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, SEPTEMBER 20, 2006

10:30 a.m. Governmental Relations Committee of the Whole
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 1

11:45 a.m. Lunch Break

12:45 p.m. Education Policy Planning Committee
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 1

*2:00 p.m. Finance & Audit Committee
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 1

*2:00 p.m. Board Operations Committee
Conference Room A, 14th Floor, James R. Thompson Center
1-888-867-5802 (listen only); Confirmation # 1 5 7 2 0 6 4 7

*3:00 p.m. Ad Hoc Rules Committee of the Whole
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 1

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

THURSDAY, SEPTEMBER 21, 2006

8:30 a.m. Ad Hoc Strategic Plan Committee of the Whole
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 5

9:30 a.m. ISBE Plenary Session
9-040 James R. Thompson Center
1-866-297-6391 (listen only); Confirmation # 1 5 7 2 0 6 4 5

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.

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.
Plenary Business Meeting

A. Roll Call/Pledge of Allegiance

B. Resolutions & Recognition
   1. Walter Warfield Resolution (p. 3)
   2. Ronald Everett Resolution (p. 4)
   3. Clay Marquardt Resolution (p. 5)

C. Public Participation

D. 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 232 (Summer Bridges Program) (p. 6-16)
      b. New Part 270 (Advanced Placement) (p. 17-24)

   *2 Rules for Adoption
      a. Amendments to Part 1 - Public Schools Evaluation, Recognition and Supervision (pp. 25-33)
         (AMAOs for Bilingual Programs)
      b. New Part 65 (New Teacher Induction and Mentoring) (pp. 34-43)
      c. Amendments to Part 228 (Transitional Bilingual Education) (pp. 44-91)
      d. New Part 265 (Grants for Arts Education and Foreign Language Education) (pp. 92-108)
      e. New Part 365 (Technology Immersion Pilot Project) (pp. 109-116)

   *3. Approval of Minutes
      a. June 22, 2006 (pp. 117-132)
      b. July 6, 2006 (pp. 133-135)
      c. August 10, 2006 (pp. 136-142)

   *4. Approval of Teacher Certification Board Appointment (pp. 143-144)

   5. Approval of Fall Mandate Waiver Report (pp. 145-217)

   6. Approval of Alzina Building Lease (pp. -218-219)

   7. ACT Contract Amendment (pp. 229-221)

   8. NASBE Public Policy Statement (pp. see insert)

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

F. Information Items
   1. Monthly Informational Reports
      a. Monthly Status Report on Rulemaking (pp. 222-228)
      b. Annual Report on Status of Agency Rulemaking (pp. 229-236)
      c. SBE Fiscal & Administrative Monthly Reports (pp. 237-257)

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.
RESOLUTION

RECOGNIZING WALTER WARFIELD

Whereas, WALTER WARFIELD has touched the lives of many people during his career, through a wide range of positions including teacher, district superintendent and Executive Director of the Illinois Association of School Administrators, and will continue to do so upon his retirement as he has taken a position at the University of Illinois – Springfield which will allow him to share his expertise with future school leaders; and

Whereas, WALT has demonstrated unwavering commitment to educational institutions in Illinois through his roles as a member of the Illinois Virtual High School Steering Committee, a member of the Illinois State Board of Education's School Plan Reviews and Inspections Task Force, president of the Horace Mann League, and president of the Association of State Executives; and

Whereas, WALT has attained national recognition for his work in the field of education as evidenced by being one of only 17 recipients in the last 36 years to receive the Illinois Association of School Business Officials’ Distinguished Service Award; and

Whereas, WALT has served as Executive Director of the Illinois Association of School Administrators since 1992, and was successful in creating the Illinois Statewide School Management Alliance and the Illinois Energy Consortium; and

Whereas, during this time WALT has earned a reputation for establishing strong relationships with various individuals and agencies, particularly with the Illinois Association of School Administrators, for the benefit of education in Illinois.

Therefore, be it Resolved by the Illinois State Board of Education that WALTER WARFIELD is hereby recognized on this, the 21st day of September, 2006, for his outstanding contributions and dedication to education in the State of Illinois.

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

Vinni M. Hall, Secretary

___________________________ ____________________________
Andrea S. Brown, Member                              Dean E. Clark, Member

___________________________ ____________________________
David L. Fields, Member                              Edward J. Geppert, Jr., Member

___________________________ ____________________________
Brenda J. Holmes, Member                              Joyce E. Karon, Member
RESOLUTION

RECOGNIZING RONALD EVERETT

Whereas, RONALD EVERETT has dedicated his career to the field of education, serving for 17 years as a classroom teacher, assistant superintendent, and superintendent, and as Executive Director of the Illinois Association of School Business Officials since 1982; and

Whereas, RON has achieved acclaim through receipt of Van Miller Distinguished Scholar Practitioner Award from the University of Illinois and the Illinois Association of School Administrators, the Association of School Business Officials’ Eagle Award for Outstanding Service to the Profession, the Illinois Association of School Administrators’ Exemplary Service to Education Award, and the Illinois Association of School Business Officials’ Distinguished Service Award, an honor bestowed on only 16 other individuals in the past 36 years; and

Whereas, RON has shown commitment to education outside of the traditional roles of his job by sharing his expertise at events such as the annual lecture series at Lincolnshire-Humberside University in Lincoln, England where he was a Distinguished Visiting Scholar and at South Africa Independent School Bursars Association Annual Conference in Port Elizabeth, South Africa where he was a keynote speaker; and

Whereas, RON has expressed his knowledge in a form that can be shared with school leaders for years to come by publishing the books *A Guide to School Finance* and *Financial and Managerial Accounting for School Administrators*; and

Whereas, RON is a Professor Emeritus of Education Administration and School Business Management and was recognized by Northern Illinois University for 22 years of Outstanding Service in the area of Leadership in Education and Sport Organizations.

Therefore, be it Resolved by the Illinois State Board of Education that RONALD EVERETT is hereby recognized on this, the 21st day of September, 2006, for his outstanding contributions and dedication to education in the State of Illinois.

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

___________________________
Vinni M. Hall, Secretary

___________________________  __________________________
Andrea S. Brown, Member          Dean E. Clark, Member

___________________________
David L. Fields, Member

___________________________
Brenda J. Holmes, Member

___________________________
Edward J. Geppert, Jr., Member

___________________________
Joyce E. Karon, Member
RESOLUTION

RECOGNIZING CLAYTON MARQUARDT

Whereas, CLAYTON MARQUARDT has dedicated his career to supporting education in the state of Illinois, serving relentlessly since 1971 in a variety of capacities at the Illinois Education Association, including UniServ Director, Director of Member Services, Associate Executive Director and Executive Director; and

Whereas, CLAY has been the Executive Directory of the Illinois Education Association since 1993 during which time he earned a reputation for developing the most innovative member support systems, causing membership to grow at an unprecedented rate, and he created the agency’s first multi-year strategic planning initiative; and

Whereas, CLAY has shared his vast knowledge outside of the traditional roles of his job by serving as a trustee for the Great Lakes Center for Educational Research and Practice, a member of the Steering Committee of the Illinois Campaign for Political Reform, a board member of the Illinois Professional Learners Partnership, a keynote speaker on various occasions and a supporter of the P-16 initiative; and

Whereas, CLAY has been a valuable partner of the Illinois State Board of Education throughout his career as he has served on committees such as the Standard Examination Advisory Committee and helped with various initiatives and programs.

Therefore, be it Resolved by the Illinois State Board of Education that CLAYTON MARQUARDT is hereby recognized on this, the 21st day of September, 2006, for his outstanding contributions and dedication to education in the State of Illinois.

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

___________________________ ____________________________
Vinni M. Hall, Secretary

___________________________ ____________________________
Andrea S. Brown, Member Dean E. Clark, Member

___________________________ ____________________________
David L. Fields, Member Edward J. Geppert, Jr., Member

___________________________ ____________________________
Brenda J. Holmes, Member Joyce E. Karon, Member
TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Rules for Initial Review – New Part 232 (Summer Bridges Program)

Materials: Recommended Rules

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

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 congruent with Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item

The Board will be asked to authorize the solicitation of public comment on proposed new Part 232.

Background Information

Summer Bridges (recently referred to also as “Extended Learning Opportunities”) is a long-standing program funded with state dollars to improve the achievement of students through Grade 6 who have been recommended for retention in grade, have not met the state standards in reading, or are otherwise considered to be in need of a remedial program to help them succeed. The program is conducted during the summer, and each participating district must offer a 90-hour instructional sequence based upon a uniform curriculum design. Staff development also makes up an important aspect of the program and is required for all professional and paraprofessional staff members who are employed in it.

There is no actual substantive legislation establishing this program, although it is mentioned in passing in two places in the School Code, one of which (Section 1D-1) directs a set percentage of each year’s appropriation to the Chicago Public Schools as part of that district’s general education block grant. The other provision (Section 10-20.9a) mentions a Summer Bridge program as one option that districts may use when they are required to provide a remedial summer program.
The provisions of Sections 232.20 and 232.30 of the proposed rules reflect current practice in terms of choosing the districts that will be eligible for funding and the application procedure they are required to follow. Once the total number of students to be served becomes evident, available funding is distributed on a per-pupil basis. Thus the program is not competitive in the usual sense, in that eligible proposals are not ranked in comparison to one another.

However, because the agency’s discretion comes into play in determining which districts will receive the funding and what the requirements are for participation, rules are needed to provide a firm foundation for these policies. We expect all these provisions to be familiar to the affected districts. In particular, the program specifications stated in Section 232.50 and the expenditure-related requirements of Section 232.60 reflect the way the program has been operating.

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

Policy Implications: Please see above.
Budget Implications: The FY 2007 appropriation for this program exceeds $22 million.
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:

Summer Bridges Program (23 Illinois Administrative Code 232),

including publication of the proposed rules 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 the agency’s website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
Section 232.10  Purpose and Applicability

This Part establishes the eligibility criteria, application procedure, programmatic requirements, and method for allocation of funding for the “summer bridge program” referred to in Section 10-20.9a of the School Code [105 ILCS 5/10-20.9a]. The provisions of this Part shall not apply to a school district that receives funding for Summer Bridges as part of its general education block grant pursuant to Section 1D-1 of the School Code [105 ILCS 5/1D-1].

Section 232.20  Eligible Applicants

a) Eligible applicants shall be school districts that include one or more schools serving students in pre-kindergarten, kindergarten, or any of Grades 1 through 6
in which 50 percent or more of the students participating in the State assessment under Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] have achieved scores indicating that they do not meet State standards in reading. 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)], area vocational centers, and charter schools shall be eligible under this Part on the same basis as school districts (see 105 ILCS 5/2-3.109a, 2-3.109b, and 27A-11.5, respectively. For purposes of this Part, the term “district” shall be understood to include all these eligible entities).

b) The State Superintendent shall annually identify the eligible districts based upon State assessment scores attained by students in the previous school year. As a prerequisite to participation in the program, eligible districts shall be required to submit letters of intent in accordance with the timeframe established by the State Superintendent, in order to permit calculation of the approximate per-pupil allocation that will be available.

Section 232.30 Application Procedure

a) Each eligible district that has submitted a letter of intent may submit an application, in a format specified by the State Superintendent of Education, including information such as the number of students to be served, the number of teachers to be assigned to the program, the schedule for the program, and the sites where the program will be operated.

b) Each application shall include the budget for the program, including only expenditures conforming to the requirements of Section 232.60 of this Part. Each district’s budget for the program shall reflect the matching share required under Section 232.60 of this Part.

c) The application format for each year’s program shall indicate the approximate amount of the per-pupil allocation and shall include such certifications and assurances as the State Superintendent may require.
Section 232.40 Allocation of Funds

Final determinations regarding the amounts to be provided shall be made based upon the total funds appropriated for this initiative and the number of students to be served by all the eligible districts that submit applications.

Section 232.50 Program Specifications

a) Eligibility for services under this Part shall not be limited to students who attend the particular attendance centers whose performance led to the district’s eligibility under Section 232.20 of this Part. Any student in an eligible district may be served, provided that he or she was enrolled in pre-kindergarten, kindergarten, or any of Grades 1 through 6 in the school year immediately preceding the summer when the program is offered and:

1) did not meet State standards in reading, as evidenced by the relevant score attained on the State assessment required pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]; or

2) was recommended for retention in grade; or

3) was referred to the program by his or her teacher based on the results of a locally determined reading assessment or other factors such as poor grades or a high rate of absenteeism.

b) Funding under this Part shall be used only to provide a remedial summer program consisting of no fewer than 90 hours of instruction to each student served and addressing the components of the literacy framework displayed in Appendix A to this Part. Each district operating the program shall be required to purchase or demonstrate the availability of the materials listed in Appendix B to this Part.

c) The number of sites at which the program is offered within any district shall be limited to the number of sites whose performance led to the district’s eligibility for funding under Section 232.20 of this Part. The program may, however, be conducted at sites other than those whose performance led to the district’s eligibility.
d) Except as otherwise specified in subsection (e) of this Section, no fewer than 12 and no more than 15 students shall be served in each class for Grades 1 through 6, and no fewer than seven and no more than 10 students shall be served in each class for pre-kindergarten and kindergarten. Each district shall report its enrollment count by grade level on the sixth day of attendance in the program and shall consolidate classes as needed to achieve class sizes within these ranges. The services of teachers in excess of the number required for the applicable class sizes shall not be paid for with funding provided under this Part.

e) In order to respond to developments that may occur after the sixth day of attendance, a district may seek approval from the State Superintendent of Education to add no more than two students to any class in excess of the applicable maximum. The State Superintendent shall approve a district’s request if the Superintendent determines that doing so is necessary for reasons of cost-effectiveness or to avoid a disruption in learning opportunities for students, provided that the teacher responsible for the class has consented to the addition of the students.

f) Each teacher, paraprofessional, and administrator employed in the program shall be provided with, and shall be required to participate in, 30 hours of professional development.

1) Three hours of professional development shall occur in the time period after the end of the school year and prior to the start of the program and shall be devoted to setting up the learning environment, administering an individual reading inventory, and orientation to the Summer Bridges Program.

2) Twelve hours of professional development shall occur prior to or during the course of the program and shall be devoted to the learning environment, language development and word knowledge, fluency, comprehension, writing, and classroom-based assessment appropriate to the grade level to be served by the participating teachers.

3) Fifteen hours of professional development shall be devoted to mathematics concepts and games, additional literacy strategies, problem-solving, exchange of strategies, activities, and methods among teachers, and analysis of the results of the individual reading inventory.
g) No program funded under this Part shall begin sooner than five business days after the end of the school year.

h) Each district funded under this Part shall assess students’ growth in reading prior to and following their participation in the program. No fewer than 20 percent of the students from each of Grades 2 through 6 and no fewer than 20 percent of the total group of students from pre-kindergarten, kindergarten, and Grade 1 shall participate in an assessment prescribed by the State Superintendent as appropriate to their respective grade levels. The results of these assessments shall be compiled to form part of each district’s summative report under Section 232.70 of this Part.

1) Each student whose results are included in the report shall have achieved an attendance rate of at least 80 percent.

2) The pre-test shall be separated from the post-test by no fewer than 18 days of attendance.

Section 232.60 Local Match; Use of State Funds

a) Each district that receives funding pursuant to this Part shall be required to contribute a matching share equivalent to 20 percent of the amount awarded by the State Board of Education (ISBE). The district’s share may consist of funds, in-kind contributions, or a combination of these, provided that all amounts are related to delivery of the program (e.g., transportation expenses, janitorial services, expenditures for utilities, salary and benefits for an administrator or coordinator, or food service).

b) Each district shall allocate the State funds provided for the program within the range specified in this subsection (b) unless an exception is granted as discussed in subsection (c) of this Section.

1) It is expected that between 45 and 55 percent of the funds provided by ISBE will be used for salaries and benefits related to the employment of instructional and support personnel for the program.
2) It is expected that approximately 20 percent of the funds provided by ISBE will be needed for supplies and materials directly related to the curriculum delivered and not otherwise readily available within the district. Each district shall use no less than $1,000 of its grant allocation per classroom for this purpose.

3) It is expected that approximately 20 percent of the funds provided to each recipient will be used for professional development of the certified and paraprofessional staff who provide instruction and instructional support in the program. All professional development shall be delivered by providers approved for purposes of certificate renewal (see 23 Ill. Adm. Code 25, Subpart J).

4) Up to ten percent of the funds provided to each recipient may be used to offset expenses for administration or program coordination, provided that no support under this program shall be provided for personnel expenditures relative to any staff member employed on an 11- or 12-month contract with the recipient district.

c) A district may expend more than 55 percent of the funds provided under this Part for personnel-related costs only if approved by the State Superintendent of Education based upon evidence of other resources that will be used to ensure the availability of the materials required under Appendix B of this Part and the provision of the professional development required under Section 232.50(f) of this Part.

d) Limitations on Specific Expenditures

1) Grant funds shall not be used to provide more than 130 hours’ compensation for any teacher in the program.

2) Grant funds shall not be used for costs associated with employing more than one support staff member (clerical or paraprofessional) for each four teachers in the program.

3) A full-time program coordinator shall be supported only for programs enrolling at least 1,000 students.
4) Grant funds may be used only to support classroom-based instruction and shall not be used for field trips or experiences.

5) No food or food service expenditures shall be supported with funds provided under this Part.

6) No equipment, software, or software licenses shall be purchased with funds provided under this Part.

Section 232.70 Reporting Requirements

a) No later than August 31, each participating district shall submit to the State Superintendent of Education a program report, in a format specified by the State Superintendent, that includes assessment data and other information relative to students’ growth as a result of the program and a summary of teachers’ and parents’ responses to survey questions regarding the program.

b) No later than September 30, each participating district shall submit to the State Superintendent a final expenditure report reflecting its use of the total amount provided and the closeout of the program.
**Section 232. Appendix A Curriculum and Instruction Frameworks**

Curriculum and instruction in the Summer Bridges Program shall be based upon the balanced literacy framework whose components are displayed in this Appendix A.

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<td>Phonemic Awareness</td>
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<td>Phonics Analysis</td>
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<td>Listening Comprehension</td>
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<td>Inquiry and Study Strategies</td>
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<td>Celebration of Reading and Writing Efforts</td>
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<td>Extensive Classroom Collection of Reading</td>
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<td>Materials (wide range of high-interest fiction and non-fiction books that motivate and support reading and writing on a variety of levels)</td>
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<td>Room Designed to Support Instruction (whole-group, small-group, and individual)</td>
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<td>Analysis of Students’ Work</td>
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Section 232. APPENDIX B  Required Materials for the Program

Each district operating the Summer Bridges Program shall select materials compatible with the curriculum and instruction frameworks displayed in Appendix A to this Part. At least the following types and quantities of resources shall be available for students in each class, as appropriate to the respective grade levels.

- 40 books designed to be read aloud by students
- 12 big books*, including both fiction and informational text (and rhyme for grades through 2)
- 6 small books* for each big book
- take-home books (including one set to be used in instruction)
- 50 assorted books representing a range of reading difficulty
- tapes and tape player with books for listening centers
- mathematics manipulatives and literature

Additional Requirements for Pre-kindergarten, Kindergarten, and Grades 1 and 2

- picture, letter, and word cards
- magnetic letters
- anthology of nursery rhymes
- display boards

*According to publishers’ or vendors’ designations of children’s books as “big” or “small”
TO: Illinois State Board of Education

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


Materials: Recommended Rules

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

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed new rules for 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 270.

Background Information
This rulemaking responds to the College and Career Success for All Students Act (P.A. 94-534), whose purpose is to increase Illinois students’ access to a “substantive and rigorous curriculum” that will prepare them for success in college and work. One major focus of the legislation is to ensure training for teachers of Advanced Placement courses as well as “Pre-AP” training for teachers in lower grades. Another area of emphasis is outreach to families and students regarding the importance of enrolling in Advanced Placement courses and other rigorous course offerings.

These proposed rules will establish as eligible entities those school districts that serve any of Grades 6 through 12 and have at least one school with a high concentration of low-income students, i.e., at least 40 percent of the student body. The grant program will not pay for the direct costs of teaching Advanced Placement courses or preparatory coursework for students, but instead will support capacity-building training for teachers so that more such courses can be offered. At the same time, outreach and support for students will be available with grant funds, with an emphasis on ensuring that low-income students’ access to rigorous coursework and Advanced Placement examinations is increased.
This set of rules is similar to other Parts that describe competitive grant programs, in that it identifies the eligible applicants, sets out the application procedure, and provides the criteria by which applications will be judged. Feedback on the proposed rules has been solicited from an advisory group of field representatives with expertise in Advanced Placement initiatives; the Board will be informed of any suggestions made or issues raised by that group.

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

Policy Implications: Please see above.
Budget Implications: The FY 2007 appropriation for this program amounts to $1.5 million.
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:

> Advanced Placement (23 Illinois Administrative Code 270),

> including publication of the proposed rules in the [Illinois Register](https://www.ilga.gov/.Commission/AdminRules/).  

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the [Illinois Register](https://www.ilga.gov/Commission/AdminRules/) to elicit public comment. Additional means such as the Superintendent’s message and the agency’s website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
Section 270.10  Purpose and Applicability

This Part establishes the application procedure and criteria for selection by the State Board of Education of the entities that will receive funding under the College and Career Success for All Students Act [105 ILCS 302] (“the Act”).

Section 270.20  Eligible Applicants

Eligible applicants shall be school districts serving any of Grades 6 through 12 operating at least one school in which 40 percent or more of the students are classified as “low-income” (i.e., eligible to receive free or reduced-price meals under the School Breakfast and Lunch Program Act [105 ILCS 125]). 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)], area vocational centers, and charter schools shall be eligible to apply on the same basis as school districts (see 105 ILCS 5/2-3.109a, 2-3.109b, and 27A-11.5, respectively. For purposes of this
Part, the term “district” shall be understood to include all these eligible entities. An applicant chosen for funding shall not subsequently lose eligibility due solely to a change in the low-income status of its schools.

Section 270.30 Program Specifications

Grant funds provided under this Part shall be used only in connection with Advanced Placement (AP) courses identified as such by the College Board (at http://apcentral.collegeboard.com/apc/public/courses/Descriptions/index.htm) or in connection with initiatives in any of Grades 6 through 11 that are designed specifically to prepare students in those grades to participate successfully in AP courses. Grant funds shall be expended only to serve students and staff in schools where at least 40 percent of the students are classified as “low-income”.

a) Allowable activities shall include, but need not be limited to, curriculum development, staff training, and the purchase of materials related to AP courses or, in Grades 6-11, initiatives and coursework designed to prepare students for enrollment and success in AP courses (“preparatory programs”).

b) At least 50 percent of the funding provided for each program under this Part shall be used to defray the cost of training for teachers, counselors, and principals that is sponsored by the College Board (see http://apcentral.collegeboard.com/apc/Pageflows/institutesAndWorkshops/institutesAndWorkshopsController.jtp). Costs for other professional development activities that correspond to the purposes stated in Section 15 of the Act [105 ILCS 302/15] shall be allowable beyond the 50 percent threshold. Training costs may include stipends for those participating and for substitute teachers.

c) Some portion of the funding provided for each proposed program under this Part shall be devoted to strategies and activities specifically designed to increase the participation of low-income students in AP courses or to promote participation by low-income students in preparatory programs, such as:

1) development and dissemination of promotional materials or other outreach to students and their families;
2) counseling, enrichment, tutoring, or other assistance for students that will prepare them to succeed in these courses and on the culminating examinations; and

3) administering the Pre-Scholastic Aptitude Test (PSAT) (see CollegeBoard.com (2006) to students.

d) Grant funds shall not be used to pay for the services of teachers to teach Advanced Placement courses or preparatory courses.

e) Grant funds shall not be used to supplant other efforts currently funded with local, State, or federal resources.

Section 270.40 Application Procedure

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

a) When State funding is available for new grants under this Part, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including, but not limited to, identification of the schools that will be served, the specific training planned and the schedule for those activities, and the strategies that will be used to increase the rate of participation by low-income students.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program, the expected average size of grant awards, the allowable expenditures, and the basis for awarding grants. The RFP shall identify any restrictions or areas of high priority that have been established for a particular program year. If matching funds or resources will be required of applicants, the RFP shall describe these requirements.

d) The RFP shall include a budget summary and payment schedule as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure.
e) The RFP shall identify the information recipients will be required to collect and report regarding the activities conducted with grant funds and the results of those activities, as well as the timelines for reporting.

f) The RFP shall include such certification and assurances as the State Superintendent may require.

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

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

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

2) time-specific goals and objectives for the project in the renewal year; and

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

i) Incomplete proposals shall not be considered.

Section 270.50 Criteria for the Review of Initial Proposals

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

1) Quality and Scope of the Plan (45 points)

   A) The proposal demonstrates that the training to be funded and the staff members to be involved will permit the district to offer AP courses or preparatory programs that are not currently available, or that greater numbers of students will have access to AP courses or preparatory programs, as applicable.
B) The proposal includes plans for support for and collaboration among staff members and administrators that will result in the sequential alignment of rigorous course offerings across grade levels, culminating in Advanced Placement studies.

C) The proposal demonstrates that the activities and materials to be supported with grant funds will enhance students’ preparedness for AP courses and strengthen their ability to participate successfully.

2) Student Recruitment and Support (25 points)

A) The proposal provides evidence that the intended outreach and recruitment strategies respond to the needs of low-income students in the communities to be served.

B) The proposal presents a combination of supportive elements that will strengthen low-income students’ preparation for AP coursework, assist them in successful completion of the courses chosen, and enhance their likelihood of success on the culminating examinations.

3) Need (15 points)

A) The proposal describes the status of the applicant’s instructional programs and demonstrates that students’ access to rigorous academic coursework is limited by the scarcity of appropriately trained instructional staff or other necessary resources and materials.

B) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to conduct or expand the program as proposed without funding under this Part.

4) Cost-Effectiveness and Sustainability (15 points)

A) The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-
effective considering the number and types of courses to be supported and the number of students to be served.

B) The proposal gives evidence of the district’s commitment to continuing efforts to foster greater participation in AP coursework by low-income students and to support them in achieving greater success and achievement in that coursework.

Section 270.60 Allocation of Funds

a) Applications for funding shall be approved and final determinations regarding the amounts to be provided shall be made based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to promote students’ participation in rigorous academic coursework on a statewide basis.

b) It is the intention of the State Board of Education to approve grants under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals in accordance with Section 270.30(h) of this Part. A district that has received three years’ funding under this Part may subsequently apply as a new applicant.
ILLINOIS STATE BOARD OF EDUCATION MEETING  
September 20-21, 2006

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

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

Materials: Recommended Rules

Staff Contact(s): Robin Lisboa, Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is not directly related to the Strategic Plan but is congruent with Goal 1, Enhancing Literacy.

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

Background Information
This rulemaking implements a portion of the requirements of Title III of the No Child Left Behind Act (Language Instruction for Limited English Proficient and Immigrant Students). Section 3122 of the Act requires each state agency receiving funding under Title III to develop “Annual Measurable Achievement Objectives” (AMAOs) that relate to the recipient children’s development and attainment of English proficiency. These are required to include at least an objective addressing the percentage of students making progress toward proficiency in English, an objective addressing the percentage attaining proficiency, and an objective for making adequate yearly progress (AYP) with respect to students of limited English proficiency. Students’ scores on the ACCESS for ELLs examination will be used in determining whether the first two objectives have been met, while their scores on the State assessment are used for determining AYP.

A new Section has been prepared for addition to the portion of Part 1 that sets out the statewide accountability framework. It should be noted, however, that these AMAOs will only apply to districts and cooperative entities that receive funding under Title III. The title of Section 1.88 reflects this limitation.
This amendment was presented for the Board’s initial review in June of this year and subsequently published in the Illinois Register to elicit public comment; none was received. However, review of the proposed amendments to Part 228 (Transitional Bilingual Education) yielded a comment that is relevant to Section 1.88. It was pointed out that there could be an unintended consequence of the requirement for certain students to participate in the annual English language proficiency examination. Part 228 will require that students who have been identified as having limited proficiency in English but whose parents have withdrawn them from the bilingual programs continue to take that exam annually until they achieve scores demonstrating proficiency. It will not be equitable for districts to have to count the scores of those students in determining whether they have reached the AMAOs. We are therefore recommending addition of the following sentence to Section 1.88(a)(1) (Proficiency) and (a)(2) (Progress):

The scores of students tested but not being served in bilingual education programs shall not be counted for this purpose.

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

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

Superintendent’s Recommendation

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

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

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.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

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

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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
1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III
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
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### STATE BOARD OF EDUCATION

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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

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1.710 Requirements for Elementary Teachers
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1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
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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 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III

This Section implements section 3122 of the No Child Left Behind Act of 2001 (NCLB) (20 USC 6842), which requires that states establish “Annual Measurable Achievement Objectives” (AMAOs) for educational agencies that use funds provided under Title III of the Act to serve
students of limited proficiency in English and hold those entities accountable for meeting those objectives. Further, this Section implements section 3113(b)(5) of NCLB (20 USC 6823), which requires states to hold local educational agencies and schools accountable for meeting all the objectives described in NCLB section 3122.

a) The three distinct AMAOs address proficiency, progress, and adequate yearly progress (AYP), respectively, in connection with students taking the annual English language proficiency examination prescribed by the State Board of Education in 23 Ill. Adm. Code 228 (Transitional Bilingual Education). These objectives shall apply at the district or cooperative level, as applicable, i.e., based on the test scores achieved by all the students served by each entity that receives Title III funding. In order to “meet AMAOs” for any given year, a district or cooperative must achieve all of the applicable objectives described in this subsection (a).

1) “Proficiency” relates to the percentage of students who attained the score identified by the State Board of Education (ISBE) as demonstrating English language proficiency and eligibility to exit bilingual education. The Illinois annual proficiency objective shall be 10 percent. This objective shall apply provided that the number of students tested is no fewer than 30. The scores of students tested but not being served in bilingual education programs shall not be counted for this purpose.

2) “Progress” relates to the percentage of students whose scores on a given administration of the English language proficiency examination increased in comparison to their previous scores by at least .5 of a level of attainment on any one of the four domains (listening, speaking, reading, and writing). The Illinois annual progress objective shall be 85 percent and shall apply provided that the number of students tested is no fewer than 30. A student’s score shall be counted for this purpose only if he or she has received two consecutive scores while being served by the same district or cooperative. The scores of students tested but not being served in bilingual education programs shall not be counted for this purpose.

3) “Adequate yearly progress” or “AYP” has the meaning given to that term in Section 1.40 of this Part, except that, for purposes of this Section, AYP is specific to the scores earned on the reading and mathematics portions of the State assessment by students with limited proficiency in English, to their participation in the State assessment, and to their attendance or
graduation rate, as applicable. The AYP objective shall apply only when
the number of students served is treated as a subgroup under Section
1.60(a) of this Part.

b) In order to avoid penalizing districts and cooperatives for the decision bias that is
associated with drawing inferences from a small distribution, a 95 percent
“confidence interval” shall be applied to the data involved in each calculation
discussed in subsection (a) of this Section. (A confidence interval is a
mathematical approach designed to compensate for the unreliability of data
derived from consideration of small groups.)

c) The scores of all students served by a cooperative shall be analyzed as one group
for purposes of determining whether the cooperative has met AMAOs in a given
year. The determination for a cooperative shall also apply to each of its member
districts.

d) Section 3122(b) of NCLB requires entities funded under Title III that fail to reach
AMAOs for two consecutive years to prepare improvement plans designed to
ensure that the entities will meet those objectives in the future. Each entity that is
subject to this requirement shall submit its plan no later than six months after it
receives notification from ISBE of its failure to meet AMAOs for the second
consecutive year. Should a district or cooperative elect not to apply for Title III
funding in the subsequent year, it shall be required to submit an improvement plan
before it next applies, unless data on the performance of its students demonstrate
that the entity met AMAOs in the most recent year preceding its new application
for funding. ISBE shall not approve an application for Title III funds from an
entity that is subject to this requirement until its plan has been submitted.

e) When an entity funded under Title III has failed to reach AMAOs for four
consecutive years, ISBE shall, as required by section 3122(b)(4) of NCLB:

1) require the entity to modify its curriculum, program, and method of
   instruction; or

2) make a determination regarding the entity’s continued receipt of funds
   under Title III and require the entity to replace educational personnel
   relevant to the entity’s failure to meet the achievement objectives.
f) The sanctions chosen pursuant to subsection (e) of this Section shall be identified based upon ISBE’s analysis of the factors that prevented the entity from attaining the AMAOs, including those factors presented in the improvement plan submitted in accordance with subsection (d) of this Section. In particular, ISBE shall deny continued Title III funding to an entity that:

1) fails or refuses to serve students according to relevant legal and/or regulatory requirements; or

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

(Source: Added at 30 Ill. Reg. _____, effective _____________)
Purpose of Agenda Item

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

Relationship to/Implications for the State Board’s Strategic Plan

This rulemaking is required as a result of legislative action but is also congruent with strategic objectives for Goal 2, Improving Educator Quality for All Children.

Expected Outcome(s) of Agenda Item

The Board will be asked to adopt new Part 65.

Background Information

This rulemaking responds to a line item appropriation received by ISBE in the FY 07 budget for the “Beginning Teacher Induction Pilot Program”. This is a new initiative authorized under Article 21A of the School Code, which was enacted in 2003 to provide for statewide induction and mentoring programs but also permits competitive grant programs in any year when the appropriation is not sufficient for that purpose. This is the first appropriation made under Article 21A, and therefore we had not prepared rules for the general program in the past or included them at this time. Part 65 addresses the general purpose in only the most basic way, with most of the text devoted to the pilot program instead. New Sections will be added in the event funding for different purposes becomes available in the future.

The purpose of the pilot program is to support and study induction program models that provide for more intensive interaction between new teachers and the mentors with whom they are paired than is normally the case. More significant amounts of time are to be set aside for their work together, and more structured expectations for ongoing assessment, feedback, and professional development are involved than under other approaches. The rules establish requirements for the size of the group to be served, the minimum amount of time to be spent, and an individual induction plan for each of the beginning teachers. The remaining provisions
are typical for competitive grant programs, consisting of the application procedure, review criteria, and basis for allocation of funds.

These rules were presented on an emergency basis in June because of the clear desirability of selecting the participating entities for the program as quickly as possible. Identical proposed rules were submitted for publication in the Illinois Register to elicit public comment. None was received, and the version presented for adoption is identical to that originally reviewed.

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

Policy Implications: Please see above.
Budget Implications: The FY 07 appropriation for this program is $2 million.
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:
> New Teacher Induction and Mentoring (23 Illinois Administrative Code 65).

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

**Next Steps**

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

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

PART 65
NEW TEACHER INDUCTION AND MENTORING

SUBPART A: GENERAL PROVISIONS

Section 65.10  Purpose and Scope
Section 65.20  Requirements of the Plan; Program Specifications

SUBPART B: BEGINNING TEACHER INDUCTION PILOT PROGRAM

Section 65.110  Purpose and Applicability
Section 65.120  Eligible Applicants
Section 65.130  Program Specifications
Section 65.140  Application Procedure
Section 65.150  Criteria for the Review of Initial Applications
Section 65.160  Allocation of Funds


SUBPART A: GENERAL PROVISIONS

Section 65.10  Purpose and Scope

This Subpart A establishes the fundamental requirements that shall apply to each program of induction for new teachers for which approval or grant funds pursuant to Article 21A of the School Code [105 ILCS 5/Art. 21A] are sought.
Section 65.20 Requirements of the Plan; Program Specifications

a) When State funding is available for any initiative under Article 21A of the School Code, the State Superintendent of Education shall issue a Request for Proposals (RFP) (or, in the case of noncompetitive funding, other application materials) in order to solicit applications from eligible entities. As used in this Part, a “proposal” or “application” means relevant portions of a plan for an induction and mentoring program that meets the requirements of Section 21A-20 of the School Code [105 ILCS 5/21A-20], accompanied by the additional materials applicants will be required to submit, as described in the relevant Subpart of this Part.

b) Each plan shall conform to the requirements of Section 21A-20 of the School Code. In order to demonstrate the alignment required by Section 21A-20(2) of the School Code, each plan shall discuss the relationship among the services and experiences that will be available to new teachers, the content-area standards applicable to their respective fields of certification or assignment (see 23 Ill. Adm. Code 26 and 27), the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24), and the employing entity’s existing plans for school improvement and professional development.

SUBPART B: BEGINNING TEACHER INDUCTION PILOT PROGRAM

Section 65.110 Purpose and Applicability

This Subpart B establishes the application procedure and criteria for selection by the State Board of Education of the applicants that will receive grant funds under the Beginning Teacher Induction Pilot Program as authorized by Section 21A-25 of the School Code [105 ILCS 5/21A-25]. The purposes of the Pilot Program shall be to provide support for programs of intensive support and mentoring for new teachers as specified in Section 65.130 of this Part and to gather information that will permit evaluation of the effects of these programs.

Section 65.120 Eligible Applicants

Eligible applicants for grant funding under this Subpart B shall be the entities identified in Section 21A-5 of the School Code [105 ILCS 5/21A-5], 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 Section 2-3.109a of the School Code [105 ILCS 5/2-3.109a]). An eligible applicant may also be a partnership among multiple such entities or among
one or more such entities and one or more institutions of higher education, professional associations, regional offices of education, or not-for-profit providers of educational services. No application shall be considered unless it includes a written statement by the authorized representative of the collective bargaining unit, if any, concurring with its submission.

Section 65.130 Program Specifications

a) Each program supported with grant funds under this Subpart B shall incorporate:

1) mentoring for new teachers that is provided by experienced teachers who have received training to equip them for this role;

2) professional development for recipient teachers, mentors, and administrators who have roles in the program; and

3) formative assessment of new teachers’ practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment.

b) Each program shall serve no fewer than 10 new teachers. Each program shall serve no more than 75 new teachers, unless a specific rationale is provided that demonstrates how each new teacher will receive comparable and adequate attention and support.

c) Each new teacher shall, at the time he or she begins the program, be in his or her first year of teaching. Each shall hold an initial certificate, except that a provisional or alternative certificate that is not also titled an “initial” certificate shall be treated as an initial certificate if the holder will qualify for an initial certificate rather than a standard certificate upon completion of all applicable requirements.

d) Each program shall be designed to ensure that each new teacher spends no less than 1.5 hours per week in contact with the mentor assigned, either one on one or in another configuration, including both classroom observation of the new teacher by the mentor and other interactions between these individuals.
e) Each program shall provide for the development of an individual induction plan for each new teacher served and for the provision of professional development that is directly related to the needs identified in the individual plan.

Section 65.140 Application Procedure

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

a) When State funding is available for grants under this Subpart, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including a description of the proposed program, identification of the specific schools in which the pilot program will be conducted, and the number of new teachers and mentors involved.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and shall describe the allowable expenditures and the basis for awarding grants. If matching funds or resources will be required of applicants, the RFP shall describe these requirements.

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

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

f) The RFP shall include such certifications and assurances as the State Superintendent may require.

g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 30 days to respond.
h) Separate applications shall be required for renewal of grant funding. Each application for renewal shall include at least:

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

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

i) Incomplete proposals shall not be considered.

Section 65.150 Criteria for the Review of Initial Applications

Applications for initial funding shall be evaluated in accordance with the criteria set forth in this Section. When considering substantially equal proposals, the State Superintendent of Education shall give preference to programs that will take place in hard-to-staff schools, i.e., Illinois public schools that rank in the upper third among public schools of their type (e.g., elementary, middle, secondary) in terms of the rate of attrition among teachers.

a) Program Design (45 points)

1) The proposal identifies specific practices and policies such as reduced course load for mentors, release time, and access to resources that will permit the participants in the program to devote the necessary time to induction and mentoring.

2) The proposal describes plans for timely orientation of the new teachers to the induction program and for a formal network of the novice colleagues that will provide them with ongoing learning opportunities and support.

3) The proposal clearly articulates methods for collecting evidence related to the new teachers’ practice and describes how that information will be used in planning for professional development and other support for the new teachers.
4) The proposal includes specific plans for incorporating issues of pedagogy, classroom management, and content knowledge into professional development for the new teachers and for ensuring alignment of this material with the Illinois Professional Teaching Standards, the participants’ specific identified needs, and local instructional priorities.

5) The proposal presents coherent allocation and scheduling of the participants’ time and is cost-effective in light of the level of resources requested and the number of new teachers to be served.

b) Mentor Recruitment and Support (25 points)

1) The proposal describes a comprehensive strategy for recruiting experienced teachers who are suited to the role of mentors, including:

   A) the involvement of parties with an interest in teacher quality and retention;

   B) thorough outreach and communication regarding the availability of positions for mentors;

   C) clear criteria for the skills and experience sought; and

   D) consideration of multiple sources of information in identifying the candidates to be selected.

2) The proposal provides for formal orientation of the mentors selected, for fundamental training of these individuals at the beginning of the program, and for professional development during the course of the program that is designed to strengthen their ability to employ mentoring tools, protocols, and formative assessment in response to the needs of beginning teachers.

3) The proposal describes a systematic approach to establishing a “community of mentoring practice” that will enable the participating mentors to share experiences and strategies and support each other’s work within the induction program.

c) Evaluation Design (20 points)
1) The proposal identifies information to be collected and reported on the performance and retention of new teachers that will add to an understanding of the effects of more intensive induction programs as compared to the results of more typical models.

2) The proposal suggests how the effects of particular initiatives or components of the program will be measured.

3) The applicant proposes a method for tracking the continued service of the teachers served after the project ends so that longitudinal data can be compiled.

d) Leadership and Direction (10 points)

1) The proposal demonstrates that the individuals who will direct or coordinate the induction program have experience in this endeavor or a commitment to it, as evidenced by their history of involvement or professional development.

2) The management structure described is appropriate to the scope and complexity of the program, the specific responsibilities of the on-site administrator are evident, and the roles and contributions of collaborating entities, if any, are clearly delineated.

3) The proposal includes strategies that will be used in providing oversight for the program to permit ongoing analysis of its effectiveness, necessary programmatic modifications, integration of various relevant professional development plans, and communication structures that respect the need for confidentiality when applicable.

Section 65.160 Allocation of Funds

a) The State Superintendent of Education shall approve initial applications for funding and make final determinations regarding the amounts to be provided based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to distribute the benefits of innovative induction models on a statewide basis.
b) It is the intention of the State Board of Education to approve funding for projects under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to implement their pilot programs.

c) An entity that has received three years’ funding under this Subpart B may subsequently apply as a new applicant.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
Ginger Reynolds, Assistant Superintendent
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – Proposed Amendments to Part 228 (Bilingual Education)

Materials: Recommended Rules

Staff Contact(s): Robin M. Lisboa, Division Administrator

Purpose of Agenda Item
The purpose of 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 congruent with Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 228.

Background Information
This rulemaking results from the comprehensive review of the agency’s rules. It includes many changes that simply eliminate redundant or unnecessary language, as well as reorganization of the text so that related provisions will be grouped together. For example, identical sets of programmatic requirements that have previously been stated in both Sections 228.30 and 228.40 have now been organized under subheadings and stated only once. Along the same lines, language that has addressed matters explicitly covered either in statute or in other ISBE rules has been struck. On the other hand, several insertions have been made to emphasize the relationships among various portions of the rules. These changes streamline the rules and do not institute new policy. Several provisions have also been rewritten slightly to avoid giving the impression that each district must offer a part-time program in addition to a full-time program. See Section 228.25(a) and Section 228.40(c)(3).

Other revisions do reflect changes of a substantive nature. Chief among these are the introduction of the WIDA-ACCESS Placement Test (W-APT), a screening instrument that can be used year-round to identify students with limited English proficiency (Section 228.15) and the requirement for reliance on a single State-prescribed test as the annual examination of English language proficiency (Section 228.25). Use of this instrument, known as the “ACCESS for ELLs™”, conforms to the Title III requirements of the No Child Left Behind Act. The existing
version of the rules has allowed for several choices with respect to the annual examination. The discussion of these various options and how those disparate scores must be treated can now be deleted.

