479
Feb-05  485
Mar-05  495
Apr-05  494
May-05  487
Jun-05  485
Jul-05  489
Aug-05  493
Sep-05  499
Oct-05  499
Nov-05  496
Dec-05  494
Jan-06  485
Feb-06  499

3/7/2006
### Personnel Transactions

#### Transaction Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin Year</td>
<td>787</td>
<td>739</td>
<td>650</td>
<td>522</td>
<td>471</td>
<td>487</td>
</tr>
<tr>
<td>Hire Externally</td>
<td>27</td>
<td>5</td>
<td>29</td>
<td>20</td>
<td>77</td>
<td>26</td>
</tr>
<tr>
<td>Recall</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>19</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Retire</td>
<td>-35</td>
<td>-37</td>
<td>-128</td>
<td>-34</td>
<td>-30</td>
<td>-14</td>
</tr>
<tr>
<td>Resign</td>
<td>-35</td>
<td>-21</td>
<td>-13</td>
<td>-24</td>
<td>-31</td>
<td>-12</td>
</tr>
<tr>
<td>Discharge</td>
<td>-2</td>
<td>-9</td>
<td>-2</td>
<td>-2</td>
<td>-4</td>
<td>-5</td>
</tr>
<tr>
<td>Layoff</td>
<td>0</td>
<td>-25</td>
<td>-22</td>
<td>-30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Death</td>
<td>-3</td>
<td>-2</td>
<td>-3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>End Year</td>
<td>739</td>
<td>650</td>
<td>522</td>
<td>471</td>
<td>487</td>
<td>486</td>
</tr>
</tbody>
</table>

* Through February