In the interest of providing appropriate and high-quality services to students in bilingual education programs, Section 228.30(c) includes a proposed new requirement that administrators in transitional bilingual education (TBE) programs hold either an approval or an endorsement in bilingual education, and that those responsible for transitional programs of instruction (TPI) hold a credential in either bilingual education or English as a Second Language (ESL). An exception is made for those in programs serving fewer than 200 students, requiring targeted professional development on an annual basis instead of a specific approval or endorsement. The two-hour annual requirement was chosen to be reasonable in proportion to the total of 100 hours required for renewal of the administrative certificate every five years. (It should be noted that each administrator must hold either an administrative certificate or a teaching certificate endorsed for supervision. Although the text is new in this location, this is a fundamental requirement of long standing and does not originate with this rulemaking. See Appendix B to Part 1.)

These amendments were presented for the Board's initial review in April of this year and subsequently published in the Illinois Register to elicit public comment. Fifteen communications were received, and the issues raised are discussed in the Summary and Analysis of Public Comment below.

**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:

Transitional Bilingual Education (23 Illinois Administrative Code 228).

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 Public Comment
Part 228 (Transitional Bilingual Education)

[Please note: The use of strikethrough and underlining in the recommendations that follow displays the suggested changes against the language originally proposed, rather than against the language currently in effect.]

**Section 228.10 Definitions**

**Comment**
It was recommended that language be added to the definitions of “Bilingual Education Teacher” and “Teacher of English as a Second Language” to acknowledge the availability of endorsements as well as approvals and to cover individuals serving on the Visiting International Teaching Certificate.

**Analysis**
This comment correctly points out that the availability of endorsements has inadvertently been omitted and that the Visiting International Teacher Certificate has not been acknowledged. In addition, the nomenclature associated with credentials in bilingual education is affected by the change in the endorsement structure in 2004, under which “English as a New Language” is used.

**Recommendation**
The first definition in Section 228.10 should be revised as indicated below.

“Bilingual Education Teacher” means a teacher who:

- holds a valid Illinois certificate with an endorsement or approval in bilingual education or an endorsement in ENL with a language-specific designation for bilingual education (see 23 Ill. Adm. Code 25.Appendix E and 23 Ill. Adm. Code 1.780 and 1.781); or
- holds a Transitional Bilingual Certificate endorsed for teaching in a language other than English and issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25.90; or a teacher who possesses a valid Illinois certificate issued pursuant to the provisions of 23 Ill. Adm. Code 25 (Certification) issued by the State Board of Education in accordance with the provisions of 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision; see Sections 1.780 and 1.781)
- holds a Visiting International Teacher Certificate and meets the requirements of 23 Ill. Adm. Code 25.92(i).

The definition of “Teacher of English as a Second Language” should also be revised:

“Teacher of English as a Second Language” or “Teacher of English as a New Language” means a teacher who:
holds meets the requirements set forth in 23 Ill. Adm. Code 1.782; a teacher who possesses a special certificate endorsed for teaching ESL or ENL, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25; or

holds a teacher who possesses a valid Illinois certificate and an endorsement or approval for a Statement of Approval for teachers of ESL, issued by the State Board of Education pursuant to 23 Ill. Adm. Code 1.780, 1.781, and 1.782; or

meets the requirements set forth in 23 Ill. Adm. Code 1.782.

Finally, we should take this opportunity to update the definition of “English as a Second Language” to encompass “English as a New Language” as well.

“English as a Second Language (ESL)” or “English as a New Language (ENL)” means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL or ENL instruction includes skills development in listening, speaking, reading, and writing. (ESL and ENL are is not to be confused with English language arts as taught to students whose home language is English.)

Comment
It was suggested that a statement to added to the definition of “English as a Second Language” to the effect that ESL is a component of programs of transitional bilingual education and transitional programs of instruction, rather than a separate program in its own right.

Analysis
We believe that the definitions of terms, as well as the statutory language reproduced in Section 228.30(e)(1)(B), are clear enough on their face so that this addition would have no benefit as far as additional meaning is concerned.

Recommendation
No change is needed in response to this comment.

Comment
It was proposed that one of the terms defined be recast slightly, as “Individual Student Language Proficiency Assessment”.

Analysis
Upon review of the text of the amended rules, we have determined that this specific term is actually not used in the rules, so it need not be defined. The language of Section 228.25(c)(1) conveys the requirement for listening, speaking, reading, and writing to be assessed, so the definition is redundant and can be omitted.

Recommendation
The definition of “Individual Student Language Assessment” should be deleted from the rules.

Comment
It was noted that the definition for ”Students of Limited English Proficiency” does not match that used on the Student Information System (SIS). Another commenter proposed strengthening the word “sufficient” in this definition.
Analysis
The definition for this term that is (taken from NCLB and) used in the SIS is as follows:

“… an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; and (D) whose difficulties in speaking, reading, and writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the State’s proficient level of achievement on the State assessments described in NCLB; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.”

The definition that is proposed as part of the amendments to Section 228.10 would read as follows:

“Students of Limited English Proficiency” means students, whether born in the United States or born elsewhere, whose native tongue or language background is a language other than English and whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny them:

the ability to meet the State’s proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.”

While it is true that these two statements do not match word for word, it can be seen that the definition used in Section 228.10 is entirely consistent with that used in the Student Information System. It has merely been shortened to convey the salient information as succinctly as possible. We cannot think of any way to strengthen the word “sufficient” as used in these statements that would make its meaning more specific, and particularly to be consistent with the context conveyed by the phrase “may be sufficient”.

Recommendation
Because there is no discrepancy in meaning between the two definitions quoted above, the language used in Section 228.10 does not need to be revised and should be adopted as proposed.

Comment
A commenter suggested amplifying the definition of “Students of Non-English Background” with “whether born in the United States or born elsewhere” to make this definition parallel to that for “Students of Limited English Proficiency”.
Analysis
We agree that this addition would improve the rule’s clarity and avoid any impression that a difference in meaning between these two definitions is intended.

Recommendation
The definition of “Students of Non-English Background” should be revised to mean “students, whether born in the United States or born elsewhere, whose native language is other than English or students who come from homes where a language other than English is spoken in daily interaction, either by the students themselves or by their parents or legal guardians.”

Comment
It was proposed that the rules include a definition for “Bilingual Education Services” and that the definitions for “Transitional Bilingual Education Program” and “Transitional Program of Instruction” be restored in order to avoid confusion in the field. Several commenters similarly questioned the absence of definitions for the terms “Full-Time Program” and “Part-Time Program”, and one also mentioned the omission of a definition for “limited program”.

Analysis
The commenter did not indicate what sort of confusion might be associated with this matter, e.g., whether there is a need to determine whether some service or activity does constitute “bilingual education services”. We therefore cannot identify any benefit to constructing a separate definition for that term. We also believe that Sections 228.30(e) and (f) provide as much definition as is needed, in that they discuss what must be included in each of the types of programs.

With regard to full-time and part-time programs, it should be noted that Section 228.30(e)(1) lists the required components of a full-time program in transitional bilingual education (TBE), and subsection (e)(4) of the same Section discusses part-time TBE programs. There is no need to repeat this information among the definitions. Further, the concept of full- and part-time programs is not relevant to transitional programs of instruction (TPI). Under the statute those are “locally determined” and provide instruction “as necessary”. Finally, the term “limited program” is not used in these rules and consequently no definition for that would be appropriate.

Recommendation
No additional definitions are needed in response to these comments.

Comment
Insertion of a definition for “Dual Language Immersion Program” was recommended. According to the commenter, this is “accepted by ISBE” as one of the optional program models that may be used. A similar comment was received with respect to Section 228.30, noting the absence of definitions for “pull-out program” and “push-in program”.

Analysis
Since the purpose of Part 228 is to establish the requirements that programs must meet, there is no need to describe optional programmatic models within the rules. Given that no particular model is required or excluded as long as the required components are provided to students, there is no rule-related need for assigning names to various combinations of services or instructional approaches.

Recommendation
The proposed addition should not be made.
Comment
It was suggested that a definition be added for “Screening Instrument” since that term is used in the rules.

Analysis
A term needs to be defined only if there is some potential that it will be misunderstood or misidentified. Because the screening instrument to be used under these rules will be prescribed by ISBE, there will never be a question as to whether any particular assessment is the screening instrument. Its purpose is also clear from Section 228.15(e).

Recommendation
It is not necessary to add a definition for “Screening Instrument”.

Comment
One commenter advocated inserting definitions for “Sheltered Instruction” and “Sheltered Instruction Teacher”, stating that this approach is used in programs but there is no reference to it in the rules. It was noted that administrators are unsure which teachers can be assigned to teach sheltered English courses.

Analysis
We are unable to explain why administrators would be “unsure” about this, since there is currently no rule establishing any restriction on the instructional model or strategies that can be employed by teachers who possess the qualifications that are already required for bilingual education (or English as a Second Language, respectively) in general. This commenter did not provide information regarding the nature of sheltered instruction in English as compared to other models of instruction in bilingual programs, nor was there any indication of the specific qualifications that should be considered as necessary and required.

Recommendation
The rules should not be revised to include a limitation on the bilingual education teachers who may be assigned to provide sheltered instruction.

Section 228.15 Identification of Eligible Students

Comment
One commenter expressed confusion with regard to the requirements of Section 228.15 for serving students. The point made was that the rule provides the factors by which a student will be determined to have limited proficiency in English but does not provide any options for considering a student not to have limited proficiency if he or she scores lower on the annual assessment than the minimum established as demonstrating proficiency. The commenter contrasted this approach to that previously in place, under which students who scored below 50 percent on an approved test were to receive services and districts had the option of serving those who scored above 50 percent. It was stated that the proposed criteria are not as clear as those that have been in place until now. Another respondent made the same point about applying other factors when students score below 4.0 and stated that students will be identified inaccurately if only the results from the screening instrument are considered. A third respondent recommended specific wording changes in the rule to allow “additional evidence”.
**Analysis**
The first commenter may not have recognized that the proposed rule is actually parallel to the long-standing approach. Section 228.15(e)(2) requires each student not scoring as “proficient” to be considered as having limited English proficiency and eligible for services. Further, “even if the student scores at the ‘proficient’ level, the school district may consider additional indicators…in order to determine whether the student’s proficiency in English is limited and the student is eligible for services.” Thus all students not scoring as “proficient” must be served, and additional students may be served despite scoring “proficient,” if other factors warrant this.

We acknowledge the limitations inherent in relying on one single score and did consider the potential for considering other factors in addition, particularly when the score is just below the required 4.0. On balance, we determined that it will be more equitable to ensure that each student not attaining a score of 4.0 can receive services. For this reason we do not believe other evidence of students’ performance should be used to offset a score lower than 4.0.

**Recommendation**
No change should be made in Section 228.15(e)(2).

**Comment**
A further comment regarding Section 228.15(e)(3) stated that the rule mentions but does not identify “other evidence”. The respondent questioned what types of evidence are meant and whether this was going to be left up to school districts.

**Analysis**
Subsection (e)(3) refers to “assessment scores and other evidence such as that outlined in subsection (e)(2) of this Section”. Subsection (e)(2) identifies “additional indicators such as the results of criterion-referenced or locally developed tests, teachers’ evaluations of performance, samples of a student’s work, or information received from family members and school personnel”. This language means that a district may rely on any of these items or other, similar indicators (evidence) in determining that a student’s proficiency in English is limited. The commenter is correct in assuming that this will be left to districts’ discretion, in that not all items of information will be uniformly available for all students, nor will they necessarily all point to limited English proficiency. District personnel will need to apply their professional judgment in determining whether any such indicators provide evidence of limited proficiency despite a “proficient” score on the State-approved assessment or screening instrument.

**Recommendation**
No change is needed in these subsections.

**Comment**
It was proposed that additional questions be used in the home language survey, inquiring whether a student speaks a language other than English every day at home and gathering information about the student’s prior schooling either in the U.S. or in another country. Authorization was advocated for schools to exclude from the English language proficiency assessment any students who have performed at grade level over the preceding three years. It was stated that this would avoid unnecessary testing of students from non-English backgrounds who are already proficient in English and facilitate appropriate program placement.

**Analysis**
We agree that it would be desirable to avoid unnecessary testing. However, we also believe it presents a conflict to consider that a student who has not achieved a “proficient” score on the
annual examination is nevertheless proficient in English, given that the exam is based upon standards that have undergone a good deal of scrutiny and have been adopted by a number of states. Here again, we believe that students who have been identified as having limited proficiency in English should be required to participate in the examination each year until they demonstrate proficiency against the adopted standards. Those who have consistently performed at grade level over a period of several years should not have difficulty attaining a score of 4.0. However, we will be willing to reconsider this position if test data over the next several years reveal that the examination does not give a true picture of students’ ability to succeed in classrooms where English is the medium of instruction.

Recommendation
The required questions on the home language survey should not be changed, and no change should be made in the proposals for use of the screening instrument and the annual examination. In order to achieve closer conformity between the questions on the home language survey and the definition of “Students of Non-English Background” in Section 228.10, that definition should be revised by striking one phrase, as displayed below:

“Students of Non-English Background” means students whose native language is other than English or students who come from homes where a language other than English is spoken in daily interaction, either by the students themselves or by their parents or legal guardians.

Comment
One commenter noted the absence of any provision discussing accommodations or alternate versions of the language proficiency assessment, as will be needed to comply not only with the Individualized Education Programs (IEPs) of some students of non-English background who also have disabilities but also with related federal requirements.

Analysis
A list of approved accommodations for use with the ACCESS for ELLS assessment has been established, and an alternate form of the assessment is under development but is not yet available. There is no need to identify these options explicitly, since each student’s IEP is required to include a statement regarding the child’s ability to participate in State and district-wide assessments. This material will dictate the instances in which an accommodated or alternate assessment must be administered. However, we can also strengthen awareness of this possibility within Section 228.15.

Recommendation
A new subsection (f) should be inserted into Section 228.15 to state:

f) Each district shall ensure that any accommodations called for in the Individualized Education Programs of students with disabilities are afforded to those students in the administration of the screening instrument discussed in this Section and the language proficiency assessment prescribed under Section 228.25(c) of this Part.

(Existing subsection (h), which was to become subsection (f), will now be labeled as subsection (g) instead.)
Section 228.25  Program Options, Placement, and Assessment

Comment
It was suggested that one statement in Section 228.25(c)(2) be changed as shown here: “However, the school district shall may also consider other indicators such as those listed in Section 228.15(e)(2) of this Part to determine whether individual students continue to exhibit limited English proficiency and remain eligible for bilingual education.” The goal of this revision would be to help ensure that students who are still in need of language services are not unfairly excluded from participation in the program. This approach was stated to be more closely aligned with federal policies dating to 1991.

On a related point, a commenter inquired what other “exit criteria” are meant in subsection (e)(2) of Section 228.15. Another respondent asked what other indicators could be used to exit students not scoring “proficient” and what would be required as far as services to students who had exited the program after the 2005-06 school year on bases other than scoring 4.0 on the ACCESS exam.

Analysis
As discussed above in connection with Section 228.15, no exit criteria will be used other than a “proficient” score on the annual examination of English language proficiency. The other indicators or criteria that are discussed in that Section relate to students’ continued eligibility, rather than to students’ exit from the program. As stated previously, it must be left to the judgment of district personnel whether any other factors should be seen as offsetting a “proficient” score to the extent that a student should still be considered to have limited proficiency in English. Compliance with a rule stating that such factors “shall” be considered would be impossible to monitor without creating elaborate documentation showing what indicators had been considered how they had been viewed, and why. We therefore think it more appropriate to leave the rule stated as proposed.

Recommendation
No change should be made in Section 228.25(c)(2). [Staff of the Division of English Language Learning will contact this commenter to explore further the matter of students who exited the program after the 2005-06 school year.]

Comment
It was stated that parents would be upset if students who are not enrolled in bilingual programs are nevertheless required to be tested for English language proficiency and that this requirement would also greatly increase the number of students being tested and the time taken away from instruction.

Two commenters stated that subsection (c)(3) of this rule is inconsistent with subsection (c)(1), and one also identified an apparent conflict with Section 14C-3 of the School Code, noting that that provision refers to examining the proficiency of all students enrolled and participating in a program. Additional related points included that there is no basis for testing students who are not participating and that this provision is contrary to the federal intent to allow parents to opt out of services. It was also stressed that the scores of these students would likely have a negative effect on districts’ ability to reach their Annual Measurable Achievement Objectives (AMAOs). A district representative pointed out that districts are already held accountable for the performance of these students and that they are not ignored for purposes of determining Adequate Yearly Progress.
Analysis
It should first be noted that the two subsections referred to in these comments are not mutually exclusive or contradictory. Instead, by the structure of the rule, each has the same weight as the other, and the two must be read together. The requirement for testing all students who have been identified as having limited English proficiency does stem from Section 14C-3 of the School Code, which provides that each district must annually “ascertain the number of children of limited English-speaking ability within the school district…”. Clearly this cannot be accomplished without testing the English proficiency of all students who have previously been identified as having limited proficiency. Further, while parents do have the right to elect not to have their children served, the annual testing is subject to separate requirements with respect to which they do not have the same discretion. We note that this approach represents a long-standing policy of ISBE and is consistent with advice previously provided to school districts.

We do agree that it would be inappropriate to include the scores of students not being served in programs when determining whether districts with programs have met the AMAOs. It will be very straightforward to add language to new Section 1.88 (also presented for adoption in this Board packet) excluding those scores from those calculations.

Recommendation
No change is needed in Section 228.25, but Section 1.88 should be revised as outlined above.

Comment
One commenter asked about the score required for being considered “proficient” in connection with Sections 228.15 and 228.25 and stated that there should be standards for making this determination. This respondent also posed numerous technical questions regarding standard-setting and the transition from use of the IMAGE to the ACCESS for ELLs.

Analysis
As noted above, the examination that will now be used on an annual basis (ACCESS for ELLs) is based on a published set of standards. Through the federal requirements associated with Annual Measurable Achievement Objectives (AMAOs) under NCLB, districts are being held accountable for helping students achieve those standards (see new Section 1.88). It is therefore technically necessary to include a reference to the applicable standards in Part 228 so that all affected parties are afforded the opportunity to be familiar with them. This will be consistent with the treatment of the State Goals for Learning and the Illinois Learning Standards in Part 1 of the rules.

[Division staff will also contact this commenter to discuss the technical aspects of his correspondence.]

Recommendation
Section 228.25(c)(1) should be amplified with a cross reference to the standards that form the basis of the ACCESS for ELLs:

1) **School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all students enrolled in programs** (Section 14C-3 of the School Code), using an assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students’ continuing need and eligibility for bilingual education services. The annual assessment shall be based on the “Framework for Large-Scale Assessment of
the English Language Proficiency Standards for English Language Learners K-12” (2004), published by the State of Wisconsin and posted at www.isbe.net/bilingual/pdfs/elps_framework.pdf. No later amendments to or editions of these standards are incorporated by this Section.

Comment
A question was raised as to what “Beginning in 2007” means as used in Section 228.25(c)(3).

Analysis
The subsection in question establishes the requirement for students who have limited proficiency in English but are not enrolled in bilingual education programs to “participate in the annual examination each year” until they achieve scores indicating proficiency, as discussed above. Since the annual examination is, by its nature, administered only once per year per district, we believe it is clear that this rule means “beginning with the 2007 administration of the English language proficiency examination”, i.e., the administration that will occur shortly after this set of amendments takes effect. However, there is no reason the rule cannot be reworded to state this precisely. As noted above, we have considered this practice to be required even prior to this rulemaking. However, because the requirement has not been stated as a rule until now, we will retain the reference to 2007 in order to avoid any retroactive question of compliance.

Recommendation
Section 228.25(c)(3) should be revised to begin, “Beginning with the in 2007 administration of the annual English language proficiency examination, each student who is not enrolled…”.

Section 228.30 Establishment of Programs

Comment
It was recommended that more specificity be added to Section 228.30(a)(1) regarding prohibitions on housing bilingual programs in separate facilities. The commenter noted that, while the rule requires that districts explain why use of a public school building is not feasible, there is no provision for ISBE to disapprove a district’s plan for a program’s location. A further recommendation was to add language describing “adequate” facilities so that bilingual students could not be served in hallways, closets, and other non-instructional spaces or served without desks or other necessary furniture.

Analysis
It should be borne in mind that each facility, whether owned by a school district or otherwise, is subject to a building code that dictates the capacity and allowable uses of various types of space. It is not practical to reference all these codes in the rules, and the obligation for occupants to comply with the applicable requirements exists outside Part 228. Further, we should point out that the portion of the rule that requires a location “comparable” to those used by the majority of the district’s students translates into a requirement for facilities very similar to those required by Part 180 of ISBE’s rules (Health/Life Safety Code for Public Schools) or to those required under the building code that applies to the Chicago Public Schools. On that basis, we do not believe the language of the rule provides excessive flexibility to school districts for the location of programs.

Recommendation
No additional specifications should be added to this Section.
Comment
Information was requested regarding whether there is a “recommended” student/teacher ratio in pull-out programs. Another respondent advocated establishing a maximum caseload for teachers in these situations, stating that some currently carry an extremely heavy caseload. Pointing out that accountability requires intensive work with students who are struggling to learn a new language, this commenter noted the disservice done to both students and teachers when teachers are required to serve large numbers.

Analysis
We believe that Section 228.30(b)(1) adequately covers this question, in that it discusses the student-teacher ratio “in the ESL and native language components of programs”. No indication has been provided that pull-out situations warrant any approach separate from the general one stated in that rule, i.e. not to exceed 90% of the average ratio in general education classes for the same grade in that attendance center (see below). We will interpret “class” to include pull-out settings so that they can be compared to one another for this purpose.

Recommendation
No change is needed in response to this comment.

Comment
Difficulties were noted in conjunction with the 90% rule governing the student-teacher ratio (Section 228.30(b)(1)). This individual referred to the 2004 evaluation report for the program statewide, which was stated to indicate an approximate pupil-teacher ratio statewide of 29:1, as compared to a ratio of 19:1 in general education classes. This point of information was used to illustrate the difficulty that districts experience in complying with this rule and to suggest that it would be preferable to state the ratio as a recommendation rather than a requirement. A further problem was noted in conjunction with students’ mobility, in that a drop in the class size for general education would necessitate a decrease in bilingual classrooms as well. It was suggested that the ratio should apply when staffing classes for the beginning of the school term but not throughout the year, to avoid penalizing districts and disrupting students’ education in response to other students’ mobility. Finally, the commenter stated that the addition of the requirement for the calculation of class size to be made by grade level within each specific attendance center was overly burdensome for LEAs. The use of an average for all a district’s buildings serving elementary or secondary grades should be used instead, as applicable.

Analysis
We should note first of all that the commenter is mistaken in thinking the required method for calculating the student/teacher ratio is new. The current language of Section 228.40(b)(4) requires calculation by grade level in each building and has been in force since 1987. That said, however, we do acknowledge the validity of concerns about fluctuating class sizes after the beginning of each school year and the need to assign at least small numbers of students who arrive during the year without adding more classes. Some flexibility can be built into the rule to avoid this problem. Finally, rules cannot technically be couched as recommendations, since their function is to state what is required.

Recommendation
Section 228.30(b)(1) should be revised as shown below.

1) The student-teacher ratio in the ESL and native language components of programs as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grade in that attendance center.
Decreases in the ratio for general education during the course of a school year due to students’ mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of such placements.

Comment
Three commenters pointed to Section 228.30(b)(4) as an unrealistic requirement because of the number of languages represented in their student populations. That rule establishes the conditions under which school districts may place students who have different home languages into the same classroom:

A) instructional personnel or assistants representing each of the languages in the class are used; and
B) the instructional materials are appropriate for the languages of instruction.

The impossibility of having assistants with five or six different native languages present in the same class was stressed, particularly when some of the languages are not frequently encountered in a district’s population.

Analysis
The language quoted above is taken verbatim from existing Section 228.30(a)(6). However, in that location within the current rules this requirement has applied only to TBE programs and not to TPI programs. The elimination of duplicate language throughout the rules unintentionally resulted in the broadening of the requirement to the latter type of program, and this should be reversed. It is clearly not feasible to staff classrooms with teachers or assistants reflecting the number of languages that could be represented in TPI classrooms, while the same is not true of TBE programs (where instruction is provided in the home language and therefore multiple languages are generally not represented).

Recommendation
The applicability of Section 228.30(b)(4) should be limited as shown below.

4) Language Grouping – School districts may place students of limited English proficiency who have different home languages in the same class, provided that, in classes taught in the native language other than ESL:

A) instructional personnel or assistants……(etc.)

Comment
While acknowledging the desirability of adequate qualifications for administrators of bilingual programs, numerous respondents raised concerns with respect to the new requirements set forth in Section 228.30(c). It was stated to be difficult to identify sufficient numbers of qualified bilingual teachers even without requiring similar qualifications of administrators. Similarly, individuals who have experience teaching ESL but do not speak a second language would be precluded from administering TBE programs, and several such educators voiced the belief that speaking a second language does not necessarily make a person a more effective leader or advocated allowing either the bilingual or ESL credential to suffice for administrators in either type of program.
Related comments included a recommendation to expand the range of qualifications to include individuals who hold endorsements in any second language, on the basis that these teachers will understand language acquisition and should not be excluded. Another commenter noted that it is incorrect to assume that individuals assigned to administer bilingual programs have no other responsibilities. The requirements for continuing professional development (for administrative certificate renewal) were stated to leave little time for acquiring additional credentials in the field of bilingual education.

A final consideration was how the new requirements would affect individuals already employed. A specific issue was the transition some programs must make from TPI to TBE status as the district’s student population with a particular home language grows over time. It was noted that this proposed rule might require a change in administrators because of the differing requirements for the two types of programs.

On an opposing note, it was suggested that this requirement be strengthened so that the bilingual credential must be in one of the languages used in the program.

Analysis
Under the proposed provisions, and in addition to the administrative certificate or supervisory endorsement,

- administrators of TBE programs would be required to hold a bilingual endorsement or approval; and
- administrators of TPI programs would be required to hold either a bilingual or an ESL endorsement or approval.

Exceptions would be made for programs serving fewer than 200 students.

It is clear from the comments submitted that the implementation of any new requirements for these administrators will need to take place after districts and affected individuals have had sufficient notice. In the interest of programmatic quality, we believe it will be preferable to retain the requirements as proposed and to establish a generous timeframe for existing staff to meet them, rather than to abandon or weaken the requirements. A phase-in period comparable to that set for the approval of educational interpreters would be appropriate in this instance, as well as a “grace period” for administrators of TPI programs that become TBE programs. The same type of flexibility will need to be incorporated for situations in which small programs grow beyond the 200-student threshold established in subsection (c)(3).

Recommendation
A new introductory paragraph should be inserted into Section 228.30(c):

c) Administrators

Beginning July 1, 2008, each individual newly assigned to administer a program under this Part shall meet the applicable requirements of this subsection (c). Administrators first assigned on or before June 30, 2008, shall be subject to the applicable requirements of this subsection (c) as of July 1, 2010.

Subsections (c)(1) and (c)(2) should be revised to refer to an additional exception, stating:

Except as provided in subsections (c)(3) and (c)(4) of this Section, any person…
A new subsection (c)(4) should be inserted:

4) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (c)(1) of this Section at the beginning of the fourth school year of the TBE program’s operation. A person who has been assigned to administer a program under subsection (c)(3) of this Section in a district where the number of students eligible for bilingual education grows beyond 200 shall become subject to the requirements of subsection (c)(2) of this Section at the beginning of the fourth school year in which the eligible population exceeds 200 students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.

Comment
One respondent believed the amount of required continuing professional development proposed for administrators in small programs under Section 228.30(c)(3) should be increased, stating that the proposed two-hour annual requirement would not take the administrator's responsibilities seriously and would result in poor service to students. The responsibilities of these administrators were indicated not to differ significantly from those of administrators in larger programs.

Analysis
The two-hour annual requirement was established in relationship to the 100 hours that holders of administrative certificates are required to complete every five years. The ten-hour total represents ten percent of the total requirement, and we continue to believe this is an appropriate standard, particularly in light of the fact that many administrators will have additional responsibilities outside the bilingual program, as emphasized by some of the other comments on this rule. Those individuals who can focus more intensively on bilingual education will, of course, be free to do so and to count that professional development for purposes of certificate renewal.

Recommendation
The requirement in Section 228.30(c)(3) should be left at the level originally proposed.

Comment
During the notice period on these rules, discussion of unrelated certification matters brought to light that professional staff who administer either the ACCESS for ELLs or the related screening instrument are required to have completed training specific to this function.

Analysis
This is a policy that clearly needs to be stated as a rule in order to be enforceable.

Recommendation
A new subsection (d)(4) should be added to Section 228.30, as follows:

4) In addition to any other training required under this subsection (d), each individual who is responsible for administering the screening instrument referred to in Section 228.15(e) of this Part shall be required to complete an on-line training sequence furnished by the State Board of Education and to pass the test embedded in that material.
Comment
A recommendation was received to include in these rules a mandate that districts and cooperatives provide training related to bilingual education to the members of the statutorily required parent advisory committees that are discussed in Section 228.30(e)(5). Representing the Mexican American Legal Defense and Educational Fund (MALDEF) in its capacity as a member of the Illinois Advisory Council on Bilingual Education, the commenter stated the position that such training is vitally important in increasing participation on the committees and improving the quality of programs.

Analysis
Given the statutory requirement that, “This committee shall participate in the planning, operation, and evaluation of programs,” we agree that members of the local committees do need to understand the basics of the program and of students’ and families’ rights connected to the program. At the same time, we need to avoid mandating a level of training whose cost would be prohibitive for districts. An appropriate balance can be reached by providing an outline of topics that must be covered but leaving the specifics of content and time commitments up to local decision-making.

Recommendation
Section 228.30(e)(5) should be amplified to provide for training related to the functions of the advisory committees and will need to be restructured somewhat to accommodate this additional language. The last sentence should be separated from the introductory paragraph and labeled as subsection (A), with the provisions currently labeled (A), (B), and (C) changed to (i), (ii), and (iii). Then a new subsection (B) should be inserted, as follows:

B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students’ participation and parents’ rights; and accountability measures relevant to students in bilingual programs.

Comment
One respondent requested that more specific requirements be stated in Section 228.30(e)(3) with respect to which students would qualify for placement into part-time TBE programs, stating that reliance upon “sufficient proficiency in English to benefit from a part-time program” is too prone to subjective judgment.

Analysis
This comment presents a difficult challenge in that the rule calls for a determination based on a combination of factors, including not only a test score related to English language proficiency but also other information about the student’s performance, cultural background, age, disability, or other factors. Short of identifying a firm “cut score” that must be achieved in order for a part-time program to be allowable, we would have no basis on which to state how well a student must be doing in order to qualify for part-time services as opposed to a full-time program when all relevant factors are considered. The commenter did not propose a standard for this determination or suggest how it could be made. We should also bear in mind the incentives districts already have for providing adequate levels of service to students, in that students’ failure to learn English, succeed on the English language proficiency examination, and perform adequately on the State assessment in academic subjects has specific consequences within the
accountability system. With that dynamic in mind, we do not see that additional prescriptiveness from the State level will help the perceived problem.

**Recommendation**  
Section 228.30(e)(3) should not be changed in response to this comment.

**Comment**  
With regard to Section 228.30(f)(1), a requirement was recommended for considering the student’s proficiency and literacy in the home language, because the needs of older students with very limited proficiency in their home languages will be markedly different than the needs of students in the same age group who are more literate or have had significantly more formal schooling.

**Analysis**  
We agree that this rule would be improved by acknowledging the importance of each student’s prior language learning, not limited to English, in formulating a bilingual education program.

**Recommendation**  
Section 228.30(f)(1) should be revised as shown below:

1) Program Structure – The level of a student’s proficiency in English, as determined by an individual student language assessment, in conjunction with other information available to the district regarding the student’s level of literacy in his or her home language, will determine the structure of the student’s instructional program.

**Comment**  
One commenter advocated restoring the personnel-related requirements that are being struck from subsections ((a)(7) and (b)(4), fearing, for example, that nothing would prevent assigning an individual with a German endorsement to serve Spanish-speaking students.

**Analysis**  
Deletion of this material will have no effect, due to the requirements for assignment of personnel that are expressed in other portions of ISBE’s rules. In particular, Appendices A and B to Part 1 of the rules identify the validity of various types of certificates and make it clear that, where multiple endorsements are possible, a certificate is valid for the “field endorsed” or “subject named only”. In the example given, there is no question that an endorsement in any language other than Spanish would permit an individual to teach in a bilingual education class for Spanish-speaking students. Part 1 contains comprehensive information regarding which qualifications are required for various assignments, and it is not necessary to restate this information in Part 228. No meaning is lost with these deletions.

**Recommendation**  
No change should be made in response to this comment.

**Section 228.40 Students’ Participation; Records**  

**Comment**  
It was proposed that the requirement for written notification to parents stated in Section 228.40(a)(1) (and taken directly from Section 14C-4 of the School Code) be expanded so that parents would have the right to a verbal explanation in their native language of each program’s
content and objectives, their right to visit the program, how it would benefit the student, and their right to withdraw the student from the program. The commenter felt a verbal explanation would help immigrant parents with limited literacy in their respective native languages to make informed decisions regarding services for their children.

Analysis
While we would agree in principle that districts ought to make every effort to provide information to all parents regarding the bilingual program and their rights related to it, we must also be cognizant of the practical and financial difficulties that districts would face if this mandate were expanded as suggested.

Recommendation
No change should be made in response to this suggestion.

Comment
One commenter suggested that Section 228.40(a)(1) should clarify what is meant by “the beginning of the school year” and that the references to 15 and 30 days be specified as either calendar days or school days to lessen confusion in the field.

Analysis
The beginning of the school year depends upon the calendar adopted annually by each local school board, so there is no further definition that would be appropriate to provide by rule. All references to numbers of days actually do mean “calendar days” unless some other type of days (e.g., business, school) is specified.

Recommendation
No changes are needed in Section 228.40(a)(1).

Comment
A question was raised as to why the mention of entry and exit dates is being struck from Section 228.40(c)(3). With respect to the same subsection, the commenter asked whether the maintenance of attendance information is really necessary since “attendance is kept by the district”. This was stated not to be a big issue for smaller districts but “huge” for larger ones.

Analysis
There is already one mention of “program entry/exit information” in the sentence where the deletion will occur, making this second reference redundant. No change in meaning is proposed. Also, we believe the commenter may not have recognized that the recordkeeping requirements in subsection (c)(3) do apply to the district, rather than the bilingual program administrator. This is an existing rule, and it does not have the effect of requiring bilingual programs to keep records to which they may not have access. Instead, it means that information on students in the program must be furnished to the district’s records custodian so that it can be maintained in the temporary or permanent record, as applicable.

Recommendation
No change is needed in connection with these points.
Section 228.50  Program Plan Approval and Reimbursement Procedures

Comment
One respondent objected to the insertion of the five-hour minimum for reimbursement purposes in subsection (c)(3), stating that it would decrease financial support and might have a negative effect on helping students make a gradual transition. The commenter inquired as to the motive for this change, with reference to the shortage of funding for the program generally.

Analysis
The statement being added to the rule matches the long-standing practice in the administration of this program, rather than representing a change. We believe it should be retained, because districts’ excess expense will be minimal for students served for fewer than five hours per week. In a situation where available financial resources will not cover the entire range of demand, a threshold for reimbursement seems advisable. If this is to continue as a generally applicable policy, it needs to be stated as a rule.

Recommendation
Section 228.50 should not be changed in response to this comment.
Section 228.10 Definitions

“Bilingual Education Teacher” means a teacher who:

- holds a valid Illinois certificate with an endorsement or approval in bilingual education or an endorsement in ENL with a language-specific designation for bilingual education (see 23 Ill. Adm. Code 25.Appendix E and 23 Ill. Adm. Code 1.780 and 1.781); or

- holds a Transitional Bilingual Certificate endorsed for teaching in a language other than English and issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25.90; or (Certification); or a teacher-
who possesses a valid Illinois certificate issued pursuant to the provisions of 23 Ill. Adm. Code 25 (Certification), and a Statement of Approval issued by the State Board of Education in accordance with the provisions of 23 Ill. Adm. Code 1.780 and 1.781 (Public Schools Evaluation, Recognition and Supervision)

holds a Visiting International Teacher Certificate and meets the requirements of 23 Ill. Adm. Code 25.92(i).

“English as a Second Language (ESL)” or “English as a New Language (ENL)” means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL or ENL instruction includes skills development in listening, speaking, reading, and writing. (ESL and ENL are is not to be confused with English language arts as taught to students whose home language is English.)

“Home Language” means that language normally used in the home by the student and/or by the student’s parents or legal guardians.

“Individual Student Language Assessment” means a procedure which determines a student’s listening, speaking, reading (including comprehension), and writing skills in English.

“Standard School Program” means the educational program offered by the local school district to the majority of its students (“general education”).

“Students of Limited English Proficiency” means students, whether born in the United States or born elsewhere, whose native tongue or language background is a language other than English and whose difficulties in a non English background whose aural comprehension, speaking, reading, or writing, or understanding proficiency in English may be sufficient to deny them is below the average English proficiency level of students of the same age and/or grade whose first or home language is English;

the ability to meet the State’s proficient level of achievement on State assessments;
the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.

“Students of Non-English Background” means students, whether born in the United States or born elsewhere, whose native language is other than English or students who come from homes where a language other than English is spoken in daily interaction, either by the students themselves or by their parents or legal guardians.

“Teacher of English as a Second Language” or “Teacher of English as a New Language” means a teacher who:

meets the requirements set forth in 23 Ill. Adm. Code 1.782 (Public Schools Evaluation, Recognition and Supervision); a teacher who possesses a Special Standard certificate endorsed for teaching ESL or ENL, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25 (Certification); or

a teacher who possesses holds a valid Illinois certificate and an endorsement or approval for a Statement of Approval for teachers of ESL, issued by the State Board of Education pursuant to 23 Ill. Adm. Code 1.780, 1.781, and 1.782; or (Public Schools Evaluation, Recognition and Supervision)

meets the requirements set forth in 23 Ill. Adm. Code 1.782.

“Transitional Bilingual Education Program” means a program which must be provided by a school district when there are within an attendance center 20 or more students of the same non-English language background identified as below-average in English proficiency. A student’s program can be either full-time or part-time, depending on the level of the student’s proficiency in English. The school district’s program must meet the standards set forth in Section 228.30(a) of this Part.

“Transitional Program of Instruction” means a program designed by a school district when there are within an attendance center 19 or fewer students of the-
same non-English language background identified as below average in English proficiency. The school district’s program must meet the standards set forth in Section 228.30(b) of this Part.

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

Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey with respect to each student entering the district’s schools for the first time, for the purpose of identifying students of non-English background. The survey shall include at least the following questions, and the student shall be identified as having a non-English background if the answer to either question is yes:

1) Whether a language other than English is spoken in the student’s home and, if so, which language; and

2) Whether the student speaks a language other than English and, if so, which language.

b) The home language survey shall be administered in English and, if feasible, in the student’s home language.

c) The home language survey form shall provide spaces for the date and the signature of the student’s parent or legal guardian.

d) The completed home language survey form shall be placed into the student’s temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).

e) It shall be the duty of each school district conducting home language surveys to use its best efforts in seeking out children believed to be of limited English proficiency who are resident within such district but are not enrolled in a private school within the district.

f) The district shall, using an assessment instrument prescribed by the State Superintendent of Education, screen the student's English language proficiency of assessment to each student identified through the home language survey as having a non-English background. This assessment shall take
place within 30 days after four weeks of the student’s enrollment in the district, for the purpose of determining the student’s eligibility for bilingual education services and, if eligible, the appropriate placement for the student.

1) A district may rely upon a student’s score attained on the prescribed screening instrument or on the assessment instrument prescribed under Section 228.25(c) of this Part, if either is available from another school district or another state, provided that the score was achieved no more than 12 months prior to the district’s need to assess the student’s proficiency in English for purposes of eligibility and placement.

2) Each student whose score on the prescribed screening instrument is identified as not “proficient” as defined by the State Superintendent of Education shall be considered to have limited English proficiency and therefore to be eligible for bilingual education services. However, even if the student scores at the “proficient” level, the school district may consider additional indicators such as the results of criterion-referenced or locally developed tests, teachers’ evaluations of performance, samples of a student’s work, or information received from family members and school personnel in order to determine whether the student’s proficiency in English is limited and the student is eligible for services.

3) Students who, based on review of assessment scores and other evidence such as that outlined in subsection (e)(2) of this Section, are judged to be of limited English proficiency shall be eligible for, and shall be placed into a program of, bilingual education services.

f) Each district shall ensure that any accommodations called for in the Individualized Education Programs of students with disabilities are afforded to those students in the administration of the screening instrument discussed in this Section and the language proficiency assessment prescribed under Section 228.25(c) of this Part.

g) Individual language proficiency assessments shall be conducted in accordance with the following requirements.

1) A nationally normed test of English language proficiency shall be administered to each student who is old enough to take such a test. Each
such test shall include measures of oral language skills (listening and speaking). Each such test to be administered to a student in grade 2 or above shall also include measures of reading and writing proficiency. Each student who scores below the 50th percentile on such a test (or, where test results are not expressed as percentile scores, below the proficiency level comparable to the 50th percentile) shall be considered as having limited English proficiency and shall be eligible for bilingual education services.

2) In cases where no nationally normed English proficiency measure can be administered, and for all students of non-English language background who score at or above the 50th percentile or the equivalent on the nationally-normed test used, the school district shall also consider other indicators such as the results of criterion-referenced or locally developed tests, teachers’ evaluations of performance, samples of a student’s work, and/or information received from family members and school personnel in identifying limited English proficiency and determining eligibility for bilingual education services.

3) Students who, based on review of evidence such as that outlined in subsection (2) above, are judged to be unable to perform successfully in classes where instruction is given only in English or more than one year behind the average performance of students (of comparable age/grade) in the district in any subject as identified in Section 228.30(a)(1)(A) of this Part shall be considered as having limited English proficiency and shall be eligible for bilingual education services.

g) The parent or guardian of any child resident in a school district who has not been identified as having limited English proficiency may request the district to determine whether such child should be considered for placement in a bilingual education program, and the school district shall make that determination upon request, using the process described in this Section. A determination contested by a parent or legal guardian may be appealed to the regional superintendent of schools for the region in which the district is located, pursuant to the provisions of Section 3-10 of the School Code [105 ILCS 5/3-10] (Ill. Rev. Stat. 1991, ch. 122, par. 3-10).
Section 228.20 Public School Bilingual Census

a) No later than the first day of March of each year, every school district shall submit a bilingual census report for that school year to the State Superintendent Board of Education (Section 14C-3 of the School Code [105 ILCS 5/14C-3]; Ill. Rev. Stat. 1991, ch. 122, par. 14C-3). The bilingual census report shall be submitted on forms provided by the Superintendent Board and shall include:

1) the number of students of non-English background in each attendance center, as identified via the home language survey;

2) the number of those students who have been identified as having limited English proficiency based on the results of the State-prescribed assessment and other factors discussed in Section 228.15(e) or Section 228.25(c) of this Part; and

3) the home languages, ages, and grade or achievement levels of the students identified as having limited English proficiency.

b) A district may use the number of students who have been identified in its census report as having limited English proficiency and who are thus eligible for bilingual education services as a preliminary count for the purpose of submitting a program application pursuant to Section 228.50 of this Part.
Section 228.25  Program Options, Placement, and Assessment

a) When an attendance center has an enrollment of 20 or more limited English proficient students of the same language classification, the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those such students (Section 14C-3 of the School Code). A further assessment of those students to determine their specific programmatic needs for bilingual instruction and or for placement in either a full-time or a part-time program may shall be conducted.

b) When an attendance center has an enrollment of 19 or fewer students of limited English proficiency and from any single non-English language, the school district shall conduct an individual student language assessment to determine each student’s need for native language instruction and may provide a transitional bilingual program in the non-English languages language(s) common to such students. If the district elects not to provide a transitional bilingual program, the district or shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code.)

c) Districts shall consider the following factors when determining an individual student’s full-time or part-time educational program needs: language assessment in English and, if available, in the student’s home language; academic history and achievement levels; age; cultural background; handicapping conditions, if any; and any other factors that would assist the district in designing an instructional program appropriate to the student’s needs.

d) Annual Examination

1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all students enrolled in programs on an annual basis (Section 14C-3 of the School Code), using an assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students’ continuing need and eligibility for bilingual education services. The annual assessment shall be based on the “Framework for Large-Scale Assessment of the English Language Proficiency Standards for English Language Learners K012”
A) Districts may comply with this requirement by administering the same nationally normed test(s) of English-language proficiency used to identify students eligible for bilingual education services.

B) Districts may also select instruments other than those used to identify eligible students. For each such other instrument used, the district shall provide evidence in its annual application (see Section 228.50 of this Part) that the score used as an exit criterion represents a level of English-language proficiency comparable to that represented by the 50th percentile score or equivalent on the nationally normed test used in eligibility determinations.

2) Each student whose score on the English language proficiency assessment is identified as “proficient” may be considered eligible to exit the program of bilingual education services. However, the school district may also consider other indicators such as those listed in Section 228.15(e)(2) of this Part to determine whether individual students continue to exhibit limited English proficiency and remain eligible for bilingual education services, subject also to the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3]. Students who score at or above the 50th percentile (or, where test results are not expressed as percentile scores, the proficiency level comparable to the 50th percentile) on the nationally normed test of English-language proficiency chosen for their respective ages or grade levels by the district and described in the district’s program application shall be eligible to exit from the bilingual education program as provided in Section 228.30(a)(4) of this Part.

3) Beginning with the 2007 administration of the annual English language proficiency examination, each student who is not enrolled in a program under this Part but who has been identified as having limited English proficiency at any time since 2006 shall be required to participate in the annual examination each year until he or she achieves a “proficient” score. School districts shall maintain records of individual test scores in...
accordance with the provisions of 23 Ill. Adm. Code 375 (Student Records).

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

Section 228.30 Establishment of Programs

a) Administrative Provisions

1) Program Facilities - Programs shall be located in regular public school facilities rather than in separate facilities. (Section 14C-6 of the School Code [105 ILCS 5/14C-6]) If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district’s students with respect to space and equipment. If housed in a facility other than a public school (including a charter school), the school district shall provide a written explanation in its annual application to the State Superintendent of Education as to why the use of a public school building is not feasible.

2) Course Credit - Students enrolled in approved programs shall receive full credit for courses taken in such programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students who change attendance centers or school districts shall do so without loss of credit for coursework completed in the program.

3) Extracurricular Activities - Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district. (Section 14C-7 of the School Code [105 ILCS 5/14C-7])

4) Inclusion of Students Whose First or Home Language is English - Students whose first or home language is English may be included in a program under this Part provided that all students of limited English proficiency are served.

5) Joint Programs - A school district may join with one or more other school districts to provide joint programs or services in accordance with the
provisions of Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated administrative agent shall adhere to the procedures contained in 23 Ill. Adm. Code 110 (Program Accounting Manual) as they pertain to cooperative agreements.

6) Preschool and Summer School - A school district may establish preschool and summer school programs for students of limited English proficiency, or join with other school districts in establishing such programs. Summer school programs shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11])

b) Instructional Specifications

1) Student-Teacher Ratio - The student-teacher ratio in the ESL and native language components of programs as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to students’ mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio greater than the average for general education classes in that grade level and attendance center as a result of such placements.

2) Grade-Level Placement - Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(3) of this Section. (Section 14C-6 of the School Code)

3) Multilevel Grouping - If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level. (Section 14C-6 of the School Code) Evidence of compliance with this requirement shall be:

A) individualized instructional programs; or
B) grouping of students for instruction according to grade level.

4) Language Grouping - School districts may place students of limited English proficiency who have different home languages in the same class, provided that, in classes taught in the native language:

   A) instructional personnel or assistants representing each of the languages in the class are used; and

   B) the instructional materials are appropriate for the languages of instruction.

5) Program Integration – In courses of subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, students of limited English proficiency shall participate fully with their English-speaking classmates. (Section 14C-7 of the School Code)

c) Administrators

Beginning July 1, 2008, each individual newly assigned to administer a program under this Part shall meet the applicable requirements of this subsection (c). Administrators first assigned on or before June 30, 2008, shall be subject to the applicable requirements of this subsection (c) as of July 1, 2010.

1) Except as provided in subsections (c)(3) and (4) of this Section, any person designated to administer a TBE program must hold a valid administrative certificate or supervisory endorsement issued by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must hold the bilingual approval or endorsement.

2) Except as provided in subsections (c)(3) and (4) of this Section, any person designated to administer a TPI program must hold a valid administrative certificate or supervisory endorsement issued by the State Board of Education in accordance with applicable provisions of 23 Ill.
Adm. Code 25 and 1 and must hold the bilingual or ESL approval or endorsement.

3) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from the requirement for bilingual or ESL approval or endorsement, provided that he or she annually completes two hours of professional development specifically designed to address the needs of students with limited English proficiency. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

4) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (c)(1) of this Section at the beginning of the fourth school year of the TPE program’s operation. A person who has been assigned to administer a program under subsection (c)(3) of this Section in a district where the number of students eligible for bilingual education grows beyond 200 shall become subject to the requirements of subsection (c)(2) of this Section at the beginning of the fourth school year in which the eligible population exceeds 200 students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.

d) In-Service Training for Staff

1) Each school district having a program shall annually plan in-service training activities for the certificated and noncertificated personnel involved in the education of students of limited English proficiency. This plan shall be included in the district’s annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (d)(2) and (d)(3) of this Section.

2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district’s relevant policies and procedures.
3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:

   A) current research in bilingual education;
   B) content-area and language proficiency assessment of students with limited English proficiency;
   C) research-based methods and techniques for teaching students with limited English proficiency;
   D) research-based methods and techniques for teaching students with limited English proficiency who also have disabilities; and
   E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

4) In addition to any other training required under this subsection (d), each individual who is responsible for administering the screening instrument referred to in Section 228.15(e) of this Part shall be required to complete an on-line training sequence furnished by the State Board of Education and to pass the test embedded in that material.

e) Specific Requirements for Transitional Bilingual Education (TBE) Programs

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code) Program components of a full-time program—A full-time transitional bilingual education program shall include the following components (Section 14C-2 of the School Code, Ill. Rev. Stat. 1991, ch. 122, par. 14C-2):

   A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student’s school district, to be given in the student’s home language and in English; core subjects such as math, science and social studies must be offered in the student’s home language;
B) Instruction in the language arts in the student’s home language and in English as a second language; and

C) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.

2) Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist students of limited English proficiency in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D).

3) Program Structure for Part-Time Programs

Students, including kindergarten students in either full-day or half-day programs, may be placed into a part-time program pursuant to the provisions of Section 228.25(c) of this Part, or students previously placed in a full-time program may be placed in a part-time program, if under the following conditions:

A) an assessment of the student’s English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.15(f) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. However, district staff shall consider the student’s score and his or her proficiency in the home language;

B) the student’s prior performance, if any, in coursework taught exclusively in English, current academic performance, and other relevant factors such as age, disability, and cultural background in order to determine whether a full-time or a part-time program is appropriate, has been evaluated; and

C) a review of these areas shows a performance that is less than one academic year behind the average of students of the same grade.
level in the district, in all but one or two subject areas, so that instruction in ESL and subject area instruction in the home language may still be necessary.

4) Program Components of a Part-Time Program—A part-time program shall consist of components of a full-time program that are selected for a particular student those instructional programs and materials, supportive services (e.g., counseling, special instructional resources, or tutorial assistance), learning settings, and other educational services which modify, supplement, and support the standard educational program of the public school and which, based upon an assessment of the student’s educational needs in accordance with the standards set forth in subsection (a)(2) of this Section, will provide daily instruction in the home language and in English. Each student’s part-time program shall provide daily instruction in English and in the student’s native language as determined by the student’s needs.

4) Duration of Program Participation

A) No school district shall withdraw a student prior to the completion of three years of program enrollment without written approval from the student’s parents or legal guardians, and unless the student has received a score on the annual examination which meets or exceeds the program exit criteria established pursuant to Section 228.25(d)(2) of this Part.

B) A student may remain in the transitional bilingual education program longer than three years at the discretion of the school district and subject to the approval of the student’s parents.

C) If a student, having been transferred from a program prior to three years, demonstrates, in the judgement of the school district, an inadequate command of English, said student may be re-enrolled in the program for the balance of the three years, subject to the approval of the student’s parents. (Section 14C-3 of the School Code.)
5) Inclusion of Students Whose First or Home Language is English—
Students whose first or home language is English may be included in a
program of transitional bilingual education provided that all students of
limited English proficiency are served.

6) Language Grouping—School districts may place in the same class in any
program of transitional bilingual education students of limited English
proficiency of different home languages, provided that, in classes other-
than ESL:

A) instructional personnel or assistants representing each of the
languages in the class are used; and

B) the instructional materials are appropriate (e.g., grade level and
subject matter) for the languages of instruction.

7) Personnel

A) Any person designated to administer the program by the district
superintendent must hold a registered supervisory or
administrative certificate or endorsement issued by the State Board
of Education in accordance with applicable provisions of 23 Ill.
Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public
Schools Evaluation, Recognition and Supervision).

B) Standards for Teachers in Bilingual Education Programs—
Bilingual teachers and teachers of English as a Second Language
who provide instruction in transitional bilingual education
programs shall meet applicable requirements of 23 Ill. Adm. Code
1.780 through 1.782 (Public Schools Evaluation, Recognition and
Supervision).

C) Noncertificated Personnel—School districts may employ
noncertificated personnel to assist certified personnel teaching in
transitional bilingual education programs approved pursuant to this
Part. Noncertificated personnel may include instructional aides,
who must possess a Statement of Approval issued by the State
Board of Education pursuant to 23 Ill. Adm. Code 1.630 (Public-
Schools Evaluation, Recognition and Supervision). Other personnel who may be employed include translators, tutors, interpreters and such additional personnel as are determined to be needed by the school district to assist a student’s early and effective transition to the regular school program.

D) Other Professional Staff – Districts providing programs may employ other professional staff to provide services to limited English proficient students. These professionals must hold certificates appropriate to their roles.

8) Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code; [105 ILCS 5/14C-10] Ill. Rev. Stat. 1991, ch. 122, par. 14C-10.)

A) The committee shall:

A) i) meet at least four times per year;

B) ii) maintain on file with the school district minutes of these meetings; and

C) iii) review the district’s annual program application to the State Superintendent Board of Education.

B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related
Specific Requirements for Transitional Program of Instruction (TPI)

1) Program Structure – The level of a student’s proficiency in English, as determined by an individual student language assessment, in conjunction with other information available to the district regarding the student’s level of literacy in his or her home language, will determine the structure of the student’s instructional program.

2) Program Components – A transitional program of instruction must include instruction or other assistance in the student’s home language to the extent necessary, as determined by the district on the basis of the student assessment required in Section 228.15(e) or Section 228.25(c) 228.15(f) of this Part, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A transitional program of instruction may include, but is not limited to, the following components: instruction in ESL, language arts in the students’ home language, and instruction in the history and culture of the country, territory, or geographic area that which is the native land of the students or of their parents and in the history and culture of the United States.

3) Duration of Student Program Participation – A student of limited English proficiency shall remain in the program until an individual student language assessment determines that the student has achieved a level of English proficiency which meets or exceeds the district’s exit criteria as provided in Section 228.25(d) of this Part.

4) Personnel

A) Any person designated by the district superintendent to administer the program must hold a registered supervisory or administrative certificate or endorsement issued by the State Board of Education pursuant to 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision).
B) Standards for Teachers in Transitional Programs of Instruction—Bilingual teachers and teachers of English as a Second Language who provide instruction in transitional programs of instruction shall meet applicable requirements of 23 Ill. Adm. Code 1.780 through 1.782 (Public Schools Evaluation, Recognition and Supervision).

C) Noncertificated and Other Personnel—School districts may employ noncertificated personnel to assist certified personnel teaching in a transitional program of instruction. Such personnel may include instructional aides who possess a Statement of Approval issued by the State Board of Education pursuant to 23 Ill. Adm. Code 1.630. Other personnel who may be employed include translators, tutors, interpreters and such additional personnel as are determined to be needed by the school district to assist a student’s early and effective transition to the regular school program.

D) Other Professional Personnel—Districts providing a program may employ other professional staff to provide services to limited English proficient students. These professionals must hold certificates appropriate to their roles pursuant to 23 Ill. Adm. Code 25 (Certification).

(Source: Amended at 30 Ill. Reg. _____, effective _____________)
Section 228.40  Students' Participation; Records  General Program Requirements

a) Notice of Enrollment and Withdrawal

1) Notice of Enrollment – No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].

2) Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)

b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student’s participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.

Program Standards

1) Course Credit—Students enrolled in approved programs shall receive full credit for courses taken in such programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students who change attendance centers or school districts shall do so without loss of credit for time spent in the program.

2) Extracurricular Activities—Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district.
3) Program Integration—In courses or subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, students of limited English proficiency shall participate fully with their English-speaking classmates.

4) Student-Teacher Ratio—The student-teacher ratio in the ESL and native-language components of programs shall not exceed 90% of the average-student-teacher ratio in regular classes in that attendance center.

5) Grouping of Age-Grade Levels—Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(6) of this Section.

6) If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level. Evidence of compliance with this requirement shall be:

A) individualized instructional programs; or

B) class grouping and instruction by ability level.

7) Program Facilities—Programs shall be located in regular public school facilities rather than in separate facilities. If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district’s students with respect to space and equipment. If housed in a facility other than a public school, the school district shall provide a written explanation in its annual application to the State Board of Education as to why the use of a public school building is not feasible.

c) Staff Inservice

1) Each school district having a program shall annually plan inservice training activities for the certificated and noncertificated personnel involved in the education of students of limited English proficiency. This-
plan shall be included in the district’s annual application and shall be
approved by the State Board of Education if it meets the standards set
forth in subsections (c)(2) and (c)(3) of this Section.

2) Program staff beginning their initial year of service shall be involved in
training activities that will develop their knowledge of basic bilingual
program requirements and which shall include, but need not be limited to,
the following: minimum program standards, district identification and
assessment procedure, program design, and basic instructional techniques
for teachers of students with limited English proficiency.

3) Ongoing training activities for all bilingual program staff shall take place
at least twice yearly. The areas to be addressed shall include but need not
be limited to one or more of the following:

A) current research in the teaching of bilingual education;

B) methods and techniques for teaching content areas, language arts
   of the students’ home languages, and ESL in a bilingual classroom;

C) language assessment;

D) issues related to the culture and history of the United States and of
   the country, territory or geographic area that is the native land of
   the students or of their parents; and

E) issues related to serving students with limited English proficiency
   who also have disabilities.

d) Joint Programs—A school district may join with one or more school district(s) to
provide joint programs or services in accordance with the provisions of Section
10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated
administrative agent shall adhere to the procedures contained in 23 Ill. Adm.
Code 110 (Program Accounting Manual) as they pertain to cooperative
agreements.

e) Preschool and Summer School Programs—A school district may establish
preschool and summer school programs for students of limited English-
proficiency, or join with other school districts in establishing such programs. Summer school programs shall not replace programs required during the regular school year.

c) Maintenance of Records and Reporting Procedures

1) Report Cards - The school shall send progress reports to parents or legal guardians of students enrolled in programs in at least the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. These reports shall indicate the student's progress in the program and in the general program of instruction, and shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction. Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agree in writing to waive this requirement. The parents’ waiver shall be kept on file in accordance with subsection (c)(3) of this Section.

2) Annual Student Reports - Each district must complete the Transitional Bilingual Education Annual Student Report and the Program Delivery Report provided by the State Board of Education, in which information on each program and each student participating in the program is compiled.

3) Records - School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English proficiency test scores and other student assessment information (e.g., language, program entry and exit dates, grade level, and attendance), the rationale for a student’s placement into a part-time program, where applicable, including documentation of the factors indicating that a part-time program would be appropriate, and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to such records, as specified in 23 Ill. Adm. Code 375 (Student Records).
Section 228.50 Program Plan Approval and Reimbursement Procedures

a) Reimbursement for programs provided by school districts pursuant to the provisions of Article 14C of the School Code and this Part is contingent upon the submission and approval of a program plan and request for reimbursement in accordance with the requirements of Section 14C-12 of the School Code and this Section.

b) Program Plan Submission and Approval

1) Applications for program approval shall be submitted, on forms provided by the State Superintendent Board of Education, at least 60 calendar days prior to the start of the proposed initial or continuing program.

2) The State Superintendent of Education will waive the requirement in subsection (b)(1) of this Section only when an application is accompanied by a statement of facts showing that the waiver will enable the district to begin serving a student or students sooner than would otherwise be the case.

3) School districts shall be granted at least 45 60 calendar days to complete and submit applications to the State Superintendent Board of Education. A district's failure to submit a completed application by the date specified on the form will delay its receipt of reimbursement pursuant to subsection (c) of this Section.

4) Applications for a Transitional Bilingual Education Program and/or a Transitional Program of Instruction must contain at least the following information:

A) The number of students to be served by grade or grade equivalent and language group in a full-time or part-time program.

B) A summary description of the number and types of personnel who will provide services in the program.
C) A description of the full-time and/or part-time program to be provided to the students identified pursuant to subsection (b)(4)(A) of this Section in relation to the applicable program standards set forth in Section 228.30 of this Part.

D) A copy of the district's procedures for identifying students of limited English proficiency, which must be in compliance with the standards set forth in Section 228.15 of this Part.

E) Descriptions of the district's procedures and testing instruments for the annual examinations required under Section 228.25(d) of this Part, including evidence, where applicable, that the cutoff scores used as exit criteria represent levels of English language proficiency comparable to those represented by scores at the 50th percentile (or equivalent) on the nationally normed tests used by the district to identify eligible students.

F) A budget summary containing a projection of the program expenditures (e.g., instruction, support services, administration and transportation) and offsetting revenues for the upcoming fiscal year, and a detailed budget breakdown including allowable program expenditures for which reimbursement is sought, other program expenditures, and total program costs.

E) G) In the case of a TBE program, the signature of the chairperson of the district's Bilingual Parent Advisory Committee established pursuant to Section 14C-10 of the School Code and Section 228.30(e)(5) 228.30(a)(8) of this Part, which shall be evidence that the said Committee has had an opportunity to review the application.

5) Applications that, upon review by the State Superintendent of Education staff, are found to contain the information required pursuant to this Section shall be recommended for approval by the State Superintendent of Education. If the application is found to be incomplete, State Board staff will send a written notice to applicants requesting that they supply the needed information. In order to permit accurate allocation of funds for the program among eligible recipients, the State
Superintendent may establish a deadline by which such applicants must supply the requested information within 15 calendar days of their receipt of said notice.

6) The State Superintendent of Education will approve applications that demonstrate compliance with Article 14C of the School Code and this Part, except that the State Superintendent shall invoke subsection (b)(5) of this Section with respect to any requested information that is missing from any application submitted for approval.

c) Account of Expenditures and Reimbursement Procedures

1) An account of each district's expenditures pursuant to Article 14C of the School Code and this Part shall be maintained as required in Section 14C-12 of the School Code. Accounting procedures shall be in accordance with applicable requirements of 23 Ill. Adm. Code 110 (Program Accounting Manual).

2) The final annual report of district expenditures, which shall include the information specified in Section 14C-12 of the School Code, shall be submitted on forms provided by the State Superintendent Board of Education no later than July 31 of each year.

3) School districts shall submit claims for reimbursement of programs approved in accordance with this Part on forms provided by the State Superintendent Board of Education and in accordance with the timelines and procedures specified in Section 14C-12 of the School Code. No State reimbursement shall be available with respect to any student served for fewer than five class periods per week.

4) In the event that funds appropriated by the General Assembly are insufficient to cover the districts' excess costs, the funds will be distributed on a pro rata basis and in accordance with the timelines specified in Section 14C-12 of the School Code.

5) A request to amend a district's approved budget shall be submitted on forms provided by the State Superintendent Board of Education whenever a district determines that there is a need to increase or decrease an
NOTICE OF ADOPTED AMENDMENTS

approved line item expenditure by more than $1,000 or 20 percent, whichever is larger. A budget amendment must also be submitted for approval when a grantee proposes to use funds for allowable expenditures not identified in the approved budget.

6) Budget amendment requests will be approved if the rationale required to be provided for each amendment includes facts demonstrating that:

A) there is a need (e.g., a change in the number of students served or personnel needed); and

B) the altered expenditures and their related program services will be in compliance with the requirements of Article 14C of the School Code and this Part.

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

Section 228.60 Enforcement

a) Each school district's compliance with the requirements of Article 14C of the School Code and this Part shall be evaluated at least every three years by State Board of Education staff, who shall use the criteria set forth in Article 14C of the School Code and this Part to determine compliance.

b) The recognition status of districts found to be in noncompliance with the requirements of Article 14C of the School Code and this Part will be evaluated in accordance with the provisions of Subpart A of 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision).

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

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

Agenda Topic: Action Item: Rules for Adoption – New Part 265 (Grants for Arts Education and Foreign Language Education)

Materials: Recommended Rules

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

Purpose of Agenda Item

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

Relationship to/Implications for the State Board’s Strategic Plan

This rulemaking is required as a result of legislative action but is also congruent with Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item

The Board will be asked to adopt proposed new Part 265.

Background Information

This rulemaking responds to P.A. 94-835, which was signed into law on June 6 of this year and established the Arts and Foreign Language Education Grant Program. As contemplated in new Section 2-3.65a of the School Code, ISBE has entered into an interagency agreement with the Illinois Arts Council to administer a grant program whose purpose is to ensure that art and foreign language courses are available as part of schools’ core curriculum.

The program will be conducted in two phases. There will be an opportunity for applicants to receive one-year planning grants for either the fine arts or foreign language and then to apply for three years of implementation funding for the initiative that was the subject of the planning grant. State support for the new or enhanced program will diminish over the three-year period, with a view toward local maintenance of the effort at the end of that time. Each eligible applicant will be able to apply for one planning grant and one implementation grant in each of the two curricular areas. Receipt of a planning grant will not be a prerequisite for implementation funding, provided that a comparable planning effort has occurred. The rules discuss the nature of the two types of grants and the allowable expenditures under each, as well as the criteria for review of the two types of proposals.
These new rules were presented for the Board’s initial review in July of this year and subsequently published in the Illinois Register to elicit public comment. Two communications were received, and the issues raised are discussed in the Summary and Analysis of Public Comment attached.

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

Policy Implications: Please see above.
Budget Implications: The FY 2007 appropriation for this program amounts to $4 million.
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:


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

**Next Steps**

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment  
Part 265 (Grants for Arts Education and Foreign Language Education)

Comment
One of the commenters suggested adding language to Section 265.40(a) as shown here:

a) Recipients of planning grants shall be given priority consideration in the subsequent awarding of implementation grants. However, receipt of a planning grant shall not be a prerequisite to receipt of an implementation grant; however, each applicant for an implementation grant must be able to demonstrate that effective, thorough planning has taken place that will ultimately result in strengthening and expanding the applicant’s arts education or foreign language program (see Section 265.210 of this Part).

Analysis
Section 265.210 of the rules conveys the program specifications for implementation grants and states, “However, each applicant not having received a planning grant under this Part shall demonstrate that a comprehensive planning process conforming to the requirements of Section 265.110(b) of this Part occurred with respect to the program for which funding is sought. Each such applicant shall present a plan as discussed in Section 265.110(d) of this Part.”

Thus the meaning sought by the commenter is already present in the relevant portion of the rules, and the required planning process is linked to the concrete requirements of Section 265.110. As a matter of rule-writing, it would not be acceptable to require “effective, thorough” planning, because subjective judgments would be introduced with respect to whether a process had been effective or thorough enough. Similarly, it will not be possible to judge in advance whether a planning process will have the desired results, so it would not be technically correct for the rule to require this. We understand that the proposed addition is intended to strengthen the emphasis on planning, but the requirement is adequately covered in Sections 265.110 and 265.210, upon which Section 265.40 relies.

Recommendation
No change is needed in response to this comment.

Comment
It was suggested that a definition of “fine arts” be included in Section 265.110 for the sake of clarity, to state, “(including, but not limited to, visual arts, music, drama, and dance).” The commenter noted that successful arts programming in some districts has also included programs in multimedia, audiovisual, and other forms of computer graphics.

Analysis
We agree that it may be a good idea to insert a definition if educators are unclear as to the areas meant by the term “the arts”. (The phrase “fine arts” has not been used in either the law or the rules.) However, if a definition is used in this rule, it will need to be finite, because it will control the types of initiatives that can be supported with grant funds. It would therefore not be appropriate for the definition to include the phrase “including, but not limited to”. An alternative way of expressing the definition will be needed in order to encompass the kind of flexibility hinted at by the commenter. This can be based on the relevant learning standards, which do make reference to “processes, traditional tools and modern technologies used in the arts.”
Finally, the definition will be most useful if placed near the beginning of the entire set of rules so that its applicability is not limited to the Subpart on planning grants.

**Recommendation**
A sentence should be added to the end of Section 265.10, as follows:

This Part establishes the application procedure and criteria for selection by the State Board of Education and the Illinois Arts Council of the entities that will receive funding under the arts and foreign language education grant program established by Section 2-3.65a of the School Code [105 ILCS 5/2-3.65a]. For purposes of this Part, “the arts” include visual arts, music, drama, and dance. An instructional program in another field shall be deemed to address the arts if it focuses on the knowledge and skills identified in the Illinois Learning Standards applicable to the arts (see 23 Ill. Adm. Code 1, Appendix D).

**Comment**
The insertion of language into Section 265.110(a) was proposed in order to strengthen the discussion of the goal of the planning grants. This is displayed below:

a) Planning grant funds shall be used for the purpose of developing specific plans for initiating, strengthening, or expanding instruction in the fine arts or in foreign language. The goal of each planning grant shall be to assist applicants with measuring the effectiveness of their existing arts education or foreign language program, identifying areas for improvement, and establishing a realistic timeline and budget for improving arts education or foreign language instruction throughout the district. As part of the planning process, grant recipients should identify the necessary one or more components of an instructional program to be added or enhanced and the human, financial, and other resources that will be necessary in order to incorporate these components into the affected schools’ curriculum and sustain them when State funding is no longer available.

**Analysis**
In principle we would have no objection to making the planning grants’ goal more explicit and detailed. We do not, however, believe it would be advisable to require that planning absolutely must encompass the entire district, since this may not be feasible even with the infusion of implementation grant funds over a limited period of time. The word “should” is also not appropriate as a rule, since it does not express a requirement.

**Recommendation**
The change in Section 265.110(a) that is shown above should be integrated into the rules, except that the phrase “throughout the district” should not be included and the word “should” should be changed to “shall”.

**Comment**
It was recommended that the term “district-based” that appears in Section 265.110(b) be changed to “district-wide”.

**Analysis**
This revision would result in a requirement for a “comprehensive, district-wide program planning process relating to either the fine arts or foreign language”. As noted above, we are reluctant to require in all cases that planning be conducted on a district-wide basis because a district’s scope for improving its program as a result of this grant may be more limited.
Recommendation
This proposed change should not be made.

Comment
A number of specific allowable uses of planning grant funds were recommended for insertion into Section 265.110(c), including:

- Evaluating and aligning curricula with State standards;
- Hiring substitute teachers to allow the planning team to meet during the school day;
- Providing stipends to allow the planning team to meet outside of the work day;
- Holding district-wide meetings to facilitate articulation from elementary to secondary programs;
- Reviewing other curriculum models;
- Developing teaching capacity;
- Assessing for infrastructure modifications and capital needs;
- Budgeting for long-range sustainability;
- Leveraging community resources;
- Hiring planning consultants;
- Technology of less than $500 as needed for planning; and
- Reviewing curricular resources.

Analysis
It is not clear from the comment whether the goal of the insertion was to ensure that these activities would be allowable or to preclude any other activities from being funded, but we assume the former since the word “only” was not suggested. A review of this list reveals that all but “developing teaching capacity” would clearly be allowable under the general language already proposed in subsection (c), namely, “the costs of district staff members’ time, the time of other individuals who are demonstrably involved in the planning process, and other related expenditures such as supplies and materials, communications, travel expenses, and meeting space rental”. If “developing teaching capacity” means identifying and recruiting qualified staff members, it clearly would be allowable, because it would involve paying district staff members for that outreach or could be considered part of the administrative portion of the grant. If it means paying for professional development, on the other hand, it would not be allowable because it would constitute an implementation expenditure instead.

As noted above, there is no apparent disagreement as to the use of planning grant funds for this range of purposes. Our disinclination to provide a specific list arises only from technical rule-writing concerns, in that it is preferable to use broad language wherever possible to encompass the specifics that are intended. This avoids giving the impression that a list of examples is intended as a limitation. We certainly would agree that this list would be a useful illustration to include in the Request for Proposals for the program, but no meaning will be lost if it is omitted from the rule.

Recommendation
Section 265.110(c) should not be expanded in response to this comment.
Comment
One commenter advocated adding to Section 265.110(d) a requirement for the school board’s and the district superintendent’s approval of the plan that is developed prior to the receipt of implementation funding.

Analysis
This is another instance in which the meaning sought by the commenter is already implicit and need not be repeated in the rules. Under Section 226.110, “Each (planning) grantee shall be required to prepare a written plan........” Section 265.210 sets forth the programmatic specifications for implementation grants, and subsection (b) states, “If an implementation grant is received after use of planning grant funds under this Part, the implementation grant funds shall be used to support the specific program to which the planning grant pertained.” Further, for those applicants that did not receive planning grant funds, subsection (c) provides, “Each such applicant shall present a plan as discussed in Section 265.110(d) of this Part.”

The plans that are referenced will form an integral part of districts’ applications for implementation funding. Each grant application submitted by a school district to the State Board of Education requires the signature of the district superintendent, binding the applicant to the contents of the document. The superintendent acts based on authority delegated by the local school board, and it is therefore not necessary for the rules to state separate requirements for approval as evidence of the local authorities’ commitment to the particular program in question.

Recommendation
No change is needed in Section 265.110(d) in response to this comment.

Comment
Another suggestion was also made with respect to the program specifications for planning grants set forth in Section 265.110(d). In addition to requiring that each plan describe “how local resources will be coordinated to meet those (curricular) needs in a program that can be sustained over time”, the commenter proposed requiring a description of how grantees would re-allocate existing resources to meet the curricular needs identified. This respondent believed it “sends the wrong message” about the importance of arts education if districts are required to seek outside resources to support that programming.

The commenter went on to note that supplemental funding from external sources tends, by its very nature, to be temporary and therefore not a reliable means of sustaining a core curricular program over time. Similarly, geographic areas where arts programs are scarcest also tend to be those with more limited access to financial support through foundations and other community-based sources of funding.

Analysis
This commenter’s point about the permanency of funding is well taken. The original language of the rule was written as a way of acknowledging the evident shortage of district resources, i.e., to ensure that other sources would also be drawn upon to support the programs in the future. However, we also agree that it is preferable for districts to plan for treating the fine arts and foreign languages as core components of their academic programs, which the statute, in fact, explicitly contemplates. On that basis we believe subsection (d) should be rewritten along the lines suggested.

Recommendation
Section 265.110(d) should be revised as shown below:
d) Each grantee shall be required to prepare a written plan that identifies programmatic goals and objectives developed through analysis of the district’s curricular needs and that describes the grantee’s approach to allocating district how local resources and securing other external support in order will be coordinated to meet those needs in a program that can be sustained over time.

Comment
With regard to Section 265.120, it was suggested that subsection (a)(1)(E) be reworded as shown here:

E) The proposed evaluation process should method of evaluating the planning project will yield information that will be useful for future implementation to other applicants in the future.

Analysis
We believe the function of this portion of the criteria may not have been evident to the commenter. The evaluation process being discussed pertains to the conduct of the planning project, as opposed to the district’s existing program in the arts or foreign languages. The latter type of analysis is already implicit in the proposal for a planning grant, as acknowledged with regard to an earlier comment. Because this provision was confusing, and because relevant information will be available to ISBE and the Arts Council in the reports that grantees will prepare, we believe subsection (a)(1)(E) is not truly necessary to include.

Recommendation
Section 265.120(a)(1)(E) should be deleted from the rules.

Comment
Another comment relative to the review of planning proposals involved strengthening the criterion related to sustainability to state, “The proposal identifies a plan for allocating district resources as well as securing additional resources from local organizations, businesses, and governmental agencies that will be useful to the grantee in sustaining a new or enhanced fine arts or foreign language program in the future.”

Analysis
We agree that a long-term commitment by the district is an essential element in the eventual sustainability of programs funded with these grants and that it is appropriate to require evidence of that commitment.

Recommendation
Section 265.120(a)(2) should be revised as displayed above.

Comment
It was recommended that Section 265.210(d) be slightly revised, as displayed here:

d) Grant funds provided under this Subpart C [Implementation Grants] shall generally be used for expenditures directly related to the delivery of the instructional program, including salaries, professional development, curriculum planning and development, supplies and materials, software, and other necessary technology or equipment.

Analysis
The commenter did not identify the problem this edit is intended to solve, but there is no reason we cannot make the change, since the same expenditures will be eligible either way.

**Recommendation**
Section 265.210(d) should be revised as shown above.

**Comment**
A change in the review criteria stated in Section 265.220 was recommended so that subsection (a)(1)B) would refer to “appropriate funding” rather than “grant funding”.

**Analysis**
The criterion in question relates to how well the proposal identifies “the aspects of the program that cannot currently be implemented in the absence of grant funding” and shows plans for locating resources to continue implementation is when State funding declines. Thus this provision is intended to refer specifically to grant funding, without which the implementation of the program will not occur (the reason for the grant application) but which will eventually disappear, causing a need for the identification of other resources. It is clear that no program can be implemented in the absence of “appropriate funding”, but using that phrase would make it less clear what the reviewers should be looking for in the proposals.

**Recommendation**
This suggested change should not be made.

**Comment**
It was proposed that subsection (a)(1)(D) of Section 265.220 (C) be revised as shown below:

D) The proposal demonstrates that the affected students throughout the district will have improved, systematic, and equitable access to comprehensive, standards-based arts education or foreign language instruction during the regular school day as relevant linguistic, artistic, or cultural resources as an integral part of their participation in the instructional program.

**Analysis**
As can be seen, the suggested change would alter the scope of the grant program so that each applicant would be seeking funding for, and making a commitment to implement, a district-wide program. It is not clear that districts will necessarily feel that this is feasible, depending upon the current state of their programs and resources. While we do share the commenter’s desire to see the proliferation of programs in the arts and foreign language, we also believe that participation in this grant program should be permitted on a more limited basis, on which districts can build later if they are able.

**Recommendation**
Subsection (a)(1)(D) should not be revised as suggested.
PART 265
GRANTS FOR ARTS EDUCATION AND FOREIGN LANGUAGE EDUCATION

SUBPART A: GENERAL PROVISIONS

Section
265.10 Purpose and Applicability
265.20 Eligible Applicants
265.30 Application Procedure
265.40 Allocation of Funds

SUBPART B: PLANNING GRANTS

Section
265.110 Program Specifications
265.120 Criteria for the Review of Proposals

SUBPART C: IMPLEMENTATION GRANTS

Section
265.210 Program Specifications
265.220 Criteria for the Review of Initial Proposals

AUTHORITY: Implementing Section 2-3.65a of the School Code [105 ILCS 5/2-3.65a] and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].

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

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Section 265.10 Purpose and Applicability

This Part establishes the application procedure and criteria for selection by the State Board of Education and the Illinois Arts Council of the entities that will receive funding under the arts and foreign language education grant program established by Section 2-3.65a of the School Code [105 ILCS 5/2-3.65a]. For purposes of this Part, “the arts” include visual arts, music, drama, and dance. An instructional program in another field shall be deemed to address the arts if it focuses on the knowledge and skills identified in the Illinois Learning Standards applicable to the arts (see 23 Ill. Adm. Code 1, Appendix D).

Section 265.20 Eligible Applicants

a) Eligible applicants shall be school districts, 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)], area vocational centers, and charter schools (see 105 ILCS 5/2-3.109a, 2-3.109b, and 27A-11.5, respectively. For purposes of this Part, the term “district” shall be understood to include all these eligible entities).

b) No grantee shall receive more than one planning grant for the arts and one for foreign language. No grantee other than a grantee located in a city of over 500,000 inhabitants shall receive a second planning grant until the implementation phase has been completed with respect to the initiative to which the original planning grant related (or until at least three years have elapsed since completion of the original planning grant, in the case of an applicant that was not successful in securing implementation funding).

c) No grantee shall receive more than one implementation grant for the arts and one for foreign language.

Section 265.30 Application Procedure

For purposes of this Subpart, the terms “proposal” and “application” shall have the same meaning.
a) When State funding is available for grants under this Part, the State Superintendent of Education and the Executive Director of the Illinois Arts Council shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including identification of the specific schools that will be served throughout the grant period, whether the grant will support education in the arts or in foreign language, and the rationale for these choices.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and the expected portions to be reserved for planning and implementation grants, respectively, and shall describe the allowable expenditures and the basis for awarding grants. The RFP shall identify any restrictions or areas of high priority that have been established for a particular program year. If matching funds or resources will be required of applicants, the RFP shall describe these requirements.

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

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

f) The RFP shall include such certification and assurances as the State Superintendent and the Executive Director may require.

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

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

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

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

i) Incomplete proposals shall not be considered.

Section 265.40 Allocation of Funds

Applications for funding shall be approved and final determinations regarding the amounts to be
provided shall be made based upon the total funds appropriated for this initiative, the amounts
necessary to fund the top-ranked proposals, and the need to strengthen educational programs in
the arts and foreign language on a statewide basis.

a) Recipients of planning grants shall be given priority consideration in the
   subsequent awarding of implementation grants. However, receipt of a planning
   grant shall not be a prerequisite to receipt of an implementation grant (see Section
   265.210 of this Part).

b) It is the intention of the State Board of Education and the Illinois Arts Council to
   approve implementation grants under this Part for a three-year period. Funding
   for the second and third years shall be contingent upon the availability of funds
   for the program and evidence presented in renewal proposals in accordance with
   Section 265.30(h) of this Part. Amounts awarded in the second and third years
   will decrease in light of the expectation for the funded programs to be sustained
   with local resources.

SUBPART B: PLANNING GRANTS

Section 265.110 Program Specifications

a) Planning grant funds shall be used for the purpose of developing specific plans for
   initiating, strengthening, or expanding instruction in the fine arts or in foreign
   language. The goal of each planning grant shall be to assist applicants with
   measuring the effectiveness of their existing arts education or foreign language
   program, identifying areas for improvement, and establishing a realistic timeline
   and budget for improving arts education or foreign language instruction. As part
of the planning process, grant recipients shall identify the necessary components of an instructional program to be added or enhanced and the human, financial, and other resources that will be necessary in order to incorporate these components into the affected schools’ curriculum and sustain them when State funding is no longer available.

b) Each planning effort shall consist of a comprehensive, district-based program planning process relating to either the fine arts or foreign language. The planning process shall include not only school administrators, teachers, and other relevant staff members, but also parents, students, and community-based organizations with an interest in fostering the availability of fine arts or foreign language programming, as applicable.

c) Grant funds awarded under this Subpart B may be used to offset the costs of district staff members’ time, the time of other individuals who are demonstrably involved in the planning process, and other related expenditures such as supplies and materials, communications, travel expenses, and meeting space rental. Expenditures related to the implementation of instructional programs shall not be allowable as part of these planning grants, and no more than five percent of planning grant funds shall be used for general administrative expenses.

d) Each grantee shall be required to prepare a written plan that identifies programmatic goals and objectives developed through analysis of the district’s curricular needs and that describes the grantee’s approach to allocating district resources and securing other external support in order to meet those needs in a program that can be sustained over time.

e) Planning grants shall be issued for one fiscal year each and shall not be renewed.

Section 265.120 Criteria for the Review of Proposals

a) Applications for planning grants shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (40 points)

   A) The proposal demonstrates that the planning team includes individuals with knowledge of the curricular field, individuals with
decision-making authority in the district, and individuals who can help make relevant community-based resources available to the district as an integral part of the program that will subsequently be implemented.

B) The proposal indicates a role for parents’ and students’ preferences in the determination of the program to be implemented.

C) The plan of work for the planning project is based on a timeframe that is reasonable when implementation of the instructional program in the subsequent year is taken into consideration.

D) The proposal acknowledges the central role of qualified staff in the relevant curricular area and includes strategies for determining how these positions will be staffed.

2) Sustainability (30 points)

The proposal identifies a plan for allocating district resources as well as securing additional resources from local organizations, businesses, and governmental agencies that will be useful to the grantee in sustaining a new or enhanced fine arts or foreign language program in the future.

3) Need (20 points)

The proposal demonstrates that the district is currently unable to offer the desired instructional program or the desired quality of instruction in the fine arts or foreign language due to issues related to finance, staffing, curricular expertise, or facilities.

4) Cost-Effectiveness (10 points)

The proposed budget is reasonable based on the scope of the planning work to be conducted and the number of individuals to be involved.

b) The rankings of all planning grant proposals will form one distribution.
Section 265.210  Program Specifications

a) Implementation grant funds provided under this Subpart C shall be used for the purpose of introducing or expanding instruction in the fine arts or foreign language, as applicable, and for developing means of perpetuating the funded program with local resources after the conclusion of the grant period.

b) If an implementation grant is received after use of planning grant funds under this Part, the implementation grant funds shall be used to support the specific program to which the planning grant pertained.

c) Receipt of a planning grant shall not be a prerequisite to eligibility for implementation funding. However, each applicant not having received a planning grant under this Part shall demonstrate that a comprehensive planning process conforming to the requirements of Section 265.110(b) of this Part occurred with respect to the program for which funding is sought. Each such applicant shall present a plan as discussed in Section 265.110(d) of this Part.

d) Grant funds provided under this Subpart C shall generally be used for expenditures directly related to the delivery of the instructional program, including salaries, professional development, curriculum planning and development, supplies and materials, and necessary technology or equipment.

1) No more than five percent of the grant funds may be used for general administrative expenses.

2) No more than 50 percent of the salaries of certified staff members involved in the program shall be paid out of funds under this grant program. Salaries of noncertificated personnel shall not be allowable.

3) At least 10 percent of the grant funds shall be used for professional development of the certified staff associated with the program, which may include the services of “teaching artists”.
4) Grant funds may be expended in connection with the utilization of community resources to the extent that these directly affect the delivery of instruction or the availability of resources for the instructional program.

Section 265.220 Criteria for the Review of Initial Proposals

a) Applications for implementation grants shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (40 points)
   A) The proposal demonstrates that the program to be implemented is based on information derived from the planning process.
   B) The proposal identifies the aspects of the program that cannot currently be implemented in the absence of grant funding and demonstrates that plans exist to ensure the availability or redeployment of resources to sustain the program with declining reliance on State funding.
   C) The proposal demonstrates that appropriately certified teachers are available to deliver instruction in the program and that their specific needs are reflected in the professional development that has been chosen.
   D) The proposal demonstrates that the affected students will have systematic access to relevant linguistic, artistic, or cultural resources as an integral part of their participation in the instructional program.

2) Sustainability (30 points)
   The proposal presents a portfolio of available local resources for which commitments have been secured so that the program can be sustained in future years when no further State funding will be provided.

3) Need (20 points)
A) The proposal describes the status of the applicant’s instructional programs in the arts or foreign languages, as applicable, and demonstrates that students’ access to educational opportunities in this curricular area is limited to an undesirable degree.

B) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to conduct or expand the program as proposed without funding under this Part.

4) Cost-Effectiveness (10 points)

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

b) The rankings of all implementation proposals will form one distribution.
TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Rules for Adoption – New Part 365 (Technology Immersion Pilot Project)

Materials: Recommended Rules

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

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

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

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt new Part 365.

Background Information
This rulemaking responds to an FY07 appropriation received by the Capital Development Board for ISBE to fund all costs associated with the Technology Immersion Pilot Project (Section 2-3.135 of the School Code). This is a new initiative authorized under legislation enacted in 2004 to provide for the distribution of wireless laptop computers, associated hardware and software, and training, in order to improve educational programs and facilities, academic achievement and progress measures in instructional program areas including, without limitation, math and science. This is the first appropriation made under Section 2-3.135.

The statute provides for the selection of seven school districts as recipients of support under this program and for the selection of at least nine schools within those districts. One of the districts is to be located in the City of Chicago, with three of the others located in the balance of Cook County and the “collar” counties and the other three in the remainder of the state. The criteria for choosing among eligible entities are based upon the statute’s directive to consider applicants’ need for the pilot program, existing problems, and capacity.

Under this program, there will be no actual disbursement of grant funds to the chosen recipients. Rather, ISBE will be purchasing and distributing the laptop computers and other technological items to the recipients and entering into contracts as needed to ensure the appropriate maintenance and support. Similarly, uniform training for teachers and
administrators will be identified and paid for by ISBE. It should be noted that these activities are subject to the Illinois Procurement Code and to ISBE’s rules under that Code. They are therefore not discussed in these rules, which address only the competitive selection of recipients and their obligations under the program.

These rules were presented on an emergency basis in June because of the clear necessity for selecting the participating entities as quickly as possible. Identical proposed rules were submitted for publication in the Illinois Register to elicit public comment. One letter of general support was received, and the version presented for adoption is identical to that originally reviewed.

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

**Policy Implications:** Please see above.

**Budget Implications:** The appropriation for this program is $5 million in FY 07.

**Legislative Action:** Because there was no appropriation for this program when it was originally legislated, the three-year period established for the pilot project will elapse at the end of FY 07. The statute specific states that Section 2-3.135 is repealed on August 31, 2007, and this will need to be amended prior to that time if the three-year time span called for in subsection (b) is to become a reality.

**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:

Technology Immersion Pilot Project (23 Illinois Administrative Code 365).

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

**Next Steps**

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

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER j: TEXTBOOKS

PART 365
TECHNOLOGY IMMERSION PILOT PROJECT

Section
365.10 Purpose and Applicability
365.20 Eligible Applicants
365.30 Program Specifications
365.40 Application Procedure
365.50 Criteria for the Review of Initial Proposals
365.60 Allocation of Funds

AUTHORITY: Implementing and authorized by Section 2-3.135 of the School Code [105 ILCS 5/2-3.135].


Section 365.10 Purpose and Applicability

This Part establishes the application procedure and criteria for selection by the State Board of Education of the entities that will receive grant funds under the technology immersion pilot program established pursuant to Section 2-3.135 of the School Code [105 ILCS 5/2-3.135]. This Part also establishes the requirements that will apply to the distribution and use of the laptop computers and other resources furnished as part of this program.

Section 365.20 Eligible Applicants

a) Eligible applicants shall be school districts in which either:

1) one or more schools are in Academic Early Warning or Academic Watch status under Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d]; or
2) a significant percentage of the students served have identified needs that make the use of technological devices more necessary or effective in their education than is the case for the student population as a whole.

b) For purposes of this Part, any public school operated by an agency of the State of Illinois shall be treated as a “school district”.

c) Public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)] and charter schools shall be eligible to apply on the same basis as school districts; see 105 ILCS 5/2-3.109a and 27A-11.5, respectively.

d) Eligibility shall be limited to entities having State-approved technology integration plans.

e) An applicant chosen for funding shall not subsequently lose eligibility due solely to improvement in the status of the schools served relative to Section 2-3.25d of the School Code.

Section 365.30 Program Specifications

a) Each project funded under this program shall be based on a plan developed by a technology immersion committee as provided in Section 2-3.135 of the School Code for the purpose of addressing one or more of the problems specified in that Section.

b) Recipients under this program shall receive a major portion of the resources necessary to implement their approved plans by means of comprehensive, technology-based learning programs. Funding under this program will be used to:

1) provide training for teachers and administrators in participating schools on the effective integration of personal laptop computers into a comprehensive, technology-based learning program;

2) furnish personal laptop computers for all teachers and students in the classrooms designated for participation and for selected administrators in the schools where those classrooms are located;
3) support the use of the laptop computers through the purchase of related hardware, software, and other technologies and through the provision of maintenance, repair, and warranty services relevant to those resources.

c) Recipients under this program may be required to upgrade their electrical or other capacity or to make other in-kind contributions as a condition of participation.

d) Each recipient under this program shall be required to develop a policy providing for:
   1) students’ safety when using the Internet; and
   2) students’ use of, responsibility for, and return of equipment and materials loaned under this program.

e) Each recipient under this program shall provide State-furnished laptop computers to administrators only to the extent that these individuals have a demonstrable role in supporting the work of the teachers whose classrooms are served or in conducting or supporting efforts aimed at alleviating the problems identified in the recipient’s plan.

f) Each recipient shall compile the information necessary for purposes of the annual progress report required by Section 2-3.135(f) of the School Code.

Section 365.40 Application Procedure

a) When State funding is available for this program, the State Superintendent of Education shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities. As used in this Part, a “proposal” or “application” means an academic improvement plan developed in accordance with Section 2-3.135(e) of the School Code, accompanied by the additional materials applicants will be required to submit in response to the RFP, as described in this Section. For purposes of this Part an “academic improvement plan” means the plan of work for the specific project for which State funding is sought.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including at least a description of
the project and its intended outcomes, identification of the specific schools to be served, their building infrastructure, including technological and electrical capacity, the number of students involved, the grades and classrooms chosen, and the rationale for these choices.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and shall describe the integrated group of resources to be provided to each recipient, the other types of expenditures that will be defrayed with program funds, and the basis for allocating resources. The RFP shall identify any restrictions or areas of high priority that have been established for a particular program year.

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

e) The RFP shall include such certifications and assurances as the State Superintendent may require.

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

g) Separate applications shall be required for renewal of grant funding. Each application for renewal shall include at least a description of activities during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit need for assistance for this purpose.

h) Incomplete proposals shall not be considered.

Section 365.50 Criteria for the Review of Initial Proposals

a) Initial applications shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (50 points)

   A) The proposal identifies schools to be served that are experiencing teacher shortages in particular curricular areas, limited access to
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED RULES

Advanced Placement courses, low performance on the State assessment administered pursuant to Section 2-3.64 of the School Code, or high rates of dropping out.

B) The proposal indicates how the prevalence of personal laptop computers and other technological resources can be used to mitigate the problems identified.

C) The proposal discusses specific strategies that will be used by teachers and administrators, respectively, to improve the schools’ and students’ outcomes with respect to the specific problems noted.

D) The proposal demonstrates that the teachers and administrators responsible for the classrooms to be served are amenable to the kinds of changes in their work that will occur if a greater reliance on technology is made possible.

E) The proposal links the plan for the use of personal computing technology to other school improvement initiatives relevant to the schools to be served.

2) Need (30 points)

A) The proposal demonstrates that the schools to be served currently have inadequate access to technological resources that can be used directly by students and teachers.

B) The proposal discusses other initiatives and strategies that have not been as effective as hoped in improving students’ performance over time.

3) Evaluation Plan (20 points)

The proposal identifies how and by whom each of the data elements implicit in the reporting requirement of Section 2-3.135(f) of the School Code will be collected and how each of the applicable comparisons will be made.
b) Proposals shall be grouped according to the geographic areas delineated in Section 2-3.135(d) of the School Code, and each proposal shall be ranked only in comparison to proposals from other eligible entities within its respective group.

Section 365.60 Allocation of Funds

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

b) It is the intention of the State Board of Education to approve applications in such a way as to serve at least 9 schools, with at least 3 from the school district located in the City of Chicago and at least one from each of the other school districts selected. (Section 2-3.135(d) of the School Code)

c) It is the intention of the State Board of Education to approve projects under this Part for a three-year period. Support in the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals that the projects have been implemented in accordance with the approved grant agreements and that the recipients continue to need additional State resources in order to maintain comprehensive technology-based learning programs.

d) A district that has received three years’ support under this Part may subsequently apply as a new applicant.
Mr. Jesse Ruiz, Chairman, called the meeting to order at 9:15 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 Jesse Ruiz thanked President Sunil Chand and the College of DuPage for hosting the June 2006 State Board Meeting. Chairman Ruiz asked President Chand to say a few words. President Chandi, on behalf of his Board of Trustees, faculty and students of the College of DuPage welcomed ISBE Board members and staff to the college, and thanked them for choosing the College of DuPage for their June 2006 Board meeting.

Dr. Chris Ward moved that the State Board of Education adopt the resolution recognizing Mr. Mark Smith and the Shiloh High School Industrial Technology Program on becoming a nationally-recognized organization linking education with industry. Dr. David Fields seconded the motion and it passed with a unanimous voice vote.

Chairman Ruiz commented that Dr. Proshanta Nandi from the Illinois Board of Higher Education (IBHE) was present at the Board meeting and will continue to attend the Board meetings in order for ISBE to share information with IBHE. Dr. Nandi thanked the ISBE for the opportunity to work together and he looks forward to an ISBE Board member attending the IBHE Board meetings in the future.

Ms. Toni Fisher representing the Illinois School Nutrition Association (ISNA) wanted the Board to be aware that ISNA is opposed to ISBE moving forward on the Part 305 (School Food Services). Ms. Fisher stated that JCAR has objected to the rules and has given clear directives as to why they are prohibiting the rules. JCAR believes that school personnel with the expertise have not been asked for input. They also would like ISBE to wait until the state Wellness Task Force has completed their report; which should be completed in January 2007. The Child
Nutrition Directives Authorization from 2004 was very clear on identifying the need for school wellness policies. School districts have worked diligently in the last two years to put in place wellness policies that are important to their communities. These policies will be in place this year as mandated by federal law and action will circumvent the efforts of the local districts wellness policies. Ms. Fisher stated that the local districts have the ability to determine what their needs are and will therefore support the implementation. Ms. Fisher thanked the Board for their consideration and time.

Ms. Janet Knupp, Founder, Director and President from the Chicago Public Education Fund spoke to the Board on her recent attendance at the Presidents Round Table on National Board for Professional Teaching Standards. Ms. Knupp commented that she was proud to report at the Roundtable that the ISBE has worked to increase the appropriation for National Board Certification. She also stated that we are now in first place with the number of candidates who are seeking National Board Certification across the nation. Ms. Knupp commented on how grateful and pleased they are with Governor Blagojevich, Chairman Ruiz and the Board for increasing the appropriations for National Board Certification and sending out the message that teacher quality matters in the State of Illinois. Ms. Knupp commented that she hopes that ISBE will be able to find the $137,000.00 shortfall from FY 2006 for the teacher’s stipends.

Ms. Knupp also spoke on behalf of Helen Zell, Board Director of the Chicago Public Education Fund who was unable to attend the meeting. Ms. Zell in her statement thanked the Board for finding the resources to fund the National Board Certification Program in Illinois for the 2007 fiscal year. She also thanked Dr. Dunn for speaking this year at the National Board Certification Celebration in Chicago. Ms. Zell stated that the Chicago Public Education Fund has committed more than $6 million to increase the numbers of National Board Certified Teachers and will continue to focuses on the goal of making the numbers grow. Chicago Public Education Fund hopes that ISBE will continue to provide the leadership necessary to help us raise the bar of excellence in classrooms and around the state.

Mr. Geppert stated that the budget put together in FY06 was planned to fully fund the candidates that applied for National Board Certification Program. Mr. Geppert asked Ms. Knupp why we had a shortfall for the FY06 teacher’s stipends. Ms. Knupp responded by saying that we had more teachers than expected pursue and achieve National Board Certification.

Ms. Cynthia Woods represented both the Management Alliance and the Illinois Association of School Boards on the concerns they are having with Part 305 (School Food Services). They feel that the process should be more transparent and legislatively driven as opposed to rulemaking. Ms. Woods asked that the Board consider local control and the flexibility of local boards in addressing policy issues. Ms. Wood also addressed the Board on the Campaign for the Civic Mission of Schools. She stated that Illinois is one of eighteen states that have been funded federally to work on the Campaign for the Civic Mission of Schools. She urged Board members to review the brochure and if any of them are interested in the program or desire further information to contact her.

Dr. Sunil Chand, Board Member of the Lincoln Foundation for Performance Excellence spoke on the Foundation’s goal to help Illinois organizations achieve performance excellence through deployment of the Baldrige Criteria. The Baldrige Criteria works for students; in Palatine 96% of the second grade students are
reading at grade level and at Burlington the ACT composite score is a full point higher primarily because of the adoption of the quality standards from Baldrige. Dr. Chand stated that they are fully aware of the fact that schools are working to high standards under NCLB, but we also know that standards alone don’t drive excellence, it is the organizational excellence framework underlying the work of the organizations that get to those standards, and this is true in all sectors. The Lincoln Foundation recognizes quality in five sectors, industry, service, education, healthcare and government through three levels of awards; Bronze, Silver and Gold. The important part of the foundation is not its awards it is the process that one goes through to deliver a quality performing organization and to that level the Lincoln Foundation provides examiner training, onsite assessments, evaluations and high level reports addressing the quality process. Dr. Chand requested that the Board provide performance credit for schools that apply and are recognized Lincoln Award receipts. He also asked that we provide performance credit for schools that send individuals to be examiners, conduct Baldrige Express Self Assessments for schools and/or districts, conduct Baldrige Criteria orientation and development sessions for ISBE staff to guide districts and conduct annual Best Practices Conference for education and to share successes and strategies.

Ms. Brenda Holmes asked for clarification on performance credits. Dr. Chand responded by saying they are encouraging school districts to think through how faculties, staff and administrators can acquire professional credits for their participation in quality assurance matters making it part of their professional development in terms of certification.

Mr. Ken Perkins, Board Chairman of the Erie Elementary Charter School spoke to the Board on the need for more Charter Schools and his experience with Erie Elementary Charter School. Charter Schools create and design their own curriculum, develop their own governance and budgets as well as their own class hours and calendars. Teachers like the charter school environment and appreciate the opportunity to participate in decision making and knowing that they have a chance at professional advancement. Mr. Perkins stated that 20-25% of their budget must come from private sources, and that they have found out that many people who are not inclined to give to a traditional public school will support a charter school with potential. Mr. Perkins noted that it was very disappointing to go without the $150,000.00 implementation grant that they had been promised for FY06 and he hopes that the funding can be rectified by FY07. Mr. Perkins believes that we should offer more charter schools in Illinois so that children will have the choice when they are unable to attend a magnet or other selected school.

Ms. Laura Arterburn from the Illinois Federation of Teachers who was attending her last Board meeting before she retires thanked the Board members and staff and commented on what a pleasure it has been to work with them while representing IFT. Ms. Arterburn commented that IFT will continue to be well represented by Ms. Michelle Paul who will be Ms. Arterburn’s replacement. Ms. Arterburn thanked everyone for their help and assistance over the years and wished Superintendent Dunn the best of luck with his upcoming new position. Mr. Ed Geppert thanked Laura and recognized her for a job well done; he also noted that she will be missed. Ms. Brenda Holmes thanked Laura and wished her well; she also welcomed her back to the Board meetings at anytime.

Mr. Jeff Mays from the Illinois Business Round Table thanked Dr. Dunn, Board Members, Becky McCabe and staff members for their participation in the High School Challenge Conference held in Bloomington. Mr. Mays commented that the main message that came from the conference is that quality teachers matter,
quality schools do count, and good districts do make a difference. Illinois Business Round Table will continue to work with the schools in order to advance the cause. Mr. Mays stated that he was attending the Board meeting today because of National Board Teacher Certification issue and he does appreciate the years of support, but he is concerned about the shortfall in the FY06 because of the success of the program. Teachers receiving this stipend will be receiving a reduced amount as a result of the shortfall; they have worked very hard putting in their time and effort to get their certification. Mr. Mays asked that the Board find with the leadership of Superintendent Dunn and the support of Governor Blagojevich office the funds to supply this line item in FY06.

Ms. Patricia Nix-Hodes and Ms. Rene Heyback with the Law Project of the Chicago Coalition for the Homeless (LPCCH) addressed the Board on issue of education for children and youth that are homeless. Ms. Nix-Hodes commented that the passage of the McKinney Act in 1987 allowed for Illinois to receive federal funding for the education of homeless children and youth, but since that time there has never been a parallel funding stream by the state. The federal funds while welcomed and needed are not sufficient. Last year over 14,000 students were identified by school districts in homeless situations, 9,000 of those students were from Chicago. It is their belief that the number of students identified does not reflect the true extent of homeless students in the state, and that having sufficient funding at the school district level will increase identification and services to these students. LPCCH has worked with the State Board and the legal department over many years when districts are in a position of not complying with the law, and we feel that the state funding would improve compliance. Districts have the obligation to follow the law regardless of funding. Many times when conducting trainings in districts throughout the state one thing that comes up repeatedly is that they need more funds to provide the services that allow homeless children to stay stable in their school of origin, so that children can stay in one school during their homelessness and not be transferring from school to school every time their temporary living situation changes.

Ms. Cheri Sinnot, Director of the Illinois Service Resource Center stated that they are one of six statewide technical assistance grants that serve a population of students with hearing loss with behavior emotional challenges. Ms. Sinnot stated that in March 2005 they were informed that there would be no additional funding for the program to continue into the next fiscal year and with the support of ISBE and the state legislature funding was reinstated. Ms. Sinnot gave a brief update to the Board on the activities that they have been involved with this year, and thanked them for their support.

| APPROVAL OF MINUTES | Dr. Chris Ward moved that the State Board of Education minutes be approved for the meeting of May 18, 2006. Mr. David Fields seconded the motion and it passed with a unanimous voice vote. |
| ANNOUNCEMENTS AND REPORTS: | Superintendent Dunn commented that this would be General Counsel Jon Furr’s last Board meeting and he will be replaced by Darren Reisberg. Superintendent Dunn thanked Mr. Furr for his leadership and counsel during his time at the agency. Dr. Dunn introduced Mr. John Perkins ISBE’s new School District Liaison. Mr. Perkins will serve in an ombudsman position between the district superintendents and the agency. Mr. Perkins is a retired Superintendent of Schools from Paxton-Buckley-Loda School District; he has a degree from the University of Illinois and is a retired former ISBE employee. |
Superintendent Dunn presented and reviewed with the Board members Governor Blagojevich’s Power Point presentation on Improving Education/Helping Kids. (Paper copies of Power Point available.) Chairman Ruiz commented that many of the items in the Improving Education/Helping Kids presentation are already taking place in our Strategic Plan.

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<th>Chairman’s Report</th>
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<tr>
<td>Chairman Ruiz reported that he had participated in the following meetings since the last Board meeting.</td>
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<tr>
<td>May 20 Panel Moderator on ISBE’s 1st Annual Statewide Summit for Bilingual Parents in Oakbrook Hills.</td>
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<td>May 23 Governor Blagojevich’s Helping Kids Learn Program Briefing.</td>
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<td>May 24 Panelist on Chicago Tonight Television Show where the Helping Kids Learn Program was discussed.</td>
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<td>May 25 Participated in a Parents’ Rally for Healthy Schools at Humboldt Park in Chicago.</td>
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<td>May 30 Attended the opening of the Teen Summit Against Violence at Benito Juarez Community Academy in Chicago.</td>
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<td>June 03 Round table participates at the 2006 Fatherhood Symposium in Chicago.</td>
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<td>June 09 Attended a luncheon hosted by the Salazar Language Academy in Chicago. The luncheon is held to honor students who have done exceptionally well in school.</td>
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<td>June 14 Participated in the Small Schools Roundtable at DeSalvo High School. Dr. Vinni Hall was also in attendance.</td>
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<td>June 21 Participated in the Governor Blagojevich’s bill signing of Class Size Reduction Pilot Program.</td>
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<td>June 21 Attended a dinner hosted by the Area One Regional Offices of Education in Wheaton.</td>
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<td>Chairman Ruiz announced that Ms. Joyce Karon will be attending the Illinois Board of Higher Education Board Meetings as our Board representative.</td>
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<td>Chairman Ruiz wished Jonathan Furr the best of luck and thanked him for his service to the State Board of Education.</td>
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<td>Chairman Ruiz reported that the following Board Members will be attending out of state meetings as listed below:</td>
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<td>June 11-14 Ms. Brenda Holmes will attend the Education Commission of the State National Forum in Bloomington, Minnesota.</td>
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<td>July 22-25 Ms. Joyce Karon will attend the NASH K-16 Summer Institute Study Group in Big Sky, Montana.</td>
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<td>June 23-24 Mr. Dean Clark will attend the Financial Literacy Conference in Alexandria, Virginia.</td>
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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, and Ms. Joyce Karon. Other members in attendance were Dr. Andrea Brown, Mr. Ed Geppert, Mr. Dean Clark and Ms. Brenda Holmes. Chairman Ruiz was not in attendance. Dr. Ward commented that the committee discussed the following topics:

- Approved the minutes for the May 2006 Board Operations Committee of the Whole Meeting.
- Reviewed three new nominations for resolution of recommendation.
- Joyce Karon gave the Committee an update on the Board Retreat plans.
- Becky McCabe and Ginger Reynolds reported on the High School Challenge Conference and let the Committee know that they can expect a summary on the conference outcome.

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. Vinni Hall arrived at 10:20 and Chairman Ruiz was not present. Dr. Fields commented that the committee discussed the following topics:

- Approved the minutes for the May 2006 Education Policy Planning Committee Meeting.
- Received a presentation from Judy Hackett, Assistant Superintendent of Indian Prairie School District 204 on Illinois state rules for special education.
- Dr. Chris Koch, Assistant Superintendent of Special Education Services gave an update on the public hearings for the proposed special education rule changes.
- Becky McCabe, Division Administrator for Student Assessment reported to the Committee on School District 211 petition concerning the testing of the Prairie State Assessment Test.
- Becky McCabe reviewed the Assessment Frameworks with the Committee.
- Becky McCabe updated the Committee on the Contract Award Notice of Illinois Alternative Assessment to NCS Pearson.
- Becky McCabe reviewed the proposed recommendation that the ISAT Writing Contract go to Measurement Inc.
- Becky McCabe reported to the Committee on increasing the IBM Student Information System Contract.
- Dana Kinley, Division Administrator for Curriculum & Instruction and staff member, Jamey Baiter updated the Committee on the RFSP to support the Technology Immersion Pilot Project.
- Donna Luallen presented the Committee with the nominations for the Truant Alternative Optional Education Program Task Force. The nominees are Sally Veach, Jack Wuest and Bobbi Mattingly.
- The Committee thanked Becky McCabe and staff for their recent involvement in the High School Challenge Conference that took place in Bloomington.

Ad Hoc Rules Committee of the Whole
- Hal Berman from Club Z! Tutoring Services spoke to the Committee on Part 675 (Providers of Supplemental Educational Services).
- Peg Agnos representing LEND/SCOPE addressed the Committee on Part 305 (School Food Service).
- Cynthia Woods representing Management Alliance and the School Board addressed the Committee on Part 305 (School Food Service).
- Approved the minutes for the May 2006 Finance and Audit Committee Meeting.
- Robin Lisboa, Division Administrator, Dr. Boon Lee, staff member of English Language Learning and Sally Vogl addressed the Committee on Part 1 (Public Schools Evaluation, Recognition and Supervision).
- Linda Jamali, Division Administrator for Certification reported to the Committee on New Part 65 (Teacher Induction & Mentoring. (See replacement page for Section 65.120)
- Kay Henderson, Division Administrator for Early Childhood reported to the Committee on Part 235 (Early Childhood Block Grant).
- Dana Kinley, Division Administrator of Curriculum and Instruction reported to the Committee on New Part 365 (Technology Immersion Pilot Project).
- Chris Schmitt, Division Administrator of Child Nutrition and staff members, Mark Haller and Roxanne Ramage reported to the Committee on Part 305 (School Food Service).
- Robert Wolfe, Division Administrator for External Assurance, Dr. Gary Green, State SES Coordinator and Sally Vogl reported on Part 675 (Providers of Supplemental Educational Services).
- Deb Vespa, Division Administrator for School Business and Support Services reported on the New Part 1500 (Joint Rules of the Office of the State Fire Marshal and ISBE: School Emergency and Crisis Response Plans).
- Jon Furr before leaving the agency updated the Committee on the Comprehensive Rules Review & Less Red Tape process.

**Finance and Audit Committee**

Mr. Ed Geppert reported that he and the following committee members were in attendance: Dr. Andrea Brown, Ms. Brenda Holmes and Mr. Dean Clark. Mr. Geppert reported that the committee discussed the following topic:

- Approved the minutes for the May 2006 Finance & Audit Committee Meeting
- Deb Vespa updated the Committee on the Winthrop Harbor School District Financial Status.
- Gary Lieder from Calumet Public School District #132 updated the Committee on the progress district has made on ISBE’s recommendations. The Committee thanked Jonathan Furr, Ginger Reynolds, Chris Koch and Linda Mitchell for working together as an effective team with State Superintendent Randy Dunn in the Calumet Park situation. The District will present the Board with a voluntary oversight agreement that is consistent with the structure that has been proposed.

**Governmental Relations Committee**

No Governmental Relations Meeting this month.

**Members’ Report**

Mr. Dean Clark reported that he and Dr. Chris Ward had the opportunity to meet Egyptian Educators at Roosevelt University on June 7, 2006, where they did a presentation on staff development.

Ms. Brenda Holmes commented that she was awarded with an Honorary FFA Degree by the Future Farmers of America at their annual conference on June 15, 2006.
Dr. Vinni Hall stated that she was part of the Joyce Foundation Illinois Team that attended the Education Commission of the States Meeting on Teacher Compensation Redesign in Delaware on April 28-30, 2006. Dr. Vinni Hall also attended the Dorsey Pre-School Graduation on June 16, 2006 and celebrated Pre-School for All. Dr. Hall was accompanied by Ms. Joyce Karon to the NASBE Early Childhood Study Group in Alexandria, Virginia on June 9-10, 2006.

Dr. Chris Ward reported that on May 23, 2006 he spoke to a large number of students, parents and board members representing the districts in Will County that sends students to the Willco Area Career Center. Dr. Ward commented on his and Dean Clark’s June 7th visit with the twenty-five Egyptian Administrators. Dr. Ward noted that on June 9-10, 2006 he attended a National Civic and Ethical Behavior Study Group and on June 19-20, 2006 he attended the High School Challenge Conference in Bloomington.

Dr. David Fields announced that he had the pleasure of presenting the graduation speech at Danville Community College on May 19, 2006. Dr. Fields also stated that he along with other Board members attended High School Challenge Conference in Bloomington. Dr. Fields noted that on June 26, 2006 he will be presenting the resolution passed at today’s Board meeting recognizing Mr. Mark Smith and the Shiloh High School Industrial Technology Program.

Ms. Joyce Karon reported that she also attended the High School Challenge Conference in Bloomington and the NASBE Early Childhood Study Group in Alexandria, Virginia on June 9-10, 2006. Ms. Karon commented that she attended the Illinois Retired Teachers Luncheon and that she and Superintendent Dunn also had the opportunity to speak with the Education Advisory Committee Members in Schaumburg on May 24, 2006.

Mr. Ed Geppert commented that he gave the opening greetings to the Illinois Association of Career and Technical Educators on June 20, 2006 in Peoria. Mr. Geppert also stated that he attended the High School Challenge Conference in Bloomington.

Mr. Jonathan Furr thanked Superintendent Dunn and the Board members for the opportunity to work with all of them and participate in their accomplishments over the past twenty months. Mr. Furr commented on what a pleasure it had been and that he would miss them.

**SUPERINTENDENT’S REPORT**

**Consent Agenda Items and Motions**

Chairman Ruiz commented that all items listed with an asterisk (*) on the agenda are considered to be routine and will be enacted in one motion and vote. 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.

General Counsel Jon Furr reported to the Board regarding the rules for initial review and the rules for adoption. Mr. Furr noted that Part 65 (Teacher Induction and Mentoring), Part 235 (Early Childhood Block Grant) and Part 365 (Technology Immersion Pilot Project) are up on initial review and also for adoption on an emergency basis. By approving them on an emergency basis there will be rules in place for funding these programs this fiscal year and then they will go out for public comment through the normal rulemaking process. Parts that are up for initial review; Part 1 changes are establishing the states Annual Measurable Achievement Objectives for districts and cooperatives receiving Title III funds. The New Part 65 is putting in place rules to implement the beginning Teacher Induction
Pilot Program. The Part 235 rules respond to the changes in law for the Preschool For All Program and establish the process for review and funding of proposals through Preschool For All. New Part 265 is the Technology Immersion Pilot Project new initiative funded for the use of laptops within schools. Three of these parts are for adoption on emergency basis. In addition staff is bringing forward Part 675 the SES rules for adoption. These rules with help to strengthen the role that the agency has taken regarding the federal programs throughout the nation and making modifications to the code of ethics, putting in place the evaluation process and also making sure federal funds for this program are being spent appropriately within the classrooms. Mr. Furr and Chairman Ruiz wanted it noted that there is nothing in these rules that limit or cut funding for SES providers. The rules do insure that funding for these programs are being spent on tutoring in the classroom and that the funds are being used in a responsible and accountable manner. The final set of rules up for adoption are New Part 1500 (Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency & Crisis Response Plans) which implement various aspects of the School Safety Drill Act.

Dr. Dunn gave the Board members a brief summary on the remaining items on the consent agenda. Mr. Ed Geppert commented that on Agenda Item 4.b. it is good to see SIU-E have an accreditation program to prepare teachers for the Arts in Illinois on the approval list. Brenda Holmes suggested that on submission of the Strategic Plan to the Governor and General Assembly we include in the plan a paragraph that states that in FY06 there were no funds appropriated for the Strategic Plan and that we had requested $4.4 million dollars in FY07 and actually received $500,000 dollars. Ms. Holmes noted that the General Assembly did mandate this report and after many hours of Board study and deliberation to reach our recommendations it was then only funded at $500,000 dollars. Dr. Dunn agreed with Ms. Holmes and felt that it could be easily accomplished.

Mr. Jon Furr commented that for the record, on Item 1 the rules will include the language that was presented to the Rules Committee yesterday regarding the union consent on the application. Mr. Furr thanked Sally Vogl for doing an outstanding job on the rules and going well beyond the call of duty.

Motion:
Dr. Vinni Hall moved that the State Board of Education hereby approve the consent agenda as presented. Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

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

Rules for Initial Review Part 1 (Public Schools Evaluation, Recognition, and Supervision)
The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for: Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the Illinois Register.

Rules for Initial Review New Part 65 (Teachers Induction and Mentoring)
(See Rules for Adoption Below)
The State Board of Education adopts the following motions:

**Motion 1:**
The State Board of Education hereby adopts the emergency rulemaking for New Teacher Induction and Mentoring (23 Illinois Administrative Code 65).

**Motion 2:**
The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for New Teacher Induction and Mentoring (23 Illinois Administrative Code 65), including publication of the proposed rules in the Illinois Register.

**Rules for Adoption**
Part 235 Emergency Rulemaking (Early Childhood Block Grant)

**Motion 1:**
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Early Childhood Block Grant (23 Illinois Administrative Code 235), including publication of the proposed rules and repealer in the Illinois Register.

**Motion 2:**
The State Board of Education hereby adopts the emergency rulemaking for: Early Childhood Block Grant (23 Illinois Administrative Code 235).

**Rules for Adoption**
New Part 365 Emergency Rulemaking (Technology Immersion Pilot Program)

**Motion 1:**
The State Board of Education hereby adopts the emergency rulemaking for: Technology Immersion Pilot Project (23 Illinois Administrative Code 365).

**Motion 2:**
The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for: Technology Immersion Pilot Project (23 Illinois Administrative Code 365), including publication of the proposed rules in the Illinois Register.

**Rules for Adoption**
New Part 675 (Providers of Supplemental Educational Services)
The State Board of Education hereby adopts the proposed rulemaking for: Providers of Supplemental Educational Services (23 Illinois Administrative Code
### Instructional Accreditation and Program Approvals

The State Board of Education hereby assigns the status of “continuing accreditation” to the University of Illinois at Springfield. This action is in accordance with Section 25.125 (j) (2) (E) of the State Board’s administrative rules and authorizes the institution to conduct its programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review. This review will occur in 2011.

The State Board of Education hereby assigns the status of “continuing accreditation” to Illinois College. This action is in accordance with Section 25.125 (j) (3) (C) of the State Board’s administrative rules and authorizes the institution to conduct its programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review. This review will occur in 2011.

The State Board of Education hereby assigns the status of “continuing accreditation” to Benedictine University. This action is in accordance with Section 25.125 (j) (1) of the State Board’s administrative rules and authorizes the institution to conduct its programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review. This review will occur in 2013.

#### Program Approval of Professional Education Preparation Programs

- **Northern Illinois University (Technology Specialist)**
- **Southern Illinois University at Edwardsville (Secondary Education Drama/Theatre Arts)**
- **Southern Illinois University at Carbondale (Reading Specialist)**

The State Board of Education provisionally approves the Reading Specialist program for Southern Illinois University Carbondale, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.
The State Board of Education provisionally approves the Secondary Education Drama/Theatre Arts program for Southern Illinois University at Edwardsville, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of institution’s next accreditation review.

Furthermore, The State Board of Education provisionally approves the Technology Specialist program for Northern Illinois University, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of institution’s next accreditation review.

**NASBE Membership**
The State Board of Education hereby approves the renewal of NASBE membership, including the middle-range professional development account for use by Illinois members.

**Approval of the Strategic Plan to Governor and General Assembly**
The State Board of Education hereby approves of the Strategic Plan Report and directs the State Superintendent to submit appropriate copies to the Illinois General Assembly on or before July 1, 2006.

**Approval of the Assessment Frameworks**
The State Board of Education hereby approves the Illinois Assessment Frameworks for the ISAT, IAA and PSAE.

**Approval of the Illinois Alternative Assessment (IAA) Cut Scores**
The State Board of Education hereby approves to award the contract for IAA services to NCS Pearson, pending final contract negotiations, and clarifications that State funding amount not to exceed $989,703, with total funding not to exceed $6,340,000.

**ISAT Writing Contract**
The State Board of Education hereby approves to award the contract for the writing component of the ISAT to Measurement, Inc., pending final contract negotiations.

**Amendment to the Student Information System (SIS) Contract**
The State Board of Education hereby approves for the additional work to be completed and increase the IBM Student Information System current contract up to $600,000.

**Approval of the RFSP for ISAT Administrative Services**
The State Board hereby authorizes the State Superintendent to issue a Request for Sealed Proposals using a multi-phase process for ISAT administration services as presented to the Board. The term of the contract awarded through the RFSP may extend through September 30, 2009, with the option for renewal by ISBE for five additional years. During the initial term, the contract amount shall not exceed $12,000,000 per each fiscal year.

**Approval of the RFSP for Technology Immersion Pilot Project**
The State Board hereby authorizes staff to finalize and release a RFSP to solicit bids from entities that supply hardware and software packages plus supporting professional development to selected schools participating in the Technology Immersion Pilot Project.
Truants Alternative Optional Education Program (TAOEP) Task Force Appointments

The State Board of Education appoints the following representatives to the Truancy Alternative and Optional Education Program Alternative Task Force:

- Sally Veach, ISBE employee,
- Jack Wuest, representing an optional education program, and
- Bobbi Mattingly, representing a truancy intervention program.

Approval of the Backpack Study

The State Board of Education hereby accepts the *Carrying Backpacks: Physical Effects* study and make it available statewide through the Illinois State Board of Education web site.

END OF THE CONSENT AGENDA

Rules for Adoption Part 305 (School Food Service)

Dr. Dunn commented on the response to the JCAR objection. Dr. Dunn stated that he feels that there are very good arguments on both sides of the issue, which have been articulated by various groups and advocacy organizations. Superintendent Dunn noted that it has not been an easy issue on which to make a recommendation but that we need to keep several things in mind when we determine the final decision. If the Board desires to go forward with Part 305 School Food Rules it is essential to have the rules in place so that they are effective by 2006-2007 school year.

Jon Furr stated that in Part 305 School Food Services the effort was to put in place a meaningful proposal that would address many of the concerns about the prior rules. The nutrition standard changes would establish the same standards for all grade levels, Pre K – Grade 8, opposed to having separate standards like the prior rules would have. There is no specific exclusion for snack chips or any special provision for snack chips as there was before. We have eliminated the restrictions on beverage serving size, general addressing the content of the beverages as opposed to the serving size themselves. The standards are looking at food sales during non-meal times so as not to address the second entrée or the al carte items, which were a concern in the prior version of this proposal. We have removed the reference to transfatty acid which was included in the prior standards as there was criticism about that not being available on all food packaging. We have also done away with the reference to Appendix B of the 2005 Dietary Guidelines which the field did not feel were useful and instead we made a specific reference to low fat yogurt items being an allowable food item. We are also proposing several exemptions that could be in place for the 2006-2007 school year to deal with contracts that school districts may already have that may not allow them to abide by these requirements and also address instances where K-8 foodservice facilities and 9-12 food service facilities may be in the same building and not allow for the distinction required by these rules. Mr. Furr pointed out that the rules do explicitly state that the State Board would initiate an additional rulemaking process in January 2007 to respond to the report from the School Wellness Policy Task Force. This would not be putting in place a standard that would be affective right away, the Board could decide at that point what the phases should be, and it would not be feasible to place any new requirements before the 2007-2008 school years with the secondary rule making.
## Rules for Adoption
**Part 305 (School Food Service)**

**Motion:**
Mr. Ed Geppert moved that the State Board of Education hereby adopts the proposed amendments for School Food Service (23 Illinois Administrative Code 305). Dr. Chris Ward seconded the motion and it passed with a majority voice vote. Mr. Dean Clark and Ms. Joyce Karon both voted “No”.

## Student Advisory Council Report

Chairman Ruiz introduced representatives of the Student Advisory Council (SAC) to present their final report to the Board.

Dan McFadden, Student Advisory Council Chairman and a Senior thanked the Board for the honor and privilege to speak at the meeting today.

Ross Jacobs, Vice Chairman of the Student Advisory Council (SAC) and a Senior shared a pamphlet on the work the SAC has accomplished this year, in regards to promoting student member representation on local boards. The SAC is proposing that the state board share this document with other school districts by putting it on the ISBE website and in the Superintendents Weekly Message. This would allow the information to be available to local boards that are interested in adding a nonvoting student board member to their board. Mr. Jacobs thanked their ISBE sponsors, Linda Jamail, Lynn Rhoades, Josh Jacobs and Meta Minton for their patience, planning, support and mentoring. He also thanked the Illinois State Board of Education for recognizing the importance of the youth voice.

Dr. Vinni Hall commented that she is very proud of the Student Advisory Council and she will recommend to her fellow Board members that the document be linked to the website, as requested and that the SAC give a presentation either at the Triple I Conference or the Superintendents Conference to get their message out to school boards across the state. Ms. Brenda Holmes also recommended that we share the SAC document with our new School District Liaison, Dr. John Perkins so that he can pass it on to superintendent organizations and school board associations to ensure that it will become part of their discussions and perhaps on their websites as well.

Ed Dumoulin, Co-chair of the Rural Education and Advancement Committee and a Senior shared a Power Point presentation with the Board members on concerns with the PSAE as it related to schools that did not have a program of study matching the topics covered on the examination. Mr. Dumoulin also addressed in his presentation previous questions from Board members involving the state curriculum and the Illinois Learning Standards. (All Board members received copies of Ed Dumoulin’s Power Point presentation.)

Michael Jacobson, graduate from John Hersey High in Arlington Heights, Kylnn Harby, graduate from Catlin High School in Catlin, Jillian Gindy, graduate from Bradley-Bourbonnais Community High School in Bradley and Anna Bittman an incoming senior at New Trier High School in Winnetka presented the Board with a project titled “The Rurality Project”. The Rurality Project is a school exchange program where Michael Jacobson and Kylnn Harby exchanged schools. Mr. Jacobson and Ms. Harby shared with the Board their experiences and the differences of attending a school in northern Illinois from a school in southern Illinois. Ms. Gindy and Ms. Bittman also shared a slide show they called “School Does Not Equal School” that compared the differences between the schools in Illinois. After the slide show the students commented that they do understand why schools are unequal. Property taxes determine school budgets and are spread unevenly across Illinois with more people being in the northern section of the state. The SAC asks that the Education Policy & Planning Committee to educate schools
about obtaining state and federal funds and encourage small districts to apply for them. The Student Advisory Council thanked the Board for their time and the opportunity for the experience.

Chairman Jesse Ruiz thanked the Student Advisory Council members and presented the SAC Seniors with Certificates of Appreciation for their contributions and work this year.

**Winthrop Harbor Financial Plan**

Ms. Deb Vespa stated to the Board that there are two options for consideration. The first option is a referendum and the second being possible staff reduction, closing buildings or looking at student levels for capacity. The district is hopeful that the referendum will pass which will help them significantly. Ms. Vespa then introduced Dr. James Tenbusch, Superintendent of Winthrop Harbor School District #1, who updated the Board on the upcoming Education Fund propositions on the referenda and the district's contingency plan should the attempts to pass an Education Fund referendum fail. Dr. Tenbush commented that the district greatly needs the referendum to pass but they are up against anti-referendum groups who have encouraged the voters vote no. If they do not pass the district has resolved to request the Illinois State Board of Education appoint a Financial Oversight Panel to take over the financial management of the district.

**Motion:**

Mr. Ed Geppert moved that the State Board of Education hereby approves Option A of the financial plan submitted by Winthrop Harbor S.D. #1. Ms. Karon seconded the motion and it was passed with a unanimous roll call vote.

**Systemically Noncompliant Districts/Calumet Park School District**

**Motion:**

Mr. Ed Geppert moved that the State Board of Education hereby endorses the framework for addressing systemically noncompliant districts presented to the Board with the understanding the agency must adapt the framework to address the unique circumstances surrounding each intervention. Further, the State Board of Education authorizes the State Superintendent to negotiate and enter into a Voluntary Oversight Partnership Agreement with Calumet School District #132 consistent with the terms and provisions of the Voluntary Oversight Partnership structure set forth in Section IV.B. of the memorandum. Dr. Hall seconded the motion and it was passed with a unanimous roll call vote.

**Update List of Supplemental Education Service Providers**

**Motion:**

Ms. Joyce Karon moved that the State Board of Education hereby adopt the following motion:

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 maintains an updated list of approved providers. Ms. Karon moved that the applicants indicated on Attachment 1 be approved for addition to the Illinois Approved List of Supplemental Educational Service Providers.

Dr. David Fields seconded the motion and it was passed with a roll call vote. Chairman Jesse Ruiz and Dr. Vinni Hall both voted "No".
**Closed Session**

**Motion:**
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:

- Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and
- Section c 3 for the purpose of considering the selection of a person to fill a public office;
- Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board, and

Dr. Hall further moved that the Board may invite anyone they wish to have included in this closed session.

Dr. Ward seconded the motion and it was passed with a unanimous roll call vote. The open meeting recessed at 12:30 p.m. and the Board went into closed session.

<table>
<thead>
<tr>
<th>Reconvene Meeting</th>
<th>The open meeting reconvened at 1:37 p.m.</th>
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</thead>
<tbody>
<tr>
<td>Information Items</td>
<td>Chairman Ruiz asked that the Board members please read the Monthly Status Report on Rulemaking and the State Board of Education Fiscal and Administrative Monthly Reports printed in the Board meeting materials each month for information purposes. There were no inquiries this month regarding these reports.</td>
</tr>
<tr>
<td>Motion for Adjournment</td>
<td>Dr. Chris Ward moved that the meeting be adjourned. Dr. Hall seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 1:38 p.m.</td>
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Respectfully Submitted,

Dr. Vinni Hall  
Board Secretary

Mr. Jesse Ruiz  
Chairman
Illinois State Board of Education Meeting  
MINUTES  
July 06, 2006  
100 North First Street  
Springfield, Illinois

| ROLL CALL/PLEDGE OF ALLEGIANCE | Mr. Jesse Ruiz, Chairman, called the meeting to order at 10:35 a.m. Chairman Ruiz asked Marsha Moffett, Board Office Secretary, 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 (arrived at 10:40 a.m.)  
Dr. Andrea Brown  
Mr. Dean Clark  
Dr. David Fields  
Mr. Edward Geppert, Jr.  
Ms. Brenda Holmes  
Ms. Joyce Karon |
| Members Absent: | None |

| PUBLIC PARTICIPATION | Mr. Terry Scrogum, Executive Director of the Illinois Arts Council stated that the Arts Council has been working in partnership with the State Board of Education on several Arts and Education Initiatives. Mr. Scrogum wanted the Board to be aware of what an enjoyable and cooperative relationship the partnership has been, and he looks forward to the opportunity to work together in the future. Ms. Brenda Holmes welcomed and thanked Mr. Scrogum and Ms. Karla Kunzeman, Legislative Liaison for the Illinois Arts Council. |

| RULES FOR INITIAL REVIEW | General Counsel Darren Reisberg reported to the Board on the rules for initial review. Mr. Reisberg noted that the rulemaking for New Part 265 responds to Public Act 94-835 which was signed into law on June 6, 2006. New Part 265 establishes the Arts and Foreign Language Education Grant Program. Mr. Reisberg stated that the Board is being asked today to authorize the solicitation of public comment on this proposed rulemaking. Mr. Reisberg asked Dana Kinley, Division Administrator for Curriculum and Instruction and ISBE staff member, Sally Vogl to explain the substance of the proposed rules.  
Dr. Vinni Hall inquired to the definition of a teaching artist. Mr. Scrogum explained that it is an artist who has the ability (not necessary the certification) to provide workshops that teach and work with other people. Mr. Scrogum noted that this information is included in the professional development section.  
Dr. Andrea Brown commented that she would like to see the proposals read by several different divisions in the agency so that they are supplied by need and not suppliant. Mr. Dean Clark agreed with Dr. Brown that the proposals should be read by several divisions so that the true need is identified and rewarded.  
Ms. Brenda Holmes asked why these rules were not approved on an emergency basis? Sally Vogl responded by saying that the complexity involved in developing |

| New Part 265 | Grants Arts Education and Foreign Language Education |
the RFP between the Illinois Arts Council and the ISBE would possibly cause the rulemaking time to readily elapse. Ms. Vogl further explained to the Board that another reason is one of a technical rulemaking issue, which involves the question of emergency rulemaking being the most prudent thing to do when appropriations of this nature arise. Ms. Holmes asked how soon it would be before the funding would be released? Ms. Vogl responded that they hope to have most of it in affect by the middle of the fall/end of the first semester. Ms. Vogl also stated that in the meantime the preliminary work can occur; issuing the RFP, making any tentative statements that need to be made (because it isn’t final), and if anything changes, all of the eligible recipients would be notified so as to leave enough time before the first semester.

Ms. Joyce Karon stated that if the schools would be awarded an implementation grant she would want the timeframe of the evaluation of the planning grant to be properly planned so that the funding is still there when the time comes to implement the grant. Ms. Karon emphasized that established timelines are of the most importance in order to make these grants work. Dana Kinley responded by saying that she understood what Ms. Karon was saying and that the the target date for release of the RFP for implementation will be in January/February.

Mr. Reisberg and Superintendent Dunn thanked the Illinois Arts Council and ISBE staff for all their work on the rulemaking for the Arts in Foreign Language Education.

**Motion:**
Mr. Dean Clark moved that the State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for Grants for Arts Education and Foreign Language Education (23 Illinois Administrative Code 265), including publication of the proposed rules in the Illinois Register. Dr. seconded the motion and it passed with a unanimous voice vote.

### APPROVAL OF TEACHERS CERTIFICATION BOARD APPOINTMENTS
Superintendent Dunn gave a brief update on the recommended appointments to the Illinois State Certification Board.

Mr. Ed Geppert moved that the State Board of Education hereby approves the following recommended appointments to the Illinois State Teacher Certification Board:

<table>
<thead>
<tr>
<th>Illinois Association of Colleges for Teacher Education (IACTE)</th>
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<tbody>
<tr>
<td>Janet Pierce-Ritter</td>
<td>(First Term)</td>
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</table>

<table>
<thead>
<tr>
<th>Illinois Education Association (IEA)</th>
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<tbody>
<tr>
<td>Linda Malone</td>
<td>(Second Term – Completing Kay Acklin’s second term)</td>
</tr>
<tr>
<td>Tamara Smith</td>
<td>(First Term)</td>
</tr>
<tr>
<td>Richard Ammentorp</td>
<td>(Second Term)</td>
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</table>

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<tr>
<th>Illinois Federation of Teachers (IFT)</th>
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<tbody>
<tr>
<td>Lydia Bullock</td>
<td>(First Term)</td>
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</table>

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

### NCLB ACCOUNTABILITY WORKBOOK CHANGES
Dr. Ginger Reynolds commented that most of the changes to the Workbook this year are minor tweaks or clarifications to make the information clearer to those in the field.

Dr. Andrea Brown asked that if a student is homebound the day of the test do they take the test. Gail Lieberman responded by saying that if a student is homebound it is usually for a longer period than a day and they do not have to take the test. Dr. Brown expressed concern that people would use the homebound status to reduce their enrollment and their numbers. Ms. Lieberman stated that the medically
exempt and the homebound statements are being clarified in the 2006 Workbook. Dr. Vinni Hall moved the State Board approve the proposed changes to Illinois’ Accountability Workbook, including implementing a backmapping process, a 95% confidence interval for the “all” group, a 75% confidence interval for Safe Harbor, the definition of “medically exempt” students, an alteration in the process for dealing with homebound students, and the continuation of the proxy process. Mr. Geppert seconded the motion and it passed with a unanimous voice vote.

<table>
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<th>AWARD CONTRACT FOR STATE SUPERINTENDENT SEARCH</th>
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<tbody>
<tr>
<td>Chairman Ruiz asked General Counsel Darren Reisberg to explain the process of the RFSP. Mr. Reisberg stated that on May 23, 2006 the Board posted a request for sealed proposals to assist in the hiring of a State Superintendent of Education. The RFSP set out a proposed schedule culminating in the announcement of a new State Superintendent by February 28, 2007. However the RFSP made clear that the schedule may be extended by the Board for any reason in its soul discretion. The RFSP also stated that funding for any contract resulting from it, at least through February 28, 2007 will not exceed $45,000.00. The deadline for submitting the proposals was June 22, 2006. ISBE received four proposals and after following the standard procedures of the agency’s Fiscal division in which each Board member participated, the winning bid was that of Hazard, Young, Attea &amp; Associates, Ltd. out of Glenview, Illinois. General Counsel Reisberg recommended that the State Board approve the award of a contract to Hazard, Young, Attea &amp; Associates, Ltd in an amount not to exceed $45,000.00. Dr. Chris Ward asked the Board members to review their schedules for a date the Board could meet to discuss further planning of the Superintendent search. Dr. Chris Ward moved that the Illinois State Board of Education hereby approves the award of a contract to Hazard, Young, Attea &amp; Associates, Ltd for an amount not to exceed $45,000 to secure search services for the next State Superintendent of Education. Further, the Board authorizes the Chairman Jesse Ruiz to execute said contract. Mr. Clark seconded the motion and it passed with a unanimous roll call vote.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Closed Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Joyce Karon 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:</td>
</tr>
<tr>
<td>Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and</td>
</tr>
<tr>
<td>Section c 3 for the purpose of considering the selection of a person to fill a public office;</td>
</tr>
<tr>
<td>Ms. Joyce Karon further moved that the Board might invite anyone they wish to have included in this closed session. Dr. Hall seconded the motion and it was passed with a unanimous roll call vote. The open meeting recessed at 11:25 a.m. and the Board went into closed session at 11:45 a.m. The open meeting reconvened at 12:45 p.m.</td>
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<tr>
<th>Motion for Adjournment</th>
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<tbody>
<tr>
<td>Mr. Ed Geppert moved that the meeting be adjourned. Mr. Dean Clark seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 12:47 p.m.</td>
</tr>
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Respectfully Submitted,

Dr. Vinni Hall       Mr. Jesse Ruiz
Board Secretary      Chairman
Dr. Christopher Ward, Vice Chairman, called the meeting to order at 10:45 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.

Dr. Christopher Ward announced that the Board meeting was being audio-cast live over the Internet.

### Members Present:
- Dr. Christopher Ward, Vice Chairman
- Mr. Dean Clark
- Dr. David Fields
- Mr. Edward Geppert, Jr.
- Ms. Brenda Holmes
- Ms. Joyce Karon

### Members Present by Phone:
- Mr. Jesse Ruiz, Chairman
- Dr. Vinni Hall, Secretary
- Dr. Andrea Brown

Dr. Dunn welcomed and introduced to the Board, Dr. John Perkins our New School District Liaison.

### PUBLIC PARTICIPATION
None

### ACTION CONSIDERATIONS

#### Determine Passing Scores for Two Illinois Certification Testing System (ICTS) Tests

Dr. Dunn gave a brief update to the Board on the passing scores for Illinois Certification Testing System Tests. Superintendent Dunn asked Linda Jamali, Division Administrator for Certification and Laurel Gibler, Principal Consultant to Certification to give the Board background on the history of the certification testing process.

In summary, groups of educators serve as members of the Passing Score Review Panels and the Bias Review Committee. These educators reached a consensus to recommend a minimum raw passing score of 61 for the social science history test; 30 for the special education general curriculum test.

After review and discussion the State Certification Board voted to recommend that the State Board establish the following passing scores:

- 57 for the minimum raw passing score on the social science history test;  
  This is one standard error of measurement lower than the recommended panel base score of 61.
- 30 for the minimum raw passing score on the special education general curriculum test.

The State Board is now asked to reach a final decision regarding the minimum allowable scores for the above two tests.
Mr. Ed Geppert asked for clarification on the social science history part of the test. Ms. Gibler responded by stating that 2/3 of the test is general history knowledge consisting of different areas of history which someone with a history background should know. The specialty areas might be in economics or history in particular.

Ms. Brenda Holmes asked in each of these cases do we know at what university these individuals were tested? Ms. Gibler responded that she receives university data after each test administration so that we would be able to go back and look. Every university also receives their own scoring report after each test administration. Ms. Holmes also asked if students take this several times, is there any way to tell if the universities are teaching what the students need? Linda Jamali and Dr. Dunn responded by saying that we will look at that information over time and see how it is trending. Students are always relocating and moving so we do need to consider these things when reviewing this information.

Dr. Fields commented that universities do have a responsibility to take the information and consider it; NCLB requires that the elementary and secondary schools meet expectations in preparing students. The universities should fall under a similar kind of requirement. It is to the university’s advantage to use the information in their scoring report in order to make adjustments in their programs to ensure that more students pass the first time. Dr. Brown stated that many universities are linking with the community colleges much of this information is shared. Ms. Karon asked if the special education general curriculum testing was broken down into specific percentage areas like the social science history test? Ms. Gibler responded no, that the goal was to have the special education teachers with well rounded backgrounds and to be able to cover many areas and designations.

### Special Education General Curriculum

**Current Social Science/History**

Mr. Ed Geppert moved that the State Board of Education hereby accepts the recommendations of the State Teacher Certification Board to set the raw passing score for the Social Science-History test at 57 and the raw passing score for the Special Education General Curriculum Test at 30. Ms. Joyce Karon seconded the motion and it passed with a unanimous voice vote.

### Rules for Adoption

Dr. Dunn asked General Counsel Darren Reisberg for an update on the rules or adoption. Mr. Reisberg noted that there are four sets of rules for adoption, Part 1 (Public Schools Evaluation, Recognition and Supervision), Part 130 (Determining Special Education Per Capita Tuition Charge), New Part 560 (Parental Participation Pilot Project) and New Part 565 (Class Size Reduction Grants). These rules are brought together because of their similarities. Each of these sets of rules has already been presented to the Board for initial review, Part 1 and Part 565 in May, and Part 130 and Part 560 in April. They were subsequently published in the Illinois Register to illicit public comment and no public comment was received regarding them. Mr. Reisberg stated that with respect to each we are recommending for adoption as originally proposed.

**Rules for Adoption**

**Part 1 (Public School Evaluation, Recognition and Supervision)**

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

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

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

(Rules for Adoption
Part 130 (Determining Special Education Per Capita Tuition Charge)
The State Board of Education hereby adopts the proposed rulemaking for:
Determining Special Education Per Capita Tuition Charge (23 Illinois Administrative Code 130).
Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Rules for Adoption
New Part 560 (Parental Participation Pilot Project)
The State Board of Education hereby adopts the proposed rulemaking for:
Parental Participation Pilot Project (23 Illinois Administrative Code 560).
Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Rules for Adoption
New Part 565 (Class Size Reduction Grants)
The State Board of Education hereby adopts the proposed rulemaking for:
Class Size Reduction Grants (23 Illinois Administrative Code 565).
Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Dr. Ward asked for a motion regarding the consent agenda items. The following motion was approved by action taken in the consent agenda motion:

Motion
Dave Fields moved that the State Board of Education hereby adopts the proposed rulemaking for:
• Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1)
• Determining Special Education Per Capita Tuition Charge (23 Illinois Administrative Code 130);
• Parental Participation Pilot Project (23 Illinois Administrative Code 560), and
• Class Size Reduction Grants (23 Illinois Administrative Code 565).
Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules. Dean Clark seconded the motion and it passed with a unanimous voice vote.

END OF CONSENT AGENDA
Dr. Chris Ward introduced Mr. Bill Attea from Hazard, Young, Attea & Associates, the firm the Board has contracted to do the new state superintendent search. Mr. Attea thanked the Board for having the confidence in the firm to help in the selection of the next State Superintendent of Education. They are delighted to be selected and look forward to finding some outstanding candidates for the Board’s selection process. Mr. Attea stated the purpose of his appearance today is to plan the entire search and to begin a communication process. Mr. Attea shared and reviewed with the Board members the planning materials and calendar he had organized for the search.

Mr. Geppert asked that activities involving the Board be planned around the Board meeting dates. Mr. Geppert also asked that the Board adopt a profile or a tentative profile before we go to the stakeholders and provide the stakeholders the opportunity to react to the Board’s profile. Ms. Joyce Karon commented that Bill Attea will be bringing an associate with him to the retreat. That will allow each Board member to be interviewed by Mr. Attea’s firm, and then the Board will end the retreat with a discussion with the firm to hear the results of the interviews with Board members. Mr. Dean Clark asked that the interview schedule include the Minority Spokesmen from both committees. The Board agreed that Chairs and Vice-Chairs from the House and Senate Education Committees, the Minority Leaders of the House and Senate Committees would be included in the search interview selection. Brenda asked that we keep political party balance and that parties have equal representation in the process. The Board agreed that the Minority Spokesperson will be invited to bring another minority member of the committee.

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
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<tbody>
<tr>
<td>State Board Members (individually)</td>
<td>August 24</td>
</tr>
<tr>
<td>Superintendent Dunn</td>
<td>August 24</td>
</tr>
<tr>
<td>Interim Superintendent Designee</td>
<td>August 24</td>
</tr>
<tr>
<td>Superintendent’s Senior Staff (Cabinet)</td>
<td>August 24</td>
</tr>
<tr>
<td>State Board (together)</td>
<td>August 25</td>
</tr>
<tr>
<td>Interim Superintendent Designee</td>
<td></td>
</tr>
</tbody>
</table>

Mr. Attea and the Board continued to discuss the search calendar to ensure they could accommodate everyone’s schedules.

**Modified Search Calendar**
The Search Calendar as revised follows. Circumstances related to the election, appointment of new State Board of Education members, etc. may require the search to be extended, but that decision can be made at a later date.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10 at 10:30, Springfield</td>
<td>Meet with entire Board to plan search</td>
</tr>
<tr>
<td>August 24, Bloomington</td>
<td>Meet with individual board members</td>
</tr>
<tr>
<td>August 24, Bloomington</td>
<td>Meet with Superintendent Dunn, senior staff and others</td>
</tr>
<tr>
<td>August 25, 11:00 a.m. Bloomington</td>
<td>Meet with Board to identify Board preferred superintendent criteria</td>
</tr>
<tr>
<td>September 1-15</td>
<td>Meet with various stakeholder groups to be identified by Board (see attached lists for discussion)</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Convene 5-6 open public sessions</td>
</tr>
<tr>
<td><strong>September 20-21</strong></td>
<td><strong>State Board Meeting (Chicago)</strong></td>
</tr>
<tr>
<td>October 19</td>
<td>Meet with Board to discuss input received from stakeholder groups and public sessions <em>(Leadership Profile Report)</em>; develop final criteria for position</td>
</tr>
<tr>
<td><strong>October 18-19</strong></td>
<td><strong>State Board Meeting (Lockport)</strong></td>
</tr>
<tr>
<td>November 15-16</td>
<td><strong>State Board Meeting (Springfield)</strong></td>
</tr>
<tr>
<td>November 16</td>
<td>Progress Report to Board</td>
</tr>
<tr>
<td>November 18 at Triple I Meeting</td>
<td>Progress Report to key stakeholder groups</td>
</tr>
<tr>
<td><strong>December 13-14</strong></td>
<td><strong>State Board Meeting (Springfield)</strong></td>
</tr>
<tr>
<td><strong>January 17-18</strong></td>
<td><strong>State Board Meeting (Chicago)</strong></td>
</tr>
<tr>
<td>February 5</td>
<td>Seminar on interview techniques and the final stages of the search process</td>
</tr>
<tr>
<td>February 5 after seminar</td>
<td>Slate presentation to Board</td>
</tr>
<tr>
<td>February 19 – 23</td>
<td>Board interviews candidates</td>
</tr>
<tr>
<td>February 24-27</td>
<td>Board members visit home site of finalist, if appropriate</td>
</tr>
<tr>
<td>February 28</td>
<td>Announcement of appointment</td>
</tr>
<tr>
<td>As soon as practical</td>
<td>Superintendent assumes responsibilities</td>
</tr>
<tr>
<td>Governor’s staff</td>
<td>Chairman Ruiz will talk to Governor/Governor’s staff to determine with whom to meet</td>
</tr>
<tr>
<td>Candidate for Governor’s staff</td>
<td>Chairman Ruiz will talk to Candidate/ Candidate’s staff to determine with whom to meet</td>
</tr>
<tr>
<td>Speaker Michael J. Madigan</td>
<td>Chairman Ruiz will make first call to the four legislative leaders then ask Hazard, Young, Attea and Associates to follow-up.</td>
</tr>
</tbody>
</table>
Chair, Vice Chair, Minority Spokesperson and other Minority member of House Education Committee  
Chair, Vice Chair, Minority Spokesperson and other Minority member of Senate Education Committee  
Chair, Vice Chair, Minority Spokesperson and other Minority member of House Appropriations Committee  
Chair, Vice Chair, Minority Spokesperson and other Minority member of Senate Appropriations III Committee  

All to be scheduled through Nicole Wills and Josh Jacobs. May meet with other key legislators individually or in small groups on recommendation of Nicole & Josh.

<table>
<thead>
<tr>
<th>IASA leadership</th>
<th>IASB leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEA leadership</td>
<td>IFT leadership</td>
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<tr>
<td>ED-RED leadership</td>
<td>LUDA leadership</td>
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<tr>
<td>IPA leadership</td>
<td>ROE Superintendents</td>
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<tr>
<td>IPTA leadership</td>
<td>SCOPE</td>
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<tr>
<td>NASBE – Brenda Welburn</td>
<td>LEND</td>
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<td>AFSCME Leadership</td>
<td>SEIU Leadership (Chicago)</td>
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</table>

<table>
<thead>
<tr>
<th>ISBE Chicago – administrative staff</th>
<th>ISBE Chicago – staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBE Springfield – administrative staff</td>
<td>ISBE Springfield – staff</td>
</tr>
</tbody>
</table>

**5-6 Open Public Sessions throughout the state**  
Springfield, Chicago, Belleville, Mt. Vernon, Quincy, Danville, Lombard, and Gurnee  
– talk to Jean Ladage to schedule locations  
– talk to Rebecca Watts to identify individuals to be notified of/invited to public sessions

**Closed Session**  
Joyce Kaon moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and  
Section c 3 for the purpose of considering the selection of a person to fill a public office;  
Joyce Karon further moved that the Board might invite anyone they wish to have included in this closed session.  
Mr. Geppert seconded the motion and it was passed with a unanimous roll call vote.
The open meeting recessed at 12:30 p.m. and the Board went into closed session at 12:40 p.m. The open meeting reconvened at 1:40 p.m.

| Motion for Adjournment | Dave Fields moved that the meeting be adjourned. Ed Geppert seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 12:42 p.m. |

Respectfully Submitted,

Dr. Vinni Hall  
Board Secretary

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

FROM: Randy J. Dunn, State Superintendent of Education
       Ginger Reynolds, Assistant Superintendent, Teaching and Learning
       Linda Jamali, Division Administrator (Interim) Certification Division

Agenda Topic: Illinois State Teacher Certification Board Appointment(s)

Materials: Recommendation Letter(s)
           (On File w/ Dennis Williams, Secretary, Illinois State Teacher Certification Board)

Staff Contact(s): Dennis Williams

Purpose of Agenda Item
To review and act upon the recommendations for appointment to the Illinois State Teacher Certification Board.

Expected Outcome(s) of Agenda Item
- Appoint member to position left vacant by Eugene Zalewski, Administrator Representative for the Illinois Association of School Administrators.
- Appoint member to position left vacant by William Briggs, Teacher Representative for the Illinois Federation of Teachers.
- Appoint member to position left vacant by Lydia Bullock, Teacher Representative for the Illinois Federation of Teachers.

Background Information
The term of State Teacher Certification Board member Eugene Zalewski ended June 30, 2006.

Written notification was received on August 15, 2006, from Dr. Brent Clark, Executive Director, Illinois Association of School Administrators. The Illinois Association of School Administrators recommends that Dr. Carol J. Auer replace Dr. Eugene Zalewski as a member of the State Teacher Certification Board.

Dr. Auer is Superintendent at Keeneyville Elementary School District 20 and holds a doctorate degree from Loyola University and a master's degree from Northern Illinois University.


Written notification was received on September 13, 2006, from Mr. James Dougherty, President of the Illinois Federation of Teachers recommending that Ms. Linda Pellegrini complete the term for William Briggs, and that Mr. Lawer Dixon complete the term for Lydia Bullock.

Ms. Pellegrini is a graduate of Northeastern Illinois University. She is an elementary teacher and has been employed 20 years with Tinley Park Community Consolidated School District 146. Committee memberships include: Social Studies Curriculum, Language Arts Curriculum, Teacher Evaluation, Visual Arts and Kindergarten Research.

Mr. Dixon is a graduate of Elmhurst College. He is a high school teacher at Chicago Military Academy.
Superintendent's Recommendation(s)
The Superintendent recommends that the Board adopt the following motion:

I move that the State Board of Education approve the following recommended appointments to the State Teacher Certification Board:

- from the Illinois Association of School Administrators, the appointment of Dr. Carol J. Auer to the State Teacher Certification Board. Dr. Auer’s term will expire on June 30, 2009. This appointment is effective immediately.

- from the Illinois Federation of Teachers and approve the appointment of Ms. Linda Pellegrini to the State Teacher Certification Board. Ms. Pellegrini will complete the term for William Briggs which will expire on June 30, 2008. This appointment is effective immediately.

- from the Illinois Federation of Teachers and approve the appointment of Mr. Lawer Dixon to the State Teacher Certification Board. Mr. Dixon will complete the term for Lydia Bullock which will expire on June 30, 2009. This appointment is effective immediately.

Next Steps
The nominees and the sponsoring organizations will be notified of the action taken by the Illinois State Board of Education. In addition, the members of the Certification Board will be notified and the State Teacher Certification Board website will be appropriately updated.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
        Darren Reisberg, General Counsel

Agenda Topic: Waiver Report to the General Assembly

Materials: Waiver Report
           Physical Education Waiver Addendum Summary

Staff Contact(s): Winnie Tuthill
                 Shelley Helton

Purpose of Agenda Item
The purpose of the agenda item is to inform the Board members about requests for
waivers and modifications that have been received since the last report in February
2006; to consider whether the Board should recommend that the General Assembly
disapprove certain requests; and to secure approval of the Fall 2006 Waiver Report for
submission to the General Assembly before October 1, as required by law.

Expected Outcomes of Agenda Item
The Board will be asked to adopt motions recommending to the General Assembly that
it disapprove or limit six requests contained in the report. In addition, the Board will be
asked to authorize submission of the Fall 2006 Waiver Report to the General Assembly.

Background Information
The Fall 2006 Waiver Report is the twenty-third report to be submitted to the General
Assembly pursuant to Section 2-3.25g of the School Code. That law, expanded in
1995, permits school districts to request waivers or modifications of state education
laws and administrative rules promulgated by the State Board of Education. All waivers
of state law must be submitted to the General Assembly for its consideration.

This report contains 36 requests that seek to waive mandates of School Code
provisions. These include requirements pertaining to daily physical education (ten
requests), driver education fees (eight requests), parent-teacher conferences (six
requests), inservice training and limitation of administrative costs (five requests each),
and content of evaluation plans (one request).

The report also contains one request to waive the requirement in Section 21-9 of the
School Code pertaining to the number of days a substitute teacher can teach during the
school year. Section 21-9 allows teachers with a substitute certificate to teach for no
more than 90 school days during the year, and allows certificated teachers to substitute
teach for no more than 120 days during the year. In all cases the instructor may teach
only in the place of a certified teacher who is under contract with the school board. The request to waive this provision would allow the district more than 90 days paid access to each of its substitutes holding a substitute certificate. In September 2005 and February 2006 the State Board decided to send all substitute teacher waivers to the General Assembly with a recommendation for legislative disapproval.

Since the spring waiver report, the State Board of Education has approved 154 requests that modify School Code mandates or modify or waive agency rules.

**Analysis and Policy Implications**
Staff are recommending that the State Board provide to the General Assembly disapproval recommendations on five waiver requests contained in the report. One addresses substitute teachers, and four address daily physical education.

The recommendations for each denial are based primarily on the reasons stated in the waiver law for the State Board to deny a request upon which it must act. These reasons, which are listed below, have been used in the past to support disapproval recommendations provided to the General Assembly.

1. The request is not based upon sound educational practices.
2. The requested action would compromise equal opportunities for learning.
3. The request does not have improved student performance as a primary goal.

**Waiver for substitute teaching**

**Schaumburg Community Consolidated School District 54 (WM100-3966-1)** is renewing a previous request, to waive the provisions for employing substitute teachers found in Section 21-9 of the School Code. The waiver would allow a substitute teacher to teach for a period of time not confined by an arbitrary number of days. Instead, each teacher’s performance would be assessed via observation and evaluation, with the district limiting times of individual substitutes based on their effectiveness. If approved the request would be in effect through the 2010-11 school year.

The district cites several factors in renewing its request: the size of the district and its staff (1,620 staff members during 2005-06); the district’s role as its own special education cooperative and its efforts to provide services to students in their home schools; the land mass encompassed by district boundaries, which makes it difficult for substitutes to travel outside to teach in other districts; increased financial obligations due to necessary background checks for teachers; and the large number of teachers retiring, resulting in younger incoming staff and increased requests for maternity leave.

**Recommendation for denial**
If this request is not disapproved, students in this district could be exposed for lengthy periods of time to substitute teachers who may not be properly certified in the grade levels or subject areas to be taught. In addition, the substitute teachers employed by the district may not meet the requirements established by the federal No Child Left
Behind Act (NCLB) of 2001 for “highly qualified” teachers that went into effect this spring. For these reasons, this waiver request is recommended for legislative denial.

**Waivers for physical education**

The State Board will be transmitting to the General Assembly for action ten waiver requests from ten school districts seeking relief from the mandate to provide physical education on a daily basis. Of these ten requests, nine are renewal requests, three include kindergarten through grade 8, and seven include high school levels. Descriptions of each of these requests can be found on pages 4 and 5 of the waiver report.

In September 2001, the State Board of Education implemented its policy concerning physical education waivers and modifications that focuses on:

1. student achievement of the Illinois Learning Standards for Physical Development and Health, specifically Goals 19, 20, and 21; and

2. the need for districts seeking to waive or modify the daily physical education mandate to provide the learning opportunities necessary for their students to progress toward achieving these standards.

The fall 2006 report is the tenth opportunity for districts to include with their physical education waiver applications descriptions of their students’ achievement relative to the Illinois Learning Standards for Physical Development and Health and of the additional learning opportunities provided to students to ensure that they continue to make progress toward achieving the standards.

Six of the ten districts submitted this additional information (see the summary in the attached chart). Tuscola CUSD 301, Ball-Chatham CUSD 5, Addison SD 4, and Cook County SD 130 had no assessment data to share. One of the three school districts whose petitions include elementary grade levels submitted data from the Fitnessgram. High school districts, for the most part, summarized results from locally developed assessments and the President’s Challenge.

**Recommendations for Denial**

The four districts described below have no formal physical education assessment data to submit. Three of these districts (Tuscola, Addison and Cook County) are seeking a second renewal of their request (in each case, this is their third application).

**Tuscola Community Unit School District 301 (WM100-3811-2)** is renewing a five-year request that would excuse those students in grades 9 through 12 from the daily physical education requirement when they are enrolled for ongoing participation in cheerleading, pom-poms or band/vocal music courses. The waiver would allow such students access to the fine arts and other academic course work.
**Ball-Chatham Community Unit School District 5 (WM100-3854-1)** is requesting an initial five-year waiver that would excuse those students in grades 9-12 from the daily physical education requirement who are enrolled in show choir.

The district notes that students eligible for the waiver will receive daily physical activity in the form of choreography practices, exposing them to varied dance styles in a highly aerobic setting. The request would allow students to take an additional academic class or study hall during the school day.

**Addison School District 4 (WM100-3868)** is renewing a 5-year request that would provide two, 30-minute sessions of physical education a week to students in grades 1-5. The request would allow students to participate in Character Counts and conflict resolution activities, thus assisting them to learn acceptable behavior early in their schooling which would lead to more effective use of teachers’ time and increased ability for students to concentrate on academic studies. Students would have up to 30 minutes of movement education on those days when physical education was not offered.

**Cook County School District 130 (WM100-3959)** is renewing a 5-year request that would provide two, 30-minute sessions of physical education a week to students in grades 1-5. The request would allow for smaller class sizes, improving students’ times on task and increasing the actual amount of instruction received.

In the absence of assessment results for these districts, which the State Board has requested of all applicants for physical education waivers and modifications since 2001, staff have no way to ascertain whether the proposed waivers described above would compromise students’ ability to achieve the Illinois Learning Standards for Physical Development and Health. These waivers are recommended for legislative denial.

**Recommendation for two-year limit**

**Champaign Community Unit School District 4 (WM100-3963)** is renewing a five-year request that would exempt students in grades 9-12 from daily physical education for ongoing participation in cheerleading, and students in grades 9 and 10 for ongoing participation in interscholastic athletics. The waiver would allow such students the opportunity for additional academic assistance or study time.

The district tested all students for cardiovascular fitness during the 2005-06 school year using a mile-long run. 73% of students met the requirement for heart fitness. The district further notes that its curriculum is aligned to the Illinois Learning Standards and that, beginning in the 2006-07 school year, students will be assessed based on The President’s Challenge.

However, the limited amount of physical assessment data presented from Champaign makes it difficult to determine whether a five-year extension of this request would compromise students’ ability to achieve the Illinois Learning Standards for Physical
Development and Health. Since the district will be gathering more comprehensive assessment data during the coming school year, a short-term approval of this waiver is recommended. With two years of aggregate data in place by the end of the 2007-08 school year, the Champaign schools should be able to assess how the waiver is working.

**Waivers for driver’s education fees**

The State Board will be forwarding eight requests to the General Assembly from districts wishing to increase their fees for driver’s education from the maximum of $50 allowed in 105 ILCS 5/27-23. Of the eight districts requesting the fee increase, three request fees not to exceed $200, four request fees of $300-350, and one is requesting a fee of $500. Four of these requests are renewals.

The fee limit of $50 placed on districts for their driver’s education course was part of the reform legislation passed in 1985. Since that time, district costs have gone up in all areas associated with driver’s education, and the increasing number of applications received for this area was a factor in failed legislation introduced in the spring 2005 session that attempted to raise the fee limit to an amount that comes closer to meeting district expenses.

**Superintendent’s Recommendation**

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

The State Board of Education hereby forwards the following waiver requests to the General Assembly with recommendations for legislative disapproval:

- The request from Schaumburg Community Consolidated School District 54 (WM100-3966-1) asking to waive the time limitations for substitute teachers;
- The request from Tuscola Community Unit School District 301 (WM100-3811-2) asking to waive daily physical education for students in grades 9-12 when they are enrolled in cheerleading, pom-poms or band/vocal music courses;
- The request from Ball-Chatham Community Unit School District 5 (WM100-3854-1) asking to waive daily physical education for students in grades 9-12 when they are enrolled in show choir;
- The request from Addison School District 4 (WM100-3868), asking to allow students in grades 1-5 to take two, 30-minutes of physical education a week instead of daily; and
- The request from Cook County School District 130 (WM100-3959), asking to allow students in grades 105 to take two, 30-minutes of physical education a week instead of daily.

Further, the request from Champaign Community Unit School District 4 (WM100-3963), asking to excuse students in grades 9-12 from daily physical education for cheerleading, and to excuse freshmen and sophomores from daily physical education for participation in interscholastic
athletics, should receive legislative approval for the 2006-08 school years only. The remaining years of the waiver request (2008-9 through 2010-11) should be disapproved.

The State Board of Education hereby forwards the remaining 30 waiver requests summarized in the report to the General Assembly without comment.

**Next Steps**
Staff will submit the Fall 2006 Waiver Report as presented to the General Assembly before October 1.
MEMORANDUM

TO: The Honorable Emil Jones, Jr., Senate President
    The Honorable Frank C. Watson, Senate Minority Leader
    The Honorable Michael J. Madigan, Speaker of the House
    The Honorable Tom Cross, House Republican Leader

FROM: Randy J. Dunn
      State Superintendent of Education

DATE: September 29, 2006


As required by Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. Also included are summaries of requests for waivers and modifications acted on by the State Board of Education and of applications that have been returned to school districts or other eligible applicants.

If you have any questions or comments, please contact Darren Reisberg, General Counsel, at 217/782-8535.

cc: The Honorable Rod R. Blagojevich, Governor
    Mark Mahoney, Clerk of the House
    Linda Hawker, Secretary of the Senate
    Legislative Research Unit
    State Government Report Center
Executive Summary

The following report outlines waivers of School Code mandates that school districts, regional offices of education, or special education or vocational education cooperatives have requested since the last report, which was transmitted in March 2006. Pursuant to Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), these requests must be sent to the General Assembly for its consideration before October 1, 2006.

The report is organized by subject area and by school district, regional office, or special education or vocational education cooperative. The General Assembly may disapprove the report in whole or in part within 60 calendar days after each chamber next convenes once the report is filed. This is done by a joint resolution. If either chamber fails to reject a waiver request, then that request is deemed granted.

Section I summarizes the 36 requests received for waivers of School Code mandates for consideration by the General Assembly, which are presented alphabetically by topic area. The largest number of applications received seeks waivers from Section 27-6 of the School Code regarding physical education (10 requests), followed by eight petitions regarding driver education, six addressing parent-teacher conferences, and five petitions each for administrative cost limitations and inservice training sessions. One petition each addresses evaluation plans and substitute teachers.

The requests dealing with substitute teachers seek authorization to employ substitutes for longer than the 90 days allowed under Section 21-9 of the School Code (see page 6 of the report).

This document also contains three other sections beyond what is required under Section 2-3.25g of the School Code. Section II lists the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Board has acted. Of the 154 approvals, 152 address legal school holidays and two pertain to substitute teachers.

Section III describes the 20 requests that have been returned to or withdrawn by the petitioning entities. Section IV shows all the requests submitted, organized by Senate and House district.

In addition, the requests received are summarized by subject area in a table following this Executive Summary. Complete copies of the waiver requests for the General Assembly’s consideration have been made available to legislative staff.

This is the twenty-third report submitted pursuant to Section 2-3.25g of the School Code, which requires that the State Board of Education compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.
### Summary of Applications for Waivers and Modifications

**Volume 23 – Fall 2006**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Approved</th>
<th>Denied by SBE</th>
<th>Transmitted to GA</th>
<th>Withdrawn or Returned</th>
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<tr>
<td>Content of Evaluation Plans</td>
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<td>0</td>
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<tr>
<td>Driver Education</td>
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<td>Legal School Holidays</td>
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<td>Substitute Teachers</td>
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</tbody>
</table>

**Petition Summary**

- Approved: 154
- Denied by SBE: 0
- Transmitted to GA: 36
- Withdrawn or Returned: 20

**TOTAL NUMBER OF APPLICATIONS:** 210
SECTION I
Applications Transmitted to the General Assembly

Content of Evaluation Plans

Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2011-12 school year
WM100-3966-2 (renewal) – Waiver of School Code (Section 24A-5) request to allow the district to replace the current rating scale of “excellent, satisfactory, and unsatisfactory” for a teacher evaluation process with ratings of “professional growth track – satisfactory” and “professional growth track – unsatisfactory.” If approved, the waiver would take effect in the 2007-08 school year.

Driver Education

Lena Winslow CUSD 202 – Stephenson (SD 45/HD 89) / Expiration: 2010-11 school year
WM100-3827 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $100 of students who participate in driver education courses.

Highland Park THSD 113 – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM100-3906 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $100 of students who participate in driver education courses.

A-C Central CUSD 262 – Cass (SD 47/HD 93) / Expiration: 2011-12 school year
WM100-3936 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $350 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

Blue Ridge CUSD 18 – DeWitt (SD 44/HD 87) / Expiration: 2011-12 school year
WM100-3946-1 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $300 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2011-12 school year
WM100-3956-2 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $200 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

Morrison CUSD 6 – Whiteside (SD 36/HD 71) / Expiration: 2009-10 school year
WM100-3965 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $300 of students who participate in driver education courses.

Arlington Heights THSD 214 – Cook (SD 33/HD 66) / Expiration: 2011-12 school year
WM100-3969 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $350 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.
year.

*Mundelein CHSD 120 – Lake (SD 26/HD 51) / Expiration: 2011-12 school year
WM100-3972 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $500 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

**Limitation of Administrative Cost**

*Dolton SD 148 – Cook (SD 15/HD 30) / Expiration: 2005-06 school year
WM100-3867 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed its budgeting practices to record support programs under the special area administrative line rather than the special education program account, and its lease for copying equipment was renegotiated, causing the district to exceed the 5 percent limitation.

*South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2005-06 school year
WM100-3958-1 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a part-time director of curriculum and technology to help manage curriculum, apply for grants and write a technology plan, causing the district to exceed the 5 percent limitation.

*South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2006-07 school year
WM100-3958-2 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district extended the part-time position of director of curriculum and technology to a full-time position and realigned the administrative budget to include the special education director, her secretary and the superintendent’s secretary under a line item included in the calculation for the 5 percent administrative cost limitation.

*Zion-Benton THSD 126 – Lake (SD 31/HD 61) / Expiration: 2006-07 school year
WM100-3970 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The 2005-06 budget was lower than anticipated since the district did not use any funds set aside for contingencies, although the district wishes to retain this reserve for the 2006-07 school year. Additional increases in administrative costs are due to an expansion of the district’s bilingual program; a 6 percent increase in stipends paid to department chairpersons; increases in administrative personnel expenses due to a 20 percent enrollment increase in the last five years; and an increase in the amount and cost of supplies, materials and printing and duplication services provided to classroom teachers.

*Prairie Grove CSD 46 – McHenry (SD 26/HD 52) / Expiration: 2005-06 school year
WM100-3979 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed its budgeting practices using a different technology program that now allows for better and more specific identification of administrative expenses for special education and business support services, causing the district to exceed the 5 percent limitation.
Parent-Teacher Conferences

**Tuscola CUSD 301 – Douglas** (SD 55/HD 110) / **Expiration:** 2010-11 school year
**WM100-3811-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of student attendance and to use the following morning for at least three hours of parent-teacher conferences. One day during that week will be a nonattendance day for students and staff. The evening and morning sessions will be counted among the 176 days of actual pupil attendance required by Section 10-19.

**Schiller Park SD 81 – Cook** (SD 39/HD 77) / **Expiration:** 2010-11 school year
**WM100-3815 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of attendance twice during a given week. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

**Lombard SD 44 – DuPage** (SD 21/HD 42) / **Expiration:** 2010-11 school year
**WM100-3849 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following a half day of attendance twice during a given week. In addition, the district will hold afternoon conferences following the half day of student attendance. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

**Prairie Hill CCSD 133 – Winnebago** (SD 35/HD 69) / **Expiration:** 2010-11 school year
**WM100-3893-1 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences for three-and-a-half hours in the evening following a full day of attendance four times during a school term (fall and spring). One day during the fall and spring will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

**ROE #9 R.E.A.D.Y. Program – Champaign** (SD 52/HD 103) / **Expiration:** 2010-11 school year
**WM100-3907 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the program the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of attendance twice during a given week. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

**Harlem CSD 122 – Winnebago** (SD 34/HD 68) / **Expiration:** 2008-09 school year
**WM100-3971 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences from noon to 7:30 p.m. on one day in the fall, with no students in attendance, and on two consecutive Thursday evenings in the spring from 4:45 to 8 p.m. following dismissal of students 10
minutes early. In the spring, one day following the evening conferences will be a nonattendance day for students and staff. In addition, a second conference time for prekindergarten and kindergarten parents will be held in the fall, following the consecutive Thursday schedule described above. The district will count the day-long conferences in the fall and the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

Physical Education

Tuscola CUSD 301 – Douglas (SD 55/HD 110) / Expiration: 2010-11 school year
WM100-3811-2 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading, pom-poms, band or vocal music. The request broadens the physical activities that would qualify for a physical education exemption, thereby providing students with greater access to fine arts and other academic coursework.

Aledo CUSD 201 – Mercer (SD 36/HD 72) / Expiration: 2010-11 school year
WM100-3813 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading and pom-poms, and to excuse students in grades 9 and 10 for ongoing participation in interscholastic athletic programs. The request would allow the students to participate in more math and science classes and the school to offer tutorial programs for at-risk students during the school day rather than after school, both of which will help in reducing physical education class sizes to more manageable levels.

Ball Chatham CUSD 5 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year
WM100-3854-1 – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in show choir. The district indicates that choreography combined with singing requires students to be in “top cardio-vascular shape”, and rigorous daily practice sessions during and after the school day have activity levels that are comparable to those provided in physical education classes.

Addison SD 4 – DuPage (SD 23/HD 46) / Expiration: 2010-11 school year
WM100-3868 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 30 minutes each session. Students also participate in 20 minutes of activity during the lunch recess and in movement education for up to 30 minutes each day, which includes conflict resolution instruction.

Hononegah CHSD 207 – Winnebago (SD 34/HD 68) / Expiration: 2009-10 school year
WM100-3927 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for one semester for ongoing participation in an interscholastic athletic program and to complete the academic course in which they are enrolled, should the sport season end before the course does. Students in grades 11 and 12 also will be excused from the physical education requirement if they both pass a pre-test for fitness
and enroll in six academic courses.

_Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2011-12 school year_  
WM100-3956-1 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 and 10 from the daily physical education requirement for ongoing participation in an interscholastic athletic program, allowing students to maintain a “full academic load while attaining their physical fitness” by participating in the athletic program. If approved, this waiver would take effect in the 2007-08 school year.

_Cook County SD 130 – Cook (SD 14/HD 27) / Expiration: 2011-12 school year_  
WM100-3959 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 30 minutes each session. Reducing the number of days students attend each week will decrease class sizes from 40 to 50 students per class to 20 to 25 students per class. Smaller classes will enable the district to provide safer and more effective instruction. If approved, this waiver would take effect in the 2007-08 school year.

_City of Chicago SD 299 – Cook (SD 3/HD 5) / Expiration: 2011-12 school year_  
WM100-3961 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 11 and 12 from the daily physical education requirement in order for these students to enroll in additional academic courses needed to meet the district’s graduation requirements. The revised requirements are designed to improve student performance by increasing the requirements for math and science and adding requirements in foreign language and career education. If approved, this waiver would take effect in the 2007-08 school year.

_Champaign CUSD 4 – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year_  
WM100-3963 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading and pom-poms, and to excuse students in grades 9 and 10 for ongoing participation in interscholastic athletic programs. As support for the request, the district cites the rigorous nature of the interscholastic athletic programs and cheerleading and states that these programs and activities will assist students in meeting the Illinois Learning Standards for Physical Development.

_Sterling CUSD 5 – Whiteside (SD 45/HD 90) / Expiration: 2012-13 school year_  
WM100-3987 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 25 minutes each session. Students will also have 20 minutes of recess each day, structured physical activities in the classroom and opportunities to participate in the park district’s athletic programs after school. If approved, this waiver would take effect in the 2008-09 school year.

**School Improvement/Inservice Training**

_Macomb CUSD 185 – McDonough (SD 47/HD 94) / Expiration: 2011-12 school year_  
WM100-3935 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by
Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If approved, this waiver would take effect in the 2007-08 school year.

*Kaneland CUSD 302 – Kane, DeKalb (SD 25/HD 50) / Expiration: 2011-12 school year
WM100-3937 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold five full-day teacher inservice sessions instead of 10 half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If approved, this waiver would take effect in the 2007-08 school year.

*Paris CUSD 4 – Edgar (SD 55/HD 109) / Expiration: 2011-12 school year
WM100-3964 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students two and a half hours early on each of the first five days of the school year. The district would accumulate sufficient time beyond the five-clock-hour requirement during the remainder of the school year to apply towards these days in order to count them among the 176 days of actual pupil attendance required by Section 10-19. If approved, the waiver would take effect in the 2007-08 school year.

*Paris-Union SD 95 – Edgar (SD 55/HD 109) / Expiration: 2011-12 school year
WM100-3977 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students two hours early on each of the first five days of the school year. The district would accumulate sufficient time beyond the five-clock-hour requirement during the remainder of the school year to apply towards these days in order to count them among the 176 days of actual pupil attendance required by Section 10-19. If approved, the waiver would take effect in the 2007-08 school year.

*Urbana SD 116 – Champaign (SD 52/HD 103) / Expiration: 2011-12 school year
WM100-3978 – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold six full-day teacher inservice sessions instead of six half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**Substitute Teachers**

*Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2010-11 school year
WM100-3966-1 (renewal) – Waiver of School Code (Section 21-9) request to allow the district to employ substitute teachers for more than 90 days in any one school year. Whether a substitute is used will be based on his or her performance rather than on the time limits established under the School Code.
SECTION II

Applications Approved by the State Board of Education

Holidays

*Benton CHSD 103 – Franklin (SD 59/HD 117) / Expiration: 2010-11 school year
WM300-3791 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Auburn CUSD 10 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year
WM300-3792 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

*McHenry CHSD 156 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3793 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Kinnikinnick CCSD 131 – Winnebago (SD 34/HD 68) / Expiration: 2010-11 school year
WM300-3794 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Northbrook SD 27 – Cook (SD 29/HD 57) / Expiration: 2010-11 school year
WM300-3795 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor and to schedule an inservice training session or a teachers' institute day on the legal holiday honoring Casimir Pulaski, provided that instruction pertaining to his contributions is provided. The institute program is subject to prior approval from the Regional Office of Education.

*Henry-Senachwine CUSD 5 – Marshall (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3796 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Park Ridge CCSD 64 – Cook (SD 33/HD 65) / Expiration: 2010-11 school year
WM300-3797 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor. In addition, the holiday recognizing Casimir Pulaski may be used for a records planning day with
staff in attendance only; in that instance, the required instruction will be provided to students on a day other than the holiday.

Cambridge CUSD 227 – Henry (SD 37/HD 74) / Expiration: 2010-11 school year
WM300-3798 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Barry CUSD 1 – Pike, Adams (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3799 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Glenview CCSD 34 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year
WM300-3800 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

McHenry CCSD 15 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3801 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Grant CHSD 124 – Lake (SD 31/HD 61) / Expiration: 2010-11 school year
WM300-3803 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Tazewell-Mason Counties Special Education Association – Tazewell, Mason (SD 46/HD 91) / Expiration: 2010-11 school year
WM300-3804 (renewal) – Modification of School Code (Section 24-2) allows the association to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

La Salle-Peru THSD 120 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3805 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Rochelle THSD 212 – Ogle (SD 35/HD 70) / Expiration: 2010-11 school year
WM300-3806 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

River Forest SD 90 – Cook (SD 4/HD 7) / Expiration: 2010-11 school year
WM300-3807 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Madison CUSD 12 – Madison (SD 57/HD 114) / Expiration: 2010-11 school year_  
WM300-3808 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Zion ESD 6 – Lake (SD 31/HD 61) / Expiration: 2010-11 school year_  
WM300-3809 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

_Pinckneyville SD 50 – Perry (SD 58/HD 115) / Expiration: 2010-11 school year_  
WM300-3810 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

_Tuscola CUSD 301 – Douglas (SD 55/HD 110) / Expiration: 2010-11 school year_  
WM300-3811-3 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

_Kendall County Special Education Cooperative – Kendall (SD 25/HD 50) / Expiration: 2010-11 school year_  
WM300-3812 (renewal) – Modification of School Code (Section 24-2) allows the cooperative to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

_Lyons THSD 204 – Cook (SD 41/HD 82) / Expiration: 2010-11 school year_  
WM300-3814 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Hamilton CCSD 328 – Hancock (SD 47/HD 94) / Expiration: 2010-11 school year_  
WM300-3816 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Johnston City CUSD 1 – Williamson (SD 59/HD 117) / Expiration: 2010-11 school year_  
WM300-3817 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

_Hamilton County CUSD 10 – Hamilton (SD 59/HD 117) / Expiration: 2010-11 school year_  
WM300-3818 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

_Crystal Lake CHSD 155 – McHenry (SD 32/HD 64) / Expiration: 2010-11 school year_  
_WM300-3819 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor._

_Wilmette SD 39 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year_  
_WM300-3820 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor, and to schedule an inservice training program on the holiday honoring Christopher Columbus, provided that instruction pertaining to his contributions is provided._

_Creve Coeur SD 76 – Tazewell (SD 46/HD 91) / Expiration: 2010-11 school year_  
_WM300-3822 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans for foreign wars through instructional activities rather than observing school holidays in their honor._

_Minooka CCSD 201 – Grundy (SD 38/HD 75) / Expiration: 2010-11 school year_  
_WM300-3823 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor._

_Southeastern CUSD 337 – Hancock (SD 47/HD 94) / Expiration: 2010-11 school year_  
_WM300-3824 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays._

_Oak Grove SD 68 – Lake (SD 30/HD 59) / Expiration: 2010-11 school year_  
_WM300-3825 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor._

_Evergreen Park ESD 124 – Cook (SD 18/HD 36) / Expiration: 2010-11 school year_  
_WM300-3826 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor._

_DeKalb CUSD 428 – DeKalb (SD 35/HD 70) / Expiration: 2010-11 school year_  
_WM300-3828 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor._
Illini Central CUSD 189 – Mason (SD 47/HD 94) / Expiration: 2010-11 school year
WM300-3829 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Community Unit School District 3 Fulton County – Fulton (SD 46/HD 91) / Expiration: 2010-11 school year
WM300-3830 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, members of the U.S. labor force, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Woodlawn CCSD 4 – Jefferson (SD 54/HD 107) / Expiration: 2010-11 school year
WM300-3831 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Fieldcrest CUSD 6 – Woodford (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3832 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

New Athens CUSD 60 – St. Clair, Monroe (SD 58/HD 116) / Expiration: 2010-11 school year
WM300-3833 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Riley CCSD 18 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3834 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Wheaton CUSD 200 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3835 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Mattoon CUSD 2 – Coles (SD 55/HD 110) / Expiration: 2010-11 school year
WM300-3836 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Metamora THSD 122 – Woodford (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3837 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.
Midlothian SD 143 – Cook (SD 15/HD 30) / Expiration: 2010-11 school year
WM300-3838 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, a school improvement day or parent-teacher conferences on the legal holiday honoring Abraham Lincoln. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

Lake Forest SD 67 – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM300-3839 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Braceville ESD 75 – Grundy (SD 38/HD 75) / Expiration: 2009-10 school year
WM300-3840 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Monmouth-Roseville CUSD 238 – Warren (SD 47/HD 94) / Expiration: 2010-11 school year
WM300-3841 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Washington District 50 Schools – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3842 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Marengo CHSD 154 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3843 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Tri Valley CUSD 3 – McLean (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3844 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Peoria Heights CUSD 325 – Peoria (SD 46/HD 92) / Expiration: 2010-11 school year
WM300-3845 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Jamaica CUSD 12 – Vermilion (SD 52/HD 104) / Expiration: 2010-11 school year
WM300-3846 (renewal) – Modification of School Code (Section 24-2) allows the
district to schedule student attendance or a teachers’ institute day on the legal holiday honoring Abraham Lincoln. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

**Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2009-10 school year**
**WM300-3848 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Hawthorn CCSD 73 – Lake (SD 30/HD 59) / Expiration: 2010-11 school year**
**WM300-3851 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Pikeland CUSD 10 – Pike (SD 49/HD 97) / Expiration: 2010-11 school year**
**WM300-3852 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing school holidays in their honor.**

**Carrier Mills-Stonefort CUSD 2 – Saline, Williamson (SD 59/HD 118) / Expiration: 2010-11 school year**
**WM300-3853 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Ball-Chatham CUSD 5 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year**
**WM300-3854-2 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.**

**LaSalle ESD 122 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year**
**WM300-3855 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Steger SD 194 – Cook (SD 40/HD 80) / Expiration: 2010-11 school year**
**WM300-3856 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Oglesby ESD 125 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year**
**WM300-3857 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.**

**Bensenville SD 2 – DuPage (SD 23/HD 46) / Expiration: 2006-07 school year**
**WM300-3860 – Modification of School Code (Section 24-2) allows the district to**
recognize the contributions of Casimir Pulaski and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

**Batavia USD 101 – Kane (SD 48/HD 95) / Expiration: 2010-11 school year**
**WM300-3861 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Lake Bluff ESD 65 – Lake (SD 29/HD 58) / Expiration: 2006-07 school year**
**WM300-3862 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Arlington Heights CCSD 59 – Cook (SD 33/HD 66) / Expiration: 2010-11 school year**
**WM300-3863 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Harrison SD 36 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year**
**WM300-3864 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**Geff CCSD 14 – Wayne (SD 54/HD 108) / Expiration: 2010-11 school year**
**WM300-3865 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**Washington SD 52 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year**
**WM300-3870 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**Cobden USD 17 – Union (SD 58/HD 115) / Expiration: 2010-11 school year**
**WM300-3871 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

**Pennoyer SD 79 – Cook (SD 33/HD 65) / Expiration: 2010-11 school year**
**WM300-3872 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
Byron CUSD 226 – Ogle (SD 45/HD 89) / Expiration: 2010-11 school year
WM300-3873 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Northfield THSD 225 – Cook (SD 9/HD 17) / Expiration: 2009-10 school year
WM300-3874-1 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Northfield THSD 225 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year
WM300-3874-2 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Astoria CUSD 1 – Fulton (SD 47/HD 94) / Expiration: 2010-11 school year
WM300-3875 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

Tri-Point CUSD 6-J – Ford, Iroquois, Kankakee, Livingston (SD 53/HD 105) / Expiration: 2010-11 school year
WM300-3877 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

I-Kan Regional Office of Education 32 – Kankakee, Iroquois (SD 40/HD 79) / Expiration: 2010-11 school year
WM300-3878 – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor for students in its regional safe schools and truants’ alternative and optional education programs.

Cherry SD 92 – Bureau (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3879 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Waverly CUSD 6 – Morgan (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3880 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Washington CHSD 308 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3881 – Modification of School Code (Section 24-2) allows the district to
recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Winnetka SD 36 – Cook (SD 9/HD 18) / Expiration: 2010-11 school year
WM300-3882 – Modification of School Code (Section 24-2) allows the district to schedule student attendance or student attendance with a half-day inservice training session on the legal holiday honoring Christopher Columbus. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

Crab Orchard CUSD 3 – Williamson (SD 59/HD 117) / Expiration: 2010-11 school year
WM300-3883 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holiday honoring Abraham Lincoln. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

Kansas CUSD 3 – Clark, Coles, Edgar (SD 55/HD 109) / Expiration: 2010-11 school year
WM300-3884 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Atwood Hammond CUSD 39 – Piatt (SD 55/HD 110) / Expiration: 2010-11 school year
WM300-3885 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.

Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2011-12 school year
WM300-3886 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Berwyn North SD 98 – Cook (SD 4/HD 8) / Expiration: 2010-11 school year
WM300-3889 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers' institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.
rather than observing a school holiday in his honor.

_Prairie Hill CCSD 133 – Winnebago (SD 35/HD 69) / Expiration: 2010-11 school year_  
WM300-3893-2 (renewal) – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

_Princeville CUSD 326 – Marshall, Peoria (SD 37/HD 73) / Expiration: 2010-11 school year_  
WM300-3894 (renewal) – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

_Rockridge CUSD 300 – Rock Island (SD 36/HD 72) / Expiration: 2010-11 school year_  
WM300-3895 – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Edwardsville CUSD 7 – Madison (SD 56/HD 112) / Expiration: 2010-11 school year_  
WM300-3896 – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Oregon CUSD 220 – Ogle (SD 45/HD 90) / Expiration: 2010-11 school year_  
WM300-3897 (renewal) – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

_Central SD 51 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year_  
WM300-3898 – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Woodlawn CHSD 205 – Jefferson (SD 54/HD 107) / Expiration: 2010-11 school year_  
WM300-3899 (renewal) – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

_Ogle County Special Education Cooperative 801 – Ogle (SD 45/HD 89) / Expiration: 2010-11 school year_  
WM300-3900 – _Modification of School Code_ (Section 24-2) allows the cooperative to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Columbus Day, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

_Beecher CUSD 200U – Will (SD 40/HD 80) / Expiration: 2010-11 school year_  
WM300-3901 (renewal) – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
Oakdale CCSD 1 – Washington (SD 58/HD 115) / Expiration: 2010-11 school year
WM300-3902 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers' institute day on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

Wood River-Hartford ESD 15 – Madison (SD 56/HD 111) / Expiration: 2010-11 school year
WM300-3903 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2010-11 school year
WM300-3904 – Modification of School Code (Section 24-2) allows the district to schedule student attendance or an inservice training session on the legal holiday honoring Abraham Lincoln. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

Sherrard CUSD 200 – Rock Island, Mercer (SD 36/HD 72) / Expiration: 2010-11 school year
WM300-3905 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Eswood CCSD 269 – Ogle (SD 35/HD 70) / Expiration: 2010-11 school year
WM300-3908 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Northern Suburban Special Education District – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM300-3909 – Modification of School Code (Section 24-2) allows the district to schedule student attendance on the legal holidays honoring Abraham Lincoln and Casimir Pulaski or to schedule inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holiday honoring Casimir Pulaski. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

Franklin CUSD 1 – Morgan, Greene, Macoupin (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3910 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
**Cornell CHSD 70 – Livingston (SD 53/HD 106) / Expiration: 2010-11 school year**

*WM300-3911 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Cornell CCSD 426 – Livingston (SD 53/HD 106) / Expiration: 2010-11 school year**

*WM300-3912 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Smithton CCSD 130 – St. Clair (SD 58/HD 116) / Expiration: 2010-11 school year**

*WM300-3913 – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**Lyons ESD 102 -- Cook (SD 11/HD 21) / Expiration: 2010-11 school year**

*WM300-3914 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**Spring Lake CCSD 606 – Tazewell (SD 46/HD 91) / Expiration: 2010-11 school year**

*WM300-3915 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

**Prospect Heights SD 23 – Cook (SD 27/HD 53) / Expiration: 2010-11 school year**

*WM300-3916 (renewal) – Modification of School Code* (Section 24-2) allows the district to schedule student attendance, inservice training sessions or a teachers’ institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, or Christopher Columbus. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

**Regional Office of Education #47 Rock River Challenge Program – Lee, Ogle (SD 45/HD 90) / Expiration: 2010-11 school year**

*WM300-3917 – Modification of School Code* (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

**Beecher City CUSD 20 – Effingham (SD 51/HD 102) / Expiration: 2010-11 school year**

*WM300-3918 – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
Vienna HSD 13-3 – Johnson (SD 59/HD 118) / Expiration: 2010-11 school year
WM300-3919 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Alton CUSD 11 – Madison (SD 56/HD 111) / Expiration: 2010-11 school year
WM300-3920 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Winfield SD 34 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3921 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

River Ridge CUSD 210 – Jo Daviess (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3922 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

Boone/Winnebago Regional Alternative School – Boone, Winnebago (SD 34/HD 67) / Expiration: 2010-11 school year
WM300-3923 – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

Tremont CUD 702 – Tazewell (SD 44/HD 87) / Expiration: 2010-11 school year
WM300-3924 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Ridgewood CHSD 234 – Cook (SD 10/HD 20) / Expiration: 2010-11 school year
WM300-3926 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

AlWood CUSD 225 – Henry (SD 37/HD 74) / Expiration: 2011-12 school year
WM300-3928 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-06 school year.
New Hope CCSD 6 – Wayne (SD 54/HD 108) / Expiration: 2010-11 school year
WM300-3931 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Boone/Winnebago Regional Learning Academy – Boone, Winnebago (SD 34/HD 67) / Expiration: 2010-11 school year
WM300-3932 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

Crescent-Iroquois CUSD 249 – Iroquois (SD 53/HD 105) / Expiration: 2010-11 school year
WM300-3934 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

Millstadt CCSD 160 – St. Clair (SD 57/HD 114) / Expiration: 2010-11 school year
WM300-3938 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Sangamon Valley CUSD 9 – Macon (SD 44/HD 87) / Expiration: 2010-11 school year
WM300-3939 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Jasper CCSD 17 – Wayne (SD 54/HD 108) / Expiration: 2011-12 school year
WM300-3940 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

Wheaton CUSD 200 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3941 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Freeburg CCSD 70 – St. Clair (SD 58/HD 116) / Expiration: 2011-12 school year
WM300-3942 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. The modification takes effect in the 2007-08 school year.
School District 45 DuPage County – DuPage (SD 23/HD 46) / Expiration: 2011-12 school year
WM300-3943 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor. The modification takes effect in the 2007-08 school year.

Leeportown CCSD 175 – Bureau (SD 38/HD 76) / Expiration: 2011-12 school year
WM300-3944 (renewal) - Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. The modification takes effect in the 2007-08 school year.

Blue Ridge CUSD 18 – DeWitt (SD 44/HD 87) / Expiration: 2011-12 school year
WM300-3946-2 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, parent-teacher conferences, inservice training sessions, or a teachers’ institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays. This modification takes effect in the 2007-08 school year.

Dakota CUSD 201 – Stephenson (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3947 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. The modification takes effect in the 2007-08 school year.

Orion CUSD 223 – Henry (SD 36/HD 71) / Expiration: 2010-11 school year
WM300-3948 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

COPE Alternative School – Jackson (SD 58/HD 115) / Expiration: 2010-11 school year
WM300-3949 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative school.

Liberty CUSD 2 – Adams, Pike (SD 47/HD 93) / Expiration: 2010-11 school year
WM300-3950 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

St. Joseph-Odgen CHSD 305 – Champaign (SD 52/HD 104) / Expiration: 2011-12 school year
WM300-3951 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.

_Gallatin County CUSD 7 – Gallatin (SD 59/HD 118) / Expiration: 2011-12 school year_  
**WM300-3952 (renewal)** – _Modification of School Code_ (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.

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WM300-3962 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor for those students enrolled in its alternative school and truants’ program.

*Tri-City CUSD 1 – Sangamon (SD 44/HD 87) / Expiration: 2011-12 school year*

WM300-3967 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

*Gillespie CUSD 7 – Macoupin (SD 49/HD 98) / Expiration: 2010-11 school year*

WM300-3973 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Germantown SD 60 – Clinton (SD 54/HD 107) / Expiration: 2010-11 school year*

WM300-3974 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Prairieview-Ogden CCSD 197 – Champaign (SD 52/HD 104) / Expiration: 2010-11 school year*

WM300-3976 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Sesser-Valier CUSD 196 – Franklin (SD 59/HD 117) / Expiration: 2011-12 school year*

WM300-3980 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

*Downers Grove CHSD 99 – DuPage (SD 24/HD 47) / Expiration: 2011-12 school year*

WM300-3981 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

*Oak Lawn CHSD 218 – Cook (SD 18/HD 36) / Expiration: 2011-12 school year*

WM300-3983 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

*Pleasantdale SD 107 – Cook (SD 41/HD 82) / Expiration: 2011-12 school year*

WM300-3984 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of all veterans of foreign wars through instructional activities rather than observing a school holiday in their honor. This modification takes
effect in the 2007-08 school year.

_Olympia CUSD 16 – McLean (SD 53/HD 106) / Expiration: 2011-12 school year_  
WM300-3985 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

_Eastland CUSD 308 – Carroll (SD 45/HD 89) / Expiration: 2011-12 school year_  
WM300-3986 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Christopher Columbus through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.

_North Clay CUSD 25 – Clay (SD 54/HD 108) / Expiration: 2011-12 school year_  
WM300-3989 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

**Substitute Teachers**

_La Grange SD 102 – Cook (SD 21/HD 41) / Expiration: 2005-06 school year_  
WM300-3858 – Modification of School Code (Section 21-9) allows the district to employ a substitute teacher for up to 120 paid school days due to an extended medical leave of the classroom teacher. The substitute teacher will exceed her 90-day limit at the end of April 2006, and the district believes having a different substitute complete the school year, which ends June 9, 2006, will be academically detrimental to the students.

_Park Forest SD 163 – Cook (SD 19/HD 38) / Expiration: 2005-06 school year_  
WM300-3892 – Modification of School Code (Section 21-9) allows the district to employ no more than three substitute teachers for up to 120 paid school days due to a shortage of available substitutes (i.e., those who have not exceeded their 90-day limit) at the end of the school year.
Listed below are several categories of requests that have been returned to applicants. Some of these applicants sought permission for actions that were already permissible under the law or rules. Other requests were returned because they were ineligible under the law (e.g., mandates not found in the School Code, applicant is not eligible to apply, application incomplete).

**NO WAIVER NEEDED**

**Driver Education**

Carpentersville CUSD 300 – Kane (SD 22/HD 43) / Expiration: 2010-11 school year
WM200-3891 (renewal) – Waiver of Administrative Rules (23 Illinois Administrative Code 252.20(c)(1)). The district requested to be allowed to schedule the 30 hours of classroom instruction for driver’s education over four and a half weeks rather than six weeks during the school term due to a 4-block schedule. In 2002, the State Board of Education amended its rules to allow the course to be offered over a four-week period for districts employing block scheduling.

**Physical Education**

Taft SD 90 – Will (SD 43/HD 85) / Expiration: 2010-11 school year
WM300-3887-1 (renewal) – Modification of School Code (Section 27-6). The district requested to be allowed to schedule physical education on a block-schedule basis (45 minutes three times a week rather than 22 minutes on a daily basis) for students in kindergarten through grade 8. P.A. 94-198, effective January 1, 2006, amended Section 27-6(a) of the School Code to allow an exception to the daily physical education requirement for school districts employing block scheduling.

**INELIGIBLE**

**Holidays**

Metamora THSD 122 – Woodford (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3802 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal school holidays honoring Abraham Lincoln and Casimir Pulaski. The school district published in its newspaper a date for the public hearing that was different than the date the hearing was held.

Dimmick SD 175 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3821 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Lovington CUSD 303 – Moultrie (SD 51/HD 101) / Expiration: 2010-11 school year
WM300-3859 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to hold a public hearing to consider the request on a day other than when a regular board meeting is held.

Lovington CUSD 303 – Moultrie (SD 51/HD 101) / Expiration: 2010-11 school year
WM300-3876 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Taft SD 90 – Will (SD 43/HD 85) / Expiration: 2010-11 school year
WM300-3887-2 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to publish a notice about the public hearing held to consider the request in a newspaper of general circulation for the district.

Pleasant Hill CUSD 3 – Pike, Calhoun (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3888 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to hold a public hearing to consider the request on a day other than when a regular board meeting is held.

Germantown SD 60 – Clinton (SD 54/HD 107) / Expiration: 2010-11 school year
WM300-3929 – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Central City SD 133 – Marion (SD 54/HD 107) / Expiration: 2010-11 school year
WM300-3930 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Grass Lake SD 36 – Lake (SD 31/HD 61) / Expiration: 2011-12 school year
WM300-3933 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Durand CUSD 322 – Winnebago (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3945 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Dr. Martin Luther King, Jr., and Casimir Pulaski. The school district failed to provide the required notices about the public hearing held to consider the request.

Signal Hill SD 181 – St. Clair (SD 57/HD 113) / Expiration: 2011-12 school year
WM300-3968 (renewal) – Modification of School Code (Section 24-2). The district
requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to publish a notice about the public hearing held to consider the request in a newspaper of general circulation for the district.

Riverdale SD 14 – Whiteside (SD 45/HD 90) / Expiration: 2010-11 school year
WM300-3975 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to properly provide the required notices about the public hearing held to consider the request.

Rosemont SD 78 – Cook (SD 39/HD 77) / Expiration: 2011-12 school year
WM300-3990 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Marion CUSD 2 – Williamson (SD 59/HD 117) / Expiration: 2011-12 school year
WM300-3991 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and Christopher Columbus. The school district failed to provide the required notices about the public hearing held to consider the request.

Parent-Teacher Conferences

ROE #9 R.E.A.D.Y. Program – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year
WM100-3850 – Waiver of School Code (Section 18-8.05(F)(2)(d)(1)). The regional office requested to be allowed to schedule parent-teacher conferences in the evening following at least five clock-hours of student attendance twice during a given week for students attending its Regional Safe Schools Program. The regional office failed to provide notices of the public hearing held to consider the request.

School Improvement/Inservice Training

Urbana SD 116 – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year
WM100-3925 – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)). The district requested to be allowed to hold six full-day inservice training sessions instead of six half days. The school district failed to provide the required notices about the public hearing held to consider the request.

WITHDRAWN

Holidays

Catlin CUSD 5 – Vermilion (SD 52/HD 104) / Expiration: 2011-12 school year
WM100-3847 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to schedule student attendance on the holiday honoring Abraham Lincoln. The district has an approved modification that is in effect through the 2008-09 school year.
Substitute Teachers

Park Forest SD 163 – Cook (SD 19/HD 38) / Expiration: 2009-10 school year
WM300-3869 – Modification of School Code (Section 21-9). The district withdrew its petition to employ up to 28 substitute teachers for no more than 130 paid school days during a school term rather than to limit their substitutes to a maximum of 90 paid school days.
SECTION IV

Applications by Senate and House Districts

All requests received during this waiver cycle are presented numerically by Senate and House district, and then alphabetically by school district or eligible applicant. The “action” to be taken or already taken for each request is noted; that is, requests for waivers upon which the General Assembly must act are noted as “waivers”, modifications already acted upon by the State Board of Education are noted as “modifications”, and requests that were returned for a variety of reasons are listed under their respective legislative district.

SD 3/HD 5

City of Chicago SD 299 – Cook (SD 3/HD 5) / Expiration: 2011-12 school year
WM100-3961 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 11 and 12 from the daily physical education requirement in order for these students to enroll in additional academic courses needed to meet the district’s graduation requirements. The revised requirements are designed to improve student performance by increasing the requirements for math and science and adding requirements in foreign language and career education. If approved, this waiver would take effect in the 2007-08 school year.

SD 4/HD 7

River Forest SD 90 – Cook (SD 4/HD 7) / Expiration: 2010-11 school year
WM300-3807 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 4/HD 8

Berwyn North SD 98 – Cook (SD 4/HD 8) / Expiration: 2010-11 school year
WM300-3889 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, in-service training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

SD 9/HD 17

Glenview CCSD 34 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year
WM300-3800 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.
Northfield THSD 225 – Cook (SD 9/HD 17) / Expiration: 2009-10 school year
WM300-3874-1 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities
rather than observing a school holiday in his honor.

Northfield THSD 225 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year
WM300-3874-2 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Casimir Pulaski through instructional activities
rather than observing a school holiday in his honor.

Skokie SD 68 – Cook (SD 9/HD 17) / Expiration: 2011-12 school year
WM300-3954 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities
rather than observing a school holiday in his honor. This modification takes effect in the
2007-08 school year.

Wilmette SD 39 – Cook (SD 9/HD 17) / Expiration: 2010-11 school year
WM300-3820 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through
instructional activities rather than observing school holidays in their honor, and to
schedule an inservice training program on the holiday honoring Christopher Columbus,
provided that instruction pertaining to his contributions is provided.

SD 9/HD 18

Winnetka SD 36 – Cook (SD 9/HD 18) / Expiration: 2010-11 school year
WM300-3882 – Modification of School Code (Section 24-2) allows the district to schedule student attendance or student attendance with a half-day inservice training session on the legal holiday honoring Christopher Columbus. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

SD 10/HD 20

Ridgewood CHSD 234 – Cook (SD 10/HD 20) / Expiration: 2010-11 school year
WM300-3926 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 11/HD 21

Lyons ESD 102 – Cook (SD 11/HD 21) / Expiration: 2010-11 school year
WM300-3914 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all
veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 14/HD 27

Cook County SD 130 – Cook (SD 14/HD 27) / Expiration: 2011-12 school year
WM100-3959 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 30 minutes each session. Reducing the number of days students attend each week will decrease class sizes from 40 to 50 students per class to 20 to 25 students per class. Smaller classes will enable the district to provide safer and more effective instruction. If approved, this waiver would take effect in the 2007-08 school year.

SD 15/HD 29

South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2005-06 school year

WM100-3958-1 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a part-time director of curriculum and technology to help manage curriculum, apply for grants and write a technology plan, causing the district to exceed the 5 percent limitation.

South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2006-07 school year

WM100-3958-2 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district extended the part-time position of director of curriculum and technology to a full-time position and realigned the administrative budget to include the special education director, her secretary and the superintendent’s secretary under a line item included in the calculation for the 5 percent administrative cost limitation.

South Holland SD 150 – Cook (SD 15/HD 29) / Expiration: 2010-11 school year

WM300-3958-3 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 15/HD 30

Dolton SD 148 – Cook (SD 15/HD 30) / Expiration: 2005-06 school year

WM100-3867 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed its budgeting practices to record support programs under the special area administrative line rather than the special education program account, and its lease for copying equipment was renegotiated, causing the district to exceed the 5 percent limitation.

Midlothian SD 143 – Cook (SD 15/HD 30) / Expiration: 2010-11 school year

WM300-3838 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, a school improvement day or parent-teacher conferences on the legal holiday honoring Abraham Lincoln. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

SD 18/HD 36

Evergreen Park ESD 124 – Cook (SD 18/HD 36) / Expiration: 2010-11 school year
WM300-3826 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Oak Lawn CHSD 218 – Cook (SD 18/HD 36) / Expiration: 2011-12 school year
WM300-3983 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

SD 19/HD 37

Orland Park CHSD 230 – Cook (SD 19/HD 37) / Expiration: 2010-11 school year
WM300-3957 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

SD 19/HD 38

Park Forest SD 163 – Cook (SD 19/HD 38) / Expiration: 2009-10 school year
WM300-3869 – Modification of School Code (Section 21-9). The district withdrew its petition to employ up to 28 substitute teachers for no more than 130 paid school days during a school term rather than to limit their substitutes to a maximum of 90 paid school days.

Park Forest SD 163 – Cook (SD 19/HD 38) / Expiration: 2005-06 school year
WM300-3892 – Modification of School Code (Section 21-9) allows the district to employ no more than three substitute teachers for up to 120 paid school days due to a shortage of available substitutes (i.e., those who have not exceeded their 90-day limit) at the end of the school year.

SD 21/HD 41

La Grange SD 102 – Cook (SD 21/HD 41) / Expiration: 2005-06 school year
WM300-3858 – Modification of School Code (Section 21-9) allows the district to employ a substitute teacher for up to 120 paid school days due to an extended medical leave of the classroom teacher. The substitute teacher will exceed her 90-day limit at the end of April 2006, and the district believes having a different substitute complete the school year, which ends June 9, 2006, will be academically detrimental to the students.

SD 21/HD 42

Lombard SD 44 – DuPage (SD 21/HD 42) / Expiration: 2010-11 school year
WM100-3849 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following a half day of attendance twice during a given week. In addition, the district will hold afternoon conferences following the half day of student attendance. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.
SD 22/HD 43

Carpentersville CUSD 300 – Kane (SD 22/HD 43) / Expiration: 2010-11 school year
WM200-3891 (renewal) – Waiver of Administrative Rules (23 Illinois Administrative Code 252.20(c)(1))). The district requested to be allowed to schedule the 30 hours of classroom instruction for driver's education over four and a half weeks rather than six weeks during the school term due to a 4-block schedule. In 2002, the State Board of Education amended its rules to allow the course to be offered over a four-week period for districts employing block scheduling.

SD 23/HD 46

Addison SD 4 – DuPage (SD 23/HD 46) / Expiration: 2010-11 school year
WM100-3868 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 30 minutes each session. Students also participate in 20 minutes of activity during the lunch recess and in movement education for up to 30 minutes each day, which includes conflict resolution instruction.

Bensenville SD 2 – DuPage (SD 23/HD 46) / Expiration: 2006-07 school year
WM300-3860 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

School District 45 DuPage County – DuPage (SD 23/HD 46) / Expiration: 2011-12 school year
WM300-3943 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor. The modification takes effect in the 2007-08 school year.

SD 24/HD 47

Downers Grove CHSD 99 – DuPage (SD 24/HD 47) / Expiration: 2011-12 school year
WM300-3981 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

SD 25/HD 50

Kaneland CUSD 302 – Kane, DeKalb (SD 25/HD 50) / Expiration: 2011-12 school year
WM100-3937 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold five full-day teacher inservice sessions instead of 10 half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If approved, this waiver would take effect in the 2007-08 school year.
Kendall County Special Education Cooperative – Kendall (SD 25/HD 50) / Expiration: 2010-11 school year
WM300-3812 (renewal) – Modification of School Code (Section 24-2) allows the cooperative to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 26/HD 51

Mundelein CHSD 120 – Lake (SD 26/HD 51) / Expiration: 2011-12 school year
WM100-3972 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $500 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

SD 26/HD 52

Prairie Grove CSD 46 – McHenry (SD 26/HD 52) / Expiration: 2005-06 school year
WM100-3979 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed its budgeting practices using a different technology program that now allows for better and more specific identification of administrative expenses for special education and business support services, causing the district to exceed the 5 percent limitation.

SD 27/HD 53

Prospect Heights SD 23 – Cook (SD 27/HD 53) / Expiration: 2010-11 school year
WM300-3916 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions or a teachers’ institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, or Christopher Columbus. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

SD 28/HD 56

Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2011-12 school year
WM300-3886 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.

Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2010-11 school year
WM100-3966-1 (renewal) – Waiver of School Code (Section 21-9) request to allow the district to employ substitute teachers for more than 90 days in any one school year. Whether a substitute is used will be based on his or her performance rather than on the time limits established under the School Code.
Schaumburg CCSD 54 – Cook (SD 28/HD 56) / Expiration: 2011-12 school year
WM100-3966-2 (renewal) – Waiver of School Code (Section 24A-5) request to allow the district to replace the current rating scale of “excellent, satisfactory, and unsatisfactory” for a teacher evaluation process with ratings of “professional growth track – satisfactory” and “professional growth track – unsatisfactory.” If approved, the waiver would take effect in the 2007-08 school year.

SD 29/HD 57

Northbrook SD 27 – Cook (SD 29/HD 57) / Expiration: 2010-11 school year
WM300-3795 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor and to schedule an inservice training session or a teachers’ institute day on the legal holiday honoring Casimir Pulaski, provided that instruction pertaining to his contributions is provided. The institute program is subject to prior approval from the Regional Office of Education.

SD 29/HD 58

Highland Park THSD 113 – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM100-3906 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $100 of students who participate in driver education courses.

Lake Bluff ESD 65 – Lake (SD 29/HD 58) / Expiration: 2006-07 school year
WM300-3862 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Lake Forest SD 67 – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM300-3839 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Northern Suburban Special Education District – Lake (SD 29/HD 58) / Expiration: 2010-11 school year
WM300-3909 – Modification of School Code (Section 24-2) allows the district to schedule student attendance on the legal holidays honoring Abraham Lincoln and Casimir Pulaski or to schedule inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holiday honoring Casimir Pulaski. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

SD 30/HD 59

Oak Grove SD 68 – Lake (SD 30/HD 59) / Expiration: 2010-11 school year
WM300-3825 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
Hawthorn CCSD 73 – Lake (SD 30/HD 59) / Expiration: 2010-11 school year
WM300-3851 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 31/HD 61

Grant CHSD 124 – Lake (SD 31/HD 61) / Expiration: 2010-11 school year
WM300-3803 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Grass Lake SD 36 – Lake (SD 31/HD 61) / Expiration: 2011-12 school year
WM300-3933 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Zion ESD 6 – Lake (SD 31/HD 61) / Expiration: 2010-11 school year
WM300-3809 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

Zion-Benton THSD 126 – Lake (SD 31/HD 61) / Expiration: 2006-07 school year
WM100-3970 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The 2005-06 budget was lower than anticipated since the district did not use any funds set aside for contingencies, although the district wishes to retain this reserve for the 2006-07 school year. Additional increases in administrative costs are due to an expansion of the district's bilingual program; a 6 percent increase in stipends paid to department chairpersons; increases in administrative personnel expenses due to a 20 percent enrollment increase in the last five years; and an increase in the amount and cost of supplies, materials and printing and duplication services provided to classroom teachers.

SD 31/HD 62

Woodland CCSD 50 – Lake (SD 31/HD 62) / Expiration: 2009-10 school year
WM300-3848 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 32/HD 63

Harrison SD 36 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3864 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Marengo CHSD 154 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3843 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

McHenry CCSD 15 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3801 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

McHenry CHSD 156 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3793 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Riley CCSD 18 – McHenry (SD 32/HD 63) / Expiration: 2010-11 school year
WM300-3834 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 32/HD 64

Crystal Lake CHSD 155 – McHenry (SD 32/HD 64) / Expiration: 2010-11 school year
WM300-3819 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

SD 33/HD 65

Park Ridge CCSD 64 – Cook (SD 33/HD 65) / Expiration: 2010-11 school year
WM300-3797 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor. In addition, the holiday recognizing Casimir Pulaski may be used for a records planning day with staff in attendance only; in that instance, the required instruction will be provided to students on a day other than the holiday.

Pennoyer SD 79 – Cook (SD 33/HD 65) / Expiration: 2010-11 school year
WM300-3872 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 33/HD 66

Arlington Heights CCSD 59 – Cook (SD 33/HD 66) / Expiration: 2010-11 school year
WM300-3863 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.
Arlington Heights THSD 214 – Cook (SD 33/HD 66) / Expiration: 2011-12 school year
WM100-3969 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $350 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

SD 34/HD 67

Boone/Winnebago Regional Alternative School – Boone, Winnebago (SD 34/HD 67) / Expiration: 2010-11 school year
WM300-3923 – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

Boone/Winnebago Regional Learning Academy – Boone, Winnebago (SD 34/HD 67) / Expiration: 2010-11 school year
WM300-3932 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

SD 34/HD 68

Harlem CSD 122 – Winnebago (SD 34/HD 68) / Expiration: 2008-09 school year
WM100-3971 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences from noon to 7:30 p.m. on one day in the fall, with no students in attendance, and on two consecutive Thursday evenings in the spring from 4:45 to 8 p.m. following dismissal of students 10 minutes early. In the spring, one day following the evening conferences will be a nonattendance day for students and staff. In addition, a second conference time for prekindergarten and kindergarten parents will be held in the fall, following the consecutive Thursday schedule described above. The district will count the day-long conferences in the fall and the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

Hononegah CHSD 207 – Winnebago (SD 34/HD 68) / Expiration: 2009-10 school year
WM100-3927 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for one semester for ongoing participation in an interscholastic athletic program and to complete the academic course in which they are enrolled, should the sport season end before the course does. Students in grades 11 and 12 also will be excused from the physical education requirement if they both pass a pre-test for fitness and enroll in six academic courses.

Kinnikinnick CCSD 131 – Winnebago (SD 34/HD 68) / Expiration: 2010-11 school year
WM300-3794 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 35/HD 69

Prairie Hill CCSD 133 – Winnebago (SD 35/HD 69) / Expiration: 2010-11 school year

WM100-3893-1 – Waiver of School Code (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences for three-and-a-half hours in the evening following a full day of attendance four times during a school term (fall and spring). One day during the fall and spring will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

Prairie Hill CCSD 133 – Winnebago (SD 35/HD 69) / Expiration: 2010-11 school year

WM300-3893-2 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 35/HD 70

DeKalb CUSD 428 – DeKalb (SD 35/HD 70) / Expiration: 2010-11 school year

WM300-3828 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Eswood CCSD 269 – Ogle (SD 35/HD 70) / Expiration: 2010-11 school year

WM300-3908 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Rochelle THSD 212 – Ogle (SD 35/HD 70) / Expiration: 2010-11 school year

WM300-3806 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 36/HD 71

Morrison CUSD 6 – Whiteside (SD 36/HD 71) / Expiration: 2009-10 school year

WM100-3965 (renewal) – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $300 of students who participate in driver education courses.

Orion CUSD 223 – Henry (SD 36/HD 71) / Expiration: 2010-11 school year

WM300-3948 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 36/HD 72

Aledo CUSD 201 – Mercer (SD 36/HD 72) / Expiration: 2010-11 school year
WM100-3813 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading and pom-poms, and to excuse students in grades 9 and 10 for ongoing participation in interscholastic athletic programs. The request would allow the students to participate in more math and science classes and the school to offer tutorial programs for at-risk students during the school day rather than after school, both of which will help in reducing physical education class sizes to more manageable levels.

Rockridge CUSD 300 – Rock Island (SD 36/HD 72) / Expiration: 2010-11 school year
WM300-3895 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Sherrard CUSD 200 – Rock Island, Mercer (SD 36/HD 72) / Expiration: 2010-11 school year
WM300-3905 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 37/HD 73

Henry-Senachwine CUSD 5 – Marshall (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3796 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Limestone Walters CCSD 316 – Peoria (SD 37/HD 73) / Expiration: 2011-12 school year
WM300-3960 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

Metamora THSD 122 – Woodford (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3802 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal school holidays honoring Abraham Lincoln and Casimir Pulaski. The school district published in its newspaper a date for the public hearing that was different than the date the hearing was held.

Metamora THSD 122 – Woodford (SD 37/HD 73) / Expiration: 2010-11 school year
WM300-3837 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

**Princeville CUSD 326 – Marshall, Peoria (SD 37/HD 73) / Expiration: 2010-11 school year**

*WM300-3894 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

**SD 37/HD 74**

*AlWood CUSD 225 – Henry (SD 37/HD 74) / Expiration: 2011-12 school year**

*WM300-3928 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-06 school year.

*Cambridge CUSD 227 – Henry (SD 37/HD 74) / Expiration: 2010-11 school year**

*WM300-3798 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

**SD 38/HD 75**

*Braceville ESD 75 – Grundy (SD 38/HD 75) / Expiration: 2009-10 school year**

*WM300-3840 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Minooka CCSD 201 – Grundy (SD 38/HD 75) / Expiration: 2010-11 school year**

*WM300-3823 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**SD 38/HD 76**

*Cherry SD 92 – Bureau (SD 38/HD 76) / Expiration: 2010-11 school year**

*WM300-3879 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Deer Park CCSD 82 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year**

*WM300-3955 (renewal) – Modification of School Code* (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Dimmick SD 175 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year**

*WM300-3821 (renewal) – Modification of School Code* (Section 24-2). The district
requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

LaSalle ESD 122 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3855 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

La Salle-Peru THSD 120 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3805 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Oglesby ESD 125 – LaSalle (SD 38/HD 76) / Expiration: 2010-11 school year
WM300-3857 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Leepertown CCSD 175 – Bureau (SD 38/HD 76) / Expiration: 2011-12 school year
WM300-3944 (renewal) - Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. The modification takes effect in the 2007-08 school year.

SD 39/HD 77

Rosemont SD 78 – Cook (SD 39/HD 77) / Expiration: 2011-12 school year
WM300-3990 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Schiller Park SD 81 – Cook (SD 39/HD 77) / Expiration: 2010-11 school year
WM100-3815 – Waiver of School Code (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of attendance twice during a given week. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

SD 40/HD 79

I-Kan Regional Office of Education 32 – Kankakee, Iroquois (SD 40/HD 79) / Expiration: 2010-11 school year
WM300-3878 – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor for students in its regional safe schools and truants’ alternative and optional education programs.
**SD 40/HD 80**

*Beecher CUSD 200U – Will (SD 40/HD 80) / Expiration: 2010-11 school year*

WM300-3901 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Steger SD 194 – Cook (SD 40/HD 80) / Expiration: 2010-11 school year*

WM300-3856 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**SD 41/HD 82**

*Lyons THSD 204 – Cook (SD 41/HD 82) / Expiration: 2010-11 school year*

WM300-3814 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Pleasantdale SD 107 – Cook (SD 41/HD 82) / Expiration: 2011-12 school year*

WM300-3984 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of all veterans of foreign wars through instructional activities rather than observing a school holiday in their honor. This modification takes effect in the 2007-08 school year.

**SD 43/HD 85**

*Taft SD 90 – Will (SD 43/HD 85) / Expiration: 2010-11 school year*

WM300-3887-1 (renewal) – Modification of School Code (Section 27-6). The district requested to be allowed to schedule physical education on a block-schedule basis (45 minutes three times a week rather than 22 minutes on a daily basis) for students in kindergarten through grade 8. P.A. 94-198, effective January 1, 2006, amended Section 27-6(a) of the School Code to allow an exception to the daily physical education requirement for school districts employing block scheduling.

*Taft SD 90 – Will (SD 43/HD 85) / Expiration: 2010-11 school year*

WM300-3887-2 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to publish a notice about the public hearing held to consider the request in a newspaper of general circulation for the district.

**SD 44/HD 87**

*Blue Ridge CUSD 18 – DeWitt (SD 44/HD 87) / Expiration: 2011-12 school year*

WM100-3946-1 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $300 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

*Blue Ridge CUSD 18 – DeWitt (SD 44/HD 87) / Expiration: 2011-12 school year*
WM300-3946-2 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, parent-teacher conferences, inservice training sessions, or a teachers’ institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays. This modification takes effect in the 2007-08 school year.

Sangamon Valley CUSD 9 – Macon (SD 44/HD 87) / Expiration: 2010-11 school year
WM300-3939 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Tremont CUD 702 – Tazewell (SD 44/HD 87) / Expiration: 2010-11 school year
WM300-3924 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Tri-City CUSD 1 – Sangamon (SD 44/HD 87) / Expiration: 2011-12 school year
WM300-3967 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

SD 45/HD 89

Byron CUSD 226 – Ogle (SD 45/HD 89) / Expiration: 2010-11 school year
WM300-3873 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Dakota CUSD 201 – Stephenson (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3947 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. The modification takes effect in the 2007-08 school year.

Durand CUSD 322 – Winnebago (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3945 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Dr. Martin Luther King, Jr., and Casimir Pulaski. The school district failed to provide the required notices about the public hearing held to consider the request.

Eastland CUSD 308 – Carroll (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3986 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Christopher Columbus through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.
Lena Winslow CUSD 202 – Stephenson (SD 45/HD 89) / Expiration: 2010-11 school year
WM100-3827 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $100 of students who participate in driver education courses.

Ogle County Special Education Cooperative 801 – Ogle (SD 45/HD 89) / Expiration: 2010-11 school year
WM300-3900 – Modification of School Code (Section 24-2) allows the cooperative to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Columbus Day, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

River Ridge CUSD 210 – Jo Daviess (SD 45/HD 89) / Expiration: 2011-12 school year
WM300-3922 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

SD 45/HD 90

Oregon CUSD 220 – Ogle (SD 45/HD 90) / Expiration: 2010-11 school year
WM300-3897 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Regional Office of Education #47 Rock River Challenge Program – Lee, Ogle (SD 45/HD 90) / Expiration: 2010-11 school year
WM300-3917 – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor for those students enrolled in its alternative education program.

Riverdale SD 14 – Whiteside (SD 45/HD 90) / Expiration: 2010-11 school year
WM300-3975 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to properly provide the required notices about the public hearing held to consider the request.

Sterling CUSD 5 – Whiteside (SD 45/HD 90) / Expiration: 2012-13 school year
WM100-3987 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in grades 1 through 5 to participate in physical education twice a week for 25 minutes each session. Students will also have 20 minutes of recess each day, structured physical activities in the classroom and opportunities to participate in the park district’s athletic programs after school. If approved, this waiver would take effect in the 2008-09 school year.

SD 46/HD 91

Community Unit School District 3 Fulton County – Fulton (SD 46/HD 91) / Expiration:
2010-11 school year
WM300-3830 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, members of the U.S. labor force, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Creve Coeur SD 76 – Tazewell (SD 46/HD 91) / Expiration: 2010-11 school year
WM300-3822 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans for foreign wars through instructional activities rather than observing school holidays in their honor.

Spring Lake CCSD 606 – Tazewell (SD 46/HD 91) / Expiration: 2010-11 school year
WM300-3915 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

Tazewell-Mason Counties Special Education Association – Tazewell, Mason (SD 46/HD 91) / Expiration: 2010-11 school year
WM300-3804 (renewal) – Modification of School Code (Section 24-2) allows the association to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

SD 46/HD 92
Peoria Heights CUSD 325 – Peoria (SD 46/HD 92) / Expiration: 2010-11 school year
WM300-3845 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 47/HD 93
A-C Central CUSD 262 – Cass (SD 47/HD 93) / Expiration: 2011-12 school year
WM100-3936 – Waiver of School Code (Section 27-23) request to allow the district to charge a fee not to exceed $350 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

Liberty CUSD 2 – Adams, Pike (SD 47/HD 93) / Expiration: 2010-11 school year
WM300-3950 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 47/HD 94
Astoria CUSD 1 – Fulton (SD 47/HD 94) / Expiration: 2010-11 school year
WM300-3875 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln,
Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

*Hamilton CCSD 328 – Hancock (SD 47/HD 94) / Expiration: 2010-11 school year*

WM300-3816 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Illini Central CUSD 189 – Mason (SD 47/HD 94) / Expiration: 2010-11 school year*

WM300-3829 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

*Macomb CUSD 185 – McDonough (SD 47/HD 94) / Expiration: 2011-12 school year*

WM100-3935 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If approved, this waiver would take effect in the 2007-08 school year.

*Monmouth-Roseville CUSD 238 – Warren (SD 47/HD 94) / Expiration: 2010-11 school year*

WM300-3841 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Southeastern CUSD 337 – Hancock (SD 47/HD 94) / Expiration: 2010-11 school year*

WM300-3824 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

*United CUSD 304 – Warren (SD 47/HD 94) / Expiration: 2010-11 school year*

WM300-3866 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*SD 48/HD 95*

*Batavia USD 101 – Kane (SD 48/HD 95) / Expiration: 2010-11 school year*

WM300-3861 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.
Wheaton CUSD 200 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3835 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Wheaton CUSD 200 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3941 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Winfield SD 34 – DuPage (SD 48/HD 95) / Expiration: 2010-11 school year
WM300-3921 (renewal) – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers' institute day on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

SD 49/HD 97

Barry CUSD 1 – Pike, Adams (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3799 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Franklin CUSD 1 – Morgan, Greene, Macoupin (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3910 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Pikeland CUSD 10 – Pike (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3852 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

Pleasant Hill CUSD 3 – Pike, Calhoun (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3888 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to hold a public hearing to consider the request on a day other than when a regular board meeting is held.

Waverly CUSD 6 – Morgan (SD 49/HD 97) / Expiration: 2010-11 school year
WM300-3880 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
SD 49/HD 98

Gillespie CUSD 7 – Macoupin (SD 49/HD 98) / Expiration: 2010-11 school year
WM300-3973 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 50/HD 100

Auburn CUSD 10 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year
WM300-3792 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

Ball Chatham CUSD 5 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year
WM100-3854-1 – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in show choir. The district indicates that choreography combined with singing requires students to be in “top cardio-vascular shape”, and rigorous daily practice sessions during and after the school day have activity levels that are comparable to those provided in physical education classes.

Ball-Chatham CUSD 5 – Sangamon (SD 50/HD 100) / Expiration: 2010-11 school year
WM300-3854-2 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

SD 51/HD 101

Lovington CUSD 303 – Moultrie (SD 51/HD 101) / Expiration: 2010-11 school year
WM300-3859 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to hold a public hearing to consider the request on a day other than when a regular board meeting is held.

Lovington CUSD 303 – Moultrie (SD 51/HD 101) / Expiration: 2010-11 school year
WM300-3876 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Lovington CUSD 303 – Moultrie (SD 51/HD 101) / Expiration: 2010-11 school year
WM300-3890 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.
**SD 51/HD 102**

_Beecher City CUSD 20 – Effingham (SD 51/HD 102) / Expiration: 2010-11 school year_

**WM300-3918 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

**SD 52/HD 103**

_Champaign CUSD 4 – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year_

**WM100-3963 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading and pom-poms, and to excuse students in grades 9 and 10 for ongoing participation in interscholastic athletic programs. As support for the request, the district cites the rigorous nature of the interscholastic athletic programs and cheerleading and states that these programs and activities will assist students in meeting the Illinois Learning Standards for Physical Development.

**ROE #9 R.E.A.D.Y. Program – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year**

**WM100-3850 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)). The regional office requested to be allowed to schedule parent-teacher conferences in the evening following at least five clock-hours of student attendance twice during a given week for students attending its Regional Safe Schools Program. The regional office failed to provide notices of the public hearing held to consider the request.

**ROE #9 R.E.A.D.Y. Program – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year**

**WM100-3907 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the program the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of attendance twice during a given week. One day during that week will be a nonattendance day for students and staff. The district will count the evening conferences among the 176 days of actual pupil attendance required by Section 10-19.

_Urbana SD 116 – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year_

**WM100-3925 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)). The district requested to be allowed to hold six full-day inservice training sessions instead of six half days. The school district failed to provide the required notices about the public hearing held to consider the request.

**Urbana SD 116 – Champaign (SD 52/HD 103) / Expiration: 2010-11 school year**

**WM100-3978 – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold six full-day teacher inservice sessions instead of six half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**SD 52/HD 104**
Catlin CUSD 5 – Vermilion (SD 52/HD 104) / **Expiration: 2011-12 school year**
WM100-3847 (renewal) – **Modification of School Code** (Section 24-2). The district requested to be allowed to schedule student attendance on the holiday honoring Abraham Lincoln. The district has an approved modification that is in effect through the 2008-09 school year.

Danville CCSD 118 – Vermilion (SD 52/HD 104) / **Expiration: 2010-11 school year**
WM300-3904 – **Modification of School Code** (Section 24-2) allows the district to schedule student attendance or an inservice training session on the legal holiday honoring Abraham Lincoln. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

**Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2011-12 school year**
WM100-3956-1 (renewal) – **Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 and 10 from the daily physical education requirement for ongoing participation in an interscholastic athletic program, allowing students to maintain a “full academic load while attaining their physical fitness” by participating in the athletic program. If approved, this waiver would take effect in the 2007-08 school year.

**Danville CCSD 118 – Vermilion (SD 52/HD 104) / Expiration: 2011-12 school year**
WM100-3956-2 (renewal) – **Waiver of School Code** (Section 27-23) request to allow the district to charge a fee not to exceed $200 of students who participate in driver education courses. If approved, this waiver would take effect in the 2007-08 school year.

Jamaica CUSD 12 – Vermilion (SD 52/HD 104) / **Expiration: 2010-11 school year**
WM300-3846 (renewal) – **Modification of School Code** (Section 24-2) allows the district to schedule student attendance or a teachers’ institute day on the legal holiday honoring Abraham Lincoln. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

**Prairieview-Ogden CCSD 197 – Champaign (SD 52/HD 104) / Expiration: 2010-11 school year**
WM300-3976 – **Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

**St. Joseph-Odgen CHSD 305 – Champaign (SD 52/HD 104) / Expiration: 2011-12 school year**
WM300-3951 (renewal) – **Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.
Crescent-Iroquois CUSD 249 – Iroquois (SD 53/HD 105) / Expiration: 2010-11 school year
WM300-3934 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers’ institute day on the legal holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

Tri-Point CUSD 6-J – Ford, Iroquois, Kankakee, Livingston (SD 53/HD 105) / Expiration: 2010-11 school year
WM300-3877 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

SD 53/HD 106

Central SD 51 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3898 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Cornell CCSD 426 – Livingston (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3912 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Cornell CHSD 70 – Livingston (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3911 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Fieldcrest CUSD 6 – Woodford (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3832 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Olympia CUSD 16 – McLean (SD 53/HD 106) / Expiration: 2011-12 school year
WM300-3985 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

Tri Valley CUSD 3 – McLean (SD 53/HD 106) / Expiration: 2010-11 school year
WM300-3844 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

Washington CHSD 308 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year

WM300-3881 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Washington District 50 Schools – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year

WM300-3842 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Washington SD 52 – Tazewell (SD 53/HD 106) / Expiration: 2010-11 school year

WM300-3870 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 54/HD 107

Central City SD 133 – Marion (SD 54/HD 107) / Expiration: 2010-11 school year

WM300-3930 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Germantown SD 60 – Clinton (SD 54/HD 107) / Expiration: 2010-11 school year

WM300-3929 – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln. The school district failed to provide the required notices about the public hearing held to consider the request.

Germantown SD 60 – Clinton (SD 54/HD 107) / Expiration: 2010-11 school year

WM300-3974 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Regional Office of Education #13 Safe School and Truants' Alternative and Optional Education Program – Clinton, Marion, Washington (SD 54/HD 107) / Expiration: 2010-11 school year

WM300-3962 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor for those students enrolled in its alternative school and truants' program.

Woodlawn CCSD 4 – Jefferson (SD 54/HD 107) / Expiration: 2010-11 school year

WM300-3831 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Woodlawn CHSD 205 – Jefferson (SD 54/HD 107) / Expiration: 2010-11 school year
WM300-3899 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 54/HD 108

Geff CCSD 14 – Wayne (SD 54/HD 108) / Expiration: 2010-11 school year
WM300-3865 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Jasper CCSD 17 – Wayne (SD 54/HD 108) / Expiration: 2011-12 school year
WM300-3940 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

New Hope CCSD 6 – Wayne (SD 54/HD 108) / Expiration: 2010-11 school year
WM300-3931 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

North Clay CUSD 25 – Clay (SD 54/HD 108) / Expiration: 2011-12 school year
WM300-3989 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

SD 55/HD 109

Kansas CUSD 3 – Clark, Coles, Edgar (SD 55/HD 109) / Expiration: 2010-11 school year
WM300-3884 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

Paris CUSD 4 – Edgar (SD 55/HD 109) / Expiration: 2011-12 school year
WM100-3964 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students two and a half hours early on each of the first five days of the school year. The district would accumulate sufficient time beyond the five-clock-hour requirement during the remainder of the school year to apply towards these days in order to count them among the 176 days of actual pupil attendance required by Section 10-19. If approved, the waiver would take effect in the 2007-08 school year.

Paris-Union SD 95 – Edgar (SD 55/HD 109) / Expiration: 2011-12 school year
WM100-3977 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request
to allow the district to dismiss students two hours early on each of the first five days of the school year. The district would accumulate sufficient time beyond the five-clock-hour requirement during the remainder of the school year to apply towards these days in order to count them among the 176 days of actual pupil attendance required by Section 10-19. If approved, the waiver would take effect in the 2007-08 school year.

**SD 55/HD 110**

*Atwood Hammond CUSD 39 – Piatt (SD 55/HD 110) / Expiration: 2010-11 school year*

**WM300-3885 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.

*Mattoon CUSD 2 – Coles (SD 55/HD 110) / Expiration: 2010-11 school year*

**WM300-3836 – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Tuscola CUSD 301 – Douglas (SD 55/HD 110) / Expiration: 2010-11 school year*

**WM100-3811-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling parent-teacher conferences in the evening following at least five clock-hours of student attendance and to use the following morning for at least three hours of parent-teacher conferences. One day during that week will be a nonattendance day for students and staff. The evening and morning sessions will be counted among the 176 days of actual pupil attendance required by Section 10-19.

**Tuscola CUSD 301 – Douglas (SD 55/HD 110) / Expiration: 2010-11 school year**

**WM100-3811-2 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading, pom-poms, band or vocal music. The request broadens the physical activities that would qualify for a physical education exemption, thereby providing students with greater access to fine arts and other academic coursework.

**Tuscola CUSD 301 – Douglas (SD 55/HD 110) / Expiration: 2010-11 school year**

**WM300-3811-3 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Casimir Pulaski through instructional activities rather than observing a school holiday in his honor.

**SD 56/HD 111**

*Alton CUSD 11 – Madison (SD 56/HD 111) / Expiration: 2010-11 school year*

**WM300-3920 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Wood River-Hartford ESD 15 – Madison (SD 56/HD 111) / Expiration: 2010-11 school year*

**WM300-3885 (renewal) – Modification of School Code** (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor.
year
WM300-3903 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities
rather than observing a school holiday in his honor.

SD 56/HD 112

Edwardsville CUSD 7 – Madison (SD 56/HD 112) / Expiration: 2010-11 school year
WM300-3896 – Modification of School Code (Section 24-2) allows the district to
recognize the contributions of Abraham Lincoln through instructional activities rather
than observing a school holiday in his honor.

SD 57/HD 113

Signal Hill SD 181 – St. Clair (SD 57/HD 113) / Expiration: 2011-12 school year
WM300-3968 (renewal) – Modification of School Code (Section 24-2). The district
requested to be allowed to hold school on the legal holiday honoring Abraham Lincoln.
The school district failed to publish a notice about the public hearing held to consider the
request in a newspaper of general circulation for the district.

SD 57/HD 114

Madison CUSD 12 – Madison (SD 57/HD 114) / Expiration: 2010-11 school year
WM300-3808 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln through instructional activities
rather than observing a school holiday in his honor.

Millstadt CCSD 160 – St. Clair (SD 57/HD 114) / Expiration: 2010-11 school year
WM300-3938 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through
instructional activities rather than observing school holidays in their honor.

SD 58/HD 115

Cobden USD 17 – Union (SD 58/HD 115) / Expiration: 2010-11 school year
WM300-3871 (renewal) – Modification of School Code (Section 24-2) allows the
district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through
instructional activities rather than observing school holidays in their honor.

COPE Alternative School – Jackson (SD 58/HD 115) / Expiration: 2010-11 school
year
WM300-3949 (renewal) – Modification of School Code (Section 24-2) allows the
regional office of education to recognize the contributions of Abraham Lincoln and
Casimir Pulaski through instructional activities rather than observing school holidays in
their honor for those students enrolled in its alternative school.

Oakdale CCSD 1 – Washington (SD 58/HD 115) / Expiration: 2010-11 school year
WM300-3902 (renewal) – Modification of School Code (Section 24-2) allows the
district to schedule student attendance, inservice training sessions, parent-teacher
conferences, or a teachers’ institute day on the legal holidays honoring Dr. Martin Luther
King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus. The institute program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individuals will be provided rather than observing the legal school holidays.

Pinckneyville SD 50 – Perry (SD 58/HD 115) / Expiration: 2010-11 school year
WM300-3810 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus through instructional activities rather than observing school holidays in their honor.

SD 58/HD 116

Freeburg CCSD 70 – St. Clair (SD 58/HD 116) / Expiration: 2011-12 school year
WM300-3942 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. The modification takes effect in the 2007-08 school year.

New Athens CUSD 60 – St. Clair, Monroe (SD 58/HD 116) / Expiration: 2010-11 school year
WM300-3833 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

Red Brick School – Monroe, Randolph (SD 58/HD 116) / Expiration: 2010-11 school year
WM300-3953 (renewal) – Modification of School Code (Section 24-2) allows the regional office of education to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor for those students enrolled in its alternative school.

Smithton CCSD 130 – St. Clair (SD 58/HD 116) / Expiration: 2010-11 school year
WM300-3913 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

SD 59/HD 117

Benton CHSD 103 – Franklin (SD 59/HD 117) / Expiration: 2010-11 school year
WM300-3791 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

Crab Orchard CUSD 3 – Williamson (SD 59/HD 117) / Expiration: 2010-11 school year
WM300-3883 – Modification of School Code (Section 24-2) allows the district to schedule student attendance, inservice training sessions, parent-teacher conferences, or a teachers' institute day on the legal holiday honoring Abraham Lincoln. The institute
program is subject to prior approval from the Regional Office of Education. Instruction pertaining to the contributions of the honored individual will be provided rather than observing the legal school holiday.

*Hamilton County CUSD 10 – Hamilton (SD 59/HD 117) / Expiration: 2010-11 school year*
WM300-3818 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Johnston City CUSD 1 – Williamson (SD 59/HD 117) / Expiration: 2010-11 school year*
WM300-3817 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln and Casimir Pulaski through instructional activities rather than observing school holidays in their honor.

*Sesser-Valier CUSD 196 – Franklin (SD 59/HD 117) / Expiration: 2011-12 school year*
WM300-3980 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor. This modification takes effect in the 2007-08 school year.

*Marion CUSD 2 – Williamson (SD 59/HD 117) / Expiration: 2011-12 school year*
WM300-3991 (renewal) – Modification of School Code (Section 24-2). The district requested to be allowed to hold school on the legal holidays honoring Abraham Lincoln, Casimir Pulaski, and Christopher Columbus. The school district failed to provide the required notices about the public hearing held to consider the request.

**SD 59/HD 118**

*Carrier Mills-Stonefort CUSD 2 – Saline, Williamson (SD 59/HD 118) / Expiration: 2010-11 school year*
WM300-3853 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Vienna HSD 13-3 – Johnson (SD 59/HD 118) / Expiration: 2010-11 school year*
WM300-3919 – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Abraham Lincoln through instructional activities rather than observing a school holiday in his honor.

*Gallatin County CUSD 7 – Gallatin (SD 59/HD 118) / Expiration: 2011-12 school year*
WM300-3952 (renewal) – Modification of School Code (Section 24-2) allows the district to recognize the contributions of Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars through instructional activities rather than observing school holidays in their honor. This modification takes effect in the 2007-08 school year.
<table>
<thead>
<tr>
<th>District, Expiration and Grade Levels</th>
<th>Days Per Week</th>
<th>Minutes per Session</th>
<th>Assessments Used</th>
<th>Results</th>
<th>Equal Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuscola CUSD 301</td>
<td>None, for ongoing participation in cheerleading or pom-poms or band or vocal music.</td>
<td>None.</td>
<td>Local: District states that all physical education activities have been aligned to the Illinois Learning Standards since 1997.</td>
<td>No data presented.</td>
<td>Students exempted under this waiver would receive aerobic exercise daily through show choir and marching band rehearsals.</td>
</tr>
<tr>
<td>WM100-3811-2 (renewal) Expires 2010-11 (5 years)</td>
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<tr>
<td>Aledo CUSD 201</td>
<td>None, for ongoing participation in cheerleading or pom-poms for students enrolled in grades 9-12, and none for ongoing participation in interscholastic athletic programs for students enrolled in grades 9 and 10.</td>
<td>None.</td>
<td>Local: Team and individual sports are assessed individually using the three performance levels of excellent, satisfactory, and not satisfactory/needs improvement. Movement, safety, and rules applications are assessed similarly. The President’s Challenge: Individual fitness is assessed using the basic activities of The President’s Challenge, and students must meet or exceed standards with a ranking of satisfactory or higher and an average of 50th percentile or higher.</td>
<td>The President’s Challenge: Scoring at the 50th percentile or above: Goal 19A – 95%, grade 11; 98%, grade 12 Goal 19B – 98%, grade 11; 95%, grade 12 Goal 20A – 98%, grade 11; 99%, grade 12 Goal 20B – 94%, grade 11; 97%, grade 12 Goal 21A – 94%, grade 11; 99%, grade 12 Goal 21B – 91%, grade 11; 95%, grade 12</td>
<td>Students exempted under this waiver would receive an average of 50 minutes of physical activity each day, including instruction in rules, safety, skills, weight training and wellness that is similar to that given to students enrolled in daily physical education. The request would allow students to take an additional academic class or study hall during the school day.</td>
</tr>
<tr>
<td>WM100-3813 (renewal) Expires 2010-11 (5 years)</td>
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<tr>
<td>Ball-Chatham CUSD 5</td>
<td>None, for students enrolled in show choir.</td>
<td>None.</td>
<td>The President’s Challenge: The district uses the President’s Challenge to determine students’ fitness levels. In addition, the show choir director will align the dance portion of the curriculum to the Illinois Learning Standards, Goals 19-21.</td>
<td>No data presented.</td>
<td>Show choir students will receive daily physical activity in the form of choreography practices, exposing them to varied dance styles in a highly aerobic setting.</td>
</tr>
<tr>
<td>WM100-3854-1 (renewal) Expires 2010-11 (5 years)</td>
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<tr>
<td>Grades 9-12</td>
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<td>The request would allow students to take an additional academic class or study hall during the school day.</td>
</tr>
<tr>
<td>Addison School District 4</td>
<td>Two times.</td>
<td>30 minutes per session.</td>
<td><strong>The President’s Challenge</strong>: Students in grades 1-5 are assessed in flexibility, endurance, ability, and strength.</td>
<td>No data presented.</td>
<td>Students have additional time for physical activity during their 20-minute lunch recess. They also have up to 30 minutes of movement education on the three days a week when they do not take physical education. This schedule allows students to participate in conflict resolution and Character Counts activities to learn acceptable behavior early in their school careers.</td>
</tr>
<tr>
<td>WM100-3868 (renewal)</td>
<td></td>
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<tr>
<td>Expires 2010-11 (5 years)</td>
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<tr>
<td>Grades 1-5</td>
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<tr>
<td>Hononegah Community High School District 207</td>
<td>None, for those juniors and seniors enrolled in six academic classes, and for sophomores participating in interscholastic athletics. Students participating in interscholastic athletics would be exempted from physical education for the entire semester in</td>
<td>None.</td>
<td><strong>Local</strong>: Students are assessed through fitness and skills tests and written tests, and are evaluated for participation and effort. Fitness tests include upper- and lower-body lifts and a 20-minute run/walk. New tests will include timed push-ups and abdominal crunches to measure core strength.</td>
<td>During the 2005-06 school year, 78% of students exceeded requirements for State Goals 19-21, 12% of students met requirements for those goals, and 10% of students failed to meet the requirements.</td>
<td>Juniors and seniors must demonstrate a certain fitness level in order to receive the waiver and will also participate in a post-test at the end of the waiver period. Students excused for athletics would be allowed to complete academic classes during the semester they are excused from physical education classes. Freshmen participate in an integrated curriculum of</td>
</tr>
<tr>
<td>District, Expiration and Grade Levels</td>
<td>Days Per Week</td>
<td>Minutes per Session</td>
<td>Assessments Used</td>
<td>Results</td>
<td>Equal Opportunities</td>
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</tr>
</tbody>
</table>
| Danville Community Consolidated School District 118 | None, for ongoing participation in an interscholastic athletic program. | None. | Local: Students are assessed through written tests, including essay tests pertaining to individual fitness plans, and skills using a rubric scale. All assessments are aligned with the district’s physical education curriculum and the Illinois Learning Standards. | During the 2005-06 school year, the percentage of students meeting or exceeding the Illinois Learning Standards, Goals 19-21, by grade level are as follows:  
Grade 9 – 78%  
Grade 10 – 79%  
Grade 11 – 86%  
Grade 12 – 81%  
Achievement by goal is presented below:  
Goal 19 – 78-81% met or exceeded standards;  
Goal 20 – 78-86% met or exceeded standards;  
Goal 21 – 78-86% met or exceeded standards. | Students receiving a waiver will be involved in interscholastic athletic programs, with participation averaging 6 days a week (practice and competition). In addition, these students will participate in “open gym.”

Danville has a six-period day. The waiver would allow students to take all courses required for college admission and/or graduation from high school. |
<p>| Cook County School District 130 | Two times. | 30 minutes per session. | Local: Grade-specific learner outcomes are aligned to State Goals 19-21. Each year students’ growth and development in specific skill areas is assessed through a charting system developed by the district. | Data currently are presented only on an individual student basis. Data will be aggregated in the future. | Smaller class sizes increase instructional time and improve students’ time on task. Students in grades 1-5 also receive health instruction from their classroom teacher and participate in daily physical |</p>
<table>
<thead>
<tr>
<th>District and Grade Levels</th>
<th>Days Per Week</th>
<th>Minutes per Session</th>
<th>Assessments Used</th>
<th>Results</th>
<th>Equal Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chicago Public Schools District 299</strong>&lt;br&gt;Grades 1-5</td>
<td>None, for students taking academic classes needed to meet local graduation requirements.</td>
<td>None.</td>
<td><strong>Local:</strong> State Goals 19-21 are addressed by students’ participation in the CPS Summer Camp Program.</td>
<td><strong>The President’s Challenge:</strong> 18.6% to 71% of males tested met the national average, and 34.2% to 72% of females tested met the national average. Six percent of students tested qualified to earn a President’s Challenge award.</td>
<td>The district offers 31 interscholastic athletic programs and 28,000 students participate each year. “After School Matters,” a collaboration among the district, the city, the park district, and the Chicago Public Library, offers intramural sports at 34 high schools and serves 600 students. In addition, the Chicago Park District’s sports programs offers sports in more than 100 Chicago park facilities.</td>
</tr>
<tr>
<td><strong>WM100-3961 (renewal)</strong></td>
<td><strong>Expires 2011-12 (5 years)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 11 and 12</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Champaign Community Unit School District 4</strong>&lt;br&gt;Grades 9-12</td>
<td>None, for ongoing participation in cheerleading for students enrolled in grades 9-12, and none for ongoing participation in interscholastic athletic programs for students enrolled in grades 9 and 10.</td>
<td>None.</td>
<td><strong>Local:</strong> Students are assessed for cardiovascular fitness with a mile-long run. The district states that the physical education curriculum has been aligned to the Illinois Learning Standards and that assessments are based on skill and written tests. The curriculum emphasizes cardiovascular and muscular strength, flexibility and endurance, and health awareness.</td>
<td><strong>The President’s Challenge:</strong> Beginning in the 2006-07 school year, students will be assessed based on The President’s Challenge. During the 2005-06 school year, 73% of students met the requirement for cardiovascular fitness.</td>
<td>This waiver would allow students the opportunity for additional academic assistance or for study time.</td>
</tr>
<tr>
<td><strong>WM100-3963 (renewal)</strong></td>
<td><strong>Expires 2010-11 (5 years)</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Grades 9-12</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Sterling Community School District 5</strong></td>
<td>Two times.</td>
<td>25 minutes per session.</td>
<td><strong>Local:</strong> Assessments are based on Fitnessgram materials. The district has developed a continuous assessment</td>
<td>The percentage of students meeting or exceeding State Goals</td>
<td>All students have 20 minutes of recess each day. Structured physical activities.</td>
</tr>
<tr>
<td>District, Expiration and Grade Levels</td>
<td>Days Per Week</td>
<td>Minutes per Session</td>
<td>Assessments Used</td>
<td>Results</td>
<td>Equal Opportunities</td>
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</tbody>
</table>
| WM100-3987 (renewal)                 |              |                     | framework aligned to the Illinois Learning Standards. | 19-21 are as follows: **State Goal 19**  
Grade 1 – 93%  
Grade 2 – 96%  
Grade 3 – 89%  
Grade 4 – 91%  
Grade 5 – 88%  
**State Goal 20**  
Grade 1 – 87%  
Grade 2 – 80%  
Grade 3 – 92%  
Grade 4 – 86%  
Grade 5 – 86%  
**State Goal 21**  
Grade 1 – 93%  
Grade 2 – 95%  
Grade 3 – 94%  
Grade 4 – 94%  
Grade 5 – 94% | activities are provided in the classroom. The district has an agreement with the local park district to provide after-school athletic activities. |
ILLINOIS STATE BOARD OF EDUCATION MEETING  
September 20, 2006

TO: Illinois State Board of Education

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

Agenda Topic: Alzina Lease Agreement

Materials: Summary of Changes to Lease

Agency Staff: Melissa Oller and Steve Rothenberg

Purpose of Agenda Item
Review new lease agreement for agency offices at the Alzina Building, 100 N First Street, Springfield.

Expected Outcome(s) of Agenda Item
Receive Board directives and/or approvals to secure Lease Agreement between Alzina Building II (Landlord) and Illinois State Board of Education (Tenant).

Background Information
Staff has negotiated changes to the current lease of the Agency offices at 100 North First Street. The previous lease was from July 1, 2001 through June 30, 2006 (5 years) and has expired. A summary of the lease terms is attached.

Superintendent’s Recommendation
The Superintendent recommends that the following motion be adopted:

The Illinois State Board of Education hereby approves the new lease agreement for the Alzina Building.

Next Steps
Staff will meet with the PPC on September 26, 2006 and secure their approvals of the new lease agreement. ISBE staff will monitor the installation of lease improvements.
Negotiated Changes to Lease Agreement
August 30, 2006

- **Leased Premises**: Total square feet of rentable area for ISBE – 133,365.

- **Term**: Five (5) year Lease Agreement to commence on July 1, 2006 and shall terminate on June 30, 2011. Tenant shall have option to renew the Lease for one additional period of five (5) years upon the same terms and conditions.

- **Rent**: No increase in rent for FY 07, then 3% increase or CPI-W (whichever is the lesser amount) for remaining years of Lease Agreement. Current cost per square foot is $17.78.

- **Janitorial**: $1.30 per square foot for FY 07, then 3% increase or CPI-W (whichever is the lesser amount) for remaining years of Lease Agreement.

- **Coffee Sinks**: Landlord shall install (at no cost to ISBE) a total of 5 coffee/wash sinks.

- **Elevator Lobby Upgrades**: Landlord shall (at no cost to ISBE) remove existing carpeting, prep and install tile flooring as selected by Tenant representative in each elevator lobby (approximately 10’ x 32’ per lobby). In addition, AED cabinets will be relocated, lobby walls patched and painted and new cove base installed.

- **Carpet Replacement**: Landlord covers expenses for all carpeting and cove base replacement throughout ISBE space over the first three (3) years of the term of this Lease as selected by Tenant representative. Tenant will be responsible for all costs involved with moving furniture.

- **Rebalancing HVAC**: In new areas that have been built out by ISBE, Landlord shall (at no cost to ISBE) rebalance existing HVAC system to meet the needs of Tenant’s new office layout AFTER interior construction is complete.

- **Painting of Interior Walls**: Interior walls and support columns shall be repaired, primed, and painted by Landlord throughout the term of the Lease (at no cost to ISBE). Color selections to be determined by Tenant representative.

- **Window Repair and/or Replacement**: Landlord shall conduct annually as necessary (at no cost to ISBE) window replacements and repairs (including without limitation caulking and sealing of all water leaks) and shall provide Tenant with reasonable notification of such replacements and repairs.

- **Utility Costs**: Base utility costs are included within the lease agreement. The base year for purposes of this Section shall be the 12 month period beginning July 1, 2006 to June 30, 2007. Utility costs over the base year for the remaining term will be paid by ISBE.

- **Access to Loading Dock**: Parking lot access for Tenant to and from the ramp/loading dock area and Jefferson Street to provide the necessities for ISBE commodity deliveries.

- **Holdover Clause**: Added to new lease agreement (was not included in previous lease agreements).

- **Indemnity and Insurance Clause**: Added to new lease agreement (was not included in previous lease agreements).
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education

Agenda Topic: Contract Amendment with ACT, Inc. (“ACT”) for Prairie State Achievement Examination (“PSAE”) Writing and Day 2 Test Administration Services.

Staff Contact(s): Becky McCabe
John Craig

Purpose of Agenda Item
The purpose of this agenda item is to discuss the proposed contract amendment with ACT, Inc. to provide PSAE assessment administration and testing service (“Administration”) previously provided by Harcourt Assessments, Inc. (“Harcourt”), and the PSAE Writing Assessment.

Expected Outcome of Agenda Item
It is expected that staff will receive the Board’s authorization to finalize contract negotiations and amend the contract with ACT, Inc. to provide for the PSAE Administration for Day 2 of the exam and the PSAE Writing Assessment.

Background Information
In June, the Board directed that, to the extent possible, responsibilities for the PSAE should be transferred to ACT from Harcourt. Upon thorough review of the ability of ACT to assume responsibility of Day 2 PSAE Administration and in consultation with ACT and Harcourt, staff has determined that all responsibilities for the Day 2 Administration of the PSAE may be transferred to ACT. ACT could also provide the PSAE Writing Assessment. ACT is a sole source for this amendment due to the proprietary nature of the ACT component of the PSAE, ACT’s current contract for Day 1 PSAE Administration services, and the necessary transition requirements for successful administration of the PSAE in the spring of 2007.

ISBE staff has entered into negotiations with ACT to amend the contract to provide the Day 2 Administration and the PSAE Writing Assessment. The current contract is for 5 years (through June 30, 2010) for a total cost of $27,500,000.00.

Negotiations indicate that the cost for FY 07 through FY10 for Day 2 Administration and the Writing Assessment will make the total current contract cost $50,650,000.00. In addition, ACT has proposed a cost of $1,340,000.00 for the Day 2 Administration and a cost of $140,000.00 for the Writing Assessment for the fall retake in FY11. The ACT contract would be increased for the Day 2 Administration as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>$3,780,000.00</td>
</tr>
<tr>
<td>FY08</td>
<td>$3,840,000.00</td>
</tr>
</tbody>
</table>
Total Day 2 Administration Costs: $16,370,000.00

In addition, the PSAE Writing Assessment is priced at:

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>$14.00</td>
</tr>
<tr>
<td>FY08</td>
<td>$15.00</td>
</tr>
<tr>
<td>FY09</td>
<td>$15.00</td>
</tr>
<tr>
<td>FY10</td>
<td>$16.00</td>
</tr>
<tr>
<td>FY11</td>
<td>$16.00 (fall retake)</td>
</tr>
</tbody>
</table>

Not to exceed $2,030,000.00 per year.

Total costs for the current contract (through June 30, 2010), along with PSAE Day 2 Administration (including the fall retake) and the Writing Assessment (through December 31, 2010), would be $52,130,000.00.

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

These changes are implemented under existing statutes as the policy direction of the State Board of Education. The yearly PSAE costs in the existing Harcourt contract are estimated at $2,500,000.00 to $3,000,000.00. In addition to the Day 2 Administration services, ACT will provide enhanced reporting of school and student results, improved science test development, and additional oversight and quality control measures. The average annual cost of proposed expenditures with ACT providing all PSAE services is $10,426,000.00. The 2004 PSAE costs with four vendors providing services was $10,378,887.00.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The Illinois State Board of Education moves to amend the contract with ACT, Inc. to include the Day 2 Administration of the PSAE and the PSAE Writing Assessment, including the PSAE Day 2 Administration and Writing Assessment for the fall retake in FY11, with costs not to exceed $52,130,000.00 through the calendar year 2010 fall retake, pending final contract negotiations.

**Next Steps**

Staff to complete final contract negotiations and contract to be signed.
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.
# Monthly Status Report on Rulemaking

## September 2006

<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>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>School Food Service (Part 305)</td>
<td>Filing prohibited by JCAR April 11, 2006</td>
<td>None</td>
<td>Sale of foods to students</td>
</tr>
<tr>
<td>Gifted Education (Part 227)</td>
<td>Public comment period ended May 15; expect adoption in December (not funded for FY 07)</td>
<td>None</td>
<td>New rules to implement (identical provisions in) P.A. 94-151 and 94-410</td>
</tr>
<tr>
<td>Providers of Supplemental Educational Services (Part 675)</td>
<td>Rulemaking is complete; effective August 18, 2006</td>
<td>None</td>
<td>Strengthen code of ethics; evaluation and status</td>
</tr>
<tr>
<td>School Emergency and Crisis Response Plans (Part 1500)</td>
<td>Rulemaking is complete; effective August 18, 2006</td>
<td>None</td>
<td>New joint rules with Office of State Fire Marshal to implement P.A. 94-600</td>
</tr>
<tr>
<td>Determining Special Education Per Capita Tuition Charge (Part 130)</td>
<td>Pending JCAR’s review on September 12</td>
<td>None</td>
<td>Comprehensive updating</td>
</tr>
<tr>
<td>Transitional Bilingual Education (Part 228)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>General updating and streamlining; change in English language proficiency exam</td>
</tr>
<tr>
<td>Parental Participation Pilot Project (Part 560)</td>
<td>Pending JCAR’s review on September 12</td>
<td>None</td>
<td>New rules to implement P.A. 94-507</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>
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</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Pending JCAR’s review on September 12</td>
<td>None</td>
<td>Due process in cases of one-semester exclusion (P.A. 93-803); requirement for use of ECS; phys. ed update (P.A. 94-198); various other Sections clarified</td>
</tr>
<tr>
<td>Class Size Reduction Grants (Part 565)</td>
<td>Pending JCAR’s review on September 12</td>
<td>None</td>
<td>New rules to implement P.A. 94-566 (and SB 2882 of 2006)</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>AMAOs for bilingual education programs</td>
</tr>
<tr>
<td>New Teacher Induction and Mentoring (Part 65)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>New rules for use of first-time appropriation</td>
</tr>
<tr>
<td>Early Childhood Block Grant (Part 235)</td>
<td>Public comment will end September 25</td>
<td>None</td>
<td>Amendments to implement Preschool for All Children</td>
</tr>
<tr>
<td>Technology Immersion Pilot Project (Part 365)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>New rules to implement P.A. 93-901</td>
</tr>
<tr>
<td>Grants for Arts Education and Foreign Language Education (Part 265)</td>
<td>Presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>New rules to implement P.A. 94-835</td>
</tr>
<tr>
<td>Summer Bridges Program (Part 232)</td>
<td>Presented for initial review in this Board packet</td>
<td>Authorization for public comment</td>
<td>New rules for discretionary grant program</td>
</tr>
<tr>
<td>Advanced Placement (Part 270)</td>
<td>Presented for initial review in this Board packet</td>
<td>Authorization for public comment</td>
<td>New rules to implement P.A. 94-534</td>
</tr>
<tr>
<td>The “Grow Your Own” Teacher Education Initiative (Part 60)</td>
<td>Expect initial review in October</td>
<td>None</td>
<td>Amendments in response to P.A. 94-979</td>
</tr>
<tr>
<td><strong>Providers of Supplemental Educational Services (Part 675)</strong></td>
<td>Expect initial review in November</td>
<td>None</td>
<td>Technical clarification; additional updates</td>
</tr>
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<tr>
<td><strong>Appeal Proceedings Before the State Teacher Certification Board (Part 485)</strong></td>
<td>Expect initial review this fall</td>
<td>None</td>
<td>New rules to implement Section 21-23 of the School Code</td>
</tr>
<tr>
<td><strong>Program Accounting Manual (Part 110)</strong></td>
<td>Under development</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><strong>Vocational Education (Part 254)</strong></td>
<td>Under development</td>
<td>None</td>
<td>Comprehensive updating and streamlining</td>
</tr>
</tbody>
</table>
OVERVIEW OF COMPREHENSIVE RULES REVIEW SCHEDULE
November 2004 through September 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) *(no revisions needed)*
- 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; filing prohibited by JCAR April 11, 2006; new version adopted in June 2006; JCAR’s review pending*)

Funding and Disbursements Division

• Determining Special Education Per Capita Tuition Charge (Part 130) (*presented in April 2006*)
• 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) (*presented in April 2006*)

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)
This report summarizes the rulemaking activities in which the agency has engaged since last September’s report. In the chart below, "Completed" means the rules or changes have been filed during this period of time and are in effect. Where no information is presented for a particular set of rules, no formal rulemaking activity is taking place at this time. (Development of additional rulemaking items is continuously under way, but these are not included unless they are scheduled or have reached the point of formal initiation.)

<table>
<thead>
<tr>
<th>RULES</th>
<th>ACTIVITY</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 (Public Schools Evaluation, Recognition and Supervision)</td>
<td>Amendments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) General streamlining</td>
<td>a) Completed; effective October 3, 2005.</td>
</tr>
<tr>
<td></td>
<td>c) Appeals process; “writing-intensive” courses</td>
<td>c) Completed; effective April 21, 2006.</td>
</tr>
<tr>
<td></td>
<td>d) Electronic reporting of teachers’ qualifications; due process for excluded students; effect of block scheduling on daily phys. ed., “major field of teaching assignment”</td>
<td>d) Pending JCAR’s review (expected September 12, 2006).</td>
</tr>
<tr>
<td></td>
<td>e) AMAOs for bilingual programs</td>
<td>e) Presented for adoption in this Board packet.</td>
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Part 23 (Standards for the School Service Personnel Certificate)

Part 24 (Standards for All Illinois Teachers)
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<th>RULES</th>
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<tr>
<td>Part 25 (Certification)</td>
<td>Amendments</td>
<td>c) Complete; effective April 21, 2006.</td>
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<tr>
<td>Part 26 (Standards for Certification in Early Childhood Education and in Elementary Education)</td>
<td>Repeal</td>
<td>Complete; effective October 31, 2006.</td>
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<tr>
<td>Part 27 (Standards for Certification in Specific Teaching Fields)</td>
<td>Repeal</td>
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<td>Part 28 (Standards for Certification in Special Education)</td>
<td>Repeal</td>
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<td>Part 51 (Dismissal of Tenured Teachers)</td>
<td>Repeal</td>
<td>Complete; effective October 31, 2006.</td>
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<td>Part 60 (The “Grow Your Own” Teacher Education Initiative)</td>
<td>New Rules</td>
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<td>Part 110 (Program Accounting Manual)</td>
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<td>Part 120 (Pupil Transportation Reimbursement)</td>
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<td>Part 125 (Student Activity Funds and Convenience Accounts)</td>
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<td>Under program staff review.</td>
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<td>Part 130 (Determining Special Education Per Capita Tuition Charge)</td>
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<td>Pending JCAR’s review (expected September 12, 2006)</td>
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<td>Part 140 (Calculation of Excess Cost Under Section 18-3 of the School Code)</td>
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<td>Under program staff review.</td>
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<td>Part 145 (Temporary Relocation Expenses)</td>
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<td>Under program staff review.</td>
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<td>Part 151 (School Construction Program)</td>
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<td>Under program staff review.</td>
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<td>Part 155 (Electronic Transfer of Funds)</td>
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<td>Part 160 (Professional Development Block Grant)</td>
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<td>Part 200 (Sex Equity)</td>
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<td>Part 201 (Disadvantaged Students Funds Plan - Districts Between 1,000 and 50,000 ADA)</td>
<td>Repeal</td>
<td>Complete; effective February 28, 2006.</td>
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<td></td>
<td>Combine into new Part 203</td>
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<td>Part 202 (Disadvantaged Students Funds Plan - Districts Over 50,000 ADA)</td>
<td>Repeal</td>
<td>Complete; effective February 28, 2006.</td>
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<td>Combine into new Part 203</td>
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<tr>
<td></td>
<td>Updating and consolidation of Parts 201 and 202</td>
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<td>Part 204 (Truants' Alternative and Optional Education Programs)</td>
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<td>Part 205 (Alternative Education Diplomas)</td>
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<td>Part 206 (Scientific Literacy)</td>
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<td>Part 207 (Drug and Alcohol Education Initiative)</td>
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<td>Part 208 (Special Education)</td>
<td>Repeal; New Part</td>
<td>Public comment period ends September 15, 2006.</td>
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<td></td>
<td>Comprehensive revisions in response to reauthorization of IDEA</td>
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<td>Part 209 (Gifted Education)</td>
<td>New Rules</td>
<td>Review of public comment under way with Advisory Council; expect adoption in December.</td>
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<td></td>
<td>P.A. 94-151 and P.A. 94-410</td>
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<td>Part 210 (Transitional Bilingual Education)</td>
<td>Amendments</td>
<td>Presented for adoption in this Board packet.</td>
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<td></td>
<td>General streamlining; updating to conform to NCLB</td>
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<td>Part 211 (Summer School for Remedial Education)</td>
<td>Repeal</td>
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<td>Not funded</td>
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<td>Part 232 (Summer Bridges Program)</td>
<td>New Rules Policies for selecting participating districts; program specifications</td>
<td>Presented for initial review in this Board packet.</td>
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<td>Part 235 (Early Childhood Block Grant)</td>
<td>a) Repeal; New Part General streamlining; updating</td>
<td>a) Completed; effective February 28, 2006.</td>
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<tr>
<td>Part 240 (Alternative Learning Opportunities Program)</td>
<td>Amendments Repeal Subpart B due to lack of funding</td>
<td>Completed; effective October 31, 2005.</td>
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<tr>
<td>Part 245 (Urban Education Partnership Program)</td>
<td>Repeal Not funded</td>
<td>Completed; effective October 31, 2005.</td>
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<tr>
<td>Part 250 (Comprehensive Arts Program)</td>
<td>Repeal Not funded</td>
<td>Completed; effective October 31, 2005.</td>
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<td>Part 251 (Conservation Education)</td>
<td>Repeal Transfer material to Part 1</td>
<td>Completed; effective October 31, 2005.</td>
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<td>Part 252 (Driver Education)</td>
<td>Amendments General streamlining</td>
<td>Completed; effective October 3, 2005.</td>
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<tr>
<td>Part 253 (Comprehensive Health Education)</td>
<td>Repeal Transfer material to Part 1</td>
<td>Completed; effective October 3, 2005.</td>
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<tr>
<td>Part 254 (Vocational Education)</td>
<td>Repeal; New Part General streamlining; updating</td>
<td>Under rules staff review.</td>
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<td>Part 260 (Reading Improvement Program)</td>
<td>Amendments Change reporting deadline; general streamlining</td>
<td>Completed; effective November 29, 2005.</td>
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</table>
| Part 305 (School Food Service) | Amendments  
General updating; restrictions on “junk foods” | Filing prohibition issued by JCAR April 11, 2006. |
| Part 350 (Secular Textbook Loan) | | |
| Part 360 (Mathematics and Science Loan Program) | Repeal  
Not funded | Completed; effective October 31, 2005. |
| Part 365 (Technology Immersion Pilot Project) | New Rules  
P.A. 93-901 | Emergency rules effective June 26, 2006; regular rules presented for adoption in this Board packet. |
| Part 375 (Student Records) | | |
| Part 401 (Nonpublic Special Education Facilities) | Amendments  
General streamlining; updating | Completed; effective April 25, 2006. |
| Part 451 (Private Business and Vocational Schools) | | |
| Part 452 (Public University Laboratory Schools) | | |
| Part 475 (Contested Cases and Other Formal Hearings) | | |
| Part 500 (Replacement of Required Rules) | New Rules  
Acknowledges requirement for various rules that are planned for repeal due to lack of funding | Completed; effective October 31, 2005. |
| Part 525 (Regional Offices of Education and Intermediate Services) | Amendments  
General updating | Under program staff review. |
| Part 560 (Parental Participation Pilot Project) | New Rules  
P.A. 94-507 | Pending JCAR’s review (expected September 12, 2006). |
| Part 565 (Class Size Reduction Grants) | New Rules  
P.A. 94-894 | Pending JCAR’s review (expected September 12, 2006). |
| Part 575 (School Technology Program) | Amendments  
Repeal Subpart A due to lack of funding | Completed; effective October 31, 2005. |
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<tr>
<th>RULES</th>
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<tr>
<td>Part 625 (Health Examinations and Immunizations)</td>
<td>Repeal Transfer material to Part 1</td>
<td>Completed; effective October 3, 2005.</td>
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<tr>
<td>Part 675 (Providers of Supplemental Educational Services)</td>
<td>a) New Rules Programmatic requirements; Code of Ethics; reimbursable elements of cost; application and reporting requirements</td>
<td>a) Completed; effective November 23, 2005.</td>
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<tr>
<td>b) Amendments Strengthen Code of Ethics; evaluation method</td>
<td>b) Completed; effective August 18, 2006.</td>
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<tr>
<td>Part 1100 (Procurement by State Board of Education)</td>
<td>Repeal Replace with new Part 1105</td>
<td>Completed; effective October 19, 2005.</td>
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<tr>
<td>Part 1105 (Procurement by State Board of Education)</td>
<td>New Rules Incorporates the rules of the Department of Central Management Services</td>
<td>Completed; effective October 19, 2005.</td>
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<td>Part 1300 (Americans with Disabilities Act Grievance Procedure)</td>
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<td>Part 5000 (Public Information, Rulemaking and Organization)</td>
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<tr>
<td>Part 5001 (Access to Information of the State Board of Education under the Freedom of Information Act)</td>
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</table>
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 (one report - August FY06 lapse period)
- Financial Status Report (two reports – August FY06 lapse period and August FY07 contract & grant detail)
- $1M Contracts
- Monthly Headcount Graph, Staff Detail, Personnel Transactions (August FY07)

Staff Contact(s): Linda Mitchell and Don Evans

Purpose of Agenda Item
To provide the Board standard reports with key information on fiscal and administrative activities of the state Agency.

Background Information
In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. The Superintendent requested that the Agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision making.

Currently the following Reports are provided or are being developed.

1. Budget/Annual Report (annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (annually in February)
4. Appropriation and Expenditure (monthly)
5. 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.

Superintendent’s Recommendation
None needed.

Next Steps
Continue to provide these reports pursuant to the schedule above.
<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Appropriation</th>
<th>YTD Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Textbook Loan Program</td>
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<td>Mandated Categoricals</td>
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<td>Illinois Free Lunch/Breakfast</td>
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<td>Minority Transition Program</td>
<td>$578.8</td>
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<td>Parental Participation Pilot Project</td>
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<td>$100.0</td>
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<td>Philip J. Rock Center &amp; School</td>
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<td>School Transportation</td>
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<td>Tax Equivalent Grants</td>
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<td>Transportation Reimbursement to Parents</td>
<td>$14,454.7</td>
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<td>Trauma Intervention</td>
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<td><strong>Textbook Loan Reappropriation</strong></td>
<td><strong>$28,215.6</strong></td>
<td><strong>$28,215.6</strong></td>
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<tr>
<td><strong>TOTAL GENERAL FUNDS</strong></td>
<td><strong>$6,530,997.3</strong></td>
<td><strong>$6,487,015.7</strong></td>
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**NON STATE**

<table>
<thead>
<tr>
<th>Appropriation</th>
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<td>School Infrastructure Fund</td>
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<td>School Infrastructure (Debt Admin)</td>
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<tr>
<td>School Technology Revolving Loan</td>
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<tr>
<td><strong>Driver Education</strong></td>
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<td>Other Funds</td>
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<td>Charter Schools Revolving Loan Fund</td>
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<td>Emergency Financial Assistance Fund</td>
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<td>ISBE Special Purpose Trust Fund</td>
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<td>ISBE Spec. Purpose/Technology Immersion</td>
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<td>ISBE Teacher Certificate Institute Fund</td>
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<td>Initiatives</td>
<td>Appropriation</td>
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<tr>
<td>-----------------------------------------------</td>
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<tr>
<td></td>
<td>Total</td>
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<tr>
<td>Teacher Certification Fee Revolving Fund</td>
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<td>Temporary Relocation Revolving Fund</td>
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**FEDERAL**

<table>
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<tr>
<th>Federal Funds</th>
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<td>Advanced Placement Fee Payment</td>
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<td>Career &amp; Technical Education</td>
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<tr>
<td>Career &amp; Technical Education - Technical Prep</td>
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<td>Charter Schools</td>
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<td>Child Nutrition</td>
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<td>Individuals with Disabilities Educ. Act, Pt. B</td>
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<td>IDEA - Deaf Blind, Part C</td>
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<td>IDEA - Improvement Plan</td>
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<td>IDEA - Model Outreach</td>
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<td>IDEA - Pre-School</td>
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<td>Learn and Serve America</td>
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<td>Math &amp; Science Partners</td>
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<td>Title I - Even Start Family Literacy Programs</td>
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<td>Title I - Neglected and Delinquent</td>
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<td>Title I - Reading First</td>
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<td>Title I - School Improvement</td>
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<tr>
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<td>Title II - Quality Teachers</td>
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<tr>
<td>Title III - English Language Acquisition</td>
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Final FY Budget.rpt

Plenary Packet - Page 241
<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Appropriation</th>
<th></th>
<th>YTD Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Grants</td>
<td>Admin</td>
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<td>Title VI - Rural &amp; Low Income Programs</td>
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<td>Title VI - State Assessment</td>
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<td>Title X - McKinney Homeless Assistance</td>
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<td>Special Congressional Initiatives</td>
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<td><strong>TOTAL - ALL FUNDS:</strong></td>
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<td>% Spent Year to Date</td>
</tr>
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<td>----------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
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<td>Personal Services and Related</td>
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<td>Contractual Services</td>
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<td>Travel</td>
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<td>Commodities</td>
<td>449.9</td>
<td>229.6</td>
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<td>Printing</td>
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<td>551.6</td>
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<td>923.8</td>
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<td>60.9%</td>
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<td>Auto Operations</td>
<td>20.3</td>
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<td>Prompt Payment Act</td>
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<td>Temp. Relocation Revolving Fund</td>
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### Agency Contracts Breakdown:

<table>
<thead>
<tr>
<th>Description</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coordinate NCLB and other initiatives</td>
</tr>
<tr>
<td>Gail Lieberman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grantees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgets</td>
<td>113.0</td>
<td>98.5</td>
<td>87.2%</td>
<td>0.0</td>
<td>Provide child lure kits to 3,200 schools in IL. Comprehensive program about common lures used by child predator.</td>
</tr>
<tr>
<td>State Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grantees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusive Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRF</td>
<td>12.6</td>
<td>12.6</td>
<td>100.0%</td>
<td>0.0</td>
<td>Construction work in the Thompson Building in Chicago</td>
</tr>
<tr>
<td>Federal</td>
<td>59.8</td>
<td>59.8</td>
<td>100.0%</td>
<td>12.6</td>
<td></td>
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<tr>
<td>Prime Electrical Co</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRF</td>
<td>27.8</td>
<td>25.1</td>
<td>90.3%</td>
<td>0.0</td>
<td>Electrical work in the Thompson building in Chicago</td>
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<tr>
<td>Federal</td>
<td>16.1</td>
<td>16.1</td>
<td>100.0%</td>
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<td>General Counsel/Legal</td>
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<tr>
<td>48 - Impartial Hearing Officers</td>
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<tr>
<td>GRF</td>
<td>173.6</td>
<td>109.2</td>
<td>62.9%</td>
<td>1.0</td>
<td>Teacher Dismissal Hearing Officers</td>
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9/13/2006
<table>
<thead>
<tr>
<th>Funded Amount</th>
<th>Expended Amount</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Franczek, Sullivan PC GRF</td>
<td>145.0</td>
<td>145.0</td>
<td>100.0%</td>
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**Data Systems**

<table>
<thead>
<tr>
<th>IBM GRF</th>
<th>830.0</th>
<th>830.0</th>
<th>100.0%</th>
<th>0.0</th>
<th>Development of Statewide Student Information System</th>
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</thead>
<tbody>
<tr>
<td>Federal</td>
<td>830.0</td>
<td>830.0</td>
<td>100.0%</td>
<td>0.0</td>
<td></td>
</tr>
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</table>

**Utilistar**

| Federal | 94.9 | 94.9 | 100.0% | 25.9 | Data analysis and reporting for Supplemental Education Services |

**Ashbaugh & Associates**

<table>
<thead>
<tr>
<th>Other State</th>
<th>114.8</th>
<th>97.4</th>
<th>84.8%</th>
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<th>Programmer for CERTS System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>149.1</td>
<td>115.7</td>
<td>77.6%</td>
<td>5.5</td>
<td>Two programmers for CNS System</td>
</tr>
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</table>

**Data Analysis & Progress Reporting**

| Northern Illinois University Federal | 276.5 | 276.5 | 100.0% | 122.6 | A "live data" website for an Illinois Interactive Report Card |

**Curriculum & Instruction**

<table>
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<tr>
<th>Illinois State University</th>
<th>39.4</th>
<th>39.4</th>
<th>100.0%</th>
<th>19.8</th>
<th>HIV Prevention Education</th>
</tr>
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<tbody>
<tr>
<td>University of Illinois Federal</td>
<td>50.3</td>
<td>50.3</td>
<td>100.0%</td>
<td>0.0</td>
<td>Evaluation of Illinois Reading First</td>
</tr>
<tr>
<td>University of Illinois GRF</td>
<td>200.0</td>
<td>200.0</td>
<td>100.0%</td>
<td>24.6</td>
<td>Evaluation of a four-year study of resources and district efforts for the IL Learning Standards</td>
</tr>
<tr>
<td>University of Illinois Federal</td>
<td>103.4</td>
<td>103.4</td>
<td>100.0%</td>
<td>31.0</td>
<td>Continue an extensive evaluation of Illinois Reading First</td>
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<tr>
<td>Public Broadcasting System Federal</td>
<td>74.5</td>
<td>74.5</td>
<td>100.0%</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>
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<tr>
<td>Wireless Generation Federal</td>
<td>138.2</td>
<td>138.2</td>
<td>100.0%</td>
<td>0.0</td>
<td>Training/hardware/software for hand-held Personal Reading Assistant for Reading First Program</td>
</tr>
</tbody>
</table>

**English Language Learning**

| Illinois Migrant Council Federal | 293.1 | 293.1 | 100.0% | 47.4 | Support and technical assistance to the Migrant Education Program |

**Special Education Compliance**

<table>
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<tr>
<th>21 Hearing Officers Federal</th>
<th>492.9</th>
<th>492.9</th>
<th>100.0%</th>
<th>33.5</th>
<th>Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code</th>
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</thead>
<tbody>
<tr>
<td>21 Mediation Agreements Federal</td>
<td>60.8</td>
<td>58.9</td>
<td>96.9%</td>
<td>0.0</td>
<td>IDEA mandates ISBE to offer mediation services - 19 Contracts @ $5,000</td>
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<tr>
<td>Marucco, Stoddard, Ferenbach &amp; Walsh, Inc.</td>
<td>336.0</td>
<td>336.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>ISBE's Illinois Continuous Improvement Plan per Grant Specs</td>
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<tr>
<td>Hupp Information Technology Federal</td>
<td>170.4</td>
<td>170.4</td>
<td>100.0%</td>
<td>0.0</td>
<td>Customize the Special Ed Data Systems and add critical indicators for the mediation process</td>
</tr>
<tr>
<td>Public Priority Systems Federal</td>
<td>44.2</td>
<td>44.2</td>
<td>100.0%</td>
<td>17.4</td>
<td>Evaluation of activities completed to grantees per the guidelines in the State Improvement Grant Hearing Officer Training</td>
</tr>
<tr>
<td>Funded Amount</td>
<td>Expended Year to Date</td>
<td>% Spent Year to Date</td>
<td>August Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>63.4</td>
<td>63.4</td>
<td>100.0%</td>
<td>0.0</td>
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<tr>
<td>GRF</td>
<td>110.8</td>
<td>110.8</td>
<td>100.0%</td>
<td>0.0</td>
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<tr>
<td>Federal</td>
<td>53.1</td>
<td>53.1</td>
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<td>53.1</td>
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<td>12,084.0</td>
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<tr>
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<td>185.0</td>
<td>185.0</td>
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**Federal Grants & Programs**

**Northern Illinois University**
- **Description**: Comprehensive external evaluation of the 21st Century Program
- **Amount**: Federal 63.4

**Student Assessment**

**Metri Tech, Inc.**
- **Description**: Develop, administer, retrieve, analyze, and score the Consumer Ed Proficiency Test 
  Component 12 - MY017412
- **GRF**: 110.8
- **Funded Year to Date**: 110.8
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**McGraw Hill, LLC**
- **Description**: Develop IL K-2 Achievement Test System
  MY027413
- **Funded Year to Date**: 0.0
- **% Spent Year to Date**: 0.0%
- **August Expenditures**: 0.0

**Measurement Incorporated**
- **Description**: Scoring of bilingual students' writing essays
  Component 9 - MY99749
- **Funded Year to Date**: 213.4
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 17.8

**Harcourt Assessment, Inc.**
- **Description**: Enhanced Statewide Student Assessment System
  Component 10 - MY997410
- **Funded Year to Date**: 4,577.1
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**NCS Pearson, Inc.**
- **Description**: Printing all test materials, monitoring the administration and scoring the results of IMAGE
  Component 7 - MY99747
- **Funded Year to Date**: 12,084.0
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**Measured Progress, Inc.**
- **Description**: Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year MY00612
- **Funded Year to Date**: 2,185.3
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 220.9

**Metri Tech, Inc.**
- **Description**: Development of the IMAGE test
  Component 10 - MY997410
- **Funded Year to Date**: 312.1
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**Metri Tech, Inc.**
- **Description**: Technical and statistical services such as equating, item analysis and technical reports
  Component 8 - MY99748
- **Funded Year to Date**: 89.4
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**NCS Pearson, Inc.**
- **Description**: Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
  Component 1 - MY99536
- **Funded Year to Date**: 610.4
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 305.2

**NCS Pearson, Inc.**
- **Description**: Printing, testing and scoring of PSAE tests for all students in Grade 11
  Component 4 - MY99744
- **Funded Year to Date**: 156.3
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 26.1

**Wisconsin, Illinois, Delaware, Arkansas**
- **Description**: New requirements for the ACCESS Test (Bilingual Assessment)
- **GRF**: 4,000.0
- **Funded Year to Date**: 4,000.0
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 1,195.6

**Certification**

**Western Illinois University**
- **Description**: Expand current Teacher IL Website for one-stop-shop for teachers, administrators, etc.
- **Funded Year to Date**: 115.2
- **% Spent Year to Date**: 100.0%
- **August Expenditures**: 0.0

**Chicago State University**
- **Description**: Grow Your Own Initiative - prepare highly skilled teachers in hard-to-staff school districts
- **GRF**: 310.4
- **Funded Year to Date**: 257.6
- **% Spent Year to Date**: 83.0%
- **August Expenditures**: 0.0

**Target Area Development Corp**
- **Description**: Grow Your Own Initiative
- **GRF**: 496.8
- **Funded Year to Date**: 488.5
- **% Spent Year to Date**: 98.3%
- **August Expenditures**: 0.0
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<th>% Spent Year to Date</th>
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9/13/2006
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<td>Summer Bridges</td>
<td>22,238.1</td>
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<td>Grants to districts (based on ISAT reading scores)</td>
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<td>Mandated Categorical - Reimbursement</td>
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<td>Textbook Loan - Reappropriation</td>
<td>15,832.2</td>
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<td>Parent/Guardian Transportation</td>
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<td>Formula - Special ed students enrolled in summer sessions</td>
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<td>Grants - assists students in achieving learning/occupational skills standards</td>
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<td>Loans to schools to implement technology</td>
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<td>Northwestern Univ. (Collaboratory Project); IL Math and Science Academy (IVHS)</td>
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<td>0.0</td>
<td>Grants</td>
</tr>
<tr>
<td>Arts Education</td>
<td>2,000.0</td>
<td>1,136.7</td>
<td>56.8%</td>
<td>1,136.7</td>
<td>Grants</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>Grants</td>
</tr>
<tr>
<td>Advanced Placement Fee</td>
<td>2,000.0</td>
<td>974.7</td>
<td>48.7%</td>
<td>10.4</td>
<td>Fee reimbursement for Adv Placement Exam and Natl Baccalaureate exam</td>
</tr>
<tr>
<td>Hurricane Rec. Act Supplement</td>
<td>1,511.6</td>
<td>1,511.6</td>
<td>100.0%</td>
<td>3.3</td>
<td>Grants to aid school districts with Katrina &amp; Rita hurricane victims attending school in IL</td>
</tr>
<tr>
<td>Advanced Place Classes/State</td>
<td>1,500.0</td>
<td>1,500.0</td>
<td>100.0%</td>
<td>1,500.0</td>
<td>Grants</td>
</tr>
<tr>
<td>Grow Your Own Teachers</td>
<td>1,500.0</td>
<td>1,339.6</td>
<td>89.3%</td>
<td>46.6</td>
<td>Grants</td>
</tr>
<tr>
<td>Title VI-Flex. &amp; Acct Rural Education</td>
<td>1,500.0</td>
<td>508.9</td>
<td>33.9%</td>
<td>5.5</td>
<td>Grants to school districts</td>
</tr>
<tr>
<td>Mat'l for the Visually Impaired</td>
<td>1,121.0</td>
<td>1,121.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired</td>
</tr>
<tr>
<td>Spec. Congressional Initiatives</td>
<td>1,057.0</td>
<td>914.5</td>
<td>86.5%</td>
<td>0.0</td>
<td>Grants</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>Formula and loans to school districts</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>Formula</td>
</tr>
<tr>
<td>Aerospace Ed Initiative</td>
<td>920.0</td>
<td>920.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grants</td>
</tr>
<tr>
<td>Hurricane Education Relief Act</td>
<td>900.5</td>
<td>900.5</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grants to aid school districts with Katrina &amp; Rita hurricane victims attending school in IL</td>
</tr>
</tbody>
</table>

9/13/2006
<table>
<thead>
<tr>
<th>Program</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Transportation</td>
<td>850.0</td>
<td>802.8</td>
<td>94.4%</td>
<td>87.8</td>
<td>Grants</td>
</tr>
<tr>
<td>Temporary Relocation</td>
<td>800.0</td>
<td>474.4</td>
<td>59.3%</td>
<td>0.0</td>
<td>Formula grants for school emergency relocation</td>
</tr>
<tr>
<td>Illinois Breakfast Incentive</td>
<td>723.5</td>
<td>723.0</td>
<td>99.9%</td>
<td>87.6</td>
<td>Reimbursement and grant to public and private schools and child-care institutions</td>
</tr>
<tr>
<td>Minority Transition</td>
<td>578.8</td>
<td>578.5</td>
<td>99.9%</td>
<td>25.0</td>
<td>Grants - serves disadvantage students from selected Chicago HS and elem. schools</td>
</tr>
<tr>
<td>Transition to Teaching</td>
<td>500.0</td>
<td>274.3</td>
<td>54.9%</td>
<td>0.0</td>
<td>Grant to Illinois Resource Center</td>
</tr>
<tr>
<td>Teach America</td>
<td>450.0</td>
<td>450.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grant for Teach for America</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>Competitive</td>
</tr>
<tr>
<td>Deaf/Blind</td>
<td>380.0</td>
<td>340.9</td>
<td>89.7%</td>
<td>45.0</td>
<td>Grant to Philip J. Rock Center</td>
</tr>
<tr>
<td>South Cook ISC - Supplemental</td>
<td>300.0</td>
<td>300.0</td>
<td>100.0%</td>
<td>16.9</td>
<td>Grant to South Cook ISC</td>
</tr>
<tr>
<td>Trauma Intervention</td>
<td>250.0</td>
<td>250.0</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grant to the Ulich Children's Home</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>Grant to IL Council on Economic Education</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>222.6</td>
<td>222.6</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grant to Chaney-Monroe School District</td>
</tr>
<tr>
<td>Metro East Consortium</td>
<td>217.1</td>
<td>217.1</td>
<td>100.0%</td>
<td>21.7</td>
<td>Grant to provide staff development to increase student achievement in MECCA</td>
</tr>
<tr>
<td>Recording - Blind and Dyslexic</td>
<td>168.8</td>
<td>168.8</td>
<td>100.0%</td>
<td>0.0</td>
<td>Grant to increase achievement of students with visual impairments</td>
</tr>
<tr>
<td>IL Gov't Internship</td>
<td>129.9</td>
<td>129.9</td>
<td>100.0%</td>
<td>0.0</td>
<td>Targeted Initiative - Springfield School Dist. 186</td>
</tr>
<tr>
<td>Teach Institutes/workshops</td>
<td>125.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Other</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>
<td>Other/Repayment of loans</td>
</tr>
</tbody>
</table>
### Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Approp Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services and Related</td>
<td>41,747.4</td>
<td>6,461.9</td>
<td>15.5%</td>
<td>3,251.1</td>
<td>Salaries &amp; Benefits</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>64,603.8</td>
<td>1,767.0</td>
<td>2.7%</td>
<td>932.8</td>
<td>Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees</td>
</tr>
<tr>
<td>Travel</td>
<td>2,066.6</td>
<td>128.8</td>
<td>6.2%</td>
<td>103.8</td>
<td>Staff Travel</td>
</tr>
<tr>
<td>Commodities</td>
<td>450.0</td>
<td>38.6</td>
<td>8.6%</td>
<td>38.6</td>
<td>Supplies; Books</td>
</tr>
<tr>
<td>Printing</td>
<td>503.4</td>
<td>21.7</td>
<td>4.3%</td>
<td>21.7</td>
<td>Agency Printing</td>
</tr>
<tr>
<td>Equipment</td>
<td>537.9</td>
<td>5.3</td>
<td>1.0%</td>
<td>5.3</td>
<td>Computers; Printers; Furniture</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>945.4</td>
<td>12.8</td>
<td>1.3%</td>
<td>12.8</td>
<td>Telecommunications Expenses</td>
</tr>
<tr>
<td>Auto Operations</td>
<td>20.0</td>
<td>0.7</td>
<td>3.4%</td>
<td>0.7</td>
<td>Operation of Agency Autos</td>
</tr>
<tr>
<td>Temp. Relocation Revolving Fund</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>100.0%</td>
<td>0</td>
<td>Interfund Cash Transfer</td>
</tr>
<tr>
<td>Grants</td>
<td>8,637,176.8</td>
<td>739,598.7</td>
<td>8.6%</td>
<td>634,367.3</td>
<td>See Detail Below</td>
</tr>
</tbody>
</table>

### Agency Contracts Breakdown:

#### State Superintendent

<table>
<thead>
<tr>
<th>Name</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Lieberman</td>
<td>Federal</td>
<td>54.0</td>
<td>4.2</td>
<td>7.8%</td>
<td>Coordinate NCLB and other initiatives</td>
</tr>
<tr>
<td>John Perkins</td>
<td>GRF</td>
<td>53.0</td>
<td>5.0</td>
<td>9.4%</td>
<td>School District Liaison</td>
</tr>
</tbody>
</table>

#### Administrative Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xerox Corp</td>
<td>GRF</td>
<td>92.5</td>
<td>7.6</td>
<td>8.2%</td>
<td>Copier Maintenance Repairs</td>
</tr>
<tr>
<td></td>
<td>Federal</td>
<td>92.5</td>
<td>0.6</td>
<td>0.6%</td>
<td></td>
</tr>
</tbody>
</table>

#### General Counsel/Legal

<table>
<thead>
<tr>
<th>Name</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 - Impartial Hearing Officers</td>
<td>GRF</td>
<td>164.0</td>
<td>5.0</td>
<td>3.0%</td>
<td>Teacher Dismissal Hearing Officers</td>
</tr>
<tr>
<td>Franczek, Sullivan PC</td>
<td>GRF</td>
<td>120.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>Attorney General's Office appointed Res Vazquez to continue as Legal Counsel for the ongoing implementation and monitoring of the Corey H. consent decree</td>
</tr>
</tbody>
</table>

#### Data Systems

<table>
<thead>
<tr>
<th>Name</th>
<th>Funded Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>August Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBM</td>
<td>GRF</td>
<td>1,065.0</td>
<td>329.0</td>
<td>30.9%</td>
<td>Development of Statewide Student Information System</td>
</tr>
<tr>
<td>Funded Amount</td>
<td>Expended Year to Date</td>
<td>% Spent Year to Date</td>
<td>August Expenditures</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1,429.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Data analysis and reporting for Supplemental Education Services</td>
<td></td>
</tr>
<tr>
<td>58.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Programmer for CERTS System</td>
<td></td>
</tr>
<tr>
<td>138.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Two programmers for CNS System</td>
<td></td>
</tr>
<tr>
<td>268.7</td>
<td>13.6</td>
<td>5.1%</td>
<td>13.6</td>
<td>Data Analysis &amp; Progress Reporting</td>
<td></td>
</tr>
<tr>
<td>151.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>A &quot;live data&quot; website for an Illinois Interactive Report Card</td>
<td></td>
</tr>
<tr>
<td>400.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>HIV Prevention Education</td>
<td></td>
</tr>
<tr>
<td>269.7</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Professional Development Modules for Reading First Program</td>
<td></td>
</tr>
<tr>
<td>200.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Evaluation of a four-year study of resources and district efforts for the</td>
<td></td>
</tr>
<tr>
<td>232.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>IL Learning Standards</td>
<td></td>
</tr>
<tr>
<td>70.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Training/hardware/software for hand-held Personal Reading</td>
<td></td>
</tr>
<tr>
<td>106.9</td>
<td>55.5</td>
<td>51.9%</td>
<td>55.5</td>
<td>Assistant for Reading First Program</td>
<td></td>
</tr>
<tr>
<td>19 Hearing Officers</td>
<td>38.0</td>
<td>7.4%</td>
<td>38.0</td>
<td>Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code</td>
<td></td>
</tr>
<tr>
<td>10 Mediation Agreements</td>
<td>14.4</td>
<td>28.8%</td>
<td>14.4</td>
<td>IDEA mandates ISBE to offer mediation services - 19 Contracts @ $5,000</td>
<td></td>
</tr>
<tr>
<td>Marucco, Stoddard, Ferenbach &amp; Walsh, Inc.</td>
<td>13.0</td>
<td>16.6%</td>
<td>13.0</td>
<td>ISBE's Illinois Continuous Improvement Plan per Grant Specs</td>
<td></td>
</tr>
<tr>
<td>Joyce Eckrem</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Customize the Special Ed Data Systems and add critical indicators for the mediation process</td>
<td></td>
</tr>
<tr>
<td>168.2</td>
<td>25.0</td>
<td>14.9%</td>
<td>25.0</td>
<td>Hearing Officer Evaluation &amp; Training</td>
<td></td>
</tr>
<tr>
<td>135.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Federal Grants &amp; Programs</td>
<td></td>
</tr>
<tr>
<td>113.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Comprehensive external evaluation of the 21st Century Program</td>
<td></td>
</tr>
<tr>
<td>9/13/2006</td>
<td>2</td>
<td></td>
<td></td>
<td>Plenary Packet - Page 250</td>
<td></td>
</tr>
<tr>
<td>Funded Amount</td>
<td>Expended Year to Date</td>
<td>% Expended Year to Date</td>
<td>August Expenditures</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Measurement Incorporated</td>
<td>2,095.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>ISAT Writing</td>
</tr>
<tr>
<td>Harcourt Assessment, Inc.</td>
<td>222.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Component 9 - MY99749 Enhanced Statewide Student Assessment System</td>
</tr>
<tr>
<td>Measured Progress, Inc.</td>
<td>4,947.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year MY00612</td>
</tr>
<tr>
<td>Metri Tech, Inc.</td>
<td>8,522.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Technical and statistical services such as equating, item analysis and technical reports</td>
</tr>
<tr>
<td>Wisconsin, Illinois, Delaware, Arkansas</td>
<td>4,442.3</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>New requirements for the ACCESS Test (Bilingual Assessment)</td>
</tr>
<tr>
<td>Questar Educational Systems</td>
<td>132.8</td>
<td>132.8</td>
<td>100.0%</td>
<td>34.0</td>
<td>IMAGE Test</td>
</tr>
<tr>
<td>NCS Pearson, Inc.</td>
<td>1,718.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>IAA Test</td>
</tr>
<tr>
<td>American College Testing</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>ACT Test - College Entrance Exam</td>
</tr>
<tr>
<td>Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grow Your Own Initiative</td>
</tr>
<tr>
<td>Target Area Development Corp</td>
<td>350.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>New Illinois Teacher Collaborative</td>
</tr>
<tr>
<td>Nutrition Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>Legal Resolve, Inc.</td>
<td>195.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Administrative Hearing Officer for Child Care Food Program</td>
</tr>
<tr>
<td>External Assurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Develop education model for Supplemental Education Services (SES)</td>
</tr>
<tr>
<td>Education Innovations</td>
<td>60.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**Grants Breakdown:**
- **General State Aid:** 4,166,329.7 528,801.3 12.7% 528,801.3 Formula
- **Title I - Low Income:** 642,000.0 56.7 0.0% 56.7 Formula
- **IDEA:** 549,980.0 14,306.4 2.6% 2,923.0 Formula

9/13/2006
<table>
<thead>
<tr>
<th>Description</th>
<th>Funded Amount</th>
<th>Expended Amount</th>
<th>% Spent Year to Date</th>
<th>Expended Year to Date</th>
<th>% Expended</th>
<th>August Expenditures</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Nutrition</td>
<td>475,000.0</td>
<td>23,559.7</td>
<td>5.0%</td>
<td></td>
<td>15,764.5</td>
<td>Formula - Reimbursement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed Personnel</td>
<td>368,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Spec Ed</td>
<td>326,607.8</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Block</td>
<td>318,254.5</td>
<td>17,268.8</td>
<td>5.4%</td>
<td></td>
<td>10,327.6</td>
<td>Block grant for Pre-K, parent training and prevention initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Reg/Voc</td>
<td>286,118.0</td>
<td>11,158.6</td>
<td>3.9%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed Extraordinary</td>
<td>268,892.6</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Mandated Categorical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II - Quality Teachers</td>
<td>134,830.0</td>
<td>662.7</td>
<td>0.5%</td>
<td></td>
<td>662.7</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed Private Facility Tuition</td>
<td>109,080.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed Orphanage</td>
<td>79,400.0</td>
<td>28,425.2</td>
<td>35.8%</td>
<td></td>
<td>6530.5</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Imp. Block Grant</td>
<td>76,139.8</td>
<td>17,536.3</td>
<td>23.2%</td>
<td></td>
<td>12,919.1</td>
<td>Formula</td>
<td></td>
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</tr>
<tr>
<td>ADA Sch., Safety and Ed. Bl.</td>
<td>74,841.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I - Reading First</td>
<td>50,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Competitive and formula grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voc Ed - Federal</td>
<td>50,000.0</td>
<td>3,712.1</td>
<td>7.4%</td>
<td></td>
<td>3,611.8</td>
<td>Formula and Competitive - to improve student academic and career skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IV - 21st Century</td>
<td>44,925.0</td>
<td>210.1</td>
<td>0.5%</td>
<td></td>
<td>210.1</td>
<td>Competitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III - English Language Acq</td>
<td>40,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Education - State</td>
<td>38,562.1</td>
<td>6,589.7</td>
<td>17.1%</td>
<td></td>
<td>3,033.9</td>
<td>Formula</td>
<td></td>
<td></td>
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<tr>
<td>Bilingual Education - Chicago</td>
<td>36,896.6</td>
<td>26,363.9</td>
<td>71.5%</td>
<td></td>
<td>26,363.9</td>
<td>Chicago Block Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Literacy</td>
<td>30,000.0</td>
<td>729.1</td>
<td>2.4%</td>
<td></td>
<td>729.1</td>
<td>Competitive and non-competitive grants to school districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual Education - Downstate</td>
<td>29,655.4</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Mandated Categorical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Program</td>
<td>29,126.5</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Payment for textbooks purchased during year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Loan - Reappropriation</td>
<td>28,215.6</td>
<td>11,100.5</td>
<td>39.3%</td>
<td></td>
<td>7,878.3</td>
<td>Payment for textbooks purchased during previous year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool - Spec Ed</td>
<td>25,000.0</td>
<td>910.9</td>
<td>3.6%</td>
<td></td>
<td>875.4</td>
<td>Formula - special education, 3-5 year-olds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Matters Mentoring</td>
<td>24,128.4</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Bridges</td>
<td>22,238.1</td>
<td>17,639.6</td>
<td>79.3%</td>
<td></td>
<td>7,854.8</td>
<td>Grants to districts (based on ISAT reading scores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Free Lunch and Breakfast</td>
<td>21,000.0</td>
<td>10,692.0</td>
<td>50.9%</td>
<td></td>
<td>45.0</td>
<td>Mandated Categorical - Reimbursement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IV - Safe and Drug Free</td>
<td>20,000.0</td>
<td>76.4</td>
<td>0.4%</td>
<td></td>
<td>76.4</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Ed/Reg Safe Schools</td>
<td>18,535.5</td>
<td>1,294.6</td>
<td>7.0%</td>
<td></td>
<td>1,294.6</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truant/Dropout/Optional Education</td>
<td>18,078.1</td>
<td>5,769.1</td>
<td>31.9%</td>
<td></td>
<td>924.2</td>
<td>Competitive - at-risk students/dropout prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver Education</td>
<td>17,929.6</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Reimbursement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Transportation</td>
<td>14,454.7</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula based on appropriation level divided by eligible students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphanage Tuition</td>
<td>13,130.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Reimbursement to school districts for children residing in orphanages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Assistance</td>
<td>11,800.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Purpose Trust Fund</td>
<td>10,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Size Reduction Pilot</td>
<td>10,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants for K-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title V - Innovative Programs</td>
<td>10,000.0</td>
<td>290.3</td>
<td>2.9%</td>
<td></td>
<td>290.3</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>9,605.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Reimbursement for Nat’l Bd Certification costs; grant for Teacher of the Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II Math/Science Partnerships</td>
<td>9,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed Summer School</td>
<td>8,694.0</td>
<td>4,729.5</td>
<td>54.4%</td>
<td></td>
<td>0.0</td>
<td>Formula - Special ed students enrolled in summer sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROE Salaries</td>
<td>8,150.0</td>
<td>1,312.8</td>
<td>16.1%</td>
<td></td>
<td>658.1</td>
<td>Salaries for ROE’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reorganization Incentive</td>
<td>7,850.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants to districts to encourage reorganization through consolidation/annexation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROE School Services</td>
<td>6,470.0</td>
<td>2,886.1</td>
<td>44.8%</td>
<td></td>
<td>551.4</td>
<td>ROE Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology for Success</td>
<td>6,169.7</td>
<td>362.5</td>
<td>5.9%</td>
<td></td>
<td>362.5</td>
<td>Northwestern Univ. (Collaboratory Project); IL Math and Science Academy (IVHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security For Schools Grants</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voc Ed - Federal Tech Prep</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants - assists students in achieving learning/occupational skills standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Tech. Rev. Loan</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Loans to schools to implement technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs for IL Graduates</td>
<td>4,000.0</td>
<td>1,000.0</td>
<td>25.0%</td>
<td></td>
<td>0.0</td>
<td>Grants to formula reimbursement, work-based learning, jobs for IL graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Education</td>
<td>4,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td></td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Charter Schools</td>
<td>3,421.5</td>
<td>855.4</td>
<td>25.0%</td>
<td></td>
<td>855.4</td>
<td>Grants - Start-up funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Funded Amount</td>
<td>Expended Date</td>
<td>% Spent Date</td>
<td>August Expenditures</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>-------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Community Org Not for profit</td>
<td>3,260.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>McKinney Homeless Ed</td>
<td>3,250.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Competitive grants to school districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philip Rock Center</td>
<td>3,220.5</td>
<td>0.0</td>
<td>9.0%</td>
<td>290.0</td>
<td>Targeted Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards Assessment &amp; Acct</td>
<td>3,042.7</td>
<td>80.0</td>
<td>2.6%</td>
<td>80.0</td>
<td>Grants for K-6 Arts, Learn improve, Learning Standards, Student/Teacher Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childrens Mental Health Partner</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Kids/Minds/Exp Vision</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grow Your Own Teachers</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>2,881.2</td>
<td>431.7</td>
<td>15.0%</td>
<td>0.0</td>
<td>Grants to school districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec. Congressional Initiatives</td>
<td>2,847.5</td>
<td>48.9</td>
<td>1.7%</td>
<td>48.9</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn &amp; Serve America</td>
<td>2,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Competitive grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter Schools - Federal</td>
<td>2,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Competitive</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>IDEA Part D</td>
<td>2,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Reimbursement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mat'l's for the Visually Impaired</td>
<td>2,121.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Targeted Init. - with The Chicago Lighthouse for People who are Blind or Visually Impaired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurricane Ed Recovery Act</td>
<td>2,102.5</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants to aid school districts with Katrina &amp; Rta hurricane victims attending school in IL</td>
<td></td>
<td></td>
<td></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>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Fee</td>
<td>2,000.0</td>
<td>48.8</td>
<td>2.4%</td>
<td>48.8</td>
<td>Fee reimbursement for Adv Placement Exam and Intl' Baccalaureate exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Mentoring Pilot</td>
<td>1,800.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></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>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title VI-Flex. &amp; Acct Rural Education</td>
<td>1,500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants to school districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Relocation</td>
<td>1,386.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Formula grants for school emergency relocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Transportation</td>
<td>1,200.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></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>Formula and loans to school districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Teaching</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grant to Illinois Resource Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach America/Building w/Books</td>
<td>950.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grant for Teach for America and Building with Books, Inc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Ed Initiative</td>
<td>920.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Breakfast Incentive</td>
<td>723.5</td>
<td>34.7</td>
<td>4.8%</td>
<td>34.7</td>
<td>Reimbursement and grant to public and private schools and child-care institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Transition</td>
<td>578.8</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grants - serves disadvantage students from selected Chicago HS and elem. schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording - Blind and Dyslexic</td>
<td>518.8</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>Grant to increase achievement of students with visual impairments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Supt. Initiatives</td>
<td>500.0</td>
<td>40.8</td>
<td>8.2%</td>
<td>40.8</td>
<td>Target Initiative to St. Clair &amp; Madison ROC's</td>
<td></td>
<td></td>
<td></td>
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**GRAND TOTAL, ALL CENTERS**

9% 69% 23% 45% 55% 100%

* Includes one Leave of Absence
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